The Faculty Legislature of the Santa Barbara Division met via Zoom video conference at 3:30 p.m. on Thursday, October 21, 2021, with Chair Susannah Scott presiding. 33 voting members, 7 ex officio members, and other invited parties attended the meeting.

Announcements by the Chancellor (from the slides presented)

Thank you to Chair Susannah Scott and all of our Senate colleagues for your devotion and commitment to shared governance, especially in navigating our recent return to on-campus instruction and more normal campus operations.

Transitions

Dean of Engineering
Dean of Engineering and Richard A. Auhll Professor Rod Alferness has retired, as of September 21.

Professor of Materials Tresa Pollock has graciously agreed to serve as our Interim Dean of Engineering.

Associate Vice Chancellor and Dean of Undergraduate Education
Dean of Undergraduate Education in the College of Letters and Science and Associate Vice Chancellor for Undergraduate Education Jeffrey Stopple has decided to return to teaching and research following a sabbatical leave in the fall.

Professor of Psychological & Brain Sciences Michael Miller has graciously agreed to serve as our Interim Dean of Undergraduate Education in the College of Letters and Science and Interim Associate Vice Chancellor for Undergraduate Education, effective October 1.

AD&A Museum
Dr. Gabriel Ritter has been appointed as the new Director of our Art, Design & Architecture Museum. Dr. Ritter comes to us from the Minneapolis Institute of Art, where he has been Curator and Head of Contemporary Art since 2016.
Responding to COVID-19

Chancellor Yang shared a video with the Faculty Legislature regarding the return of students to the campus.

Vaccine Mandate Compliance
Undergraduate students: 97.78% vaccinated
Graduate students: 98.23% vaccinated
Total students: 97.83% vaccinated

Faculty: 93.38% vaccinated
Staff: 89.78% vaccinated
Total employees: 91.11%

Combined campus total: 96.93% vaccinated

Vaccine Exemptions and Deferrals
Students
- Medical: 55
- Religious: 398
- Pregnancy: 4
- Temporary: 220

Employees
- Medical: 37
- Religious: 123
- Pregnancy: 8

Total campus exemptions: 845
Minus temporary exemptions: 625

Campus COVID-19 Protocols
- All students, faculty, staff, and visitors are required to wear masks in shared indoor spaces.
- Daily symptom screening required before coming onto campus.
- Mandatory weekly testing for individuals who have received an approved vaccination exemption or deferral.
- Mandatory weekly random early-detection testing of 1,500 vaccinated students in order to gather additional data that could help us identify cases and address them before they spread. This program has detected zero positive cases to date.

Fall Quarter Campus COVID-19 Cases
- Since move-in began on September 12, there have been a total of 72 campus cases (64 students; 8 staff and faculty).
11 of the cases were from move-in screening testing of about 9,500 students in campus housing, which corresponds to a positivity rate of 0.1%. Among the cases that have developed since the fall quarter began, we have had no known classroom transmissions to date.

Flu Vaccination
On October 8, UC President Michael Drake issued an executive order requiring all covered students, faculty, other academic appointees, and staff to get vaccinated against influenza, or formally opt out after receiving information about the flu vaccine, no later than November 19.

Student Updates
Chancellor Yang shared a series of photos about the Virtual Student Convocation in September, and Move-In Week.

2021 Fall Enrollment Update
- 105,647 first-year applications; 126,210 totals
- First-year students: 4,898 enrolled
  - Enrolled statistics:
    - Average GPA: 4.24
    - Underrepresented minorities: 28%
    - First-generation: 30%
- Transfer students: 2,099 enrolled
  - Enrolled statistics:
    - Average GPA: 3.67
    - Underrepresented minorities: 28%
    - First-generation: 33%
- Total enrollment: 6,997 for fall + 100 expected in winter (target was 7,235)
- Among our incoming student body, 79% are from California, and 21% out of state and international.
- Among our total undergraduate student body, 82.5% are from California, and 17.5% out of state and international.
Student Housing Update
We have offered housing to every undergraduate and single graduate student who remained on our housing waiting list. As in previous years, there are still a handful of students waiting for family housing units to become available.

Munger Hall
- In July, our campus released a notice of preparation for our student housing project developed in partnership with philanthropist Charlie Munger.
- We soon plan to release the draft Environmental Impact Report.
- The development would fulfill our commitment to provide more student housing, increasing existing housing by 50% with single-occupancy rooms (5,000 beds).
- Munger Hall demonstrates our commitment to housing students in quality and cost-effective accommodations as a net benefit to our students, our campus, and the community.
- Chancellor Yang shared a series of photographs about the Munger House and the New Classroom Building.

Campus Updates and Highlights
2022 U.S. News & World Report, Best Colleges Rankings
UCSB ranked as # 5 Public National University
2022 U.S. News Ranking: Best Ethnic Diversity
UC Santa Barbara included among institutions with fifth highest diversity index rating

NICHE GRADE: 2022 Best Hispanic-Serving Institutions in America
UC Santa Barbara rated as the #1 Best Hispanic-Serving Institution in America

### 2022 U.S. News: Top Public Universities

<table>
<thead>
<tr>
<th>Ranking</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>UCLA</td>
</tr>
<tr>
<td>2</td>
<td>UC Berkeley</td>
</tr>
<tr>
<td>3</td>
<td>University of Michigan – Ann Arbor</td>
</tr>
<tr>
<td>4</td>
<td>University of Virginia</td>
</tr>
<tr>
<td>5</td>
<td>UC Santa Barbara</td>
</tr>
<tr>
<td>5</td>
<td>University of Florida</td>
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<tr>
<td>5</td>
<td>University of North Carolina – Chapel Hill</td>
</tr>
<tr>
<td>8</td>
<td>UC San Diego</td>
</tr>
<tr>
<td>9</td>
<td>UC Irvine</td>
</tr>
<tr>
<td>10</td>
<td>Georgia Institute of Technology</td>
</tr>
<tr>
<td>10</td>
<td>UC Davis</td>
</tr>
<tr>
<td>10</td>
<td>University of Texas at Austin</td>
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<tr>
<td>10</td>
<td>William &amp; Mary</td>
</tr>
</tbody>
</table>

### Top 10 Hispanic-Serving Institutions in America

<table>
<thead>
<tr>
<th>Ranking</th>
<th>University</th>
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<tbody>
<tr>
<td>1</td>
<td>UC Santa Barbara</td>
</tr>
<tr>
<td>2</td>
<td>UC Irvine</td>
</tr>
<tr>
<td>3</td>
<td>University of Central Florida</td>
</tr>
<tr>
<td>4</td>
<td>Texas Tech University</td>
</tr>
<tr>
<td>5</td>
<td>Cal State Long Beach</td>
</tr>
<tr>
<td>6</td>
<td>University of Arizona</td>
</tr>
<tr>
<td>7</td>
<td>Florida International University</td>
</tr>
<tr>
<td>8</td>
<td>San Diego State University</td>
</tr>
<tr>
<td>9</td>
<td>University of Houston</td>
</tr>
<tr>
<td>10</td>
<td>Rutgers University – Newark</td>
</tr>
</tbody>
</table>
2021 Fundraising
UC Santa Barbara raised more than $100 million in new gifts and pledges in FY 2021.

2021 Research Funding

2021-22 Harold J. Plous Award
Assistant Professor of MCDB Carolina Arias has been selected for the 2021-22 Plous Award.

Mellon Foundation Grant
As part of a national consortium of 16 Hispanic-Serving Institutions formed last year, our first joint proposal on Latinx studies has been funded with $5 million over three years.

American Association for Advances in Functional Materials
Professor of Materials Steven DenBaars is selected to receive the 2021 AAFM-Nakamura Award, named for our own Professor Shuji Nakamura.

American Institute of Chemical Engineers
Professor of Chemical Engineering Michelle O'Malley has been named the recipient of the 2021 Allan P. Colburn Award.
National Science Foundation Grant
Congratulations to co-principal investigators Cherie Briggs, Roland Knapp, and Thomas Smith on their $12.5-million NSF grant for a new research collaboration with other institutions to study species’ resilience to infectious disease.

Department of Energy Grant
Assistant Professor of Chemistry Vojtech Vlcek receives a $28-million award to lead a DOE-funded team project to advance scientific discovery using supercomputers.

Other institutions include UC Berkeley, UCLA, Rutgers University, University of Michigan and Lawrence Berkeley National Laboratory.

Dreyfus Foundation Award
Assistant Professor of Materials Chris Bates has been awarded a $100,000 Camille Dreyfus Teacher-Scholar Award.

American Council of Learned Societies
Assistant Professor of Film and Media Studies Laila Shereen Sakr and Associate Professor of English Rachael Scarborough King have received Digital Extension Grant Awards of about $150,000 each for their research projects.

Professor King’s project also received a grant from the National Endowment for the Humanities earlier this year.

UCOP Grant for Faculty Diversity
A team of our arts faculty and staff, led by Professor of Art Kim Yasuda, has received a $175,000 grant from UCOP to advance faculty diversity by setting up an arts “commons” that features an artists-in-residence program.

It is the first arts initiative in the UC system to receive this diversity grant since the program began five years ago.

Arts & Lectures
A&L has flipped the switches for the new academic year. Our 2021-22 programming initiative “Creating Hope” brings a return to live, in-person events.

Keep It Safe, Keep It Local - Halloween 2021 at UCSB
- In consultation with our campus medical experts and campus administrators, our students are planning to hold an outdoor Halloween concert on Saturday the 30th at Storke Plaza, contingent on the artist agreeing to an outside performance.
- Our students are working with campus medical experts and campus safety officials on logistics for the event.
- As in past years, the student-only, on-campus concert will draw students out of Isla Vista and hopefully keep out-of-towners from coming to IV.
Friday, November 5 & Saturday, November 6
We are planning a hybrid event that will offer both in-person and online activities for Parents and Family Weekend at UC Santa Barbara.

Announcements by the Divisional Senate Chair, Susannah Scott, Professor, Chemical Engineering, Chemistry and Biochemistry

- Welcome back to campus and thank you for your service. An important focus of 2021-22 will be to rebuild our community of scholars following the pandemic.
- The Mitigating COVID-19 Impacts on Faculty Working Group has issued a set of recommendations focused on academic personnel review, research funding, and teaching relief. Pandemic recovery within the UC will be a multi-year process. The report will be made available via the Academic Senate website once it becomes available.
- Academic Council has requested a systemwide review of a proposal from the University Committee on Academic Personnel (UCAP) for changes to APM 210, which would establish a more formal mechanism for recognition of mentorship in personnel cases.
- Academic Council has endorsed a resolution from the University Committee on Faculty Welfare (UCFW) in support of new UC programs for faculty, staff, and students who have dependent care responsibilities. UCSB has established a new backup care program, effective October 1.
- The Chancellor’s Task Force on Childcare has been reinvigorated, and we are looking forward to reporting on the group’s progress this year.
• The University is considering structural changes and a possible expansion of UC Online (formerly ILTI). The Senate approval process for online courses will be a topic of discussion this year. We are interested in hearing from faculty about their innovative teaching methods.
• We encourage you to nominate your colleagues for the Faculty Research Lecturer Award. Nominations are due Friday, February 4, 2022 at 5:00 p.m.

Managing Student Illness
Students with new, unexpected, unexplained symptoms typical of COVID-19 (as described on the symptom screener) should not attend classes until their symptoms have resolved.

Anticipating Student Absences from Class:
Students should not be penalized. Instructors are encouraged to post clear instructions on GauchoSpace, directing students to class materials (e.g. lecture recordings, readings) and any required or optional make-up work.

Possibilities for Students Who Miss Exams Due to Illness:
• Plan for make-up exams;
• If the course has multiple exams, consider dropping a student’s lowest score.

Mode of Instruction in Winter 2022
• The default mode of instruction for all courses in winter quarter will be in person, regardless of class size.
  ○ Except for courses with Senate approval to be offered fully online (“W” designation).

Current COVID-19 conditions

Campus testing program

<table>
<thead>
<tr>
<th>Dates</th>
<th># tests</th>
<th># cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Move-in (9/12-18)</td>
<td>7522</td>
<td>19</td>
</tr>
<tr>
<td>Week 0 (9/19-25)</td>
<td>4923</td>
<td>17</td>
</tr>
<tr>
<td>Week 1 (9/26-10/2)</td>
<td>2986</td>
<td>11</td>
</tr>
<tr>
<td>Week 2 (10/3-9)</td>
<td>3083</td>
<td>13</td>
</tr>
<tr>
<td>Week 3 (10/10-16)</td>
<td>2377</td>
<td>5</td>
</tr>
</tbody>
</table>

Random screening

<table>
<thead>
<tr>
<th>Dates</th>
<th># tests</th>
<th># cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 3 (10/10-16)</td>
<td>1168</td>
<td>0</td>
</tr>
</tbody>
</table>

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  ○ Except for courses with Senate approval to be offered fully online (“W” designation).
Emergency Remote Teaching in Winter 2022

- Medical accommodation for an instructor* whose presence on campus poses an unacceptable medical risk due to COVID-19
  - Requests must be approved by the Workplace Accommodations team in Human Resources.
  - HR assesses whether other workplace accommodations are feasible
- Workplace adjustment for an instructor* due to cohabitation with a seriously immunocompromised person
  - Documentation must be submitted to the Dean of the College or Division.
- Brief, temporary periods of quarantine/isolation by an instructor* or a child for whom the instructor has care-giving responsibility
- Any public health orders requiring a suspension of in-person class meetings

*Instructors include faculty, teaching associates, and teaching assistants.

Hybrid In-Person/Online Teaching in Winter 2022

- Current Senate policy allowing partial online instruction without Senate approval will continue in winter, without need for further Senate approval, provided:
  - The instructor informs the department* of the amount and pedagogical value of the online portion of the instruction, and
  - The course is disclosed to students as a hybrid course in the schedule of classes (e.g. MW lectures 1-2 pm in Phelps 1203, F discussion section 1-2 pm online), and
  - The online portion of the course does not exceed 50% of the scheduled instructional time in a given week, from the perspective of the enrolled student.
- The instructor of record (faculty or teaching associate) is responsible for ensuring that online instruction for all course components (lectures, labs, discussion sections, etc.) does not exceed 50% overall.

*Departments will need to collect and report the amount of online instruction quarterly.

Teaching Evaluation Workgroup, Rita Raley, Senate Vice Chair, Professor, English (from the slides presented)

Teaching Evaluation Workgroup: Briefing and Request for Comment

- Senate-Administration committee (S21): charge is to work toward revision or replacement of the ESCI system
- Informed by ad hoc committee report (2019), SET research, SET models from other campuses
Proposed Timeline
Fall 2021: campus consultation; review evaluation practices of peer institutions; devise framework that will inform drafting of new survey
  ● Winter 2022: redesign the survey
  ● Spring 2022: vetting; campus review

Ongoing Work for 2021-22
  ● Address impact of online evaluations
    ○ Decline in response rates
    ○ Diminished quality of responses
    ○ No context for extremes of vitriol and admiration
    ○ Informing principles: pedagogy rather than data collection
  ● Develop recommendations for secondary forms of evaluation
    ○ July 2021 memo for reviewing agencies with recommendations for contextualizing ESCI scores, possible amending of ESCI surveys, and use of secondary forms of evidence (e.g. teaching self-assessments)
    ○ Available on AP website

Vice Chair Raley provided samples of peer institutions’ models, from UC Davis, UNC Chapel Hill, UC Berkeley, and the University of Michigan.

- Common features: polling for quality of instructor and quality of course
- UC Davis: calculations for questions 8 & 9
### Course Characteristics

<table>
<thead>
<tr>
<th>The course challenged me to think deeply about the subject matter.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course material (e.g., coursepack, website, texts) helped me better understand the subject matter.</td>
</tr>
<tr>
<td>The course assignments helped me better understand the subject matter.</td>
</tr>
<tr>
<td>This course was very exciting to me intellectually.</td>
</tr>
<tr>
<td>Rate the grading standards of this course compared with others you have taken at UNC.</td>
</tr>
<tr>
<td>Rate the workload required in this course compared with others you have taken at UNC.</td>
</tr>
</tbody>
</table>

Strongly Disagree, Disagree, Neither Disagree/Agree, Agree, Strongly Agree, Not Applicable

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- **Department customizable evaluation templates** (with items supplied from Course Evaluations Question Bank as well as departmental custom items).
- **Instructor personalized questions** which can be added to evaluations with responses only visible by instructors.
- **Automated reports provided**: descriptive stats, distributions, aggregate student comments.
  - Instructor / course Report: Web accessible or PDF downloadable aggregation of student responses for each question item on the survey:
    - Department aggregate = Average computed for each question compared to departmental average.
  - Raw Data Report: Spreadsheet which provides all raw score data all courses evaluated for a department in the current term.
  - Department Summary Sheet: Spreadsheet which provides average scores for all instructors evaluated in a given semester within a department for university required items as well as response rate data.
<table>
<thead>
<tr>
<th>Eight new university-wide core questions</th>
<th>8 Questions (Mandatory)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• This course advanced my understanding of the subject matter. Q1631</td>
<td></td>
</tr>
<tr>
<td>• My interest in the subject has increased because of this course. Q1632</td>
<td></td>
</tr>
<tr>
<td>• I knew what was expected of me in this course. Q1633</td>
<td></td>
</tr>
<tr>
<td>• I had a strong desire to take this course. Q4</td>
<td></td>
</tr>
<tr>
<td>• As compared with other courses of equal credit, the workload for this course was (Much Lighter, Lighter, Typical, Heavier, Much Heavier). Q891</td>
<td></td>
</tr>
<tr>
<td>• The instructor seemed well prepared for class meetings. Q230</td>
<td></td>
</tr>
<tr>
<td>• The instructor explained material clearly. Q199</td>
<td></td>
</tr>
<tr>
<td>• The instructor treated students with respect. Q217</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Twelve Department Selected Questions**</th>
<th>12 Questions (Optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions can be selected from the question catalog. Any combination of quantitative (ranking) questions and qualitative (comment) questions is allowed. Email <a href="mailto:ro.evaluations@umich.edu">ro.evaluations@umich.edu</a> with requests for new questions or templates.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Five Instructor Added Questions</th>
<th>5 Questions (Optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructors have the choice of entering existing questions from our catalog or creating their own questions. ***</td>
<td></td>
</tr>
<tr>
<td>They can add up to 3 quantitative questions and up to 2 qualitative questions.</td>
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</tr>
</tbody>
</table>

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**Teaching Award Recommendation**

The instructor was one of the best I have had at Carolina, fully deserving of a teaching award.

Approximately how many hours per week do you spend working on homework, reading, and projects for this course?

![Approximately how many hours per week did you spend working on homework, reading, and projects for this course?](chart)

<table>
<thead>
<tr>
<th>Approximately how many hours per week did you spend working on homework, reading, and projects for this course?</th>
<th>0-2 hours per week (2)</th>
<th>3-5 hours per week (8)</th>
<th>6-9 hours per week (3)</th>
<th>10-14 hours per week (1)</th>
<th>15 hours per week or more (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>14.29%</td>
<td>57.14%</td>
<td>21.43%</td>
<td>7.14%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

**Other Information**

What grade do you think you will get in this course?

Is this a required course for you?
Guiding Principles (S21 discussions)

- Specificity & Validity
  - Guard against reviews of popularity, personality, and perceived language competency
- Simplicity
  - Survey fatigue
  - Do not add to faculty & reviewing agency labor
- Accountability
  - Students should be asked to account for their investment in the course
- Adaptability
  - Core questions + customization by unit or division

Request for Comment
senate-esci-revisions@ucsb.edu

WASC Thematic Pathway for Reaffirmation: Linda Adler-Kassner, Associate Dean, Undergraduate Education/Accreditation Liaison Officer, TPR Co-Chair; and Michael Gordon, TPR Co-Chair, Professor, Chemical Engineering (from the slides presented)

UCSB Current Accreditation: 2013-2023

Thematic Pathway for Reaffirmation (TPR): Current Reaffirmation Pathway

- Pathway available (by application to WASC) for institutions at low risk of not being reaccredited
- UCSB approved because of a robust, ongoing 3-year cycle of PLO assessment (among other things)

TPR: Benefits

- Deep dive into themes selected by the institution and approved by WASC
  (Also requires evidence of compliance with WASC standards)

TPR: Themes

- High level/relevant to the campus
- Established/pursued with broad consultation
- Aligned with institutional mission and commitments
- Aspirational, but not too aspirational

You Might Ask:
“Does this mean that PLO assessment is suspended?”
  No. :-)
- All programs will continue to undertake regular PLO assessment (3 year cycle; mid-cycle progress reports).
- Reminder:
Group 1 PLO assessment kickoff workshop: October 28, 1-3pm.

New Assessment Website
https://www.assessment.ucsb.edu/

Proposed Theme: Designing for Access, Designing for Success
- March-September, 2021: Theme developed with broad consultation (faculty/Senate; staff; students)
- September 2021: Thematic proposal forwarded to Senate for review
- October 2021: Thematic proposal forwarded for EVC/Chancellor approval
- November 1: Thematic proposal due to WASC

Key Terms: Access and Success
- Access = entrance into and navigation through program
- Success = completion; student's experience of relevance of program/completion for their commitments

Designing for Access, Designing for Success
Two types of data to answer several questions

<table>
<thead>
<tr>
<th>Quantitative</th>
<th>Qualitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional data</td>
<td>Interviews/focus groups</td>
</tr>
<tr>
<td>Focus dept data</td>
<td>Textual analysis</td>
</tr>
<tr>
<td>Surveys</td>
<td></td>
</tr>
</tbody>
</table>

Designing for Access
1. As students enter majors (UG) or prepare for qualifying exams (G) and navigate programs (UG/G):
   ○ What are pathways to and bottlenecks impeding successful access?
   ○ Are qualitative and quantitative perceptions aligned?

Designing for Success
2. Near the time students are completing majors (UG) or PhDs:(G)
Can we see trends in quantitative data that indicate more/less successful pathways to degrees? Are these trends aligned with qualitative data?

How have students found that their majors/degrees have been relevant for their commitments/goals?

Quantitative: Institution-wide Questions
Over the last 8 years (2013-2021), what patterns do we see in disaggregated institutional data at three different points in time:

- Admissions
- Just before entrance into majors [first year/transfer]/just prior to qualifying exams (grad)
- Graduation

Institutional Data to be Gathered/Analyzed
- Admission rates; changes in applicant/accept pools
- Enrollment patterns
- Degree pathways
- Student influx/efflux for declared/premajor students
- Pathways for undeclared students
- Probation rates
- Completion rates

Quantitative: Case Studies
Selected departments with programs that are illustrative of larger campus phenomena:

- Departments that have higher rates of students leaving sequence/major after initial declaration:
  - Biology [MCDB/EEMB]; Economics; Chem/Biochem
- Departments that have overall higher rates of students entering the major from other majors:
  - Global Studies; Religious Studies; Sociology

Quantitative: Case Study Questions
1. Over the last 8 years (2013-2021), looking at year-to-year flow, what patterns do we see in disaggregated quantitative data associated with access and movement through majors:

   - Undergraduates (first year, transfer)
     - Entrance into major
     - Movement into/out of major
     - Probation rates
     - Completion rates
   - Graduate students
     - Entrance into/movement out of program
     - Success at candidacy
Matriculation, time to degree, employment stats

2. Same as (1), but 2014-2019 (pre-COVID) looking at flow quarter by quarter
3. Same as (1), but last 2 years (2019-2021)

Qualitative: Interviews/Focus groups
Access:
Near the time students are entering degree programs (UG)/time of qualifying exams:
- What do students, faculty, and staff perceive as pathways and bottlenecks associated with successful entrance into/navigation through programs?

Qualitative: Interviews/Focus groups
Success:
Near the time students are completing degree programs:
- What do students, faculty, and staff perceive as pathways and bottlenecks associated with degree completion?
- How do students perceive the relevance of their degrees for their goals, especially:
  - Courses, (co)curriculum, instruction, advising (“learning environment”)
  - Requirements and policies (“institutional structures and practices”)?

Qualitative: Textual Analysis
What trends/patterns can be identified regarding access/success in textual materials?
- PRP/PLO reports
- DEI plans/activities
- Student-facing department, division, college materials (websites, advising information, program manuals, etc.)
- Policies (department, division, college, Senate)

Primary Data Wranglers
Linda Adler-Kassner (Writing/CITRAL) * co-chair
Mike Gordon (Chemical Engineering) * co-chair
Amanda Brey (Academic Program Review) * co-chair
In the weeds: Who/how we’ll do it

Faculty/staff teams to gather data/conduct research

Regular consultation with administration, Senate, AS, GSA, case study departments

Less Weedy: When We’ll Do it
- Data collection: now-June 2022
- Drafting: Summer 2022-Fall 2022
- Draft to reviewing agencies: Late 2022-spring 2023
- Draft due to WASC: sometime spring/summer 2023

WASC Review Team Visit: Fall 2023
Questions? Want to learn more?
Linda Adler-Kassner * Co-chair/ALO/Prof. Writing ladler@ucsb.edu

Consent Calendar
The minutes of the June 3, 2021 meeting were considered for approval.

Motion: To approve the consent calendar. The motion was seconded, and passed with 32 in favor, 0 against, and 2 abstentions.

Chair Scott adjourned the meeting at 5:13 p.m.