

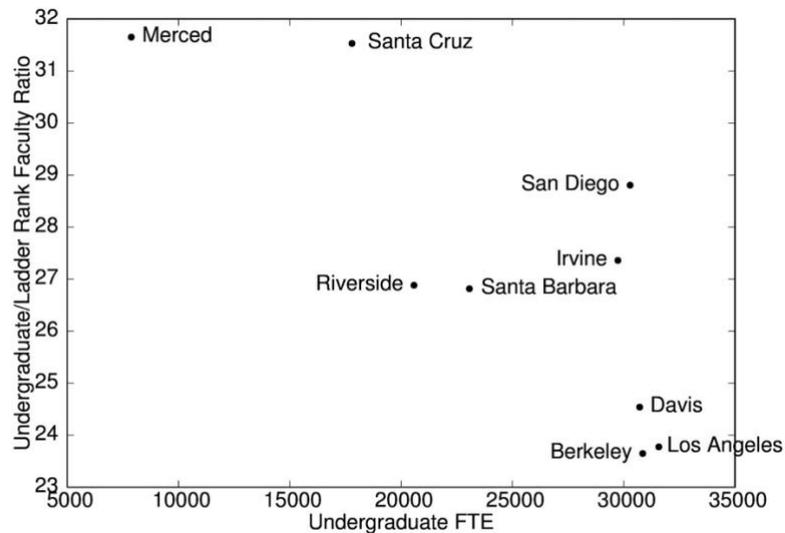
Committee on Educational Policy Annual Report 2018-19

To the Academic Senate, Santa Cruz Division:

The Committee on Educational Policy (CEP) dealt with the following issues this year:

I. RESOURCES FOR UNDERGRADUATE EDUCATION

Undergraduate education is under-resourced at UCSC. Most notably, UCSC (along with UC Merced) has the worst undergraduate student to ladder rank faculty ratio among all the nine UC campuses excluding UC San Francisco.¹



Class sizes in many introductory courses at UCSC are anomalously large compared to other UC campuses. A regular load for a UCSC student is 15 credits per term instead of 16 at other campuses; apart from the inefficiencies that result from dividing the academic load each term into three blocks instead of four, there is no margin for error when aiming for 180 credits in 4 years.

It is beyond CEP's scope to ask why we are the poorest among UC campuses, although this question should certainly be asked. This year, the committee limited itself to three relatively modest requests for resources for undergraduate education. Unfortunately, there has been very little progress with these:

a. Lack of classroom availability: UCSC classrooms have been nearly saturated for a long time. The implementation of the Academic Literacy Curriculum (ALC) and the resulting increase in the number of small classes taken by first-year students has made matters worse. Some of this demand for classrooms was deferred in 2018-19, but the full effect of the ALC will be felt in 2019-20. (See item III.c below for an explanation.) To make matters worse, the Kresge Classroom Project will — against the advice of the

¹ Based on data about each campus from the Office of the President about [undergraduate enrollment](#) in Fall 2018 and [ladder rank faculty](#) (general campus) in FY 2018.

Academic Senate — soon build a 600 seat classroom while removing an additional 35 seat classroom.

Number of free class time slots in Fall 2019

Seats	201-500	100-199	75-99	50-74	25-49	24
Tu-Th day	0	1	0	0	0	18
Tu-Th 5:20	0	2	0	0	0	4
Tu-Th 7:10	0	4	2	0	6	6
MWF day	3	10	9	1	0	32
MW 5:20	0	1	0	0	1	5
MW 7:10	1	5	4	1	2	6
Total free slots	4	23	15	2	9	71
Assignable slots	96	112	144	112	512	112
% utilization	96%	79%	90%	98%	98%	36%

CEP has been warning the central administration for more than a year now about the near-crisis situation with classroom utilization, but regrettably there has been no tangible result.

In Spring 2019, CEP recommended that the Humanities Division and the Writing Program be provided funds to account for the fact that some Writing 2 sections have to be scheduled in rooms with 24 seats in the fall term. The total cost of this would have been less than \$10,000. To our knowledge, even this has not been provided so far, i.e. the cost of the smaller classes is being borne by the Humanities Division. We hope that this will be part of a comprehensive solution to funding the Academic Literacy Curriculum, discussed in Section III of this report.

At the time this report is written, it is not possible to say if all the requests for additional rooms that are expected at the beginning of the fall term — mainly for discussion sections — can be accommodated by the registrar’s office. Even if they can, faced with the imminent breakdown of classroom availability, and knowing the time it takes to build new classrooms, action has to be taken now.

Correspondence with the administration about classroom capacity is available [here](#).

b. College Scholars Program: CEP continued the review of the College Scholars Program (CSP), UCSC’s version of an honors program, that the committee started in collaboration with the Committee on Admissions and Financial Aid (CAFA) in 2017-18. Such programs are important in attracting academically advanced students, whose presence motivates all students to try to reach higher levels academically. UCSC’s College Scholars Program is markedly better than typical honors programs at other universities with regard to the diversity of its students. However, compared with the features and duration of honors programs at similar universities, UCSC’s College Scholars Program is one of the weakest.

CEP recommended that the central administration fund the CSP seminar courses that are offered in the fall term of the sophomore year at a level that would allow the program to be expanded to all ten colleges from

the present four colleges, and that space be provided at certain times each week in a central campus location for CSP students to meet and organize events. While these would be small steps, neither has been done. In the meantime, the funding from the Koret Foundation that enabled the CSP to operate at even its present four-college level has been canceled, although it is hoped that at least this will be replaced by the central administration.

CEP also recommended to the Committee on the Library and Scholarly Communications (COLASC) that the loan period for library books for CSP students be the same as for graduate students, to encourage them to engage in research; this recommendation was endorsed by COLASC, but not implemented by the University Library.

The complete letter from CEP is available [here](#).

c. Career Center: Compared to other campuses in the UC system the salaries of UCSC undergraduate students after graduation are among the lowest. While salaries are only one way to assess whether students are successful in their careers, this data is clearly cause for concern.

Median annual earnings for undergraduates 10 years after graduation

	UCI	UCR	UCSC
Arts & Humanities	53939	49604	50359
Engg & CS	100764	95395	113828
Life Sciences	74204	68478	63904
Physical Sciences	74579	67922	73815
Social Sciences	67453	57216	55300

CEP noted the understaffing of the Career Center at the ‘ground level’ compared to UC Santa Barbara, and that the salaries of these staff are anomalously low even by UCSC standards. Partly as a result of this, UCSC has far fewer companies conducting on-campus interviews than UC Santa Barbara. Space for the Career Center — e.g. for companies to conduct interviews — is completely inadequate.

CEP made recommendations to the administration to increase funding for Career Center staff and how to provide additional space. However, the administration has just hired a new Associate Vice Chancellor for Career Success, who they are counting on to propose and lead efforts to strengthen the Career Center.

The correspondence with the administration is available [here](#).

II. NEW CATALOG SYSTEM

A large fraction of the committee’s time was taken up by the transition to the new software system for the General Catalog, published each year with the details of all academic programs and courses. The transition was accompanied by a change in the structure of academic program statements that was approved by CEP and Graduate Council in 2017-18, as discussed in our 2017-18 Annual Report. Highlights of the new structure are:

- Each academic program has its own self-contained program statement. Hitherto, departments have had all their undergraduate and graduate programs in a single statement, sometimes with several different programs described together.
- Each departmental statement is linked to the academic programs sponsored by the department. It is also possible to link to other programs of interest to students, which will be useful for interdisciplinary programs (which overlap with several departments) or when a department wants to suggest alternatives which might be a better match for some of its students.
- Policies for each program are given in a standard format and sequence. The Transfer Admission Policy states requirements and recommendations clearly, and is to be used by the Admissions Office.
- Courses mentioned in a program statement are linked to their descriptions in the catalog. This allows a student to see the prerequisites etc. while reading the program statement; incorrect or defunct course numbers are immediately visible.
- In a course list, the name and number of each credits for each course are filled in automatically from the course number.
- Every major program has at least one four-year planner and one two-year planner (for transfer students); the assumptions behind the transfer planner are clearly stated.

The transition in 2018-19 resulted in an extraordinary amount of effort for staff in departments, divisions and the registrar's office, as well as by Senate committees. As in 2017-18, every undergraduate program statement was reviewed comprehensively by CEP instead of being compared to the previous year. Typographical errors caused by the transition also had to be detected. Because the delivery of the software to UCSC was delayed, program statement deadlines for different academic divisions were staggered, which made it challenging for the Senate to manage the workflow. Despite all the extra work in such a limited period, the 2019-20 General Catalog was published just before incoming undergraduate students enrolled in classes. It should be possible to release the 2020-21 catalog earlier.

There are many improvements that could still be made to the catalog, and CEP and Graduate Council will work with the registrar's office to see how many of these are feasible. In particular, it should be possible to link to a specific section of a program statement instead of the entire program statement, if other campus websites are to refer to the catalog instead of duplicating information. Such duplication, and the inconsistencies that develop over time, has been identified as a factor causing confusion and inefficiency for students and advisors.

Clearer information provided to students, and simpler policies and petition processes (see Section VI in this report), should help with students' time to degree. However, as mentioned in Section I, the administration will have to provide additional resources for undergraduate education to make a real improvement on this front.

III. ACADEMIC LITERACY CURRICULUM

2018-19 was the first year of the Academic Literacy Curriculum (ALC). All colleges now have a College 1 core course, which is a prerequisite to Writing 1 (required for undergraduate students entering as frosh who have not satisfied the Entry Level Writing Requirement (ELWR) before enrolling at UCSC) and to Writing 2 or Writing 2H (required for all students). Writing instruction is provided in Writing 1 and Writing 2/2H, which build upon what is taught in College 1. As a result, unlike in the past, students in College 1 are not separated into multiple tracks based on their academic preparedness.

a. Outcomes: Institutional Research and Policy Studies (IRAPS) provided CEP with the result of a direct assessment of student learning in College 1, as well as student surveys from these courses. More than 85% of the domestic students who satisfied ELWR before enrolling in College 1 met the expectations in College

1 on two of the three criteria used: the ability to analyze a text to identify the main idea, and to use a range of strategies to understand texts. For ELWR-required students, 80% or more of the students met expectations on these criteria. All students fared worse on the third criterion — recognizing relationships between the genre and the context — with approximately 75% of ELWR-satisfied and 60% of ELWR required students meeting expectations.

The performance of international students was significantly worse, with only 50-65% of the ELWR-required students satisfying the first two criteria, and 30-40% satisfying the third criterion. Even ELWR-satisfied international students did worse than the corresponding domestic students.

Regarding classroom engagement, 60% of domestic students completed most or all of the reading compared to 46% of international students. International students and students with low Analytical Writing Placement Examination (AWPE) scores were also more likely not to speak up in class because they were worried that other students or the instructor would not understand them or value their input. At the other end, students with high AWPE scores or those who satisfied ELWR by other means were significantly less satisfied with the course (approximately 10% less satisfied) than with their overall academic experience in their first term; this was not true for ELWR-required students.

Since this was the first year of the ALC, some initial problems are not surprising. The colleges are working on adjusting the courses to improve outcomes. The 2019-20 results will have to be seen before any structural changes are considered. Outcomes for Writing 1 and Writing 2 were not available at the time this report was prepared.

b. Stevenson College: As part of the changes associated with the new catalog, the colleges, being academic units, have program statements like departments. During the review of these program statements, CEP realized that the Stevenson College core course is still a two-quarter course, as has been the historical practice. CEP decided a few years back that all colleges should have one core course, but this has not been implemented for Stevenson College. After initial discussion, the committee invited the College Provost for input about why the second core course should be retained. CEP then requested IRAPS to provide some data relevant to this question; since the data would not be available until the summer, the issue was deferred to the fall.

c. Funding of the ALC: Near the end of the spring term, the Humanities Division presented an analysis to the central administration, the Committee on Planning and Budget (CPB) and CEP, arguing that it had been substantially underfunded for the Writing Program sections that students use to satisfy the introductory composition requirements, and that this problem has been aggravated by the ALC. The negative effect of the ALC is because the number of Writing Program courses taken by an average student has increased: two courses instead of one for ELWR-required students, one course instead of zero for the students who used to be C1 satisfied, and no change for students who used to be C1-required. Among the ELWR-required students, domestic students are now being admitted to the Multilingual Curriculum (MLC) courses that were previously reserved for international students; this further increases the number of courses they require. The additional funds provided to the Humanities Division for the ALC were, in the opinion of the Humanities Division, inadequate to cover the increased costs.

Students have to complete the Composition (C) requirement by the end of their second year. When the ALC was introduced in 2018-19, students started taking their composition courses later than they used to under the previous curriculum. This resulted in a *one-time* reduction in demand for composition courses in 2018-19, which masked the funding problem. However, this cannot continue in 2019-20. (As discussed earlier, the end of the one-time reduction also has implications for the need for classrooms.)

Because this report was presented near the end of the spring term, and CPB provides advice to the administration on budgetary matters, the report was not discussed by CEP; the CEP Chair attended a meeting with all the stakeholders. However, it is essential that the Humanities Division be provided with the funds required to offer these classes, which are a need for all students rather than only those in the Humanities. Because of the deadline to complete the C requirement by the end of the second year, enough Writing Program sections must be offered in 2019-20 to meet student demand. CEP believes that a comprehensive solution by the central administration should fund the Humanities Division based on actual student enrollment in Writing Program classes.

IV. LETTERS TO DEPARTMENTS

CEP sent four letters dealing with broad issues to department chairs, interdisciplinary program directors and college provosts in the spring term:

- The first letter pointed out that curricular governance by department, program and college faculties is the responsibility of the entire faculty. This responsibility may be delegated under certain circumstances. The letter requested each faculty to discuss how much of their authority they wanted to delegate to committees or individuals, and to inform CEP about this when they submit their 2020-21 program statements.
- The second letter, to departments and interdisciplinary programs, requested those departments and programs whose major declaration rates or timely graduation rates were unusually low to examine their curriculum for possible bottlenecks, and report back to CEP along with their 2020-21 program statements about their conclusions and any steps they were planning to take.
- The third and fourth letters invited comments on various draft CEP policies and suggested steps that could be taken if higher student enrollment was desired by an academic unit, but no response was requested.

V. IMPACTION

a. *Impaction Policy:* CEP reviewed the latest iteration of the Impaction/Enrollment Management Policy prepared by the Vice Provost for Academic Affairs after extensive consultation with the Academic Senate. CEP's main comment on the latest version was to reiterate that the impaction process coordinates the actions of the Academic Senate and the administration, since it would be undesirable for both of them to act independently to solve the same problem. It does not alter the authority of the Academic Senate over the curriculum and conditions for admission to a program, or the authority of the administration over the resources and enrollment targets for a program.

b. *Measuring Impaction:* Together with CPB, CEP initiated a study of academic programs to determine which programs have a disproportionate number of students compared to the resources at their disposal, resulting in degradation of the program even if formal impaction has not been sought. This project is in progress, with IRAPS providing the required data in an easy to use form for all academic programs.

c. *Enrollment management for the Computer Science undergraduate program:* Along with other Academic Senate committees, CEP reviewed a proposal from the Computer Science and Engineering Department to continue limits on intake to the Computer Science B.S. and B.A. programs, and to start enrollment management for the Computer Engineering B.S. by limiting the number of students who enter UCSC as proposed Computer Engineering majors but allowing these students to migrate to Computer Science. (Other students would be able to migrate into Computer Engineering, but these students would not be able to subsequently move to Computer Science.) CEP endorsed the continuation of the impacted status for Computer Science, but felt that providing (a subset of) Computer Engineering students the right to move into Computer Science was too risky.

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 regulations and policies, and have petitions be required/permitted in as few situations as possible. This would provide clarity to students and lessen the workload of advisors.

a. Last date to add courses: Students may enroll in courses up to the ninth week of instruction by permission of the instructor, instead of requiring additional permission from the Committee on Courses of Instruction after the sixth week of instruction. This was approved by the Academic Senate.

b. Senior Residency: The special provisions for how the Senior Residency requirement applies to students in the UC Education Abroad Program are extended to all approved off-campus study programs, and the number of credits to be completed in residence after returning from such a program is reduced to ten credits instead of twelve. This was approved by the Academic Senate, and a waiver granted by the Assembly of the systemwide Academic Senate.

CEP approved a policy which would allow a student to have only some of their credits earned elsewhere be counted toward the 180-credit graduation requirement, while still earning subject credit for other courses except upper-division major requirements.

With these changes, CCI will not entertain requests for waivers of the Senior Residency requirement except in exceptional circumstances unforeseen in policy.

c. Credits required to graduate: The Academic Senate repealed the provision allowing undergraduate students to petition to be allowed to graduate with 178 credits. Hereafter, all students will have to earn 180 credits to graduate. Physical Education courses may provide a maximum of 3 credits toward graduation.

CEP approved a policy allowing UCSC Physical Education courses to provide academic credit, if the administration can solve the logistical problems involved. As of now, this has not happened.

d. W grade: After seeking comments from departments and the Academic Senate, CEP approved a policy allowing students to obtain a W (Withdrawal) grade in a course until the end of the sixth week of instruction without having to go through college advisors or requiring any approval. Students who are past the six-week deadline may opt for a NP (No Pass) grade until the end of the ninth week of instruction. There is no change to the policy for how W grades are granted in medical and other emergencies.

e. IP grade: The Academic Senate repealed the IP (in progress) grade for undergraduate courses. This grade was only approved for a small number of courses, and had limited utility but was difficult to manage.

f. Grade option changes: The Academic Senate approved legislation allowing students to change the grading option for a course they are enrolled in from a letter grade to a P/NP (or vice versa) until the end of the ninth week of instruction.

CEP approved policy allowing automatic conversion of P/NP grades to letter grades (C or F in most cases) when letter grades are required to fulfill major or graduation requirements. (The detailed policy is published on CEP's website.) This process will not require the involvement of advisors or CCI.

At the request of CEP, Information and Technology Services modified the Academic Information System so that undergraduate students enrolling in graduate courses have letter grades as their default grading option, as required by Senate regulations. This eliminates cases when a student inadvertently takes a

graduate course for their major on a P/NP basis even though the major has a letter grade policy.

With these changes, CCI will not entertain requests for grade option changes in undergraduate courses except in exceptional circumstances unforeseen in policy.

h. Minimum progress: The Academic Senate approved legislation reducing the number of credits an undergraduate student has to complete in their first year to 35 from 36, while requiring them to complete 72 credits in their first two years and 36 credits for every year thereafter. The reduction of 1 credit in the first year — to be made up in the second year — is a small change, but it will enable 7 regular 5-credit courses to count as minimum progress, which will have a beneficial effect on student success.

i. Course prerequisites during summer session: CEP approved policy stating that course prerequisites, including required courses or other indicators of expertise such as placement examination scores, remain in place during Summer Session unless an exception is approved by CCI. Enrollment restrictions such as limiting enrollment based on class level or major are removed by Summer Session unless an exception is approved by Summer Session.

Prerequisites for non-UCSC students may be removed for a Summer Session course by the course sponsoring agency; they should keep in mind that they need the instructor's consent to do so. Prerequisites for individual UCSC students may be waived by the instructor.

j. Waiver of General Education requirements: The Academic Senate approved legislation eliminating the role of college advisors when a student petitions CCI to have a General Education requirement waived. Such waivers are granted when the student establishes that the criteria for the general education requirement are fulfilled by a different course that they have completed; there is no role for college advisors in this assessment.

k. C- as a passing grade: After obtaining advice from the Committee on Rules, Jurisdiction and Elections, CEP approved that if a student completes a course satisfying a UCSC general education (GE) requirement at another institution, a C- grade will be sufficient to fulfill the GE requirement if C- is a passing grade at that institution. This does not apply to major requirements, for which a C grade will continue to be required.

l. Transfer students changing majors: After consultation with the Vice Provost and Dean of Undergraduate Education (VPDUE), CEP decided that an undergraduate major program with major-specific transfer admission screening requirements may require junior transfer students to obtain permission from them before moving into their major from a different proposed major. (Permission is already required for junior students who are declared in one major and wish to change to another.)

m. Catalog rights for DC courses: CEP approved an amendment to the catalog rights policy, allowing major programs to — with the approval of CEP, and with an appropriate 'teach-out' plan — change the courses that provide the writing instruction necessary for Disciplinary Communication (DC) courses. Students following an earlier catalog who take the DC courses specified in that catalog after the transition is complete will not have completed the DC requirement. This is similar to other General Education requirements, where the courses that satisfy the requirement can change from one year to the next, except that the change has to be approved by CEP. The revised policy has been published by the registrar.

n. Individual Major Policy: CEP approved an amendment to its policy regarding Individual Major petitions, specifying deadlines by which such petitions have to be submitted.

o. Extensions of deadlines: The Academic Senate approved legislation codifying present practice, that CCI approves extensions to the deadlines to complete the Entry Level Writing Requirement and the Composition (C) general education requirement, and that colleges may allow students to continue to enroll in courses after the deadline to declare a major.

p. Degrees awarded posthumously: At the request of the University Committee on Educational Policy, CEP approved an amended policy about when undergraduate students can be posthumously awarded a degree.

q. Closed week policy: CEP amended its policy that prohibits examinations being given during the final week of instruction (“closed week”) to clarify what is considered to be an “examination”.

r. Online courses: After consultation with the Vice Provost for Academic Affairs and the Academic Senate, CEP and CCI jointly approved a policy about the creation, review, and offerings of fully online courses.

s. Entry quizzes and grading policies: CEP and CCI jointly approved a policy stating that the grading policy for an undergraduate course must be specified in the syllabus distributed to students at the beginning of the course. This was an elaboration of the policy approved by CEP and CCI last year: that “entry quizzes” which are administered to students during the first week of a term and used to bar or disqualify students from the course are effectively prerequisites, and require approval by CCI as a major course revision, must be included in the catalog description, and must be stated in the syllabus distributed at the beginning of the course.

t. University Extension: CEP clarified the different categories of University Extension (UNEX) courses, how they are numbered and the review process for each category. CEP also made minor adjustments to its policy from 2017-18 about how UNEX programs are reviewed. These policies are in accordance with regulations of the systemwide Senate and the Standing Orders of the Regents.

VII. STRATEGIC ACADEMIC PLAN

CEP reviewed the revised Strategic Academic Plan (SAP) in January, and made minor comments. These were addressed in the ‘final’ SAP circulated near the end of the spring term. Under the changed circumstances on campus, CEP took a step back and reviewed the plan from a broader perspective. The committee found the design principles to be a poorly justified and ill-defined subset of all the things we could prioritize, with the initiatives linked to a design principle not always supporting the full scope of the principle. The committee was also skeptical about the strong reliance on quantitative metrics as a measure of outcomes, both because they distort the directions in which the campus proceeds and because so much measurement is itself expensive. The letter from CEP about the final SAP is available [here](#).

VIII. TRANSFER STUDENT ISSUES

a. Determining screening criteria for transfer admissions: Discussions between the CEP Chair, the Chair of CAFA and the VPDUE early in the fall term resulted in an agreement about how the criteria for admission of transfer students would be determined. The major-specific minimum screening criteria for admission are approved by CEP after the VPDUE has been provided an opportunity to comment, and published in the program statement for each academic program. The general minimum screening criteria for admission, and selection criteria to be used when the number of applicants satisfying the screening criteria exceeds the campus target, are determined by CAFA. The Admissions Office implements the criteria approved by the two committees.

b. Selectivity in transfer admissions: In the winter term, the VPDUE informed CEP that the campus would be selective about transfer student admissions this year in order to stay within the target for transfer students entering UCSC in Fall 2019. CEP and the divisional deans provided input to CAFA about the programs which are overloaded, where selectivity should be focused, and the programs which would welcome more students and should not be cut back.

IX. ACADEMIC PROGRAMS AND CURRICULA

CEP approved a new concentration in Curation, Heritage and Museums in the History of Art and Visual Culture B.A. program, three new concentrations — Geographic Information Systems, Global Environmental Justice, and Conservation Science and Policy — in the Environmental Studies B.A. program, and two new minors in the Electrical and Computer Engineering Department. It also approved the discontinuance of the Bioengineering major and the discontinuance of the Environmental Chemistry concentration in the Chemistry B.S. program

CEP discussed the Environmental Geology concentration in the Earth Sciences major with the Earth and Planetary Sciences Department. A proposal to revise the concentration should be received in the fall.

CEP discussed possible improvements to their major programs with the Music Department, the Film and Digital Media Department, and the Biomolecular Engineering Department.

Revised bylaws for the Computer Science: Computer Game Design B.S. were presented to CEP. The committee found that its earlier concerns regarding faculty governance of the program had been fully addressed, and endorsed the bylaws.

CEP participated in external reviews for the following departments: Art, Computational Media, Philosophy and Psychology in Stage 1, Chemistry and Linguistics in Stage 2, and Biomolecular Engineering, Community Studies, Feminist Studies, Film and Digital Media, Ocean Sciences, Politics, and Sociology for mid-cycle reviews.

X. INTRODUCTORY PROGRAMMING COURSES

The Computer Science and Engineering Department submitted a proposal to revise the sequence of introductory programming courses. CMPS 12A and 12B would be replaced with CSE 13 (with two versions, CSE 13E — previously CMPE 13 — and CSE 13S) and CSE 30. At present, students who need a more gradual introduction to programming than CMPS 12A take CMPS 5J and CMPS 11; under the new proposal, CSE 20 would serve as a stepping stone to CSE 30 for such students. CSE 12, previously CMPE 12, would be a prerequisite to CSE 13.

After discussion with the department chair and comments from stakeholder departments, CEP approved the new proposal, with comments about how the transition from the old courses and major qualification requirements in Computer Science and related majors would have to be handled. The committee expressed concern about the high failure rate in CSE 12, and asked the department to see if the course could be taught more effectively to reduce this. The committee also pointed out that articulation of the new programming courses could become a problem, and that the department should move quickly to ensure that this did not happen.

XI. OTHER ITEMS

a. Major Qualification Policies: CEP discussed how Major Qualification policies — both existing policies and proposals for new policies — should be reviewed by the committee. Data was provided by IRAPS for one major in the format requested by CEP, to enable the committee to see if any changes were necessary. The plan could not be completely finalized because the transition to the new catalog took up the committee’s attention.

b. Academic Calendar: CEP was requested to approve extending the three days over which commencement ceremonies are held to four days. After consultation with the Associate Vice Chancellor of Colleges, Housing and Educational Services, the committee felt that it was important that the official degree granting ceremonies should remain within three days, and suggested possibilities to deal with the resulting overcrowding of the campus.

c. Mathematics Placement Test: This year, the work of the Committee on Preparatory Education devolved to CEP. A CEP subcommittee looked into the effectiveness of the placement test that is used to determine which introductory mathematics course a student should start with. Data provided by IRAPS was used in this study. The committee found that the test was reasonably effective, but less so when placing students in determining whether a student should be placed in Math 19 or Math 11. It was recommended that students should also be allowed to use appropriate SAT Mathematics scores as an alternative method to qualify for these courses. Data comparing the effectiveness of the UCSC placement test with other campuses was requested, but the committee did not have time to examine the data because of the new catalog.

d. Two GE Designations for a Course: The committee endorsed the plan recommended by CEP a few years ago, for a limited set of courses to be allowed to carry two general education (GE) designations. These courses would be distributed between the five academic divisions. A student taking such a course would be able to choose which GE requirement they wished to satisfy with the course. Implementation was deferred because of the workload that would result for the registrar’s office.

e. Criteria for GE designation: GE designations are approved for courses by CCI at the request of course sponsoring agencies, using criteria established by CEP. The committee reviewed these criteria at the request of CCI, and clarified that courses with the SI designation should teach students science rather than just teaching them about the scientific method. The PR and PE designations should be interpreted liberally, but PE-T should require teaching about technology *and* society, not just technology.

The committee thanks the analyst Rebecca Hurdis for all the support provided for the committee’s considerable workload in her first year with the Academic Senate, and Senate Director Matthew Mednick for assistance.

Respectfully submitted,
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