

COMMITTEE ON EDUCATIONAL POLICY
MINUTES

December 5, 2018

10:40 a.m.-1:10 p.m.

307 Kerr Hall

*Power Outage on Campus

Present: Noriko Aso (CCI Chair, ex-officio), Needhi Bhalla, Elisabeth Cameron, Manel Camps (Provost Rep), Bruce Cooperstein, Noah Finnegan, Joy Hagen (NSTF Representative), Rebecca Hurdis (Senate Analyst), Dongwook Lee, Onuttom Narayan, (Chair), Tchad Sanger (University Registrar, ex-officio), Megan Thomas, Micah Perks, Lauren Woo (SUA Rep).

Guests: Preceptor's Representative Emily Burt, Deputy Registrar Margie Claxton, Associate Registrar Kalin McGraw.

Absent: Matthew Mednick (ASO Director).

I. Proposal for a New Concentration in History of Art and Visual Culture

The committee reviewed the proposal from the Department of History of Art and Visual Culture (HAVC) to suspend the concentration in Religion and Visual Culture in the HAVC Bachelor of Arts program for two years, and create a new concentration on Curation, Heritage and Museums in the same major.

The committee approved the suspension of the Religion and Visual Culture concentration. If the concentration cannot be revived in three years, CEP may initiate discontinuance.

CEP commended the HAVC Department's effort to develop a concentration that will be attractive to students and their prospective employers. However, the committee was concerned whether the number of electives in the concentration, and the frequency with which they are offered at present, was sufficient to support the requirement for each student to take four electives in the concentration. The committee requested the HAVC Department to provide CEP with a proposed Curriculum Leave Plan (CLP) for 2019-20 and 2020-21 that shows how the department could offer a sufficient number of the concentration electives while at the same time offering the courses necessary to support its other academic programs. Because of the possible impact on other programs offered by the department, the CLP should be endorsed by the department faculty. Along with the resubmitted proposal, the department should include the proposed/approved catalog descriptions of all the courses that are not in the catalog, i.e. courses that have either been recently approved by the Committee on Courses of Instruction or are pending. The committee also made a few other recommendations to the department.

Action: Based on the committee discussion, CEP will send out correspondence to the VPAA.

II. Discontinuance of Environmental Chemistry Concentration

The committee considered the proposal to discontinue the Environmental Chemistry concentration in the Chemistry B.S. program, with input from the Committee on Planning and Budget. CEP is prepared to approve this discontinuance. However, the committee had questions about the teach-out plan

presented by the department, which would need clarification before the discontinuance could be finalized.

Action: Based on the committee discussions, correspondence will be sent out to the VPAA.

III. Consent Agenda

The following consent agenda items were approved:

- 11/14/18 and 11/28/18 Minutes
- CEP to UNEX re Blockchain
- CEP to UNEX re MOU
- CEP to Chair Lau re Impaction
- CEP to CSE re Programming Courses
- CEP to Admissions re non-UCSC GE courses
- CEP to VPDUE re PE courses and 178 credits
- Draft legislation re PE courses and 178 credits (for winter Senate meeting)
- Environmental Sciences interdisciplinary program bylaws
- VPDUE-CEP-CAFA document regarding process for transfer student admissions
- CEP to AVC Matthews re 2019 Commencement Dates (Committee discussed this last minute request in the meeting).

The committee discussed the Draft Major Declaration Policy (to be circulated to MQ departments for comments after CEP approval). The Chair will talk to BSOE regarding their different declaration deadline from campuswide.

IV. C- as a Passing Grade for GE requirements

The committee considered the meaning of Santa Cruz Regulation 10.2.3.1:

Students who enter the University of California, Santa Cruz, in fall quarter 2010 or later, as candidates for a Bachelor's degree, are required to fulfill the campus general education requirements given below. Courses used to satisfy these requirements are subject to the following restrictions: i) they must be chosen from the lists of approved courses (SCR 10.2.3.4); ii) each course may apply toward only one of the requirements, unless a specific exception is granted by the Committee on Educational Policy; iii) only course work awarded the grade of P, C (2.0) or better may be used to satisfy these requirements.

CEP's opinion was that the intent of the third restriction is to require that the student's work in the course should be of passing quality, whether they chose the P/NP or letter grade option. In the case of a course from an academic institution where a C- is a passing grade, course work awarded the grade of P, C- or better should be allowed to satisfy UCSC's General Education requirements¹. The Admissions Office would be requested to start implementing this policy immediately.

¹ This does not apply to major requirements, screening requirements or otherwise, and is limited to institutions where a C- is a passing grade.

Action: Based on the committee discussions, correspondence will be sent out to Admissions Director Yang.

V. UCSC Math Placement Test

The CEP Math Subcommittee presented their findings regarding the math placement test at UCSC and other UC campuses.

The subcommittee presented a contextualized background of the function of the math placement test. Placing students in their first mathematics course at UCSC is a critical operation.

Enrollment in a course for which a student is not adequately prepared can have serious negative consequences: even if they manage to pass the course their grade may be below what is necessary to continue in a sequence, to take courses for which the math course is a prerequisite, or does not meet the qualifications for their major. Additionally, the stigma of getting a failing or poor grade in an introductory course can adversely affect the student's confidence. On the other hand, placing a student below the level at which they can succeed can lengthen their time to degree which carries with it financial consequences for the student.

The mathematics placement process assesses student readiness for their first UCSC mathematics class. The subcommittee felt that students intending to take one or more mathematics courses at UCSC should begin the placement process as early as possible to fully benefit from the process.

UCSC began using Assessment and Learning in Knowledge Spaces (ALEKS PPL) in spring 2015. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. The subcommittee reviewed the IRAPS data analysis on the effectiveness of ALEKS, which concluded that i) for all courses (Math 3, Math 11A, Math 19A) the initial placement test score was a better predictor of performance than the final test score ii) however, students who place into a math course in their first attempt do not show a significant difference in their performance from those who place into the course after retesting iii) the best predictor of performance in Math 3 was actually a student's SAT score.

The subcommittee also assessed that ALEKS PPL is a useful tool to prepare students for MATH 3 if they were familiar with the topics and needed some refreshing, but not if they had never seen the topics before. This was based on the IRAPS report, which found the time spent in ALEKS PPL as the second best predictor of performance in Math 3; the subcommittee also assessed the ALEKS test by taking it. The use of ALEKS PPL training became less significant for performance in MATH 11A, and even less for performance in MATH 19A; since the topics covered in ALEKS PPL are essentially high school mathematics, the subcommittee found this logical.

Action: ALEKS's ability to place students appropriately is moderate. The committee will request IRAPS to ask other campuses if they have comparable data on their math placement tests, and look into why UCR is switching to ALEKS, before re-examining if UCSC's placement system needs modifications. Students with a sufficiently high Math SAT score should be allowed to place directly into the calculus courses.

VI. Miscellaneous Non-Degree Program Statements in Catalog

The General Catalog has a heterogeneous collection of program statements: those that are really department statements, those that are stand-alone degree programs or minors, 'programs' that are really a collection of courses (e.g. various languages) and 'programs' that are just expressions of faculty interest (Religious Studies, Queer and Sexuality Studies).

In the new catalog, with its more regular structure, committee discussed where the last category should be absorbed into the departmental statements for the appropriate departments and the previous category be absorbed in the undergraduate program statements (mostly or all in the Languages & Applied Linguistics Department). Members discussed that programs that have no requirements really function more as concentrations.

Action: Committee determined that the language programs should appear on the Languages and Applied Linguistics department's main page. Queer and Sexuality Studies should be left in the catalog because of its interdisciplinary nature. Chair will write to the Feminist Studies to inquire if they would like to convert it to a minor.

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