Undergraduate Education: Goals and Accomplishments

July 1, 2015

The Division of Undergraduate Education (UE) is aligning its goals for 2015–16 in five broad themes.

Goals for 2015-16

Enrollment
UE brings all undergraduates to campus, forming classes to meet administrative and Senate goals.

- Non-resident enrollment. Grow non-resident applications 25% in comparison to the prior year, and similarly yield and enrollment as a top priority. Increase geographic and ethnic diversity.
- Undergraduate access and diversity. Grow regional programs with Talent Search, HSI, and other grants; use creative strategies to expand African-American and Native American enrollment.
- Summer. Increase course offerings focussed on time to degree and grow FTE enrollment by 7%. Increase graduate student employment by 5%. Plan for summer Silicon Valley.
- Transfer enrollment. Develop strategies to move toward one third of entering students being transfers while maintaining our major preparation and scholastic achievement requirements.
- International visitors and pipelines. Develop infrastructure for visitor and pipeline programs to diversify our campus, support graduate growth, and bring more fully-funded students to campus.

Academic Foundations
Math and writing were a key focus within and outside UE in 2014–15, and this continues to 2015–16.

- First-year curriculum. With the Council of Provosts (CoP), Writing Program (WP), and Senate, examine first-year curriculum centered on college core and writing, and redesign as needed to ensure it is reaching our educational goals. Assess and improve multilingual curriculum pilot.
- Pre-college. Grow college preparation regionally with extramural and state-funded EPC programs, discounted high school programs in Summer Session, and S4C involvement.
- English for non-matriculated students. With the WP and Languages and Applied Linguistics, develop a new English program for prospective graduate students.
- Summer academies. Expand the summer academies for entering students by growing attendance, building the pilot first year, and launching a new transfer academy.

Academic Achievement
UE facilitates and recognizes all manner of academic achievement among our students.

- 3-year degrees. Promote 3-year paths for many our majors. Strategize on innovative summer tuition and financial aid strategies move to mandated of 5% of students on 3-year degree tracks.
- Honors, challenge, and research. Integrate the Undergraduate Research Coordinator with the First Year Honors and Challenge Programs, and promote undergraduate research campuswide.
- International Opportunities. Expand support for third-party programs abroad and build processes for faculty-led programs that incorporate best practices of program design and risk management.
- Hispanic Serving Institution (HSI). Collaborate on the promotion of our HSI status and additional opportunities related to our eligibility.
- Time to Degree. Work with the Senate and the position of Vice Provost of Student Success to undertake a comprehensive review of unit loads in our majors.

Divisional Development
UE, formed in 2011, is continuing to develop its identity and significant role throughout campus.

- Advisory Committees. Effectively use two new divisional advisory committees (personnel and
operations) to help continue our trajectory as a collaborative and effective unit.

- **Academic Human Resources (AHR).** Launch a divisional AHR office to align academic human resources function and responsibility, and provide consistency among the eight UE colleges.
- **Employee Engagement.** Launch quarterly divisional new employee orientations, and continue to develop employee support and events such as the divisional staff appreciation breakfast.
- **Enhanced Collaboration.** Continue to expand divisional collaboration at all levels, especially in working with the planned new vice provostial units.
- **Financial Stability.** Develop strategies for the campus’ expected budget reduction process.
- **International Engagement.** Develop a smooth spin-off of the Senior International Officer.

### Bring Services and Systems into the Early 21st Century

UE is tied to many efforts to update systems in the aid of student success, efficiency, and usability.

- **Student Success Collaborative.** Assist in a smooth and careful launch not just of the EAB system but of the many process changes required: advisor appointment scheduling; electronic advisor notes; early alert to improve retention; and analytics to improve student success.
- **Enrollment Forecasting.** Expand upon the 2014–15 work with Noel-Levitz on yield and price sensitivity for non-residents and residents to improve yield and meet budgetary expectations.
- **Summer Session Processes.** With a newly staffed office, continue to refine support and systems for general curriculum and specialized programs to help collaborating units achieve their goals while growing summer enrollment and graduate student support.
- **Curriculum Planning.** With ITS and other units, continue ongoing evaluation of alternatives for the campus catalog and for the campus curriculum and leave planning (CCLP) system and, with suitable funding and backfill, begin development or procurement as appropriate.
- **Academic Advisement Reports.** Continue work with our degree audit system and adoption and use in program offices, though at a reduced pace due to the items listed above.
- **EPC Databases.** Integrate and automate analysis and databases among EPC programs.
- **International Partnerships.** Create new processes and structures to support programs seeking to engage in formal partnerships for teaching, research, and service.

### Progress on Goals for 2014-15

Based on [Undergraduate Education: Accomplishments and Goals](#), July 2014.

### International Connections and Non-Residents

- **International strategic planning process.** Effort led by Chancellor and EVC and plan to establish a new Vice Provost of International Engagement, building on UE’s formative work.
- **Exceed non-resident LREP targets for new undergraduates.** Expect to meet 7/1/2013 LREP fall 2015 goal of 455 new nonresidents, and exceed goal for total non-residents. Large increase in academic measures of new international and out-of-state SIRs. Fifteen undergraduate [Brazil Scientific Mobility Program](#) students will bring geographic diversity and full non-resident tuition. Developed programs in Summer Session with Computer Science and KAIST.
- **Student support for international and non-resident students.** Achieved and continuing. With WP, gained approval of multilingual curriculum pilot. Extended international advising hours.
- **Increase non-resident applications by 35% (international) and 20% (national).** Nearly achieved. International applications increased by 26% and out of state by 18%.
- **Programs Abroad diversity, access, participation.** In progress. Small endowment received.
- **Sponsored graduate student pipelines.** Nurturing relationships with [LASPAU](#), [IIE](#), and [Fulbright](#). Maintaining active dialog with Graduate Division on how to further increase sponsored students.
- **Reduce tuition discounting to achieve financial and strategic goals.** Consulting with Noel-Levitz,
we have significantly modified our tuition discounting strategies for non-residents.

**Summer Enrollment and Impact**

- 10% more summer courses and undergraduate FTE enrollments above 800. Not achieved. We expect about the same number of courses, though strategically managed, and a slightly higher FTE enrollment than 2014 in which most campuses have declined or remained flat.
- Summer initiatives with P&B and Senate. New discounts for high school students, staff, and summer academy students resulting in 160% growth in high-school students, 230% growth in entering students, and infinite growth (0 to 3) in staff enrollment.
- **Summer Academy: International.** Growth not achieved with smaller than expected cohort.
- Focussed summer package programs. With a collaboration including Faculty Advisor Padgett, CEP Chair Tamkun, summer session, enrollment management, admissions, financial aid, mathematics, housing, advising, and others, we are piloting **Summer Academy: First Year**, for STEM majors designed to be able to provide significant discounts and financial aid.
- Curricula to help students graduate in summer. We worked with departments to offer final classes taken by fall graduates during the summer, leading to new service learning opportunities (PR-S by 4 colleges), increased sections of MATH 3 and 19B, Organic Chemistry, METX, CMPS and CMPE introductory classes, Medical Spanish, senior seminars (ECON, ENVS, PHIL), and additional upper division electives for PSYC, SOC, EEB, MCD, ECON, MATH, and ENVS.

**Access, Transition and Success**

- Regional programs for first-generation students. The Educational Partnership Center (EPC) received a new $3.3M GEAR-UP grant, expanded EAOP to Monterey county, and expanded teacher training. Cal-SOAP grew by cultivating increased commitments from district partners. Merrill College expanded Classroom Connection in Pescadero. Enrollment Management, EPC, and Orientation introduced half of the county’s seventh graders to UC Santa Cruz.
- Major preparation review for transfer students. Achieved. 3 additional majors added. Also, plan Summer Academy Transfer for 2016, hosted collaboration visits with SJCC and Cabrillo, developed online orientation for winter transfers, and contributed to UC Transfer Pathways.
- First-year initiatives. Completed. Successful Crown winter core experiment, new first year honors program director, growth of challenge to four colleges, Porter core modifications, summer academies, and prioritization by CoP and WP to reconsider first-year writing curriculum.
- Address progress in the major through degree audit and student advising. Achieved in part. EAB implementation has led to decreased prioritization. Data analyst hired in advising.
- Increase in timely major qualification. Continuing. Associated with EAB and Student Success Steering Committee. UC Undergraduate Completions Conference.
- Leverage minority serving Title III & V eligibility. With Retention Services, submitted both a campus proposal and a joint proposal with SJCC to Department of Education. Plan HSI-STEM proposal for next year. Many attended UCSB HSI research collaboration conference.

**Divisional Development**

- Professional development and community building. Fall leadership meeting led to two new UE advisory groups (personnel and operations). Divisional office restructure with a chief of staff.
- Cross-cutting functions within division. Financial approval levels realigned. High engagement with BAS focus groups and change trainings. AHR proposal. Collaborations across campus
- **UE communication structures.** In progress. CoP plans disciplinary division visits to discuss new academic misconduct policy, and colleges. Greater UR and Alumni Association coordination.
- Recognition. STAR awards. First annual Staff Appreciation Breakfast in June. New advising community recognitions given at day-long off-site Winter advising forum.
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 many events including the [Page and Eloise Smith Day](#) (January, 2015) and an alumni brunch. Cowell was pleased to receive a generous gift this year from Pat and Rowland Rebele ($500,000) to support the [Cowell Press](#) and over $100,000 from the friends of Coeleen Kiebert. Cowell offered more than 20 enhancement courses.

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

- **Crown College** successfully experimented with Winter core course, with 90 percent Entry Level Writing Requirement (ELWR) satisfaction by the end of Winter among ELWR-required students, 10-20 percentage points higher than other colleges. Enhancement of the [Social Fiction conference](#) through integration with Core and collaboration with Science & Justice Research Center.

- **Merrill College** led an innovative year-long [Focus on Africa](#) course, culminating in a trip to the 2015 World Economic Forum on Africa, made possible with donations to the college, and continued its [Undergraduate Research Mentorship, Classroom Connection, and field study programs](#).

- **Kresge College** joined with Merrill, Porter, and Stevenson in the second year of the [Challenge Program](#) which culminated in a performance of 50 years of campus history based on oral interviews students conducted with alumni, faculty and staff.

- **Porter College** launched Creative Commons, a new component of the [Core Course](#), in collaboration with the Sesnon Gallery and received a generous alumni gift in support of The Founders Seminar and Challenge Program.

- **Oakes College** promoted student success with a Scientist in Residence Program, and collaborated with Porter College and College 8 to continue the [Westside Writing Center](#).

- **College 8** successfully completed the first year of the minor in [sustainability studies](#), graduating its first student. It will be holding a conference in honor of [Ernest Callenbach](#) (Ecotopia), “Utopian Dreaming”, as part of UC Santa Cruz's 50th Anniversary celebration.