The new Division of Undergraduate Education is entering its third year as a comprehensive academic unit enhancing community and scholarship. We build college-bound communities in the region; recruit, enroll, and assist incoming classes; transform students into scholars within our distinctive college experiences; provide deeper engagement through research, study abroad, summer session, and service learning; and celebrate the achievements of our graduates and their teachers and supporters.

Goals for 2013-14

Student Success

- Develop coordinated approaches to student success throughout campus
  - Undertake a selection of Success Team strategies and work with the new champion.
  - Assist Institutional Research’s development of student success indicators
  - Implement common methods for advisor notes and scheduling
- Maximize portion of students declaring and completing majors in normative time
  - Facilitate degree audit in all majors for Fall 2014 class
  - Design tools that measure progress in degree requirements
  - Refine transfer student major preparation and native student qualification
- Ensure access to classes
  - Evaluate the effectiveness of the enrollment/priority systems
  - Implement default waitlists for Spring 2014 enrollment
  - Consider first-year enrollment planning and systems
- Expand actionable information about all students
  - Build advising and enrollment analysis capacity
  - Work with IR on admissions data analysis
  - Provide targeted information to students and advisors
- Enhance the Transformative Student Experience
  - First Year Honors Program in the colleges refined to engage international students
  - UCSC Challenge in the colleges
  - Center for Undergraduate Research
- Augment student jobs by 5% within the Division.

Fiscal Health

- Exceed fee-paying non-resident enrollment targets
  - 400 new and 250 continuing non-residents Fall 2014 ($15M)
  - Grow prospects and maintain quality
  - Measure and improve retention and progress
- Grow fee-paying summer enrollment
  - Improve processes for Summer 2014
  - Develop foundations for major change in Summer 2015 or 2016.
  - Pilot 2-5 key courses in Summer 2014 in online format.
- Increase extramural funding in the Educational Partnership Center
  - Develop a center strategic plan
  - Submit 1-2 new GEAR-UP and 1-3 new collaborative proposals
  - Strengthen and grow regional relationships
- Build gift and endowment funding with University Relations
  - Colleges
  - Centers for Undergraduate Research and for Transformative Learning
  - Scholarships
Accomplishment of 2012-13 Goals
Presented in August 2012 VPDUE Annual Review.

Enhancing Scholarship

- Navigating the Research University. Launched Spring 2012 to accolades; two 2013-14 offerings.
- Undergraduate Research Office. Established with Divisions of Research, Physical & Biological Sciences, and School of Engineering; report and ugr.ucsc.edu.
- Chancellor’s Graduate Internship Program. Established with the Vice Provosts.

Focus on Transfers

- Major preparation for transfer admissions. Implemented for biological sciences, psychology, and economics; continued with engineering.
- Renewal of Transfer Outreach. New Associate Director has transfer background. Transfer specialist for international students. Transfer Preparation Program aligned with Admissions.
- Evaluation of Transfer Advising and Support. Upgrades to transfer credit in AIS leading to smoother enrollment process. Drastic simplification of Degree Audit support for transfer credit.

Building on 2011-12 Foundations

- Ensure staff are valued and appreciated. Planning divisional staff development fund.
- Pathways to the University. Administered $260 million in financial assistance to 74% of our undergraduates, including about $1.5M to AB540 students. Highly successful regional Middle School Summit (Sentinel, S4C video), move of the Educational Partnership Center to Oakes College, and new collaborative grant with Environmental Studies. Achieve UC at Harbor High.
- 4-year degrees. Work with CEP on major qualification and course repeat policies, GE capacity, and with programs in the development of advising materials.
- Cross-campus teams
  - International Recruitment and Graduation Team. See below.
  - Hispanic-Serving Institution Team. HACU membership, eligibility for Title III & V programs. Conducting broad study as basis for Fall 2013 report and recommendations.
  - Transfer Experience Team. Faculty and student membership expanded. 2013-14 will focus on: success factors; increasing visibility of and enhancing programming; identifying common roadblocks transfer students face in completing their degrees.
  - Advisory Committee on Academic Computing. AIS development unfrozen, with significant changes to degree audit and residency verification, initial work on graduate advising enhancements, and new FERPA training in collaboration with campus audit.
  - Online Curriculum Approval. The OCA has speeded and facilitated course and catalog submission by programs and review by the Senate.
- Honors pilot. Successful first pilot year with continuous adjustment and improvement.

Additional Highlights

Colleges I - VIII

Colleges are the cornerstone of our Transformative Student Experience. Each one of the distinctive colleges offers thematic academic and developmental curriculum, support, and a smaller community within the larger research university. Here are a few highlights from the past year:

- **Cowell College** continued building its Company of Friends with a special focus on intergenerational mentorship of students to the advantage of all.
- **Stevenson College** co-sponsored the highly successful Rainbow Theater and International Playhouse.
• **Crown College** began a rethinking of first-year composition and will offer a winter core to improve the writing skills of underprepared students and to ensure students who fail core can still graduate in four years or less.

• **Merrill College** welcomed new provost Elizabeth Abrams who has rapidly restarted a fledgling Field Study Program, expanded Classroom Connection, and secured a Board Opportunity Fund grant to leverage the new engagement.

• **Kresge College** catalyzed development of the 2013-14 UCSC Challenge in the colleges.

• **Porter College** supported the work of Arts faculty and graduate students, expanded "Arts Education in the Community," and with $500,000 launched the George Hitchcock Modern Poetry Fund.

• **Oakes College** promoted student success with a Scientist in Residence and writing and science tutoring in the residence halls.

• **College 8** welcomed new provost Ronnie Lipschutz who is leveraging the college theme to explore the possibility of a college-based minor in sustainability.

**International Student Enrollment**
First fully-recruited class of international students entering Fall 2013. The ~120 students contribute to an 81% single-year estimated increase in non-resident tuition (NRT). Projected NRT for 2013-14 will be ~390 FTE Enrollments ($9M of NRT), with enrollments at ~90% of the UCOP assumption, on track to exceed the 2015 5% target (870 or $20M) and the 2020 11% target (1910 or $44M).

Extensive engagement with the Senate through International Update I (Feb 2013) and International Update II (June 2013), based on input from UE’s International Recruitment and Graduation Team and the Senate’s Committee on International Education. Engagement of internationalization consultant to evaluate current structures and recommend paths for the future.

We launched an immersive International Orientation, and are building capacity in the International Education Office focused on retention, and are working with the Writing and Languages Programs and Humanities to pilot additional curricular support. UE has added an Interim Associate Dean of International Education and sponsored faculty engagement with international partnership building.

**Undergraduate Success Team**
With the Senate and EVC’s Office, we studied undergraduate retention, graduation, and time to degree. The Undergraduate Student Success Team Report presents two immediate actions (appoint a champion, expand access to information) and three critical strategies (on-campus jobs for students, engagement with mental health and substance issues, degree paths that increase success).

**Undergraduate Education Leadership**
Our first year began with the abrupt assemblage of units, motivated by a campus desire for a new design. Our second year was one of integration and expanding faculty leadership. Our third year will be one of leveraging opportunities created by our new structure.

Our Planning and Resource Management office developed clear reports for monthly cash flow and balances to assist managers evaluate financial possibilities. This assemblage of diverse fund and fund type information has let the division make short-term investments in international recruitment, success, and student advising in advance of more complete funding proposals.

The college provosts developed a new structure with the Chair of the Council of Provosts joining UE’s staff and faculty leadership team. We have flattened UE’s staff leadership structure to further increase our impact in the transformative college experience, internationalization, and undergraduate success.