

**COMMITTEE ON EDUCATIONAL POLICY
MINUTES**

**Wednesday, February 25, 2015
11 am-1:30 p.m., Kerr Hall, Room 307**

Present: Faye Crosby, Matt Guthaus, Barak Krakauer (staff), Roxi Power (NSTF Rep.), Mary Beth Pudup, Tchad Sanger (Registrar, *ex-officio*), John Tamkun(Chair), Susanna Wrangell (staff), Max Hufft (SUA Rep.), Alicia Malmberg (SUA Rep.)

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

I. Announcements and Consent Agenda

The minutes for February 11 were approved.

Chair Tamkun reported that the committee's report on expanded grade options was included in the Senate meeting agenda for the meeting on February 18. While no questions or comments came from the floor, some faculty members expressed support for the motion informally. In light of this, the committee still plans to propose this legislative change at the next Senate meeting.

Chair Tamkun also reported that the Student Success Steering Committee met on February 23. One of the topics discussed was a "Summer Academy" that will be held before students enroll; the committee discussed the logistics of such a program and how it may be assessed. These discussions, however, indicate a high degree of overlap with work being done by CEP and CPE. Going forward, CEP would like to see more formal coordination with the Student Success Steering Committee; CEP intends to accomplish this, in part, by inviting its Chair, Jaye Padgett, to a future meeting of CEP.

Members revised and approved responses to EEB about its qualification policy and program statement and Anthropology about the course proposal discussed at the previous meeting.

Program statements for Feminist Studies, Chemistry and Biochemistry, Earth and Planetary Sciences, Physics, Education, Latin American and Latino Studies, and Legal Studies were approved.

II. Discussion of SEC Framework on Internationalization

Committee members a report from the Senate Executive Committee about steps it intends to take to encourage internationalization at UCSC. Much of the report focused on issues outside of CEP's purview, such as international research and graduate student recruitment. Issues the fell within the purview of CEP, however, were those that related to the question of whether the University can support the international students who arrive and make sure that they are successful. The committee agreed to draft a letter of support to SEC to indicate that CEP has a favorable impression of the document and thank them for considering the needs of international undergraduate students. The committee would like to remain in contact with SEC and other interested parties and be involved in the discussions about supporting international students. CEP will also express that they are interested in continuing to encourage study-abroad programs, and would like to see these programs remain a part of the campus's approach to internationalization.

III. Games and Playable Media B.A.

CEP continued its discussion from last week about the proposal for a B.A. in Games and Playable Media. Members found that the program was interesting and rigorous, but continued to have some issues with the curriculum as proposed. Chair Tamkun produced a map of the curriculum for this degree, which allowed members to better understand the proposal. It became clear, looking at the map, that summer courses were not required to graduate in four years. However, not all of the course proposal were submitted to the committee, so they were still unable to determine what the course of study would entail. The faculty proposing this major also need to produce a full DC proposal.

The committee will reply to VPAA Lee with a summary of their questions and requests for revisions. These questions will include the timing of the GE classes, clarifications about portfolio review for students declaring the major, the role of CPM 101, the admission of transfer students, and capacity issues. The committee would like to see this B.A. succeed, but the issues involved are complex, and certainly require further consultation with VPAA Lee and the faculty proposing this major.

Members also noted that, because the map developed by Chair Tamkun was so helpful, it would be a good idea to request these maps for new majors in the future. Such a project for mapping majors had existed in the past, and the committee was interested in seeing this work be revived.

IV. Major Qualification Policy Data Requests

CEP requests data from departments as part of a follow-up report on the effects of a major qualification policy. The committee, of course, has an interest in ensuring that a qualification policy is implemented fairly and does not bar students from a major in which they would otherwise succeed.

The committee currently asks for data about a department's majors two years after a qualification policy has been implemented; this is problematic, because after two years, a department would not yet have a graduating cohort. While the committee could ask for retrospective data after two years (*e.g.*, the committee could ask how many of a department's current seniors would have been able to qualify were they covered by the new policy), this data request would not be helpful, as students who were not able to qualify under the old policy would not be in this data set. In order to appropriately compare the success of students under the old and new policies, the committee agreed to wait four years before requesting this data.

Some members suggested that the committee look carefully at appeals to determine whether a new qualification policy leads to a large increase in appeals, and whether these appeals are being fairly considered. Addressing this issue rigorously, however, would require a requesting and analyzing a very large amount of data, and CEP would not be the appropriate venue to do so. Some members suggested that the Student Success Steering Committee would be interested in monitoring this sort of data.

When these requests are made, the committee will look carefully at GPA requirements; many members are suspicious that satisfying some particular GPA cutoff is a reasonable indicator of success in a major. One particular way in which GPA cutoffs are misleading becomes clear when one considers the degree to which qualifying courses often have wildly different grade distributions depending on factors such as instructor, time slot, size of class, and so on. CEP will ask for such a grade distribution of qualifying courses and determine whether these distributions are large enough to invalidate a department's GPA cutoff for qualifying for the major.

Because much of this discussion involves both questions of student success and working with large data sets, the committee intends to include the Student Success Steering Committee in these discussions in the future.

V. DC Grade and Academic Integrity

Some faculty members have expressed issues with how the “DG” functions. This grade is given to students who have outstanding academic integrity issues, and generally convert to a letter grade after the academic integrity process concludes. VPDUE Hughey is currently working in concert with University Counsel to revise the academic integrity process, including the DG grades; the committee will revisit this issue when the new policy is complete.