REPORT OF THE WSCUC TEAM
For Reaffirmation of Accreditation

To: University of California, Santa Cruz

Date of Visit: October 12-15, 2015

Team Roster:
Chair: Samuel L. Stanley, President
Stony Brook University

Assistant Chair: Cathie Atkins, Associate Dean and Professor
San Diego State University

Team Member: Junelyn Peeples, Director of Assessment and Institutional Research
Scripps College

Team Member: Robin Romans, Associate Vice Provost
University of Southern California

Team Member: Carolyn Thomas, Vice Provost and Dean for Undergraduate Education
University of California, Davis

WSCUC Liaison: Barbara Gross Davis, Vice President
WASC Senior College and University Commission

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SECTION I – OVERVIEW AND CONTEXT

IA. Description of the Institution and its Accreditation History

The University of California, Santa Cruz (UCSC) was founded and first accredited in 1965. UCSC quickly established a unique role within the University of California (UC) system as a research university that provides an innovative living and learning experience for its undergraduate students. All undergraduates, whether living on or off campus, are affiliated with one of ten residential colleges, most of them structured around various mottos or themes that serve as a social and intellectual gathering place for undergraduates. The colleges offer courses, provide academic support, organize student activities, and sponsor events that enhance the intellectual and social life of the campus in addition to housing over 95% freshman students in small-scale residential communities. First year core courses are offered within each college and they provide a common academic base in oral and written communication, critical thinking, and information literacy. In 2015, *U.S. News and World Report* ranked UCSC as one of the top best-value universities in the United States. UCSC was the highest-ranked UC and the second-highest ranked public university on the list.

Since UCSC was last reaffirmed for accreditation in 2005, the university has increased in size and diversity. Enrollments increased from about 15,000 in 2005-06 to nearly 18,000 in 2014-15 (16,277 undergraduate students and 1,589 graduate students). Similarly diversity has increased such that 31% of the incoming 2014 class is Hispanic, 36% are low income and 40% are first generation students. With over the required 25% Hispanic enrollment, the Hispanic Association of Colleges and Universities (HACU) designated UCSC as a Hispanic Serving Institution (HSI) member in 2013 (one of only 4 HSI's in the UC system). At the same time UCSC has continued to improve 6-year graduation rates from 73% in 2003 cohort to 76.9% in the 2008 cohort.

Over the past fifteen years, UCSC has made a deliberate investment in graduate education and research and has more than doubled both the number of Ph.D. programs offered and the number of doctoral degrees awarded. Proximity to the Silicon Valley has also provided opportunities for UCSC to grow professionally focused master's degree programs.

Over the past eight years, UCSC faculty and researchers have been awarded more than $100 million annually in external funding. The faculty includes 13 members of the National Academy of Sciences, 24 fellows of the American Academy of Arts and Sciences, and 33 fellows of the American Association for the Advancement of Science.

With approximately 2000 academic employees, about 500 are active ladder rank faculty senate members (8 of whom are lecturers with security of employment). Additionally, UCSC employs just over 200 non-senate lecturers and over 180 non-senate faculty who teach in the extension program. Forty-one percent of the senate faculty are

women and 27 percent are identified as underrepresented minorities. As part of its commitment to diversity and equity, UCSC has developed an affirmative action plan that "is committed to promoting and protecting an environment that values and supports every person in an atmosphere of civility, honesty, cooperation, professionalism and fairness."

UCSC has just completed a comprehensive and collaborative strategic planning process. The document, "Envision UCSC," identifies six goals that the university will pursue in the next five years including: academic planning, research infrastructure, student success, staff engagement, identity and reputation, and balanced operations.

IB. Description of Team's Review Process

The team began its process in advance of the offsite review (OSR) on May 6 and 7, 2015, by completing worksheets that thoroughly outlined an evaluation of UCSC's institutional report. During the OSR, the team prepared both lines of inquiry (areas for further exploration at the time of the visit) and a set of commendations based upon the institutional report. The offsite review included a 45 minute video conference call with key UCSC administrators in which the team shared the areas for further exploration during the Accreditation Visit, October 12-15, 2015. The lines of inquiry were sent to UCSC and the team was later provided with the additional information requested and a draft visit schedule.

Prior to the Accreditation Visit the team prepared a worksheet for the pre-visit accreditation conference call that outlined specific questions and areas for further inquiry along with people or groups to interview. During the pre-visit conference call

on October 1, 2015, the team reviewed and discussed the materials the institution

provided at the team's request and finalized the visit schedule with respect to

individuals and groups with which the team wished to meet. A final draft visit

schedule was prepared by the UCSC ALO and sent to the team prior to the actual visit.

The Accreditation Visit began with a team executive planning session on Monday,

October 12, 2015 in which the team reviewed the final visit schedule, considered the

areas of inquiry and identified specific questions to be pursued during each group or

individual meeting. The actual Accreditation Visit started early on Tuesday, October 13,

2015 with a campus tour guided by the lead campus architect. The campus tour was

informative and helped set some of the context, challenges, and opportunities that

UCSC faces by virtue of it landscape and topography. During the next two days, the

team met with various constituencies and individuals and learned a lot more about the

institution, the organizational structure, its values, the faculty, staff, and students. The

visit ended on Thursday, October 15, 2015 with a private meeting between the team

chair and chancellor followed by a public exit meeting in which the final

commendations and recommendations were read. Every session was productive and

positive and the team was very impressed by the level of commitment of all with whom

team members spoke.

IC. Institution's Reaccreditation Report and Update: Quality and Rigor of the Report and Supporting Evidence

UCSC's institutional report was a comprehensive document that covered all areas of

review in a thoughtful and thorough manner. The report provided an honest

assessment of strengths and weaknesses and articulated the paths UCSC wishes to pursue in the future. The report also provided links to various documents and addressed how the institution is responding to each of the WSCUC Standards and Criteria for Review (CFR).

SECTION II – EVALUATION OF INSTITUTIONAL ESSAYS

IIA. Component 1: Response to Previous Commission Actions

UCSC's institutional report addressed the recommendations in the 2005 Commission Letter and the 2011 interim report letter. The team determined that, as requested, UCSC has paid attention to growth in graduate education and research while maintaining undergraduate excellence; undertook changes in organizational structures to support the institution's growth; developed a coherent curriculum by integrating general education (GE) with the major; advanced campus diversity through recruitment and enhanced academic experiences; and increased retention and graduation rates across demographic groups, while making impressive progress in student learning accountability.

The Accreditation Visit provided clarity on the progress the university has made on the various recommendations. Growth is still a priority, but is largely determined by the enrollment demands from the University of California Office of the President (UCOP). UCSC has long term goals to increase the overall size of the student body, add new faculty hires, and place greater emphasis in the STEM disciplines, but is not able to pinpoint exactly what that growth should be until clarification from UCOP has been

further articulated. The vice provost for student success, which is a fairly new position, has undertaken several initiatives to support the work of student success for the institution by gathering evidence and producing data that can be used for effective decision making in areas such as advising, enrollment management, pathways into STEM disciplines, Economics, and Psychology, and tracking retention and graduation rates. More importantly, good work on student learning led by the UCSC WSCUC steering committee and implemented by a shared governance model among faculty shifted the culture and documentation of assessment that has had positive traction that builds accountability and sustainability for the institution.

IIB. Component 2: Compliance with the Standards and Federal Requirements; Inventory of Educational Effectiveness Indicators

Component 2 of the institutional report discusses how UCSC is in compliance with the WSCUC standards. The team's finding, which is subject to Commission review, is that UCSC has demonstrated sufficient evidence of compliance with all four of the WSCUC Standards of Accreditation. The sections below describe the results of the team's review of each Standard.

UCSC's Inventory of Educational Effectiveness Indicators (IEEI) lists programs that have learning outcomes and where they are published, what evidence is assessed, who assess these outcomes, and how the findings are used. The date of the last program review for each degree program is also noted. The institutional report further describes the progress in assessing program learning outcomes, but it is unclear which departments have completed the assessment process. Creating a parallel document (or

expanding the IEEI) could capture which departments have completed the assessment process, when assessment findings have been submitted, and how, in more detail, each program has used assessment results to improve educational effectiveness.

Standard 1. Defining Institutional Purposes and Ensuring Educational Objectives

  <u>Institutional purposes</u>. (CFRs 1.1, 1.2) The team noted that the university defines its institutional purpose and educational objectives in a coherent and transparent manner. More specifically, UCSC's "Review Under the WSCUC Standards" document sets a high priority on aspects of CFR 1.2, which focuses on educational objectives being widely recognized and consistently achieving their stated purposes. UCSC has developed program learning outcomes (PLO's) across all undergraduate programs and most of the graduate programs and shows ample progress towards evaluating student learning and achievement since the interim report. Members of the UCSC WSCUC steering committee, specifically faculty representatives, voiced that they learned the process of assessment by working with other faculty, which in turn helped them to think at the institutional level about the emerging assessment culture of the institution. The Committee on Educational Policy (CEP) enforced the catalog demands and programmatic requirements and pushed for the value-added assessment of student learning outcomes. This strategy shifted the culture by asking faculty what outcomes they expected from their majors and not over emphasizing the exact metrics to assess. Moreover, findings from the study "Who Leaves UCSC and When? Retention and Graduation among Freshmen Cohorts" led to the appointment of a new faculty special assistant to the campus provost/executive vice chancellor (CP/EVC) focusing attention

on improving student success. This position was recently converted to a vice provost of student success and is embedded in the senior leadership to ensure a comprehensive representation of a variety of campus constituencies. The position has a vested interest in student success through campus life, institutional research, the senate, department managers, the registrar, and enrollment management.

The university has a clear sense of its mission as a public research university. The theme of this mission includes fostering a "culture of excellence, inquiry, creativity, diversity and public service." The university has a robust strategic planning process (as evidenced in the recent "Envision UCSC" document) that involves students, faculty, staff, and administration. Shared governance, as practiced across all elements of campus decision-making, ensures broad representation of faculty in daily governance.

The university has a comprehensive approach to ensuring that educational objectives are met.

- All undergraduate and most (43 out of 58) graduate programs have established learning outcomes.
- Each undergraduate program has a plan for regular assessment of program-level and general education learning objectives
- In order for undergraduate courses to be approved by the senate they must have course level learning outcomes.

Nevertheless, there is room for improvement in the process whereby educational objectives are realized in the classroom learning environment.

- Questions remain about whether the actual work of evaluating student learning in relation to course and program-level outcomes is staffed in a way that is sustainable.

- It is unclear whether there are appropriate incentives for faculty to engage in the long-term activities required in order to realize educational objectives in their courses.

Integrity and transparency. (CFRs 1.3-1.8) UCSC has continued good work on CFR 1.4, which focuses on the institutional commitment to diversity in society. According to the institutional report, UCSC is "committed to promoting and protecting an environment that values and supports every person in an atmosphere of civility, honesty, cooperation, professionalism and fairness." The Principles of Community Campaign and the Office of Diversity, Equity, and Inclusion have developed an array of resource centers to support these efforts. UCSC acknowledges room for improvement. For example, there is still work to be done on closing the loop and improving programs and curricula based on assessment. The institution is sensitive to the geographical space of the campus and the culture of the residential colleges, especially in areas of demographic composition, and is addressing a healthy campus climate across all populations. UCSC's approach to handling issues of diversity that arise both at the local and institutional levels are a shared responsibility for everyone at the university. Additionally, the chancellor has convened an advisory council that offers recommendations in addressing various community issues. Furthermore, the institution has committed to educating faculty, staff, and graduate students by offering a Diversity and Inclusion Certificate Program that spans over two academic years and includes

seven core courses with two electives. Some impressive statistics suggest that at least 12 senate faculty members, 15 graduate students, and approximately 650 staff have participated in this program. It will be important for the university to continue its push for increased participation among graduate students and faculty, given the importance of the classroom climate for student success.

Standard 2. Achieving Educational Objectives Through Core Functions

UCSC has established their educational goals through core functions of the institution in a reflective and analytical way.

Teaching and learning. (CFRs 2.1-2.7) UCSC's educational policies and academic degrees are concretely defined and practiced with appropriate processes to ensure integrity of educational delivery. Notably, in 2010 UCSC reviewed its general education requirements to take into account diversity, written and oral communication, quantitative reasoning, and information literacy outcomes. Currently, assessment work on general education has been primarily focused on lower division writing embedded in the residential colleges. The academic senate receives these reports and are discussing what these findings show about the condition of written communication among the undergraduate population of the university. At the same time, the Council of Provosts is working on issues related to the writing program for first-year students that can balance the curriculum and the support needed for different student populations. Also, an overview of the disciplinary communication requirements is underway as well as an examination of the remaining general education requirements

to provide the flexibility needed for students to complete their degrees in a timely manner. The efforts to revise general education are supported and led by faculty.

UCSC has identified a need to fully institutionalize assessment. The university has made important strides in developing a culture of assessment that includes annual assessment reports and embedded assessment as part of the program review process. Attention should be directed to the infrastructure designed to support faculty assessing student learning and to use the findings to meaningfully address curricular gaps and make improvements while ensuring an adequate number of staff and resources are available to carry out these efforts.

Scholarship and creative activities. (CFRs 2.8, 2.9) Scholarship and creative activity is a top priority for UCSC and the institution clearly demonstrates its compliance and commitment. UCSC adheres to the UC system-wide policy on Appointment and Promotion, more specifically APM 210-1-d, which stipulates that the criteria for appointment, promotion, and appraisal is contingent upon the performance in (1) teaching, (2) research and other creative work, (3) professional activity, and (4) university and public service. Faculty also engage students in informal learning, mentoring, and advising activities, including assessment of student learning.

Student learning and success. (CFRs 2.10-2.14) Tracking and evaluating student success is one of UCSC's primary goals. UCSC regularly monitors retention and graduation rates by providing longitudinal data for multiple cohorts across multiple years. A more thorough review of student success and learning conducted by UCSC includes an analysis of who leaves the university. This document provides a thorough

evaluation using advanced statistical methodologies to study the impact of retention issues at the institution. UCSC also provides complementary evidence of how students are demonstrating program learning outcomes enhancing the comprehensive approach to measuring student learning and success. The Division of Student Success that brings together areas of campus life such as the Educational Opportunity Program (EOP), Career Center, Disability Resource Center, Services for Transfer and Re-entry Students, Resource Centers, and Learning Support Services will examine and measure their effectiveness to ensure co-curricular program goals are used to improve student support systems. UCSC supports new, continuing, and transfer students alike through various programs and resources; one such initiative already ongoing is the Student Success Steering Committee that facilitates adviser coordination and communications. Recent "Emerging HSI" grants offer UCSC the opportunity to focus attention on student learning and success more broadly. The outcomes derived from these grants' efforts will further add to the evidence that UCSC has prioritized student success across curricular and co- curricular spectrums in an impactful way.

Standard 3. Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability

Faculty and staff. (CFRs 3.1-3.3) With more than 700 faculty senate faculty comprised of 41% women and 27% underrepresented minorities, UCSC is well positioned nationally in terms of the strength, number (faculty/student ratios) and diversity of its faculty. Maintaining this diversity requires continual vigilance and the administration is making efforts to further increase diversity among faculty and staff.

Full-time faculty constitute more than 93% of the faculty.   However, there are a number of faculty (lecturers without security of employment) that are not represented on the faculty senate and making sure their voices are heard in the university is important. There are robust policies and practices in place for peer review and administrative review of faculty performance. While development programs are in place for faculty, graduate students, and staff, the team recommends establishing and resourcing a center for teaching and learning that can help faculty and graduate students in curricular innovation, online and hybrid education, and teaching assistant preparation as a further component of their development.

Fiscal, physical and information resources. (CFRs 3.4, 3.5)   Like most public institutions, UCSC faces significant budget challenges with state support declining and tuition increases not fully offsetting costs. The current situation, with uncertainty on tuition, coupled with potential mandated increases in in-state student enrollment is particularly challenging.   This may be compounded by the institution's plans to grow both graduate and undergraduate enrollment (with a greater emphasis on out of state students).   As discussed in more detail in Component 7, it is clear that UCSC must consider exploring and investing in initiatives that can increase revenue outside of state support and tuition.   There seems to be a strong alignment between the administration and shared governance on resource allocation.

Organizational structure and decision-making processes. (CFRs 3.6-3.10) There is a strong senior leadership team in place that appears to be well respected by the campus stakeholders. Shared governance is a strength of UCSC, with curricular and academic

issues under the purview of the faculty senate, and formal faculty engagement with multiple other areas including budget and personnel review. UCSC is to be commended for the close working relationship between the administration and faculty senate, which is apparent in the shared ownership of many of the key university initiatives. Faculty at UCSC are members of a union, a unique situation for the UC system.

Standard 4. Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement

Quality assurance processes. (CFRs 4.1, 4.2) The team saw substantial evidence in UCSC's institutional report that its quality-assurance processes are well-developed and sustainable, including its curriculum review processes, academic program review, its process for developing program learning objectives (PLO's), and newer developing practices associated with student learning assessment. The team also saw evidence that strong faculty governance structures are part of the curriculum review and program review processes and that the institution has worked to engage faculty in student learning assessment.

All proposals for new courses and academic programs are subject to faculty senate review and approval. New course proposals must include course learning objectives. Program proposals are initiated by faculty and reviewed by deans, after which undergraduate program proposals are reviewed by the Committee on Educational Policy (CEP), and graduate program proposals are reviewed by the Graduate Council.

The institution has a program review process described by the Interim Report Committee (2011) as "quite outstanding." The current team concurs. An examination of the UCSC Academic Review Portal (that houses all program reviews) reveals that reviews are completed on a regular 6-8 year cycle and all include external reviewers. Reviews are thorough and deliberations on proposed changes are responded to thoughtfully by both faculty and administrators. For example, the team's examination of a recent review of UCSC's highly regarded History of Consciousness degree program demonstrated careful attention, at several academic levels, to how the program might revise existing curriculum and develop new curriculum in order to balance undergraduate and graduate program needs.

The team also examined UCSC's process for developing program learning objectives (PLO's). Both academic review and the PLO processes showed evidence of considerable faculty engagement. During the Accreditation Visit, the team met with multiple groups of faculty and administrators to determine the extent of faculty buy-in for the PLO process and whether they believe it helps improve program quality. Comments by faculty and department chairs regarding the value of the PLO process were very positive.

Strategic thinking and planning. (CFRs 4.1- 4.5). The institution's research capacity has been improved with the notable expansion of the campus data warehouse and development of several standard reports. Data and evidence have been made more available to faculty, staff and administrators than in the past and, overall, are better integrated into program review and learning assessment. During the visit, the team

met with multiple groups of faculty and administrators to determine the extent to which data and evidence collection are keyed to what faculty and program chairs and directors need in order to evaluate program effectiveness. While most noted they were not always able to receive desired data in a timely fashion because of limited resources, they almost uniformly commented positively about institutional researchers' desire to assist.

Institutional learning and improvement. (CFRs 4.3-4.7) The current general education program was revamped in 2008-2009 by the academic senate and implemented in 2010. One of its distinguishing features is the faculty's decision to integrate, as stated in the UCSC institutional report, "general education with the major to ensure a coherent curriculum." This included a careful faculty review to identify where learning required for courses in the majors would also satisfy general education requirements. The team met with senate stakeholders and learned that assessment on lower division of writing is underway. Currently disciplinary communication requirements are being assessed with plans to assess the other GE areas in the near future.

An initial area of concern for the team was the elimination of the Center for Teaching and Learning (CTL), instructional improvement grants administered through the CTL, and the Excellence in Teaching awards. An October 2014 letter from the members of the Committee on Teaching (COT) to the academic senate stated that the CTL played an important role in providing pedagogical support for teaching assistants and guidance to new professors and first time instructors. Meant to foster innovation

and experimentation in the classroom, instructional improvement grants were said to have a "direct and positive impact on the campus." Finally, the Excellence in Teaching awards were seen as tangible signs of appreciation for dedicated instructors and outstanding undergraduate teaching. While acknowledging that the university faced extraordinary budget cuts and must make the most of limited resources, COT members argued for the importance of the teaching mission and stated that "administrative support for the teaching mission at UCSC has dwindled precipitously." Recognizing that institutions pursue excellence in teaching and learning in multiple ways, the team endeavored to learn how the institution evaluates teaching and learning (for example, course teaching evaluations, student surveys, etc.) and whether the important roles played by the CTL were being, or would be, absorbed and/or performed by others. This issue will grow in importance as the university expands graduate programs and places more advanced graduate students in undergraduate teaching roles. The use of advanced graduate students to buttress undergraduate teaching needs may well turn out to be quite positive for graduates and undergraduates alike, provided those graduate students are given the training and support they will need as teaching assistants and instructors. The same can be said for younger, new and even continuing faculty.

During the visit, the team met with the chair and other members of the COT, multiple groups of faculty and graduate students, and administrators and learned that UCSC has a proposal to rebuild a CTL currently with the provost awaiting a decision for funding. Such a Center is essential for ensuring that faculty receive pedagogical

assistance and new teaching assistants can be mentored effectively as current and future teachers. A rebuilt CTL will also offer the campus an important means of facilitating greater adoption of online and hybrid learning tools across the curriculum. The team recommends that some type of teaching and learning center be established on campus.

While the final determination of compliance with the Standards rests with the Commission, the team felt that UCSC demonstrated sufficient evidence of compliance with each of the standards.

IIC. Component 3: Degree Programs: Meaning, Quality and Integrity of Degree
(CFRs 1.2, 2.2-2.4, 2.6, 2.7, 2.12, 4.3)

A chief strength of UCSC's undergraduate degree programs is its residential college model that enables all students to be part of a living learning community. Each residential college has its own provost and designated common courses for students providing localized administrative and teaching support focused exclusively on undergraduate student success. It is notable that these seminars are writing intensive and enable students to develop their core competencies in oral and written communication, critical thinking, and information literacy. In addition, students participate in outside of the classroom co-curricular activities in their college community that include speaker series, leadership programs, and large annual events that amplify knowledge and relationships in multicultural and interdisciplinary interests.

The team recognizes that UCSC is an innovator in this area and has long had success with their residential college model. It also recognizes that important improvements

have been made in recent years to advising and writing instruction that have created a more uniform level of academic rigor across the colleges and has worked to connect the colleges to the majors and departments under campus divisional deans. During discussions with both the colleges and the academic units there was enthusiasm among the faculty and the advisors for Grades First, a student support software system that will allow advisors and students to track progress towards degree and communicate across units more effectively. With high percentages of students at UCSC changing their majors at some point and the transitioning from the first-year college to the major, and often between majors after the first year, excellent advising services are crucial to ensuring student success. It will be important for the campus to ensure sufficient advisors are in place with adequate training when the technology arrives so that all students can benefit from this important new set of tools.

The team notes that currently there are no comparative data analyses exploring the rates of graduation or academic success across the residential colleges. This leaves an important opportunity for learning from best practices across the colleges unexplored, or whether different strategies to improve student success might have greater impact in different colleges. The team also wondered about the level of writing instruction occurring in the colleges and whether this instruction is sufficiently coordinated by the faculty expertise in UCSC's writing program. It is not clear to the team whether the lecturers who teach the writing courses are able to participate in conversations about student success and curriculum development, although they are the primary academic contact for students within the first-year college experience.

USCS has a relatively low four-year graduation rate relative to other University of California campuses, the team suggests that UCSC explore ways in which its residential college system enhances graduation within four years so that it offers students not only an immersive experience that helps embed them into campus life but also a high-quality degree that can be completed within the four-year period.

UCSC has made impressive efforts to assess undergraduate students' experiences starting with their first-year academic curriculum that develops core competencies in written and oral communication, critical thinking skills, and information literacy. The renovation of the institution's general education (GE) curriculum in 2010 also supports efforts to enhance core competencies across various general education courses, and to "refine and demonstrate them in a disciplinary context within a major," while also having students engage in areas of scientific inquiry, statistical reasoning, mathematical and formal reasoning, textual analysis and interpretation, interpretation of arts and media, cross-cultural analysis and social construction of race and ethnicity. Each program has developed learning outcomes specific to its majors and are generally being assessed in the required capstone project or in senior writing intensive seminars unless otherwise stated, all of which was included in the Inventory of Educational Effectiveness Indicators (IEEI) document.

The recent revision of GE in 2010 appears beneficial for students in many ways. Especially important is that it allows students to take a comprehensive approach to degree requirements and provides them with greater breadth in emphasis areas to

pursue while meeting GE requirements. Attention is given to key elements required for any future scholarly or creative pursuit such as scientific inquiry, statistical reasoning, mathematical and formal reasoning, textual analysis and interpretation, interpretation of arts and media, cross-cultural analysis and the social construction of race and ethnicity. The inclusion of an upper-division GE course within the major also enables this core competency to be reinforced within the discipline specific interests of the student.

The team appreciates the university's emphasis on scholarly research and the acquisition of skills, knowledge, and values that emerge from students directly engaging faculty who are undertaking it as fundamental to its meaning, quality and integrity of degrees (MQID). It is significant that according to University of California Undergraduate Experience Survey (UCUES), 94% of responding graduating seniors at UCSC reported having completed a research project, research paper, or creative activity as part of their coursework. UCSC also folds findings from this survey to help inform the institution about an array of activities students are engaged in. For example, results provide useful information about research activities between faculty and students, which compliments the scholarly commitment of engaging faculty and students. Through the undergraduate research opportunity database students are able to learn of research and internship positions across campus. As UCSC grows its student population and the diversity of that population, it will be increasingly important to ensure that all students are able to engage in meaningful research that leads to career

preparation and for UCSC to collect data to make sure there is no gap between under-represented and first generation students and others in access to these experiences.

UCSC is committed to ensuring that its graduate programs are rigorous and develop highly trained researchers who are able to conduct original research and effectively communicate in written and oral forms to a wide array of audiences. Notably, 43 of the 58 all master's and doctoral programs have well developed program learning outcomes that "evaluate student performance at critical milestones, including qualifying examinations, research proposal, and dissertation defenses." Graduate students are exposed to a variety of options to enhance their skills such as coursework and workshops on article and grant writing as well opportunities to present their research. In concert, a survey administered specifically to UCSC graduate students captures information on "research engagement and creative activities" as another method to evaluate graduate students' experiences within their programs.

Current student success initiatives focused on ensuring that undergraduate students successfully complete their degree include "Crossing the Finish Line," partaking in the UC-wide initiatives such as three-year degrees, initiating a 45-unit upper-division cap on majors, adopting an adaptive learning assessment tool for math placement, and tracking graduation rates and time to degree across all majors. These are important programs that comprehensively address the meaning, quality, and integrity of their degree.

The university has undertaken ample efforts since the last accreditation period into defining program learning outcomes and using direct and indirect evidence of student

learning. As the university institutionalizes direct assessment of student learning in program review it will be important to ensure adequate staffing and faculty support is available so that the research into learning gains, experienced currently within a handful of programs, can ultimately have a long-term impact on improving the meaning, quality, and integrity of UCSC degrees.

IID. Component 4: Educational Quality: Student learning, Core Competencies, and Standards of Performance at Graduation (CFRs 2.2, 2.4, 2.6, 2.7, 4.3)

It is evident that UCSC takes seriously the quality of students' educational experiences. As one faculty member explained, "The campus has an uncommon commitment to teaching." In the institution's interim report committee letter in 2011, UCSC was commended on several areas of progress the institution had made since the last reaffirmation review in 2005, more specifically, enhancing graduate education and research while sustaining undergraduate excellence, and integrating general education to ensure a coherent curriculum.

UCSC began an initiative to more closely align their general education with the major in 2008-2009 and then adopted the new requirements effective in 2010. Within this same timeframe, UCSC developed program learning outcomes along with an assessment process in three phases. In Phase 1, departments were tasked to review their curriculum and identify goals that would be translated to outcomes. In this phase, departments also developed a curriculum map to ensure program outcomes aligned with measuring student achievement, and they published outcomes on departmental and campus assessment websites. In addition, multi-year plans were created to sustain

assessment efforts. In Phase 2, rubric development and selection of "signature assignments" occurred with the anticipation of the first round of assessment studies to be completed at the end of the 2013-2014 academic year. Phase 3, entailed another round of assessment studies for undergraduate programs and the start or continuation of collecting data for graduate programs. An inaugural event named "Symposium on Assessment" took place during Phase 3 where multiple campus constituencies gathered to discuss assessment related activities, topics, and approaches. The institution also dedicated an assessment specialist in the newly amended Office of Institutional Research, Assessment, and Policy Studies to support assessment efforts campus wide.

During 2013-2014, various departments assessed PLO's using rubrics developed in senior seminar courses. Twenty-one of 57 undergraduate programs submitted their reports in 2013-2014 with the expectation that by the end of 2014-2015 all programs will have submitted their assessment studies. UCSC was expected to demonstrate undergraduate students' competencies in three of the five areas identified in CFR 2.2a. UCSC selected written communication, oral communication, critical thinking and quantitative reasoning. Preliminary results of assessment primarily of written and oral communication suggest that students are meeting or exceeding expectations laid out in the developed rubrics. Preliminary results of critical thinking assessments suggested that a majority of students met or exceeded faculty expectation as measured by the rubric, however, in some areas (social science and humanities) students had more difficulty with articulating "possible or actual objections to the main thesis" and also had more difficulty in articulating their own positions and other points of view. The

faculty generally determined that the curriculum provides adequate opportunities for students to engage in critical thinking, however, a review of upper division course assignments was recommended to make sure capstone courses help students improve their ability to analyze content. Finally, direct evidence for quantitative reasoning was measured in school of engineering and in the social sciences, while indirect measures (student self assessments of their skill level) of quantitative reasoning was collected in physical and biological sciences division, humanities division and arts division.   These indirect measures of learning suggest that a majority of students rate themselves as having good, very good or excellent field specific quantitative skills. According to the assessment report, this campus wide effort engaged faculty across all five divisions in reviewing their program outcomes, curriculum, assignments, prerequisites and evaluation strategies and has helped to establish a "culture of assessment" at UCSC.

UCSC continues to move assessment forward with increased efforts of assessing more program outcomes and larger samples of undergraduate students' work in 2014-2015, while also propelling their campus plan of completing all five core competencies assessment by fall 2019.

Graduate program assessment has also been improved with PLO's for 43 of 58 graduate programs in place at this time. As the institution continues its work in delivering a quality education, UCSC should be mindful of how to stabilize the workflow and workload of the data collection and summative reporting of assessment findings between program reviews in addition to resource needs to implement curricula change based on assessment results.

As UCSC grows enrollments and focuses on improving its four-year graduation rates, further attention should be given to waitlists for critical courses. This appears to have improved in recent years. Nonetheless, waitlists continue to be a problem for students suggesting the institution may lack optimal flexibility or incentives within departments to offer additional seats or additional sections when needed.

IIE. Component 5: Student Success: Student Learning, Retention, and Graduation
(CFRs 1.2, 2.7, 2.13)

UCSC defines student success to mean "students have learned what their programs of study intend, and that they have acquired the skills, knowledge, and abilities to be successful in furthering their education and pursuing a career." Correspondingly, UCSC dedicated resources to study areas of retention and graduation to make certain "completion rates are high and that the average time it takes students to earn a degree is close to the normative time to degree." An example of how the institution wants to better understand the impact of student performance as it relates to persistence can be found in a study undertaken by UCSC of "Who Leaves UCSC and When?" A comprehensive analysis, this report also studies the impact across demographic groups (e.g., race/ethnic categories, first generation status) and reported student activities such as academic habits and employment commitments. Results of this evaluation showed that "low academic performance" was the biggest contributor to attrition, but moreover the institution was able to identify factors that affected why students left. This

knowledge provided insight on how the university could support students, which in turn could increase retention and graduation rates.

UCSC also regularly tracks the progress of retention and graduation rates by cohort disaggregated by a variety of demographic groups over time, including graduate students. The Student Success Steering Committee (SSSC) has oversight on many of these studies conducted by various departments at UCSC such as Institutional Research, Assessment and Policy Studies (IRAPS). As a parallel effort UCSC might want to evaluate the impact of students' first-year experience in residential colleges as it relates to retention, academic performance, and graduation rates. Student success must be looked at with the lens of how the curricular and co-curricular areas bridge the complete undergraduate experience for a UCSC student in order for the university to comprehend where a student is successful and where a student runs into challenges and needs the greatest amount of support from the institution.

The work that lays ahead for UCSC is closing the loop of assessment so that academic programs can use their assessment findings to improve student learning and track ways this supports students to successfully complete their degrees. To support the first-year experience for students to transition to their major fields, UCSC will want to pay closer attention to the relationship and collaboration between college provosts and academic deans to ensure students receive timely, accurate and consistent information. Importantly, how the institution will manage growth and the financial, academic, and co-curricular support it is able to offer new and continuing students is imperative to the university's success in meeting its "Envision UCSC" goals. The continued collaboration

of academic, co-curricular, and information technology will play a big role in how UCSC evaluates student success moving forward and how the university is able to provide a comprehensive infrastructure to support its many initiatives.

IIF.   Component 6: Quality Assurance and Improvement: Program Review, Assessment, Use of Data and Evidence
(CFRs 2.4, 2.6, 2.7, 2.10, 4.1-4.7)

UCSC has a robust system of quality assurance processes to ensure educational effectiveness. These include a well-conceived and highly developed process of academic program review (APR) and a process for defining PLO's, each of which relies greatly on broad faculty participation. Both were discussed earlier in this report. The team found strong evidence that both these processes are deeply rooted within the institution and fully supported by the faculty and the university's leadership. Program review and PLO's have become established, sustainable elements of UCSC's institutional culture.

UCSC program reviews include a self-study by the program under review and a charge to the external review committee. The external review committee's report is shared with the department which, in turn, will send its response to the cognizant dean and, as appropriate, to various other committees – i.e., the Committee on Educational Policy (CEP), the Committee on Planning and Budget (CPB), the Graduate Council, etc. Examination of reports on the Academic Review Portal shows a robust schedule of reviews and access to all self-studies, external review committee reports and relevant supporting materials and responses. The process is closed with a report from the vice provost for academic affairs, including sets of questions and action items, to be

addressed by departments and academic deans in a mid-cycle report completed within two years.

Recent self-studies reviewed by the team are substantive and reveal deep engagement by program faculty and administrators. The external reports the team reviewed were thoughtful and directly addressed the issues laid forth in the self-studies. All academic programs are reviewed on a 6-8 year cycle, many going back to the 1980's. The process is rigorous, well-developed and, taking into consideration funding constraints, appears to be efficacious. This is not to say improvements are not needed. One area of concern, dealt with below, is that the vast majority of self-studies do not focus on or discuss student learning or the results of learning assessments.

Building on the annual PLO process, departments and programs are expected to demonstrate alignment between PLO's and program curricula and to gather evidence of student learning. Typically curricular alignment and evaluation of learning effectiveness are accomplished via use of curricular maps and by devising assessment plans to evaluate regularly student learning at the program level.

Some departments and programs have demonstrated PLO/curricular alignment, either by formal mapping or other means, and some show evidence of ongoing learning assessment. Most do not. Furthermore, integration of learning assessment findings in program reviews is at an early stage, with only limited examples of the use of findings in self-studies or discussion of findings in external review committee (ECR) reports. The latter should not be surprising. It is difficult to control what issues external reviewers choose to address, nor would it be advisable to try to do so. But the absence

of evidence and discussion of student learning in self-studies makes it less likely the topic will be given serious attention by external reviewers or within departments and programs. As indicated in the team's recommendations, integrating discussion of student learning and learning assessments in academic program review, notably in self-studies, constitutes the next stage of development to improve academic quality and ensure educational effectiveness across the institution.

Data collection and evidence use have been greatly upgraded since the last WSCUC accreditation review. The institutional report states that, "We refer to annual PLO assessments as studies because we approach assessment as research on teaching effectiveness and devote time and effort to collect valid and reliable evidence." And that, "Qualitative and quantitative methods are used, and statistical analysis is used to evaluate equity in learning outcomes across different student groups." This is a commendable approach. The Office of Institutional Research, Assessment and Policy Studies (IRAPS) is the core unit supporting learning assessments. As institutional research capacity improves, it is important to maintain ongoing, effective communication between IRAPS, department chairs and divisional deans (and, when appropriate, residential college provosts) to ensure data collection and evidence of student learning are conducted in ways that are judged worthwhile by faculty members entrusted to improve program quality and effectiveness.

During discussions with faculty, department chairs and administrators, the team endeavored to learn how members of IRAPS work with faculty in order to judge whether they find the APR and PLO processes and associated learning assessments

helpful for understanding and improving student learning and academic quality. The team heard strong praise for IRAPS staff members. The team also heard concerns expressed by faculty, chairs, administrators and others for staffing levels in IRAPS. The team hopes this can be addressed since demands on that office are likely to grow.

IIG. Component 7: Sustainability: Financial Viability, Preparing for the Changing Higher Education Environment
(CFRs 3.4, 3.7, 4.1,4.3-4.7)

The fiscal environment remains very challenging, with a lack of certainty regarding tuition increases and the possibility of mandatory increases in in-state student enrollments without additional state support. After years of significant budget cuts, it is difficult to determine where additional efficiencies and cost reduction measures can be found without sacrificing the quality of UCSC's core missions of education and research. Cost containment has been the central part of UCSC's response to fiscal constraints, with reductions in work force, operational efficiencies, and curricular efficiencies.   One question is whether there is an overarching framework that encompasses this effort and can organize initiatives and develop metrics to assess their effectiveness.   A number of leading research universities have developed new administrative structures that utilize existing personnel, with active participation by faculty and staff to evaluate critical administrative and IT areas with the goal of continuous improvement and cost saving. As a corollary approach, some major universities, including schools in the UC system, have invested in external consultants to identify potential savings, increased efficiencies and greater efficacy in administrative activities.   While not inexpensive, the overall gain in savings may be considerable and

UCSC might consider this approach. In some cases, donors have provided the financial support or have provided in-kind gifts to aid in this process. No matter what the ultimate strategy, a combination of improved administrative efficiencies and new revenues is going to be critical to maintaining progress in the current fiscal climate.

The current fiscal landscape also presents a significant challenge for UCSC's growth plan that consists of modest increases in out of state enrollment (both domestic and international), as well as modest growth in the number of graduate students. The drive for growth is understandable, particularly for a premier research university where impact depends in part on both the quality and quantity of the institutional scholarship. And outstanding graduate students are a key component of a robust research enterprise. But like almost every institution, UCSC appears to currently face challenges in adequately funding graduate students, particularly in the humanities and social sciences, suggesting growth will almost certainly require new revenues or must be limited to the natural and life sciences where more external support for graduate funding may be available. As discussed below, new sources of revenue may be critical to achieving this goal.

The challenge to increasing in-state undergraduates (as could be mandated by UCOP) also centers around sufficient revenue to support advising and other critical student support services, faculty and TAs to provide necessary classes and sections, and the important issue of providing adequate housing in an area where construction costs are very high and buildable land is limited. If not managed well, there is a real risk

that the quality of education and the richness of the current college experience could be diminished.

On the other hand, if a quality pool can be identified, UCSC's plan to grow non-resident student enrollment makes sense, particularly since UCSC trails many of the other UCs in this category. But the costs associated with recruiting international students and the additional services they will require needs to be factored into the plan. Finally, while UCSC is to be commended for obtaining HSI status, the increasing number of Hispanic students and the number of first generation students may also engender some investments in additional student services. Given all of these issues, in this time of constrained resources the team recommends more thorough attention to the growth agenda, particularly around issues of graduate student support, advisor to student ratios, availability of critical courses, and how to align new faculty FTE to student enrollments.

UCSC's leadership is cognizant of the fact that alternative sources of revenue (other than state support and tuition) are going to be needed if the institution is to implement its growth agenda and even maintain its current quality. One strategy is to increase summer sessions, which may also help with completion. Another strategy is to develop online courses, which can be an important addition to a completion agenda. The team learned that UCSC has made a decision not to develop solely online degree programs through campus resources. The institution may want to review this decision, at some point, as this could be another potential source of revenue.

Another revenue enhancement strategy, and one linked to the growth in graduate students and planned faculty recruitments is to grow sponsored research.   This is linked in part to a strategy to expand UCSC's interaction with Silicon Valley.   This Silicon Valley initiative will create a satellite campus within Silicon Valley with faculty providing master's degree programs and developing potential research collaborations. UCSC's proximity to Silicon Valley makes this a viable strategy, and UCSC's strong programs in the physical sciences and growing engineering school mean the university should be able to provide educational content and collaborative research opportunities for Silicon Valley industries that could be very attractive.   This is a bold strategy that has some risk, but the potential for high rewards.

UCSC's also hopes to increase extramural funding and thus expand the research enterprise (and therefore provide more indirect cost dollars). This makes sense and is mission consistent.   It is worth noting that purely from a fiscal standpoint there may be some risk here, as for many research institutions the total cost of research may exceed the external funding.   This is particularly true for non-federal sources of research grants.   However, the high quality of the research at UCSC, and the infrastructure already in place, mitigate much of that risk.

UCSC has greatly increased its efforts in fund raising, and launched its first comprehensive campaign. This is on a track for success, with the university approaching its goal of $300 million.   The importance of philanthropy in UCSC's future cannot be overstated.   While UCSC is a young institution and thus has a young donor base, the trends are excellent, thus making philanthropy an area where further

investment might have very significant returns. Therefore, the team recommends the campus continue the process of investing in development and exploring additional sources of revenue outside of state support and tuition.

UCSC has several initiatives designed to harness technology to improve teaching and learning. The Faculty Instructional Technologies Center (FITC) provides instructional support for faculty, staff and students. Webcast functionality and flexible learning spaces along with instructional studios are some of the critical elements of the Center. Faculty are being encouraged to enrich their teaching through blended learning (also known as flipped classes) featuring online content and classroom components emphasizing active learning experiences, with support being provided by Academic Affairs, divisional IT staff, and the FITC. The team was impressed by the collaboration of multiple IT units on campus who were clearly working together to support facilitated learning throughout the campus through the use of innovative technology. For continued success in this realm, clear goals and regular assessments need to be established for these initiatives. It will also be important that the recommended center for teaching and learning integrate seamlessly with the existing FITC.

IIH. Component 8: Reflection and Plans for Improvement

UCSC has provided evidence they are in compliance with the WSCUC standards and federal requirements. The institution has committed to delivering a quality education with attention to assessment across all undergraduate and graduate programs, integration of indirect assessment using a comprehensive survey for all students, evaluation studies that measure student success, and continuous tracking of

retention and graduation rate performance disaggregated by demographic variables. The institution is well positioned to further enhance a culture of assessment based on the faculty's commitment to assessing student learning, integrating assessment results in the program review process, and utilizing direct and indirect measures and evaluative studies to provide a holistic approach to understanding student success.

SECTION III –FINDINGS, COMMENDATIONS, AND RECOMMENDATIONS FROM THE TEAM REVIEW

Commendations:

- The team commends the university for preparing a thoughtful and comprehensive self- study that demonstrates the collaborative work of academic and administrative leaders, an impression that was strongly reinforced during the Accreditation Visit.

- The team commends UCSC for efforts to maintain a unique university whose mission is to combine the breadth and scope of a world-class public research institution with outstanding undergraduate education in a residential living and learning environment.

- The team was impressed with the increase in 6-year graduation rates and closing the gap in rates for underrepresented minority students and first generation students, while growing the student population and increasing diversity.

- The team noted and commends UCSC for the fact that 100% of all undergraduate programs have Program Learning Outcomes and for creating a process that successfully engages faculty in assessment of student learning.

- The team commends UCSC for its well-established and robust program review process that has assured the academic rigor and quality of the university's programs.

- The team commends UCSC and notes that the university takes justifiable pride in strong shared faculty governance with active engagement of academic senate, departments, and divisions.

- The team commends the unwavering dedication to student success by advisors, faculty, institutional research professionals and other frontline academic and student support staff under conditions of fiscal constraints and increased student enrollments.

- The team commends the collaborative efforts of multiple units across the campus for supporting facilitated learning through the innovative use of technology.

- The team commends the collaboration between advising leadership and campus advisors that has led to stronger services for first year students and greater coordination between the colleges and divisions.

- The team commends UCSC for its practice of access that has led to the enrollment of a high proportion of Pell eligible and first generation students, and for achieving HSI status.

Recommendations:

- The team recommends more thorough attention in this time of constrained resources to the growth agenda, particularly around issues of graduate student support, advisor to student ratios, availability of critical courses, and how to align new faculty FTE to student enrollments. (CFRs 2.12, 2.13, 3.1, 3.4)

- The team recommends an evaluation of the first-year experience in order to determine whether it is meeting the university's goals for improved student academic success, retention, and timely graduation. (CFRs 2.10, 2.11, 2.13)

- The team recommends, in what may be a long period of fiscal constraints, the institution continue the process of investing in development, and exploring additional sources of revenue outside of state support and tuition.   (CFR 3.4)

- The team recommends establishing and resourcing a center for teaching and learning to enable curricular innovation, online and hybrid education, and teaching assistant preparation. (CFRs 2.8, 3.3)

- The team recommends ensuring that recent successes in creating a culture of assessment are sustainable through adequate staffing, technical support, and appropriate recognition of faculty contributions.   Critical to this is integrating the results of student learning assessment into the program review process. (CFRs 2.4, 2.7-2.9, 3.1)

Appendix 1:

1 - CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the Comments sections as appropriate.)
Policy on credit hour	Is this policy easily accessible? x YES ❏ NO
	If so, where is the policy located? http://senate.ucsc.edu/committees/cep-committee-on-educational-policy/policies-guidelines/course-information/UCSCCreditHourPolicy2014.pdf
	Comments: The University of California, Santa Cruz (UCSC), as part of the University of California system, has clear workload policies for students per unit which can be found at the address above.
Process(es)/ periodic review of credit hour	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)? x YES ❏ NO
	If so, does the institution adhere to this procedure? x YES ❏ NO
	Comments: Departments review credit hour assignments as part of the course approval process. In addition to clear guidelines, senate members review credit hour assignments in the new course approval process to ensure that unit requirements are accurate for each course and that there is uniformity across campus in student and faculty per-unit workload.
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours? x YES ❏ NO
	Comments: The schedule of classes is maintained and posted online by the registrar's office and is an accurate record of the number of prescribed hours in courses on the based upon the number of units per course which is per campus policy. Students can find, easily visible, schedules of courses with clear unit requirements that are maintained by the registrar's office.
Sample syllabi or equivalent for online and hybrid courses *Please review at least 1 - 2 from each degree level.*	How many syllabi were reviewed? 4
	What kind of courses (online or hybrid or both)? online
	What degree level(s)? ❏ AA/AS x BA/BS ❏ MA ❏ Doctoral
	What discipline(s)? Env. Sci, Math and Latin American studies
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? x YES ❏ NO
	Comments: ENVS 65 Introduction to Fresh Water: Processes and Policy, Math 19A and 19B (Online)- Calculus for Science Engineering and Mathematics, LALS 75 Diego Rivera: Art and Social Change in Latin America ((Latin American studies). There don't appear to be online courses at the graduate level. All online courses reviewed were rigorous, of sufficient length and often offered through a UC-wide online course collective. All appear to be sophisticated online offerings that were facilitated by course designers in the Faculty Instructional Technology Group.
Sample syllabi or equivalent for other kinds of courses that do	How many syllabi were reviewed? 2
	What kinds of courses? UG lab and independent study
	What degree level(s)? ❏ AA/AS x BA/BS X ❏ MA ❏ Doctoral

not meet for the prescribed hours (e.g., internships, labs, clinical, independent study, accelerated) *Please review at least 1 - 2 from each degree level.*	What discipline(s)? Chemistry, Theater Arts
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? x YES ❏ NO
	Comments: Students in the lab course meet for an appropriate number of hours. The master's internship, which is taken in the summer at a professional theater company, involves preparation of a paper on goals and expected outcomes before the internship begins, at least two papers during the internship, and weekly meetings with the faculty member to discuss course readings and internship activities, documentation of production work, and presentations.
Sample program information (catalog, website, or other program materials)	How many programs were reviewed? 8
	What kinds of programs were reviewed?
	What degree level(s)? ❏ AA/AS x BA/BS x MA/MS x Doctoral
	What discipline(s)? Psychology BA/Ph.D., Biochemistry and Molecular Biology BS, Molecular, Cell and Developmental Biology MA, Ph.D., Philosophy BA, MA, Ph.D.
	Does this material show that the programs offered at the institution are of a generally acceptable length? x YES ❏ NO
	Comments: All programs reviewed were of sufficient length, rigorous and have program learning outcomes

Review Completed By: Cathie Atkins Date: 11/10/15

Appendix 2

2 - MARKETING AND RECRUITMENT REVIEW FORM

Under federal regulation*, WSCUC is required to demonstrate that it monitors the institution's recruiting and admissions practices.

Material Reviewed	Questions and Comments: Please enter findings and recommendations in the comment section of this table as appropriate.
**Federal regulations	Does the institution follow federal regulations on recruiting students? x YES ❏ NO
	Comments: http://policy.ucop.edu/doc/2700628/UndergraduateRecruitmentPractices This is a UCOP requirement.
Degree completion and cost	Does the institution provide information about the typical length of time to degree? x YES ❏ NO
	Does the institution provide information about the overall cost of the degree? x YES ❏ NO
	Comments:Average time-to-degree reports are available online (http://planning.ucsc.edu/irps/retengrad.asp). Campus undergraduate expected time to degree and policy on the maximum number of units are posted here: http://advising.ucsc.edu/planning/ttd.html. Graduate expected time to degree and policy of the minimum and maximum number of units are posted here: http://graddiv.ucsc.edu/current-students/academic-regulations/graduate-student-handbook/section-eleven.html. Information on the average cost of attendance is posted here for both undergraduate and graduate programs: http://financialaid.ucsc.edu/costs/index.html.
Careers and employment	Does the institution provide information about the kinds of jobs for which its graduates are qualified, as applicable? x YES ❏ NO
	Does the institution provide information about the employment of its graduates, as applicable? x YES ✷ NO
	Comments: There are several resources for UCSC students: http://admissions.ucsc.edu/apply/parents-and-guardians/prospective-students/life-after.html The career center includes an impressive resource on "what Can I do With this Major? http://whatcanidowiththismajor.com/major/majors/ Good information can also be found on the career center website: http://careers.ucsc.edu/student/ Finally, most departments provide Career and Job information on each department/major site.

*§602.16(a)(1)(vii)

**Section 487 (a)(20) of the Higher Education Act (HEA) prohibits Title IV eligible institutions from providing incentive compensation to employees or third party entities for their success in securing student enrollments. Incentive compensation includes commissions, bonus payments, merit salary adjustments, and promotion decisions based solely on success in enrolling students. These regulations do not apply to the recruitment of international students residing in foreign countries who are not eligible to receive Federal financial aid.

Review Completed By: Cathie Atkins
Date: 11/10/15

Appendix 3

3 - STUDENT COMPLAINTS REVIEW FORM

Under federal regulation*, WSCUC is required to demonstrate that it monitors the institution's student complaints policies, procedures, and records.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Policy on student complaints	Does the institution have a policy or formal procedure for student complaints? x YES ☐ NO
	If so, is the policy or procedure easily accessible? Is so, where?
	Is the policy or procedure easily accessible? x YES ☐ NO Where? http://senate.ucsc.edu/manual/santacruz-division-manual/part-three-appendices/appendix-c/index.html http://deanofstudents.ucsc.edu/pdf/student-grievance-policy.pdf http://deanofstudents.ucsc.edu/pdf/student-handbook.pdf
Process(es)/ procedure	Comments: There are several resources available to the students at UCSC to resolve different kinds of complaints. A list of these is available here: http://careers.ucsc.edu/staff/resources.pdf ADA: http://ada.ucsc.edu/about/grievance.html CAPS: http://shs-manual.ucsc.edu/policy/iie-complaints-and-grievances Sexual Harassment: http://www2.ucsc.edu/title9-sh/sopolicy/harass.htm Discrimination: http://diversity.ucsc.edu/eeo-aa/eeo/problem_resolution.html Hate- or Bias-motivated Incidents: http://reporthate.ucsc.edu/how-to-report/online-report-form.html
	If so, does the institution adhere to this procedure? x YES ☐ NO
	Comments: For academic grievances, a student must first work with the instructor to see if the issue can be resolved. This must be done within one academic quarter of the grade issuance. If the matter is not resolved, the complaint is brought (in writing) to the chair of the department or college provost, who should attempt to resolve the issue between the student and instructor. If the matter is not resolved, the student may file a grievance with the Academic Assessment Grievance Committee. A hearing is held if the committee finds merit in the grievance. The committee will attempt to resolve the matter in the hearing – if the terms are not agreeable, the committee will vote and report the results to the Committee on Educational Policy (the committee's vote is final).
Records	Does the institution maintain records of student complaints? x YES ☐ NO If so, where?
	Does the institution have an effective way of tracking and monitoring student complaints over time? x YES ☐ NO If so, please describe briefly:
	Comments: The Conduct and Community Safety Office, working with the colleges, tracks several types of student complaints through a database called Advocate. Some complaints that come in to the Dean of Students office go directly to the divisions and can often result in a formal complaint that would be reported in the Advocate database. There is also an online Report Hate reporting tool and, if there is disciplinary action taken, this is also recorded in the Advocate database.

*§602-16(1)(1)(ix)
See also WASC Senior College and University Commission's Complaints and Third Party Comment Policy.

Appendix 4

4 – TRANSFER CREDIT POLICY REVIEW FORM

Under federal regulations*, WSCUC is required to demonstrate that it monitors the institution's recruiting and admissions practices accordingly.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Transfer Credit Policy(s)	Does the institution have a policy or formal procedure for receiving transfer credit? x YES ❏ NO
	If so, is the policy publically available? x YES ❏ NO If so, where? http://registrar.ucsc.edu/navigator/section5/credit/index.html
	Does the policy(s) include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education? x YES ❏ NO
	Comments: The transfer policies are clearly stated and in line with UCOP policies. See also: http://advising.ucsc.edu/procedures/transfer-credit.html and http://registrar.ucsc.edu/navigator/section1/transfer/your-transfer-credit.html

*§602.24(e): Transfer of credit policies. The accrediting agency must confirm, as part of its review for renewal of accreditation, that the institution has transfer of credit policies that--

> (1) Are publicly disclosed in accordance with 668.43(a)(11); and

> (2) Include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

See also WASC Senior College and University Commission's Transfer of Credit Policy.

Review Completed By: Cathie Atkins
Date: 11/10/15