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UCSD Undergrad

Lost in the crowd, rising above it, or somewhere in the middle?

Illinois Computer Science Summer Teaching Workshop
June 5-6, 2023

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How has enrollment in undergraduate CSE classes changed in the last 30 years?

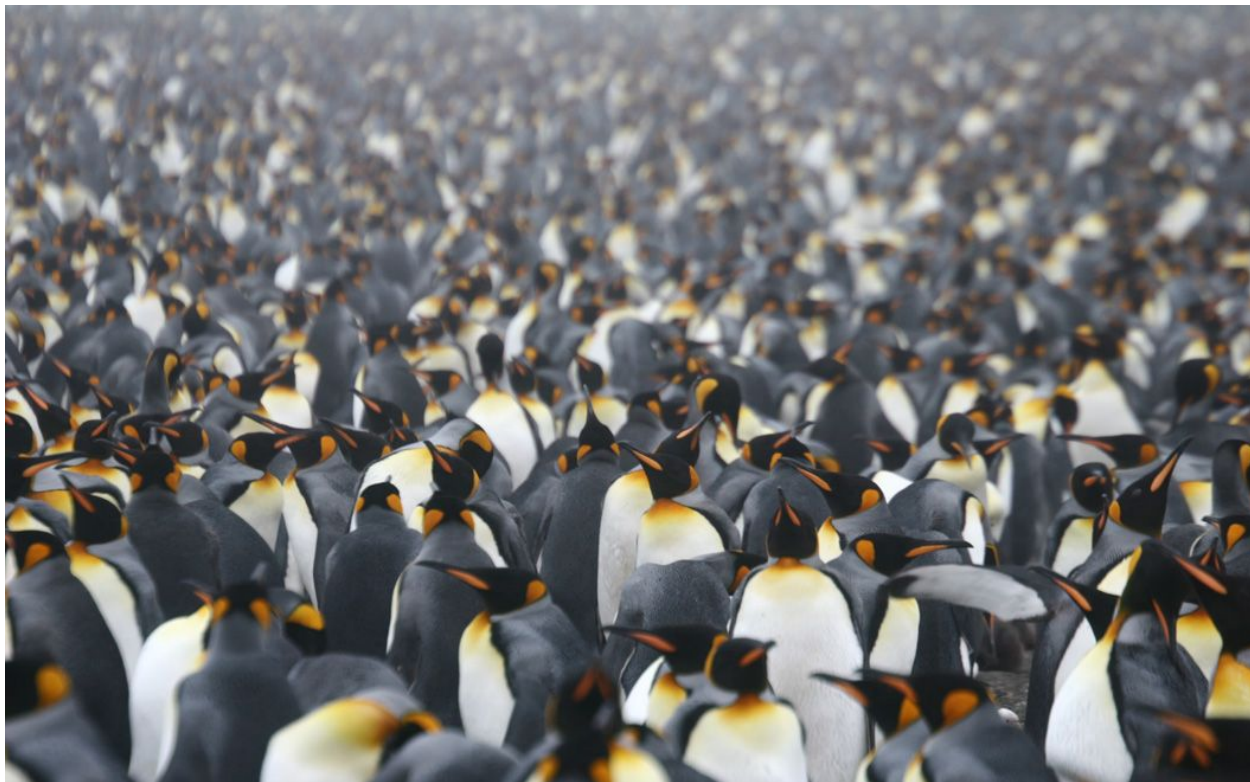
A: Doubled

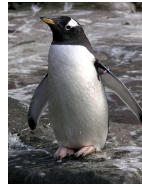
B: Tripled [[This is how much UCSD Undergraduate headcount grew]]

C: Increased by a factor of 10

D: Increased by a factor of 1000

<https://ir.ucsd.edu>





Weekly surveys

Six classes

Fall19 - Wi20 - Sp20

Exploring Student Experiences in Early Computing Courses during Emergency Remote Teaching

McKenna Lewis, Zhanchong Deng, Sophia Krause-Levy, Adrian Salguero, William G. Griswold, Leo Porter, Christine Alvarado
University of California, San Diego

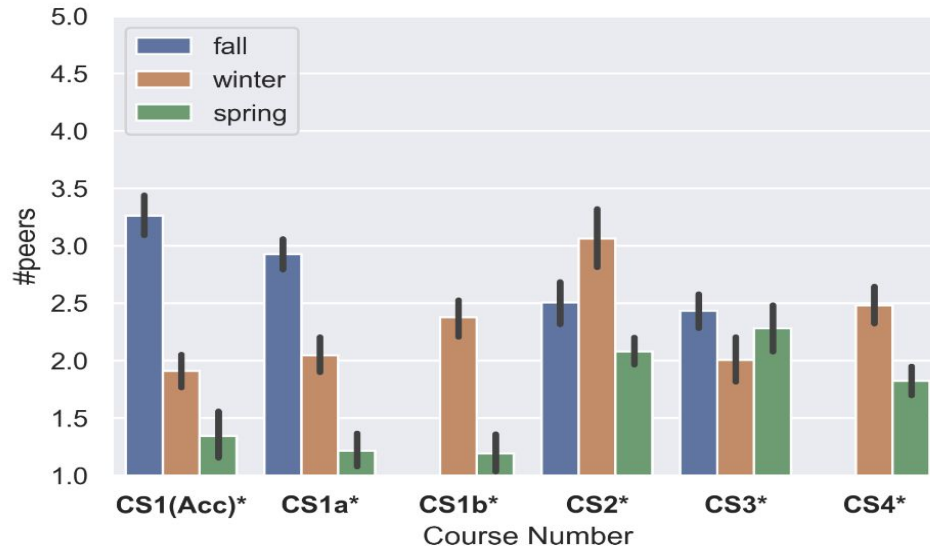
{m2lewis,zhdeng,skrausel,asalguer,wgg,leporter,cjalvarado}@eng.ucsd.edu

ABSTRACT

Spring 2020 brought enormous change to student learning, as universities scrambled to put into place support structures to aid students' learning in a remote context. Computer science education was both well-positioned for this change and faced unique challenges, e.g. that students often need significant (in-person) support with programming. In this study we examine how aspects of stu-

1 INTRODUCTION

In spring 2020, the majority of universities in the United States, like those in much of the world, were forced to switch quickly to remote learning. Each institution, its faculty, and its students alike scrambled to adapt to this new educational reality, with little prior experience to build on. Institutions hastily set new policies, faculty improvised in their course designs, and students invented

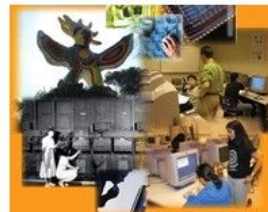


“At this time, approximately how many other students in this course would you be comfortable reaching out to study with?”

What do you notice about this figure?

How do your students connect with one another?

Are there barriers to those connections?

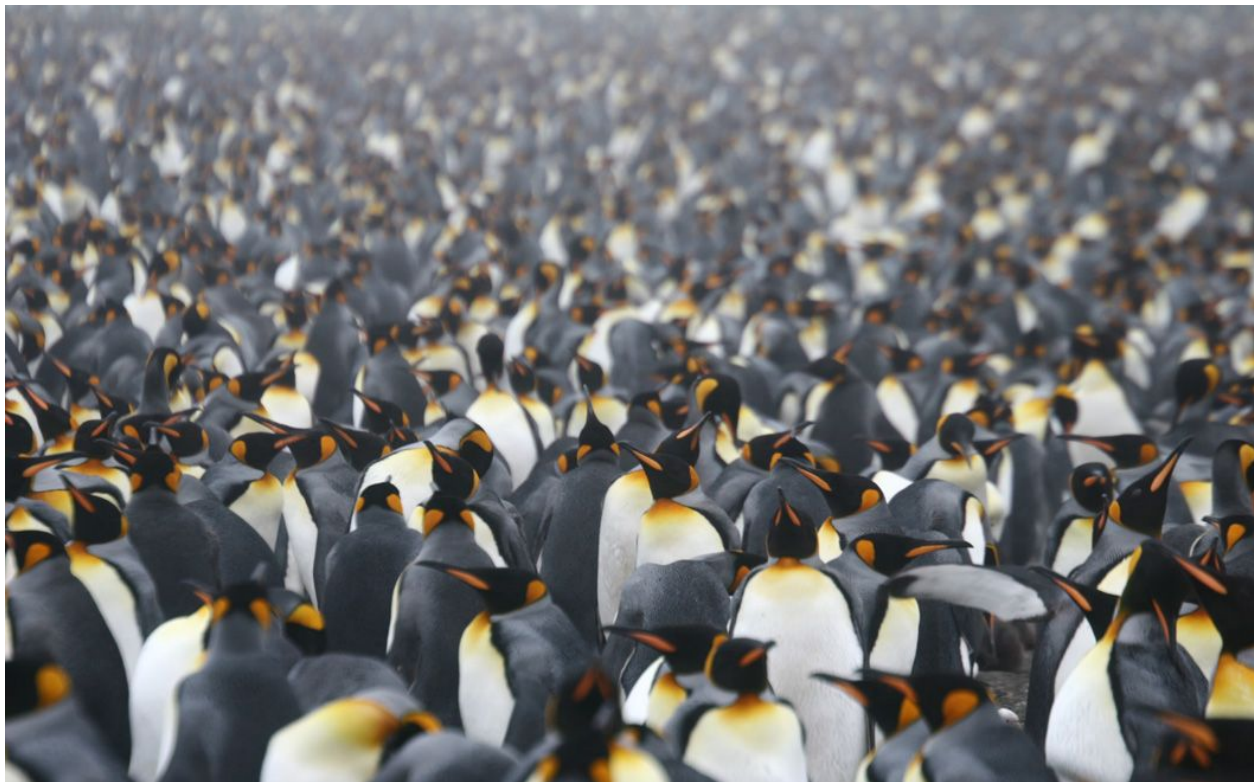


CSE TUTORING PROGRAM



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Islander
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Eastern
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programs and services







CSE Cohorts
pace.ucsd.edu

Lead Peer Mentors

11 undergraduate and 1 graduate students with TA and other campus leadership experience do most of the work as LPMs. They:

- lead small group sessions
- student outreach and recruitment to CSE-PACE
- are “campus concierges” to resources & orgs
- know all the details of the 1st year courses



Weekly Sessions

- Each week, each first-year computing students can attend **one of 3 sessions**.
- **Sessions include:** building robots from kits, visiting a campus farmer's market, experimenting with ChatGPT, course planning, creating a Chrome extension, professor research panel, student organization booths
- All sessions provide **breakfast/lunch** to participants.
- Attending PACE cohort sessions counts as independent study **credit**.



Faculty Support

4 faculty are directly involved on a day-to-day basis. They get lunch with the students and help introduce weekly sessions.

Behind the scenes, they help identify resources for students and can do pointwise advising for specific situations that arise (and many do!).



“... PACE has been such a benefit towards my mental health. Being able to relax, meet new people, and talk about topics that are interesting brings joy to my day.” Joshua Kave, ServiceNow Scholar, CSE-PACE student





Could such a program make sense for your institution?



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<https://pace.ucsd.edu/external/>

Email us at pace@ucsd.edu if you'd like to be notified when our Toolkit is available.