March 28, 2016

TO: Academic Senate Members

RE: Chair’s Updates to the Academic Senate

Dear Colleagues:

I hope you had a great three-day weekend and are ready for the new quarter. I want to bring a few matters to your attention, some of which are also summarized in the update of March 9, 2016, that I sent to the Department Representatives of the Representative Assembly.

Since then, I have received additional requests for information about the Chancellor’s board memberships. All such positions up to March 30, 2015, were reported as part of the Chancellor’s Stewardship Review; they are listed specifically in the Chancellor’s Report of Major Accomplishments and Aspirations. According to UC policy, when a Chancellor serves on a board in a capacity as Chancellor of a campus, such service does not need to be reported in OPA forms. For such board positions that Chancellor Katehi has served on since March 30, 2015 please see Attachment 1. In addition, the Executive Council requested and received all of the Chancellor’s Outside Professional Activities (OPA) pre-approval forms submitted since 2011; please see Attachment 2. Please contact me if you have any further questions for the Academic Senate Office.

Finally, I want to update you on the UC Davis Four Year Degree Completion Initiative launched last Fall. This two-year initiative will identify and eliminate factors keeping UC Davis undergraduate students from completing degree requirements and graduating in four years. This is a campus-wide effort involving faculty, administration, and students. In my opinion, its outcomes will provide significant, long-lasting benefits to our campus. The status as of March 7, 2016, is summarized in the attached correspondence. Your input to the Department Chairs during the first phase was invaluable in identifying critical factors to review and discuss for the Initiative’s next phase. I have asked the Faculty Executive Committee Chairs to use information from the Phase One Summary to initiate further discussion within the Colleges, and to forward me, by April 15, 2016, updates on additional topics or insights that emerge.

Sincerely,

[Signature]

André Knoesen
Chair, Academic Senate
Professor: Electrical and Computer Engineering

Attachments: 2015-2016 Board Positions Served in Capacity as Chancellor of UC Davis
OPA Pre-Approval Forms
Four Year Degree Completion Initiative: Phase One Summary
The following list represents additional memberships engaged in as part of the job of Chancellor. This service is without compensation.

- Member of the AAU Membership Review Committee
- Member of the AAU Patent and Technology Working Group
- Member of the Regional Representatives of the Hispanic Association of Colleges and Universities (HACU)
- Presidential Sponsor of the ACE Women’s Network Northern California
- Member of the Executive Advisory Committee, Council on Competitiveness
- Member of the Global Advisory Committee of the Women and the Green Economy Campaign
- Member of the Board of the Greater Sacramento Area Economic Council
- Member of the External Advisory Board of the Texas A&M University Institute for Advanced Study
- Member of the Commission of the Western Association of Schools and Colleges (WASC)
- Honorary member of the Board of the Sacramento Federal Judicial Library and Learning Center Foundation Advisory Board
- Member of the Board of Trustees of the Universities Research Association (membership)
- Member of the Board of Bay Area Council of Economic Interests (membership)
- Member of the Board of the Business Higher Education Forum (membership)
- Member of the Board of Valley Vision
### SENIOR MANAGEMENT GROUP MEMBER OUTSIDE PROFESSIONAL ACTIVITIES (OPA)

**PRE-APPROVAL FOR CALENDAR YEAR 2011 OPA**

<table>
<thead>
<tr>
<th>Name of Organization</th>
<th>Non-Profit/For-Profit</th>
<th>Description of Service</th>
<th>Approximate # of Hrs of Service/yr</th>
<th>Anticipated # of Hrs of Vacation to be Debited</th>
<th>Anticipated Compensation</th>
<th>Conflict of Interest <em>and/or Commitment (Yes/No)</em>*</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMAG Technology Inc.</td>
<td>P</td>
<td>Board member and owner</td>
<td>80</td>
<td>0</td>
<td>60,000</td>
<td>No</td>
</tr>
<tr>
<td>AAAS</td>
<td>N</td>
<td>Board member</td>
<td>40</td>
<td>0</td>
<td>0</td>
<td>No</td>
</tr>
<tr>
<td>Cyprus Institute</td>
<td>N</td>
<td>Board member</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>No</td>
</tr>
<tr>
<td>National Security</td>
<td>N</td>
<td>Board member</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>No</td>
</tr>
<tr>
<td>Higher Education</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
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<td>Y</td>
<td>Board member</td>
<td>24</td>
<td>24</td>
<td>23,000</td>
<td>No</td>
</tr>
</tbody>
</table>

Employee: I certify that the above is an accurate description, to the best of my ability, of the OPA I propose to engage in during the calendar year and are permissible under policy.

Employee Signature: [Signature]  
Date: 7/1/2011

Supervisor: I certify that I have reviewed the OPA above, that it is permissible under policy and that I approve.

Supervisor Signature: [Signature]  
Date: 7/2/2011

*Your location's Conflict of Interest Coordinator can be located at [http://www.ucop.edu/org/coi/coord.html](http://www.ucop.edu/org/coi/coord.html)*

**The SMG member's responsibility and the supervisor's (approving authority) responsibility are described in the policy (entitled *Outside Professional Activities: Policies, Guidelines and Letters of Clarification*) and specifically in Section III.A.1 and III.A.2.**
# SENIOR MANAGEMENT GROUP MEMBER OUTSIDE PROFESSIONAL ACTIVITIES (OPA)
## PRE-APPROVAL FOR CALENDAR YEAR 2012 OPA

<table>
<thead>
<tr>
<th>Comp Service (Y/N)</th>
<th>Name of Organization</th>
<th>Non-Profit/For Profit</th>
<th>Description of Service</th>
<th>Approx. # Hours of Service/Year</th>
<th>Anticip. # Hrs. to Debit</th>
<th>Anticipated Compensation</th>
<th>Long Term Incentives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>EMAG Technology Inc.</td>
<td>P</td>
<td>Board member and owner</td>
<td>80</td>
<td>0</td>
<td>60,000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>Cyprus Institute</td>
<td>N</td>
<td>Board member</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>National Security Higher Education Advisory Board</td>
<td>N</td>
<td>Board member</td>
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<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>Wiley &amp; Sons, Inc.</td>
<td>P</td>
<td>Board member</td>
<td>64</td>
<td>64</td>
<td>70,000</td>
<td></td>
</tr>
</tbody>
</table>

**Employee:**

1. I certify that the above is an accurate description, to the best of my ability, of the OPA I propose to engage in during the calendar year and are permissible under policy.
2. I certify that I have complied with the requirements of the California Political Reform Act with respect to disclosure and disqualification.
3. I certify that I have complied with UC's policy #7707 - Senior Management Group Outside Professional Activities.

Questions to consider: What is the mission of the outside organization? What are the terms of service with the outside entity? Does the entity or any of its members do business with the UC?

Click here to view the act [http://www.fppc.ca.gov/index.php?id=5](http://www.fppc.ca.gov/index.php?id=5)

Click here to view the policy [http://atyourservice.ucop.edu/employees/policies/employee_labor_relations/personnel_policies/opa.html](http://atyourservice.ucop.edu/employees/policies/employee_labor_relations/personnel_policies/opa.html)

**Employee Name:** Linda P.B. Katehi

Employee Signature: [Signature] Date: 1/3/11

**Supervisor:** I certify that I have reviewed the OPA above, that it is permissible under policy and that I approve.

Supervisor Signature: [Signature] Date: 5/18/12

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*Your location's Conflict of Interest Coordinator can be located at [http://www.ucop.edu/opc/coi/coord.html](http://www.ucop.edu/opc/coi/coord.html)

**The SMG member's responsibility and the supervisor's (approving authority) responsibility are described in the policy. (entitled Outside Professional Activities: Policies, Guidelines and Letters of Clarification) and specifically in Section III.A.1 and III.A.2.

11/10/2011
<table>
<thead>
<tr>
<th>Comp Service (Y/N)</th>
<th>Name of Organization</th>
<th>Non-Profit/For Profit</th>
<th>Description of Service</th>
<th>Anticipated Hours of Service/Year</th>
<th>Vacation Hours to Debit (For Serv During Bus Hours Only)</th>
<th>Anticipated Compensation</th>
<th>Long-Term Incentives</th>
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</thead>
<tbody>
<tr>
<td>Y</td>
<td>EMAG Technology Inc.</td>
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<td>Board member and owner</td>
<td>80</td>
<td>80,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>Cyprus Institute</td>
<td>N</td>
<td>Board member</td>
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<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>National Security Higher</td>
<td>N</td>
<td>Education Advisory</td>
<td>20</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Board</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>Wiley &amp; Sons, Inc.</td>
<td>P</td>
<td>Board member</td>
<td>64</td>
<td>64</td>
<td>73,000</td>
<td>70,000</td>
</tr>
</tbody>
</table>

**Employee:**

1. I certify that the above is an accurate description, to the best of my ability, of the OPA I propose to engage in during calendar year 2013 and these activities are permissible under policy.
2. I certify that I have complied with the requirements of the California Political Reform Act with respect to disclosure and disqualification.

Questions to consider: What is the mission of the outside organization? What are the terms of service with the outside entity? Does the entity or any of its members do business with the University of California?

[Click here to view the act](http://www.fppc.ca.gov/index.php?id=51)

3. I certify that I have complied with University of California Regents Policy 7707 - Senior Management Group Outside Professional Activities.

[Click here to view the policy](http://sourcerv.ucop.edu/employees/policies_employee_labor_relations/personnel_policies/smg-opa-policy_fann-5-5-12.pdf)

**Employee Name:** Linda P.B. Katehi

(please print)

**Employee Signature:** [Signature]  
**Date:** 1-3-13

**Supervisor:** I certify that I have reviewed the OPA above, that it is permissible under policy, and that I approve.

**Supervisor Signature:** [Signature]  
**Date:** 6-1-13

*Your institution's Conflict of Interest Coordinator can be located at [http://www.ucop.edu/ogc/coi/coord.html](http://www.ucop.edu/ogc/coi/coord.html)*

**The SMG member's responsibility and the supervisor's (approving authority) responsibility are described in the Policy, titled Senior Management Group Outside Professional Activities, and specifically in Sections III.A.1 and III.A.2.*

11/29/2012
### SENIOR MANAGEMENT GROUP MEMBER OUTSIDE PROFESSIONAL ACTIVITIES (OPA)
#### 2014 OPA PRE-APPROVAL FORM

<table>
<thead>
<tr>
<th>Comp Service (Y/N)</th>
<th>Name of Organization</th>
<th>Non-Profit/ For Profit</th>
<th>Description of Service</th>
<th>Anticipated Hours of Service/Year</th>
<th>Vacation Hours to Debit (For Serv During Bus Hours Only)</th>
<th>Anticipated Compensation</th>
<th>Long-Term Incentives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>EMAG Technology Inc.</td>
<td>P</td>
<td>Board member and owner</td>
<td>80</td>
<td>80,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>Cyprus Institute</td>
<td>N</td>
<td>Board member</td>
<td>20</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>National Security Higher Education Advisory Board</td>
<td>N</td>
<td>Board member</td>
<td>20</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>Wiley &amp; Sons, Inc.</td>
<td>P</td>
<td>Board member</td>
<td>64</td>
<td>73,000</td>
<td>70,000</td>
<td></td>
</tr>
</tbody>
</table>

We are requesting additional information regarding some OPAs. You do not need to provide this information if you are seeking pre-approval for an OPA that you participated in last year, as long as your role and compensation in connection with that OPA has not changed. You also do not need to provide this information if you are seeking pre-approval for an OPA with a 501(c)(3) entity, as long as your do not receive income, honors, loans, gifts, or payments of any sort from the entity (other than travel reimbursements or per diem). Please complete the attached Detailed Information Form for any other kind of OPA (e.g., a new OPA with a for-profit, a 501(c)(6) entity, or a new paid OPA with a 501(c)(3) entity).

**Employee:**

1. I certify that the information on this form and the attached Detailed Information Form(s), if any, provides an accurate description, to the best of my ability, of the OPA(s) I propose to engage in during calendar year 2014 and that these activities are permissible under policy.

2. I understand that it is my responsibility to comply with the California Political Reform Act and that I should seek advice if I have questions.

3. I certify that I have compiled with University of California Regents Policy 7707 - Senior Management Group Outside Professional Activities.

   ![Click here to view the Act: http://www.fspc.ca.gov/index.php/fspc-5-3](http://www.fspc.ca.gov/index.php/fspc-5-3)

   ![Click here to view the policy](http://ayourservice.ucop.edu/employees/policies_employee_labor_relations/personnel_policies/smg-opa-policy_fasp-6-2-14.pdf)

**Employee Name:** Linda P.B. Katehi  
(please print)

**Employee Signature:** [Signature]  
**Date:** 1/14/14

**Supervisor:** I certify that I have reviewed the OPA above, that it is permissible under policy, and that I approve.

**Supervisor Signature:** [Signature]  
**Date:** 6/2/14

**Notes:**

Your location’s Conflict of Interest Coordinator can be located at [http://www.ucop.edu/apc/co/board.html](http://www.ucop.edu/apc/co/board.html).

The SMG member’s responsibility and the supervisor’s (approving authority) responsibility are described in the Policy, titled Senior Management Group Outside Professional Activities, and specifically in Sections III.A.1 and III.A.2.

10/31/2013
## SENIOR MANAGEMENT GROUP MEMBER OUTSIDE PROFESSIONAL ACTIVITIES (OPA)

**2015 OPA PRE-APPROVAL FORM**

<table>
<thead>
<tr>
<th>Comp Service</th>
<th>Name of Organization</th>
<th>Non-Profit/For Profit</th>
<th>Description of Service</th>
<th>Anticipated Hours of Service/Year</th>
<th>Vacation Hours to Debit (For Serv During Bus Hours Only)</th>
<th>Anticipated Compensation</th>
<th>Long-Term Incentives</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Cyprus Institute</td>
<td>N</td>
<td>Board Member</td>
<td>20</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>WASC Senior College and University Commission</td>
<td>N</td>
<td>Board Member</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>National Security Higher Education Advisory Board National Academies: Pathways to Urban Sustainability</td>
<td>N</td>
<td>Committee Chair</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>California STEM Learning Network (CSLNet)</td>
<td>N</td>
<td>Board Member</td>
<td>35</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Y</td>
<td>EMAG Technologies, Inc.</td>
<td>Y</td>
<td>Board member and owner</td>
<td>80</td>
<td></td>
<td>$45,000</td>
<td></td>
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</tbody>
</table>

We are requesting additional information regarding some OPAs. You do not need to provide this information if you are seeking pre-approval for an OPA that you participated in last year, as long as your role and compensation in connection with that OPA has not changed. You also do not need to provide this information if you are seeking pre-approval for an OPA with a 501(c)(3) entity, as long as your do not receive income, honoraria, loans, gifts, or payments of any sort from the entity (other than travel reimbursements or per diem). Please complete the attached detailed Information Form for any other kind of OPA (e.g., a new OPA with a for-profit, a 501(c)(6) entity, or a new paid OPA with a 501(c)(3) entity).

**Employee:**
1. I certify that the information on this form and the attached Detailed Information Form(s), if any, provides an accurate description, to the best of my ability, of the OPA(s) I propose to engage in during calendar year 2015 and that these activities are permissible under policy.
2. I understand that it is my responsibility to comply with the California Political Reform Act and that I should seek advice if I have questions.
   - [Click here to view the Act: http://www.fcc.ca.gov/index.php?id=51](http://www.fcc.ca.gov/index.php?id=51)
3. I certify that I have complied with University of California Regents Policy 7707 - Senior Management Group Outside Professional Activities.
   - [Click here to view the policy: http://regents.universityofcalifornia.edu/policies/7707](http://regents.universityofcalifornia.edu/policies/7707)

**Employee Name:** Linds P.B. Katehi

(please print)

**Employee Signature:**

Date: 1/13/15

**Supervisor:** I certify that I have reviewed the OPA above, that it is permissible under policy, and that I approve.

**Supervisor Signature:**

Date: 4/24/15

**Notes:**
Your location's Conflict of Interest Coordinator can be located at [http://www.ucop.edu/user/ois/conflict.html](http://www.ucop.edu/user/ois/conflict.html).

The SMG member's responsibility and the supervisor's (approving authority) responsibility are described in the Policy, titled Senior Management Group Outside Professional Activities, and specifically in Sections III.A.1 and III.A.2.

10/31/2013
## SENIOR MANAGEMENT GROUP MEMBER OUTSIDE PROFESSIONAL ACTIVITIES (OPA)
### 2016 OPA PRE-APPROVAL FORM

<table>
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<tr>
<th>Comp Service (Y/N)</th>
<th>Name of Organization</th>
<th>Non-Profit/For Profit</th>
<th>Description of Service</th>
<th>Anticipated Hours of Service/Year</th>
<th>Vacation Hours to Debit (For Serv During Bus Hours Only)</th>
<th>Anticipated Compensation</th>
<th>Long-Term Incentives</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Cyprus Institute</td>
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<td>Board Member</td>
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<td>0</td>
<td>Cash Comp: 0</td>
<td>Deferred or Other Comp: 0</td>
</tr>
<tr>
<td></td>
<td>National Academies: Pathways to Urban Sustainability</td>
<td>N</td>
<td>Committee Chair</td>
<td>40</td>
<td>0</td>
<td>Cash Comp: 0</td>
<td>Deferred or Other Comp: 0</td>
</tr>
<tr>
<td>N</td>
<td>American Association for the Advancement of Science</td>
<td>N</td>
<td>Chair-Elect of the Engineering Section</td>
<td>20</td>
<td>0</td>
<td>Cash Comp: 0</td>
<td>Deferred or Other Comp: 0</td>
</tr>
<tr>
<td>N</td>
<td>Charles Stark Draper Prize Award Committee</td>
<td>N</td>
<td>Committee member</td>
<td>10</td>
<td>0</td>
<td>Cash Comp: 0</td>
<td>Deferred or Other Comp: 0</td>
</tr>
<tr>
<td>N*</td>
<td>EMAG Technologies, Inc P</td>
<td>Co-owner</td>
<td>0</td>
<td>80</td>
<td>0</td>
<td>Cash Comp: 0</td>
<td>Deferred or Other Comp: 0</td>
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<td>Y</td>
<td>DeVry Education Group P</td>
<td>Board Member</td>
<td>88</td>
<td>40</td>
<td>88</td>
<td>50,000</td>
<td></td>
</tr>
</tbody>
</table>

We are requesting additional information regarding some OPAs on the Detailed Information Form. You do not need to complete the Detailed Information Form if you are seeking pre-approval for an OPA that you participated in last year, as long as your role and compensation in connection with that OPA has not changed. You also do not need to complete the Detailed Information Form if you are seeking pre-approval for an OPA with a 501(c)(3) entity, as long as you do not receive income, honorarium, loans, gifts, or payments of any sort from the entity (other than travel reimbursements or per diem). Please complete the attached Detailed Information Form for any other kind of OPA (e.g., a new OPA with a for-profit, a 501(c)(6) entity, or a new paid OPA with a 501(c)(3) entity).

**Employee:**

1. I certify that the information on this form and the attached Detailed Information Form(s), if any, provides an accurate description, to the best of my ability, of the OPA(s) I propose to engage in during calendar year 2016 and that these activities are permissible under policy.
2. I understand that it is my responsibility to comply with the California Political Reform Act and that I should seek advice if I have questions.
3. I certify that I have complied with University of California Regents Policy 7707 - Senior Management Group Outside Professional Activities.

**Employee Name:** Linda PB Katehi

(please print)

**Employee Signature:**

**Date:** January 7, 2016

**Supervisor:**

I certify that I have reviewed the OPA above, that it is permissible under policy, and that I approve.

**Supervisor Signature:**

**Date:**

**Notes:**

*EMAG is a for-profit company, but we are not anticipating making a profit this year.*

11/2/2015
Addendum to 2016 OPA Pre-Approval Form

We are requesting additional information regarding some items on the Detailed Information Form. You do not need to complete the Detailed Information Form if you are seeking approval.

<table>
<thead>
<tr>
<th>Member Committee</th>
<th>Faculty Committee</th>
<th>Student Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Decisions</td>
<td>Faculty Development</td>
<td>Budgetary Issues</td>
</tr>
<tr>
<td>Curriculum Review</td>
<td>Faculty Development</td>
<td>Budgetary Issues</td>
</tr>
<tr>
<td>Research Funding</td>
<td>Faculty Development</td>
<td>Budgetary Issues</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Faculty Development</td>
<td>Budgetary Issues</td>
</tr>
</tbody>
</table>

Other Comments:

- [Please provide any additional information that is relevant.]
March 7, 2016

Ed Caswell-Chen, Chair
Undergraduate Council

Sue Ebeler, Chair
Council of Associate Deans

Brett McFarlane, Director
Academic Advising

RE: Four Year Degree Completion Initiative: Phase One Summary

Dear Ed, Sue and Brett:

I am sharing with you the information from the first phase of the Four Year Degree Completion Initiative. For the first phase, as you know, all department chairs were specifically asked to consult their faculty and provide responses to a questionnaire by March 1st. There was one open-ended question (described below in more detail) in addition to detailed information required for the UCOP BFI Major Initiative. All chairs responded by March 2nd—a truly impressive and very encouraging result.

Carolyn Thomas and I met last week, and here is the game plan for the second phase. Robert Loessberg-Zahl/BIA will be the custodian of the full dataset; the set is large and rich with detailed information. Results from the dataset will be made available in stages:

i) BFI Major Initiative: All the required information was delivered to UCOP last week. STATUS: Done. (Responsible: Helen Frasier)

ii) Colleges: Associate Deans in each college have been given all information submitted by their chairs. STATUS: Done. (Responsible: Helen Frasier)

iii) Phase One Summary: Objective is to extract trends (not major specific) so they can be used to stimulate further discussion. This communication releases the analysis to Chair of UGC, Chair of CAD, and the Director of Academic Advising for discussions with UGC, CAD and student advisors, respectively. STATUS: Done (see more details below).

iv) BIA will perform a systematic analysis of all the data collected (responsible: BIA/Robert Loessberg-Zahl). This analysis will be done in collaboration with others. Not sure when this analysis will be completed. The earliest will be mid-spring, but more realistically perhaps the end of spring or early summer. STATUS: To be launched this week.

v) BIA will put a procedure in place by which others can access the full dataset to perform their own analysis. STATUS: Process to be determined.

vi) Student focus groups: The current plan is to have student focus groups by early next fall. (STATUS: Details to be decided during summer by AS/UE/BIA)

Attached is the result of the Phase One Summary. Please feel free to distribute and use the information as you see fit. I request that you put some process in place to report to me sometime during the spring quarter (let’s say by no later than April 15th) the outcomes of your discussions with your groups.

Thank you.
Sincerely,

[Signature]

André Knoesen  
Chair, Academic Senate  
Professor: Electrical and Computer Engineering

Attachments: Phase One Summary

c: Rachael Goodhue, Academic Senate Chair Elect  
   Ralph Hexter, Provost and Executive Vice Chancellor  
   Adela de la Torre, Vice Chancellor of Student Affairs  
   Carolyn Thomas, Vice Provost and Dean of Undergraduate Education  
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   Edwin Arevalo, Executive Director, Academic Senate  
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UC Davis Four Year Completion Initiative: Phase One Summary

By André Knoesen, Chair Davis Division, Academic Senate

The objective of the Four Year Degree Completion Initiative (Initiative) is to identify and eliminate campus controlled factors impeding an undergraduate student’s ability to complete degree requirements and graduate in four years. The Initiative will conclude within two years.

The first phase of the Initiative collected information from faculty in all the undergraduate majors on the Davis campus. The purpose of this Phase One Summary is to take the information obtained from the questionnaire and rapidly distribute it to the campus to stimulate further discussion on ways to improve four year degree completion on the Davis campus.

Chairs from all 106 undergraduate majors consulted with faculty and responded to the following open-ended question: “As part of the Four Year Completion Initiative, UC Davis is soliciting department input regarding factors, outside the required upper division courses in a curriculum, that impede your undergraduate students from completing the major within four years. Please describe such factors in the space below.”

The approach used to perform this heuristic analysis is not intended to be in-depth or rigorous. From the responses received:

a) Redacted statements were extracted so as not to identify majors providing the response (the redactions were reviewed by Budget and Institutional Analysis to ensure appropriate information is released);

b) The statements were tabulated along with an identifier if the comment came from a BS major, BA major or BS&BA major;

c) By looking at the statement, dominant themes were identified; and

d) Statements were grouped to determine how many times comments reflected an identified theme.
Lack of Courses:

1. ...important classes are not available to our majors in a timely fashion.
2. ...some of the large lower division courses that are required by almost all Bachelor of Science majors on campus.
3. ... availability of required lower division courses, such as the BIS 2 series.
4. ... the high number of enrolled undergraduates at UC Davis coupled with limited course offerings are making course accessibility difficult across campus and that delays students completing in a four year time frame.
5. ... the shortfall of general education (lower division) class offerings, specifically CHE2 and BIS2. Registration for these classes has been difficult in the past, leading to a shortfall of prerequisite coursework for the upper division ... classes.
6. ... an issue with our course PLS 2, in that it would be helpful if we could offer it more than once per year.
7. ... the primary impediment to 4-year graduation occurs when students fall out of course sequence, by failing one class or missing a quarter of coursework (due to personal circumstances or to complete an internship).
8. ...not being able to get courses needed in a timely fashion,
9. ...ability to offer some undergraduate core courses only once per year due to faculty time and other program constraints.
10. ...access to needed courses due to the impact of high student numbers across campus.
11. ...although students have various options for upper division coursework, only some of those courses can be repeated.
12. ...because of the interdisciplinary nature of the...major, students must enroll in courses across the campus including those courses that are in highly impacted majors such as ARE and high-demand, impacted courses such as those in UWP and CMN.
13. ...ECS 30 (Introduction to Programming and Problem Solving), which is required for our BS degrees, is not offered at convenient times for our undergraduate majors.
14. ...frequency of course offerings.
15. ...impacted courses due to limited/insufficient instructional and laboratory space, which seriously lag the growth in enrollments.
16. ...inability to enroll in BIS 101, which is a prerequisite for many of the restricted elective classes under our Biotechnology sub-emphasis. Students say that it is difficult to get into the class.
inability to enroll in preparatory subject matter courses in a timely matter (i.e., BIS series, CHE 2ABC series) due to large enrollments.

...insufficient instructional resources: Our current instructional capacity does not allow frequent enough offering of a number of key gateway or otherwise required courses.

...lower division preparatory courses not having enough space for students.

...most classes offered only once a year (forcing students who fail a class to repeat it a year later).

...one other severe constraint on many students is that they must work to earn income or their debts will be even higher -- this is a function of the high tuitions that UC students must pay. When they work more, they cannot take as large an academic load.

...only being able to offer some required undergraduate courses once per year due to lack of faculty and competition with offering graduate courses.

...our majors would benefit from having quarterly offerings of the Physics 1 series, and the Chem 2 and 8 series.

...required undergraduate major courses are only able to be offered once per year due to an insufficient number of faculty to address teaching needs within both the undergraduate and graduate programs.

...scheduling conflicts between ... core courses and Restricted Elective (RE) classes offered by other departments delay the order in which students can take their RE courses and ultimately may cause them to take longer to complete or to take alternate classes than they prefer.

...the availability of chemistry courses (workload, CHE 2ABC, and CHE 8AB) may contribute to some ... students not graduating in 4 years. Our students don’t generally have trouble getting in to those course, but sometimes we wish they could start a series in a quarter that the first course in the series isn't offered.

...the campus student enrollment is growing and course enrollment is strained to capacity, particularly in the experiential laboratory courses.

...the growing campus student enrollment is leading to some courses being overenrolled. Some students are finding that they must take courses out of sequence due to limited availability, which is not an optimal pedagogical situation, or may have to wait until their senior or "super-senior" year in order to get into the right class.
...there is significant competition within the campus for students to be able to enroll in general education and key preparatory science courses. Students may not be able to enroll in courses in the correct pedagogical sequence or may have to stay longer to obtain a spot in high enrollment courses.
Late Change of Major:

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>Students starting in a major that is not the right fit and they do not do well in their classes forcing them to have to leave the university for an extended period of time and take courses at a community college to reenter Davis.....</td>
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<tr>
<td>2</td>
<td>Students switching majors after junior year ....</td>
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<tr>
<td>3</td>
<td>(students) tend to add ..... as a major later in their college career</td>
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<tr>
<td>4</td>
<td>many of our students do not start at UC Davis as ....majors, but come to the major later in their academic careers, sometimes as a second major, but other times after having not succeeded in whatever major they started off in.</td>
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<tr>
<td>5</td>
<td>Some of our students enter the .... major after leaving other majors. If this is done relatively late, then the need to complete courses in the new major can push students past the four-year mark.</td>
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<tr>
<td>6</td>
<td>it is likely that students who join the major later will be delayed as they may have other college and university requirements to satisfy simultaneously.</td>
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<tr>
<td>7</td>
<td>a number of students switch fairly late into the ( ) major, and this can make it challenging to complete the major within four years.</td>
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<tr>
<td>8</td>
<td>many of our students declare their majors late, often switching from the sciences. As a result, they need extra time to fulfill the requirements for the major in starting so late as well as having to address any issues such as academic probation due to low grades in their previous major.</td>
</tr>
<tr>
<td>9</td>
<td>students tend to discover (the major) relatively late in their college careers.....If they discover this later than first quarter of their second year, they have to wait till their third year to begin the language sequence</td>
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<tr>
<td>10</td>
<td>the longer (the students) remain undeclared, the most difficult it is for them to register for their courses and meet the major requirements</td>
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<tr>
<td>11</td>
<td>the primary factor impeding our undergraduate students from completing the major within four years has to do with the manner in which they enter our major.</td>
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<td>12</td>
<td>we often have students declaring the ....major late, after taking several classes and then realizing that they were well on their way toward a major, as well as discovering their increasing interest in the subject.</td>
</tr>
<tr>
<td>13</td>
<td>students changing into the ...major during their 3rd or 4th year after realizing their current major is not a good fit academically</td>
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</table>
we also have a large number of students who double major and do not declare .... as a major until the end of their junior year. We would like the policies to declare a double major to be changed so students are encouraged to declare their second major much sooner.

... changed majors relatively late and still needed to complete many of the foundational science classes, such as biology, chemistry and physics.

.... students may be delayed because they transferred into the major late and so lacked some of the prerequisites.

.... the most common reason that a ... student doesn’t graduate in 4 years is because they started in a different major and decided to be in (X major) too late to graduate in 4 years (but could graduate within the Dean’s Office’s 225 unit maximum).

...Changing into the major later in their academic career

...Late decisions to change their major.

...many of our students transfer from other majors that they did not like and were not doing well in. For some number of these students, it is likely that they would drop out of UC Davis entirely thus affecting overall completion rates. Difficulty in graduating in 4 years comes when students transfer from majors such as biosci or engineering into social science departments.

...students changing late lead to lack of prerequisites.

...Students transferring from other majors without the needed prerequisites cannot catch up on degree progress due to courses being offered only once per year.

...The many students who change majors ... push that number higher.

...they changed majors late (more than one reason could be selected).
Financial & Personal Circumstances:

1. ...heard anecdotally of some students not having their basic needs met while at UC Davis (adequate housing and nutrition), ....

2. ...the biggest challenges,... our undergraduates have to contend with as they try to complete their degree in four years are directly related to the soaring costs of a university education.

3. ...we have had students in our major who commute long distances to campus,... this too may also be related to wealth disparities if students are unable to afford housing in Davis or have family responsibilities that prevent them from moving close to campus.

4. .....some attention should be given to whether or not recent increases in tuition and fees, along with the economic downturn that occurred during the years for which data on graduation rates have been made available, have disproportionately affected students from less privileged backgrounds....

5. ....Financial issues related to not enough financial aid or students having to support themselves....

6. ....sometimes having to work to support not only themselves but also other members of their families....

7. ....Students having additional priorities that take their time and increase stress levels resulting in less units being taken per quarter or student taking a needed break between quarters (i.e. working full-time, care taking of children and/or other family members, illnesses, mental health issues etc.)

8. ...Few of our students come from economically privileged backgrounds. Many of them are first-generation college students and/or minorities. The soaring costs of higher education is an issue that touches more and more students and one that hits minorities and first-generation college students disproportionately hard. Many students have no financial support from their families and are entirely on their own. Hence our students work a great deal outside the classroom. As many as half, or even more, of our students work as much as 20-30 per week in addition to taking several courses. Such financial stress and long hours of work while a student pose particular challenges to many of our students’ ability to progress swiftly.

9. ...Financial stress is and is likely to continue to be a possible impediment to our students’ ability to progress apace toward a degree in four years.

10. ...it is reasonable to suppose that students from low income backgrounds might have to work more hours in order to make ends meet,
11 ...many students appear to be delayed due to personal issues. These include working part or full time on top of their studies, family issues they must attend to and mental health issues (we've had a number of students with depression and other mental health struggles).

12 ...Students frequently have commitments that conflict with coursework, such as jobs, perceived religious and social obligations, family difficulties, and personal (psychological and health) crises that interfere with school.

13 ...Students often encounter financial difficulties as a result of UC's outrageously high tuition and unexpected increases in tuition/fees that impede their timely completion of requirements.

14 ...Working students are frequently limited in the number of units they can take in a given quarter

15 ...external circumstances such as having children, working full-time, or caring for a parent that could cause students to reduce their course load per quarter

16 ... many students who need to work in order to afford fees/tuition and/or to be able to provide for themselves, and this tends to increase their time to degree as they cannot as easily take as high a number of units as students who do not need to work.

17 ...An increasing number of students are working part-time during college in order to help cover expenses of their education.

18 ...Family problems that lead to dropping courses or incomplete courses.

19 ...Many students struggle to pay the high cost of university, and it is common for students to work 20 or more hours per week, limiting their ability to take a high course load to advance to graduation.

20 ...One other severe constraint on many students is that they must work to earn income or their debts will be even higher -- this is a function of the high tuitions that UC students must pay. When they work more, they cannot take as large an academic load. This means that poorer students cannot do as well as their richer fellow students.

21 ...Students may take the minimum number of units because they have jobs, internships, or family responsibilities.
22 ...Workload courses affect freshman scheduling capability (students needing extra preparatory course work are placed into workload courses).
<table>
<thead>
<tr>
<th>Lack of Instructional Space:</th>
<th>Degree Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  .....obtaining classrooms that could accommodate larger number of students at desirable times is a major obstacle.</td>
<td>ba</td>
</tr>
<tr>
<td>2  ....We do suffer some impediments due to a lack of appropriate classroom space at UC Davis...</td>
<td>ba</td>
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<tr>
<td>3  ....we require many large lecture halls each quarter to accommodate our courses. The university does not give us the number of lecture halls that ...we request and therefore, we cannot offer as many spaces in the classes as would be necessary for our major.....</td>
<td>ba</td>
</tr>
<tr>
<td>4  ....student progress related to scheduling is the overall shortage of classrooms on campus. This especially affects the lower division preparatory coursework and some of early upper division depth courses that are prerequisites for upper division speciality courses. Students are often waitlisted for these core biology, math and chemistry courses and cannot move on the upper division elective courses in a manner that allows them to graduate in 4 years.</td>
<td>ba &amp; bs</td>
</tr>
<tr>
<td>5  ...Shortage of classroom space makes scheduling hard.</td>
<td>ba &amp; bs</td>
</tr>
<tr>
<td>6  ...Space constraints also place limitations on our department that may affect our students. We are running out of office space to house our ... faculty, though our numbers keep growing. We have run out of office space to house new advisers, whom may be needed as the number of ..... undergraduates increases with the 2020 initiative.</td>
<td>ba &amp; bs</td>
</tr>
<tr>
<td>7  .... inadequate space, meaning suitable lecture and laboratory facilities,</td>
<td>bs</td>
</tr>
<tr>
<td>8  ...Class room availability.</td>
<td>bs</td>
</tr>
<tr>
<td>9  ...Enrollment limits due to lack of computer and wet lab teaching space.</td>
<td>bs</td>
</tr>
<tr>
<td>10 ...Enrollment limits due to limited lab teaching space</td>
<td>bs</td>
</tr>
<tr>
<td>11 ...Enrollment limits in classes due to lack of large classrooms</td>
<td>bs</td>
</tr>
<tr>
<td>12 ...Enrollments are limited for some classes due to an insufficient number of larger classrooms.</td>
<td>bs</td>
</tr>
<tr>
<td>13 ...For laboratory courses, enrollments are limited due to inadequate computer and wet lab teaching space.</td>
<td>bs</td>
</tr>
<tr>
<td>14 ...Not having the resources to provide as many offerings due to limited teaching and classroom resources</td>
<td>bs</td>
</tr>
<tr>
<td>15 ...seats available in courses.</td>
<td>bs</td>
</tr>
<tr>
<td>16 ...There is a lack of classrooms on campus.</td>
<td>bs</td>
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<tr>
<td>17 ....Inflexibility of Academic Senate to allow creative solutions with online/flipped sections on short notice.</td>
<td>bs</td>
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</tbody>
</table>
Lack of Preparation:

1. ...we suffer from the general lack of preparedness in writing that we encounter in a substantial number of our students......it would benefit our teaching if the students were better prepared in writing before they were admitted to UC Davis, or if there were some sort of basic writing course that was required of all freshmen...
2. ...50% of students who graduated with .... degrees (in about the last two years) .....spent at least one quarter facing academic probation or similar academic sanctions.
3. ...Students often arrive at UC Davis with less general and subject-specific educational preparation than they used to; there often is considerable remedial work required before students are prepared for major courses. This is especially a problem with transfer students, but often applies to first-year students as well.
4. ...A reasonable amount of students interested in this field do not enter the major with an adequate preparatory background and therefore must take extra courses in Calculus and Physics that our prerequisites to our classes, on their way to completing our major; this sometimes can increase the length of time needed to graduate.
5. ...A substantial number of our slow-to-graduate students struggle early with their lower division courses, and thus, they end up taking upper division coursework later than typical and/or have difficulty learning the engineering material.
6. ...Community College Transfer students often do not focus on preparatory subject matter while enrolled in CC. Instead they focus on their GE or completing their IGETC instead. That is fine for social sciences and humanities majors, but not for the science majors. Those who do take some science courses, often transfer with “partial credit” for “series for series” transfer subject matter including Physics and Calculus.
7. ...Entering first year and transfer students not having the necessary prerequisites or preparatory coursework
8. ...Less prepared transfer students due to lack of resources at the community college level and lowering standards.
9. ...Some lower division courses required for transfer to the program are not offered at community colleges and must be taken upon arrival.
10. ...Students (both High School and Community College) are admitted to the major who place into Workload Math and Workload Chemistry or even lower-level coursework during their Summer Orientation exams.
students arriving needing remedial classes (and even then, students needing only a few remedial classes can finish in time).

Students earning D and F grades in series courses (MAT 21, PHY9) or required major courses and needing to retake them.

Students earning D and F grades in series courses (MAT 21, PHY9) or required major courses and needing to retake them.

The variation in the quality of community and state college preparation for university study appears to be exceptionally high.

...UC programs to enhance student retention from lower API schools require a greater number of units in order to prepare students for courses in the major.
Summer:

1. Not having enough courses offered during the summer that would allow them to complete the major.
2. The lack of upper-division offerings in Summer Sessions, due to the cost of compensation to ladder faculty, may be another factor.
3. Cannot stay in Davis in summer to do coursework.
4. Lack of summer offerings.
5. Lack of Summer Session offerings.
6. Limited offerings of summer courses due to insufficient resources.
7. Limited summer session offerings, which are not popular to teach among our faculty.
8. Limited summer sessions offerings.
9. Summer offers a tremendous opportunity to assist struggling students with material, and to help them make up their progress lag. The opportunity is under-utilized due to a number of reasons some of which have to do with marketing of summer sessions, its business model and the mismatch between organization of summer sessions and time-to-degree as an institutional objective.
10. Summer sessions limited offerings or interfering with internships etc.

Degree Type:

ba
ba
bs
bs
bs
bs
bs
bs
bs
Transfer Students:

1. One factor impeding completion in four years may be the situation of transfer students. These students need to meet the minimum unit requirement for graduation, 180 units. A maximum of 105 units may be transferred, leaving 75 units to graduate. Spread out over six quarters, this would require an average of 12.5 units per quarter, slightly more than minimum progress.

2. Many of our students are transfer students and it takes them a few quarters to get a hang of the intensity of the quarter system which means they fail a few courses.

3. We support the idea of selective major review of transfer students in statistics.

4. No selective major review for its transfer applicants.

5. Many of our students are currently those who have transferred from other UC Davis majors or are transfer students from community college. The biggest impediment we currently see is that some of these students may not have completed lower division requirements (e.g., organic chemistry, calculus) prior to their third year which cuts into the upper division requirements. This is especially true of transfer students from community college, who will need to make up some deficiencies. This may then result in an extra 1-2 quarters at UC Davis.

6. Students who take longer than normal are often transfer students who arrived without sufficient preparation in lower-level courses.

7. The high number of transfer students received, which mean that some students have very tight schedules in which they could possibly complete courses, especially courses offered in alternate years, or which regularly become full because of limitations on lab space or places on required field trips.

8. Transfer advising is key as well - when transfer students arrive without enough basic introductory science courses (preferably including physics, calculus, biology, chemistry and organic chemistry) it is a real problem to get them through on time.

9. Transfer students coming in unprepared and with few courses towards their intended degree.

10. Transfer students that arrive unprepared with the prerequisites required for the major.
Internships:

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<th>Degree Type</th>
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<tbody>
<tr>
<td>1</td>
<td>Students wanting to participate in an internship, study abroad or the UC Washington program and/or similar programs. Sometimes students want to participate in two or three programs.</td>
<td>ba</td>
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<tr>
<td>2</td>
<td>Students choosing to participate in valuable co-curricular experiences</td>
<td>ba &amp; bs</td>
</tr>
<tr>
<td>3</td>
<td>Coops/internships during academic year tuition cost forces students to work part time.</td>
<td>bs</td>
</tr>
<tr>
<td>4</td>
<td>Internships and co-ops during the academic year</td>
<td>bs</td>
</tr>
<tr>
<td>5</td>
<td>Many students work in internships during the quarter and therefore do not take as many units per quarter as might be needed to complete the degree in 4 years.</td>
<td>bs</td>
</tr>
<tr>
<td>6</td>
<td>Students elect to spend additional terms (more than would be required to graduate) due to internship opportunities or a strong passion for their undergraduate field of study.</td>
<td>bs</td>
</tr>
<tr>
<td>7</td>
<td>Students elect to spend additional terms due to internship opportunities or a strong passion for their undergraduate field of study beyond the minimum requirements.</td>
<td>bs</td>
</tr>
<tr>
<td>8</td>
<td>Travel abroad or internship participation slow them down Financial problems (students often work too much, take time off from coursework)</td>
<td>bs</td>
</tr>
<tr>
<td>9</td>
<td>A large number of our students pursue undergraduate research, practical training experience (internships and coops). The faculty wish to go on record as strongly opposing any policies that would influence time to degree at the cost of penalizing students’ ability to participate in practical training experiences, which we view as crucial to producing industry ready engineers to meet 21st century challenges.</td>
<td>bs</td>
</tr>
<tr>
<td>10</td>
<td>In order for our students to be competitive for acceptance into post-baccalaureate programs in the health profession of dietetics, students are expected to have multiple internship and other volunteer positions. This career-related experiential learning is very valuable to enrich their university experience, and positions our students to successfully compete for the highly sought post-baccalaureate positions.</td>
<td>bs</td>
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**Protecting GPA:**

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<tbody>
<tr>
<td>1</td>
<td>Students not wanting to take more than 3 classes per quarter because they feel the course load is too rigorous for them and they are concerned about their GPA for graduate or professional schools.</td>
</tr>
<tr>
<td>2</td>
<td>Many of our students are pre-professional with a significant number of students focused towards veterinary medicine... students tend to repeat courses to improve grades.</td>
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<tr>
<td>3</td>
<td>Some ..., students, who are pre-med (or other pre-health professional school bound) will delay completing their degree in four years to take lighter loads that enable them to study for the MCATs, gain extra clinical experience, and maintain higher GPAs.</td>
</tr>
<tr>
<td>4</td>
<td>Some students elect to lighten their load by distribution over longer time to degree.</td>
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<tr>
<td>5</td>
<td>Students choosing to take fewer units each quarter (for better performance),</td>
</tr>
<tr>
<td>6</td>
<td>Students make choices that affect progress. Students will delay taking a course if they perceive an instructor is hard, or if the course is not offered at an optimal time. Students will also drop classes they are not doing well in, or inappropriately use &quot;incompletes&quot;. Students do not take full advantage of advising to ensure they are staying on track.</td>
</tr>
<tr>
<td>7</td>
<td>Students make choices that affect progress. Students will delay taking a course if they perceive an instructor is hard, or if the course is not offered at an optimal time. Students will also drop classes they are not doing well in, or inappropriately use &quot;incompletes&quot;. Students do not take full advantage of advising to ensure they are staying on track.</td>
</tr>
<tr>
<td>8</td>
<td>Students not wanting to take more than 3 classes per quarter because they feel it is too much for them and they are concerned about their GPA for graduate or professional schools.</td>
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<tr>
<td>9</td>
<td>Students underperform in high-enrollment classes (e.g. BIS, CHE, PHY, MAT) and sometimes retake those classes to get a better grade.</td>
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Faculty Size:

1. Only so many upper division courses can be offered at a given time.
2. The chief impediment for timely graduation is the small size of the faculty. Anticipated new faculty budget lines will be offset by anticipated retirements and will not change this situation.
3. The impediments faced by our majors deal with our inability to meet student demand with our small faculty size.
4. We need more TAs, which would allow us to offer larger classes (assuming we can even get the classrooms to do so) AND more FTE.
5. Insufficient numbers of qualified teaching staff, insufficient support staff (including advising staff--one person for a total of 750 majors in the Department) and the corresponding necessary resources.
6. Insufficient faculty numbers relative to size of major.
7. Lack of TA support to offer additional class sections.
8. There is a lack of faculty and TAs for our courses.

Resources:

1. There seems to be agreement that we need more resources, but disagreement about whether those resources should come from DSS or upper campus. It is very frustrating.
2. Despite the very high enrollments, has the highest student:TA ratio in DSS (specifically, 250:1 in lecture courses), such that students have very limited opportunity to meet with TAs for review and support. Again, an increased instructional budget is needed to reduce that ratio so that we can hire more TAs and provide the undergraduate students with the necessary levels of support to foster their successful completion of courses in a timely manner.
3. The instructional budget for is insufficient to mount our program at the levels needed by the students. For many classes, we can offer only one or two sections with very high enrollment in a given quarter, which provides little flexibility for students’ schedules. We need to hire 7 to 10 more faculty to meet demands, bringing our department to 52 to 55 FTE, or our budget for hiring lecturers needs to be increased substantially, so that we can offer more sections with smaller enrollments.
4. While the department has taken every measure to ensure that students can get into the classes they need in order to stay on their four-year plan, this trend is not sustainable without significant infrastructure support (e.g. laboratory space, equipment and instrumentation, faculty, staff, and TA support).
5. Not having the resources, both the faculty and the large classrooms, to provide as many offerings or as large offerings as we would like.
6 ...The ... department is willing to offer additional sections and/or quarters of our courses in high demand, but will need additional resources in order to do so.

7 ...The necessary upper division labs are expensive, and we run them at a considerable loss under the current budget model.

8 ...We have implemented as a pilot a summer preparatory course to qualify more of the incoming freshmen to enter freshman chemistry on time .... but even if they qualify we probably won't have places to put many of them.
Double Majors:

1. Students choosing to complete a double major or additional minor.
2. Students who are double majors are frequently stymied by inconsistencies between different UCD schools’ unit requirements.
3. Many of the students who choose to double major. Often, it is their second major or the fact that they are combining majors that impacts the graduation rate.
4. Students delayed graduation by choice to complete a minor, double major, study abroad or take extra courses that were not required.
5. A large number of our students pursue dual majors, minors, etc. The faculty wish to go on record as strongly opposing any policies that would influence time to degree at the cost of penalizing students’ ability to participate in practical training experiences, which we view as crucial to producing industry ready engineers to meet 21st century challenges.
6. Many students double major or add a minor, which slows them down. Insufficient course offerings (need to offer some courses each quarter).
7. Some students elect double majors or time intensive minors.

Hesitancy to Complete Degree:

1. It has been the experience of our undergraduate faculty advisers that not many students seem to make graduation in four years a high priority.
2. A general misunderstanding exists among undergraduates that there are no consequences in taking extra time to complete a degree.
3. Students also are hesitant to leave the university (angst to find a job, no clear perspective of what comes next, study abroad opportunities etc.) even though they have fulfilled all necessary classwork.
4. Students at UC Davis tend to enjoy living in Davis, which means they often stay longer than four years.
5. Students choosing to take fewer units each quarter (for better performance),
6. Students in no hurry to graduate.
### Advising:

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...Although mandatory advising appears to work well for the freshman, older students often have trouble making an appointment during this period.

...students’ progress towards their degree could be considerably accelerated via improved advising to freshmen to help them have a smooth transition to the university.

...Insufficient advising and teaching assistant resources:

...Lack of mandatory advising

...One of the most serious challenges to achieving a 4-year graduation in the..... major involves internal advising of its students

### Lack of Preparedness of International Students:

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...Many of our students are international students with an inadequate understanding of the English language.

...We are getting an increasing number of international students as majors. However, many of them have inadequate English language proficiency. As a result, they struggle in our upper division courses, particularly with writing assignments.

...English as Second Language students facing challenges to English reading and writing comprehension,

### Lack of Prerequisite Checking in Lower Division Math and Physics Classes:

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...Inadequate preparation due to lack of prerequisite enforcement primarily in lower division math and physics series.

...Students earning grades less than C- in lower division math and physics series and moving on (prerequisites are not checked in math and physics)

### General Education Requirements:

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...Large general education course requirement.

...One way to increase student completion rates is require fewer GE classes and let them begin taking upper div classes earlier.