Undergraduate Education: Accomplishments and Goals

July 8, 2014

The Division of Undergraduate Education is an academic unit whose mission is to enhance community and scholarship. We build college-bound communities in the region; recruit locally and globally; enroll and assist incoming and continuing students; transform students into scholars within our distinctive residential colleges; provide deep engagement through teaching, research, study abroad, and service learning; and celebrate the achievements of our graduates and their supporters. Now entering its fourth year, UE is increasingly relied upon for student success and revenue generation.

Accomplishment of 2013-14 Goals
Based on goals presented in Undergraduate Education Annual Review, August 2013.

Programs that assure Student Success Currently
Coordinated student success approaches.

- **Success Team** strategies and work with champion. Completed and in progress. College advising positions added and reorganized; preceptor teams will tackle key issues; high involvement in student success steering committee (SSSC).
- Assist Institutional Research’s development of student success indicators. Deferred, in favor of exit and summer surveys (with IR); extensive admissions modeling;
- Common methods for advisor notes and scheduling. In progress, with many collaborators.
- New. Educational partnership center (EPC) coordination of regional HS graduates to retention services (RS); dreamer initiatives with financial aid (FA) and RS; S4C Summit; and MESA regional. Expect 20% increase in dreamer class (120–140).
- Maximize portion of students declaring and completing majors in normative time
  - Degree audit in all majors for fall 2014. Continuing to fall 2015. Additional registrar analyst hired.
  - Tools that measure progress in degree. Continuing to fall 2015. Student report migration (Data Warehouse, ITS, UE); student data analytics evaluation (SSSC).
  - Refine transfer student major preparation and native student qualification. Complete and ongoing. Successful expansion of major qualification for transfer; support to Committee on Educational Policy (CEP) and programs on major qualification analysis; and study of late major declaration.
  - New. Disciplinary Communication Grants program to improve a major completion requirement.

Ensure access to classes

- Evaluate enrollment/priority systems. Planned for 2014-15, with Senate.
- Default waitlists for spring 2014 enrollment. Completed with broad consultation and collaboration.
- First-year enrollment planning and systems. EVC charge to ensure entry math capacity with one-time support for fall 2014.
- New. Summer barrier course capacity increased for Math 3, Writing 2, and organic chemistry.

Expand actionable information about all students

- Build advising and enrollment analysis capacity. Completed in part.
- Work with IR on admissions data analysis. College board/predicted GPA now in admissions policy.
- Targeted information to students and advisors. Complete and continuing. Shared review tool brings transfer data to programs.
- New. FA satisfactory academic progress; quarterly international student retention reports.

Enhance the Transformative Student Experience

- First Year Honors Program in the colleges refined to engage international students. New faculty director appointed; expect 90 students, more than one quarter non-resident, at Crown and Cowell.
- UCSC Challenge in the colleges. Pilot begun, bridging first to second year.
- Center for Undergraduate Research. Active ugr.ucsc.edu website and outreach to campus.

Augment student jobs by 5% within the Division
New positions in advising, EPC, programs abroad, summer session, middle school summit support, financial aid peer advisors, UC dreamer financial aid internship program, and college internships.

Programs that assure Fiscal Health so that Student Success can continue

Exceed fee-paying non-resident enrollment targets

- 400 new and 250 continuing non-residents fall 2014 ($15M). Achieved. **Expect** 250 continuing and 450–500 new non-residents, 20% above fall 2014 target, nearly twice as many as fall 2013. Potentially achieving the 2017 new frosh target three years ahead of schedule.

- Grow prospects and maintain quality. Completed and ongoing. **29% frosh out of state (OoS) application growth, 46% international.** Similar academic measures as for fall 2013. Admit to SIR yields increased for international from 11.5% to 16.6% and out of state from 12.1% to 17.2%.

- Measure and improve retention and progress. Completed and ongoing. **International Summer Start** pilot enrollment exceeds expectation; 10-day mandatory **international orientation** for frosh; 2-day program for UCEAP reciprocity students; language and writing curricular development.

- New: streamlined immigration document pipeline; daily tracking in many domains; **Proposal for Support of International Student Growth and Campus Globalization; Senior International Officer.**

Grow fee-paying summer enrollment

- Processes for Summer 2014. **Completed.** Academic year TA incentive engages arts and engineering to put forth 50% more course proposals. New financial aid approach raises average unit load from 8.8 to 9.6. Summer TAs increased 50%; 250 graduate student support positions of all types for summer 2014.

- Foundations for major change in Summer 2015 or 2016. Completed. Brainstorming possibilities, with informal senate and planning & budget input, and plans to assemble a team on paths forward.

- Pilot 2-5 online courses. Completed. ENVS 65; LALS 75; MATH 19A; MATH 19B; STEV 27.

Increase extramural funding in the **Educational Partnership Center**


- Submit 1-2 new GEAR-UP and 1-3 new collaborative proposals. Completed. 2 GEAR-UP proposals ($10M), Hartnell Career Pathways (ENVS/MESA), AT&T, and several smaller efforts.

- Strengthen and grow regional relationships. Completed and ongoing.

Build gift and endowment funding with University Relations

- Colleges. $1.5M of gifts including new planned giving of $1M to Crown and $250k to Cowell.

- Centers for Undergraduate Research and for Transformative Learning. Continuing.

- Scholarships. Campuswide, $4M in new scholarships, fellowships, and award gift commitments.

Colleges I-VIII Highlights

Colleges are the cornerstone of our 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** hosted the Mary Holmes Festival that included 12 events and brought hundreds back to campus, as detailed in the Santa Cruz Sentinel.

- **Stevenson College** celebrated the 20th anniversary of the highly successful Rainbow Theater and inaugurated an alumni career education program focused on law and science & technology.

- **Crown College** rapidly expanded their undergraduate research program and will pilot a 2-unit fall ethics and community building class, moving core to winter in collaboration with the writing program to improve the writing skills of underprepared students and to promote long-term success.

- **Merrill College** is enhancing Core with associated elective seminars, tripled its Undergraduate Research Mentorship, expanded the Classroom Connection outreach program to a new elementary, middle, and high school, and is launching new field study and peer mentoring programs.

- **Kresge College** joined with Merrill and Stevenson Colleges to pioneer the first- and second-year Challenge Program.

- **Porter College** welcomed new provost Sean Keilen, who established the Pavel Machotka Chairs in
Creative Studies, secured a generous gift, and supported Cowell Press with Cowell College.

- **Oakes College** promoted student success with a Scientist in Residence, and collaborated with Porter College and College 8 to launch the Westside Writing Center.
- **College 8** gained approval for the minor in sustainability studies and is planning a conference in honor of Ernest Callenbach (*Ecotopia*) as part of UC Santa Cruz's 50th Anniversary celebration.

Goals for 2014-15

**International Connections and Non-Residents**
Building on the success of our undergraduate recruitment efforts, we must also focus attention on long-term strategic plans, graduate growth, and international research connections.

- Create collaboratively a campus-wide process for development of an international strategic plan, as requested by the Senate in comments to our 2013–14 support plan.
- Exceed emphatically fall 2015 new non-resident long range enrollment plan (LREP) targets. For new non-residents, exceed by 50%; fall 2014 is expected to be 40% above LREP.
- Ensure thoroughly student support for international and non-resident students.
- Increase significantly non-resident applications by 35% (international) and 20% (national).
- Leverage extensively the rebuilding of Programs Abroad to expand diversity and access, enhance academic integration, increase student employment opportunities and grow participation by 5%.
- Launch proactively coordination with graduate studies for sponsored student pipelines.
- Plan strategically to reduce tuition discounting to achieve financial and strategic goals.

**Summer Enrollment and Impact**
The summer strategy group enabled a new way of thinking about summer classes and incentives; further enrollment growth is likely to depend on innovative programs, strategic discounting, and unit buy-in.

- Expand aggressively summer course offerings and enrollments. Offer 10% more courses than 2014. Increase undergraduate FTE enrollments above LREP target of 800.
- Pilot selectively initiatives for enrollment growth in collaboration with P&B and senate.
- Grow rapidly participation in International Summer Start. Double, to 75 participants.
- Develop creatively major and topic-focussed summer package programs.
- Offer broadly curricula that help students graduate in summer rather than the following fall.

**Access, Transition and Success**
Student success strategies are multifaceted, just like our students. Carefully-developed programs and approaches, along with continuous assessment and improvement, will help our campus achieve its goals.

- Extend thoughtfully regional programs for first-generation college access and recruitment.
- Broaden deliberatively major preparation review for transfer students, by adding three new majors to the list of those for which major preparation will be an element in admission decisions.
- Experiment inventively with first-year initiatives, including winter core, honors, challenge and first-year experience course, ensuring success of all students and subpopulations of students.
- Address carefully progress in the major through degree audit and student advising.
- Study fully practice, policy, and promotion of timely major qualification, with a goal of increasing the percentage of students declared in a major by the campus deadline.
- Continue comprehensively support and plans that leverage minority serving Title III & V eligibility.

**Divisional Development**
Undergraduate education is a diverse division, focussed on academics, student success, and academic support from middle school to graduate school and international scholars, supported by a wide range of personnel.

- Support creatively professional development and community building opportunities.
- Evaluate meticulously cross-cutting functions within the division.
- Build comprehensively UE communication structures for audiences within and outside the division.
- Recognize continuously excellence and innovation throughout the division.