UC San Diego
JACOBS SCHOOL OF ENGINEERING

idea engineering student center

ACADEMIC ACHIEVEMENT PROGRAM HANDBOOK

Contents

Participation Expectations

☐ 1. Attend Orientation **(Week 1)**

☐ 2. Review Early Academic Intervention Handbook and all Appendices: Office Hours Tips for Supporting Students, and Email Templates **(Week 1)**.

☐ 3. Complete Early Academic Intervention Planning Checklist **(Week 1)**.

☐ 4. Attend Canvas training or watch training video, if available and applicable for your course. More information will be shared directly with you. The training will focus on how to use Canvas to flag students according to specific criteria **(Week 1)**.

☐ 5. Share the Early Student Feedback form with Students **(Week 4).**

☐ 6. Contact students according to your Planning Checklist **(Week 4)**.

☐ 7. Attend Academic Achievement Program Meeting to share experiences with other graduate students and faculty in the program **(Week 5-6)**.

☐ 8. Contact students according to your Planning Checklist **(Week 7)**.

☐ 9. Complete a program survey **(Week 9)**. This information will be used to improve program implementation in future quarters.

Early
Academic
Intervention

1

1.1 Vision

The vision of the Academic Achievement Program is to provide engineering undergraduate students with the resources and tools needed for academic success. This Early Academic Intervention Handbook describes recommendations for instructional teams (Faculty, Lecturers, Associate-Instructors, TAs, and Tutors) to support early intervention for students who require additional academic support to succeed in their engineering coursework. To achieve this, we recommend:

1. **Early detection of students needing academic intervention within a course**
2. **Early communication with students about their academic performance**
3. **Referral of students to additional resources to support their well-being and academic success**

The goal is to provide students with specific and timely feedback on their academic performance in their engineering courses, so that they have time to improve. If a student is missing class, has late or missing homework assignments, is doing poorly on quizzes and exams, etc. then it is important to act fast. Timely academic intervention early in the quarter, and throughout the quarter, allows time and opportunity for students to reverse problematic patterns of performance and/or behavior. This is not punitive; rather, the goal of this effort is to show care for students' personal well-being and academic success by providing just-in-time support.

1.2 Detection

Planning Checklist

Complete the Early Academic Intervention Planning Checklist for each course at the start of the quarter. The goal is for Faculty and Instructional Assistants (IAs) to discuss and identify strategies for detecting and communicating with students about their academic performance in the course.

Flagging

Flagging or identifying students based on the criteria set in the Early Academic Intervention Planning Checklist can be done many different ways. Canvas has features that can be used to flag students based on their completion of or performance on assignments. This can be useful for large classes, but requires submitting assignments and setting "requirements" for each assignment through Canvas. Canvas will allow you to send messages to specific groups of students based on these metrics. Contact canvas@ucsd.edu with questions.

1.3 Communication

Set Timeline

Follow your course's Early Academic Intervention Planning Checklist for when and how frequently to contact students based on their academic performance. One example might be to contact the student at the first instance (e.g., first homework set, first quiz) when they fall below a passing grade (e.g., not turn in a homework set, below a threshold performance). You might aim for the first communication to go out no later than Week 3. You might repeat this weekly throughout the course, whenever a student falls below a passing grade.

Select Format

Student communications about academic performance can be sent via email, via Canvas, or in-person, depending on the nature. For example, email can be used to notify students about their performance on a recent examination or to provide high level information quickly. In-person discussions are more appropriate for discussing nuanced feedback and answering questions.

Email Templates

These Email Templates (Appendix B) can be modified as needed when providing feedback to individual students or groups of students on a specific assignment or examination, overall academic performance, or to provide positive reinforcement.

In-Person Discussions

Review the Office Hours Tips for Supporting Students (Appendix C), which can be useful during in-person discussions with students during office hours or appointments.

Student Resources

2

2.1 Academic Resources

The following section provides a summary of academic resources for undergraduate students.

Advising

Virtual Advising Center (VAC)

vac.ucsd.edu

Students may contact academic advisors through the Virtual Advising Center or visit in-person during open hours or by appointment (times vary by department or college).

Academic Deadlines

If students mention wanting to add or drop a class, change the grading option, or change the units for a variable unit class, refer them immediately to contact their Major Academic Advisor (see link below) in-person or via the Virtual Advising Center (see link above). These decisions may have repercussions for the student's overall academic plan that can influence their time-to-degree. Advisors are best prepared to guide students to the appropriate decision for their situation. View the quarterly timeline for academic deadlines here:
https://students.ucsd.edu/academics/enroll/quarterly-timeline.html

Advising

Encourage students to meet with their advisors. Undergraduates have both MAJOR and COLLEGE advisors who advise them on different requirements. Below is a summary of what students might discuss with each type of advisor. For an overview, refer to the video on UC San Diego Academic Advising that undergraduate students receive:
https://www.youtube.com/watch?v=CPoT3KqDbvE&feature=youtu.be

Major Advisors

Major advisors provide support in:

- Adding or dropping a class
- Changing grading options
- Changing units in a variable unit class
- Academic planning for major requirements
- Advice on major courses
- Referrals for resources related to major courses
- Guidance on study abroad and research opportunities
- Assist with verifying completion of major requirements for graduation

Refer students to Major Academic Advisor contact information here:
https://blink.ucsd.edu/instructors/resources/advisor-lists/departments.html

College Advisors

College advisors provide support in:

- Academic planning for general education requirements, which are different for each of the six colleges
- Advice on general education courses
- Advice on University requirements
- Primary source for resource referrals across campus

Refer students to College Academic Advisor contact information here:
https://students.ucsd.edu/sponsor/college-contacts/index.html

Understanding Course Content

Students may need tutoring or additional support to understand course material. Encourage them to participate in the following:

Office Hours

Review the Office Hours Tips for Supporting Students (Appendix C) for strategies that make office hours accessible, inclusive, and impactful for students.

Study Groups coordinated within your course

While some students may self-organize into study groups, you can encourage all students to form a study group. Create a plan for helping students form study groups. Decide how the groups will be formed (e.g., alphabetical, random), how frequently and in what format they will be encouraged to meet. Describe what tools students can use to meet and network with peers (e.g., Piazza, Discord). Clearly describe your expectations in terms of academic integrity.

Teaching + Learning Commons Content Tutoring
aah.ucsd.edu/content-tutoring/index.html

Content Tutoring offers personalized support with course-specific learning skills and strategies, time management, and skills to master content and prepare for homework and exams.

Teaching + Learning Commons SI/Study Groups
aah.ucsd.edu/supplemental-instruction/index.html

Supplemental Instruction/Study Groups offer students the opportunity to master course material within a community of learners.

Tutoring and Study Programs by Department
students.ucsd.edu/academics/success/tutoring-study-programs.html

UC San Diego offers numerous tutoring and study assistance programs. Check directly with Engineering Departments for even more opportunities.

OASIS Math/Science Tutorial Programs
oasis.ucsd.edu/academic-services/mstp-folder

The Math and Science Tutorial Program provides academic support to undergraduate students in lower division chemistry, mathematics, and physics courses via workshops and drop-in tutoring.

Time Management/Study Skills

Student may need help learning strategies to study more effectively or manage their time/priorities, for example:

- My work schedule or other commitments prevented me from studying
- I have a lot of other coursework
- I thought I knew the material, but did not do well on the exam
- I was nervous during the exam

Learning Strategies
aah.ucsd.edu/learning-strategies

Refer students to Teaching + Learning Commons Learning Strategies appointments and workshops. Ask them to make an appointment or sign up for a workshop. Show them the website and ask them which one they will do. Consider inviting them to attend office hours to discuss it afterwards.

ENG 15: Engineer Your Success
jacobsschool.ucsd.edu/idea/eng15

ENG 15 is a 2-unit P/NP course where students learn how to study more effectively and uncover how to become a "world-class" engineering student through reflective assignments and a final project. The course covers academic and personal planning, time management, study skills, and paths to personal/professional growth. Encourage students to sign up for the course next quarter.

2.2 Personal Well-being Resources

The following section provides a summary of resources for the personal well-being of undergraduate students.

Student Health and Well-being

studentwellbeing.ucsd.edu

Counseling and Psychological Services (CAPS)

caps.ucsd.edu

Counseling and Psychological Services provides appointments, workshops, groups, and online resources. If the student is in crisis, they can call (858) 534-3755 (available 24-hours a day).

Student Health Services

studenthealth.ucsd.edu

Student Health Services is the health services provider for UC San Diego students and the UC Student Health Insurance Plan.

Basic Needs

The Hub Basic Needs Center

basicneeds.ucsd.edu

The Hub Basic Needs Center provides resources on food security, housing stability, and financial wellness.

Assistance Forms

basicneeds.ucsd.edu/forms

When students complete the Basic Needs Assistance, CalFresh, or other assistance forms, staff will review their submission and connect them with the relevant resources.

Triton Food Pantry

basicneeds.ucsd.edu/food-security/pantry/

At the Triton Food Pantry a variety of dried goods, canned goods, and fresh produce are available for students.

Disability Resources

Office for Students with Disabilities
disabilities.ucsd.edu

Office for Students with Disabilities provides support and accommodations for students with documented disabilities. OSD also works with faculty and staff who provide accommodations for students in classrooms and laboratories.

Community Centers and Programs

Student Veterans Resource Center
svrc.ucsd.edu

Student Veterans Resource Center supports the academic, personal, and professional success of military-connected students, including student veterans, military service members, their families, and ROTC.

APIMEDA Programs & Services
apimeda.ucsd.edu

Asian Pacific Islander Middle Eastern Desi American (APIMEDA) Programs & Services provides community and retention support for UC San Diego's large and diverse APIMEDA communities with a focus on coalition building.

Black Resource Center
brc.ucsd.edu

Black Resource Center provides a supportive campus community space for the Black experience at UC San Diego and promotes student success through scholarship, leadership, and community.

Cross Cultural Center
ccc.ucsd.edu

Cross Cultural Center offers programs, workshops, and outreach to support dialogue across cultures that promote learning, equity, and social justice.

Intertribal Resource Center
itrc.ucsd.edu

Intertribal Resource Center creates a sense of place and community to provide an important support system for Native American students on campus and to develop positive relationships with local tribal communities.

LGBT Resource Center
lgbt.ucsd.edu

LGBT Resource Center fosters connection among the LGBTQIA+ community on campus and creates space to explore issues relating to sexual and gender identities, practices, and politics.

Raza Resource Centro
raza.ucsd.edu

Raza Resource Centro offers events, activities, and resources to build community and foster access, retention, and graduation of Chicanx-Latinx students.

Triton Transfer Hub
transferstudents.ucsd.edu

Triton Transfer Hub provides resources, services, and programs to empower transfer students to achieve their goals and ensure success towards graduation and beyond.

Undocumented Student Services Center
uss.ucsd.edu

Undocumented Student Services Center provides essential services and programming to undocumented students at UC San Diego, including immigration legal services, experiential learning opportunities, and consultations on a variety of topics including DACA and finances.

Women's Center
women.ucsd.edu

Women's Center provides resources and programs to foster the educational, professional, and personal development of diverse women at UC San Diego, as well as promote an inclusive and equitable campus community.

2.3 Finances

Financial Aid and Scholarships Office
fas.ucsd.edu

Financial Aid and Scholarships Office provides financial aid information for prospective and continuing students, parents, and veterans and their families. Types of financial aid include loans, scholarships, work-study, and military tuition assistance, study abroad, and others.

Basic Needs Hub
basicneeds.ucsd.edu/financial-wellness

Basic Needs Hub—Financial Wellness also provides information about financial literacy and resources available through the Financial Aid and Scholarship Office, including emergency loans and budget add-on appeals.

Teaching Resources for Instructors & Teaching Assistants

3

Teaching Resources

The Teaching + Learning Commons is an extremely valuable resource for YOU. We highly encourage you to take advantage of programs and resources in the Commons. The Commons includes several Hubs with resources for educators, including the Engaged Teaching Hub, Digital Learning Hub, and Education Research + Assessment Hub. Additional information can be found at: https://commons.ucsd.edu/

3.1 Teaching + Learning Commons Engaged Teaching Hub

https://engagedteaching.ucsd.edu/

The Engaged Teaching Hub promotes teaching and student success through programs and resources that support faculty and graduate students in their teaching roles. These include workshops, consultations and observations to discuss pedagogy and teaching practices, assessment support, and more.

Sign up for the Engaged Teaching Hub Listserv to receive information about upcoming events and opportunities: https://docs.google.com/forms/d/e/1FAIpQLSeGvbgTnk_q8PMqZJ9bzGjvacr8OPSVj1o6nBSPyljcts6bvg/viewform

3.2 Resources for Faculty & Instructors

Overview of Resources for Faculty
https://engagedteaching.ucsd.edu/educators/faculty/index.html

Course Design & Assessment

Course & Syllabus Design
https://engagedteaching.ucsd.edu/resources/design-your-course.html

Resources to support course and syllabus design include guidelines for preparing syllabi, tips on writing teaching statements, and tools for peer teaching reviews.

Student-Centered Syllabus Template
https://engagedteaching.ucsd.edu/go/syllabus-template-doc

This syllabus template is a guide to assist you in designing a syllabus that is student-centered and clearly communicates your

course goals.

Research & Assessment
https://commons.ucsd.edu/educators/research-and-assessment/index.html

The Education Research + Assessment Hub helps departments and instructors design meaningful data-gathering tools and strategies, evaluate evidence of learning, and interpret and present data to support concrete action to improve outcomes.

Departmental Support
https://engagedteaching.ucsd.edu/educators/faculty/departmental-support.html

In addition to course level consultations, the Engaged Teaching Hub offers individualized support for departments and programs who are looking to map their curriculum, assess their teaching, or integrate peer review of teaching.

Teaching Strategies & Professional Development

Teaching Principles and Student Engagement
https://engagedteaching.ucsd.edu/resources/teach-your-course.html

This page provides a list of resources on foundational principles of teaching and strategies for engaging students.

Teaching Consultations and Classroom Observations
https://engagedteaching.ucsd.edu/educators/consultations-observations.html

The Engaged Teaching Hub offers confidential teaching consultations and observations for all UC San Diego Educators throughout the academic year and summer.

Workshops
https://engagedteaching.ucsd.edu/educators/workshops.html

A variety of workshops and courses are offered throughout the year for UC San Diego educators, including faculty and graduate students.

Digital and Online Teaching

Digital Learning Support
https://digitallearning.ucsd.edu/whatwedo/index.html

The Digital Learning Hub supports the integration of digital technology and the effective use of multimedia into courses.

Online Teaching Resources
https://digitallearning.ucsd.edu/instructors/resources/index.html

The Digital Learning Hub provides support and resources for online teaching and learning.

Equity, Diversity and Inclusion

Latinx/Chicanx Academic Excellence Initiative Faculty Tip Sheet
https://engagedteaching.ucsd.edu/go/laei-faculty-tips

This resource provides strategies for supporting Latinx/Chicanx students.

Anti-racist Pedagogy Learning Community
https://engagedteaching.ucsd.edu/changemaker-fellows/anti-racist/index.html

This action-oriented learning community for educators focuses on readings, reflections, and discussions to build anti-racist pedagogy in the classroom.

Resources to Support Students in Distress
https://engagedteaching.ucsd.edu/resources/support-your-students.html

This list highlights additional campus resources that support students for academic integrity, academic support, health and wellbeing, and more.

Resources for Graduate Students

English Language Program for International Instructors
https://engagedteaching.ucsd.edu/educators/grad-students/elpii/index.html

This program supports TAs who are non-native English speakers.

Summer Graduate Teaching Scholars
https://engagedteaching.ucsd.edu/educators/grad-students/sgts.html

This program is for graduate students who will be Associate Instructors for the first time. Students must be nominated by their department and meet eligibility criteria.

List of graduate student resources continues below

3.3 Resources for Graduate Students & Postdoctoral Researchers

Overview of Resources for Graduate Students & Postdoctoral Researchers
https://engagedteaching.ucsd.edu/educators/grad-students/index.html

Department IA Faculty Advisor

Graduate students and postdoctoral researchers should connect with the Instructional Assistant (IA) Faculty Advisor in their relevant department regarding training and support opportunities. The current list of IA Faculty Advisors is found at:

https://docs.google.com/spreadsheets/d/1-RR1ojW_yHkFhsrsy8DV-VpWc2VZSH4EtlGrhnAzkLI/edit#gid=0

Teaching Strategies and Professional Development

Instructional Assistant (IA) Welcome Packet
https://docs.google.com/document/d/11c4h4-HuQqfT26Ln9vAMNNdwL1mgJGqb9q8h2s0D3ag/preview

The IA Welcome Packet has a curated list of resources and support available to instructional assistants.

"Preparing for Success: Online Course for New IAs"

All first-time Instructional Assistants (IAs) are automatically added to this Canvas course on the following topics: Professionalism and Leadership, Learning through Diversity—Creating an Inclusive Classroom, Teaching Students with Disabilities, and Fostering Academic Integrity. You may also self-enroll here: https://canvas.ucsd.edu/enroll/9RCM8R.

"Keep Calm and Teach On" Canvas Site

This site has an online toolkit for each IA role. This includes strategies and templates for: Facilitating discussion sections, running lab sections, holding office hours, grading strategies, and a welcome packet for course instructors. Join the "Keep Calm and Teach On" site here: https://tinyurl.com/IA-TeachOn.

Resource Guide for Teaching & Instructional Assistants
https://docs.google.com/document/d/1WZT2AzG6bmY08CHSMFuAeH3MVaLkU9D-fQKqK5DqUgc/edit?usp=sharing

This guide contains answers to frequently asked questions about roles and responsibilities, teaching strategies, classroom and scheduling logistics, and resources and support.

"Introduction to College Teaching"

A quarter-long pedagogy course. All are welcome to participate. Most discussions focus on preparing to be a course instructor rather than IA roles: https://engagedteaching.ucsd.edu/educators/workshops.html#Introduction-to-College-Teachin

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