UC San Diego

IMPACT REPORT 2018–2019

TEACHING + LEARNING commons

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LETTER FROM THE DIRECTOR

UC San Diego is a public research university. We discover and create new knowledge, and we educate the leaders of the future. Indeed, our most far-reaching and enduring impact may be through our students.

UC San Diego has a long-standing reputation for being the national leader in transforming lives of students. Continuing on this trajectory requires ongoing and deep commitment to a learning environment that addresses the distinct learning needs, interests, aspirations and cultural backgrounds of individual students and groups of students. It means moving from teacher-centered to student-centered learning environments.

Our campus commitment to educational equity demands that faculty members develop an understanding of the complexities of the teaching and learning process and of the unique experiences, beliefs, and values we each bring to the learning environment. At the same time, students must have the knowledge, behavior, and skills necessary for taking advantage of academic resources and for engaging deliberately and effectively in active, collaborative, and experiential learning.

To address and meet these challenges, Chancellor Khosla in 2016 launched the Teaching + Learning Commons. Now fully realized, the Commons has six hubs that function together to embody the intertwined relationship of teaching and learning. The support and services we provide are in high demand, as the record-setting numbers in this report attest.

Academic Year 2018-19 brought many successes. The Commons has become a pillar of educational innovation at UC San Diego by providing support for the Educational Innovation Initiative (formerly Strategic Academic Program Development); actively contributing to the Latinx/Chicanx Academic Excellence and the Black Academic Excellence Initiatives; supporting faculty in integrating community-engaged service-learning into their teaching, research, and public service engagement through the creation of the Changemaker Faculty Fellows Program; and guiding and facilitating the WASC Senior College and University Commission accreditation process.

In the coming year, we are committed to having an even greater impact on student success. We will strengthen our efforts to close equity gaps by supporting students throughout their educational journey at UC San Diego. We will continue to support faculty and graduate student educators in their commitment to teaching effectively in today's continually evolving landscape. Lastly, we will continue to build campus and community partnerships to bring about collective impact.

In collaboration,

Gabriele Wienhausen, Faculty Director

HIGHLIGHTS 2018-19

Organizationally, structurally, and programatically, Academic Year 2018-19 marked a number of milestones for the Teaching + Learning Commons.

- Dr. Carolyn Sandoval joined our leadership team as Associate Director in spring 2018, bringing with her deep expertise and a passion for promoting faculty and student success.
- We convened our inaugural Senior Council, a trusted body of advisors who provide critical support, guidance, and ambassadorship for our mission.
- The establishment of our Education Research + Assessment Hub strengthened a crucial function within the organization through a formal structure.

PARTNERS IN CHANGE

This year we partnered with over twenty faculty engaged in signature campus education initiatives to re-imagine education. Outcomes of this joint enterprise included projects realized through the Course Development and Instructional Improvement Program (CDIIP), which funds innovations to enhance undergraduate instruction through novel instructional technologies; the Educational Innovation Initiative (formerly Strategic Academic Program Development), which introduces an ever-broader world of learners to our world-class faculty; and the Innovative Learning Technology Initiative (ILTI), which funds development of hybrid and fully online courses to be offered across multiple UC campuses.

24 hours at the COMMONS

10 study groups participants
10 learning strategy session attendees
40 drop-in or online tutoring sessions
45 undergraduate writing consultations
110 Supplemental Instruction participants

3 faculty consultations or classroom observations

9 international instructors attend the English Language Program

25 faculty or graduate students in instructor training

Our influence has helped to transform the educational environment at UC San Diego in 2018-19.

6 faculty or staff post or review experiential learning opportunities

40 students log on to REAL Portal or Co-Curricular Record

5,500
online learners
(across the globe)

HIGHLIGHTS 2018-19

PROGRAMS AND REACH

2018-19 was a year of tremendous growth. Demand for our services and programs reached new heights across each of our Hubs:

THE ENGAGED TEACHING HUB conducted over 350 consultations with faculty and graduate student educators, an increase of more than 30 percent compared to the previous year. Typical consultation themes included strategies for teaching large lectures, student engagement, integrating education technology to support learning, analysis of student course feedback, developing course learning outcomes, and conducting classroom research.

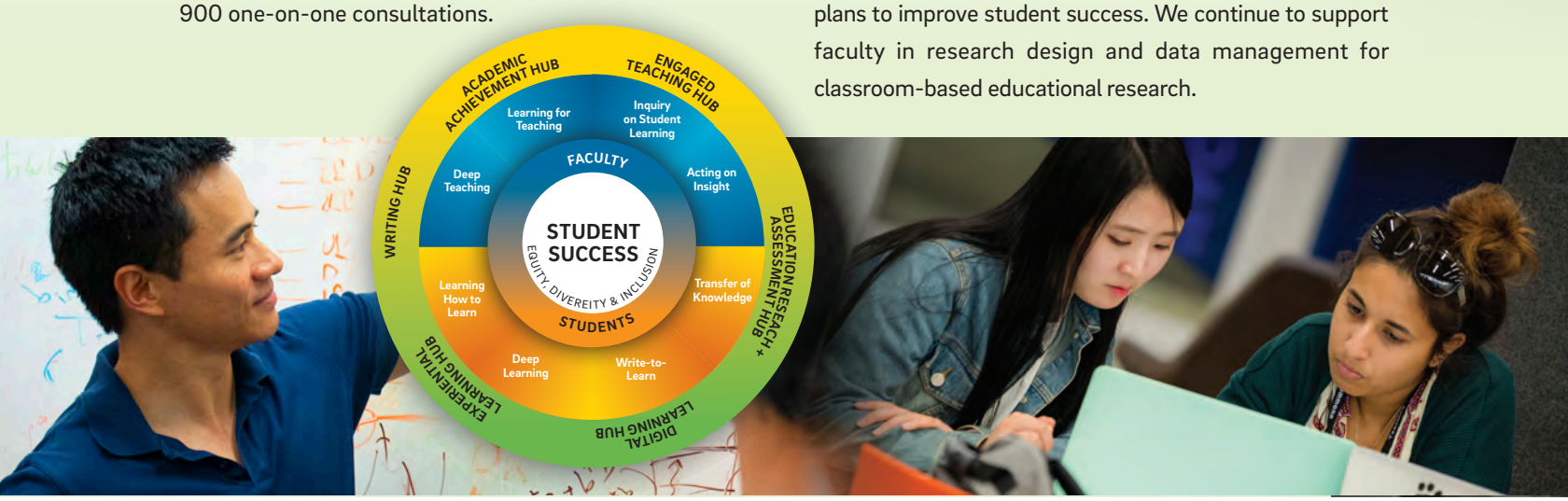
THE ACADEMIC ACHIEVEMENT HUB engaged nearly 5,500 students, tallying over 32,000 contacts in tutoring, learning strategy, and study group sessions. These programs target 'gate-keeper' courses to increase pass rates as part of an intentional strategy to reduce equity gaps. The Hub delivers evidence-based support for students that combines *what to learn* with *how to learn*.

THE WRITING HUB supported student writing across all stages of undergraduate education. The Hub met with over 3,800 undergraduate students in more than 10,000 writing consultations and provided expertise to faculty through writing pedagogy workshops and consultations to integrate writing across the disciplines. The Writing Hub also supported nearly 500 graduate students through workshops, writing retreats, a writing room, and 900 one-on-one consultations.

THE EXPERIENTIAL LEARNING HUB supports and coordinates co-curricular and credit-bearing programs which engage students in high impact, hands-on learning. For the Academic Internship Program, partnerships with Biological Sciences and Urban Studies and Planning saw the most growth in 2018-19. Through the REAL portal and the Co-Curricular Record (CCR) students reflect on and document their learning, bringing depth to their understanding and forging new connections between academic and experiential learning. Through a rigorous evaluation process, the CCR Evaluation Committee, comprised of UC San Diego staff, students and faculty, approved more than 200 new CCR opportunities.

THE DIGITAL LEARNING HUB continues to support 90 Massive Open Online Courses (72 on Coursera, 18 on edX) that now engage more than 3.4 million global learners. The Hub has emerged as the essential partner for digital education innovation projects and continues to support the development of hybrid and fully online courses with supports for students and faculty.

THE EDUCATION RESEARCH + ASSESSMENT HUB worked with more than 60 programs to map their curricula and to develop long-term learning outcomes assessment plans to improve student success. We continue to support faculty in research design and data management for classroom-based educational research.



one year at the COMMONS

Nearly 14,000 undergraduate students were served by the Commons in 2018-19.

This total is almost half of our undergraduate body of 30,000. Furthermore, our activities have effectively included incoming students: more than half (55 percent) of students who entered in Fall 2018 sought out our services in 2018-19.

We've tallied more than 3,600 contacts with graduate students, supporting them in their dual roles as instructors and students.

We've had close to 500 contacts with faculty.

This includes more than 400 one-on-one consultations. We've also supported 12 faculty fellows and hosted 28 faculty at our writing retreats.

200 experiential learning opportunities approved by faculty and staff

300 undergraduates complete academic internships

3,800 undergraduates seek 10,000 writing consultations

5,400 undergraduates attend tutoring, study groups, or Supplemental Instruction

30 departments implement Supplemental Instruction

60 departments seek assessment support

350 faculty consultations, observations, research support

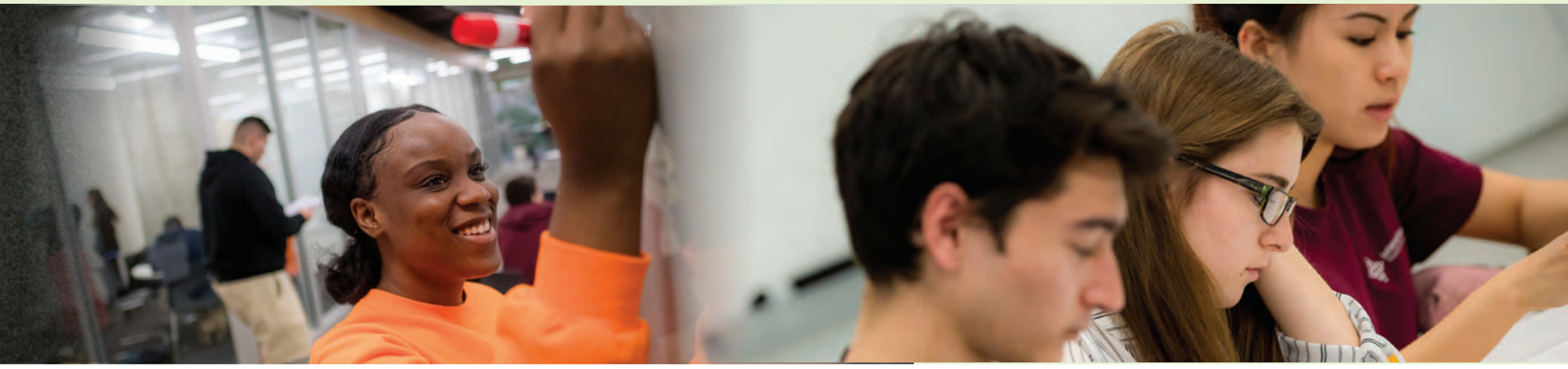
30 Summer Graduate Teaching Scholars trained

150 graduate student instructor observations or consultations

300 international instructors tested through the English Language Program

500 graduate students seek writing support

3.4M global learners access 90 MOOCs



IMPACT: OUR WORK IN ACTION

Our success is by design. The Commons set out, at its inception, to build an innovative organizational structure that would effortlessly create synergies for innovation in teaching and learning.

We pursue educational equity and inclusive pedagogy as both a strategy and goal. We focus our efforts on building effective coalitions with academic departments and individual faculty. Together, we promote evidence-based teaching and rigorous analysis to understand how our innovations improve student outcomes.

BRINGING CLASSROOM INNOVATION TO SCALE

Through our partnership with the Center for Advancing Multidisciplinary Scholarship for Excellence in Education (CAMSEE), we engage a campus-wide network of teacher-scholars, hosting twice-monthly research meetings and offering logistical and analytical support for classroom-based research. This vibrant faculty research community (250+) pilots cutting-edge educational innovation in classrooms, and we support these educators with grant development, research consultations, and data management and analysis.

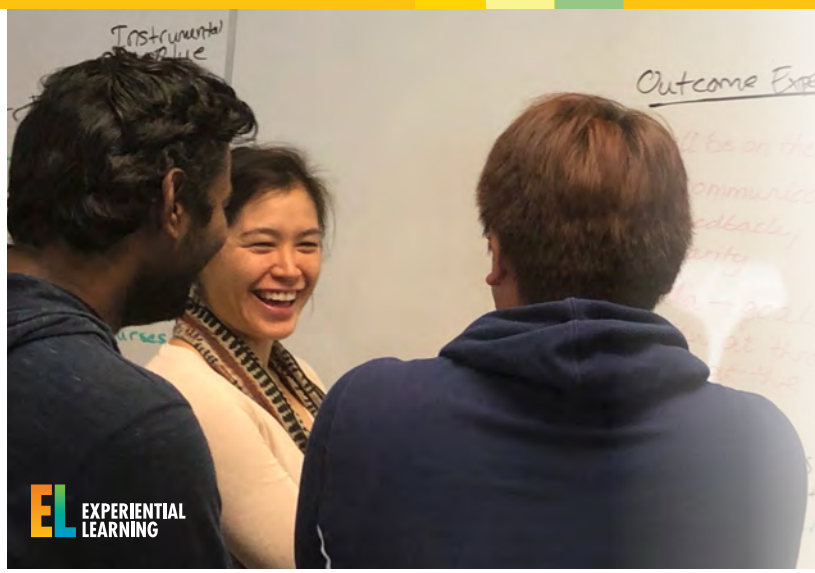
This collaborative is a model within the UC system for faculty-led research and classroom innovation. With CAMSEE's supportive infrastructure in place, UC San Diego teaching faculty have introduced redesigns for entry-level STEM courses in programs like Biological Sciences and Computer Science. Under this model, successful pilots can be quickly tested and deployed to impact a broad cohort of students as they enter their majors.

COMMUNITY-ENGAGED SERVICE LEARNING

Our Experiential Learning Hub supports more than 300 students across disciplines who participate in internships, including opportunities in the Public Service Minor, Urban Studies and Planning, Biological Sciences, and the Global Health Program, which integrate community engagement into the core of their curricula. These integrated offerings allow students to progress toward degree attainment while developing their experience and career readiness.

Academic internships expose students to the relevance of coursework beyond the classroom and offer practice applying academic learning to real-world settings, while creating meaningful connections with community and industry partners. Service-learning opportunities, in particular, offer a unique experience for our students and our community, and they have helped to cement UC San Diego's reputation as a campus committed to innovation for the greater good.

Staff and faculty who partner with our Experiential Learning Hub increasingly view themselves as stakeholders and collaborators in learning experiences that contribute to a comprehensive education.



ECONOMICS UNDERGRADUATE WRITING IMPROVEMENT PROJECT

Recognizing that students needed more preparation to engage deeply with course concepts and effectively communicate their reasoning, faculty in the Economics department approached the Writing Hub for support. After some initial consultations, in 2018-19 we teamed up with four Economics faculty (Melissa Famulari, Prashant Bharadwaj, Giacomo Rondina, and Alex Gelber) to build the Undergraduate Writing Improvement Project.

Writing Hub leadership met with faculty and supported them in connecting writing assignments to course learning outcomes, redesigning writing assignment prompts to promote student success, and developing effective and efficient grading practices. After the program launched, the Hub continued to support faculty through one-on-one consultations, and students met with Hub writing consultants for support with course writing assignments.

The results of the collaboration were overwhelmingly positive. Nearly 300 students enrolled in these courses received writing support from the Hub, while participating faculty reported that they observed deeper student engagement and that they felt more prepared to advise colleagues on implementing effective writing assignments in their courses.

Dr. Rondina reports the impacts the program had on both his teaching and the students' learning:

> ***"[One] impact that the program had on my teaching was to make me think about how to construct a writing assignment by first clarifying to myself what transferable skills and knowledge the students should use and improve by working on the assignment. I have also learned how much more effectively students respond to specific and clear directions. More importantly, I have seen evidence in the students' work. In Spring 2019 the overall quality of the writing assignments has been much higher than all the previous times I taught the class."***

AN ENGINEERING LAB RE-IMAGINED

To improve student success in a large, interdisciplinary, upper division engineering course, specialists in our Engaged Teaching Hub collaborated with a team in Mechanical and Aerospace Engineering, led by Professor Nicholas Boechler, to redesign the course, which enrolls nearly 600 students each year.

Dr. Boechler describes his experience working with the staff in the Engaged Teaching Hub as transformative:

> *"Throughout this process, for me, I think the most significant contribution has been a series of epiphanies/mind-exploding moments where I was brought to realize how to effectively convey information and achieve my instructional goals, or even what the core is of what I am actually wanting to do. These were fairly 'meta' experiences, where the 'teaching teachers' were implementing the same strategies on us as we might apply in the classroom. The Engaged Teaching Education Specialists are incredibly valuable resources!"*

Dr. Reza Behrou, a Postdoctoral Scholar in Mechanical and Aerospace Engineering, was a member of the team assembled by Professor Nicholas Boechler to re-imagine MAE 170, an upper division experimental techniques course that introduces 600 students per year to the experimental methods.

FACULTY CHANGEMAKERS

In 2017, UC San Diego was designated a Changemaker Campus by Ashoka, the world's largest network of social entrepreneurs. Our campus is one of 45 colleges and universities with this distinction. The designation process is rigorous and is designed to support institutions as social innovators that can make change by incubating new ideas, models, and practices and sharing them regionally, nationally, and across the globe.

The Teaching + Learning Commons was central to securing our campus designation, and this year, in partnership with UC San Diego's Center for Student

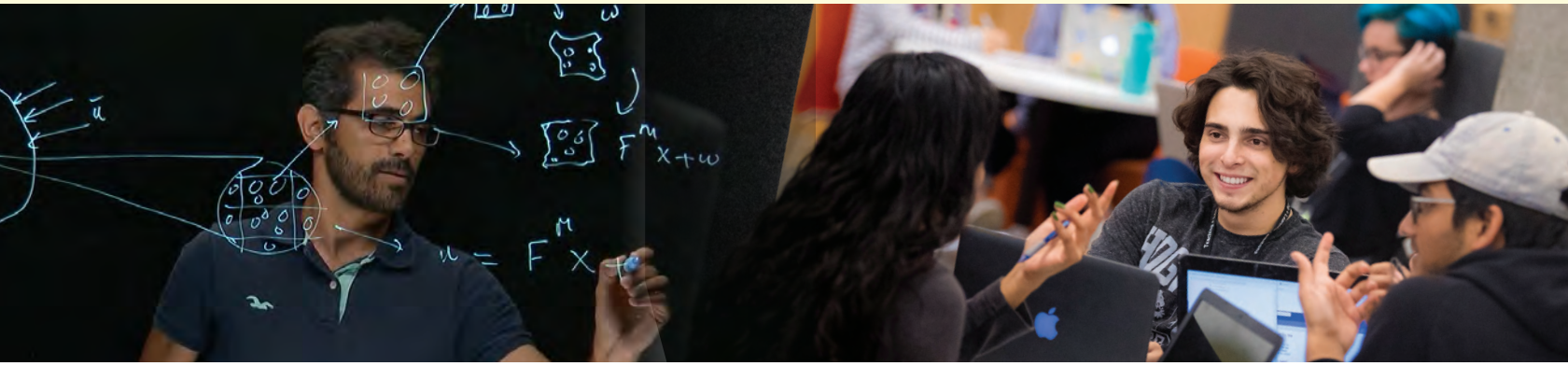
AA ACADEMIC ACHIEVEMENT

The Academic Achievement Hub's peer support programs promote learning, confidence, and community.

100 undergraduate tutor employees support

3,000 of their peers in more than

12,000 visits to content tutoring, supplemental instruction, and learning strategies tutoring.



Involvement, we finalized and launched our local instantiation of the model: the UC San Diego Changemaker Faculty Fellows Program. This year-long faculty development program supports selected faculty members through funding and professional development as they integrate community-engaged service-learning into their teaching. This work develops new models for teaching and learning with and within our local community.

INTERNING IN THE CAPITAL

Each year, over 75 UC San Diego students travel to Washington, DC to spend a quarter living and learning in the nation's capital through the UCDC program. Advisors for the Academic Internship Program in our Experiential Learning Hub work with students from more than 25 majors to ensure broad participation in this unique program that supports future leaders. The perspective gained through students' high-impact experiences in DC facilitates transformative learning.

For many, the experience creates a call to action, as for Human Rights Campaign intern Kathryn Young, who says, "This experience and my time at HRC and UCDC has reinforced my passion for advancing civil and human rights justice and I am excited to bring it back to California." For others, the opportunity opens doors to new career pathways. Chemistry major Young Jae Jeong, who spent a summer interning with UC San Diego Government Research Relations Office supported by the Science Policy Internship Program fellowship, explains, "The best way I can describe it is the following: Entire worlds that I previously was not aware of now exist, thanks to this program."

ONLINE READINESS

Online learning leverages a host of technologies to create access and support for self-motivated learners, but the culture — and the technology — can be unfamiliar and intimidating for faculty and students alike. The instructional design experts in our Digital Learning Hub are building the support they need to adapt and flourish in a novel environment.

The Hub has been engaged in foundational work developing a pilot self-assessment for students to reflect on their readiness to engage in an online learning environment and to identify supports for adapting to a new learning on-demand support for integrating technology to design engaging and meaningful environments for digital learning.

This work has paved the way for the development of two new online courses launched this year and two fully online degree program proposals under review by the faculty senate. With the expansion of our online offerings and the development of supportive infrastructure, UC San Diego stands poised to scale educational innovations online, bringing opportunities to new learners in our region and beyond.

SUMMER BOOST FOR STUDENT SUCCESS

Our Triton Freshman Scholars and Triton Sophomore Scholars programs, developed and administered by the Academic Achievement Hub, offer academically rigorous summer programming that connects students to peers and institutional support as they earn credits to maintain (for sophomores) or jump-start (for freshmen) progress toward degree. More than 170 students joined us this year.

The Commons delivers these programs in collaboration with the Analytical Writing Program, the Math Department, the Office of Mathematics Placement & Testing, and the Mathematics Diagnostic Testing Project. Summer programs directly impact the students they serve, setting them up for sustained academic success on campus. Moreover, our inquiry-based approach tests and validates models for student support using our own campus as the test site. This offers a guide to educators and administrators to understand what works best for learners from a broad range of educational experiences to be successful here at UC San Diego.

SUMMER GRADUATE TEACHING SCHOLARS

This professional development program provides expanded summer session course offerings plus valuable mentoring experiences for advanced graduate students, meeting two important needs for a growing campus.

The Engaged Teaching Hub at the Commons invited General Campus departments and program chairs to nominate advanced graduate students to teach in Summer Session as Associate-Ins. We then support these educators with ongoing teaching professional development through our Introduction to College Teaching course, tailored workshops, peer-observations, and faculty mentorship.

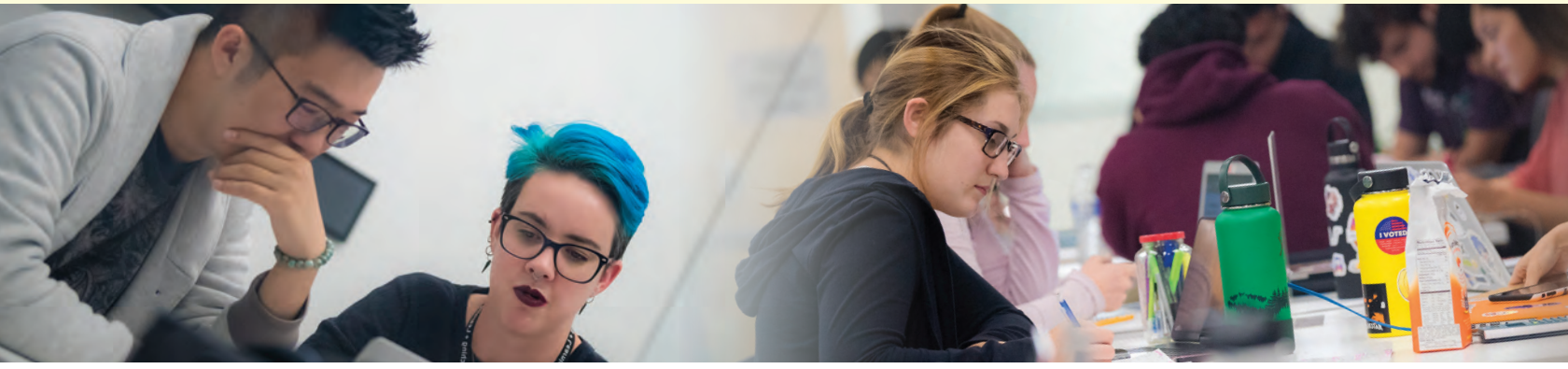
Student feedback is overwhelmingly positive for these summer programs taught by motivated and committed graduate students. The pedagogical techniques developed over the course of the year have proven transformative for students and instructors alike:

Graduate Students as Educators

30 >>> 1,300

Each summer we train thirty graduate students through our Summer Graduate Teaching Scholars program.

By broadening our summer offerings, this program helps an additional 1,100 undergraduates earn summer credit.



" Everything the Engaged Teaching Hub has offered this year has been incredibly valuable to me. And the students are responding quite positively! One of my students just sent me this unsolicited feedback: 'Your class was so well organized. This is the first lecture I've had that does active learning, but I genuinely feel like it helped me instead of feeling like busy work. I was very scared of taking this class during the summer, but I truly wouldn't have changed it. Thank you! "

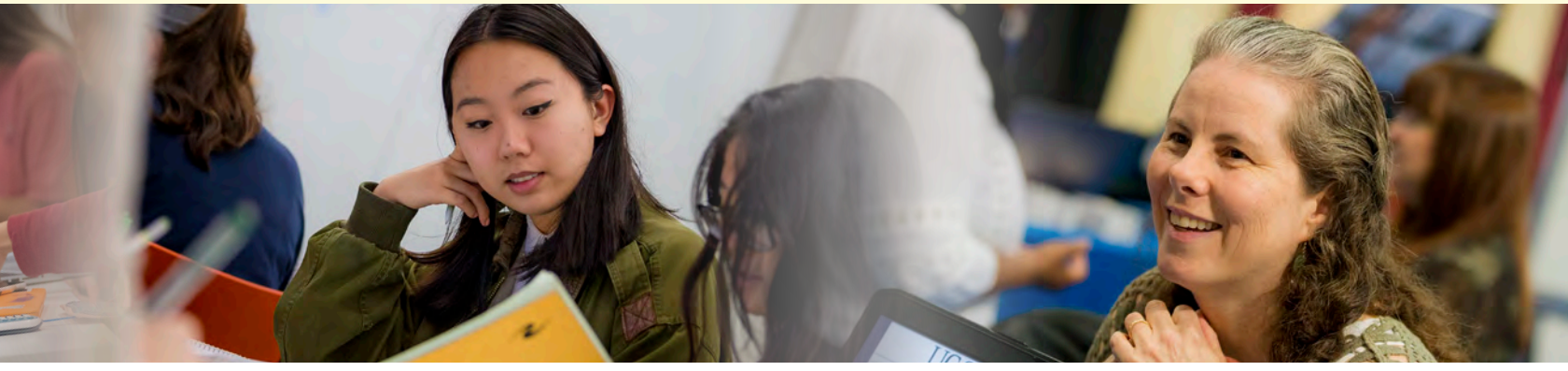
— Matthew Flagg
PhD Candidate /Associate-In Biological Sciences

SUPPORTING GRADUATE STUDENT ACADEMIC SUCCESS

The Commons is committed to providing academic support to graduate students as writers, as writing is central to graduate students' academic, professional, and intellectual development and success in every discipline. Responding to increased demand, the Writing Hub expanded their capacity to accommodate a 44 percent increase in graduate student users of our services. This resulted in 3,800 graduate student contacts, supporting them in their dual roles as instructors and students. Student feedback is overwhelmingly positive and testifies to both the transformative nature of the services for their academic success and to how the support has positively impacted their scholarly identities.

" Support from the Writing Hub has been pivotal in helping change my relationship with writing, with my project, and ultimately with my place in academia. It's still an ongoing learning process, of course, but I feel very differently about my work now than I did even just a year ago. The community the writing retreats offered helped to improve my external accountability as well as to disrupt the silence I've felt in graduate school around the difficulties (and even joys!) of the writing process. The graduate student writing retreats and other grad writing programs have been essential for my success thus far, and I know they have made an important impact on many of my colleagues who have also utilized these resources. "

— Belinda Ramirez
PhD Candidate / Anthropology



TEACHING FOR EQUITY AND INCLUSION

Faculty across the campus are implementing inclusive teaching practices in their classrooms after participating in our equity-advancing workshops on topics such as lecturing for learning, collaborative learning, managing difficult classroom situations, equitable grading and assignment practices, and our two-day Creating an Inclusive Classroom workshop, delivered in partnership with the Center for Advancing Multidisciplinary Scholarship for Excellence in Education (CAMSEE). We offered 45 workshops to educators this year.

Faculty who participate in these offerings return to their classrooms, lab spaces, and departments with manageable evidence-based strategies to transform environments. By rethinking office hours, testing out an active learning approach in the classroom, or trying any of the suggestions in the Latinx/Chicanx Academic Excellence Initiative promising teaching practices information sheet, these faculty make small but meaningful changes that impact the culture of learning on our campus. They invite a broader range of students to participate in learning in new ways, and they model for their peers how small changes can have big impacts.

TRANSLATING THE VALUE OF THE UC SAN DIEGO EXPERIENCE

Through the Co-Curricular Record (CCR), students' co-curricular learning experiences are documented and validated when they meet rigorous criteria for achievement of the UC San Diego Competencies.

The tool is a boon not only to the students—and potential employers—who utilize it as a record of experience and training. It is also proving increasingly valuable to the campus as a whole, as we rethink notions of where and when learning happens.

Through the information collected via the CCR, campus administrators have a data-rich view into the co-curricular experiences that support student learning across campus and beyond. The CCR includes a community of over 150 faculty and staff acting as opportunity validators. The Engaged Learning Tools empower these individuals as experiential educators and provide a mechanism to capture their impact. Perhaps even more importantly, through engagement with the tool, students, staff, and faculty increasingly view themselves as stakeholders and collaborators in learning experiences that contribute to a comprehensive education.

CO-CURRICULAR RECORD
CCR
ELT.UCSD.EDU
UC SAN DIEGO

- Number of opportunities validated through the CCR in 2018-19: 3,200

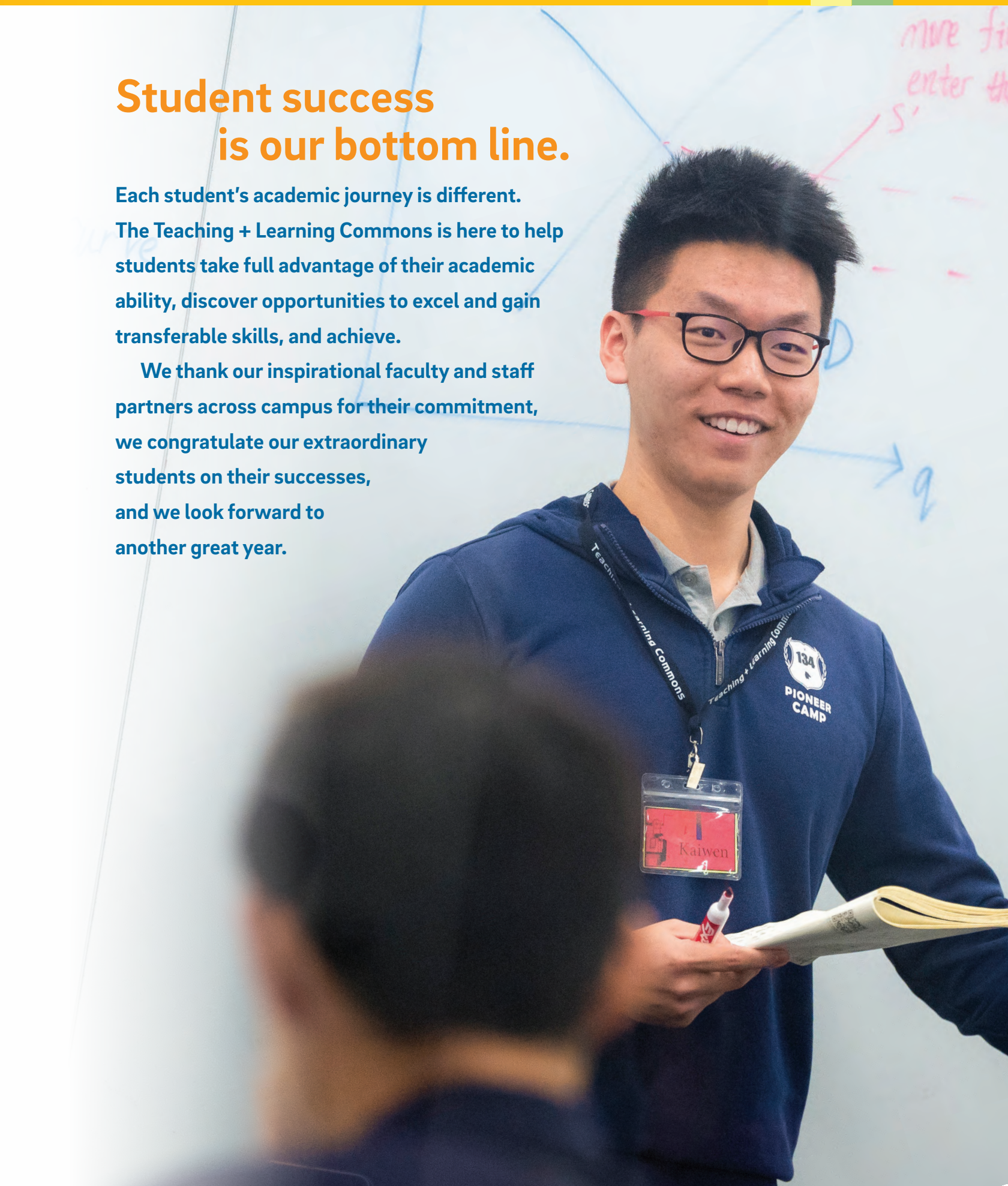
CO-CURRICULAR RECORD

- Number of faculty and staff who use the CCR: 260+

Student success is our bottom line.

Each student's academic journey is different. The Teaching + Learning Commons is here to help students take full advantage of their academic ability, discover opportunities to excel and gain transferable skills, and achieve.

We thank our inspirational faculty and staff partners across campus for their commitment, we congratulate our extraordinary students on their successes, and we look forward to another great year.



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