

UC San Diego



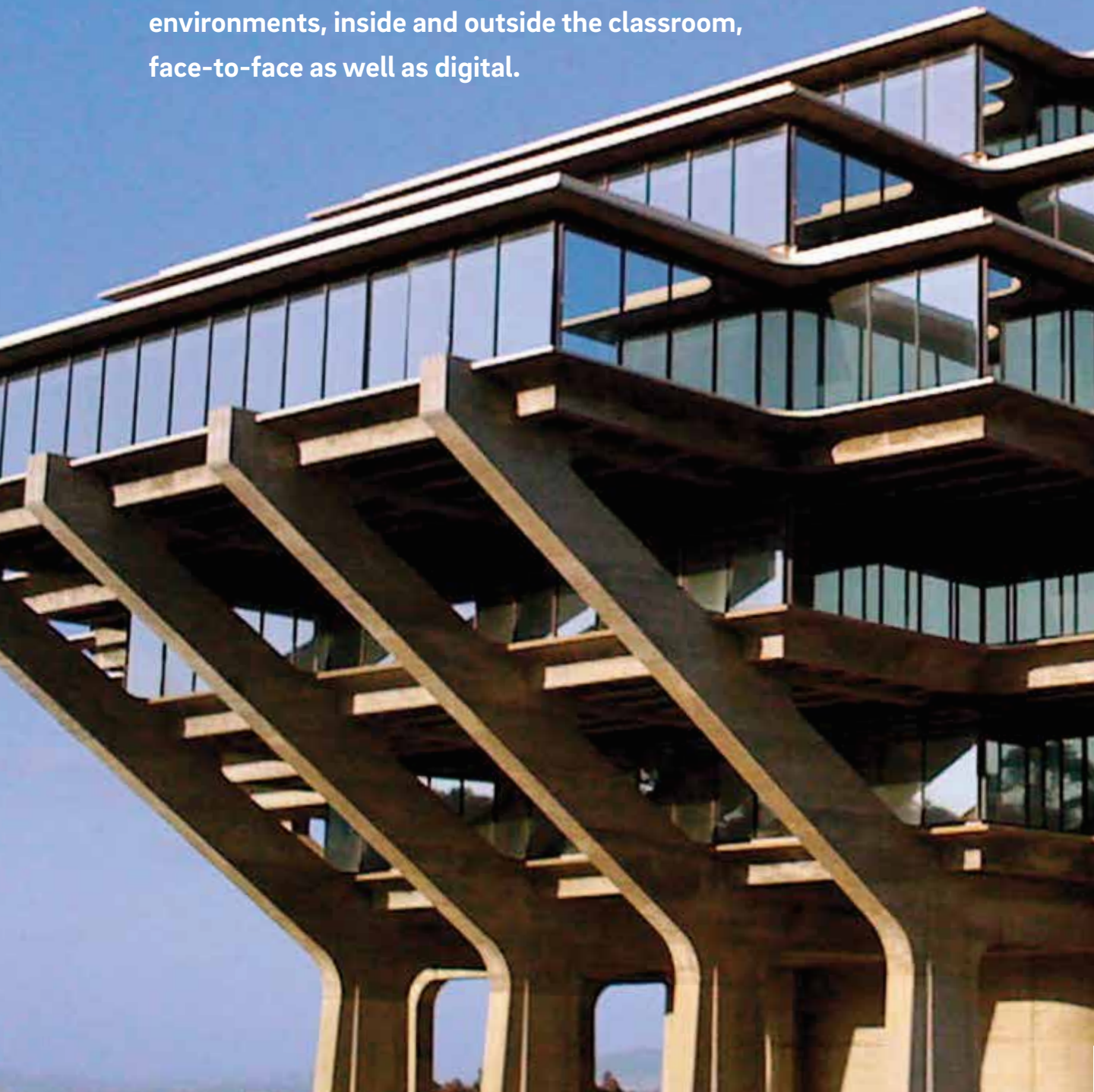
IMPACT REPORT
FA16-WI18



TEACHING + LEARNING
commons

advancing teaching + learning

The Teaching + Learning Commons (the Commons) is UC San Diego's innovative infrastructure for advancing student success and teaching excellence. It provides comprehensive faculty and student support for all learning environments, inside and outside the classroom, face-to-face as well as digital.



The Mission of the Commons is to:

- advance student success through teaching excellence and comprehensive academic student support
- be an incubator for innovations in teaching and student academic success
- increase access to education on campus and beyond
- actively promote equity and inclusion within the organization and through our programs and services

Student Success at UC San Diego is defined as maintaining or exceeding good academic standing; making steady progress toward degree completion; actively engaging in research, co-curricular opportunities and the campus and local community; and utilizing resources to intentionally develop the competencies to lead in a global society.

To promote student success and professional development UC San Diego developed the UC San Diego Competencies, which are aligned with the learning outcomes and competencies of:

- Association of American Colleges and Universities (AAC&U) Value Learning Outcomes
- Council for the Advancement of Standards (CAS) in Higher Education Learning and Development Outcomes
- WASC Senior College and University Commission Core Competencies
- National Association of Colleges and Employers (NACE) Career Readiness Competencies

“The Teaching + Learning Commons is one of the best resources available on campus.”

—Undergraduate Student

the commons' goals

The UC San Diego Strategic Plan established a shared mission and vision for the campus. The plan's five transformational goals were collectively developed through a comprehensive process that engaged more than 10,000 campus and community members. The work done in the Commons supports each of the defined goals.

	METRICS	OUTCOMES
GOAL 1 Promote student academic success	<ul style="list-style-type: none"> • Course grades • GPA • Retention rate • Academic success resource usage • Participation in internships, research, and co-curricular activities • Achieving UC San Diego Competencies workshops 	<ul style="list-style-type: none"> • Students supported by the Commons are more likely to receive higher course grades, maintain better GPA, be retained at UC San Diego, utilize academic resources, engage in research and co-curricular opportunities, and achieve expected learning outcomes
GOAL 2 Promote excellence in educational research and practice	<ul style="list-style-type: none"> • Teaching and course design • Contributing to Scholarship of Teaching and Learning (SoTL) • Developing departmental pedagogical expertise development 	<ul style="list-style-type: none"> • Redesigned 167 courses • Engaged in 20 SoTL projects • Improved teaching quality for Summer Graduate Teaching Scholars participants, based on their Course and Professor Evaluations • 100% English certification rate for international teaching and instructional assistants

"My leadership skills have changed for the better in many ways."

—Undergraduate Mentor



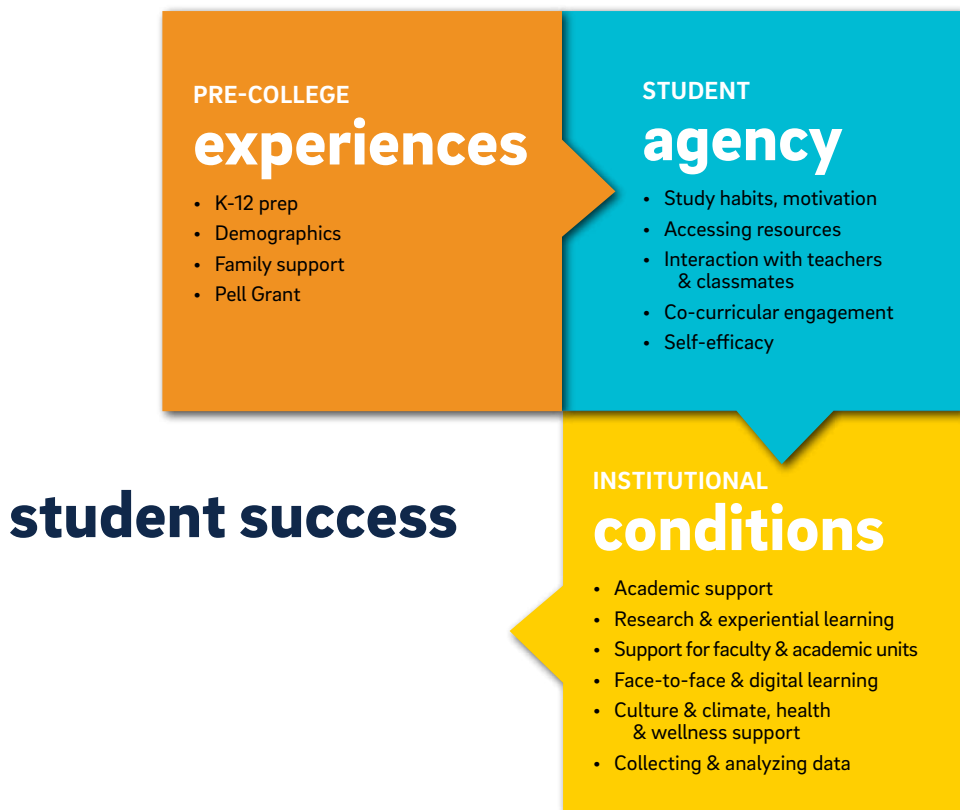
METRICS

OUTCOMES

	METRICS	OUTCOMES
GOAL 3 Expand access to education	<ul style="list-style-type: none"> • Online course offerings • Online academic support for students • Revenue generation 	<ul style="list-style-type: none"> • 75 Massive Open Online Courses (MOOCs) on Coursera and edX • Free access to Coursera for all UC San Diego members • \$1.8M campus revenue from MOOCs • 125 online tutoring sessions
GOAL 4 Facilitate evidence-based educational innovations	<ul style="list-style-type: none"> • Development of data-driven student academic success initiatives • Student academic performance in these initiatives 	<ul style="list-style-type: none"> • Developed 3 summer programs: Math Track, Triton Prep, Triton Sophomore Scholars • Initiated development of Math 2 • Improved math skills, writing skills, and learning skills of 393 underrepresented minority (URM) students.
GOAL 5 Promote diversity, equity and inclusion	<ul style="list-style-type: none"> • # of supported URM and 1st generation students • Resources to support inclusive teaching • ELPii support 	<ul style="list-style-type: none"> • Supported 3,815 URM undergrad students • Supported 4,853 1st generation undergrad students • Included diversity, equity and inclusion in Teaching & Instructional Assistant training

a comprehensive approach to success

Student success is a systemic challenge. It requires a collaborative approach to teaching and learning, which includes building a scaffold of interconnected academic resources for students and providing support for research-based pedagogical development for educators. Faculty participation in professional development activities positively affects student and faculty success, student retention, and students' time to degree.



To implement this innovative approach, the Commons consists of five hubs: **Engaged Teaching, Digital Learning, Academic Achievement, Writing + Critical Expression, and Experiential Learning**. The hubs closely interact, inform, and mutually reinforce the goals of each unit. Together, they function as a single entity embodying the intertwined relationship of teaching and learning. Through its wide range of programs, services, and research, the Commons assists all members of the UC San Diego community in developing learning environments and experiences for their students that encourage engagement and foster student success.

Our Approach is:

- **Learner-Centered.** We endow educators with skills to advance students' learning and agency by creating equitable and inclusive learning environments
- **Advancing Educational Equality.** Our work supports the university's goal to ensure the potential for academic success for every UC San Diego student
- **Educational.** We help all educators AND also students gain a deeper understanding of how people learn; we do not just dispense tips
- **Data-Driven.** We skillfully and ethically use data to measure student learning, track their progress through academic programs and inform the efficacy of our work
- **Research-Based.** We distill, synthesize and apply research on learning and translate it into classroom practice and educational programming; we contribute to the body of new knowledge

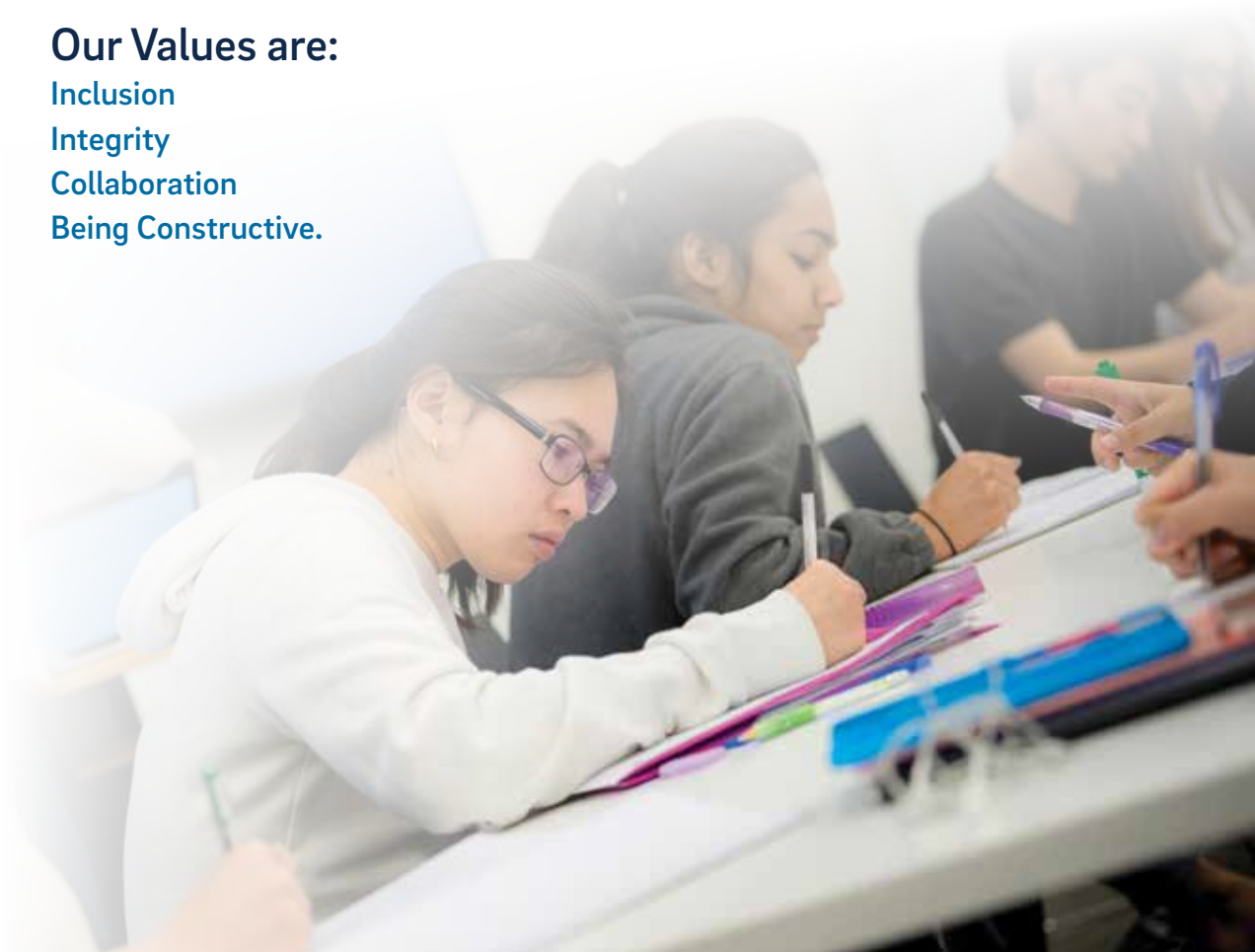
Our Values are:

Inclusion

Integrity

Collaboration

Being Constructive.



large & growing impact

Usage of the Commons' services has proven to support all students, at every level, as well as faculty and teaching assistants. The increase in unique users year over year is a testament to the need and desire for advancing learning and teaching through the Commons' numerous programs.

510

faculty members

Lecturer:	35%
Pre-tenured faculty:	34%
Tenured faculty:	31%
Female:	54%

18,737

undergrad students

URM:	20%
1st Gen:	26%
Female:	54%

2.65M

global learners

India:	~ 20%
European Countries:	~18%

3,606

graduate students

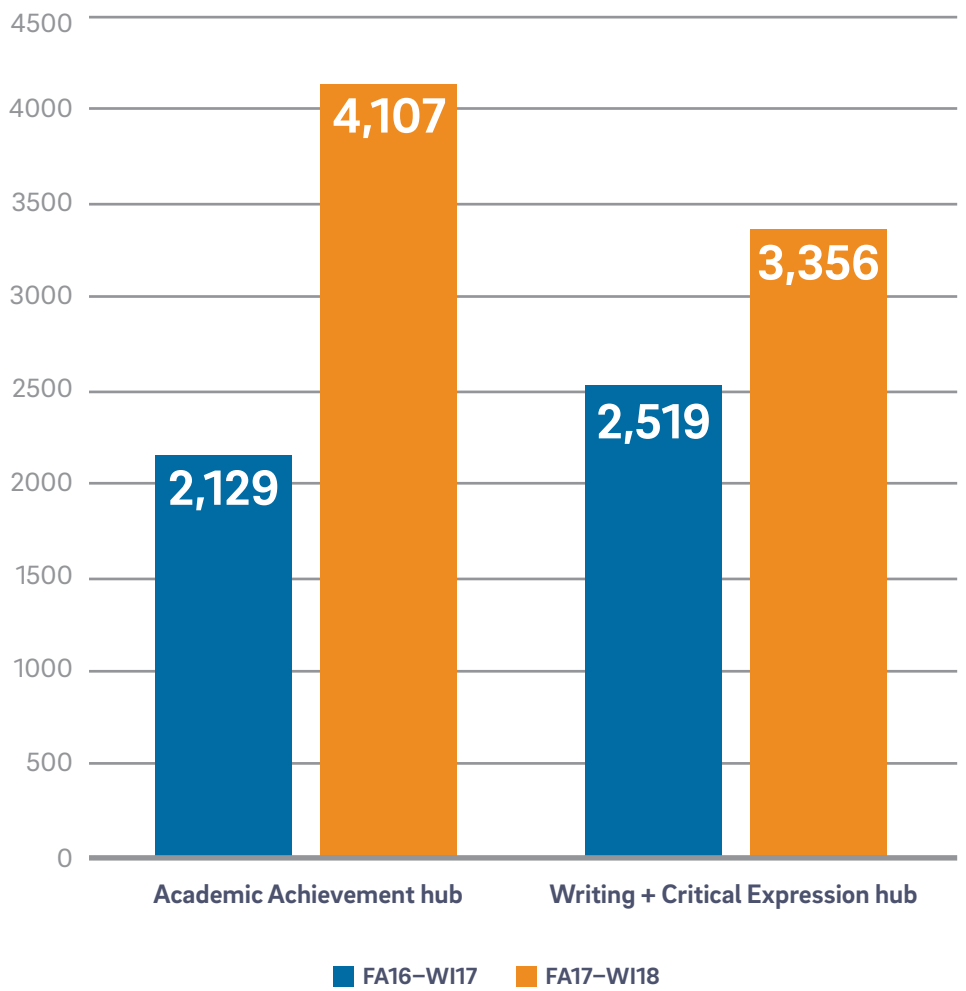
Teaching or Instructional Assistant: ~80%

Users maximize use of services

- 4 visits per Academic Achievement hub user
- 2.3 visits per Writing + Critical Expression hub user
- 23% of undergraduate users utilized services from 2 or more units



Unique Users for Academic Support Units



evidence-based education initiatives

As an incubator for teaching and student success innovations, the Commons helps to prepare students for the rigors of university academics with intensive, goal-focused, summer programming.

- Three summer academic success programs: Summer Bridge Math Track, Triton Prep, and Sophomore Scholars Program, serving 393 students who are largely URM and 1st generation students
- A pre-calculus math course Math 2: enrolled seven cohorts (N=204), starting from Summer 2016
- Collaboration with the PATHways program

Impacts

Program participants:

- had high course pass rates (C- or higher grades) in math courses (Math 2, 3C, 4C, 10A, 20A)
- made continuous progress through their math sequence
- improved Math Placement Exam scores
- increased confidence in their ability to learn math
- improved writing skills
- improved study strategies
- engaged with academic support





THE HUBS

The Teaching + Learning Commons' five hubs embody the intertwined relationship of teaching and learning. Each hub makes a significant impact on their respective goals, contributing to the overall mission of the Commons and UC San Diego.

Engaged Teaching	10
Digital Learning	12
Academic Achievement	14
Writing + Critical Expression	16
Experiential Learning	18



ENGAGED TEACHING

The Commons is a university-wide resource that supports and facilitates excellence in teaching and learning through integration, connection, and ongoing assessment of initiatives leading to an engaged and inclusive educational environment. Toward this mission, the Engaged Teaching (ET) hub promotes faculty and student success through programs and resources that support faculty and graduate students in their teaching roles. Our goal is to inspire and advance teaching excellence through evidence-based, learner-centered, and equitable teaching practices.



FACULTY SUPPORT

608

unique faculty
one-on-one & small
group meetings

180

workshops

16

3-day course
design studios
(~167 faculty)

TEACHING AND INSTRUCTIONAL ASSISTANT SUPPORT

22

TIA programs

30+

department
& institutes

200

classroom observations
(~8500 students)

209

graduate students &
postdocs introduction
to college teaching

2,658

international
TIAs language and
teaching training

Advancing teaching excellence with:

Teaching consultations

One-on-one meetings helping with any aspect of teaching and learning.

Educational technology

Exploring effective and innovative strategies for teaching with technology.

Workshops

Learning about research-based teaching strategies and discussing teaching with faculty colleagues.

Teaching observations

Receiving confidential teaching and classroom observation feedback.

Early course feedback – surveys

Surveying students' perspective for early teaching adjustments through surveys.

Early course feedback – focus group

Gathering detailed feedback on students' learning through in class brief group interviews.

Supporting programs, departments and divisions' educational initiatives with:

Customized workshops

Educational programming to assist with any aspect of teaching and learning.

Major, course and curriculum review and redesign

Assessment

Creating and linking a department's or school's teaching objectives to course design, assignments, and teaching practices for individual instructors.

Educational innovations contributing to initiatives such as SAPD, CDIIP, ELTI

Supporting international instructors and TAs

Teaching and professional development of graduate students

Collaborating with TA Faculty Advisors; developing pedagogy courses.

RESOURCES

20

scholarship of teaching and learning research projects

20

teaching videos
>10,000 views

68

blogs
>1000 views



DIGITAL LEARNING

Digital Learning (DL) advances teaching and learning excellence and increases access to education on the UC San Diego Campus and beyond using digital technologies. We contribute to student success by collaborating with UC San Diego educators to strengthen the quality and breadth of the university's educational offerings.



75 massive open
online courses
(MOOCs)

Coursera: **56**

edX: **19**

FREE

**FREE UC San Diego courses
and specializations on
Coursera for all
UC San Diego students**

2.65M

global learners

\$1.8M

2017 MOOC
campus revenue



"Working in the Engaged Teaching hub has provided me invaluable growth in my teaching, interpersonal, and professional skills."

*—Alexander Meill, Ph.D.
Candidate in Physics*

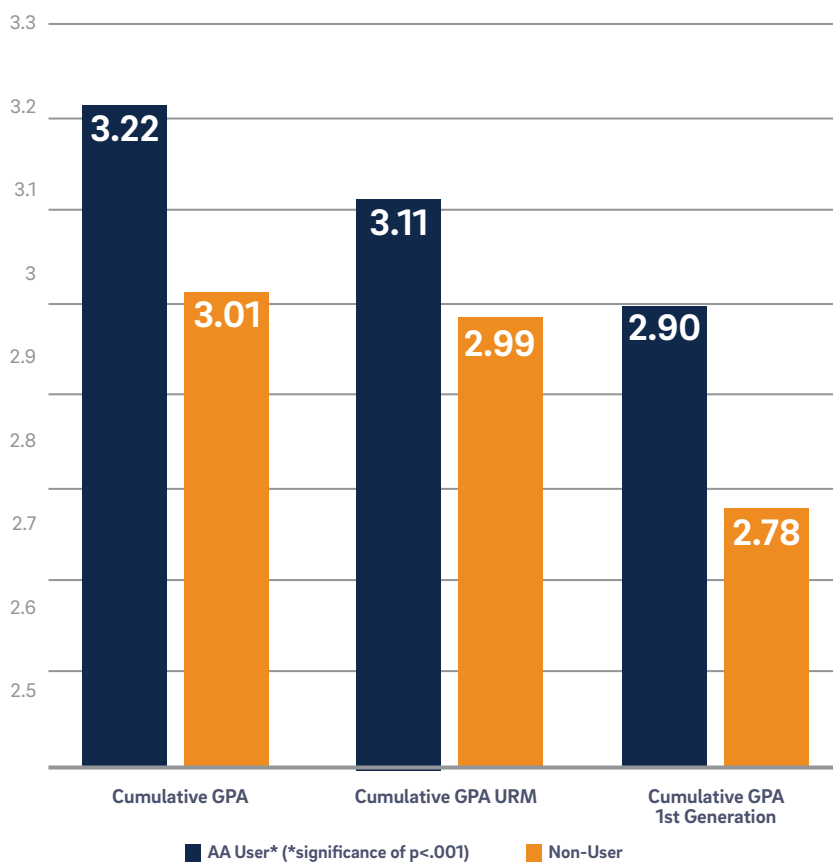


ACADEMIC ACHIEVEMENT

Supplemental Instruction (SI) in the Academic Achievement (AA) hub provides academic support for students who are enrolled in courses that are notoriously difficult. SI leaders attend all lectures alongside enrolled students, so they always know what is happening in the class. In SI sessions, SI Leaders do not re-lecture or introduce new material. Rather, SI Leaders are trained to maximize active student involvement with the course material and to integrate how-to-learn with what-to-learn; as a result, students who attend SI sessions understand the material better.

Frequency of SI Attendance	Average GPA	
0 times	3.01	
1 time	3.11	
2-4	3.07	
5 or more	3.22	*p<.001

GPA Comparison of Academic Achievement Hub Program Users and Non-Users



Key findings:

1. Supplemental Instruction attendees received significantly higher cumulative GPAs when they utilized SI services regularly. This impact is significant for URM and 1st generation students.
2. SI attendees (31% are URM students, compared with campus 18% URM) maintained a 96.2% retention rate (fall to fall quarter) at UC San Diego, 2.2% higher than the one year retention rate of all undergraduate students at UC San Diego.
3. Positive correlation between program attendance frequency and participants' course passing rates, and students who attend regularly (4 times or more) are most likely to succeed in math/chemistry courses.



"I love the opportunity SI gives me to gain a better understanding of the material. The SI leader is awesome at giving us more practice."

—Undergraduate Student

Increasing Student Agency through Mindset Motivation Study Habits

Metacognitive academic support develops independent learners, study skills, and the ability to reflect.

Supplemental Instruction (SI) maximizes active student involvement with the course material and integrates how-to-learn with what-to-learn. As a result, students who attend SI sessions understand the material better.



WRITING + CRITICAL EXPRESSION

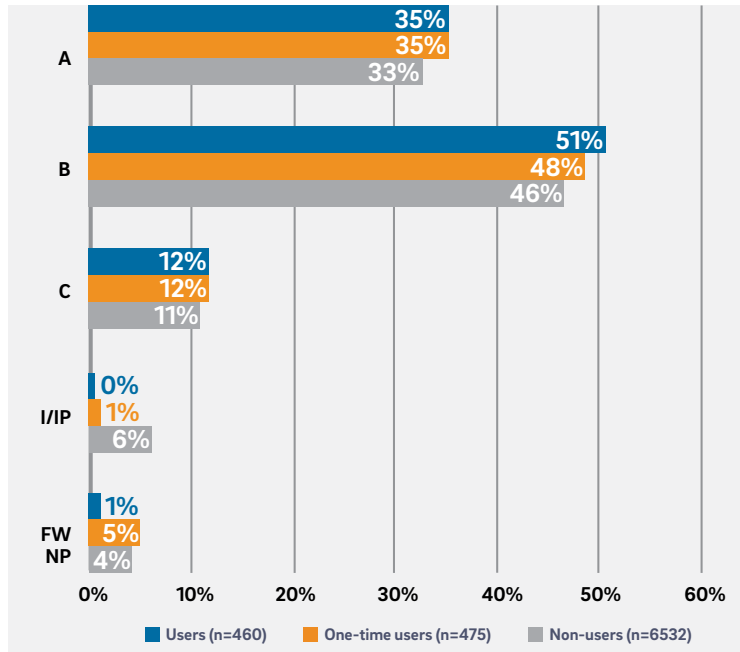
The Writing + Critical Expression (WCE) hub supports all writers on campus—every writer, any project—and promotes writing as a tool for learning.



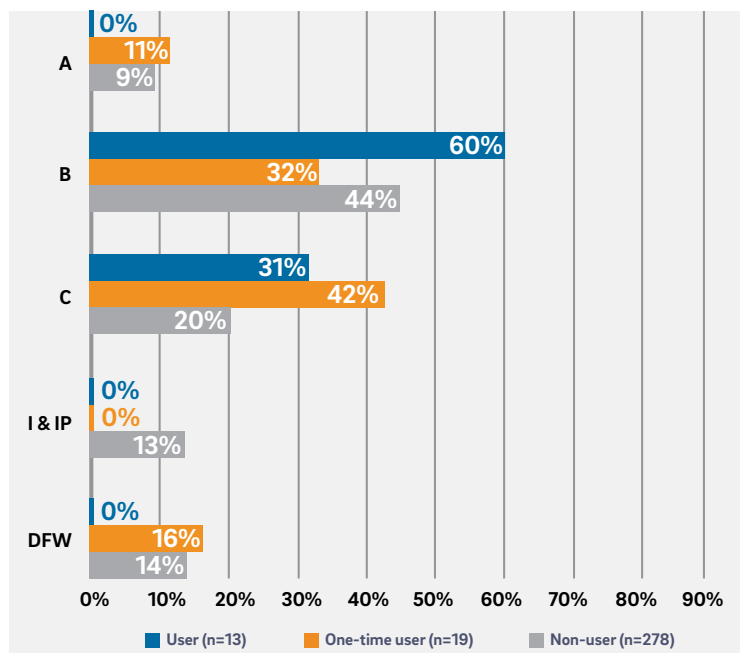
Key findings:


At the WCE hub, students get one-on-one support for writing projects from courses as well as writing connected to graduate and professional school applications, and scholarship opportunities. One-third to one-half of WCE appointments are with students looking for support in a college writing program course. Among students in these college writing program courses, WCE users are more likely to have higher course grades and lower DFW and incomplete rates than their classmates. This effect is most significant for freshman students whose first term GPAs at UC San Diego were below 2.0.

WI18 College Writing Course Grades



WI18 College Writing Course Grades FY17–18 1st Year Freshmen with FA17 Term GPA < 2





“My Writing + Critical Experience hub consultant really helped me break down and analyze what I was trying to say. Even though at first it was frustrating to keep hearing ‘why?’ or ‘explain more,’ in the end I left so much better off.”

—Undergraduate Student

Advancing writing excellence and critical expression with services for undergraduates, graduate students, and educators.

Undergraduate Writing	Graduate Student Writing	Educators
<ul style="list-style-type: none"> • One-on-one writing tutoring • Supportive, in-depth conversations about writing, the writing process, and writing skills • Walk-in tutoring • Workshops on key writing topics 	<ul style="list-style-type: none"> • By appointment one-on-one writing consultations—supportive, in-depth conversations about your writing, at any stage of the process • Graduate writing retreats • Graduate Writers' Room—supportive and focused community of writers • Workshops on graduate-level writing topics 	<ul style="list-style-type: none"> • Visiting classrooms so students can hear about our services • Writing Hub blurb for course syllabi • Writing across the curriculum



EXPERIENTIAL LEARNING

Within the Experiential Learning (EL) hub, the Academic Internship Program (AIP) allows students to integrate academic theory and 'real world' practice, engage in research that explores the relationship between the two, and gain hands-on experience in professional settings.

Undergraduate Student Outcomes (SP17–WI18)

COMPETENCY DEVELOPMENT

95%
INTERNSHIP SUPERVISORS
rated their academic interns' overall performance Very Good or Outstanding

87%
STUDENTS
said the clarity of their career goals increased

Percentage students self-reporting increased ability over course of the internship		Percentage internship supervisors rating students Very Good or Outstanding
90%	PROBLEM SOLVING	84%
91%	TEAMWORK	97%
91%	INTERPERSONAL COMMUNICATION	92%
91%	ADAPTABILITY	95%

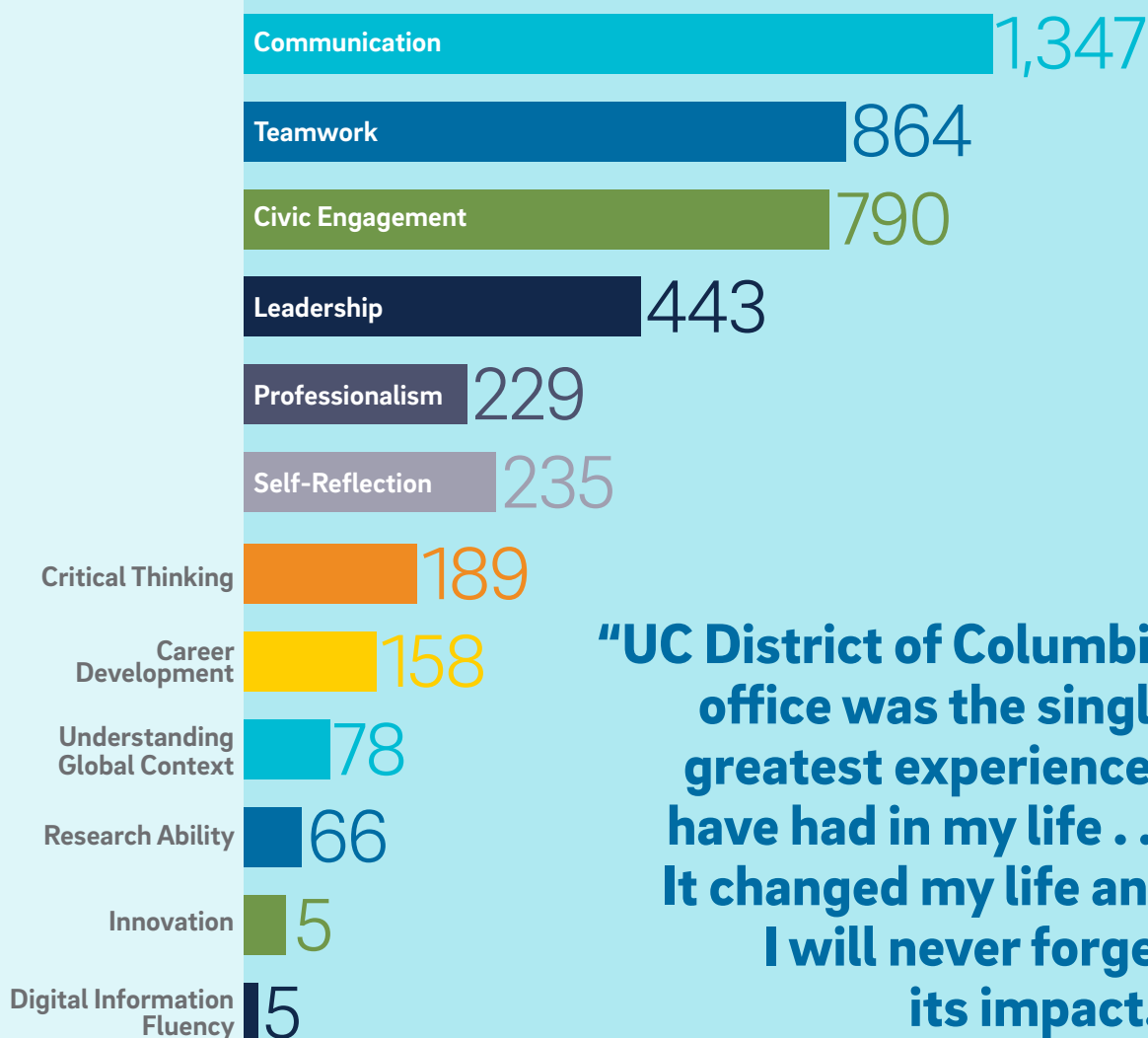
72%
students said their motivation to learn in the classroom increased

92%
students said their ability to apply knowledge from their field of study increased



Also as a part of EL, the Engaged Learning Tools (ETL) help students develop the UC San Diego Competencies they need for their Co-Curricular Record.

1,815 Students CCR-Validated AY16–17



“UC District of Columbia office was the single greatest experience I have had in my life . . . It changed my life and I will never forget its impact.”

—Sociology Student





“The Engaged Teaching Hub workshops and events provide a great opportunity to learn from one another and share best practices without too much prep since we are all very busy. Little risk, big reward!”

*—Assistant Teaching Professor,
Education Studies*



UC San Diego

Teaching + Learning Commons

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