Report of the Senate-Administration Task Force on Coordination of Undergraduate Academic Support Services (UGASS)

March 11, 2009

The Call

Senior Vice-Chancellor for Academic Affairs, Marsha Chandler, and Vice-Chancellor for Student Affairs, Joe Watson, appointed the Senate-Administration Task Force on Coordination of Undergraduate Academic Support Services (UGASS) in November of 2006. The task force was charged to "assess how the supplemental academic support programs and services of Student Affairs should be coordinated with academic departments to foster the academic performance and achievement of our undergraduates." The UGASS committee was asked to make recommendations in several different areas including the following:

- We were asked to examine the efforts that are currently being undertaken in Student Affairs, the academic departments, and the undergraduate colleges and to recommend ways these activities can be coordinated more effectively in order to maximize student learning and academic progress.
- Given the fact that we are in an era of limited (even diminishing) budgets, the committee was asked to consider how UC San Diego should prioritize its financial support for the various academic support services that are currently offered.
- The committee was also asked to consider whether the campus needs to create some new academic support services and again prioritize any such list of recommendations.

This call was reaffirmed by Senior Vice-Chancellor for Academic Affairs, Paul Drake, and Vice-Chancellor for Student Affairs Penny Rue in a meeting with the UGASS committee on February 15, 2008.

The Activities of the Committee

The committee has collected a great deal of information. These include the following:

1) We asked for information from each of the Departments and each of the Colleges about what type of academic support services they offer and what type of academic support services they would like to offer if they had additional funds. Examples of the letters sent to Department Chairs and College Provosts are attached. Most of the Departments and Colleges responded. See Appendix 1 for samples of the questionnaires that were sent.

2) The office of the Associate Vice Chancellor for Undergraduate Education supplied the committee with a wealth of information including a summary of the academic support services listed on Departmental and College websites, relevant student survey information from the 2006 College Senior Survey (CSS) Institutional Profiles, and student survey information from the 2004 and 2006 University of California Undergraduate Experiences Survey (UCUES).

3) The committee received information from Patrick Velasquez about the organization of OASIS, student use of OASIS programs, student evaluation forms, background information concerning the philosophy of OASIS, and the report of the UCLA Learning Center.

4) We met with several groups of faculty and staff to learn more about the types of undergraduate academic support services that are available on campus and to obtain a broad range of views on what might improve the types of academic support services that are offered at UC San Diego. We had separate meetings with the Provosts of the Colleges, the Deans of Academics Advising from the Colleges, the OASIS collective, and representatives from the Library.

5) We had a meeting to discuss how we might improve our academic support services for writing on campus. We invited George Hanson, Director of the Basic Writing Program at UCSD, Madeleine Picciotto, Coordinator of the Warren College Writing Center, and Cecilia Ubilla, Coordinator of the OASIS Language and Writing Program.

We made several attempts to get input from students. In the first year, the undergraduate student representative, Rabia Paracha, came to several meetings and made some valuable contributions. Unfortunately, in our second year, our undergraduate representative was not able to come to any of our meetings. We had hoped to have a meeting where we could get representatives from various student organizations to come to talk to the committee about their experiences with undergraduate academic support services. In both the winter and spring quarters of 2008, we sent our requests to representatives of the Associated Student government and the student councils from the colleges, but only one student responded so we were never able to schedule such a meeting.

The Current State of Academic Support Services on Campus

At UC San Diego, academic support services for our undergraduate students are distributed among the academic departments, the undergraduate colleges, student affairs especially the Office of Academic Support and Instructional Services (OASIS), and the Libraries.

Here is a brief summary of the main academic support services on campus.

1) Academic Support Services offered by the Academic Departments.

- *Chemistry-Biochemistry* offer a drop-in help room in the evenings for students taking CHEM 6ABC staffed by graduate and undergraduate TAs.
- *Linguistics* offers access to the linguistics laboratory and self-help library. It is open all days, evenings, and weekends.
- *Mathematics* offers a calculus tutoring laboratory staffed by graduate and undergraduate TAs. The calculus tutoring laboratory offers drop-in help during the day for students taking Math 10ABCD and Math 20 ABCDEF.
- *Physics* offers drop-in help for all students in Physics in its Physics Tutorial Center which is staffed by graduate TAs.
- *Visual Arts* has its teaching studios open on evenings and weekends and staff support for various services such as photography, media, etc.

- *Cognitive Science* has a student-run tutoring program.
- *Engineering Student Services* (ESS) offers information about career advising, internship, resume databases, undergraduate research opportunities, and support "Team Engineering" to build leadership and communication skills. ESS also offers tutor referral and some free peer tutoring through Tau Beta Pi.

2) Academic Support Services offered by the Colleges.

Of course, the academic advisors in the colleges play a key role in giving students information about the general education requirements of the college and the requirements for various majors. They help students plan their schedule of courses and they monitor their progress. The colleges also have a variety of programs to work with students who are having academic difficulty. All the colleges work with OASIS Learning Communities. The colleges also have a number of academic support services that are unique to the individual colleges. A partial list of such academic support services include the following:

- *Warren College* has the Warren College Writing Center which offers a variety of writing support options for Warren College students only in all lower and upper divisions courses at the University (in addition to courses in the required College writing sequence). Services include mentoring by appointment, drop-in help and weekly tutorials. It is staffed by undergraduate peer mentors who receive ongoing training in mentoring for writing in a credit-bearing course taught by the Center Director. The Center relies on one part-time staff person for support. The college also runs Warren Residence Hall Study Tables 3-12 hours per week during each quarter staffed by student mentors. They also run Academic Advancement programs.
- *Muir College* has individual tutoring appointments in week 2-10 for students enrolled in the Muir College Writing Program (MUIR 40 and 50) with MUIR 40 and 50 instructors. Muir College runs the STARS (Students Targeted for Academic Retention and Success) program for students who were eligible for the summer bridge program but could not participate. The STARS program has 3 one hour seminars for students run by an academic advisor. They also run academic skills workshops for students in the physical sciences.
- *Revelle College* has online tutoring programs to help students in all writing categories. (See http://humanities.ucsd.edu/writing/onlinetutor/overview.htm.) *Revelle College* has a student-run tutoring program coordinated with writing assignments in the Humanities sequences.
- *Thurgood Marshal College* used to run TMC 10, Methods of Inquiry, which is a course that teaches students how to learn in a research university. They would like to resurrect this course and they taught a pilot version of this course to approximately 30 students last spring.
- *Sixth College* conducts Academic Success workshops every quarter for students who are in academic difficulty.

3) The Office of Academic Support and Instructional Services (OASIS) offers the following programs:
- *Academic Transition Program* (ATP). This program serves 200-300 freshmen annually. ATP recruits incoming freshman primarily from low quintile high schools and predicated low GPA (PLGPA) students. This program includes the

Summer Bridge program that serves approximately 150 students each year and the OASIS Learning Communities. This program is run by 3 professional staff.

- *Student Support Services Program* (SSSP). This program is funded by TRIO/DOE grants. It serves approximately 200 students each year (freshman through senior standing). Students must be low-income or first generation college (FGC) students. SSSP provides individual tutoring and placement in the Language and Writing Program and in the Math and Science Tutorial Program workshops. It also provides a summer transition and enrichment program to facilitate students' academic and socio-cultural integration. This program is run by three professional staff.
- *Language and Writing Program.* This program serves approximately 1000 students per year (average of 5 hours per student). It provides writing tutoring to non-native English speakers, writing tutoring and workshops to all ATP and SSSP students. Provides tutoring in Spanish courses for any student and provides tutoring in SDCC1 courses for native English speakers.
- *Math and Science Tutorial Program* (MSTP). This program serves approximately 2,500-3,000 students annually (approximately 23 hours per student). It is open to all undergraduate students on a first-come, space-available basis. ATP and SSSP students have priority. It provides mainly course specific workshops in biology, chemistry, math, and physics as well as drop-in study tables in all four disciplines.
- *Transition and Tutoring* (OASIS Learning Communities). Serves approximately 300 students annually (approximately 20 hours per student). It is open to new freshman and transfers participating in ATP or SSSP. The program provides tutoring linked to academic courses and weekly seminars that focus on academic success and socio-cultural satisfaction, e.g. study skills, time management, attending faculty office hours, extracurricular involvement, etc.)

In addition, Student Affairs offers a variety of other services to help with student learning and provide scholarships for undergraduate students. These programs include the following.
- Associated Student (A.S.) Soft Reserves
- A.S. Lecture Notes
- A.S. Undergraduate Scholastic Grants
- Academic Enrichment Programs (AEP)
  - Faculty Mentor Programs (FMP)
  - CAMP Science Program
  - Computer Science, Engineering, and Mathematics Scholarship Program (CSEMS)
  - Health & Medical Professions Preparation Program (HMP3)
  - McNair Program
  - UCSD Summer Research program
  - UC Leadership Excellence through Advanced Degree Program (UC LEADS)
  - UCSD Annual Undergraduate Research Conference
- Student Educational Advancement (SEA)
  - Hughes Scholar Program
  - K-12 outreach programs (Cal SOAP, CHUM, EAOP, OCC, and TOPS)
    (These K-12 outreach programs are not aimed at current UCSD students)
- UCSD Express to Success
- Center for Student Involvement (was called Student Organizations and Leadership Opportunities (SOLO)

The UCSD Libraries offers a variety of programs to help students take maximum advantage of the Library services including introductory workshops, presentations in specific classes, and individual help from reference librarians.

Assessment and Recommendations.

As one can see from the descriptions above, the academic support services for undergraduates that are offered at UC San Diego are distributed among the Academic Departments, the Colleges, and Student Affairs. Many of the academic support services work very well. For example, the drop-in centers run by Chemistry-Biochemistry, Mathematics, and Physics seem to work very well; many of the bridge programs for freshman that are run by OASIS seem to be very successful, though they reach primarily a limited number of students; and the new Warren Writing Center seems to be very effective. However, the committee feels that there are several holes in the systems. For example, the committee heard many complaints about the lack of academic support services for writing at all levels on campus. There were also serious concerns about our ability to recognize students who are in academic difficulty in a timely manner and to offer those students comprehensive programs to improve their performance. While there is some coordination between the various entities, the committee thinks that the level of coordination and communication between the various academic support programs needs to be increased considerably. It is clear from the responses of the Departments and Colleges that the professors and professional staff do not have a good idea of exactly what sort of academic support services are offered on campus and thus they do not know where to send students who need help. This was true of many members of the committee. Indeed, a large part of the committee's efforts was spent in trying to get a handle on what sort of academic support services are actually available to our undergraduate students. Even the some of Deans of Academic Advising in the Colleges say they are not always sure where to send a student who is having trouble in a given area. If professors and professional staff do not know what types of academic support services are available or how to find such information easily, the same must be true for our students.

At the same time, UC San Diego is serving an increasingly diverse set of students. For example, the number of our students who are first generation college (FGC) students continues to increase. In 2006,

1) 28% of the new freshman students entering UC San Diego were first generation college students. Over a 10 year period (1996-2006), the number of FGC students has increased by 124%, see http://studentresearch.ucsd.edu/sriweb/enroll/ffgen.pdf
2) 31% of new transfer students entering UC San Diego were first generation college students. Over a 10 year period (1996-2006), the number of FGC students has increased by 32%.
3) 43% of the freshman and 31% of the new transfers were from medium-low income groups, see http://studentresearch.ucsd.edu/sriweb/enroll/trinc.pdf.

Findings in the literature state that FGC students are often less-prepared academically then their non-FGC counterparts and often have less well developed cognitive skills, poor reading, writing, oratorical and study skills. (See Penrose 2002, Riehl 1994, Warburton et all 2001, and Rendon 1995.) Thus the committee feels that the need for comprehensive academic support services is likely to increase.

The committee feels that the distributed model for academic support services used at UC San Diego is not the best model. Ideally, we think that UC San Diego should have a broad based, centralized learning

center for all undergraduates that is operated by a professional staff. This type of centralized model for delivering undergraduate academic support services is used by UC Santa Barbara (http://www.clas.ucsb.edu) , UC Berkeley (http://slc.berkeley.edu/general/index.htm), UC Davis (http://lsc.ucdavis.edu) and UCLA (http://www.ugeducation.ucla.edu/aap/default.html) as well as many top institutions across the country. Such a centralized learning center would make it much easier for our undergraduate students to find the academic support services they need.

The professional staff of the learning center should develop a variety of academic support programs. The committee recognizes that when it comes to academic support services, one size does not fit all. Some students need only drop-in services, some students need basic study skills programs, and some students need to have learning communities that meet through out the year. In developing such programs, the Learning Center should make extensive use of undergraduate students as tutors and peer mentors as well as make use of academic departments which can provide graduate TAs for drop-in centers like those run by Chemistry-Biochemistry, Mathematics, and Physics. There is no need for the departments and OASIS to duplicate their efforts in this way. This professional staff should develop comprehensive academic support services, provide training for undergraduate tutors and mentors, and have a grant writing team that can pursue federal and state grants to support undergraduate academic support services. It also should be the job of the professional staff to consult regularly with the academic departments and the college to ensure that professors and academic advisors are aware of the types of services that are offered and to ensure that the types of services that are offered are coordinated with the academic missions of the departments. Finally, it should be the case that the learning center is viewed as a center for academic excellence. As was pointed out to us by Patrick Valesquez with regard to OASIS, it is very important that students do not think of a learning center as merely for those who are in trouble since students will then not want to associate with it. It is very important that the learning center is viewed as a resource for all students that can help not only students in academic difficulty, but also help C-students become B-students and B-students become A-students.

Given the current era of tight budgets within the UC system, the committee realizes that it is unlikely that UC San Diego can create such a centralized learning center in the near future. Thus the committee makes the following recommendations to help with the lack of coordination and transparency of the undergraduate academic support services on campus.

1) **Develop a Comprehensive Web Site for Information on Academic Support Services.**
The administration should support the development of a comprehensive web site so that students, professors, and academic advisors can easily find the type of academic support services that are available. In its first stage such a web site could build upon the existing Student Academic Success web site by including a search function and links to all known academic support services. This enhanced web site should be developed a soon as possible. However, this web site should be further developed so that it has various interactive components that can help lead students to the type of academic support services they need. It should also contain information concerning study skills, writing skills, and ways to organize material in specific academic disciplines. It should be updated regularly and it should have feedback mechanisms that can help us evaluate the effectiveness of our programs.

2) **Create mechanisms for communication and coordination among the various organizations that offer academic support services.**
The committee feels that the administration should create appropriate mechanisms to ensure that there is greater communication and coordination among the Departments, Colleges, the Library, and

Student Affairs with regard to undergraduate academic support services on campus. The creation of the web site described above is one step in this direction, but it is not enough. There is a real need to bring the various groups who offer academic support services on campus together to discuss the types of academic support services that are available and to coordinate such efforts wherever possible. There should be regular meetings, say once a quarter, involving all interested parties so that everyone knows what is being done and to coordinate services. This group can also serve as a forum for new ideas and possible programs for innovative academic support services and enhancements to the new academic support services web site. The committee believes that is crucial that representatives from the Colleges, Departments and OASIS meet regularly so that they all can better serve our students. The committee thinks that Academic Affairs should take the lead developing mechanisms for such communication and coordination.

3) Create a centralized Writing Center run by professional staff.
One of the main complaints that we heard was the lack of academic support services for writing at all levels and in all disciplines. It is clear that there is a need to help both lower division and upper division students with basic analytical writing skills. This is especially true for ESL students. Warren College has started a new writing center that offers workshops, weekly tutorials, and drop-in help. It is run by a lecturer who also teaches in the Warren Writing Program and makes extensive use of undergraduate students as mentors. It is used by many students at both the lower and upper division levels, but it is available only to Warren College students. OASIS also offers some excellent academic support services for writing. However its current academic support services for writing is far from comprehensive and they are available only to certain students. OASIS used to offer many more academic support services for writing, but due to recent budget cuts, it has had to cut back on the type of support for writing that it offers. The committee feels that there is a real need for such an academic center on campus and that the creation of such a center should be a high priority for the administration.

A good example of the type of writing center that we have in mind is the one at the University of Texas at Austin, see http://uwc.utexas.edu/.

4) The Role of OASIS.
OASIS clearly provides very valuable academic support services which help many students make a successful transition from high school to college. Many low-income, FGC, and PLGA students are helped by the ATP programs and OASIS Learning Communities. OASIS has played a crucial role in helping many students who come from under-represented minorities on campus find a home where they can receive academic support they need to make the most of the educational opportunities offered at UC San Diego. Having said this, the committee strongly agrees with Patrick Valasquez's statement that the mission of OASIS must be one of fostering academic excellence and it should not be thought of a merely a place where we send students who are in academic difficulty. However, the committee feels that OASIS, in its attempt to meet the academic support needs of needy and advanced, new and continuing, lower and upper division students, has attempted to fill the role of a comprehensive learning center at UCSD with out a clear mandate or the resources to do so. System-wide cuts in student services budgets have created at times severe tensions around the question whether OASIS should focus primarily on students in academic difficulty, on predicted low GPA incoming students, on entering freshmen and transfer students in need of acclimatization to UCSD's academic rigors, or on some combination of the above. Clearly such budget cuts have forced OASIS to curtail some of its programs such as academic support for lower division Economics courses and some of its writing programs. Resource constraints and the related need to prioritize services on one

hand, and the strong sense of the OASIS Director and staff that the mission of OASIS must be one of fostering academic excellence for all students and not merely a place where we send students who are in academic difficulty, on the other, are factors that have created inherent tensions over funding and mandate. The committee's discussion of priorities for academic support services and its recommendations below, will hopefully result in the easing of these tensions in the future.

While the committee recognizes that budget cuts for all programs on campus are a fact a life, it feels that the academic support programs that OASIS offers for first year and transfer students should have the very highest priority since such programs are vital for many students to make a successful transition to UCSD. Thus, while the committee feels strongly that UCSD should be moving toward a comprehensive learning center as described in the introduction to this section, in the short run, the committee suggests that we move toward the following organization of academic support services at UCSD.

I. OASIS and the Colleges should be in charge of academic support services for new students, i.e. freshman and transfer students.

II. The Academic Departments and OASIS should be in charge of academic support services for lower division students.

The committee feels that the drop-in help centers like those run by Chemistry-Biochemistry, Mathematics, and Physics work very well. The committee also feels that study groups can be very effective for some students. At present only OASIS and the Colleges are involved in creating and running such study groups. Ideally the departments should be much more involved in running such study groups so that there is better coordination between the material covered in the study groups and the actual course offerings. Thus the administration should look for mechanisms and resources to make this happen. For example, OASIS could play a crucial role in educating departments in how to develop such study groups and how such study groups can teach not only course content but also basic study skills.

III. The Academic Departments should be in charge of academic support services for upper division courses.

The only exception to this is the comprehensive writing center that is to provide writing support services for both lower and upper division courses as described in recommendation (3) above.

IV. OASIS should manage the comprehensive web site addressed in recommendation (1) above.

To make this work, the committee thinks that OASIS needs to have formal mechanisms where the staff of OASIS can regularly communicate with both the Colleges and the departments whose courses their programs support. While the communications between the Colleges and OASIS has been pretty regular, the same cannot be said about the communication between the Departments and OASIS. The communication between the Departments and OASIS needs to be strengthened and this is part of the reason for our recommendation (2) above.

One of the underlying questions that the committee was asked to consider was whether OASIS should be part of Student Affairs or Academic Affairs. For example, several members of the OASIS collective felt that OASIS should be moved under Academic Affairs. This question has been seen as either a resource or basic function issue, or both. The general view of the committee is that the question of whether OASIS should be under Academic Affairs or Student Affairs is mainly an organizational question for the administration. In either case, the crucial issues for OASIS are that it receive adequate financial support to carry out its mission, that there be formal mechanisms so that the staff of OASIS can communicate effectively with representatives of the Colleges and the Departments, and that there be support staff to help OASIS apply for a variety of federal, state, and private grants to help support its mission.

5) Basic Study Skills Courses (Freshman 101).

The committee heard a variety of opinions about basic study skills courses which we will term Freshman 101 courses. It is clear that a number of our students could benefit from such courses, but they have been very expensive to run and no program of this type has been able to attract a large number of students. One primary reason for this is that the courses have not been credit-bearing. Thus many such courses have died because of lack of interest. The committee feels that the campus needs to continue to experiment with such courses to find a viable model. One possibility is to use the mechanism of freshman seminars to offer such courses. Such courses can be extremely valuable for students and courses which talk about specific disciplines can be very useful. For example, Barbara Sawrey offered freshman seminar aimed at transfer students in the Chemistry Department which was well-liked by the students.

Under a pilot program initiated by the SVCAA, similar courses were offered by several departments including Visual Arts, Economics, Sixth College, Psychology, and Biology. However, CEP decided that such transfer seminars did not have enough academic content to receive academic credit, so this course had to be abandoned.

The committee feels that the administration and CEP should explore mechanisms so that such courses can be offered and both the Departments and the Colleges should be allowed to offer such courses.

6) Professional development opportunities for instructors to learn more about teaching.

Faculty and TAs should have opportunities to improve their instruction by knowing more about how students learn and what techniques are being used successfully by other instructors.   Just as we expect that student academic support services would stay current with technology and with methodology informed by research, so we would expect that instructors would be informed about these same issues, and would have help in incorporating new methods in their classrooms. Such activities might range from technology training to workshops in establishing learning communities or small group interactions. Some specific campus offices already offer sessions to instructors (e.g. Academic Computing Services offering WebCT training). A more comprehensive system is needed, and it should include introducing faculty to teaching at UC San Diego, as well as providing an ongoing forum for discussion of teaching and learning issues.

TAs already take mandatory training provided by their departments and/or the Center for Teaching Development (CTD). CTD's primary mission is support of teaching assistants, and they provide consultation service, on request, to faculty. The office of the Associate Vice Chancellor—Undergraduate Education has begun a series of teaching workshops for new Senate faculty, which could be the seed from which a faculty teaching unit could emerge.

7) Priorities for Academic Support Services.

The committee had a number of discussions about what is the proper balance of the types of academic support services that should be offered on campus. The committee certainly agrees that academic support services for first year students (freshman and transfer students) and for students who are in academic difficulty are a must and that these programs must have the highest priority for funding. However, there were different views on whether UC San Diego should develop a model of academic support services that provides support throughout a student's entire academic career. Some on the committee thought that our academic support services should focus almost entirely on first year students and others felt that we need to offer comprehensive academic support services throughout a student's academic career. The committee did not reach a consensus on this issue except in the case of academic support services for writing, where the committee is strongly recommending the creation of a writing center that would serve both lower and upper division students. Having said this, the committee does recognize the need for a variety of academic support services from drop-in help with specific courses such as the academic support services offered by Chemistry, Math and Physics to bridge programs, individual tutoring, workshops, and the learning communities that are offered by OASIS. The committee also recommends that considerable thought be given to systemize the training for undergraduate tutors and mentors and that the administration ensures that there are funds available to experiment with new and innovative academic support programs.

8) Organization of Academic Support Services.

The committee spent considerable time discussing possible models for organizing Academic Support Services at UCSD. Again, the committee did not reach a consensus that would allow it to recommend a particular model. Several recommendations were made by individuals or groups of individuals and we include two of these recommendations in Appendix I. The committee regards these recommendations as starting points for discussions among the various groups on campus that are involved in delivering Academic Support Services on campus. The committee feels that the best way to move forward with a meaningful reorganization of Academic Support Services at UCSD is to have a comprehensive discussion that involves all the major groups that deliver academic support services on campus. The committee feels strongly that such a discussion should start as soon as possible.

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        V.
R. Riehl, "The academic preparation, aspirations, and first-year performance of first-generation students." *College and University,* 70 (1), (1994)

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Appendix 1. Two Suggestions for Reorganizing Academic Support Services at UCSD.

Below are two suggestions for possible reorganization of Academic Support Services at UCSD.

From Barbara Sawrey and Steve Adler.

One Possible Structure

Below is one possible way in which academic support services could be organized on campus, based on the assumption that there are three basic academic support needs for students:

- Transition (freshmen and transfer students)

- Discipline-based support

- Writing (through all four years)

Student support is only one side of the story, and we should consider bundling TA training and faculty teaching development into the mix, so that we have a centralized service.

UCSD has a unique delivery of undergrad education via the college system, where faculty, academic advising specialists, and student life professionals work together. This is an ideal mechanism to address the transition issue, which was one of the key reasons for building the college system. Colleges are also the home of the introductory writing sequences.

We can achieve the most effective delivery of undergraduate academic support by a reconceived and restructured campus-wide mechanism that exploits the considerable resources at the foundation of the undergraduate academic experience, namely the departments and colleges. The unique structure of UCSD affords the opportunity to profit from interdisciplinary strengths across campus, capitalizing as needed on the wisdom and expertise possible here in the cross-pollination of academic and student affairs professionals.

Academic Affairs will provide campus-wide leadership in this initiative, and should be provided the resource funding stream and coordination necessary to effect the requisite changes to the current system. OASIS will provide specialized programming for new students before they matriculate (Summer Bridge and similar programs); once students join the academic community at UCSD, they will be able to access services on three levels available through the coordinated efforts of the departments and colleges.

One crucial element that is currently lacking in systematic fashion is an adequate response to "transition to college," the challenging phase with which all new students reckon in their first quarter(s). The colleges should take the lead in creating individually tailored transitional programs for their new students. Additional resources are needed for this endeavor. If current central funds are redirected to the colleges, each college could hire a transition coordinator who will work with college AA and SA staff—as well as a central campus support unit—to devise appropriate transitional programs. Depending upon the outcome of needed dialogue with CEP and Senate leaders regarding the value of credit-bearing transitional courses (the current pilot of Methods of Inquiry is one, but not the only, model), this course could be required for all new students as part of a College GE requirement. We stress the need for all new students to enroll in this course, which could serve as the springboard for related college and departmental transitional activities. The course would ideally function in complementary fashion to the colleges' core curricula (Warren and Muir could easily shape the content of such a course to work in tandem with Ethics and Society at Warren and, say, environmental topics at Muir.

The second prong of this initiative involves the delivery of discipline-based support by departments (and when appropriate, by the colleges for core programs). Because the departments in their current incarnations do not all feature in-house training programs for tutoring and mentoring programs, a central center that provides expertise in the creation of study groups and other essential discipline-based support is necessary. OASIS could fill this role; so, too, could a newly imagined Center for Teaching Development. In either instance, such a center should report to Academic Affairs.

The third necessity is the creation of a campus-wide writing center that provides writing support across the disciplines, including but not limited to college writing/core programs. There are many models for such a center across the nation. Warren College currently houses a successful faculty-supervised, peer mentor program that receives high marks from students across majors in both upper and lower-division courses. The college system is best able to support such a program, because the college writing courses provide the essential framework for students' writing throughout their tenure at UCSD. Given adequate resources and strong leadership, it will be relatively easy to create a highly effective campus-wide center that draws upon the talents and pedagogical orientations of all six colleges.

Additionally, we believe that it is necessary to create a centralized Academic Support Services Unit to address teaching effectiveness on campus, furnish mentorship and guidance for all campus entities engaged in academic support, and coordinate activities across colleges and departments. This unit should report to Academic Affairs (either the Associate Vice Chancellor for Undergraduate Education or to the chair of COP), and could include:

- Skilled professionals to teach others (faculty, TAs, tutors) how to build learning communities

- Ability to provide faculty teaching development

- A home for Web-CT, CAPE and other services

- Center for Teaching development

We acknowledge that this proposal may involve revisiting Education Fees and Registration Fees distribution, but strongly believe that such a redirection of fees is necessary if we are to adopt the needed programs to support our students.

Undergraduate Academic Support/UGASS Committee
Student Educational Advancement (SEA) Position Paper Concerning Role of OASIS
January 26, 2009
Loren C. Thompson

It is my conclusion and position that a comprehensive range of institutional support services and strategies are needed to meet the academic needs of our diverse undergraduate student population(s). Providing such will require collaborative development of a seamless support system by Student and Academic Affairs involving OASIS, the Colleges, academic departments, and individual faculty. Basic principles for successful development of such a system, along with a series of specific recommendations, follow. I have also attached potentially insightful input from key OASIS staff

members following their review of this document, which were not part of the UGASS committee's deliberation, nor with which I necessarily agree.

Basic principles for successful academic support system development:

- that the goal of all support service(s) be designed to build each student's capability to function independently, interdependently and successfully in the campus' academic environment;
- that support be provided for students through a variety of modalities (e.g., individualized tutoring, drop-in tutoring, learning communities, faculty/TA interactions, study groups, on-line resources, Web-based study support);
- that varying and flexible times/locations be available for service provision (e.g., during the school day, at night, on weekends, at OASIS, in College residence halls, at departmental locations, via the Internet);
- that systematic communication channels be developed between faculty and [other] academic support providers to insure accuracy of course or disciplinary content when facilitating supplemental student learning activities;
- that student involvement with staff trained and knowledgeable in the various ways that individuals/groups learn, and supportive of each individual's goal(s) for achieving success in a chosen field, be ensured;
- that recognition be made concerning the developmental nature of student learning outcomes; and,
- that provision be made to successfully accommodate the varying academic support needs of students coming from widely diverse backgrounds and experiences, e.g., varying socioeconomic levels, parental educational levels, ethnicity, language proficiency.

To maximize student academic success, SEA supports the following proposed roles and responsibilities for OASIS, the Colleges, and the academic departments:

1. OASIS would primarily provide academic and learning assistance for entering students in need of such during their freshman year, or during their first year of transition from community college. Students from these groups encountering academic difficulty at any point would receive immediate and ongoing access to all OASIS support services with those experiencing most difficulty having priority. In the event any entering student demonstrates a need for continuing support during her/his second year on campus, OASIS would collaborate with Colleges and departments to jointly assure provision of such;
2. OASIS would focus on ensuring academic integration of new students into the mainstream campus environment as rapidly as possible (e.g., helping them learn to independently form peer study groups and learning communities, establish relationships with faculty/TAs, self-identify and access relevant campus support services);
3. In adopting such a role to support successful academic transition of all new students, OASIS would collaborate closely with the Colleges, academic departments and individual course instructors/faculty;
4. Academic departments would expand their roles so as to assume primary responsibility in providing academic support for upper division programs and coursework;
5. OASIS would expand its Summer Bridge program to include additional students from backgrounds constituting a potential disadvantage in the campus' academic environment (e.g., low-performing schools, economically disadvantaged, first generation in their families to attend a 4-year university, English Language Learners, physical or learning disabilities, historically underrepresented populations);

6. The Colleges and OASIS would collaborate closely to insure that academic support and learning assistance services were available at flexible times and in a variety of locations most convenient to students, including residence halls; and,
7. OASIS would collaborate with academic departments and the Colleges in the design, and play a lead role in the maintenance, of a campus-wide, comprehensive Academic Support Web site; this site would provide students with (1) an immediate reference point for all campus academic support mechanisms (e.g., support program contact information, terms of use, times of operation, learning modalities involved), (2) information concerning how to improve study techniques and strategies, and (3) active study support tools and strategies. The site would include "virtual" Summer Bridge and Transfer Bridge programs to support the needs of incoming students unable to physically participate in summer on-campus, residential activities.

In addition to the above, SEA proposes the establishment of a new "Transfer Academic Support Center" located in the transfer student housing complex on North Campus to be collaboratively funded and operated by Student Affairs/OASIS, Housing, the Colleges and academic departments and/or Academic Affairs.

ATTACHMENT: OASIS STAFF FEEDBACK

(The following abbreviated comments represent feedback from three key OASIS staff members solicited to comment on the above recommendations.)

1. Patrick Velasquez -- Director

Your recommendations are soundly conceived, particularly those that call for more collaboration with the colleges and academic departments. We are always ready to engage those entities in any collaboration that contributes to effective academic support for students (indeed a number of such collaborations already exist).

Your primary recommendation to limit OASIS' services to first-year students seems to completely ignore the developmental nature of virtually all the student outcomes (e.g., retention, achievement, and learning) to which OASIS contributes. I am more aligned with the literature (see for example Kuh et al., 2005) that argues for providing students with support when they need it. I agree that OASIS should concentrate on first-year students but certain exceptions make unsound a policy to provide services to only first year students. E.g., the developmental needs of English Language Learners/ELL differ vastly from native speakers of English. ELL students might spend as much as three quarters completing UCSD's basic writing requirement and developing the cultural capital necessary to compete successfully in our intense academic environment. The notion that such students, after one year at UCSD, could provide academic support to one another without tutors more proficient in both academic content and group study dynamics seems shortsighted.

Likewise, critical "gateway" courses (e.g., upper division organic chemistry) are extremely challenging for students who come to UCSD from largely segregated, resource-poor high schools and might have to struggle through our basic general chemistry sequence. Although such students might know how to run an effective study group, their relative lack of proficiency in the course content would place them at a significant disadvantage compared to more privileged classmates. OASIS has a history of providing such support effectively; to dismantle those services with the hope that academic departments would immediately assume them seems questionable at best.

The language of facilitating academic integration "as rapidly as possible" is problematic. I would suggest a term such as "based on their developmental needs," instead. The latter suggests that speed of integration is more important that effective integration. I would suggest consideration of the seminal theories of college student development, e.g., even Chickering now focuses on **interdependence** as a key developmental outcome rather than simple independence. Based on my reading of the literature, I would see the idea of students providing their own academic support to one as a developmental outcome that might be achieved by the time our students graduate; I can't find putting a one-year limit on such a process as sound practice in any literature I've read or model programs I've seen. I don't believe the flagship UC campus places such an arbitrary limit on their provision of services.

We should also be mindful that many of the students from Summer Bridge often find themselves placed in "basic" courses during their first year at UCSD regardless of their language proficiency. Before starting courses such as the math and chemistry sequences, or college writing, they have to complete these basic courses. Thus, they often find themselves in "first year courses" during their second year without the proficiency to excel in such courses on their own.

I suggest a role for OASIS emphasizing focus on first-year students, but which also enables our well-educated professional staff to utilize their expertise in allowing for exceptions based upon sound educational practice.

2. Cecilla Ubilla -- Coordinator, Language and Writing Program

A few points regarding the proposed suggestions:
1.   A year of writing is far from sufficient for an ELL to become "independent."
2.   A great number (if not the majority) of students placed in SDCC 4 in their first quarter at UCSD choose not to seek help for their writing until they enroll in SDCC 1, in their sophomore year. If first year students are a priority, hundreds will be without support at a time of most need. This might undermine retention with ELL students feeling their support has been cut off for no substantial reason.
3.   OASIS experience shows that Transfer Students, in general, and ELL Transfer Students in particular, need [writing/ELL] support throughout their entire set of Upper Division classes.
4.   Students whose College Writing requirements involve more than a year (e.g., ERC's MMW 4-5-6; Revelle's HUM 3-4-5) will have their support cut at the point when they must address the most challenging (complex, critical, analytic) writing classes.
5.   Some Colleges provide limited support to their own students for mandatory writing classes. Who will help students from all colleges with writing done for a wide range of disciplines in the Social Sciences, the Humanities, and even the Sciences (lab reports)?
6.   Many students opt NOT to take required writing classes during the first year, but do so in the second or third year at UCSD. These students will be more at risk without OASIS support.
7.   Writing, whether at the Entry Level (SDDC) and beyond, is a hurdle for a huge number of students. Who will help those students on probation?

3. Jeremy Goodman -- Coordinator, Mathematics and Science Tutorial Program

- Helping students in their first year at UCSD is extremely important, but we can't stop there. Organic chemistry and some of the upper division course series have the largest proportion of OASIS applicants-to-students per course. Organic chemistry is most often the subject with the largest waitlists for OASIS workshops.

- Learning is a social process. We do want students to be able to "function independently," but that doesn't mean they should learn in isolation after their first year. Students learn so much from each other and helping each other. Creating a comfortable learning environment for them shouldn't only apply to their first year.
- With a 6-college system, UCSD is already extremely decentralized. Moving away from a unified learning center would only add to that. I welcome the departments' involvement in academic support at OASIS.
- If the departments are put in charge of offering academic support, they are just going to increase their drop-in help hours. This cannot replace what we provide. Our tutors are all trained through EDS 116 and their respective Practicum. We train tutors to work with diverse students, teach them why students drop out of college, and discuss how beneficial a learning community can be. The departments are not going to spend the time and effort training tutors on the things that are so important.
- Many students are not on the traditional track (e.g., Chem 6A,B,C in their first year) and many postpone a course, change into majors with different requirements, or are in a major (e.g., engineering) that has them taking a freshmen course their second year. However, my biggest concern is for the students who fail a course or begin taking preparatory courses like Chem 4, Math 3C, or Math 4C. These are the students who need the most academic support, and will not complete their freshmen courses in their first year. It is counterproductive to deny them the services that they need to succeed.

Appendix 2. Letters to Departments and Colleges.

Dear Chair _____,

Marsha Chandler and Joe Watson have appointed a Senate-Administration Task Force on Coordination of Undergraduate Academic Support Services (UGASS). The task force is charged to "assess how the supplemental academic support programs and services of Student Affairs should be coordinated with academic departments to foster the academic performance and achievement of our undergraduates." Thus we are asked to examine the efforts that are currently being undertaken in Student Affairs, the academic departments, and the undergraduate colleges and to recommend ways these activities can be coordinated more effectively in order to maximize student learning and academic progress.

We are writing to you to ask you to supply information to our committee about the types of student support services that are offered by your department. We are interested in services and programs which support student skills and/or are in support of course work. This does not include the normal support given by TAs and professors outside of class for a given course, but it is focused on more general student support services like the Chemistry 6A,B,C Helproom or the Math Calculus Tutoring Lab. In particular, we are requesting that you supply the committee with a brief description of the type of services that are offered by your department. If you can, also supply us with a rough estimate of the costs that the department incurs in supplying these services. We realize that it is probably not possible to give a detailed accounting since it may not be possible to separate out the exact costs, but a rough estimate in terms of dollars and manpower would help the committee.

We would also more than welcome your thoughts about the any other issues relative student support services. For example, if funding were available, what sort of new services or improvements to current services would your department wish to undertake? We would also welcome your opinion and comments about some of the general issues that face the committee. For example, some of the basic questions for the committee include the following.

1) What is the level of coordination between the academic support services offered by the Departments, the Colleges, and Student Services and how can this coordination be improved?
2) Are there unnecessary overlaps between the services offered by the Departments, Colleges, and Student Services?
3) Given that budgets are limited, what are the proper priorities for the types of academic support services that UCSD should be providing? For example, what is the proper mix of academic student support services? Should we focus mainly on students who are having difficulties or should we also focus on aiding high achieving students? Should we focus mainly on students in lower division courses or should we also offer support for students in upper division classes?
4) How can we allow for innovation and experimentation in the types of academic support services that we provide?
5) What is the proper role of Student Affairs in the offering of academic support services? More generally, what should be the responsibilities of the Departments, the Colleges, and Student Affairs for academic support services?

We would greatly appreciate receiving at least the basic information about the academic student support services offered by your department by February 16, 2007. As for the more open ended questions about student support services that we asked, you do not have to give us an official departmental response. We

would appreciate hearing about any thoughts that you or your colleagues might have. You may want to communicate such responses in writing or talk to individual members of the committee.

We, along with Senior Vice-Chancellor Chandler and Vice-Chancellor Watson, believe that this is an important committee and that this is an opportune time to look that these important issues. Thus we greatly appreciate your help in these matters.

Sincerely,

Senate-Administration Task Force on Coordination of Undergraduate Support Services

Jeff Remmel (Mathematics, Associate Dean of Physical Science) Chair
Mark Appelbaum (Associate VC-Undergraduate Education, Academic Affairs)
Dan Dubin (Physics)
Victor Ferreira (Psychology)
David Mares (Political Science)
Rabia Paracha (VP-Academic Affairs, Associated Students) undergraduate student rep.
Kevin Quest (ECE)
Barbara Sawrey (Chemistry and Biochemistry)
Ed Spriggs (Associate VC-Resource Administration, Student Affairs)
Loren Thompson (Assistant VC-Student Educational Development, Student Affairs)
Don Wayne (Literature)
Gabriele Wienhausen (Provost, Sixth College)
Jenny Collins graduate student representative

Dear Provost _____,

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We are writing to you to ask you to supply information to our committee about the types of student support services that are offered by your college. We are interested in services and programs which support student skills and/or are in support of course work. In particular, we are requesting that you supply the committee with a brief description of the type of services that are offered by your college. If you can, also supply us with a rough estimate of the costs that the college incurs in supplying these services. We realize that it is probably not possible to give a detailed accounting since it may not be possible to separate out the exact costs, but a rough estimate in terms of dollars and manpower would help the committee.

We would also more than welcome your thoughts about the any other issues relative student support services. For example, if funding were available, what sort of new services or improvements to current services would your college wish to undertake? We would also welcome your opinion and comments

about some of the general issues that face the committee. For example, some of the basic questions for the committee include the following.

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5) What is the proper role of Student Affairs in the offering of academic support services? More generally, what should be the responsibilities of the Departments, the Colleges, and Student Affairs for academic support services?

We would greatly appreciate receiving at least the basic information about the academic student support services offered by your college by February 16, 2007. As for the more open ended questions about student support services that we asked, the committee plans to have a meeting in which will invite all the provosts to give us their thoughts and recommendations. Nevertheless, we would appreciate hearing about any thoughts that you or your colleagues might have. You may want to communicate such responses in writing or talk to individual members of the committee.

We, along with Senior Vice-Chancellor Chandler and Vice-Chancellor Watson, believe that this is an important committee and that this is an opportune time to look that these important issues. Thus we greatly appreciate your help in these matters.

Sincerely,

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Appendix 3. Responses from Colleges and Departments.

COLLEGES

Muir College

    1. *Support for Students in Academic Difficulty or Predicted To Have Academic Difficulty*

Muir offers the following kinds of support to students who are at risk for academic difficulty or who are actually in academic difficulty:

STARS program. Fall, Winter, and Spring quarters. Stands for Students Targeted for Academic Retention and Success. For Muir students who were eligible for Summer Bridge but could not participate. Cost: 1 Academic Adviser (SAO II) for 3 one-hour programs per quarter, plus prep time; snacks. ($300 for staff time at 6 hours per quarter; $35 for snack per meeting.)

Learning Communities in collaboration with OASIS. Fall, Winter, and Spring quarters. Approx. 25 students. Meet every Friday at Muir. Cost: 1 Academic Adviser (SAO II) for ten one-hour sessions per quarter, plus prep time. Additionally, half come in for formal one-half hour appointments once each quarter and we advise all 25 students once per quarter as soon as the next quarter's schedule is available. Six Academic Advisers go to Center Hall once during the quarter to advise 20 additional Muir students who are in other OLCs to advise these students about the next quarter's classes. ($1320 for sixty hours of SAO II time for learning community. Did not include additional time for six advisors going to Center Hall)

Winter Workshops. Mandatory Winter quarter three-hour workshop (plus prep time and one-on-one advising thereafter) for new Freshmen who are on academic probation or subject to dismissal because of Fall grades. Cost: Seven Academic Advisers, with two as lead presenters for a one-hour presentation and help with self-assessments; the other five join in for one-on-one advising that follows. ($420 for staff time)

In-house tutoring for students in the Muir College Writing Program. The writing program provides students enrolled in writing courses free tutoring each quarter during weeks 4 through 9. Students sign up for appointments after their instructors refer them to tutoring. Each appointment is 30 minutes. Tutors, depending on availability, work 5 to 7 hours a week. The tutors are graduate students already working in the program. Undergraduate students work one-on-one with the tutors on a wide variety of issues from brainstorming to developing a more complex argument. Tutoring is held in the writing program office and a room in Tioga Hall provided by Residential Life. (Approximate cost: $5,000 per academic year.)

In-house workshops, Muir College Writing Program. A graduate student Teaching Assistant provides weekly workshops on a number of topics during each quarter. The workshops are designed to offer an alternative for students who cannot or prefer not to attend individual tutoring sessions. Individual tutoring is limited and the workshops enable a larger number of students to get help with writing. There is no limit to the number of students who can attend a workshop. Each workshop runs for 80 minutes. The workshop topics include "Understanding Argument and Analysis," "Building a Strong Thesis," and "Analyzing Thoroughly" among others. (Approximate cost $1,500 academic year)

Referral to the Office of Academic Support & Instructional Services (OASIS). Instructors may refer students to OASIS if they appear to have ESL/ESOL issues in reading and writing. (Cost: zero)

Referral to the Basic Writing Program. Writing program administrators may refer students enrolled in MCWP courses to the Basic Writing Program if we are uncertain or have determined that they would benefit from more practice in writing. This is especially true if their reading comprehension and writing skills appear weaker than most students. We alert the Basic Writing Program administrators that we are recommending that a student talk with them. However, we cannot require students to enroll in a basic writing course. (Cost: zero.)

ESL/ESOL Workshops for MCWP 40, 41, 50, and 125 Instructors. The on-campus San Diego Area Writing Project (SDAWP) provides two workshops during winter or spring quarter.

   2. *Support Available to All Students (Whether Having Problems or Not)*

In an important sense, all the efforts of our Academic Advising staff are devoted to supporting Muir students academically. This includes one-on-one advising on a year-round, day-to-day basis about GEs, majors and minors, graduation requirements, study abroad, career and graduate school advice, and the like and responding to student queries through the Virtual Advising Center (VAC). (Total salary cost for the advising unit: approx. $400,000 per year)

Additionally, we run the following special programs:

Major effort advising incoming freshmen, group presentations and one-on-one meetings, during June and September Orientation sessions (this year, six one and on-half day orientation programs for approximately 1,000 new freshmen and their families). Also one-day orientation programs for new transfer students, three times over the course of the year.

Enrollment advising with power point presentations in the residence halls on 2-3 evenings during each quarter, 3 hours each session, plus prep time. Cost: Seven Academic Advisers, printed materials, snacks.

Undeclared Majors workshops, 2-3 times each quarter, 2-3 hours each, plus prep time. Cost: Seven academic advisers, two lead presenters followed by one-on-one advising with all seven; printed materials, snacks.

Open advising at Revelle for Muir students housed there, one three-hour period (to date—pilot). Cost: One Academic Adviser (SAO II), printed materials.

Academic Skills workshops: Studying for the Physical Sciences; Study/Learning Skills. Two hours, small group presentations plus Q&A, once per quarter each, plus prep time. Cost: Two Academic Advisers (SAOI, SAO II), handouts.

Dartmouth Exchange Program, one one-hour information meeting each quarter and welcome meetings for Dartmouth visits. Cost: SAOII.

We are working on additional advising activities such as programming to help transfers make a successful transition to UCSD. One SAO II taking the lead.

Revelle College

The Colleges run a few support programs, but I don't have an inventory of them. Revelle has a student run writing tutoring program coordinated with the writing assignments in the Humanities sequence. The staff has occasionally run "University 101" sessions which discuss topics such as how to take class notes, prepare for exams, seek help etc. In addition we have coordinated with OASIS to do tutoring in the residence halls for entering students with low predicted grade point averages. That program had some cute name like "Oasis Learning Communities".

One might also consider Express to Success as academic support. The program doesn't support a specific class, but it is an academic supplement. It has general instruction on public speaking and public presentations, and has a large enrollment. The program is financed from registration fees and is housed and supervised from Revelle College.

Most of the colleges have similar programs but I don't know what they all do and we don't do much since we have no staff for that.

Sixth College

1a)
- All Dean's Office and Residential Life staff (including RAs) refer students to academic support services when appropriate. One of our academic advisors is a special liaison to OASIS.
- New student orientation programs provide some information/Orientation Leaders (OLs) are trained to discuss academic support services.
- The Academic Integrity Tutorial initiative refers students to academic success resources.
- We conduct Academic Success workshops (with College Psychologists) for students in academic difficulty (offered every quarter).
- We do academic advising in the Residence Halls, the Lodge and the Commuter Center week 5 through 9 fall and winter quarters.
- We conduct for all first year and second-year students stress management event; RAs are partners in this once a year event.
- Sixth hosts every quarter an OASIS Learning Community.
- Sixth College Psychologist, Student Affairs Staff and Academic Advising Staff participate in the Summer Bridge Program. We also host a Sixth College Night for the students in Summer Bridge who are Sixth College students.

1b)
- The campus should develop help rooms to provide assistance to non-science majors.
- we need to conduct an inventory and create a portal that includes everything we offer, who is eligible to attend, how to enroll, etc.
- we need to be able to send students in academic trouble to OASIS so that they can receive immediate help and support. Although we have an OASIS liaison, placement of students in trouble is often not possible after the quarter started.

- we have no support for students who need help if their basic writing skills are weak; OASIS does not provide that service anymore; the college writing program are not funded to provide the extra help and extensive tutoring services ESL students need.
- use technology as described in the article that I sent to you

2)
- We really do not know, which might indicate a weak link, which is: we do not have an inventory of what we (UCSD) are doing, and we do not have a shared knowledge base about what we are doing to support students' academic success.

3)
- We should prioritize the needs of students who are actually having difficulty. The freshmen year is an important transition year; many students come academically and culturally unprepared; limited resources should go to students who are experiencing difficulties to assure that they develop the skills necessary to succeed. We made an investment in admitting them and we should therefore make a commitment to help them succeed.
- Supporting students in acquiring reading/writing skills, esp. for ESL students and those who lack English proficiency is crucial.
- many freshmen lack sufficient study skills

4)
- Provide sustained resources to allow for innovation, experimentation and evaluation. Demand that we collect data to find out what works and what does not work. Disseminate knowledge and build on what we know is effective. Do not support culture that wants to re-invent the wheel over and over again.
- Ensure that innovators understand how to propose new services
- facilitate partnerships and collaborations among units

5)
- General well-being and an educational environment are necessary for academic success. Student Affairs plays a leadership role in these realms.
- Student Affairs and academic departments should partner to meet the needs of students.
- The Core Sequences/freshmen writing course could play an important role.
- College success strategies courses could be offered as credit-bearing classes and taught by academic and student affairs staff.

What follows is a description of Sixth College's Psych. Counselor about her role in supporting students academic success at UCSD:

In response to the request of the Task Force on Coordination of Undergraduate Academic Support Services, I outlined the contribution of Psychological and Counseling Services (P&CS) in terms of the "services and programs which support student skills and/or are in support of course work."

P&CS work with the understanding that psychological distress adversely affects academic performance. P&CS provide a wide range of psychological services that are all aimed at reducing psychological distress and building psychological resilience in a university context, thus improving academic performance. Our unique decentralized approach of service delivery at the colleges facilitates the collaboration between the academic agencies and our agency.

At P&CS, we assess our own performance, using the Client Experiences Survey. The results of this survey suggests that over 76% of our clients report that their psychological problems are affecting their academic performance, and only 7.5 % of our clients said that counseling did not improve their academic performance.

The following is a list of some of the services we provide:

1) The Summer Bridge Program (in collaboration with OASIS) addresses many important factors that affect the retention, academic achievement, and development of students at UCSD. A vital part of the program is its academic curriculum, which emphasizes the skills of critical thinking, reading, writing, mathematics, science, and interpersonal communications.

2) We provide quarter base workshops for students on probation (in collaboration with Academic Advising).

3) As part of the RA training, we teach the RA's basic counseling skills and conflict mediation. The RA's in turn use these skills with the residents, thus decreasing their distress and improving their well-being.

4) In our Peer Education Programs, we utilize peer support in helping students address personal concerns. The programs include (but not limited to):

   a. The Substance / Alcohol Feedback & Education (SAFE) program, that provides information, promotes awareness and facilitates student decision-making about alcohol and substance use.

   b. The Wellness Peer Educator Program, that plans, develops, advertises and delivers psycho-educational workshops and interactive presentations related to mental health wellness. The topics include stress management, relaxation training, recognizing depression and anxiety, assertiveness training, how to reduce anxiety, and how to increase self-confidence.

5) We provide a wide range of psycho-educational workshops, including the following topics:

   a. Freshman Success - providing strategies for successfully transitioning to college. Discussion topics include: getting to know resources on campus, juggling priorities, transition issues, managing stress, and success strategies.

   b. The Peace of Mind weekly workshops cover the topics of stress tolerance, interpersonal effectiveness, & emotional regulation.

   c. The Get Up, Stand Up workshop provides assertiveness training.

   d. The Grief workshop is designed to support grieving students.

   e. The Health, Peak Performance, and Self-Hypnosis workshop teaches exercises to assist students in accomplishing their goals.

   f. The Managing Moods workshop is designed for students who are troubled by negative emotions or minor behavioral problems.

   g. In the insomnia Workshop students learn about the nature and causes of insomnia, receive concrete suggestions on how to improve sleep, and receive referrals for additional resources.

   h. In the Mindful Relaxation workshop, we teach new ways to de-stress and relax.

i. In the Wellness and Relaxation 101 workshop, we approach wellness from a holistic perspective.

j. In the tress Management through Relaxation Training and Biofeedback workshop, we provide a basic introduction to relaxation training.

6) We run "forums" (drop-in groups that meet throughout the academic year and do not require weekly attendance), including:

a. Transfer, Re-Entry, & Commuter ("TREC") Forum

b. Roommate Success Forum: for students interested in improving roommate relationships, working-out roommate and/or suitemate conflicts, and creating a more comfortable and supportive living environment.

c. Asian Community Forum

d. Campus Black Forum

e. Latino/Chicano Forum

f. Outside the Box - Multi-Racial/Multi-Ethnic Forum

g. International Student Forum

h. Alcohol & Substance Use Support Forum

7) We provide psychotherapy groups, including:

a. Knowing Me, Knowing You: an opportunity to relate to others, gain social skills, and learn more about oneself in the process.

b. Building Social Confidence group.

c. Depression or Bipolar Disorder Group.

d. Sexual Assault Survivors Group.

8) and growth and support group:

a. Women's Group:

b. Men's Group:

9) Finally, we provide individual therapy, tailored to each student's unique needs, aimed at reducing distress, and improving well being toward improvement of academic performance.

Thurgood Marshall

Some rough estimated expense numbers for the bullet points below:

Mentorship Program Faculty Stipend X 10 $15,000
Program Operations $1,500

26

MOI Lecturer @ .33% - $4,216/qtr	$12,648
MOI .50 LSC staff FTE at the 25 percentile salary w/benefits	$23,444
Program Operations	$1,500
Public Service Minor Lecturer @ .33% - $4,216/qtr	$12,648
Program Operations	$1,500
Faculty Stipends for facilitating Honors Program $1,500/qtr	$4,500
Program Operations	$1,000
Diversity and Outreach – Marshall Institute	
Preuss, Gompers, Lincoln, Morehouse/Spellman	
Provost student intern salary - academic year	$13,750
Program Operations	$1,500

Estimated expenses for hiring a Method of Inquiry lecturer - $12,648, a learning skills counselor (staff) - $23,444, and S&E operations - $1,500.

- Collaborative efforts with OASIS and College's Student Affairs and Academic Affairs to participate in the OASIS Learning Communities for students from disadvantaged backgrounds.
- Collaborative efforts with Counseling and Psychological Services, College's Student Affairs and Academic Advising to put on the Goals in Action 5-week workshop for students in academic difficulty.
- Collaborative efforts with Campus Career Services and TMC College Academic Advising to present Undeclared Majors workshops that have an underlying decision making paradigm.
- TMC Academic Advising puts on the Academic Success at UC San Diego workshops during Welcome Week each fall quarter.
- TMC sponsored programs: the Public Service Minor, AAS Minor, the two exchange programs all have an academic focus but would they be considered academic enrichment rather than "support"?
- In the past, there were DOC Talks which were supported by DOC and Residential life in which the DOC TA's held discussions in the residential halls.
- I don't know if Abe (since he is out of town) has written you about the writing support he has given outside of the regular DOC duties; mentioned the DOC Assistance program for writing; and the study skills assistance program from last year (no more this year since Pam from OASIS left and position not supported financially).

We would also more than welcome your thoughts about any other issues relative to student academic support services. For example, <u>if funding were available, what sort of new services or improvement to current services would your department wish to undertake?</u>

TMC would like to undertake the resurrection and revitalization of TMC 10, Methods of Inquiry, a course that teaches undergraduates " how to learn" in a research university environment.

In this course, students learn analytical thinking strategies routinely used by professional scholars. Each student applies strategies from the materials presented in lectures and reading assignments to his or her current course work

The course applies to all levels of undergraduates, honors students, students who want to make the best of the university experience and students who are in academic difficulty.

Warren College

Warren College Writing Center: approx. $26K annually (director's salary and undergraduate peer mentor wages)
   • The Writing Center provides comprehensive trained, peer mentoring for all Warren students seeking assistance in writing assignments in all courses, ranging from the Warren College Writing Program 10A-10B series to upper-division courses in all disciplines. One-on-one mentoring sessions are augmented by group workshops on topics as diverse as taking standardized writing tests to preparing letters for graduate and professional school applications.

Academic Advising Programs and Services:

Workshops - Note: In addition to on-site sessions online options also available

- **Warren Res Halls Study Tables (**Depending on subject, student mentors are available 3-12 hours per week each quarter.): **approx. $6,000 annually (for student mentors)**
  - Mentors available at Warren Residential Halls to assist students with core Math, Chemistry, Biology, and Physics assistance (Approximately 100 students+ per quarter)

- **Academic Advancement** (2-3 times per quarter, 25 - 60 students attend each qtr)
  - Interactive workshop led by an Academic Counselor, designed for students on Subject to Disqualification status, focusing on University academic standards study skills, time management, decision-making skills, etc.

- **Goals in Action** (GIA) **New WI07** (2 sections - 5 sessions each per quarter; approx 45 students attend), coordinated with **Student Affairs**
  - Series of workshops led by Clinical Psychologist (s) for students in severe academic difficulty.
  - In-Depth discussions, presentations, activities addressing common academic issues.

- **Undeclared Majors** (once per quarter**). New in WI07** - Myths and facts about major and career; major decision making process; ten Misconceptions About Career Choice; and information campus Resources and Services for Major Exploration (3 students)

- **Balancing Academics & Co-Curricular Activities -New in WI07**. Designed to help students develop strategies for balancing their personal life with co-curricular activities.

- **Build Your Career Portfolio- Academic Advising & Career Services** (once per quarter) offered once (3 students attended**)**

- **GE (Information) Express** (once per quarter) 8 – 10 students attend
  - Provides overview of Warren General Education requirements.

- **OASIS Learning Community** (OLC) – Academic **Advising & OASIS**- Pre-Advising (3 sessions per quarter) 25-30 students per quarter. Only available to designated OLC students participating in the learning community program

- **Pre-Enrollment Advising-Warren Res Halls- Academic Advising & Residential Life** (Twice per quarter) Fall and Winter quarters) approx. 50 students attend

- o Advisor(s) and peer counselors meet with students during evening for guidance on selection of classes prior to enrolling

- o **Plan Your Summer Classes** (once Winter and Spring qtrs) New for WI07
  - o Guidance for students taking transferable summer courses outside of UCSD

In addition, the **Provost's Office** has created the **Warren College Research Scholarship, approx. cost $5K annually**, to support up to five Warren students conducting faculty-sponsored research projects.

Student Affairs Programs:

- **Fall Transfer Connect & Success Program** introduces transfers to the academic advising deans and support services, such as OASIS. Only about 5 students actually attended this program, despite 50 RSVP's. **Approx. cost $350 annually**

In answer to your question about expanded services, it is my fervent hope to **create a campus-wide writing center for students in all colleges**.

DEPARTMENTS

Anthropology

Sorry for not replying earlier - I'm not clear that Anthro. has the kind of things you are looking for; but I'm not sure. Do you have anything in mind that other smaller social science departments would have that you could share with me so I'd have a better idea? We do career counseling, internships, lots of independent studies; but that may not be what you want.

Chemistry & Biochemistry

In response to the request from departments for information regarding academic support services, here's Chemistry & Biochemistry's input:

- We pool the expected office hours of all the general chemistry TAs, and have them sign up for 2 hours of Helproom each week instead.
- Chem 6ABC Helproom is open 34 hours/week, usually with 2 TAs present at any given time, for a total of 66 TA-hours of time. The department has committed two of its own classrooms/conference rooms for this, since it is important that students know there is one consistent place to go for help. Helproom is open Sun 2-10PM, Mon-Thu 4-10PM, and Fri 4-6PM.
- The TAs are graduate and undergraduate, so the cost can only be estimated. If we assume the undergrads cost about $10/hr, and the grads cost about $23/hr, and about a 50/50 split, the cost is about $550/week.

We would like to do this for organic chemistry (Chem 140ABC) also, but we do not have the space. It would require 1-2 rooms (the same ones every night) for 5-6 nights each week, with a capacity of about 50 students. The Registrar cannot provide this.

Classical Studies

1. Support Currently Provided:
Under this heading there is not much to list. There was an effort ten years ago or so to start up an afternoon tutoring/study center for students of Latin and Greek, but we ran aground on the issues of a room and some money to hire a couple of undergraduates as staff. OASIS felt we were too small potatoes to hire a tutor for our languages, which may have been a fair judgment from their perspective. I and my colleagues do regularly refer students who are having trouble with Greek or Latin to more advanced students for tutoring, but this is a private arrangement between the students concerned.

2. Forms of Support We'd Like to See:
The study center idea sketched out above might be a good idea, especially for students in the elementary language courses. I do not know whether many of our students avail themselves of help with paper writing that might be available from OASIS or elsewhere.

<u>**Cognitive Science**</u>

Undergraduates in the Cognitive Science Dept have several avenues for academic support. These include:

1. The faculty undergraduate advisor: a faculty member available any time to answer questions from students on every facet of the program. He/she is responsible for assessing petitions and responding on a timely basis.

2. The Undergraduate Coordinator, an administrative staff person, has an open-door policy to answer questions from students on any facet of the program, such as graduate school information, faculty research, etc.. She has a number of resources and information tools at her disposal to guide the students, such as the Career Center.   She helps lower-division students understand the requirements for the major and to develop a 4 year plan of action. She is involved in degree checks for seniors to insure that students have completed their course requirements prior to graduation. Finally, she is the focal point in the petition system, informing students about what can be petitioned and what cannot, and coordinating with the faculty advisor to respond to such petitions.

3. A tutoring program run by the Cognitive Science Student Association,

4. Regular and extended faculty office hours, regular and extended TA/IA office hours

5. Help desks provided by both the Undergraduate and Graduate Coordinators.

6. Special opportunities to work in research labs, take practicum courses, engage in guided research study and so on.

7. A range of Innovations in Teaching.

We briefly discuss items 6 and 7 below.

Special opportunities for students

The department encourages Independent Research Courses (198/199) and we have very large numbers of students who enroll every year. At the moment we are collecting this year's statistics but we have in the past been proud of having the most independent research students per faculty member in the social sciences, a standard we typically maintain. Students engage in active research in the labs of ladder faculty. We have a policy that they not be used as 'cannon fodder' (i.e. basic labor for running experiments). Their active research ranges from robotics to interface/artifact design to child development. We also have a large number of students engaged in field research (e.g., at the San Diego Zoo).

An important addition to our curriculum is the chance for our best seniors to spend a year working on an honors project and thesis. Cogs190A,B C is a three quarter course in which a student independently develops a project topic, finds a faculty research lab to work in, and then in the first quarter writes a 25 page prospectus. Honors students must pass their first quarter with an A to continue and then must attend a methodology seminar the entire year. Their final grade is determined by the quality of the presentation they give at year-end to the department, by their thesis and the quality of their interim work.

We encourage undergraduates to enroll as Instructional Assistants and have developed a process to

identify students who do well in courses to then be invited to IA that course the following time it is taught. We have established quarterly teaching awards for IAs and have had many outstanding undergraduates who have been praised by their peers as excellent teachers.

The department encourages faculty to teach freshman and senior seminars. Everyone's experience to date has been positive and the number of seminars we teach each year has increased.

Finally, many in the faculty are involved in a variety of programs such as the Faculty Mentor Program, STARS, McNair Program, Howard Hughes, etc. These are programs whereby students can elect to do research with a specific faculty either during the school year or during the summer. We have had many outstanding students graduate from these programs.

Innovations in undergraduate teaching:

Examples include writing intensive courses, project-based courses, courses that require/encourage/invite students to make class presentations, or permit/encourage group research or group authorship, or use any specific techniques or assignments to encourage critical thinking or analysis.   These types of courses require greater student-faculty interaction, greater availability by the faculty, more feedback to students, more support in terms of TA/IA availability, greater student involvement and connection with class topics, and more resources available to students outside classroom.

We have combined graduate/undergraduate courses where seminar-style presentations are required of both groups of students. Some of our elective courses (e.g., Cogs160, 174, 175) require students to do weekly writing assignments (thought papers) and to develop proposals for novel experiments using NIH style format. Many require oral presentations, with some courses making this a group activity/project. Other courses require students to critically analyze current research, present their analyses in class, and lead class discussion. In one class, for example, students are asked to browse through online conference proceedings, find a paper they like and understand, and present it in class.

Some examples of even more innovative approaches in teaching include:

- Professor Rik Belew shapes assignments around students' own media: Pictures, music and video are excellent RELEVANT examples for in-class use. Assignments might require students to make a mix of their MP3s or develop search methods.

- Mindstorm robots play a central role in COGS8. Robots play a pivotal role in making the abstract content of   "computation" concrete for these lower division students.

- "Participatory algorithms": Having a class of students act as a "parallel grid" of computing elements can help to get across some algorithms. The main example used is part of his "Memes" lecture for COGS1.

- Also innovative, especially from a techno-social perspective is the large e-learning system that Prof Kirsh has constructed over the last 9 years to deliver to students hands on practice both in and out of the classroom, as well as giving them opportunities to work online in teams. This is being used in COGS25, 187A, 187B, 87.

- An additional feature in one of our COGS87 is the use of a specially designed program that allows students to design new interfaces for a microwave oven, then design experiments online with those interfaces, and run subjects while automatically gathering data on time and errors.

Computer Science & Engineering

Our Department supports students skills and learning by promoting and/or organizing non-academic support events such as ACM (Association for Computing Machinery) and WIC (Women in Computing) for Undergraduates which we are in the process of developing as well as various programming contests such as the ACM's ICPC (International Collegiate Programming Competition).

1. Our experience has been that there is very little coordination and communication between College and Departments. Please see below on ways to improve this situation.

2. Yes, it is sometimes not clear who in the Colleges are assigned to individual students and this ambiguity can cause overlap, delay and redundancy in attending to students' needs.

3. Of course, both are essential. Given the challenging level of our programs, students with difficulties should have the benefit of a well-trained staff with targeted information systems available to help identify and guide those who are experiencing difficulty and to prevent some underachieving students from spiraling further down. Perhaps the most important way that this can be achieved is through resources allocated to better train our advisors to handle complicated advising cases that may require some level of non-academic counseling or may necessitate a referral to the student's College Psychological Services. Currently, there is no appropriate career education and/or official training for professional undergraduate advising. Department advisors are often not trained to identify and appropriately direct students with non-academic personal situations. We believe that College advisors might benefit from professional counseling training.

On the other hand, as high-achieving students have equally critical but different needs, resources should be made available to them to challenge them academically. Examples of this can be inter-departmental competitions, promotion on the campus level of a culture of undergraduate research, with Student Affairs funding made available to departments to foster focused or cross-disciplinary undergraduate research labs.

4. The CSE Department recommends that we develop a campus-wide undergraduate advising data-management system that will be shared among departments, colleges and central Student Affairs. This system would allow the sharing of information and transparent communication to increase the effectiveness and consistency of advising for each student. This information system could also be the mechanism through which various interdisciplinary and social events can be posted, best-practices shared, evaluated and advertised. A similar program has been developed successfully at UCLA and can be accessed by advisors at their MyUCLA faculty and staff portal. http://my.ucla.edu/default.aspx

5. Departments' Student Affairs staff and faculty committee members tend to have limited knowledge of and access to the myriad support programs, student enrichment opportunities and professional training available on campus through the Student Affairs Units. The most proper role of Student Affairs Offices, in our opinion, is to ensure optimal information sharing and efficient cooperation between their units, the Colleges and the individual departments.

Economics

1. Oasis used to provide support for economics courses but no longer does. The Economic Department has had a very difficult time filling the gap. We have not found it feasible, given resource constraints, to offer a general tutorial program; we do not hire general tutors. Restoring some Oasis support for economics courses would be a top priority for us. We observe that Oasis provides tutoring for the Math series that our students take. A small step in the right direction would be to employ an Oasis tutor who has expertise in mathematics and economics. We have spoken to Oasis staff about providing support for the economics 100 series. We think it is possible for Oasis to hire a successful Joint Math-Econ major who could tutor both for the Math 20 series and the Econ 100 series.

2. Regarding support outside "the normal support provided by the TAs and professors", this depends on the definition of "normal support". Under a broad definition, we provide no additional general support. For individual courses, however, we offer some support that, one can argue, goes beyond the normal level. In particular, professors routinely arrange for various problem-solving sessions that are held by TAs. I sense that this has increased substantially in recent years, partly because of the gap in support created when Oasis discontinued economics tutoring.

3. The current unmet student demand for support is clarified when one considers the following striking example of off-campus academic support services. A former student in the Economics Department, Eric Kyner, has established a thriving private business as "The Econ Tutor" (http://www.theecontutor.com/). A large number of our students attend his review sessions, which are scheduled to match due dates of problem sets and examinations. Kyner reported to the San Diego Union Tribune (in an article of June 5, 2005) that he makes between $100,000 and $200,000 per year from his tutoring services. Our faculty have debated whether Kyner poses a problem for the Department and how to respond. (One response is extra help and review sessions that professors arrange for students. In recent years, for example, I scheduled four extra two-hour, evening review sessions on consecutive days just before each examination of my game theory class, to reassure the students that we are providing everything that Kyner can provide, and more.) Kyner has become an institution and, regrettably, many students view his services as an informal requirement for our courses. Last year, the previous Department Chair received a complaint from a parent who was angry that she had to pay for the Econ Tutor on top of UCSD fees. Surely, we at UCSD can do better by providing tutoring services ourselves.

4. We encourage your committee to address how the University responds to increases and decreases in student demand for a major. Departments cannot adjust faculty as quickly as student demand adjusts. The University can simply be inflexible with regard to student demand (e.g., by declaring the major impacted). Alternatively, the University can be flexible in helping departments adjust to changing student demand. One example is to be more flexible in arranging what type of tutoring is offered by Oasis, perhaps as a function of student/faculty ratios. Departments with high PENNER ratios surely have a greater need for general student services such as from Oasis. We in the Economics Department are a bit perturbed that Oasis support for economics was cut to zero at a time when the Department has been dealing with significant growth. We believe that the

Econ Tutor is not the answer. Can the University offer more TA support to departments with high (or growing) student/faculty ratios so that these departments can offer "helprooms"?

Electrical & Computer Engineering

ECE student support services offered by ECE FY 2005/6 - 2006/7 academic year
1. Develop on-line CAPES ~$20K technical support
2. Developed lounge for honors students ~$15K renovation costs
3. HKN - UG honors society operational support $2K /yr
4. Course support:
    a. Optics $56K annually
    b. UG lab support $85K annually + 30K supplies annually
    c. CFFL ~25K annually
    d. CFF course ~$10K annually supplies
    e. Course development ~$10-$15K annually (support to grads to assist faculty in development of laboratory courses)
5. Development of post-screening for academic progress ~$40K technical support
6. Revised UG curriculum to provide better progressive learning - faculty time
7.. Development of UG course directors - faculty time
8. Depth sequence workshops ~$1K refreshments to students in attendance
9. EUREKA - ~$3K annually

In answer to questions 1, 2, 4, 5:

Coordination between Departments, Colleges, and Student Affairs is virtually non-existent. The only collaboration between Departments and Colleges seems to occur during admission and graduation, and is limited to administrative communication. Each entity seems to function independently, and there is no integration in services for the benefit of the student.

There are no overlaps per se, but some conflicts due to the lack of communication. It is difficult for students not to get confused about what resources to utilize without a clear, consistent message. They are left to sift through available resources and hope they find answers. The reason for this seems to be that colleges and departments operate differently and work toward different goals for students.

The possible resolution is for Student Affairs (campus) to designate a central coordinator of such services. This entity or individual could work with Departments and Colleges to make sure students receive accurate information and services when needed. This central liaison could collect information from colleges, departments, campus and coordinate all services offered, making these clear to the student. This would eliminate conflicts, overlap, or missing resources.

Question 3:

Priorities for types of academic support services UCSD should be providing:

ethics courses relevant to area of study
courses to help transference of skills from classroom to real world job/career
develop programs/activities for the "average" student
provide more help to poor performers rather than letting them go somewhere else
work together to build a sense of community within UCSD

Having said this, there is the bottom line that I would like to point out: $$$ to the right place
University of Illinois and University of Michigan are well known Universities for providing high quality
undergraduate education and they are also public universities like UC system. They put in more effort in
classroom/lab education/students than UCSD - especially in lab equipment and its upkeep. It would be a
good idea for some UCSD faculty to be sent these universities to study how they manage it with similar
budget constraints as ours.

Environmental Systems

As a summary, the Environmental Systems is a relatively small interdisciplinary program. We currently
have 140+ majors and a dozen or so minors. Our program requires all majors to complete a senior
internship project. Ideally the senior internship topic and project is initiated and designed by the student,
with oversight of a faculty mentor. In reality, we offer many of our students a great deal of support and
resources to help them identify worthwhile internships and set up appropriate projects. Providing this
support and resources is my primary responsibility in the program. I am an academic coordinator
and I work 50% time for ESYS program. The senior seminar and services take up easily 25-30% of my
time. The deliverables for the senior project are a formal presentation and a research (thesis type) paper
due at the end of their senior year. In some cases, producing an acceptable senior presentation and paper
takes a lot of student work and a lot of my time and guidance. I feel that all UCSD graduates should
leave campus with the ability to formulate a decent paper and a presentation. I work with all seniors in
our major to accomplish this - with help(occasionally) from resources in the Center for Teaching
Development.

Some students are quite decent writers by the time I meet with them in their senior year. Other students
need a lot of help and advice. Is there a place that I could refer students for basic writing skills
including proper referencing techniques and library research skills? That would be useful. As it is, I
either waste class time going over it, or I waste my time on correcting individual papers. Are there
campus wide guidelines or reference materials for Undergraduates?

Some specific answers are below (with some repeats from the summary above):

1) Most of the academic support services that we provide are specific to our major and are not
duplicated by other campus organizations. At the beginning of the Spring Quarter I do organize a
tutorial by Martha Stacklin from the Center for Teaching Development on Powerpoint
presentation. Some students practice their presentations with me, I think that some students do utilize
the Center for Teaching Development to get extra practice for their presentations.

2) Not that I am aware of.

3) All students should leave campus with the ability to formulate a decent paper and a presentation. I work with all seniors in our major to accomplish this - with help (occasionally) from resources in the Center for Teaching Development. Some students are quite decent writers by the time I meet with them in their senior year. Other students need a lot of help and advice.

4) Is there a place that I could refer students for basic writing skills including proper referencing techniques and library research skills? That would be useful. As it is, I either waste class time going over it, or I waste my time on correcting individual papers. Are their campus wide guidelines or reference materials for Undergraduates?

History

Before addressing the committee's request about student support services outside of "normal support given by TAs and professors outside of class," we would like to point out the fact that these "normal" support services in the Department of History are completely insufficient. Without addressing the structural deficits in these "normal" support services, it seems somewhat superfluous to ponder additional services outside of these structures.

During the last few years, the Department has experienced a steep rise in enrollment figures, especially in upper-division courses. Close to half of all upper-division courses now have enrollments of 100+ students. Yet the current TA allocations do not allow the Department to offer regular discussion sections for students in large upper-division courses. If instruction in History means more than just the passive reception of knowledge in increasingly large classes, the Department finds it increasingly difficult to meet its educational mission. In particular, it has become virtually impossible to effectively teach our students writing skills or to engage in close analysis of primary sources and/or discussion of controversial historical arguments. To quote from the report of last year's external review of the History Department's Undergraduate Program: "The system of large lower division and small upper-division classes is simply broken and any fix will necessarily require some influx of resources."

The Department has developed a variety of ways to deal with this structural crisis. During the 2005-2006 academic year, the History Department started a Writing Center pilot program to help students enrolled in History courses hone their writing skills. The History Department employed approximately 4-5 tutors per quarter at a cost of approximately $6,000 per year. Financial support for the Writing Center was provided by the Dean of Arts and Humanities and the department through TA funds.

Unfortunately, the structure of the Writing Center contributed to the lack of students utilizing the service of this program. Students would not visit the Writing Center until the week before a paper was due to have the tutors help them brainstorm ideas for their papers. Since students do not generally attend, tutors would end up leaving.

For the academic year 2006/07, the Department used an accumulated surplus from previous academic year to fund 6 three quarter TAs for upper-division courses with past enrollments of 100+ students. The TAs offered optional discussion sections and were also able for consultation regarding students' writing projects. The total cost for these-upper division TAs amounted to $104,070.00, approximately half of these funds did not come from the current TA allocation but from the previous years' surplus.

Student response to these optional discussion sections was generally very good and illustrated a strong student desire for more small class instruction. In some courses, we needed to add a second TA because more students signed up for the sections than slots were available. While students, TAs, and instructors

largely agree that the experiment with upper-division TAs was very successful, there are a series of problems with this experiment.

a) It is not sustainable. Without a massive increase in TA funding for 2007/08, the History Department will have to revert to two or three upper-division TAs and hence will teach many large upper-division classes without TA support whatsoever.

b) Due to strong student interests, discussions sections became too large, in some cases with 35-40 students.

c) Because the Department cannot pay for several TAs for each class, discussion sections needed to be mandatory rather than optional. This created potential inequities between students. Some students who did not get a spot in the optional sections complained that other students would get an unfair advantage in preparing for exams.

To maintain the -- admittedly piecemeal and imperfect – system of optional discussion sections in the largest upper-division courses, the Department estimates that it will need an immediate influx of app. $60,000 beyond the regular TA allocation for 2007/08. A more systematic improvement that would, for example, guarantee each student in large lecture courses a spot in a discussion section would require a significantly larger influx of funds.

Here are the Department's responses to the more open-ended questions regarding student advising.

1. There is good coordination between the academic support services offered by the departments, colleges, and student affairs. Most of this coordination involves referring students to the appropriate resources for support, such as informing students there are graduate and professional school advisors at the Career Services Center, informing students of opportunities for research through the department's independent study and/or the Faculty Mentor program, etc.

This coordination could better be improved if departments, student affairs, and the colleges continue to share information about the services being offered through their unit. ODAPA (Organization of Department and Program Advisors) has been instrumental in connecting the departments to the other units.

2. There are no unnecessary overlaps between the Departments, Colleges, and Student Affairs. There has been quite a bit of streamlining, especially between the Colleges and the Departments to eliminate unnecessary overlaps.

3. The Department's top priority is providing additional support for students in large upper-division course, especially through additional TA resources.

4. The Freshmen and Senior Seminar programs allow for some experimentation and innovation in teaching and advising. However, they do not address the Department's structural problems. In particular, due to their format as one-unit courses, they do not provide support in improving students' writing skills.

5. It is very unfortunate that OASIS (Office of Academic Support & Instructional Services) Writing Center has been eliminated. Especially in light of the insufficient regular support system within the Department of History, it would be important to have a campus-wide organization where students can get help with writing. In addition, campus-wide support for writing would be important for students who confront more general writing challenges that extend beyond the subject of History and cannot be dealt with within departmental support structures.

Latin American Studies

Latin American Studies is a very small interdisciplinary program that relies on courses offered by the departments. We do not offer the sort of student support services you describe, other than the usual advising to majors and minors.

Mathematics

1)   Apart from OASIS services offered through Student Affairs, the department has very little knowledge of what is offered in other areas.

        Coordination with OASIS could definitely be improved as there does not seem to be consistent consultation with math professors regarding course content and how services are being provided. It's also not clear to the faculty whether the level of proficiency of OASIS tutors is sufficient, and how well-trained the tutors are to provide these services.

        In general, since faculty are responsible for student learning, they need to be able to monitor and work closely with any adjunctive support services to make sure students are correctly learning the material and skills.

2   Given the general lack of knowledge about academic services being offered (other than OASIS), any overlap is unknown.

3)   Currently the Mathematics Department provides:

        A Calculus Lab for lower division classes, primarily first year calculus 10A-B-C and 20A-B-C. This walk-in lab is staffed by both Math graduate TAs (approximately 30) and undergraduate tutors (approximately 3-5) for a total of 40 hours/week. Many hours have more than one TA/tutor available. The schedule of staffing for the Calc Lab is available on the department's web site, so students can know when tutoring is available. The undergraduate tutors hired to staff the lab are evaluated by faculty and graduate TAs quarterly. This lab is highly valued by both students and faculty and is available to calculus students from all departments.

        Quarterly TA training is also provided to all graduate students, and it's required for all new grad students. This training is provided by the Head TA and the Calculus Coordinator, John Eggers. Undergraduates who work as tutors or TAs are also invited, even encouraged, to attend these sessions. The goal is to improve student learning through ensuring effective TA instruction. The department pays for pizza at the last session.

        There is no extra cost for the graduate TAs to staff the Calc Lab since they schedule their regular office hours in the Lab instead of in their offices. However, the undergraduate tutors cost approximately $5-10K per quarter. The cost for the quarterly TA training is partly paid by OGS in the Fall.

The Mathematics Department would like to offer a similar "Drop in Room" for upper-division students. Not only would it provide an informal venue for tutoring, but it would also facilitate math majors meeting each other and possibly forming study groups. It would also allow transfer students the opportunity to connect with fellow math majors and ease them into classes at UC San Diego.

4   All academic support services, whether offered through the Colleges or through Student Affairs, need to respect the primary role of the faculty teaching the courses to ensure efforts will be effective. There should also be proper evaluation and monitoring of any adjunctive academic services in direct support of course work.

5)   Student Affairs and the Colleges could be very helpful in providing assistance with teaching students basic study skills, time management, library research and other general skill sets that will make them more effective and successful overall in their college careers.

Mechanical and Aerospace Engineering/Chemical Engineering

The department of Mechanical and Aerospace Engineering (MAE) does offer some student support services through a Faculty Mentor Program specific to the department. We also have industry sponsored projects in the senior courses which provides exposure to potential employers. Through Engineering Student Services (ESS), which supports the entire School of Engineering, students can find information and resources on the following:

Career Advising
Internships
Resume Database
Undergraduate Research Opportunities
"Team Engineering" to build leadership and communication skills

The mission statement of ESS is to encourage the professional, personal, and academic success of Jacobs School students. The focus on extracurricular activities ranges from leadership and professional development to student organizations and special events. ESS is part of the Jacobs School's Dean's Office and serves as the primary liaison between all engineering students within the Jacobs School and the School administration.

We do not view this as an "overlap" in service but rather complimentary and specific to engineering students. For more information on ESS, please visit their website at http://www.jacobsschool.ucsd.edu/student/.

One area that the faculty views as lacking is engineering students' ability to write reports. Indeed, during the last accreditation visit, this was one area of weakness that was noted. The MAE department would welcome more assistance from the colleges in developing or adjusting current writing courses for the engineering student.

The number of MAE undergraduates has doubled in five years to a population above 1200. There are limited staffing resources for this many students (two academic advisors and one manager) who handle

all their academic support needs. We welcome the services of ESS, the Career Center, the International Center, Student Legal Services, and the collaborative efforts of the six colleges' academic advising units.

Philosophy

In Philosophy, we do not provide support services outside of office hours. Some faculty have expressed concern about students writing and occasionally we have students ask for tutoring in logic. We are trying to take care of the writing issues within the curriculum, but logic tutoring is still a bit of problem that we take care of on a case by case basis.   Providing tutoring for students in logic classes would be inexpensive, we would just need to pay the tutors, and it would benefit many students since logic is used in several majors and 4 colleges. The logic classes are by far the most repeated classes in the philosophy department.

1)   I think as far as academics go, there is pretty good coordination and communication between departments and colleges. We meet each other and share some information at the college department meetings, but sometimes I feel like I'm getting updates without getting the background information first.   I don't feel like I have good sense of what services the colleges provide and I know there are far more student affairs offices on campus than I am aware of. It is probably just up to me to find and contact different student affairs offices and programs.

2)

It might be nice to have an "open house" at each of the colleges so that department advisors can see where they are and what services they provide for students. I have been here 3 years and I think I've only been to the offices of 2 colleges. I really only know about the minors and programs available in the colleges that I work with a lot. Another idea would be to have representatives from each college come to an ODAPA meeting and talk about services, programs, mission and maybe even an overview of GE's so we can better understand what each college offers.

2)   Not that I have seen.

3)   The tutoring services seem to be focused on math and science. Even through OASIS, the language and writing program says its for ESL students.   It seems like there are a lot of programs for high achieving students.

Physics

I am writing on behalf of the Physics Department to provide you with some information on our student academic support services. We run the Physics Tutorial Center (http://physics.ucsd.edu/students/courses/tutorialcenter/), a free drop-in tutoring service provided by the department that is open from 3-8 pm Sundays through Thursdays. Undergraduate students, particularly those who are enrolled in lower-division courses, seeking help with understanding physics concepts are encouraged to go to the center.

We hire a graduate student to be the center manager each quarter. The manager's job is to put together the graduate student tutor schedule, make sure things run smoothly, and also serve as a tutor. All of our TAs who are hired to work in physics lecture courses are required to work in the Tutorial Center for 2 hours each week as part of their official duties as a TA. We also usually hire at least two graduate students (or sometimes senior undergraduate students) who are not TAing in a class to work solely in the tutorial center for 5-10 hrs/week. It costs the department approximately $5500 per month in TA salary money to run the Tutorial Center.

While students enrolled in physics courses are grateful to have the center available to them, they often complain about the long waits. If funding were available for us to put towards departmental academic support services we could expand the opening hours and/or hire more TAs to staff the Tutorial Center.

Political Science

1)   More coordination and communication between departments and colleges – i.e., more college/ODAPA meetings during the year.

2)   The "overlap" of services isn't really an issue as much as the lack of a "one stop" advising center for students. At most other universities, students have only a departmental advisor or a general advising center for undeclared students. Students here do not understand the unique role of the college and department advisor until much too late in their career here.

3)   Students who are having difficulties should be provided more support than high achieving students. OSD students are not being supported in an optimum fashion.

4)   Improvements to TritonLink and the further development of the "student portal" may assist us in the near future, but until then, sending out mass e-mails to students is inefficient. Our messages are often lost in a sea of e-mails students receive from too many entities. UCLA has had My UCLA for at least five years where department information appears on each student's log in page. This type of information exchange is much more effective with the generation of students we serve.

Psychology

Our department offers a few programs for supplemental student support services. We provide space and some financial support to our local chapter of Psi Chi, which is the national honor society for psychology. The financial support comes largely in the form of support for publication of an undergraduate research journal. Also, for the undergraduate honors students, we support a poster session for the public presentation of their research.

Future possible plans are likely to be focused on the promotion of excellence among our students. There has been talk of a travel award for undergraduate students, based on advanced research scholarship. Similarly, we have discussed ways to support the AVC-UE's efforts to increase attention on 'prestige' scholarships.

Religion

The Program for the Study of Religion offers no specific "academic support services" to its students in the sense of broad-based labs, workshops, review sessions, or help-rooms. Naturally, the Program does advise students about courses to take within the Program, as well as the transfer of EAP and/or non-UCSD academic credits. Additionally, it offers bi-yearly Town Hall Meetings for majors and minors, in order to discuss the study of religion as an academic field more generally. The cost for this service is minimal, in keeping with the Program's limited budget.

Scripps Institute of Oceanography

SIO is not doing anything special in support of undergrad academics at the present time. This probably shouldn't come as a surprise since the establishment of the SIO undergraduate program still awaits final academic approval. It should begin officially in fall 2007. It will be interesting to see the kinds of programs that have been developed in more established programs on the upper campus. Mike Landry

Urban Studies and Planning

Question 1: The existing level of coordination is satisfactory.
Question 2: No unnecessary overlaps.
Question 3: UCSD is providing appropriate support to all of the groups of students listed.
Questions 4 and 5: When it comes to the USP Program, we have the USP Student Club, which meets regularly, sponsors brown bags and field trips, and has a mixer with the USP faculty several times a year. USP also features annual student awards (e.g., academic achievement, community service) and community outreach, such as with the required senior project internships.

Regarding rough estimates of the costs of supplying such services, the USP Program operated on $15K-$18K a year. That money is appropriated to support academic instruction. We spend a significant amount of that money on the annual Expo/Open House, on student awards, and on USP Student Club activities. In terms of manpower, the USP program has a long history of community relationships through required internships in the senior sequence. We devote time to the annual Expo, to media relations, and to continued community outreach.

Visual Arts

The Visual Arts Program is very diverse in its practices and student interests. This diversity ranges from studies in computing in the arts that draw on Music, Math and Engineering classes to Studio Majors doing painting to Art History Majors interested in Roman sculpture to intellectual and fabrication work in our Public Culture program.

Commonly, our lower-division classes in art history and humanities-centered classes, essential to all of our curriculums, tend to demand the most lower-division writing and present most of the student difficulties. This extends to students taking these classes for general education requirements as well. Writing is a constant element in our upper-division art history and theory program, however, with the

exception of the film history classes, most students in our humanities area see writing as an intrinsic component to their interest in that area of study.

The students' supplemental needs in the arts have been traditionally best served via assistance to enable them to meet their writing demands for their both their lower- and upper- division classes. Whether the issue is transfer students with very little writing experience in their community college curriculum, the difficulties of English as a second language, or the general decline in student literacy, many of our students need help in writing their papers or written essay exams.
While usually intelligent, many students in the arts often do not see writing skills as the strength of their academic careers.

We definitely support and see a need for programs such as OASIS with professional as well as student aides. These have been very valuable to our students. In terms of specific arts research needs, the Art and Architecture Library help desk is also a useful asset. Workshop taught by Ph.D. students, especially ABDs, would expand this assistance for our art history and humanities classes.

Assistance with course work outside the classroom and apart from faculty and TA activities has always been a strong and necessary part of our arts program. We keep our teaching studios open in the evening and on weekends for students to work. We have a wood and metal shop open to serve the ad hoc needs of student and their projects that is regularly staffed by a technician. The shop's utility ranges from building wood sculptures to enclosures for fabricated computers. We have a photographic assistant with open hours to assist the photography students. The media students (film and video) depend on the Media Center for all their equipment needs - equipment check out to production to post-production. Their staff of four technicians is essential to all our media students as well as the Sociology, Anthropology, and Communication Departments. As the use of media, particularly video, spreads in to areas of study not traditionally engaged in such practices, the Media Center should have a growing role through the availability of equipment and workshops. They now offer workshops on software for post-production to assist our students independent of the classroom activities. Their facilities are open 24/7 for the students'use.

The Academic Computing Services open computing labs also offer support for our students. More emphasis needs to be placed on more sophisticated input and output devices and less on the fixed workstations as the students more and more tend to have their own laptops and software. Also, more students are producing media projects as part of their assignments across the university. The lab software should support their projects.

MISC

Basic Writing Program

As you know, since 1898 the University of California has enforced a first-year English composition proficiency requirement. That requirement was long known as the Subject A requirement, but now is known as the Entry Level Writing Requirement (ELWR). Under the Senate Regulations, each campus provides a course of study for students who are not in fulfillment of the ELWR at their time of admission. On this campus two courses are provided for students needing to fulfill the ELWR. One of these courses is designed to meet the specific needs of non-native speakers of English. Both courses are offered in cooperation with Mesa College and are coordinated by the Basic Writing Program.

Question: Is the Basic Writing Program an academic support service for undergraduates? I think not since the coursework it coordinates is mandatory for students not in fulfillment of the ELWR. I think of support services as being voluntary, elected or chosen by students who believe themselves to be deficient in preparation, current understanding, or natural attainment. But you may disagree, seeing the Basic Writing Program as the purest kind of academic support service the university offers. The program exists, after all, to no purpose other than the improvement of student writing ability. The expense to the university, though not enormous, is considerable.

Part of your invitation posed five questions. I would like to respond to question three, which asks, "what types of academic support services" should UCSD be providing? I respond that a profound lack on our campus is the absence of a writing center or some other arrangement for providing tutoring in writing. Given the weak (and ever declining) writing skills of college students, I can't think of a higher priority for this campus.

Mathematics Testing and Placement Office

Funding for Math 3C Workshops and Interns. The Mathematics Testing and Placement Office provides limited funding to OASIS to hire workshop instructors and interns for Math 3C in the Fall and Winter quarters. Last June 2006, we provided $4,562.15 to help hire four instructors to teach three Math 3C workshops in the Fall 2005 quarter and one Math 3C workshop in the Winter 2006 quarter and seven Math 3C interns for the Fall 2005 and Winter 2006 quarters. Sixty-three students attended the four Math 3C workshops in the Fall 2005 and Winter 2006 quarters for a total of 1721.5 contact hours. The instructors were paid $13.13/hour for four hours of instruction per week and $10.95/hour for three hours of preparation per week. The Math 3C interns worked eight hours per week and were paid $7.82/hour. The total cost of the Math 3C interns was $8,320.48. The interns assisted the Math 3C teaching assistants in their discussion sections weekly and also manned study tables in OASIS throughout the quarter according to a set schedule.

Targeted Use of the ALEKS Software Program for Selected Math 3C Students. The Mathematics Testing and Placement Office identifies Math 3C students who are substantially under-prepared for Math 3C based on their Mathematics Placement Exam (MPE) score. [The Office correlates students' MPE scores with their grades in Math 3C each year.] The Office then contacts these under-prepared students and invites them to use the ALEKS software program as a supplement to Math 3C. The ALEKS software program both diagnoses students' gaps in mathematical prerequisite knowledge and provides opportunities for students to strengthen their prerequisite mathematical skills and knowledge.

The Mathematics Department purchases the ALEKS software program (approximately $35 per student) for those students who are interested in devoting the recommended four hours per week to use the program. The ALEKS software program has been modestly successful in helping these substantially, under-prepared students succeed in Math 3C. In the Fall 2006 quarter, six of eight ALEKS students passed Math 3C.

Appendix 3. OASIS Budget Allocations – Fiscal Years 2001/02 – 2007/08
Excluding Employee Benefits and Grant Funding

Permanent Budget			Current Year Allocations			Fiscal Year Total
2001/02	**Permanent Budget**	**$1,257,306.00**	Summer Bridge Reunion	T0203962	$3,000.00	**$1,260,306.00**
2002/03	Permanent Budget	$1,257,306.00				
	Staffing Adjustments	($2,050.00)				
	Workload Increase [A]	T0306109	$32,400.00			
	Adjusted Budget	**$1,287,656.00**				**$1,287,656.00**
2003/04	Permanent Budget	$1,287,656.00				
	VCSA 10% Reduction [B]	T0400028	($125,337.00)			
	Workload Increase [A]	T0404507	$31,500.00	"Low Predicted GPA" [C]	T0404507	$100,279.00
	Adjusted Budget	**$1,193,819.00**				**$1,294,098.00**
2004/05	Permanent Budget	$1,193,819.00				
	Salary Adjustments	($8,516.00)	VCSA Funding - SEA Staffing [F]	T0502199	$93,571.00
	SEA-Staff Cost Sharing [E]	T0502199	($93,571.00)	"Low Predicted GPA" [C]	T0504380	$100,279.00
	Adjusted Budget	**$1,091,732.00**				**$1,285,582.00**
2005/06	Permanent Budget	$1,091,732.00	VCSA Funding - SEA Staffing [F]	T0600639	$46,786.00
	Salary Adjustments	$60,807.00	"Low Predicted GPA" [D]	T0600639	$20,295.00
	Adjusted Budget	**$1,152,539.00**	Spring 2006 Program Funding [G]	T0605810	$33,000.00	**$1,252,620.00**
2006/07	Permanent Budget	$1,152,539.00				
	SEA-Cost Sharing Restoration [H]	$93,571.00				
	Salary Adjustments	$15,525.00				
	Adjusted Budget	**$1,261,635.00**				**$1,261,635.00**
2007/08	Permanent Budget	$1,261,635.00				
	Salary Adjustments	$21,420.00				
	VCSA NGN Increase	$605.00				
	Adjusted Budget	**$1,283,660.00**				**$1,283,660.00**

[A] January 12, 2001 agreement Watson/Thompson - formula for OASIS funding to be increased proportional to new students enrolled at UCSD

[B] 2003/04 State permanent budget reduction (Student Affairs applied reduction across the board)

[C] May 2, 2003 Watson to Thompson - budget allocation formula "Low Predicted GPA"

[D] July 14, 2005 Watson to Thompson - funding for summer and early fall planning and assistance for Predicted Low GPA (PLGPA) students

[E] Student Educational Advancement cluster IT and marketing staff cost sharing

[F] July 15, 2004 Spriggs to Thompson - VCSA backfill current year SEA staff cost sharing - 100% 2004/05, 50% 2005/06

[G] Student Educational Advancement support of Spring 2006 Programs

[H] To simplify OASIS' budgetary issues and provide predictable and secure funding pending a review of UCSD's broader academic support efforts and plans, VCSA will provide $93K to restore OASIS' permanent budget to its 2004/05 level prior to the reallocation that year for SEA staff cost sharing.