

**COMMITTEE ON EDUCATIONAL POLICY
MINUTES**

**Wednesday, May 6, 2015
11 am-1:30 p.m., Kerr Hall, Room 307**

Present: Faye Crosby, Matthew Guthaus, Sean Keilen, Mark Krumholz, Mary Beth Pudup, Tchad Sanger (Registrar, *ex-officio*), Heather Shearer, John Tamkun (Chair), Alicia Malmberg (SUA Rep.), Roxi Power (NSTF Rep.), Susanna Wrangell (staff), Barak Krakauer (staff).

Absent: Max Hufft (SUA Rep.)

Guests: Jan Burroughs (Preceptor Rep.), Margie Claxton (Associate Registrar), Richard Hughey (VPDUE)

I. Announcements and Consent Agenda

Program statements for Computational Media and Education were approved. The minutes for the April 29 meeting were approved.

Chair Tamkun reported that the Mathematics Department, in consultation with CPE, is changing the math entrance examination. The new test has been designed to more appropriately place students, and early results from this test are very promising.

University Extension requested an extension for CEP's review of several of its certificate programs scheduled for renewal. CEP agreed to grant this extension for the Technical Writing and Communication, and Web Content and Market Management Certificates. These certificate program renewals are now scheduled for the end of October, 2015.

Chair Tamkun gave a report from a UCEP meeting on Monday, May 4. Topics of discussion at this meeting included online courses, potential changes to the external review process, and issues of enrollment management.

II. Consultation with Professor Raimondi

CEP met with the Chair of the Ecology and Evolutionary Biology Department, Professor Raimondi, to discuss the structure of the degrees offered by the EEB Department. CEP had previously recommended a particular qualification policy that included BIOL 20A, BIOE 20B, and BIOE 20C: this policy would be more stringent than the previous policy, which included 20A and either 20B or 20C. Members stressed that further changes to the major (such as revising the disciplinary communication requirement) should be submitted in the program statement for the following year, as CEP would not be able to adequately discuss further changes before the 2015-16 catalog is published.

Professor Raimondi approved the revised qualification policy, however, he expressed concern that the new qualification policy, while pedagogically sound, would result in many students not being able to meet the major declaration deadline of the end of their sixth quarter. This occurs because students' progression is often delayed when math and chemistry classes are not taken early enough. The committee responded that these issues can be addressed through a combination of renewed focus on advising and through an appeals policy that would allow the department to efficiently admit students to the major by petition.

Professor Raimondi was unsure how this policy would function in practice, and questioned whether (for example) such an appeals policy would unfairly favor students who have not attempted biology classes over those students who have attempted these classes and failed. The committee understood the complexity of these issues, but recommended that EEB nonetheless institute an appeals policy, perhaps using the MCD policy as a template. The committee also expressed hope that these issues will be resolved over time, as advising improves and the prerequisite structure is changed; it will be two years until the students who are covered by this policy will need to declare majors, and the committee is confident that the department and advisors will be able to smoothly institute an appeals policy by that time.

The committee also discussed the Biology B.A. degree, which is currently being revised. This degree sometimes functions as a “fall back” for students who are unable to earn a Biology B.S., and sometimes functions for people who want to enter some biology-related career such as science education. The committee recommended that the department consider making this degree independently attractive (rather than merely functioning as a fall back plan for students who would rather earn the B.S.) by creating links to the Humanities or Social Sciences to prepare students for careers in biology education, biology journalism, and so on.

The committee once again requested that EEB submit its program statement with the qualification policy including BIOL 20A, BIOE 20B, and BIOE 20C; it also expects to see an appeals policy to accommodate students who are unable to declare the major at the declaration deadline. CEP also looks forward to reviewing a revised DC requirement and Biology B.A. proposal next year. The committee also hopes to have more insight on why students are not able to become Biology majors at the declaration deadline after consultation with Professor Padgett.

III. Multilingual Curriculum

At its last meeting, CEP decided to approve the writing course sequence intended for international students (Writing 25-27), with some modifications related to how to determine the population of international students. Members continued this discussion.

Chair Tamkun noted that CEP’s approval last week of the four courses in the multi-lingual sequence should not be construed as CEP weighing in, one way or the other, on the advisability of restructuring the college core curriculum. One member noted that recent budget reductions to Undergraduate Education meant that there might not be enough money for UE to pay for sections of core and, in addition, sections of the multilingual courses in those colleges where the provosts wished to keep the international students as members of the core course. The question was posed to the VPDUE who was in attendance. The VPDUE replied that the budget would not drive pedagogy and that if any provost deemed it to be pedagogically necessary for the international students in that college to enroll both in a section of core and in one of the multilingual language courses, then money would be found. The VPDUE also noted that his pronouncement applies only to next year and not to years after that.

Because this issue is so closely related to the delivery of the college core curriculum, CEP will defer further discussion of this matter until after the Provosts have discussed this matter. The Council of Provosts will discuss the multilingual curriculum at their meeting on Monday, May 11, and CEP will discuss this issue in light of comments from the Provosts next week.

IV. Consultation with Professor Jaye Padgett

CEP invited Professor Padgett, Chair of the Student Success Steering Committee, to discuss various issues related to student success and time to degree with CEP. The committee was particularly interested in how it could benefit from the predictive analytics and other data being collected, and how this data could be used to help departments refine their qualification policies. Members also discussed whether this data could be used to demonstrate the value of “intellectual neighborhoods” and other community-building efforts, such as those undertaken by the colleges. Finally, members wanted to know if any of the work being done by the Student Success Steering Committee is relevant to the work being done by departments and the VPAA’s office to determine and measure Program Learning Outcomes.

Professor Padgett reported that UCSC has joined the Student Success Collaborative, which has created tools to measure student success. This software provides case management for advisors, early alert systems, and predictive analytics. The system will use student data from the last ten years to create models of student behavior that will allow the campus to assign the risk of dropping out to individual students based on high school grades, standardized test scores, financial aid status, demographics, and other information. In the future, this system will trigger alerts for students based on activity logged in eCommons and other sources. This alert system will be introduced slowly, so as to avoid over-burdening advisors with too much data.

The committee suggested that the campus manage some of these alerts through the use of peer advising; perhaps students would be more receptive to warnings about their academic standing if they are delivered by other students. The committee also discussed whether it would be appropriate for students to see data on how likely they would be to complete a certain major: seeing this data may provide the students with additional motivation, or it may discourage them. Ultimately, sharing this data would be left to the judgment of individual advisors. The committee suggested that it would be most helpful if this data could be expressed positively: rather than suggesting a high risk of failing to complete a certain major, advisors should let students know that they have a high chance of success in some other, related major.

Professor Padgett expressed optimism that this data will be helpful to departments in setting qualification policies. The University will be able to evaluate these policies relative to what the students’ chance of timely completion may be, as well as determining which classes are most predictive of student success in the major. In the future, departments will be able to analyze the effects of sequencing courses in different ways, and setting up early alerts to students if (for example) they do not register for required classes in a timely fashion. These tools are scheduled to be available in the Spring of 2016, and thus could be useful to departments and to CEP in the 2016-17 academic year.

Since many issues related to the use of this software remained unsettled, Professor Padgett agreed to meet with CEP again later in the quarter.

V. Games and Playable Media B.A. Proposal

CEP received a revised proposal for the Games and Playable Media B.A. Members determined that most of their issues with the program were addressed, and that progress is being made toward the successful launch of this program.

Members remained worried, however, that the portfolio review process was being used to artificially limit the major to 25 students each year. This would be problematic, because qualification policies cannot be used to gate majors at a particular size. CEP was also unable to review the DC proposal, because the relevant courses have not yet been updated in a way visible for the committee to review.

Members discussed the possibility of modifying the qualification policy to limit the role of portfolios. For example, it may be appropriate to set a qualification policy that requires a certain minimum grade in foundational classes, such as programming classes and 80K, and use portfolios only as part of an appeal process for students who are unable to qualify.

Members were pleased at the progress made toward establishing this degree, and hope to be able to approve in when the relevant changes to the qualification policy are made.

Committee on Educational Policy, 2014-15