Undergraduate Education, 2011-2015
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The Division of Undergraduate Education is an academic unit whose mission is to enhance community and scholarship. We build collegebound 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. UE is relied upon for student success, academic infrastructure, and revenue generation. In the fifth year of the new configuration, this document considers accomplishments, things not achieved, challenges faced, and goals for the next half decade.

Accomplishments

The New Division of Undergraduate Education
I joined the division at the time that Student Affairs was disassembled, with what I often call my favorite parts – enrollment management (including the offices of admissions, the registrar, financial aid and scholarships, and orientation) and the Educational Partnership Center (EPC) (including about $3M annually of extramural college access programs) – being added to the division, joining advising, colleges 1–8, international education, and summer session. This made great sense, as these are all academic operations, focussed on preparing and bringing students to campus, ensuring their success, and providing a multitude of opportunities. The immediate focus was on building the division as a collaborative community with common goals and processes. This has been a work in progress aided by many excellent divisional leaders. I believe that we have successfully brought the division together.

When first thinking about the new division and its many components, I developed the tagline enhancing community and scholarship. While this description most obviously applies to our distinctive collegiate living and learning communities, it is also at the core of the mission of all units within the division. The EPC is continually focussed on building college-bound communities; admissions and financial aid are finding and supporting these communities, orientation begins building the communities, advising and honors lays students on the paths toward their scholarship, the international education office and summer provide extensive additional opportunities for study, and the registrar’s office not only certifies scholarship, but provides tools and processes for all aspects of education.

Five for 2015 Goals
Beyond assembling the division and navigating a multitude of personnel issues, my initial foci were the just-announced Five for 2015 goals, student-focussed priorities that coincided brilliantly with both divisional goals and the term of my initial appointment. Progress on these has included:

- **Four years or less.** Our work to grow summer session, and the ability for students and advisors to plan around summer session, has helped increase the ways a student can graduate in four years or less. We are right now taking part in the system-wide initiative to publicize 3-year curricula, including summer, for our most popular majors, as well to undertake a program-by-program review of majors, asking faculty to consider reducing the overall number of units. Working with the Senate, this may also lead to alternative, lower-unit, majors in some fields. The move to universal waitlists has aided enrollment fairness and unit curricular adjustments.

- **Increased retention.** The numeric target for this goal, improving by 2 percentage points, was quickly met. I have focused on two primary issues here. The first is a higher weight to
demonstrated academic potential in the admissions selection process. Over several years, I worked closely with AVC Michelle Whittingham and the Committee on Admissions and Financial Aid (CAFA) to recover from the mandated change to Holistic review. This has been quite successful, with, for example, a 70-point increase in SAT scores among the fall 2015 frosh class.

The second was a focus on matriculated students. Among many projects, perhaps the most important two were working with AVP Stacey Sketo-Rosener to divisionally soft-fund additional adviser positions so that there would be 2.5 advisers per UE college (typically, 5 people per pair of sister colleges), and leading with the EVC’s office the Undergraduate Student Success Team, which produced a May 2013 report of ways to take immediate and ongoing action, including as a first step appointing a champion of student success, a position nobly held by soon-to-be Interim Vice Provost of Student Success Jaye Padgett, and much of the basis of the new Student Success Steering Committee.

- **Non-resident student enrollment.** This was a top priority due to both the ideal of becoming a truly internationalized research university and the importance of non resident supplemental tuition to the campus budget situation. The Senate’s Committee on International Education (CIE) provided momentum on this topic, enabling approval of significant admissions policy changes which, when combined with the Office of Admissions’ ongoing outreach efforts, led to international class sizes of 14 in Fall 2012, 100 in Fall 2013, and 250 in Fall 2014, with fall 2015 stabilizing but with higher academic indicators. Indeed, we grew international and non-resident enrollment so quickly that the campus’ long-range enrollment plan was adjusted multiple times to provide even higher targets to UE. The 5% non-resident undergraduate enrollment goal is expected to be exceeded by 300 students, achieving a projected 7% in 2015–16. Beyond the ongoing and intensive recruitment of frosh, we are also working to grow (fee-paying) international visitor programs. For 2015–16 we will also have about a dozen year-long visitors from Brazil, and we also launched a successful summer program with Computer Science for a group of Korean students.

- **Hispanic Serving Institution (HSI) status.** I appointed an HSI Team, now co-chaired by Professor Juan Poblete and Executive Director Pablo Reguerin to address this goal. The team, including faculty, staff, and students, studied many issues of latina/o students on campus, developing the research and frameworks needed to support and serve our campus. We achieved Title III and V eligibility in 2013 (the ability to apply for grants targeting HSIs), and became HSI members of the Hispanic Association of Colleges and Universities (HACU). Our eligibility has assisted faculty grants, and as a result of the team’s work, we have received two 5-year emerging HSI grants from the Department of Education, one focussed on math, writing, advising, and belonging ($2.3M, PI Reguerin) and the other, joint with San Jose City College, focussed on transfer preparation and undergraduate research ($1M UCSC, PI Hughey). While we achieved the HSI goal in 2013, there is work to be done in promoting this fundamental aspect of our identity, and Dean of Students Sifuentes and I will be working with University Relations and others on this next stage.

- **Financial stability.** While this goal is primarily beyond the scope of the UE, we contributed to the goal though the aforementioned rapid increase in non-resident undergraduate enrollment – the
300 students above 5%, for example, corresponds to about an additional $7M annually to the campus (as well as up to twice that in tuition, housing and fees), some of which has gone toward recruiting and supporting the students. We have also successfully staved off the decline in summer session revenue, a modest source of campus funds, through a variety of initiatives.

Leadership in the division
In promoting the idea of UE becoming a larger division, the Senate stressed the importance of faculty leadership of academic functions. I strongly believe this as well, and have expanded the faculty leadership within UE to not just the provosts, but also faculty directors of the EPC, Honors Program, Challenge Program, and creation in multiple steps of the Senior International Officer position.

- Educational Partnership Center. The EPC is a gem of our campus, an active group of creative and dedicated individuals working on college preparation and access throughout the multi-county region. The center, with annual expenditures over $5M, runs federal, California, and UC programs such as GEAR-UP, MESA, EAOP, COSMOS, Cal-SOAP and CRLP. I was delighted to be able to facilitate their move to Oakes College, and to encourage growing partnerships with faculty on campus, now including joint work with education, psychology, astronomy, and environmental studies. The center is led by Executive Director Maria Rocha-Ruiz, with research insights provided by faculty director and professor emeritus Catherine Cooper.

- First Year Honors and Challenge. The initial pilot of the First Year Honors Program (FYHP) was launched by interim VPDUE Mark Cioc and Cowell Provost Faye Crosby. Through several iterations and the appointment of a faculty director to oversee the program, it has become a robust, high-quality program. The honors program has attracted high-achieving students, and is in part responsible for our increase in yield of high-GPA students (so much so that the fall 2015 cohort is twice as large as planned). Concurrently with the development of FYHP, I partnered with colleges to begin the Challenge Program, focused on research and bridging the first to second year. Over the coming year, I will be working with Honors Faculty Director Matt O’Hara and challenge director Merrill Provost Elizabeth Abrams on further associating the two programs.

- Council of Provosts. Launch of the new UE broadened the focus of the VPDUE, developing a need for the CoP to act more as a collective group. Initially motivated by the 2012 resource reduction targets, the Council began to gel as a team focussed on a problem. At CoP’s request, I established a Chair position, the CCoP. Cowell Provost Crosby took on this new role, revised the structure of CoP, and became an integral part of divisional and campus leadership. The new CoP and CCoP have greatly increased their impact overall in the service of our students.

- UE Leadership Coordination. Over the years, I have experimented with various mechanisms for divisional leadership coordination among our units and partner units. The present structure of bi-weekly, 2-hour meetings (in a format inspired by Patrick Lencioni’s classic fable, "Death by Meetings") among my staff direct reports, CCoP, and Associate Vice Provost/Senior International Officer, has been working well to gather ideas, coordinate initiatives, and develop teamwork. Additionally, I hold 5-minute daily standing meetings with those in Kerr Hall. To maintain a sense of the pulse of the division, Assistant Dean of Planning & Resource Management Ted Codding and Chief of Staff David Abercia have monthly meetings with each unit.

- Campuswide Leadership. It has been my honor to take part in EVC Galloway’s restructuring of campus leaders into the Administrative Leadership Team (ALT), in some ways a similar venture to UE’s restructuring. I have also worked to advance my own leadership competencies through the intensive 2-week Harvard Management and Leadership in Education program in 2013, and a
360 evaluation and coaching in 2014. These activities always bring a wealth of new approaches and ideas to the division.

*International Students and Global Engagement*

Beyond achieving rapid growth in undergraduate international enrollment, I have also focussed on laying the foundations necessary for UC Santa Cruz to become a truly internationalized research university. Much of the active discussion about non-resident recruitment and internationalization can be viewed at https://www.ue.ucsc.edu/InternationalStrategy.

- **Proposal for the Support of International Student Recruitment and Campus Globalization.** This proposal, presented in my third year, represented a culmination of thought and approaches necessary to address the combined issues of supporting international student growth and supporting campus globalization. In spite of initial support for both aspects of the proposal, Senate and other reviews focussed primarily on international undergraduates and non-resident supplemental tuition growth. So, while campus decided to not yet decisively pursue becoming an internationalized research university, the proposal did lead to necessary support of international undergraduates. There have been promising developments in the past year toward these broader issues.

- **Senior International Officer.** As with student success, honors, and the EPC, it became clear that it was similarly important to have an academic administrator focussed on international issues. In order to achieve this goal as quickly as possible, I expanded the role of the Faculty Director of Programs Abroad to an Interim Associate Dean of International Education, and latter (with campus support) to an Associate Vice Provost/Senior International Officer position in addition to the Programs Abroad faculty directorship. Major accomplishments include hiring a highly experienced Director of the International Education Office (IEO), working on a variety of institutional relationships and relationship building, developing revised structures for MOUs, and maintaining constant watch over our international student population to ensure we are meeting their needs. This need has now been fully recognized by the campus, and I am delighted that Associate Vice Provost/SIO Joel Ferguson will be serve in an interim role as Vice Provost for Global Engagement.

- **International Summer Academy and Orientation.** Knowing the importance of early acculturation of new international students, for the 2013 class of over 100 students, Campus Orientations and the IEO developed a short (3-day) and long (20-day) orientation for international students. Based on feedback from the initial design, for 2014 and 2015 we offered with Summer Session a Summer Academy focussed on academic English listening, speaking, reading, and writing (also in collaboration with the Writing Program and Languages and Applied Linguistics), and a 10-day mandatory orientation for all international students. This combination is working well, and I expect this two-pronged approach to continue, and grow, over the years.

- **Multilingual Curriculum Pilot.** In Winter 2015, 3 students from the Fall 2013 international class were barred for lack of completion of the Entry Level Writing Requirement (ELWR) by their fourth quarter deadline. SIO Ferguson and the IEO worked closely with Cabrillo College to enroll these students so that they could return to our campus to complete their degree. Only one has enrolled for Fall 2015. The campus can pause the ELWR clock for students in English as a Second Language (ESL) programs. Based on this urgent need, SIO Ferguson, Writing Program Chair Heather Shearer, Teaching Professor Tonya Ritola, and I collaborated with the Council of
Provosts, Committee on Educational Policy, and Humanities Division to design, propose, and rapidly launch the Multilingual Curriculum (MLC) pilot for students who place significantly below ELWR satisfaction. The program curriculum was pre-piloted in the 2015 Summer Academy, and the Fall 2015 cohort will for the first time, have a curriculum designed specifically for their needs. The speed of program development and implementation was unusual for our campus, but I am grateful to the many parties who rallied around the importance of this curriculum for our international students. While the acculturation aspects of the curriculum are uniquely necessary for newly-arriving international students, it is my longer term hope that we may offer a similarly-redesigned curriculum for domestic students.

Updating Processes and System

Given my background as an engineer, one of my foci has been advocating to update our academic systems to the early twenty-first century. Foci in this domain have included online course evaluation, the online curriculum approval system, academic advisement reports, and the deans' and chancellor's award. I have also collaborated with ITS to re-establish the Advisory Committee on Academic Systems (ACAS), the leadership group overseeing AIS and eCommons.

- **Academic advisement reports.** The complex degree audit system within AIS is immensely powerful, not just for verifying the completion of a degree by an individual student, but for looking at all students as an aid to curriculum planning. For example, asking "how many second year students have not completed the C1 composition requirement", a key curricular planning question in the colleges, can be quickly answered. My hope is that as the system is universally used, programs may be able to ask similar questions as they consider capacity needs in future quarters.

- **Deans' and Chancellor's Awards.** My intentions in turning this into an online process, in collaboration with ITS/BSOE, were to also streamline a prior paper process and, just as importantly, develop an online database of the exceptional undergraduate research that takes place on our campus to assist current and prospective students realize what they may accomplish at UC Santa Cruz.

- **Online course evaluations.** As part of accreditation, Computer Engineering developed a course evaluation database through a labor-intensive process. The resulting reports provided me, as chair, fast feedback on the entire curriculum and achievement of course objectives. The high workload created by paper forms, combined with the importance of curricular reporting, made me an advocate of online course evaluations. Working within ITS, we implemented a web version of the scanned course evaluations, and rolled it out to campus with several bumps. Fortunately, a collaboration among ITS units and the Academic Personnel Office was able to develop an archiving system, and overall the pilot has been successful. With the knowledge gained, it is time for the campus to consider a next generation system that can significantly add flexibility and curricular oversight to the current personnel-focussed approach.

- **Online curriculum approval system.** As both a prior department chair and prior Committee on Educational Policy (CEP) chair, I was certain that there was a better way to keep track of all the course and catalog approvals and manage the Senate review process. The resulting system, a collaboration among the Registrar's Office, ITS/BSOE, and Academic Senate Office has been quite successful in managing what was once a paper and time-intensive process. But, there is more work to do, as presently curriculum and course approval is a separate system from the "online" catalog, which is also separate from the campus’ curriculum planning system.
Focus on Advising

Over the past decade, the number of entering frosh who would be first-generation college graduates has increased 60%, and our total undergraduate enrollment has grown from 13,237 (2004-2005 3-quarter average) to 15,730 (2014-2015 3-quarter average). Over that same time, college advisors, often the most important advisors during a student’s initial years, have increased by just one, from 23 to 24, including the two divisionally-funded positions. This resulted in an increase of about 80 students per advisor (to 655), while students' need for individual attention has increased. The divisional positions are the result of my 2013 decision to add two new advising positions as part of our reorganization to increase advising in the UE colleges 25% to 5 advisors per two colleges. The additions have overall been a success; in addition to adding direct advising capacity, it has enabled college preceptors to free up time for strategic thinking about key advising issues, such as probationary supervision, barmen, and orientation. In 2014-15, divisional reserves were emptied, and to keep the higher advising ratio going for a short while longer, I assessed divisional expenses to units to free up funds. We are doing this again for 2015-16, but the model is not sustainable. I am hopeful that the newly appointed advising task force may help determine whether or not this would be a worthy campus investment. I am proud that we made this change prior to the WASC review, which is placing a considerable focus on advising campuswide.

We have also refocused a position on advising data and reporting. Previously, this had been supported in part by the ITS Cognos team (now disbanded), and the Registrar’s Office. This position is a vital connection between data and direct student services, with knowledge and understanding of both worlds.

In 2013, through a fortuitous set of circumstances, I was happy to be able to launch the office of undergraduate research (ugr.ue.ucsc.edu) in collaboration with PBSci, BSOE, and Research. Within the span of a few months, both the inaugural undergraduate research coordinator and the undergraduate honors coordinator positions opened, and we have been able to restructure and combine these functions into the advising office, with a search presently underway.

Summer Strategies

Summer session can be a vital component of student success. Completing a few courses during summer can speed elapsed time to degree for all students, and now one of the Governor’s Initiatives is focussed on three-year degree paths including summer and pre-matriculation credit. The campus also has a high interest in summer for funding reasons, though considering time to degree, student preparation, and new system-wide mandates, student success should also be viewed as a key priority. During my term, we saw the end of summer Pell grants, and the resulting significant drop in enrollment, as well as a rotation of directors and staff. Summer Session Director Monica Parikh has now stabilized both the summer session office and summer session enrollments, with just 2.5 FTE (including Director Parikh) running an enterprise offering over 230 courses and generating over $10M in annual revenues.

We have had many significant accomplishments. Most notably, a long-term shift to a highly collaborative approach with units as they plan their summer curricula, as well as Planning & Budget and the Committee on Planning and Budget. These relationships and the Summer Strategy Group led to the creation of the Summer Steadies (100+ courses offered each year), the first real unit incentive to participate in summer (teaching assistant positions in the regular quarters), summer academies, and highly successful discounts for high school growth (50% discount and 150% growth), taking 15 units ($500 discount, contributing to a 20% growth in
students taking 15 or more units), and a staff discount. The broad range of offices who collaborate on Summer Session, including Admissions, Registrar, Financial Aid, Student Business Services, IEO, Orientation, and Housing, are constantly uncovering process complexities and improving services, and determining the significant gaps.

**Academics**

The core of UE is academics: the first and latter year experiences and curricula in the colleges; the development, funding, and acculturation of each entering class of scholars; the sponsorship of opportunities for summer and international study; the provision of one-on-one, group, and population advising; and of course keeping track of each student's accomplishments in courses and programs. Academic accomplishments not already mentioned include the following:

- **Disciplinary Communication Grants.** UE received several FTE of funding to support the disciplinary communication (DC) requirement. Neither of my predecessors found a good way to use the funds, and with a large accumulation, I returned the permanent funding as part of the budget cuts in my second year. Working with the Committee on Educational Policy, we were able to design a DC grant program to facilitate innovation, change and assessment within majors. The grant program has worked quite well, and I expect the program to be able to continue for several more years. Funded proposals and the resulting reports may be viewed on our [DC grant website](#).

- **Sustainability Studies Minor.** I was delighted with College Eight Provost Ronnie Lipschultz' efforts to develop a multidisciplinary minor aligned with the college theme. The Sustainability Studies minor tread new ground (Senate regulations provide for colleges offering majors but not minors), and I hope to see additional non-departmental, interdisciplinary programs within the colleges.

- **Community Studies.** While UE is not the academic sponsor of Community Studies, I was also happy to assist with the campus' desire to maintain this unique, experiential major by supporting its strong collaboration and administrative housing with Oakes College.

- **Academic Misconduct.** I was first involved with the academic integrity policy as an assistant professor, working with the VPDUE and CEP Chair of the time to craft the initial policy. It has been in need of an update, and multi-year work with the Council of Provosts (especially Chair Crosby and Provost Lipschultz), the Registrar, Campus Counsel, and others, we have completely rewritten and simplified the academic misconduct policy. Notably, the policy change removes the "Deferred Grade" notation, relies more strongly on written appeals, and overall seeks to simplify the process. The next steps will be working with Conduct and Community Standards to implement electronic case management.

**Things Not Achieved**

**Broader Internationalization**

The campus has not yet moved forward with several strategies for achieving both internationalization and other campus goals. Government-sponsored graduate students represent a largely untapped area of graduate growth; with many frontiers available, this could not be fully explored over the past couple of years. The new IEO director and incoming interim VP of Global Engagement may help move our campus toward realizing this key direction. The IEO is planning to leverage its own expertise, as well as that within Languages and Applied Linguistics and Writing, to launch a non-matriculated intensive English program for students intending to join our graduate programs. Assembling this program, as well as the structures necessary to market it, should have a considerable impact our graduate enrollment and the geographic diversity of our students. As the campus considers broader goals, it will be important to support innovation, perhaps through a transparent, competitive process similar to the DC grants. Also, as we seek to further grow enrollments within the physical and long-range development plan constraints of our campus, additional increases in study abroad, including seeding a self-supporting faculty-led programs office will be important.
Classroom Impaction Relief

I have worked in multiple domains to consider the issues of class and classroom impaction. The implementation of waitlists in all courses, carefully phased in by AVP Sketo-Rosener and Registrar Tchad Sanger, provides new immediate information to course sponsors about areas of the highest demand. Unfortunately, while the Registrar’s Office always puts a herculean effort into optimizing classroom assignment, there is simply not enough space. I continued a discussion begun by IVPDUE Cioc about our class schedule, and the potential for increasing capacity by adding one more time slot. This was not sufficiently supported to proceed, and many classes are limited by room sizes rather than pedagogical limits. I also co-chaired planning for three new lecture halls in the area of Classroom Unit. This was quite an exciting planning exercise, and would make an immense difference to our campus, but actual funding for this project has not materialized.

UE as an Academic Division

UE is not always considered an academic division. While we sponsor courses in the colleges and select faculty, for example, the faculty are appointed by other deans. Similarly, while we teach many courses beyond core, including a key number of ways to satisfy the Practice (PR) general education requirement, such as through service learning, we are not a part of the various campus models for funding instructional support, imposing an additional cost on the colleges and their donors, and reducing the ways in which graduate students may develop themselves professionally. Considering other projects, work on this has not been at high speed, but we continue to make progress on this over time, such as through the Senate’s recognition of the VPDUE as an academic dean, and therefore able to sponsor a minor within the colleges. Similarly, we are launching a new academic human resources office so that the supervisory, budgetary, and appointing hierarchies are all aligned within the division. This coming year, I also expect to re-propose a new course subject area for divisionally-sponsored and campus-wide courses, which are now scattered among the colleges.

Challenges faced

Enrollment Targets

While we have exceeded expectations for non-resident enrollment, we have gone through a period of significantly being over or under target with resident frosh classes. The movement from less-selective to highly-selective, combined with rapidly varying strategies throughout the system (our competition) has led to enrollment predictions that are significantly different from enrollment outcomes. Working with AVC Whittingham, Admissions, Planning and Budget, and the Senate’s Committee on Admissions and Financial Aid (CAFA), the methods have continuously improved, as well as the variance. For the Fall 2016 cohort, we will be working with a new vendor tool to better predict enrollment on a per-student basis, and will also have a significantly larger waitlist margin for initial offers. Notably, CAFA, Admissions, and UE have been quite successful in growing the academic indicators of our incoming classes through a series of reforms we have jointly pursued. For Fall 2015, frosh test scores improved by an impressive 70 points. There was also an unfortunate reduction in the portion of students from underrepresented ethnic and racial groups; we are already working on these issues with CAFA to better shape the fall 2016 incoming class.
**Unit History**
The units assembled into the new division, including from the old division and from student affairs, have had unique cultures, strategies, and challenges. Developing consistent processes throughout the division has certainly required some effort, as has addressing the various personnel and budgetary issues that come up during a reorganization.

**Molasses**
Working to affect change in academia can seem akin to swimming in molasses. While there is lots of support all around, making progress frequently takes longer than expected. Though, arguably learning to swim in molasses can be good exercise.

**Goals for the next five years**

**The Governor's Initiatives**
A high focus for the next few years throughout the system will be the initiatives approved as part of the Committee of Two budget agreement. On our campus, these are variously apportioned among the Vice Provosts of Academic Affairs, Student Success, and Undergraduate Education. I will be delighted to be working on these items with campus colleagues, and we have already been making good progress on the three-year degree planners goal though the able work of AVP Sketo-Rosener. Other goals will be highly challenging, such as increasing transfer students to be one-third of each entering class, and comprehensively reviewing academic programs to consider unit reduction.

**Curriculum Management**
Updating the array of late 20th century tools used for curriculum management on campus is our top information systems priority for the coming years. Indeed, this is also the top priority of the Academic Business Officers Group (ABOG) and has been strongly endorsed by the disciplinary deans and assistant deans. Our “online” catalog is simply a print catalog converted into a web format. Our Campus Curriculum and Leave Planning (CCLP) system is an aging filemaker system that does not effectively communicate with related systems. Our Online Curriculum Approval (OCA) system is an effective standalone workflow and review system that does not communicate with the catalog, CCLP, or AIS. Thus, an abundance of manual processes are required for use of these systems and movement of information among them. A robust catalog system would place the information students need for course selection, advising, and other key issues directly in their hands, and eliminate a range of duplicative (and hence difficult to maintain) websites.

**College Endowments**
College endowment and gift funds are the glue that adds to our curricula, student experience, and scholarship within our communities of living and learning. The colleges are the leading giving focus for many alumni and test-beds of innovation for the success of students. Endowments have helped preserve unique programs such as the Cowell Press; Scientist in Residences at Oakes; Challenge Program at Kresge, Porter, Stevenson, and Merrill; Focus on Africa; and the Westside Writing Center. But, unfortunately, many of these initiatives cannot be sustained from year to year due to lack of sufficient or continuing funding. A significant Campaign effort to increase annual giving and further endow colleges, especially College 8 and Kresge, the poorest of the UE colleges, will be an important focus for the next five years.
Classroom Space
The campus is growing every year, but prioritization of key instructional infrastructure is difficult with many competing needs and highly restricted state funds. It is my hope to be able to navigate the capital prioritization system to help ensure that, in the likely event that we do not expand the classroom unit complex, other projects follow the model of the humanities building by including significant additions to our classroom stock, especially large classrooms.

Divisional Organization
Even as Global Engagement is becoming an independent division, though still planned to be supported in part by UE, the faculty of the Writing Program are discussing their own affiliation and potential alignment with Undergraduate Education. While the discussions are quite preliminary, the alignment may make sense as a way of concentrating most of the units focused on the first-year writing and acculturation curriculum within a single division, better enabling the juggling of resource and pedagogic demands on the most foundational aspects of every student’s education. The Multilingual Curriculum and the Council of Provosts’ decision to focus, with the writing program, nearly exclusively on the first-year core and writing curriculum this coming fall are indicators of the importance of these strong relationships.

Meet campus enrollment targets, exceeding where appropriate, including summer
Beyond the numerical issues of meeting resident and nonresident enrollment targets for new students, to achieve overall summer enrollment growth, and to ensure effective use of financial aid strategies during the year and in summer, the coming years will have a focus on student qualities and programmatic goals. The increase in academic indicators for the Fall 2015 class is the result of much hard work by admissions, CAFA, and enrollment management. Future work will, with our rapid growth in selectivity, demand new approaches to class formation to ensure that campus goals, especially those related to the diversity of the incoming class (including such items as ethnic, geographic, and major), are achieved.

Campus Advising Location
It has only been over the last few years that we have been able to form the Office of Campus Advising Coordination into a stand-alone unit. The importance of advising for student success, and for centralized approaches and support where appropriate, is high. However, the office is presently located at Merrill College, far from their most important collaborators: the Registrar’s Office and the Student Success Office, both located in Hahn. While space is tight everywhere, it would be ideal for Campus Advising Coordination to be able to join the other student-focused services in Hahn to better facilitate our mission.

Redesign Summer Session Office and Process for Large-Scale Success
Our summer session office has recently expanded from two to two and one half staff, an insufficient structure to support the variety of compelling summer educational experiences we need to provide most importantly to ensure the success of incoming, continuing, and visiting students, but also to help with course sponsor funding (through incentives like the regular quarter teaching assistant allocation) and to not be a drain on campus finances. Determining how best to position Summer Session for the facilitation of long term growth will be a key consideration in the coming years.

Student Success
We are in the midst of a wide variety of projects related to student success, most in early stages.
- The summer academies, focused on entering students, will expand from International and STEM to all incoming frosh as well as a new incoming transfer student academy. The academies will give students a head start on our campus and speed their time toward graduation.
- The writing efforts mentioned above, including collaborative work on the MLC, core courses, and early writing curriculum, have the potential to profoundly change our first year approaches.
● The honors and challenge programs engage students in research in their first or second year. It is our desire to integrate these programs to aid in simplicity and clarity of message.

● The Student Success Collaborative, including new tools for cross-campus advisor communication, student monitoring, and student advising, will transform our ability to serve students throughout the division and beyond.

● Innovations not yet considered. UE is a division that is constantly responding to the changing needs of our students and campus. Most certainly, many goals over the next five years cannot be specified, other than by the consistent thread of student success.

**College Access**
Within the EPC, we will focus on strategic growth in programs and student outcomes, expanding services within our regional service area and developing a more diversified and stable portfolio. Targeted students will be prepared to succeed in college through best practices. The center will cultivate campus research in college access and preparation, and will be a nationally-recognized leader in programs that serve underrepresented students.

**Sense of community and collaboration within the division**
We are continuously seeking the right mix of strategies to sustain and strengthen the sense of community and collaboration within the division. We will be starting a new divisional on-boarding and welcoming process in the coming year. We will also focus on professional development for staff, managers, supervisors, and cross training among positions. Staff morale continues to be a key issue throughout campus, and we expect that an annual cycle of events and communication, combined with the campus’ larger approaches, will be a great benefit to the division.

**Attachments**
- Divisional organization chart ([https://www.ue.ucsc.edu/orgcharts](https://www.ue.ucsc.edu/orgcharts))
- Divisional document website ([https://www.ue.ucsc.edu/docs](https://www.ue.ucsc.edu/docs))
  - Undergraduate Education, 2014–15 ([https://www.ue.ucsc.edu/ue2014](https://www.ue.ucsc.edu/ue2014))
  - Undergraduate Education, 2013–14 ([https://www.ue.ucsc.edu/ue2013-14](https://www.ue.ucsc.edu/ue2013-14))
  - Undergraduate Education, 2012–13 ([https://www.ue.ucsc.edu/ue2012-13](https://www.ue.ucsc.edu/ue2012-13))
  - VPDUE Annual Review, 2011–12 ([https://www.ue.ucsc.edu/review2012](https://www.ue.ucsc.edu/review2012))
  - Undergraduate Education, 2011-15 (this document, [https://www.ue.ucsc.edu/ue2011-15](https://www.ue.ucsc.edu/ue2011-15))

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**What is UE?**

*Staff Appreciation Breakfast, 2015*

(Missing piece reflects that UE is a work in progress)

Artist Credit: M. Barton, J. Gallagher and the UE community.