

2012 Undergraduate Education Work Team Update

First Year Experience Course Team

Summary of charge

In support of the larger campus goals of increased retention and timely graduation, the group was asked to make recommendations on the development and implementation of a 2-credit "First Year Experience" course, to be piloted in the 2012-2013 academic year.

What underlying issues have the committee identified?

The group identified goals related to student persistence that could be pursued through the offering of such a course:

- To introduce students to the purpose and function of the research institution
- To offer students information and skills necessary to successfully transition from high school, and to build skills necessary for academic success
- To encourage student engagement in the intellectual and academic life of the university
- To guide students in the clarification of their educational and career goals, and in devising a plan to achieve those goals at UCSC

Summary of progress made based on identified issues

The group developed desired learning outcomes, content, and a description for the course, which has been approved by the Committee on Educational Policy as *Stevenson 26: Navigating the Research University*. It will be offered in the spring 2013, and will initially accommodate approximately 100 students. In the first year, the proposed staffing model includes a co-teaching arrangement along with the inclusion of approximately 5 staff discussion leaders. After assessing the effectiveness of the class and the model, changes to the staffing model may be made for future offerings.

Summary of future goals and next steps

The next steps are to:

- complete recruitment of a faculty member to teach the course as well as identify staff discussion leaders, and
- develop a means through which we can assess the effectiveness of the course.

International Recruitment and Retention Team

Summary of Charge

Concentrate on a 5-year roadmap for international student recruitment, retention and graduation, creating a framework for ongoing energy and effort. The plan should include methods and measurable goals for assessment. The plan should focus on student recruitment and the programs and resources to support those students' achievement of their educational objectives.

What underlying issues has the committee identified?

- Need for integration of international recruitment, programming, and support efforts across campus, including reviewing organizational structures, space and practices. Should be for all international students (undergrad and grad).
- Need to examine admissions data/numbers to assess ROI, progress, outcomes, tools for measuring success, etc. (new CRM, Intelliworks, will be implemented in the Admissions office that will allow future tracking of all outreach endeavors)

- The potential for flexibility in the admissions cycle, perhaps requiring policy changes by CAFA. This might include different timelines for review, winter admissions, target numbers, and/or separate reviews for international and domestic applicants.
- Special services and programs may be needed to ensure high retention including judicial affairs, mental health, academic support, legal, housing during breaks, etc. The committee has asked staff to organize a focus group of this year's frosh cohort to get feedback and guidance here.
- Interest from institutions and government agencies from other countries in developing special programs that deserve closer review. For example, providing admissions guidance and sample courses for high-achieving students at universities abroad, enabling them to be competitive applicants and transfer here well-prepared and ready to declare their major.

Summary of progress made based on identified issues.

- International student orientation (implemented Fall 2012) -- was very successful
- Joint welcome event for new international students (Fall 2012) between the International Education Office and the College 9/10 International Living Center
- Beach party for incoming EAP (reciprocity) students (Fall 2012)
- Admissions staff traveled abroad to recruit students and submitted a report detailing the contacts made and information learned.
- IEO staff developed a 2-unit cultural competency course for incoming international students, which is being integrated into the Diversity Certificate Program for staff.
- Had exploratory conversations regarding possible partnerships with institutions interested in their students attending UCSC, making it clear that partnership does NOT guarantee admission.
- Did preliminary review of draft international recruitment plan.

Summary of future goals and next steps

- Begin discussions with CAFA on areas of possible flexibility within the admissions cycle and process.
- Examine international recruitment plans at other UC campuses
- Build comprehensive faculty database with key international contacts (to be used for international recruitment efforts)
- Review admissions data to assess the result of various recruitment strategies (will get numbers showing the result of last year's fledging recruitment program in January). Develop measures of success.

Transfer Experience Team

Summary of charge:

The Transfer Work Group was convened back in the spring of 2010 as we began to see an increase in the number of new transfer students and the launching of the Transfer Community at Porter College (TCP). The goal was to seek an understanding and adequate number of programs and services offered to ensure a smooth and highly coordinated transition meeting the needs this growing population. A key theme was to ensure student living both on and off campus were included in the many programs and services. The Group has evolved into the Transfer Experience Team this last year and expanded to include the Transfer Partnership Program (TPP) and a College Provost. Current areas represented include the TCP, Services for Transfer and Re-Entry Students (STARS), Educational Opportunity Program (EOP), Enrollment Management (EM), TPP, the Colleges and Advising. Other guests are invited on a regular basis as topics arise. *In Fall 2012, about one quarter of new students were transfer students.*

What underlying issues have the committee identified?

One key issue identified early on was the lack of resources to expand capacity of the fall workshop and course to meet the needs of the growing population. It was also felt there were not enough transfer specific events or programs to focus on their transition needs and building a strong sense of community. We still find it very challenging for transfer students to enroll for the fall independent studies course given how the course is approved. It would be much easier to access if it were an actual course. In the beginning, it became clear that those serving transfer students understood their roles well, but may not have had the full picture. Surveys administered by the TCP indicate a somewhat weak affiliation with their College when it is other than Porter. There is close affiliation with the TCP and major. Right away students felt so close to Porter they began to advocate for attendance at the Porter Commencement.

Summary of progress made based on identified issues:

Incredible efforts and results were delivered by the TCP with intentional programming to address academic skills, career needs, informal Coffee Talks, dinners and more. STARS established a Fiesta Dinner and invited all new transfer students and key campus constituents to provide increased opportunities for engaging with the campus community. The TCP administers and shares quarterly surveys. The Transfer Community CUIP produced a key report on Transfer Cohort Key Services. Resources were shared from Orientation to augment and increase the capacity of the STARS fall transfer workshops and independent studies course. Intentional efforts have been made to ensure off-campus students were invited to an increased number of on-campus events. The VPDUE continues to work with CEP regarding the Senate Regulations for who can submit courses for approval. Currently, it needs to come from the College or Academic Divisions. The capacity for Summer Orientation has grown significantly over the last couple of years. The perspectives from each area is incredibly beneficial to ensure highly effective communication and transition for students. Convening on a regular basis has increased the effectiveness of the coordination of services and an understanding of the student experience. Porter did an incredible job providing capacity for the TCP students to attend the Porter Commencement.

Summary of future goals and next steps:

A key goal in the future include a survey to gain a better understanding of transfer student needs vis a vis the services offered- are there gaps and needs that are not being met? We will dis-aggregate based on whether or not student lives on campus, in the TCP or other area. There is a question as to whether or not the off-campus students are being served as well as on-campus students. Even something as simple as move-in and Welcome Week- are the off campus students receiving the information needed to ensure the best fall experience? We are also raising the question regarding a longer term vision for transfers - is the Transfer Community sufficient and what does it mean as we begin to implement selection by major preparation? We are now at a point of ensuring a well understood implementation of the selection of new student based on major preparation and how they will transition into their majors.

Advisory Committee Academic Systems (ACAS)

Summary of Charge

Provide vision and general oversight for the technical and functional teams that support these systems, review and approve major projects and strategies, provide representation of campus constituents, and communicate decisions and activities to those constituents. Committee members are asked to provide a campus-wide perspective on AIS and eCommons and to help:

- Set general direction for ongoing and future system development

- Advocate for resources to support projects and operations
- Evaluate and provide guidance on issues related to policy, risk, and compliance
- Prioritize goals and objectives to demonstrate their importance and urgency to the campus
- Review and recommend upgrade plans and expenditures
- Provide information and advice about other campus plans that may impact the academic systems.
- Advise on the approval of major modifications to the system

What underlying issues have the committee identified?

- The available development and functional resources are insufficient to process AIS requests as readily as we would like.
- There are a number of projects in the works that compete for resources.
- Resourcing for Cognos support and upgrade effort is needed.
- Neither eCommons nor AIS have mobile functionality.

Summary of progress made based on identified issues:

- AIS identified requests that would improve efficiencies and hired a developer to work on these.
- An existing unfilled development position was filled.
- Consultants have been hired to assist with the Cognos upgrade effort
- Major improvement to advisor exceptions in the Academic Advising Report contributing significantly to campus-wide buy-in to degree audit and its impacts on advisors and students.

Summary of future goals and next steps:

- The infrastructure replacement project is on track for completion in first quarter of 2013.
 - ApplyUC is moving forward for processing applications. The deadline for full adoption is 2013.
 - A Disaster Recovery project is in progress.
 - The Cognos upgrade is in progress.
 - We are evaluating use of advising coordination tools and analytics to improve the campus mission of student retention
- Several suggestions were brought forward at the last Committee meeting for review and will be presented at a future Team Leads meeting.

Hispanic-Serving Institution (HSI) Team

Summary of Charge

Develop initiatives and ideas to increase our visibility, value, and effectiveness for students from underrepresented groups; review of best practices and their feasibility for expansion at or adaptation to UCSC; articulate means and methods for assessing and improving program and campus accomplishments related to underrepresented groups; and determine opportunities for fund raising related to HSI status, potentially including grant proposals.

What underlying issues have the committee identified?

- HSI eligibility process requires submission of two-year old data, which pushes 25% Latino eligibility back possibly two years
- Need to take stock of student support programs via logic models that document coverage and depth of support programs, yet much existing data is limited and inconsistent and depends on existing programs (e.g., multiple academic advising approaches)
- Capture the voices of students, staff, and faculty by focusing on four key areas of support: writing experience, math experience, academic advising (quality/quantity) and community-building - with both quantitative and qualitative (interview) data
- Improve communication with the campus community on what HSI means and the benefit to the

campus.

- Funding support needed for the HSI activities such as: HACU (Hispanic Association of Colleges and Universities) membership, Networking with local HSI institutions, conference participation, and student/staff/faculty Focus Group.
- Identify best practices (at UCSC and outside UC) in support of underserve/first generation/Latino students
- Develop strategies for ensuring HIS eligibility and effectiveness in serving students.
- HSI work to stay aligned with goals of the campus (retention/graduation/success of students).
- More than one quarter of entering 2012-13 undergraduates identified as Latino.

Summary of progress made based on identified issues

- HSI Team has three active subcommittees on eligibility, support programs, and student perspectives
- Team has balanced mix of sectors and perspectives
- HSI team working with EVC staff to provide information to resolve mixed messages coming from administration, overstating pace and implications of HSI status raises unrealistic expectations and possibility of misinformation
- The Hispanic Association of Colleges and Universities (HACU) is key support for navigating HSI process, and the UCSC relationship to HACU is being reinitiated
- Undergrad admissions making rapid progress, though Latino share of transfer students lags behind frosh (no evidence of Community College pipeline for Latino students)
- Ethnic resource centers play key role in supporting students outside the classroom setting
- Best practices research resources collected on Dropbox, group learning
- UCSC may be eligible for various U.S. Department of Education programs (multiple stages)

Summary of future goals and next steps

- Apply to U.S. Department of Education to be designated as an “eligible institution”
- Become a HACU Member - Request funding support for the HSI activities such as HACU membership
- Network with local, state, and national HSI organizations- Request funding support for networking with local/state/national HSI institutions, conference participation, and student/staff/faculty Focus Group.
- Carry out focus group interviews to document student perspectives on "what works"
- Find synergy and coordination with broader VPDUE and EVC student success initiatives to access/generate consistent info on coverage of support programs (avoid duplication of effort)
- Educate campus about limits and possibilities of HSI status to promote realistic expectations
- Request for admissions to develop a plan for improving the transfer of students in our local region.
- Understand the factors that impact first generation students admissions challenges – “the melt”