2010: UC Santa Cruz, Interim Report

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Introduction & Directions

WASC Interim Report

Interim Reports must be submitted via LiveText

When taking accreditation action under the WASC *Handbook of Accreditation,* the Commission may request additional reports focused on identified issues of concern. In such cases, the institution is asked to prepare an Interim Report following the format prescribed here.

The WASC Interim Report Committee reviews the report and responds to the institution with one of three outcomes:

1) receipt of the report with recommendations;

2) deferral of action pending receipt of follow-up information; or

3) receipt of the report with a recommendation that the Commission send a site visit team to follow-up on specified issues.

Interim Reports are intended to be limited in scope, not comprehensive evaluations of the institution. The report should help the Interim Report Committee understand the progress made by the institution in addressing the issues identified by the Commission and the major recommendations of the last visiting team. The report is to be submitted to the WASC office via LiveText by the date specified in the Commission action letter that triggered the Interim Report.

If the Interim Report addresses financial issues, there are special reporting requirements in addition to those required for other concerns. These additional reporting requirements are noted in this document in Section VIII.

INSTRUCTIONS:

This template outlines the mandatory sections of the **WASC Interim Report**.

- Please respond to each element.

- As you move through the template adding information, take care not to delete the original questions.

- The narrative for each question <u>must</u> be included directly in LiveText. Attachments are only for supporting documents.

- Use the following naming convention for your document: [YEAR]: [INSTITUTION NAME], Interim Report
  Example: 2010: Sunshine University, Interim Report

- When complete, choose 'Submit for Review' and 'Submit' the report to 'WASCIRC'.

- **Please notify your WASC staff liaison and Jamie Wilkins, jwilkins@wascsenior.org, once the report is complete and has been submitted.**

Additional Resources

- For assistance formatting LiveText submissions, please review the **LiveText Tutorial.**

General Information

Cover Sheet

Please complete the following information:

1. Name of Institution:

University of California, Santa Cruz

2. Physical address of main campus:

1156 High Street, Santa Cruz, CA 95064

3. Date of submission of this report:

December 15, 2010

4. Person submitting the report:

William A. Ladusaw, Interim Dean of Humanities (Accreditation Liaison Officer)

I. List of Topics or Concerns Addressed in Report

Summary of Commission Topics or Concerns

Instructions: Please list the topics identified in the action letter(s) and that are addressed in this report.

In June 2005, the WASC Commission reaffirmed the accreditation of the University of California, Santa Cruz and scheduled the next comprehensive review to begin with the submission of an institutional proposal in October 2013. The Commission Action letter (attached) requested a progress report in November 2010 and highlighted the following issues for consideration:

1. Planning for growth in graduate education and research while sustaining undergraduate excellence.
2. Considering organizational structures to support planned growth.
3. Integrating general education with the major to ensure a coherent curriculum.
4. Achieving a diverse campus through targeted recruitment, academic experiences, and better retention.
5. Retention.
6. Continuing progress on accountability for student learning.

In this report we provide an update on institutional actions and developments in each of these areas.

Attachments 📄 UCSC_Commission_Action_June2005.pdf

II. Institutional Context

Institutional Context

Instructions: The purpose of this section is to describe the institution so that the Interim Report Committee can understand the issues discussed in the report in context.

Very briefly describe the institution's background; mission; history, including the founding date and year first accredited; geographic locations; and other pertinent information.

Founded and first accredited in 1965, the Santa Cruz campus of the University of California has established a distinctive role within the UC system as a major research university that provides a unique living-and-learning experience. UC Santa Cruz offers academic programs in its five academic divisions: Arts, Humanities, Physical & Biological Sciences, Social Sciences, and the Jack Baskin School of Engineering. Doctoral and Master's degrees are offered in 33 academic fields and Bachelor's degrees with 62 majors.

UC Santa Cruz provides a distinctive undergraduate experience. Ten colleges divide a large university into smaller communities, each serving as a social and intellectual gathering place for about 1,200 to 1,500 students. First-year undergraduate students take core courses within their college that provide a common academic base. Each college also provides academic support and student activities, and sponsors events.

At the same time, UC Santa Cruz is making an unprecedented investment in graduate education. Over the past 15 years, UCSC has more than doubled the number of Ph.D. programs offered and doubled the number of doctoral degrees awarded. Graduate education supports the research endeavors of faculty, while preparing the next generation of academic leaders and professionals.

UC Santa Cruz demonstrates that cutting-edge research and high-quality teaching are mutually reinforcing, and undergraduates frequently participate in faculty research. Total campus enrollment has grown to 16,700 this past fall, from fewer than 10,000 a decade ago, as the campus has become increasingly popular and selective.

Chancellor George Blumenthal has embraced the principle of "selective investment" to reinforce nationally ranked programs and to nurture emerging excellence, emphasizing the recruitment and retention of first-class faculty with diverse backgrounds and perspectives.

The campus recently adopted a Strategic Academic Plan that articulates a vision for the future that builds on the campus's strengths:

•   New general education requirements have revitalized undergraduate education, reflecting the breadth and depth of coursework needed by graduates in the 21st century.

•   Graduate programs will continue to grow, demonstrating the campus's commitment to serve the state of California by preparing future leaders and highly skilled workers.

•   The campus will continue to build its outstanding faculty, seeking individuals who bring passion and intellect to their work, and who share a commitment to teaching and research. UCSC's current faculty includes 13 fellows of the National Academy of Sciences, 31 fellows of the American Association for the Advancement of Science, and 20 fellows of the American Academy of Arts and Sciences.

Building on its legacy of careful environmental stewardship of its 2,000-acre campus, UCSC is making strides in water and energy conservation, alternative transportation, greenhouse-gas reduction, and "green" dining.

UC Santa Cruz's location on the shores of the Monterey Bay has fostered its emergence as a leader in marine science research, while its proximity to Silicon Valley has contributed to a culture of entrepreneurial partnership.

In addition to the 2,030-acre main campus, UC Santa Cruz comprises a number of other regional sites— including administrative and research facilities on an 18.5-acre site in Santa Cruz, the 73-acre Marine Science Campus, the 483-acre Monterey Bay Education, Science, and Technology Center near Monterey, the 3,600-acre Lick Observatory atop Mount Hamilton near San Jose, as well as a growing presence in Silicon Valley. The campus also manages nearly 5,000 acres of UC Natural Reserve System land, including the Año Nuevo Island Reserve, Fort Ord Natural Reserve, Landels-Hill Big Creek Reserve, and Younger Lagoon Reserve.

UCSC Facts:

- Total enrollment for fall 2009: 16,763 (15,259 undergraduates: 7,895 men and 8,868 women; 1,504 graduate students).

- UC Santa Cruz offers 62 majors, 35 minors, and 55 concentrations in the fields of Arts, Engineering, Humanities, Physical & Biological Sciences, and Social Sciences. UC Santa Cruz offers graduate study in 33 academic fields.

- 4,204 employees, including 569 ladder rank/professorial faculty.

- Total campus operating budget: $530.5 million.

III. Statement on Report Preparation

Statement on Report Preparation

Instructions: Briefly describe in narrative form the process of report preparation, providing the names and titles of those involved. Because of the focused nature of an Interim Report, the widespread and comprehensive involvement of all institutional constituencies is not normally required. Faculty, administrative staff, and others should be involved as appropriate to the topics being addressed in the preparation of the report. Campus constituencies, such as faculty leadership and, where appropriate, the governing board, should review the report before it is submitted to WASC, and such reviews should be indicated in this statement.

Following consultation in Fall 2008, the campus administrative and faculty senate leadership agreed that this interim report would be authored by the administration, referencing the Academic Senate's documentation of the faculty 's work on general education reform and other relevant topics. Under the revised guidelines for program review developed during the WASC comprehensive review, self-studies were expected to provide evidence of faculty inquiry into educational effectiveness.

During the period for preparation of this report, much of the attention of the campus was devoted to analysis and response to the serious on-going budget crisis induced by substantial cuts in state support for the University. During 2010, the Campus Provost/Executive Vice Chancellor retired and a successful search was conducted for a replacement.

This report was prepared during fall 2010 from material gathered from several sources and integrated by the Accreditation Liaison Officer (Dr. William A. Ladusaw, Interim Dean of Humanities). Draft materials and supporting documentation were provided by Dr. Julian Fernald, Director of Institutional Research, and Betsy Moses, Principal Analyst—Academic Program Planning, working with other staff in the Office of Planning and Budget (planning.ucsc.edu). Dr. Joy L. Lei of the Office for Diversity, Equity, and Inclusion (diversity.ucsc.edu) developed material for the Diversity section. Supporting material was drawn from the web archives of Academic Senate (senate.ucsc.edu).

Following administrative review, the report was submitted in December, 2010.

IV. Response to Issues Identified by the Commission

Response to Issues Identified by the Commission

Instructions: This main section of the Report should address the issues identified by the Commission in its action letter as topics for the Interim Report. Each topic identified in the Commission's action letter should be addressed. The team report may provide additional context and background for the institution's understanding of issues.

Provide a full description of each issue, the actions taken by the institution that address this issue, and an analysis of the effectiveness of these actions to date. Have the actions taken been successful in resolving the problem? What is the evidence supporting progress? What further problems or issues remain? How will

these concerns be addressed, by whom, and under what timetable? How will the institution know when the issue has been fully addressed? Please include a timeline that outlines planned additional steps with milestones and expected outcomes.

1. Planning for growth in graduate education and research while sustaining undergraduate excellence.

The comprehensive WASC review completed with the EER in Winter 2005 was framed by an institutional proposal that was developed in 2001-02. At the time, steady growth in the population of California high school graduates combined with the University of California's commitment to access under the California Master Plan for Higher Education created strong system-wide pressure to accommodate substantial additional undergraduate enrollment. However at the time, the campus's top academic priority was the maturation and expansion of its Master's and research doctorate PhD programs to ensure that research faculty in all divisions of the campus had access to participation in graduate programs.

The table below provides a snapshot of UCSC's undergraduate and graduate enrollment at the time of the submission of the institutional proposal, the completion of the comprehensive review, and for the most recent year for which statistics are complete:

	Undergrad	Graduate	Total	UG Increase	GR Increase
2001-02	11650	1098	12748		
2004-05	13237	1300	14537	13.6%	18.4%
2009-10	14888	1444	16087	27.8%	31.5%

During the first decade of the 21st century, enrollment at UCSC grew substantially at both the undergraduate and graduate levels. While the rate of increase over the 2001-02 baseline for graduate education was slightly greater than that for undergraduates, it has not been possible to make substantial progress on the campus goal of increasing the proportion of graduate enrollment. Additional growth at the undergraduate level was necessary to accommodate the need for additional capacity within the UC system and budget cuts have slowed the implementation of new graduate programs.

During the period covered by this report, targets for undergraduate first-year admissions have been held constant or lowered to allow for growth in transfer admissions and graduate enrollment. Until Fall 2008, the size of the entering graduate cohort continued to grow faster than the undergraduate cohort.

During the period covered by this report, increases in graduate enrollments were due primarily to the opening of new graduate programs in several fields. Final approval of programs in some other areas awaits confirmation of the availability of resources. Taken together, these programs provide the basis on which UCSC anticipates continued growth in graduate enrollment even as undergraduate enrollment reaches steady state.

The research profile of the campus has continued to grow in both scale and impact. One indication of this expansion can be read in the increase in contract and grant revenue from $100M in 2004-05 to $148M in 2009-10. (Cf. p. 15 in the *Bird's Eye View* of the campus budget.)

As the Commission's letter notes, at the time of the EER there was concern that the unreliability of state funding would pose a challenge for the campus's growth plans. The budget crisis has created even more serious concerns and challenges. Much of the campus's attention over the last three years has been devoted to the challenge of responding to substantial reductions to its state-funded budget while meeting the obligations of its core instructional and research missions.

Despite the current budget situation, the campus has made substantial progress since the last review in addressing the issues mentioned in the Commission's letter.

In September 2006, the UC Board of Regents approved a Long Range Development Plan for UC Santa Cruz that envisions that through 2020 enrollment on the main campus would grow to no more than 19,500. The University has worked extensively with the city and county of Santa Cruz to resolve many contested growth issues in a comprehensive settlement agreement.   Under Chancellor Blumenthal's leadership, relations with the city and county have greatly improved.

With the discussions during the EER team visit as background, beginning in 2005-06, the campus began development of an updated Strategic Academic Plan that could guide planning for the development of academic programs and initiatives.

In May 2007, the Academic Senate's Committee on Planning and Budget contributed a *Report on Conditions and Strategies for Growth* that addresses several of the issues growing out of the EER, including improving the coordination of academic planning with fiscal and physical planning. The report recommended improving "internal enrollment management"—the fit between student enrollment and program resources and capacity as well as the balance between graduate and undergraduate enrollment. The report also recommended disaggregation of student success data by academic program to improve understanding of "major migration" and enable targeted responses to trends.   The campus has invested in a coordinated curriculum planning tool and institutional research that can now support an institutional response in these areas.

A final version of the Strategic Academic Plan was published in February 2008. It situates academic plans for each of the major academic divisions of the campus within a broad campus-level thematic framework. As noted on p. 21 of the plan, the discussions during the EER encouraged the campus to explore development of professional education beyond the programs currently offered within the Baskin School of Engineering. The aims and concerns articulated in that section continue to be a matter of planning and on-going consultation between the campus administration and the Academic Senate. The campus is finalizing policies for professional degree fees to provide access to additional resources in order to facilitate the launch of additional professional programs.

During this period, the campus has allocated substantial resources to expanding its capacity for developing extramural support. As noted in the Commission's letter, the campus is well aware of importance of successful fundraising to realizing its goals and is currently planning a comprehensive campaign.

Taken together with the organizational changes discussed in the next section, these institutional actions have improved the planning framework and institutional context for balancing growth in graduate education and research with sustaining excellence in undergraduate education.   The primary current challenge is making further progress within this framework despite substantial reductions in state support. Cf. the September 2010 report on progress under the strategic academic plan and a statement of two-year goals.

2. Considering organizational structures to support planned growth.

At the time of the EER, the campus anticipated separating the administrative role of the Vice Chancellor for Research from the Vice Provost and Dean of Graduate Studies position, a model already adopted at other larger UC campuses. This shift was successfully accomplished in 2005-06, providing a full-time administrator to focus on each of these critical areas.

The Graduate Division supports admissions, recruitment, and retention for graduate programs across the campus in addition to providing analysis to the campus and providing services to graduate students and postdoctoral scholars. The Vice Chancellor of Research oversees the offices of sponsored projects, research compliance administration, and management of intellectual property and promotes an effective environment for faculty research across the campus.

This is the primary item in this section of the Commission's letter. No further change in this organizational structure is anticipated because it has proved effective in supporting the growth of both graduate education and the campus's general research enterprise.

3. Integrating general education with the major to ensure a coherent curriculum.

At the time of the WASC team review, the general education requirements for Bachelor's degrees at UC Santa Cruz were based upon a set of requirements that had been originally adopted in 1986.

These requirements ensured that, in addition to foundational requirements in writing and quantitative

methods, students had experience across the three major areas of the campus curriculum (Humanities and Arts, Social Sciences, and Natural Sciences and Engineering) and exposure to the arts and ethnic studies. In 1999, an effort to revise the general education requirements resulted in a proposal that did not get approval from the full academic senate. An important point of contention was the relation between the requirements for majors and the general "writing across the disciplines" requirement. Following the failure of the 1999 reform effort, the Academic Senate's Committee on Educational Policy (CEP), which has all matters regarding the undergraduate curriculum in its purview, undertook a review of individual general education areas to clarify their educational objectives and review the courses approved under the requirements, beginning with assessments in lower division writing in 2001-02.

At the time of the review committee's visit in 2004, CEP was reviewing courses under the Ethnic Studies and the Quantitative Reasoning rubrics and momentum was building for a comprehensive review of general education. In addition, the effects of budget reductions had raised concerns about course capacity in certain areas of the general education curriculum.

This is the background to the Commission's expectation (p. 3) that "the University will rely on its growing body of information to expand the collective faculty inquiry into the most effective ways to integrate general education with the major" and develop "learning outcomes across the curriculum that describe and define the educational experience expected of all UCSC undergraduate students."

An intensive three-year effort resulted in a successful revision of the campus's general education requirements, which became effective with the entering class of Fall 2010. The committee led a broad campus conversation that converged on a set of educational goals for general education at UCSC at the beginning of the 21st century. These learning goals were codified into legislation approved in the spring of 2009. During 2009-10, the committee reviewed courses under the rubrics developed for each of the requirements, with particular attention to the curriculum capacity in each requirement area.

The background and goals of the reform and documentation of the extensive consultation with faculty and students across the campus is available on the senate's website. As part of the consultation, major programs were asked to provide the educational goals for writing and other forms of communication appropriate to the major. These responses guided the development of a "Disciplinary Communication" requirement intended to ensure that students have learned to write and communicate effectively in a manner appropriate to their chosen fields of study.

Each of the requirements was stated in terms of the intended educational outcomes in each area. There are a number of aspects of the reformed GE system that are notable in the context of this interim report on the consequences of the WASC review. All of the requirements are conceptualized in terms of educational goals and the learning outcomes expected for courses that would satisfy the goals. In contrast to the earlier "breadth/distribution" requirements, courses that satisfy the requirements are not restricted to (or privileged to) certain departments of the University. Approval of courses for the requirements has been based on the learning objectives of the course syllabuses submitted for review. This has sharpened the focus of learning in some cases (e.g. Scientific Inquiry, Textual Analysis and Interpretation, Ethnicity & Race) and broadened the range of topical areas in which the learning can be achieved (e.g. Statistical Reasoning, Cross-cultural Analysis, Mathematical & Formal Reasoning).

The focus on learning goals has reframed the relationship between general education and the major by undermining the assumption that these are distinct. Faculty have been encouraged to consider how learning in courses required for their major programs may also satisfy the general education goals for their students. The paradigm case for this integration of general education learning with the major is the Disciplinary Communication requirement, which is explicitly formulated as both a GE requirement and a major requirement. However several of the other requirements can be satisfied in several different areas of the campus curriculum, in both lower division and upper division courses, either within or outside of a student's major.

Finally, the general education requirements reinforce the existing orientation to active learning in the UCSC curriculum through a "Practice" requirement. Students may satisfy this requirement in three areas, through a collaborative project, creative activities, or application of course work in service learning projects. This requirement can be satisfied through learning experiences in the context of an existing course or program or by a separate 2-credit course.

Both the approach taken to GE reform and the resulting framework illustrate the UCSC faculty's commitment to thoughtful inquiry into educational effectiveness.

4. Achieving a diverse campus through targeted recruitment, academic experiences, and better retention.

UCSC conceives of social diversity as building excellent work and learning communities. During the WASC accreditation visit, UCSC expressed its commitment to "building diverse learning communities of students, faculty and staff." In response the Commission agreed that UCSC should "further enhance its excellence through a more explicit agenda of social diversity and inclusion and by strengthening the bridges connecting research with civic action and policy debate so that each informs the other, leading to a stronger collaboration and consensus building."

Since the WASC visit, there has been considerable change in campus leadership, but the commitment to diversity remains steadfast. The Equal Employment Opportunity/Affirmative Action Office has been restructured into the Office for Diversity, Equity, and Inclusion (ODEI), to reflect the breadth of work. The new office allows compliance and diversity work to benefit from each other. ODEI works collaboratively with units across campus on outreach, retention, and classroom and campus climate issues, increases collaboration and communication and allows various units to leverage resources in time of smaller budgets.

The Chancellor's Office, ODEI, Student Affairs, Graduate Studies, Undergraduate Education, Staff Human Resources, and Academic Personnel Office have implemented numerous initiatives and programs focused on targeted recruitment, academic experiences, and better retention.

Chancellor's Office

In July 2009, Chancellor Blumenthal appointed two Campus Diversity Officers, one for staff and students and one for faculty and curriculum. The Campus Diversity Officers have developed and implemented a number of diversity initiatives (see below). Chancellor Blumenthal convened the Diversity Advisory Committee (DAC) to provide guidance on diversity issues and initiatives. In 2010-2011, DAC was restructured into the UCSC Advisory Council on Campus Climate, Culture and Inclusion (ACCCCI), composed of faculty, staff, students, alumni and community members. The ACCCCI charge, provided by President Yudof, is to monitor and evaluate campus climate and to identify practices that promote a diverse and inclusive campus climate.

Division of Student Affairs

Recruitment

Beginning with the pre-college student population, Educational Partnership Center (EPC) and UC College Prep (UCCP) have built robust pipelines for underserved and diverse students. The two units partner with educational organizations to supply the knowledge and academic advancement opportunities to bridge low performing schools and the University of California. Programs housed at EPC include:

·   Gaining Early Awareness and Readiness for Undergraduate Programs(GEAR UP)

·   California Student Opportunity and Access Program (CalSOAP)

·   Early Academic Outreach Program (EAOP)

·   Mathematics, Engineering, Science Achievement Schools Program (MESA)

·   California State Summer School for Mathematics and Science (COSMOS)

·   California Reading and Literature Project (CRLP)

·   Transfer Partnerships Program (TPP)

·   UC College Prep (UCCP)

EPC/UCCP serves the counties surrounding UC Santa Cruz, including 13 high schools, 18 middle schools and five elementary schools. In the past five years, the organization has served over 100,000 underserved, mostly Latino, high school and community college students. Some of the organization's recent accomplishments include:

·   Doubled college-going rates in partnered schools.

· 42% increase in high school graduates from five original partners enrolled at UC/CSU.

· Since 1999, doubled Monterey Bay region underrepresented students from partnership schools who apply, are admitted, and enroll in UC/CSU.

· Increased UC eligibility requirements completion by students by 20% since 1997-98 in two original partner high schools.

· Increased transfer rates to UC/CSU from 13 regional community colleges by 21% in past 10 years.

· Since 2007, awarded over $950,000 in scholarships to 349 college-bound students from Watsonville and San Jose

· Helped over 200,000 students access UC developed online courses and distributed to 2.8 million students and educators worldwide

The Student Organization Advising & Resources (SOAR) supports student organizations to create meaningful engagement and leadership opportunities. Student-initiated Outreach (SIO) produces about 10 recruitment programs, focusing on students from low-income and underserved communities. Programs include workshops on admissions, financial aid, academic preparation, and college life, theater games, cultural programs, walking tours, and one-on-one mentoring by current college students. The SIO programs are effective with 52-63% of participants selecting to attend UCSC the following year.

Academic Support

Low income, first generation students, usually students of color from low performing K-12 schools, often do not achieve college GPAs of B or above. They, therefore, have limited post-undergraduate opportunities. Retention Services now uses research-based program development to increase academic support, advising, and social opportunities for Educational Opportunity Program (EOP) and ethnically and culturally diverse students. Serious issues include under-preparedness in writing and mathematics and the increasing number of entrance requirements for popular academic majors. Learning Support Services (LSS) provides academic support via tutoring and Modified Supplemental Instruction (MSI). Upper division EOP students who attended MSI more than four times did clearly benefit from their participation in the program.

A very successful academic intervention program is a partnership between the Latin American and Latino Studies Department (LALS) and LSS in support of LALS 100A, a writing intensive, upper division, major requirement. EOP students in this program received a higher number of A's and B's (84%) than students who did not participate (72%).

In a longitudinal study of the UCSC Math 2, College Algebra, Math 3, and Precalculus courses, LSS found the least prepared students continually failed Math 2 even with support and also that Math 2 students went on to earned lower grades in Math 3. As a result, a two quarter "Math 2 Stretch" was offered in Fall 2010.

Registered student organizations (RSOs) work with faculty to develop new courses and independent study opportunities for an average of 500 students per year. RSOs provide members with study hours, academic goal setting, and tutoring to strengthen reflective judgment and analytical, creative, and collaborative skills. SOAR advising staff work intensively with students on organizational development and goals and provide training to hundreds of students.

Retention

SOAR staff advisors mentor four student-initiated retention programs for underrepresented, primarily first year and transfer students. Annual questionnaires monitor the experiences of new students and inform program choice. The issues commonly raised by students include alienation and social isolation, financial difficulties, home-family difficulties, personal problems, stress, and negative experiences in the classroom.

There are about 180 active RSOs under SOAR, providing community, diverse campus-wide discourse, leadership opportunities, and educational and professional pathways. SOAR sponsors an annual average of 100 major events, 100 medium-scale events, 20 publications, a weekly newspaper, 10 television productions, and 24/7 radio programming. SOAR advisors provide conflict management intervention, training, and mediation when conflicts arise around racial, political, or identity issues.

Transfer students at UCSC receive academic and social support through Services for Transfer and ReEntry

Students (STARS). STARS and LSS provide students with a pre-fall, two-day program of academic skills workshops. STARS also provides several sections of a two-unit course entitled Understanding University Culture and Strategies for Academic Success. As the reading and writing expectations of a four-year university usually exceed those of a community college, STARS/LSS employs transfer students to serve as writing mentors for other transfer students in our WRITE program. Beginning in Fall 2010, a new section of Porter College was designated as a residential college center for Transfer students.

Educational Opportunity Program (EOP) offers advising and development programs for low income, first generation students. The EOP Bridge Program provides approximately 60 students a year-long, frosh academic support and community building program including advising, academic support (packaged as Individual Academic Success Plans), tutoring, Supplemental Instruction, community building activities, dinners with faculty, and a quarterly financial stipend. In fall 2010, EOP is also offering a Sophomore Academy for students who have experienced academic difficulty. For over 20 years, EOP has offered a Faculty Mentorship Program for upper division students to help them successfully complete the graduate school applications and prepare and present a scholarly paper discussing their research.

The student life and residential programs in the residential colleges and university housing primarily focus on the retention by creating and supporting communities that welcome diversity and embody inclusion. Since the 2005 WASC report, the following initiatives have been implemented or are currently in process:

·   Hired a Coordinator to establish a Diversity and Inclusion Program

·   Developed and began implementation of a Diversity & Inclusion Strategic Action Plan, providing short- and long-range goals

·   Facilitated annual diversity workshops for approximately 250 college residential assistants to raise their cultural competence; ongoing training is provided throughout the year

·   At each residential college, annual programs are developed to support diversity and inclusion within their communities. Examples include Multicultural Weekend and Intercultural Retreat, speaker series, and the GLBTI conference.

·   Creation of residential spaces for unique populations, including Rosa Parks' African American Theme House (R.PAATH), Indigenous Peoples Theme House, International Living Center, Veterans Housing Groups, and Gender Neutral Housing.

Finally, Student Affairs

·   is developing a matrix to outline diversity objectives for Student Affairs. The matrix will include measures to assess achievements and progress of programs and tasks.

·   expects to administer the Higher Education Research Institute Diverse Learning Environment (DLE) survey to assess campus climate.

·   is coordinating a 15-person, diverse team of facilitators to implement diversity and inclusion trainings.

·   recommends Intergroup Dialog (IGD) as a means by which students, staff and/or faculty groups find understanding with one another at UCSC.

·   is developing a Diversity & Inclusion Curriculum to provide a theoretical framework that is inclusive, accessible, and current.

Division of Graduate Studies

The Division of Graduate Studies has actively initiated, supported and engaged in diverse strategies to increase, recruit and retain underrepresented graduate students. Examples of such strategic programs and fellowships are:

·   NSF-AGEP (Alliance for Graduate Education and the Professoriate) (http://graddiv.ucsc.edu/student_affairs/agep.php) organized programs and initiatives in partnership with minority serving institutions; campus outreach visits and lab tours by AGEP scholars, professional and academic skills workshops, conference travel, and faculty and peer mentoring.

·   Eugene Cota-Robles Fellowships are state-funded, merit-based fellowships to first-year graduate

students who have overcome significant social or educational obstacles, and who will contribute to intellectual diversity among the graduate student population. For the 2010-11, this fellowship provides a stipend plus all university fees except non-resident tuition as part of a five-year total support package.

Ethnicity	Female	Male	Total
African American/Black	5	4	9
Hispanic	11	10	21
White	5	3	8
Unknown	7	2	9
Asian	8	1	9
Grand Total	36	20	56

·   The Women of Color (WOC) Research Cluster started in Winter 2010 and have been active with weekly dissertation writing and support sessions in collaboration with the Graduate Division and Provost of Oakes College. Attendance at WOC events have ranged from 10-50 people.

·   Women in Science and Engineering (WiSE) is a graduate student run organization, supported by Graduate Division and Women's Center. WiSE aims to advance women in the STEM fields both in percentage and position. Wise hosted six retention activities during 2009-10 and has 45 active members.

·   UCSC hosted the 2000 California Forums for Diversity in Graduate Education (1100 attendees), designed to meet the needs of advanced undergraduates and master's candidates from groups currently underrepresented in doctoral-level programs.

Faculty

UCSC also initiated several programs to enhance faculty diversity, including:

·   A diversity liaison is identified in all academic searches. A review of the data shows that the diversity liaison has increased diversity in most interviewee pools.

·   All formal recruitment flyers state campus interest in candidates who will contribute to diversity through research, teaching and service. Applicants are invited to submit a statement addressing their contributions to diversity.

·   Faculty hiring and personnel review policy (APM 210) explicitly states that teaching, research, professional and public service contributions that promote diversity and equal opportunity should receive recognition in the evaluation of the candidate's qualifications.

·   Campus Diversity Officer (CDO) for Faculty led efforts of the faculty subcommittee of DAC, met with the Academic Senate, developed a faculty retention survey, and met with campus groups focused on ethnic studies and retaining faculty of color.

·   Each academic division has a mentoring system for junior faculty.

·   In 2009, the Academic Personnel Office (APO) and CDO-Faculty organized workshops on bias in the classroom and conflict management. Conflict management provides strategies to address the difficulties surfacing along lines of class, gender, sexual orientation or ethnicity. In 2010-11, faculty workshops will provide a focus on hidden/invisible disabilities and learning challenges.

Staff

ODEI, along with Staff Human Resources, has focused on outreach and retention of staff.

·   In fall 2010, ODEI launched a staff 8-course UCSC Diversity & Inclusion Certificate Program, offering examination of within-community differences and how we can build a stronger campus community.

·   Fair Hiring Online Training Program provides required instruction for ensuring fairness and excellence in the recruitment process for staff employees.

·   Career Pathways for Administrative Assistants workshop series supports administrative assistants to begin longer-range career planning.

· UCSC performance appraisal templates include Diversity Performance Standards for managers and supervisors.

· ODEI maintains a campus-wide List of Diversity Related Programs and Activities and conducts ongoing Review of Demographic/Diversity Data for Staff.

· ODEI is developing more Staff Employment Outreach and Retention programs—specifically, outreach to Disabled and Veteran Communities.

Students

The CDO for Staff and Students, Vice Provost and Dean of Undergraduate Education, Student Affairs, and the Academic Senate will continue to look at policies and practices to improve student retention rates and time-to-degree. With new 2012 UC admission requirements, we will increase communication to prospective students. Increased efforts and collaboration will take place to ensure underrepresented students understand the opportunities available to them.The Board of Admissions and Relations with Schools (BOARS) oversees admissions of undergraduate students at UC. BOARS and directs efforts to improve the admissions process (http://www.universityofcalifornia.edu/senate/committees/boars/).

Not surprisingly, much of the campus's focus will be on student retention. We still see noticeable difference between retention rates for whites and underrepresented students. This continues to challenge the campus but we will organize a comprehensive approach to student retention services. Just as important, student perspectives need to help shape the campus environment. Students should develop a sense of community and belonging so they can thrive in their pursuit of academic excellence. This is especially true for some students of color, students from low socio-economic status, and for students who are first in their families to attend college.

Faculty and Staff

We are concerned about increasing diversity among our faculty and staff. The primary challenge in increasing these numbers is the significant cuts in our budget, so that we are hiring few to no new faculty or staff. Often, we are not replacing the faculty and staff who leave. UC faculty are vulnerable to tempting offers from other institutions. Both the quality and influence of UC depends on our ability to retain highly talented faculty. Over time, retention will depend on our ability to offer competitive salaries relative to our peer institutions. Any future increases in underrepresented faculty and staff depends on our ability to create new positions or retain funding for vacant ones.

The Campus Diversity Officer for Faculty will continue to work with department chairs on recruitments to ensure that the pool of applicants is as diverse as possible. We need to continue to encourage our junior faculty to learn how to lead and manage and take on administrative positions on campus. It is also important that underrepresented faculty find a sense of community so they can learn to navigate through the tenure and merit review process.

On the staff side, staff employees should have access to mentorship, as well as ongoing training and professional development so they are competitive for higher-level positions. As there is again considerable diversity at the lower ranks, it is essential that we provide opportunity to take on more senior positions. We will continue to work with Staff Human Resources to find opportunities to do targeted outreach, i.e., to the veteran and disabled communities.

5. Retention

At the time of the Educational Effectiveness Review UC Santa Cruz's most recent six-year graduation rate for the 1997 first year cohort was 66 percent, with 15 percent attrition between the first and second year, and an additional 12 percent between years two and three. While these rates reflected gradual but steady improvement since the campus began formally tracking them with the 1989 cohort, the six year graduation rate was the second lowest in the UC system, and considerably below the UC average rate of 79 percent. Among underrepresented students of color, retention rates in the first two years for most cohorts were similar to overall campus averages, but graduation rates tended to be below the average, particularly among African-American students whose 1997 rate was 58 percent. Similarly, men consistently graduated at lower

rates than women. The recommendation of the commission was to employ further institutional research to better understand and improve retention and graduation rates.

Following the Commission recommendation, in 2006 UC Santa Cruz established a Steering Committee on Retention, chaired by the Vice Provost and Dean of Undergraduate Education with representation from the academic senate, student affairs, institutional research, and students. As a first order of business the Committee commissioned an internal study to better understand Santa Cruz' overall graduation rates, as well as the graduation rates of subgroups in context.

A direct comparison to external benchmarks can be more or less favorable depending on the comparison group. Relative to select comparison groups such as UC campuses, public flagships, or public AAU institutions, UC Santa Cruz's six year graduation rates are consistently in the lower range. However a considerable amount of the variability in institutional graduation rates can be attributed to the characteristics of an institution's student body, both in terms of demographics and academic preparation. In a national study of graduation rates at 262 four-year institutions, the Higher Education Research Institute (HERI) at UCLA identified the student characteristics most predictive of graduating. Using data from that study, we developed predicted 6-year graduation rates for UCSC based on the gender, ethnicity, SAT scores, and high school GPA of UCSC students in order to better understand our graduation rates relative to our own students.

In the first iteration of the study described at http://planning.ucsc.edu/retention/ we compared the predicted vs. the actual graduation rates of the 1994 through 1998 first time cohorts. For every entry year UCSC's rates were roughly equal to or slightly higher than expected, suggesting considerable room for improvement given the emphasis at UCSC on the intimacy of the residential college system and the historical commitment to excellence in undergraduate education.

A comparison of the expected to the actual graduation rates for subgroups of Santa Cruz students was more illuminating. While there were observable gaps in the actual graduation rates of students of different race/ethnicities, underrepresented students consistently graduated at higher than expected rates, while Asian students graduated at below predicted rates, and White students and students of unknown race/ethnicity graduated at predicted rates. Women also graduated at rates higher than predicted, while men graduated at expected levels. Perhaps the most instructive finding was that students who entered UCSC with the highest levels of academic preparation, as indicated by high school GPA and SAT scores consistently graduated at below predicted rates, while those who were relatively less prepared at entry consistently graduated at higher than expected rates.

In response to these findings the institution has undertaken a number of actions, in both Student Affairs and academic areas.

Student Affairs supports student retention and graduation through a variety of co-curricular, outside-the-classroom programs and services that enhance student learning, including academic advising, tutoring and other academic-focused support, community building and identity development, and financial aid and scholarship support to improve affordability. These efforts bolster the campus commitment to an exemplary undergraduate experience.

· Last year, Student Affairs launched a new Retention Services unit to focus on improving student retention and graduation, including the Career Center, Disability Resource Center, Educational Opportunity Programs (EOP), Learning Support Services, ethnic and cultural resource centers, and Services for Transfer and Re-Entry Students (STARS). The cluster of programs and services especially address the needs of vulnerable populations and their outside-the-classroom experience, bringing together student engagement and academic support services.

· The campus successful recruited, admitted, and enrolled the largest incoming class of transfer students for fall 2010. As part of the commitment to the undergraduate experience, there is expanded theme housing with a new transfer-specific housing community in the one of the colleges. Student Affairs' services have been expanded and enhanced to meet to the specific needs of transfer students and support their retention.

· The campus has developed a model to support the academic success and retention of veteran students through peer support and a network of comprehensive services tailored to meet the needs of veteran students, including priority enrollment, guaranteed on-campus housing, vet-to-vet peer mentoring, professional staff coordinator, maximum student financial aid, and ease of readmission for those who return after being deployed. The campus has also strengthened the pipeline between UCSC and local community

colleges.

In the next two years, Student Affairs plans the following to support student retention

·   Student Affairs is piloting a new academic support program—EOP Sophomore Academy—for second-year students in academic difficulty. The goal will be to identify and assist a committed group of students to help them select a major that suits their interests and aptitudes and develop and utilize effective academic success strategies in order to successfully be retained and matriculate toward their degree. Program objectives may include designing and implementing advising sessions, discipline-specific academic skill building workshops, supplemental instruction, and mentoring opportunities.

·   Learning Support Services is developing a more robust evaluation program to track and monitor gateway courses. Student Affairs will utilize the data to understand what changes are needed for tutoring, advising, and other academic support to better meet students' needs and help them develop a roadmap toward timely graduation.

·   The ethnic and cultural resource centers are embarking on a new model, moving beyond student programming and community building to a more retention-centered focus whereby there is a holistic connection between academic and social integration.

In response to the finding that students who remained undeclared in their major at the start of their third year of enrollment, the regulations setting the deadline for major declaration were altered to ensure that students were counseled and reviewed for admission to a major by the beginning of their third year of enrollment rather than when they had earned 90 units. The major declaration process was also simplified in hopes that students would undertake it earlier, and hence be engaged earlier.

The director of Learning Support Services in collaboration with the college provosts did a study of the outcomes of first year students who entered without having satisfied the university Entry Level Writing Requirement. These students already received special assistance during their first term writing course. The study revealed that the outcomes for students who scored just below the passing mark on the Analytical Writing Placement Exam were generally successful in completing the lower division writing requirement in a timely manner, but that those with lower scores were not well-served by the single term course. In 2009-10 a pilot "stretch" two-term version of the course, which blended additional developmental work with the content and objectives of the standard first term college seminar, had much more successful outcomes. As a result of the pilot assessment, the model was expanded during 2010-11.

Overall retention and graduation rates, which are publicly posted, have continued to improve at UC Santa Cruz. The six year graduation rate for the 2003 first year cohort, the most recent to observe since the review, was up to 73 percent from 66 percent. The higher graduation rate reflects improvement in UCSC's one year retention rates, which are up from 85 percent in 1997, and have been holding steady at about 89 percent since 2003. Improvements in lower division retention rates have been shared across race/ethnicity. Consistent with historical patterns there are very small discrepancies between underrepresented African-American and Chicano-Latino students, Asian students and White students. In many cases the retention rates of underrepresented students are higher than those of White students. However, differences in the graduation rates of students by race/ethnicity still exist, but the gaps between groups have narrowed.

Recently we replicated our analysis of expected vs. actual graduation rates using the same regression equations to create the predictions for the 1998 through 2002 cohorts. The results, which are posted at http://planning.ucsc.edu/retention/docs/PredictedVsActualGradRates1999-2002Cohorts.pdf indicate that overall the predicted rates have remained relatively stable even as the actual rates have improved. This means that our improved graduation rates are not the result of enrolling first year students with a different profile, but rather suggest the possibility that our retention initiatives have been effective. Additionally, among all racial/ethnic minority groups, including Asian students, actual graduation rates were higher than predicted by the methodology used in the analysis. Although we don't know for sure what caused the shift, it appears that whatever was resulting in higher than expected attrition among Asian students at Santa Cruz is no longer an issue.

While the narrowing gap in graduation rates by race/ethnicity, coupled with the fact that students of color graduate at higher than predicted rates are positive indicators, we believe that we can and should continue to improve the graduation rates among students of color. The fact that the gaps in retention by race/ethnicity do not show up until the upper division suggests that students of color are being successfully integrated into the social and academic milieu of UCSC, probably largely a result of the innovative and

intensive student led programs as well as the colleges, but may have more difficulty integrating into, and successfully negotiating the work in their majors than White and Asian students.

We continue to lose students in the highest quintiles of high school GPA and SAT scores at higher than predicted rates. We need to better understand why this is the case. In order to do that we recently used data from the National Student Clearinghouse to identify whether, and to where, UCSC students transfer. The question of whether a targeted campus-wide honors program might help address this retention issue remains actively under consideration by the relevant Academic Senate committees.

There has been considerable interest, especially among faculty, in the relationship between student major and retention and graduation. However, with the exception of some Engineering students, UCSC does not admit students directly to a major program. The majority of first time UCSC students enter with only a proposed major, and in recent years roughly 30% percent only propose a general area of interest. Of course many first time students change their minds once they begin college. For all of these reasons tracking retention and graduation by major can be complicated. Never-the-less we have attempted to develop metrics that would allow us to better understand the patterns of major migration and their relationship to retention and graduation.

Two reports – one for new first years, and one for new transfers - were developed that indicate the rates of graduation, both within the initial intended major or within a different major, as well as the intended major origin of the eventual graduates of each major. A third report indicates the major migration patterns and ultimate graduation rates of students based on their declared majors at the start of their third year. Results are posted at http://planning.ucsc.edu/irps/retengrad.asp. We believe these reports have the potential to inform academic departments about where their majors come from and where they go, and perhaps more importantly to engage faculty in issues of retention.

In the current fiscal climate, we remain very concerned that issues of decreasing affordability and bottlenecks in curriculum capacity may be negatively affecting retention—overall and differentially within subpopulations. Last year a collaborative survey between student leaders and the administration allowed us to identify areas of the curriculum where students had the most difficulty enrolling in classes they need for graduation or to meet their major requirements. These data helped inform the distribution of one time money aimed directly at increasing enrollment capacity in the coming year. We plan to continue collecting survey and other data related to enrollment demand and capacity, and to monitor retention and time-to-degree to understand the potential impact.

The WASC comprehensive review led directly to increased inquiry into student success and an appreciation of the importance of disaggregating the data for analysis along a number of dimensions. Interest in retention and improving graduation rates is widespread among the faculty, student affairs, and campus administration. Improving coordination among local initiatives remains a matter to address. Improving retention and graduation rates remains one of the goals and accountability measures in the Campus Two-Year Goals Statement (p. 10-11).

6. Continuing progress on accountability for student learning.

As noted in the Commission's letter (p. 4), in 2004 UC Santa Cruz was unique within the University of California system in having a senior exit requirement in every undergraduate degree program.   Senior comprehensive examinations had been a required part of every undergraduate major from the earliest days of the campus. Senior comprehensive requirements ensure that faculty have a summative assessment of students' accomplishments in the program through a direct review of their work. The options and formats vary from program to program, ranging from examinations to capstone projects in senior seminars or independent senior theses or projects.

The commission encouraged UCSC (p. 4) "to continue cross-departmental faculty conversations about learning results that were so effective during the Educational Effectiveness Review." Following the conclusion of the comprehensive review, UCSC adopted three strategies to encourage on-going faculty inquiry into student learning and educational effectiveness:

- UCSC's Program Review procedures were revised to require faculty to address student learning objectives and assessment in their programs' self-studies.
- The General Education reform led by the Academic Senate's Committee on Educational Policy engaged faculty from all programs in developing campus-wide learning objectives for the GE program and in

articulating the learning objectives for disciplinary communication appropriate for their individual programs.

- Institutional Research and Policy Studies developed an expanded portfolio of data that is provided as input to the self-study stage of the program review process, including an analysis of student data from the regular administration of the UCUES (University of California Undergraduate Experiences Survey).

We mention here several steps taken in the first three years of the period covered by this interim report. Beginning with the onset of the budget crisis in 2008, it has become more difficult to forward this agenda to achieve a comprehensive inventory of educational effectiveness indicators that covers all undergraduate programs.

Program Review

Subsequent to the conclusion of the comprehensive review, UCSC revised its program review procedures to accomplish several goals—among them the encouragement of more reflective faculty self-studies. Appendix B (pp. 12-13) lays out the expectations for program self-studies for graduate and undergraduate programs. Self-studies are expected to provide the educational objectives for the graduate and undergraduate programs supported by the department under review. For both graduate and undergraduate programs, self-studies are expected to provide the educational objectives of the program. For the core Bachelor's degree programs, responses to the following questions are expected:

- What are the educational objectives (or student learning outcomes) of the degree programs? Where are they published?

- How does the faculty assess whether students graduating from the program regularly achieve those objectives? How does the program's comprehensive exit requirement or other "capstone" experience provide evidence that graduating students achieve the program's major learning outcomes?

- How are the educational objectives of service or general education courses defined and communicated to students? What policies and practices ensure that placement standards, course content, grading standards, and assessment of student learning are uniform across multiple offerings of the course with different instructors?

- Provide an example since the last review of an improvement made to improve some aspect of the program's curriculum or course effectiveness. What stimulated the faculty to make the change? What evidence did they use to guide the development or assessment of the effectiveness of the improvement?

- What are the faculty's conclusions based upon the information provided in the undergraduate major survey?

Self-studies from programs reviewed under the new guidelines are used to update the inventory of educational effectiveness indicators. A sample of the responses elicited by these questions from recent self-studies is attached.

GE reform

The Commission's letter notes (p. 4) that the EER, "appeared to generate internal discussion and evaluation of the exit requirement, with some reexamination of the use of comprehensive examinations and shifts to other forms of summative learning assessment." The Academic Senate's Committee on Educational Policy (CEP) reported the results of its review and its recommendations to programs. As noted above, in 2006 CEP undertook a reform of the undergraduate general education program, to clarify the learning objectives of the GE program. In initiating the faculty's discussion, which was to span nearly three academic years, the committee's annual report noted that:

"… CEP suggests that in reforming general education we place more emphasis than we currently do on what is arguably even more important than the content of subject areas: the intellectual *skills*, ways of learning, values, etc., that we wish to impart. These could include critical thinking; writing and other communication skills; quantitative/formal reasoning; research experience; understanding of different cultures; civic engagement; and ethical exploration."

The committee's broad and frequently consultations with faculty and students focused on clarifying learning goals so that the courses included in the program could be assessed against the educational objectives embodied by the requirements. From CEP's 2007-08 annual report:

Educational reflection

Perhaps the most important outcome of general education reform would be not in the decisions we make about specific subject areas, ways of learning, etc., but in the culture and the mechanisms we put into place that contribute to continuous reflection about how well it works. Proposals 9-11 address this meta-issue.

9. Educational objectives. A strong general education program requires educational objectives that are significantly detailed, rigorous, and public. Educational objectives with these properties would be the metric by which faculty proposing or taking over general education courses would understand what doing so entails. They would similarly be the means by which those approving or reviewing courses could make consistent and defensible decisions. We further propose that departments be periodically asked to reflect on whether their general education courses are meeting these educational objectives. Reflection on this point should be integrated into the regular departmental review process.

Major reports

The University of California Undergraduate Experiences Survey (UCUES) is administered regularly across the UC system. It includes a set of program-specific questions related to evaluation of instruction, curriculum, and advising in the major, as well as self-reported gains across a broad range of knowledge skills. Its results provide a rich database of information that can be correlated with locally-administered surveys for analysis at both the institutional level and disaggregated by a number of demographic dimensions.

The office of Institutional Research and Policy Studies has developed an effective "major report" that draws together information from UCUES to provide academic programs with data to stimulate reflection as part of the self-study process. These reports are not made available publicly. A copy of one for a recently reviewed program is attached.

Other developments

During this period, the campus has replaced an aging course management system (WebCT) with an improved collaborative learning environment (Sakai, locally termed *eCommons*). The expanded functionality of eCommons provides the capacity for various types of on-line student assessments, including course evaluations, and the collection of portfolios of student work for review. Full use of the system began in Fall 2010.

As noted elsewhere in this report, the on-going budget crisis has absorbed a good deal of the campus's attention. Permanent reductions to the budget of the University have shifted faculty attention from educational effectiveness to basic capacity concerns. Some programs have been challenged to provide the capacity in courses needed for students to complete their degrees or qualify for admission to their programs. Consequently a good deal of attention has been devoted to providing the analytical tools needed to track curriculum capacity and the progress of students through their programs.

As the campus begins pre-planning for development of an institutional proposal for its next comprehensive review, it is clear that it will be necessary to return to making progress on the effectiveness agenda that was initiated by the last review.

Attachments 📄 SelfStudiesProgramEdObjs.pdf

V. Identification of Other Changes and Issues Currently Facing the Institution

Identification of Other Changes and Issues Currently Facing the Institution

Instructions: This brief section should identify any other significant changes that have occurred or issues that have arisen at the institution (e.g., changes in key personnel, addition of major new programs, modifications in the governance structure, unanticipated challenges, or significant financial results) that

are not otherwise described in the preceding section. This information will help the Interim Report Committee gain a clearer sense of the current status of the institution and understand the context in which the actions of the institution discussed in the previous section have taken place.

As noted (p. 2) in the Commission's letter, the winter 2005 Educational Effectiveness Review site visit "was conducted at a time of considerable institutional transition," noting that the successful review visit had been planned under the aegis of an interim Chancellor, Campus Provost, and Accreditation Liaison Officer. The Commission's action letter is addressed to Chancellor Denice D. Denton, whose first official day as Chancellor included the exit meeting with the review team.   Tragically, Chancellor Denton died a year later.   Stability in campus leadership was achieved in September 2007 with the permanent appointment of Prof. George R. Blumenthal as Chancellor.

Despite the challenges of the period immediately following the conclusion of the WASC review, the period covered by this interim report includes several important positive accomplishments: approval of an updated Long Range Development Plan and an associated comprehensive settlement with the City and County of Santa Cruz; development of a campus Strategic Academic Plan; the launching of new doctoral programs; a substantial increase in externally funded research; and a comprehensive review and revitalization of the undergraduate general education program.

The recent appointment of Prof. Alison Galloway as Campus Provost and Executive Vice Chancellor has provided a smooth transition and, from the WASC perspective, continuity of leadership. For most of the period covered by this report, EVC Galloway served as Vice Provost for Academic Affairs. She was Chair of the Academic Senate during the WASC EER.

The most challenging current issue facing UC Santa Cruz is the University's budget crisis. Since 2008, the campus has coped with a permanent cut to its core budget of $32 million. As the administration has managed through this difficult period, every effort has been made to lessen the impact on the core of the academic mission. Nonetheless there have been negative impacts in all academic divisions as well as academic support and institutional operations. (Cf. http://www.ucsc.edu/budget-update/)

CP/EVC Galloway has indicated that as she works to stabilize the campus budget after successive years of budget cuts, addressing curriculum capacity and student retention issues should be a top priority. The Chancellor's Two Year Goals Statement prioritizes the implementation of the new campus general education requirements and ensuring adequate curriculum capacity (p. 10).

VI. Concluding Statement

Concluding Statement

Instructions: Reflect on how the institutional responses to the issues raised by the Commission have had an impact upon the institution, including future steps to be taken.

UCSC successfully used the WASC comprehensive review process to move forward critical campus discussions at a pivotal time in the campus's development. The process itself, as noted in the Commission letter (p. 2), fully included the faculty in the preparation of the review report and the visit itself engaged a broad spectrum of the campus in serious discussions about future directions and issues for the campus.

Five years on from the conclusion of the review, the campus's strategic planning continues to show the influence of those discussions as well as an improved culture of evidence in assessment of its educational and administrative effectiveness.

VII. Required Documents for all Interim Reports

Required Documents

Instructions. Attach the following documents:

1. Current catalog(s) [.pdf or link to web-based catalog]
http://reg.ucsc.edu/catalog/index.html

Mission: http://planning.ucsc.edu/acadplan/docs/AcadPlan.Feb08.pdf

2. Summary Data Form (available at www.wascsenior.org/interimreport)

3. Complete set of Required Data Exhibits (available at
www.wascsenior.org/interimreport)

4. Most recent audited financial statements by an independent certified public
accountant or, if a public institution, by the appropriate state agency; management
letters, if any.

5. Organization charts or tables, both administrative and academic, highlighting any
major changes since the last visit.

Attachments Summary_Data_Form_.doc, UC_Management_Letter.pdf,
UCSC_Current_Degree_Programs_Dec2010.xls, UCSC_Org_Charts.pdf,
7.1_Table_Ed_Effec_Indicator_WASC_Interim_Report.pdf, UCSC_Schedule_10_A_B.pdf,
Concurrent_Accreditation_Documentation.pdf, UC_Annual_Financial_Report_08-09.pdf,
UCSC_Data_Exhibits_Interim_Reports.doc, UC_Annual_Financial_Report_09-10.pdf

VIII. Additional Financial Documents

Additional Financial Documents

If any of the issues identified in the Commission's action letter relate to financial management or financial
sustainability, the Interim Report must also include the following documents. Attach them to this page.

1. Financial statements for the current fiscal year including Budgeted and Actual Year-to-Date and
Budgeted and Actual Last Year Totals.

2. Projected budgets for the upcoming three fiscal years, including the key assumptions for each set of
projections.

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