

COMMITTEE ON EDUCATIONAL POLICY Annual Report 2022-23

To the Academic Senate, Santa Cruz Division

The Committee on Educational Policy's (CEP) responsibilities include the review of the undergraduate programs and their program statements, and consultation with other Academic Senate Committees and administrative units on a broad range of issues concerning undergraduate education. In addition to these routine activities, the committee also spent time reviewing issues related to the transition out of COVID-19 and laying the groundwork to incorporate a variety of course modalities as we move online education forward. We also undertook significant additional workload by reaffirming the Pass/Fail option rules for periods where outside factors impact faculties ability to enter grades in a timely manner.

The committee has dealt with the following issues this year:

I. Summer Session Delegation

At the beginning of the fall quarter, the committee reviewed the data and report from the Vice Provost and Dean of Undergraduate Education (VPDUE) to determine if future delegation to course sponsoring agencies (CSA's) for mode of instruction continues to be appropriate. CEP granted the VPDUE's request on October 21. On October 27, 14 faculty members submitted to the Committee on Rules, Jurisdiction and Elections (CRJE), a SB 206.B challenge to CEP's decision as a violation of Santa Cruz Division Bylaws 13.18.9. The premise of this challenge was that the use of remote courses persisting beyond the COVID-19 pandemic lacked curricular oversight that is ensured by the review of the Committee on Courses of Instruction (CCI). On November 4, CRJE found that CEP "lacks the authority to delegate to course sponsoring agencies the decision to offer any part of their course in summer 2023 through remote instruction without prior CCI approval." On November 14, CEP sent communication to campus rescinding the delegation with a note that CCI will transmit guidance regarding the review of summer online courses promptly.¹

In spring 2023, CEP and GC developed an Emergency Remote Authorization pathway for CSA's. The Google form stated:

*The Committee on Educational Policy (CEP) and Graduate Council (GC) will consider applications for online modalities made on non-pedagogical grounds including, but not limited to, the availability of Santa Cruz-based instructors, enrollments larger than available teaching spaces, and strategic growth of enrollments for a Course Sponsoring Agencies (CSA's) curricular goals. **Emergency Remote approval is not intended to be a repeated path and should not be considered ongoing.** This form is for one-time approval for up to one year.*

¹https://senate.ucsc.edu/committees/ci-committee-on-courses-of-instruction/course-information/ci-guidance-on-applications-for-online-and-hybrid-modalities---summer-2023_111422-6.pdf

When CSAs have both pedagogical and non-pedagogical rationales for applying for online modes of instruction, they are encouraged to apply to CCI first on the basis of their pedagogical rationales. CCI may then direct them to CEP if necessary.

Requests should provide general course information and a detailed explanation of the emergency circumstances that warrant authorization of emergency remote modalities. If an instructor requires a reasonable accommodation under APM 711, Reasonable Accommodation for Academic Appointees with Disabilities, including any need to teach an in-person class remotely due to a medical condition, that instructor should write to one of the campus Disability Management Coordinators, Kelly Roberts roberts@ucsc.edu or David Ritz dritz@ucsc.edu.

The committees received 57 undergraduate and 1 graduate course requests for summer session offerings. A large portion of these requests had submitted proposals to CCI but had been returned for further revisions.

II. United Auto Workers (UAW) Strike

On November 14, 2022, several groups of graduate students represented by the United Auto Workers (UAW) began an authorized strike that lasted until mid-December, after the fall quarter had ended. Throughout the strike, the committee engaged in multiple conversations regarding how to proceed with offering guidance to instructors and the impacts of instruction and assessment without the support and labor of graduate students.

At the fall Senate meeting on November 30, the Student Union Assembly (SUA) put forth recommendations to the Academic Senate, in particular to CEP, for how best to support undergraduate students. The committee responded on December 1 to the SUA providing options for extending for the completion of Incompletes and changing the grade options to P/NP without impacting the 25% threshold. On December 2, 2022, CEP and CCI sent joint correspondence to help provide clarification for how best to support undergraduate students. This communication provided alternatives for final examinations, workload issues for lecturers and issues around struck labor, and the timing of grade submission and the submission of partial grades.

Throughout campus, there were multiple discussions on a previous CEP correspondence during the Wildcat Strike extended to the UAW strike regarding the replacement of missing grades with a P. On January 26, 2023, CEP sent correspondence to campus. Ultimately, the committee determined to uphold the [Default P Policy from April 2020](#). There was active discussion by all members before the committee voted and agreed, and the conversations covered many issues and contingencies. Given [CEP's charge and purview](#), the primary concerns were the disruptions caused to undergraduates in terms of financial aid, progressing through their majors and time to graduation, which the lack of grades was directly impacting. The majority of CEP members were very sensitive and sympathetic to the Academic Student Employees' situation, and while our final vote on the matter was done in a brief Executive session, all of our committee members including staff from the Office of the Registrar, Undergraduate Advising and our undergraduate representatives were present and participating in our many hours of focus on the matter.

While the committee agreed it is a less than perfect solution, it ultimately seemed to be the path that led to the least impact on undergraduate students, and allowed them to continue to progress. While most other UC campuses were reporting grading completion of 94%-96% at the time of our vote, UC Santa Cruz was only reporting 85%, and many of those courses did not have TAs assigned.

The committee sought to provide clarification regarding the recent decision for fall 2022 missing grades to be replaced with Default P grades per [CEP policy](#). The committee reminded instructors that the default P grade is required to be changed to a final letter grade using the Change Grade link on the MyUCSC Grade Roster by December 2, 2023, one year after the last day of instruction for fall 2022.

Additionally, CEP was assured by Campus Provost and Executive Vice Chancellor (CP/EVC) Kletzer that the administration would provide appropriate resources if additional grading work (e.g. readers and graders) has to be done to complete fall 2022 final grades for courses that had fall quarter TA(s) (please see enclosed for detailed information).

For students who need a letter grade to declare a major and/or to qualify for a major, CEP has previously stated:²

Mirroring the process when the Academic Senate awards a student a P grade as a result of a grade grievance, any P grades that replace missing grades will not affect the student's ability to progress in their major or graduate under letter grade requirements.

CEP was informed that there was confusion amongst students about the impact of the default P in regards to major declaration, major qualification, time to degree, and impacts on graduation. Therefore, the committee recommended instructors to communicate directly with their proposed and declared students about the process you are following to complete outstanding grading and provide letter grades to students based on their submitted work.

III. Online Course Policy

Over the 2022 summer, the Senate received correspondence from a collection of departments seeking clarification regarding CEP and Graduate Council's (GC) online course policy and the review of course proposals by the Committees on Courses of Instruction. Given the significant increase of course proposals following COVID-19 and remote teaching and learning, there remain inconsistencies in the review and communication process from CCI. CEP, GC and CCI have continued to work through issues and feedback from campus regarding the policy and review of online courses. In a September 2022 correspondence to the Senate Chair, Chancellor and Campus Provost and Executive Vice Chancellor (CP/EVC), the Administrative Management Professionals (AMP) also communicated concerns regarding the status of online teaching and learning and clarity from CCI guidance regarding what makes an online course proposal successful.

In the beginning of the winter quarter, CCI distributed to CEP and GC draft guidelines rubric for review before posting to their website. The committee had minimal comments and supported CCI

² Please also refer to the [Undergraduate FAQ's for Fall 2022 Grading from Undergraduate Advising](#)

in providing clarity regarding the submission review process. However, throughout the academic year, there were challenges regarding how CCI's guidelines were not aligned with the intention of CEP's policy in regards to final examinations, the use of proctoring and the requirement of an in-person syllabus for a proposed online course. CEP, GCI and CCI will continue to work through these pending issues in the next academic year to provide better transparency to campus regarding the policy and process.

IV. UNDERGRADUATE EDUCATION RESOURCES

A. *Computer Science and Engineering Enrollment Management Request*

In spring 2022, CEP sent correspondence to the VPAA noting that the Computer Science and Engineering (CSE) department had not submitted the required response by the expected date of January 19, 2021 for the previously approved enrollment management plan that was granted June 2020. The Academic Senate received the updated enrollment management plan proposal in December 2022.

The CSE Enrollment Management Plan reviewed by CEP suggested that the above mechanisms merely stabilized CSE enrollments at an unacceptably high level. The majority of classes - including upper-division classes - continued to have enrollments in excess of one-hundred students. The number of degrees awarded per faculty are the highest in the UC system and among the highest in the country. As noted by the CSE faculty, impaction disproportionately affects underrepresented students and contributes to the high percentage of non-passing grades and large equity gaps in CSE courses. This situation is likely to get much worse due to the higher than expected yield of frosh admitted as proposed Computer Science BA and BS majors in the fall of 2022. If the BSOE DEI plan is successful, the size of the CSE undergraduate programs will grow even larger, making it even more difficult for the faculty to deliver a high-quality educational experience to its students.

CEP therefore strongly support CSE's request for a maximum enrollment management target of 500 total frosh and 120 total transfer students for the Computer Science B.A. and B.S. and Computer Engineering B.S. programs. We do not believe it would be appropriate to continue to limit admission to only the Computer Science major since the same faculty and advisors serve both CS and CE students and the requirements of the two programs significantly overlap. The proposed 4 to 1 ratio of CS to CE admits seemed appropriate given the relative popularity of the two programs.

The committee was concerned that the *proposed enrollment targets do not adhere to the 2:1 ratio of native:transfer students* guideline required for all UC campuses. Increasing the number of transfer students admitted to the program might help deal with the unexpected increase in enrollments in the fall of 2022, since transfer students do not take as many foundational courses as frosh admits. CEP encouraged the department to collaborate with the administration to fine tune the ratio of students admitted to the program as frosh vs transfer students to maximize the capacity of the CS and CE programs.

The committee hoped that the reduction in CSE's enrollment targets will not be permanent and the increased hiring of faculty coupled with the implementation of strategies for

curricular and pedagogical re-structuring suggested in the VPAA's Guidelines for Enrollment Management³ will help increase the capacity of these popular programs. Dean Wolf's proposal to require a further justification only if there is a significant change in the CSE's enrollments or faculty size seems quite reasonable.

The committee encouraged the department to work closely with the Committee on Admissions and Financial Aid (CAFA) and the Office of Admissions to ensure that the size and diversity of the entering classes of proposed CSE majors continues to be appropriate. CEP will continue to monitor.

B. *CSE Emergency Remote Section Request*

For the second year, the committee reviewed and approved a request from the Computer Science and Engineering department to continue the use of remote sections for CSE 12, CSE 13S, CSE 20 and CSE 30 to continue for the 2023-24 academic year.⁴

CEP members acknowledged the impact of over-admitting proposed CSE majors for 2022-23 on classroom capacity for CSE 12, CSE 13S, CSE 20, and CSE 30. The compensatory reduction in admissions of prospective majors for 2023-24 ought to alleviate some of the need for remote instruction due to classroom capacity. CEP allowed the department to offer remote sections of these four courses in 2023-24 with conditions.

The major planners indicated that students in the entering class of 2022-23 should have taken CSE 12, CSE 20 (if needed), and CSE 30 by fall 2023, and CSE 13S will be affected by the enrollment surge in 2023-24. Members were concerned that many students may end up taking a high proportion of these required courses in remote instruction, diminishing their academic experience. The department will need to allocate the modality of instruction over these courses and across quarters to ensure that students have adequate and equitable opportunities to minimize the number of these courses taken remotely.

CSE course offerings for 2022-23 may provide some insight: 40% of seats in CSE 20, 20% of seats in CSE 30, 45% of seats in CSE 12, and 80% of seats in CSE 13S were offered in person (using actual enrollments for fall and winter; capacity for spring). Although most places in CSE 30 were offered remotely, an entering student with programming experience could take CSE 30 in person in fall 2022. Every frosh student required to take CSE 20 first had to take CSE 30 remotely and most likely took CSE 20 remotely.

The planners for four-year completion of the major place CSE 13S in the second year. One way to ensure that these students are able to avoid a third, or fourth, class in remote mode would be to repeat the large percentage of in-person seats for CSE 13S. However, CEP members wanted to see sufficient in-person capacity across CSE 20, CSE 30, and CSE 12 so that students have a reasonable possibility to take most or all of these courses in person.

³ Last revised on May 20, 2021

⁴ The 2022 approved request from the CSE department granted authorization to teach some of the offerings of CSE 20, CSE 30, CSE 12, and CSE 13S remotely for 2022-23 due to the excess yield from frosh admission offers to CSE.

CEP observed that the allocation of seats across these courses for 2022-23 suggests that the department took this into account and urges it to do so again.

Authorization for remote instruction for some, but not all, sections of the CSE 12, CSE 13S, CSE 20, and CSE 30 is given for a single academic year, 2023-24. Emergency remote instruction authorization is for one year only and not renewable. To be clear, emergency remote instruction cannot be a route to an ongoing online curriculum for students starting out in the CSE majors. CEP concurs that students should always have the opportunity to take the foundational courses in CSE in person.

C. *Classroom Capacity Issues*

CEP continued to discuss the serious negative impacts of dwindling classroom space with the return to in-person teaching and learning. In the Spring, we met with CPB Chair Dard Neuman to discuss increasing problems and concerns. In reviewing new programs and changes to existing programs, CEP (along with CPB) have been requesting further information about the impact to general assignment classroom space. We have urged that proposals should aim to use divisional space if available but this is also increasingly a finite resource.

- **Office of the Registrar May 15, 2023 Email**

The campus situation continues to become more extreme as noted in the May 15, 2023 email from the Office of the Registrar stating the following:

An important announcement regarding the class schedule for fall 2023. At this time, general assignment classroom spaces for 25–50 seats are essentially fully scheduled in all time blocks.

As such, late schedule changes and additions will be unlikely or impossible to accommodate, absent within-program solutions such as using space that is not designated for general assignment scheduling, having a mixture of in-person, remote, and hybrid secondary sections, and identifying scheduling swaps.

At this time, we have filled all Tuesday/Thursday time blocks, and are near capacity for Monday, Wednesday, and Friday secondary meetings. Broadly this means that our team needed to schedule secondary sections in medium and large lecture rooms (often in classrooms with fixed seating or at undesirable locations), and at undesirable times (late evening) in order to fit the schedule. In other cases we were not able to provide the requested features or teaching times for courses and sections, and departments will need to understand that there are no other options for general assignment space. We recognize that none of these circumstances are desirable, and may result in impacts to both students and instructors.

Fall is our most impacted quarter: fall enrollments are consistently higher than winter and spring, with an increase in the small college and other foundational classes that are required for new incoming students. For fall 2023, we now experience three additional factors:

1. *The change in Kresge college classrooms: though the construction has opened up a beautiful 600-seat lecture hall, it has also reduced the number of available general assignment classrooms by two, and eliminated Kresge's college-scheduled*

teaching space. Thus, there are three fewer classrooms in comparison to fall 2022, and a loss of 32 schedulable primary time blocks.

2. A broad increase in the size/capacity of secondary discussion sections (to 30 students or higher) in several departments. Given that 25 of our 90 general assignment classrooms are below 25 seats, this means that our smallest rooms are underutilized, while mid-sized rooms are more heavily impacted for all class types.

3. An increase in faculty and departments requesting Tuesday/Thursday (or two-day a week) teaching times due to transportation, availability, or other needs.

The committee considers the classroom space issue a top priority for CEP in 23-24, and will continue to work on issues related to classroom space and curricula with consultations with CPB and CCI. In particular, CEP sees the need to act with utmost urgency on several issues it has been identifying since at least its 2019 Memo to the CPEVC:

- undertake a new space audit, preferably and urge reconsideration and adaptation of "space ownership" and use;
- explore the possibility of combining very small classrooms (<20 seats) into larger, more usable classrooms of 30+ seats, and reconfiguring existing classrooms to make them more usable;
- evaluate the number of undergraduates that our existing classroom space can reasonably support with our current curriculum, and make that a point of reference in discussions regarding campus growth.

D. *Math for Life and Environmental Sciences: Math 16 Sequence*

In fall 2022, the Math department consulted with CEP regarding the launch of a new math series for life and environmental sciences majors (Math 16 series). The course proposals came to CCI in early January which missed the December deadline for CEP's annual program statement review. Since this new series will require changes for other dependent CSA's in cross-listing program statements, this series was unable to launch for the 2023-24 academic year. The committee views this as a promising new math sequence and wants to ensure that the transition is clearly outlined for departments, advisors and students.

V. Annual Program Statement Review

This year, the CAT team continued to make minor changes to the system including a form preview option. Additionally for undergraduate program statements, a summer session column was added, as well as the addition of the required orientation, college and writing sequence courses to planners. There were also guidelines for having program statements align better for the work for the [Degree Audit Initiative](#). Establishing these guidelines will allow much of the manual work of assessing degree completion to be automated and inform students of all of the possible paths to graduation.

The review of program statements this year was immense and took significantly longer with multiple rounds of necessary revisions. This was largely due to the impact of the Chemistry and Biochemistry department's redesign to help ensure that the other program statements were in alignment with the previous sequence and the new one. The committee typically finishes their

complete review in early spring quarter but this year, the review was not complete until mid-June. Several members of the committee also indicated that using the current CAT system is not very easy or efficient. The Committee also discussed the importance of requiring course-sponsoring agencies to submit a cover letter that indicates a detailed list of all changes made, together with brief rationale for any significant substantive changes.

This year's review had a few course sponsoring agencies proposing new program learning outcomes (PLO's). The committee provided lengthy feedback to help CSA's think about how their PLO's are accessible and "assess-able". The committee developed a template response to be used for future program statement reviews when CSA's are proposing changes.

CEP and GC also requested CSA's to provide information regarding online course policies and online courses to the Senate as an additional but required part of the program statement review process. There were 18 responses providing a response for an online course policy and only 11 responses regarding undergraduate current and future online courses. The committee along with GC and CCI will continue to discuss issues related to online courses next year.

VI. LEGISLATION AND POLICIES

The following issues were discussed by CEP. Legislation was approved by the Academic Senate or a policy was approved by the committee. The general objective was to simplify and provide better clarity regulations and policies.

A. *Policy for Enrollment in Greater than 19 Units*

VPDUE Hughey submitted a request for CEP to consider updating the unit policy to permit all students with a cumulative GPA of 2.0 or higher to have the ability to enroll in up to 22 units starting the first day of instruction and without special process of permission. The committee determined to expand student opportunity and responsibility by significantly automating the process of enrolling in greater than 19 credits. These students should be provided the freedom to craft their own challenging courses of study in pursuit of their academic goals. This proposed amendment to Santa Cruz Regulation (SCR) 6.1.2 is in conjunction with updating CEP's existing Policy for Enrollment in Greater Than 19 Units. CEP permits all students with a cumulative GPA of 2.5 or greater to enroll in up to 22 units starting the first day of instruction without special process or permission, and the proposed legislation requested the GPA be changed to 2.5 (instead of to the 2.0 originally proposed by VPDUE Hughey). Additionally, the committee updated the language of the SR 6.1.2 and removed language regarding "superior students." This was presented at the fall Academic Senate meeting.

B. *Replacement of Missing Grades with a P*

In response to the UAW strike, the committee took the April 2020 CEP correspondence and codified it with a direct policy stating:

Any missing grades will be converted to P grades 30 days after the grade submission deadline, after the instructor, course sponsoring agency, and the supervising dean have been informed in a timely manner.

Mirroring the process when the Academic Senate awards a student a P grade as a result of a grade grievance, any P grades that replace missing grades will not affect the student's ability to progress in their major or graduate under letter grade requirements. Also, to mirror the grade grievance process, an instructor may ask that their name be removed from a student transcript if a P grade has been inserted by CEP and the Office of the Registrar.

C. Policy on Catalog Information

To support departments and programs during the annual catalog program statement review, the committee has created a policy that includes the information the committee requires for their review.

VI. Preparatory Education and Placement

A. *University of California Committee on Preparatory Education (UCOPE)*

Member Tamkun served as the CEP representative to UCOPE for the academic year. CEP provided informal feedback to UCOPE on several topics, including the report and recommendations of the Entry Level Writing Requirement Task force; the potential revision of Senate Bylaw 192 (which describes UCOPE's charge); and the proposed structure and charge of a new ELWR-Coordinating Council that would provide guidance regarding this requirement.

VII. Academic Program Establishment, Modification, Suspension and Discontinuance

- Education and Latino & Latin American Studies combined major was approved for fall 2024.
- The Middle Eastern and North African Studies (MENA) minor proposal was approved for fall 2023.
- The Humanities Division submitted a proposal for a Humanizing Technology certificate. This was approved for fall 2023.
- Arts, Games and Playable Media major's redesign was approved for 2023-24.
- Following 2021-22 CEP's approval of creating the VAST course code, the Humanities Division submitted a proposal for Visualizing Abolition Studies certificate. This was approved for fall 2023.
- The Microbiology B.S. from the Microbiology and Environmental Toxicology department was approved for fall 2023.
- The Physics department put forth a Quantum Information Science (QIS) Concentration for the Physics B.S. This was approved for fall 2024.
- The Italian Studies B.A. was discontinued.
- Languages and Applied Linguistics creation of FIL course code for lower-division course in Filipino (Tagalog).

VIII. Reviews

This academic year, CEP reviewed and responded to the following:

Systemwide

- Systemwide Proposed Amendment SR 630 (October 2022)
- Systemwide Proposed Senate Regulation 479 (CAL-GETC) (November 2022)
- Systemwide ELWR Taskforce Report and Recommendations (November 2022)
- Systemwide Senate Review of Proposed Conforming Amendments to Senate Regulations on Admission (February 2023)

Divisional

- Global Engagement's Bi-lateral Exchange University Approval Request (October 2022)
- VPAA's Technology and Information Management Interim Report (October 2022)
- VPAA's Revision to the APU (December 2022)
- Transfer of CHES from FOA to DSAS (November 2022)
- WASC Theme Proposal Draft (March 2023)
- VPAA's Five-Year Perspectives 2023-2027-28 (May 2023)
- Leading the Change: The UC Santa Cruz Strategic Plan: Draft (April 2023)
- FEA's and VPAA's Recommendations for Inclusive Faculty Hiring (April 2023)
- Space Management Policy (May 2023)
- Leading the Change: Strategic Planning Committee Reports (June 2023)

Additionally, CEP participated in the external review process for the following departments and programs: Latin and Latino Studies, Science Communication, Ecology and Evolutionary Biology, Literature, Education, Music, Digital Arts and New Media, Feminist Studies, Arts, Games and Playable Media, Mathematics, History of Consciousness, History of Art and Visual Culture, Statistics, Microbiology and Environmental Toxicology, Computer Science and Engineering, Colleges, and Physics. The committee would like to note that many departments on campus are not meeting the submission deadlines for materials established by the VPAA's office. This creates an additional burden for CEP and the Senate in shifting and impacting the committees' schedules.

The committee also received four posthumous degree requests. This year, the committee delegated to the University Registrar approval for posthumous degree and certificates when the criteria has been met.

Additionally, it received two individual major proposal petitions. CEP notes that in the past couple of years, there have been multiple revisions to the major proposals since courses intended are not always available. These requests from students and their committees come to CEP late and the committee has no other viable option other than to approve. There needs to be better communication between the student, faculty and colleges to ensure that the committee has the appropriate time to review any proposed changes.

CEP also reviewed 6 FTE personnel requests.

IX. OTHER ITEMS

- ***Canvas and Waitlists***
CEP consulted with AVPTL Greene and OE Director Tassio to discuss if students on a course waitlist should have access to the instructor's Canvas page and the potential benefits and challenges this access might present.

- ***VPDUE's Request: Extension of Dean's List to Part Time Students***
VPDUE Hughey proposed for the committee to consider revising SR 11.6 by extending the Deans's Honors to include students with part-time status. The committee sought to extend Dean's Honors recognition to students who have succeeded in a given term within the personal, familial, economic or other constraints they face, regardless of their unit load. When the proposed changes were reviewed by CRJE, they had several comments for the committee to consider. Thus, CEP was unable to put forth this change at the spring Academic Senate meeting. Committee discussions will continue during the next academic year.
- ***IRAPS***
CEP consulted with IRAPS in spring 2023 to review the public facing dashboards as well as the internal dashboards. The committee additionally consulted with AVPTL Greene regarding concerns for how the information from the public and internal IRAPS dashboards are being used on campus. Moving forward, the committee will consult early with IRAPS to receive an overview and training for the internal dashboards.
- ***New Budget Model and Impacts on TA Allocations***
CEP consulted with Associate Campus Provost Adrian Brasoveanu on the subject of the new budget model and how it might impact undergraduates in terms of space. ACP Brasoveanu was very helpful in giving us the broad view of how the new model may impact students, and referenced and shared relevant information including the recent CP/EVC announcement of an initiative to pilot increased TA funding to critical major pathways, high-impact GE, and known barrier undergraduate courses across the five disciplinary divisions and the Colleges. This plan provided particular focus on critical and high-impact courses.
- ***Retroactive Course Lists in Degree Audit***
- ***Divisional and Course Codes***
In the past, CEP has not permitted divisional codes to be used to offer courses because courses need faculty and not administrative oversight. However, the recently approved Humanizing Technology certificate program is now housed under a divisional code. Additionally, the Office of the Registrar has informed the committee that all of the divisions have a code except for the Arts within the CAT system. The committee still maintains that any use of a divisional course code still needs specific approval from CEP and GC respectively in coordination with CCI. If the proposal does not explicitly reference new subject coding, a formal clarification and authorization from the plenary Senate committee should be sought and the VPAA should be cc'd.
- ***UCEP***
Much of UCEP's work over the course of the year involved the UC-wide approach to possible online degrees. Because UC Santa Cruz has the only proposed online undergraduate degree, this will have a disproportionate impact on UC Santa Cruz. The year finished with UCEP reviewing and approving the Creative Technology B.A. program with some minor stipulations.

Online degrees were not the only topic, but they were the only unusual topic. UCEP also discussed many issues related to the COVID-19 pandemic and the normal renaming,

establishment, and up keeping of the various undergraduate degrees across the system. UCEP finished the year by publishing initial guidelines for approved Modalities, which will be a topic of discussion for CEP this coming year.

X. Subcommittee

- ***Degree Audit Steering Committee:*** A CEP representative was selected but the committee never met.
- ***Academic Advising Council:*** The Academic Advising Council considers all aspects of undergraduate academic advising at UC Santa Cruz the council met monthly throughout 2022-23 and produced a substantial annual report on initiatives and actions taken to improve student academic experience and success. For 2022-23, the council focused on four areas: staffing/human resources for advising, measuring advising effectiveness, tools and resources for students and advisors, and initiatives to support student success.
- ***WASC Reaccreditation:*** The primary goal of this committee was to choose two themes for our upcoming reaccreditation. The themes chosen were widely felt to be the most concise representation of campus needs, those being student success and an inclusive and thriving campus climate.
- ***Student Success:*** While a number of meetings were canceled due to storms or strikes, this committee was able to achieve a primary goal of getting the divisional leadership to lay out plans to increase student success. These included their successes, challenges and goals.
- ***Technology Enhanced Teaching and Learning Advisory Committee.*** This is a newly convened committee. It brings together staff and faculty “to review and consider instructional technologies explicitly in the context of working towards campus priorities, making recommendations to the executive sponsors, while guiding the campus in making strategic and sustainable investments in instructional technologies.” The representative from CEP participated in the initial meetings, considering potential educational tools for 2023-24, mapping educational technologies, and beginning to discuss principles for evaluating requests for new educational technologies. TETL will continue its work in 2023-24, with CEP representation.

XI. Carryforward 2023-24

The carryforward for the next academic year continues to have persistent themes and issues from previous CEP’s.

- **Classroom Capacity**
Continue working with CPB, additional Senate committees, and campus stakeholders to develop guiding principles for classroom capacity issues.
- **Assessment of Online Course Policy**
CEP, GC and CCI to continue discussions to determine if and how the policy and/or supplemental questions should be modified.
- **Assessment of Directed Self Placement (DSP) and Mathematics Placement Exam**
- **Revisions to the Senior Residency Policy**
- **Creation of an Online Final Examinations Policy**
- **Revise and updates to the Major Qualification Policy and Guidelines**

- Academic Integrity and generative AI use policies

The committee would like to extend their gratitude to the many students, faculty, and staff who helped CEP fulfill its obligations. CEP members feel a particular need to thank our student representatives, the Associate Vice Chancellor for Teaching and Learning Greene, and the Director of Online Education Tassio for the tireless work of keeping CEP members—and everyone else on campus—informed during a trying time.

Throughout the year, CEP was provided with valuable input from Associate Registrar Kalin McGraw, and Assistant Vice Provost Stacey Sketo-Rosener from the Office of Campus Advising Coordination as well as our student representatives Dora Rasch and Jamie Hindery and Oakes Provost Marcia Ochoa. We also thank analysts Rebecca Hurdiss and Morgan Gardea for the enormous amount of work they did in supporting the work of the committee and serving as a repository of knowledge about CEP activity in previous years.

Respectfully submitted,

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August 31, 2023