

COMMITTEE ON EDUCATIONAL POLICY

Annual Report 2020-21

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 COVID-19 and the ongoing impacts to remote teaching and learning regarding undergraduate education.

The committee has dealt with the following issues this year:

I. RESOURCES FOR UNDERGRADUATE EDUCATION

As a follow up to the 2018-19 CEP committee communication in April 2019 to then Campus Provost and Executive Vice Chancellor (CP/EVC) Marlene Tromp regarding classroom capacity issues and the impact on undergraduate curriculum, CEP and the Committee on Courses of Instruction (CCI) sent correspondence to the Committee on Planning and Budget (CPB) seeking consultation regarding guiding principles for determining creative solutions. CPB provided additional suggestions for the guiding principles. Both committees will continue to develop a guiding principles document. Additionally, in the Vice Provost for Academic Affairs' (VPAA) Call for Five-Year Lists of New Programs, the committee responded stating that CEP will not approve any new program that requires additional general assignment classrooms in an academic term and a size category for which the utilization is already at or above 90%.

II. COVID-19

This academic year continued to operate in the mode of remote teaching and learning. The following are the specific issues the committee reviewed and determined.

a. Delegation of Authority for 2020-21

i. Winter 2021

On September 30, 2020, CEP, CCI and Graduate Council (GC) jointly announced with the CP/EVC that winter quarter 2021 instruction would be largely online with the Senate delegating authority for approval of remote offering of courses to course sponsoring agencies.

ii. Spring and Summer 2021

On November 2, 2020, the CP/EVC announced with CEP, CCI and GC that spring and summer quarters would be remote with the delegation of for approval offering of courses to course sponsoring agencies.

iii. Fall 2021

On February 25, 2021, CEP, CCI and GC announced jointly with the CP/EVC that fall 2021 instruction will include a mix of remote, online and in-person instruction. The Senate delegated authority for approval of remote course offerings for fall 2021. On March 23, 2021, CP/EVC announced that instruction would largely aim to be in-person. The delegation to course sponsoring agencies remained.

b. *Extending P/NP*

In light of the January correspondence from Academic Council regarding P/NP extensions during the ongoing pandemic, CEP communicated to course sponsoring agencies the continuation made by the 2019-20 committee, and the recommendations extending through summer 2021.

- **Policies that do not relate to requirements for academic programs**
 - P/NP grades earned at UC Santa Cruz during the period that courses are taught primarily through remote instruction will not be included in the requirement that no more than 25% of the credits completed at UC Santa Cruz may be graded on a Pass/No Pass basis (Temporary adjustment to SR 10.1.1).
- **Existing relevant regulations**
 - Students who are not in good academic standing are not able to take courses on a P/NP basis (SR 9.1.2).
 - Students who failed a course with a letter grade cannot retake it on a P/NP basis (SR 9.1.8).
- **Policies that relate to requirements for academic programs**
 - We continue to encourage departments to remain flexible and to think about P/NP for major qualifications and other departmental letter grade requirements, and to have clear communication to students and advisers.

c. *Remote Teaching and Learning*

i. *Asynchronous Final Times*

In fall 2020, the committee reviewed final exam times in the face of the increase in remote and asynchronous classes. With only two non-standard final times, it was possible for a student to have time conflicts with final exams. The committee's communication was to make course sponsoring agencies aware of the potential problems and scheduling conflicts and to encourage flexibility.

III. ONLINE UNDERGRADUATE DEGREE PROGRAMS

a. *Systemwide Review of Online Undergraduate Degree Task Force Report*

The committee spent considerable time reviewing and discussing the Academic Council's Systemwide Undergraduate Degree Task Force Report. Out of the presented options, the committee recommended Option 2: supporting the formation of entirely remote degree programs, but requiring that programs meet all ordinary expectations for a UC degree. The committee unanimously agreed that stronger infrastructure needs to be developed to make this possible. Furthermore, extensive support structures including mental and physical health support, learning difference support and job search support should be a priority. The committee was also concerned about equity issues and the possibility of creating a two-tiered educational system if online degree programs were implemented without sufficient student support structures.

b. *CPEVC's Online Programs Project Charter Group*

In November, the CP/EVC announced four campuswide initiatives for 2020-21. CEP chair and the VPAA co-facilitated the working group. As a result of this group's work, an Online

Program Project initiative was created and reviewed by the committee, with the chair recused. The committee supported the formation of an executive committee and five subcommittees to address the feasibility of offering online degree programs. Members noted some confusion, as the pathway for online degree programs seemed to be moving forward, and there was concern that members' review and response was moot at the time. The committee was interested in issues raised regarding parity for online degree-seeking students with regard to student support services, in actively preventing the creation of a two-tiered system for degree programs. It was noted that, if there will be forthcoming proposals for online degree programs, the committee would need to establish clear criteria for these degree programs and possibly create a subcommittee.

IV. Annual Program Statement Review

In the third year of utilizing the Curriculum Approval and Tracking (CAT) system, the process went smoother with some improvements, such as the added documentation page that was implemented. However, due staff turnover, the campus as a whole is still familiarizing themselves.

This year, the committee asked departments and programs to ensure that the statements were in alignments with the 2019 revised Policy on Major Declaration Process and Deadlines. CEP believes that the consistency across departments will be well worth the temporary extra burden on CEP members.

V. 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. Graduate Student Instructor (GSI) Appointment Criteria

In December 2020, CEP and CCI sent communication to course sponsoring agencies regarding the changes to GSI appointment criteria within the context of Summer Session for it to be effective for summer 2021. The committees determined:

- Courses taught by GSIs during summer sessions do not count toward the maximum 25% of GSI-taught courses for a department.
- While summer GSIs must be adequately supervised at the same level as expected for normal quarters, it will be left to the proposing departments to explain how GSIs will be supervised as part of their request to appoint a GSI.
- Some departments may have to compensate summer supervisors in some way, but it will be up to the department how they handle this. Departments should provide this information regarding supervision in their requests to CCI.

At the beginning of the 2021 winter quarter, CEP and CCI distributed the Finalized GSI Appointment Criteria for Undergraduate Courses to department chairs, program directors, and college provosts. The committees recognize that there is significant variation across campus regarding both departmental use of GSIs for instruction and perceptions about the appropriateness of GSI instruction. Hence, the necessity and importance for CEP to provide

clarification and guidance in moving forward. The following are the criteria:

1. GSI applications must explain how GSIs are properly prepared to teach their course. GSIs who have completed departmental or CITL training will be at a competitive advantage¹.
2. a. GSIs for courses that require teaching assistants must have advanced to candidacy and must have served as a course instructor before.
b. Enrollment in a GSI-taught course is limited to 120.
3. GSIs must not have academic integrity actions from the university on their record.
4. A faculty mentor may not oversee more than two GSIs in a term unless the mentor is compensated or the service is recognized.
5. A mentor must have taught the course in question or one in a related area in the last three years. This is to ensure that the mentor is familiar with how the course should be taught. Otherwise, they must be actively committed to co-developing the curricular plan and state this commitment and planned mentoring activities in a letter to CCI.

Additionally, the committee affirmed that no more than 25% of the 5-credit upper division courses offered by a course sponsoring agency over two consecutive academic years can be taught by GSIs. These finalized changes to the GSI appointment criteria will be applicable beginning in Fall 2021. Departments still have the ability to petition these criteria to CCI.

b. Final Exam Policy and Closed Week

CCI asked CEP to review the current Final Exams policy to ensure that CCI was reviewing courses properly in reference to closed week. The committees reviewed and revised the Final Examinations Policy, providing more context for closed week.

- The purpose of closed week (for fall, winter, and spring quarters only) is two-fold: (1) to ensure that the full 11 weeks of the quarter are used for instruction (10 weeks) and assessment (one week of finals) and (2) to provide students time to complete coursework and prepare for their final assessments.

To meet these goals, no examinations, tests, assignments, papers, final projects, presentations, or final performances that result in more than 12.5% of the final grade (other than individual makeup exams) may be due during the last week of instruction. Portfolios or collections of previously assessed work may be collected

¹ From CEP's August 2020 Correspondence: Based on guidance from campus administrators, at least one of the options available to students has to be a credit-bearing pedagogy course, or else the training is considered part of the GSI workload. Keeping in mind that departments are busy with remote instruction at present, we are proposing that the effective date for this requirement be Fall 2022.

Departments have broad discretion about how their pedagogy courses are designed, but we are requesting departments to report to CCI by Spring 2022 about how they plan to satisfy this criterion. A single course can be used to train both GSIs and teaching assistants.

during the closed week, as long as any newly assessed work does not account for more than 12.5% of the final grade.

Take-home exams or short projects assigned in the last week of instruction and due during finals week should equate roughly to the amount of work required in a traditional three-hour exam time slot. (The three-hour limit for completion of a take-home exam or short project does not include the time required for studying or preparing to complete the assignment.) Larger projects or assignments that students have had several weeks to work on may be due during finals week.

For courses that have a final performance as a main assessment of the course, especially where scheduling students' performances entirely during finals week is infeasible, presentations may be spread over the final weeks of the quarter including the use of the final exam time slot during week 11. If this is done, instructors should both make clear that students should be preparing for these performances weeks ahead of time and provide complete assignment instructions for how to do so well in advance.

Assignments and exams due during finals week should not be due earlier than the [exam slot scheduled²](#) for the course by the Office of the Registrar (this includes Non Standard Times 1 and 2 for courses outside of standard time blocks).

c. *Online Course Policy*

A subcommittee of the CCI chair, a CCI faculty member representative, CEP chair, a CEP faculty member representative, Director for Online Education, and the Associate Registrar was formed in winter 2021 to review and propose revisions for the online course policy. The policy revisions were motivated by the need to resolve that the current Undergraduate Online Course Policy only applied online to asynchronous online courses. With the expanded use of synchronous courses brought on by the pandemic, and an expectation that some faculty will want to continue to teaching in a synchronous online format, CEP and CCI felt the urgency to provide an approval pathway that allows CCI to evaluate the effectiveness of these courses in the approval process. Other changes are detailed below. After stakeholder review, the new policy and approval pathways were extended to graduate courses as well. GC also approved the revised policy for graduate courses.

Key changes to the existing policy and course approval pathways:

1. A workflow that deals with more than purely asynchronous courses (synchronous and hybrid courses have become increasingly common and they are not currently reviewed by CCI);
2. Approval pathway for synchronous online courses;
3. Approval pathway for hybrid courses; and

² <https://registrar.ucsc.edu/soc/final-examinations.html#c>

4. A system of reporting and oversight that requires renewal for asynchronous online courses every three years instead of an exhaustive departmental report.

d. *Curricular Capacity Impaction Policy*

The VPAA asked for Senate review in finalizing the revised guidelines for improving curricular capacity and capping program enrollment processes. The committee echoed previous CEP's in requesting that the Committee on Affirmative Action and Diversity (CAAD) should be part of the reviewing Senate body. Additionally, they recommended that data about retention of students in impacted majors with respect to how class availability affects their retention should be investigated. Members also were concerned at the advising ration for impacted departments. Lastly, CEP reiterated the Academic Senate's authority over curricular and conditions of admissions and that it is not the sole mechanism in which to address an impacted program.

VI. Preparatory Education and Placement

a. *Analytical Writing Placement Exam (AWPE) and the Entry Level Writing Requirement (ELWR)*

i. *Directed Self-Placement (DSP)*

In response to the March 12, 2020 memo from the University Committee on Preparatory Education (UCOPE) and the cancellation of the in-person systemwide Analytical Writing Placement Exam (AWPE) in 2020, Writing Program Chair WouldGo and Entry Level Writing Requirement (ELWR) Coordinator Sarah Michals submitted a proposal for a localized writing placement process, Directed Self-Placement (implemented summer 2020). Previously, the campus relied on national, international and state test scores to place students into writing course pathways. However, local campus assessments, as well as UC-wide committee analyses of the AWPE, indicated the need for a more equitable placement process. For UC Santa Cruz, particularly, this assessment signaled the need to develop a tool that authentically engages students with the reading and writing expectations of the Academic Literacy Curriculum (ALC), a program required for all first-year students and involves a two-, three-, or four-quarter sequence of courses that allows them to meet the systemwide Entry Level Writing requirement (ELWR) and the campus-wide general education Composition Requirement. With CEP's support, the proposal was approved and piloted.

DSP is an experiential survey that evaluates students' experiences and perceived difficulties with academic reading and writing. The survey takes up to two hours and exposes students to readings, assignments, and student writing typical of a WRIT 2 course. After reviewing the materials and answering reflective questions, students receive a survey-based recommendation and then select a course pathway that provides them with the level of support needed to be successful. While students' standardized test scores for ELWR satisfaction were accepted (a UCOPE requirement), first-year results revealed a higher demand for the culminating ELWR-satisfying course WRIT 1, *Introduction to Composition*. Overall, more than 1300 students who satisfied ELWR by test scores selected WRIT 1 instead of WRIT 2. The administration was willing to support 100 of these students in the pilot, but

the results indicate that there is a population of students who would benefit from additional writing support when given the opportunity to choose their own course pathways.

For 2021-2022, UCOPE has authorized a second-year variance to SR.636, which will enable local placement processes to continue. This fact, combined with the fact that fewer students may enter UC Santa Cruz with ACT/SAT scores for placement, suggests that attention should be paid to the budgetary implications of DSP moving forward, and central administration should consult with the Humanities Division about what support may be needed if DSP is to become a permanent program.

- ii. University of California Committee on Preparatory Education (UCOPE)* Member WouldGo served as the CEP representative to UCOPE. The committee performed routine duties related to oversight of preparatory education requirements, in addition to evaluating the function and role of the Analytical Writing Placement Exam (AWPE), the Entry Level Writing Requirement (ELWR), and localized placement processes as a result of the SR.636 variance from March 2020. In December of 2020, the committee submitted a proposal to the Academic Council requesting the formation of a task force to evaluate the Entry Level Writing Requirement, including placement mechanisms. This task force will complete phase 1 of its work in December 2021 and will complete phase 2 in May 2022. This work will have systemwide implications for the ELWR and the AWPE.

b. Mathematics Placement Exam

The committee reviewed and discussed the feedback from key campus stakeholders regarding CEP's July 14, 2020 request. The committee made the following determinations:

- Currently, students are allowed up to 5 attempts in ALEKS PPL with a cooling off period of 24 hours in-between attempts). CEP is recommending a maximum of 3 attempts with no mention of the cooling off period. The cooling off period of time should be set to 24 hours.
- Currently, the time limit for each assessment is 48 hours for all assessments. CEP is recommending 12 hours for each assessment, but this is not an option. The limit for each assessment should be set to 24 hours.
- Cut-off scores are to remain unchanged. The Physical & Biological Sciences Division is currently working with Institutional Research, Assessment, and Policy Studies (IRAPS) to develop reporting on math placement and will work on cut score optimization with IRAPS and ALEKS professionals in the future. CEP is very interested in learning more from this data collection and analysis.
- Instruction and advising should be further studied with the goal of improving student success in the precalculus and calculus class series.

VII. Academic Program Establishment, Modification, Suspension and Discontinuance

- The Religious and Visual Culture concentration in the History and Visual Culture Department was discontinued.
- The Production concentration in the Film and Digital Media Department was discontinued.

- The Computer Engineering Interdepartmental Group (CEIG) was discontinued with the a) transfer of the CE B.S. and CE minor to the CSE department; b) the Robotics and Control concentration of the CE B.S. to the ECE Department and discontinue the five-year contiguous pathway.
- The transfer for the Technology and Information Management (TIM) from the Computer Science and Engineering Department to the School of Engineering division.
- The Italian Studies B.A. will be suspended for two years due to a recent retirement and lack of faculty.
- An administrative home change for Arts, Games and Playable Media (AGPM) moving to the Theater Arts Department was approved.
- The Theater Arts Department's simple name change to the Department of Performance, Play and Design was approved.
- A new Spanish Studies minor was approved by the Languages and Applied Linguistics Department.
- A Teaching English as a Second or Other Languages (TESOL) Certificate proposal from Language and Applied Linguistics' Department was approved.
- College 1A: Introduction to University Life and Learning at UC Santa Cruz for entering frosh, and Kresge 1T: Introduction to Research and Liberal Arts Learning at UC Santa Cruz for entering transfer students put forth by the Council of Provosts and the Vice Provost and Dean of Undergraduate Education was approved as a college requirement, but not a graduation requirement.
- A revised Computational Mathematics B.S. proposal from the Mathematics Department was reviewed again by the committee. There still lacks stakeholder agreement from Applied Mathematics and Statistics. CEP declines the support to establish the new CMBS degree, but recommends that this be resolved through the campus-wide math summit that has been discussed over the last couple of years.
- A new Geophysics concentration in the Earth and Planetary Science Department was approved.
- The Critical, Race and Ethnic Studies (CRES) program was approved for departmentalization.

VII. Reviews

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

Systemwide

- *Proposed Revisions to SR 630*
- *Proposed Revisions to SR 544*
- *Online Undergraduate Degree Taskforce Report*
- *Systemwide Proposed Curtailment Program*
- *Review of Innovative Learning Technology Initiative*
- *Proposed Revisions to SR 610*

Divisional

- *CP's Request for Associate Provost Position*
- *CP/EVC's Request Regarding Budget Cuts*
- *Chancellor's Request for Planning and Budget Reorganization*

- *VPAA's Revised Guidelines for Improving Curricular Capacity and Capping Program*
- *Bay Tree Bookstore Review*
- *CITL 5 Year Review and Funding Request*
- *SAP: Team Teaching Barrier Reduction Project*
- *Proposed Remote Work Policy for Senate Faculty*
- *Critical Response Program Draft*
- *Charter for Proposed Online Programs Initiative*

Additionally, CEP participated in the external review process for the following departments and programs: Critical Race and Ethnic Studies, Electrical and Computer Engineering, the Writing Program, Environmental Studies, Languages and Applied Linguistics, History of Consciousness, History of Art and Visual Culture, Arts, Games and Playable Media, Anthropology, Chemistry and Linguistics.

VII. OTHER ITEMS

a. IRAPS Dashboard

IRAPS provided an overview of the finalized internal dashboards to the committee including:

- Major Migration by Admission Major provides major migration, declaration, graduation, and attrition information as well as course outcomes for entering cohorts by admission major;
- Course Analytics provides course composition and grades for all courses taught over the previous ten years; and
- UC Santa Cruz Course List is a sortable list of courses that indicate GPA, DFW-Rate, and Enrollments with breakouts by student characteristics.

These dashboards need to verify access that requires certification of the FERPA training.

b. Global Engagement APRU Member Institutions

The committee continued to consult with Global Engagement in reviewing reciprocal exchange programs, off campus programs, and direct enrollment programs. The committee has requested that a rubric be developed by Global Engagement to help provide critical context of the programs and universities they are being asked to review. CEP has suggested that including faculty champions from the start of the process would be beneficial when proposing a new partner. Additionally, the committee would like more information on individual schools in the future. Global Engagement will submit a rubric proposal in early fall 2021.

Additionally, the committee reviewed and approved the Association of Pacific Rim Universities (APRU) Member Institutions for Virtual Student Exchange Program proposal. We will continue to follow the standard of Worldwide Educational services when converting grades from foreign transcripts. Transcribed enrollments and grades from APRU institutions will be recorded on the UC Santa Cruz transcript and the credits and grades will be posted on the transcript.

c. Major Declaration

i. Advising

Assistant Vice Provost for Undergraduate Advising, Sketo-Rosener, provided updates to the committee regarding the efforts being made by advisors to help support and increase the number of students declaring by their deadlines. An implementation working group has been created to develop a three-tiered approach that seeks to: (1) Proactively engage in outreach for both first year and transfer students; (2) Implement a timely response to “red flags” including students who are not satisfying major qualification courses and requirements; redirect; and (3) Closer scrutiny and more time focused toward students who don’t meet the deadlines.

ii. Program statement review

During this year’s program statement review, the committee focused on the written text regarding the major declaration process to ensure programs and departments’ compliance with the changes in policy. Below is one of the most important aspects of this new policy:

If a student in a proposed major tries to declare when the campus declaration deadline is imminent (i.e. in their sixth quarter, for students admitted as frosh), programs have to either allow them into the major, deny them admission, or set conditions (e.g. completion of some courses with certain grades) that will be resolved within at most one more enrolled quarter, even if they have not completed major qualification (MQ) courses.

CEP carefully reviewed the Major Declaration Sections to ensure consistency with the new policy, and that the information associated with the links in their catalog statements are consistent with the new policy and are accurately reflected on their websites. The committee recommended language in the “How to Declare a Major” area that pulled from the policy can provide important consistency across program statements.

d. Winter Transfer Admissions

CEP consulted with the Committee on Admission and Financial Aid (CAFA) Chair Smith, Associate Vice Chancellor for Enrollment Management Michelle Whittingham, and the Vice Provost and Dean for Undergraduate Education (VPDUE) regarding winter transfer admissions. In maintaining the Academic Senate’s purview on admissions, transfer and curricula, the committee requests for a list of programs to be provided to the committee and the associated requirements. The 2021-22 committee will continue to discuss this issue.

e. Commencement of Academic Activity

The committee reviewed the Vice Provost for Undergraduate Education’s (VPDUE) Commencement of Academic Activity proposal. Members were concerned about potential workload on faculty and even on staff. We also had concerns about the role and responsibility of instructors as reporters and any potential downstream consequences, and sought clarity regarding this. Of the possibilities discussed, the most favored solution was that of an automated Canvas quiz that would be auto-graded on submission, where a student’s response would indicate that they had commenced academic activity. We also discussed that some faculty like the flexibility to upload course activity directly in AIS if

they do not integrate Canvas in their courses. The committee would like to discuss other possible solutions if this is not feasible.

IX. Carryforward 2021-22

a. *Disciplinary Communication Requirement with IRAPS*

The committee has requested additional information for the Disciplinary Communication (DC) requirement that was established in 2010 from IRAPS. CEP is interested in conducting a multi-year assessment of the DC requirement in order to better understand how well the requirement is working to help students meet departmental and programmatic learning outcomes (PLOs). Given that IRAPS will be partnering with the Divisions of Social Science and Humanities in the next academic year to study Program Learning Outcomes (PLOs), the committee is hoping that a larger assessment of the DC requirement could be part of this work. The committee is especially interested in learning more about how the requirement is implemented and assessed by departments, in the absence of university support for course development.

b. *Accessibility Issues*

A small subcommittee met to discuss the possibility of investigating further regarding accessibility, and whether or not a Senate subcommittee should be created. This committee would possibly be examining how the Senate can do an internal review of accessibility practices within committees and campus wide.

c. *College Scholars Program:*

Committee to look into the central funding support (beyond the current funding from the Koret foundation) and if there are still any plans to expand the program to four years.

The committee would like to extend their gratitude to Margie Claxton, Deputy Registrar, for her years of service to our campus community, and for her dedication and institutional knowledge she provided to CEP for many years.

Respectfully Submitted;

COMMITTEE ON EDUCATIONAL POLICY

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August 31, 2021