

UNIVERSITY COMMITTEE ON EDUCATIONAL POLICY

Videoconference Minutes

Monday, May 15, 2023

Attending: Melanie Cocco, Chair (UCI), Kathleen Bawn, Vice Chair (UCLA), Katie Harris (UCD), Manoj Kaplinghat (UCI), Holley Moyes (UCM), Eric Schwitzgebel (UCR), Geoff Cook (UCSD), Thuan Le (UCSF), Julie Bianchini (UCSB), David Cuthbert (UCSC), Sadaf Bandeali (Graduate Student Representative), Todd Greenspan (Executive Advisor, Academic Planning and Policy Development, IRAP), Carmen Corona (Director, Academic Planning and Policy, IRAP), Ethan Savage (Academic Planning and Policy Analyst, IRAP), Brenda Abrams (Principal Policy Analyst, Academic Senate)

I. Chair's Updates

The Intersegmental Committee of the Academic Senates met this morning to discuss the standards for the new California General Education Transfer Curriculum and there is one area of disagreement to work through before that committee votes on the standards next week.

II. Consultation with Institutional Research & Academic Planning (IRAP)

- *Todd Greenspan, Executive Advisor for Academic Planning and Policy Development, IRAP*
- *Carmen Corona, Director, Academic Planning and Policy, IRAP*
- *Ethan Savage, Academic Planning and Policy Analyst, IRAP*

The California Community Colleges (CCC) can propose up to 30 baccalaureate programs per year and UC received 14 this spring, two of which were found to overlap with existing programs at UC campuses but not significantly enough for them to be contested. The IRAP consultants are working with CCC and California State University (CSU) representatives on creating the criteria and guidelines to determine if the proposed programs are duplicative. The group will also figure out a process for contesting a proposed program and resolving disputes. The chair of the California Assembly Committee on Higher Education and the chair of the Senate Education Committee sent a letter to the CCC Chancellor's office suggesting there should be a pause in the cycle of proposals until the guidelines are in place but the CCCs are moving ahead despite the letter (<https://calmatters.org/wp-content/uploads/2022/06/Joint-Letter-to-CCC-Leaders82.pdf>).

The Regents meet this week and UCB's College of Computing, Data Science and Society proposal will be presented for approval. An item called "Where UC Happens" will highlight the UC Washington Center, UC Education Abroad, and the degree completion programs with UC Extension. The president and chancellors agreed to try to achieve the enrollment increase that the Legislature funded. UC was on track to grow by about 4,600 FTE next year but over the last two years the Legislature has funded an 8,500 FTE increase. The chancellors asked IRAP to identify a plan for each campus to grow FTE next year and it appears that there is a commitment to go to 7,900 FTE although discussions are underway about whether a couple of campuses will be able to meet this goal. The systemwide target for freshman growth is about 1,540 and the target for transfer students is 477, which means the 2:1 ratio will not be achieved. Some campuses will need to go to their waitlist to admit more freshmen.

The new workgroup on the future of doctoral education will have its first meeting this Friday. There will be conversations about confidentiality issues related to the graduate student researcher strike and UAW contract will be discussed. The provost would like to see an initial report and recommendations in the

fall with a final report in spring. Executive Advisor Greenspan explained that the administration is monitoring California Assembly Bill (AB) 656, sponsored by Assemblymember McCarty, that would authorize the CSUs to award doctoral degrees statewide provided that they satisfy certain requirements and do not duplicate UC doctoral degrees. The Master Plan allows CSU to offer joint doctorates with UC or independent institutions, but AB 656 gives the CSU's the power to award doctoral degrees independently.

III. Plan for Review of the UC Washington Center

Last year, UCEP approved a set of questions for systemwide programs to address in their self-study and Chair Cocco and the UCM representative, who serves on the UC Washington Center Academic Advisory Committee, generated several new questions. The committee's policy established that systemwide programs will be reviewed by UCEP every seven years, but the UC Washington Center ("UCDC") has never undergone an academic review. One important new question is how students will be able to report incidents of sexual harassment since students may potentially be living in dorms with teaching assistants, faculty, and staff.

Discussion: UCDC could be asked about the extent to which faculty are in-residence and about how well faculty are fulfilling their contractual obligations to the program. The analyst reported that it is not clear if each campus has a role in approving UCDC's course offerings so that should be investigated. In addition, the analyst indicated that the provost spoke to Chair Cochran about concerns students expressed about responding to divergent requirements depending on their home campus. It is not clear if the differing requirements are based on being semester versus quarter campuses, but the students reported that there are inequities. UCEP will ask UCDC to provide data from the past seven years as part of the review and the analyst suggested that the committee should be flexible in terms of giving UCDC time to respond to the self-study questions. The next step may be a meeting between UCEP leadership and the Vice Provost of Academic Personnel and Programs at UCOP, to whom the program reports.

IV. UCSC's Creative Technologies Proposal

- *Julie Bianchini (UCSB), Holley Moyes (UCM) and Chair Cocco*

UCSC has responded to the questions sent by UCEP in February and the proposers have clarified that the Art, Music, and Performance, Play, and Design departments will participate in the Creative Technologies program. The campus has outlined the rationale behind offering the program online including that it will be an option for students who want to complete their degrees and that the program will closely simulate what students' work life will look like after graduation. To address Senate Regulation 630.E, the proposers amended their program to include a two-unit year-long colloquium which transfer students will take in person, an in-person Breadth of Art course, and elective requirements while keeping the other Creative Technologies courses online.

The campus will contract with proctoring companies that will require student identification verification using at least two factors in an effort to counter academic dishonesty. UCSC's Committee on Courses of Instruction will not approve any courses that do not have regular and substantive interaction between faculty and students. Additionally, the proposers have worked with the teaching and learning center which has received a national award for excellence. The campus provided data indicating that one benefit of online courses for UCSC students has been decreased time to degree and an analysis of 24 sequences found no significant difference in the grades of 18 downstream courses between students who took online versus face-to-face upstream courses.

Following their review of the supplemental information provided by the proposers, the UCSB and UCM representatives still have a number of outstanding questions related to:

- If the program is an online major or online degree
- Whether students at other UCs will have to transfer to UCSC, the potential of admitting students living outside of California, and if the program will provide technology to support students who lack reliable Internet access
- Who has access to the content and who owns/has property rights to the content
- Whether the portfolio process, which was very broad and vague, would work and who will be admitted
- Clarifying the prerequisites for the major and if they include lower division courses
- Clarifying which courses will be asynchronous or synchronous and if the substantive interaction will be adequate
- How students will fabricate the items in the Fabrication and Production Studio course

Discussion: It is unclear if transfer students who have already satisfied the general education (GE) requirements will have to take UCSC's lower division GE courses, especially if those courses are pre-requisites. This relates to the question about the Creative Technologies program being a degree or a major, and each campus seems to define majors differently and even within a campus the majors have disparate definitions. In course catalogs, many majors define all the degree requirements, so "major" and "degree" are frequently used interchangeably.

Chair Cocco underscored that the Compendium does not stipulate that UCEP needs to approve new degree programs but distance education programs do need to be accredited by the Western Association of Schools and Colleges Senior College and University Commission (WSCUC). The chair recommends that UCEP endorse UCSC's proposal for a Bachelor of Arts degree in Creative Technologies, and if the campus wants the "online degree" title, an updated proposal should be submitted when they have obtained a few years' worth of data. The committee discussed the past interpretations of the Compendium related to the need for systemwide Senate approval of online undergraduate programs. Each member weighed in on whether the Creative Technologies proposal should be endorsed. The overall sentiment was that the proposal has been closely and thoughtfully reviewed and that this program will set a high standard for future online programs.

Action: A motion to endorse UCSC's proposal for a Bachelor of Arts in Creative Technologies was made and seconded, and the committee voted unanimously in favor of this action. The UCB and UCM representatives will share their notes with Chair Cocco who will draft a memo to Council.

V. Assessment of Distance Education Programs

Chair Cocco asked members to endorse a proposal to create a policy requiring that campuses provide UCEP with reports on their undergraduate distance education programs every year. The policy will specify that data on distance programs be reported separately from in-person degrees so any problems will be apparent and can be corrected by the campus. There is a question about whether Institutional Research at UCOP can collect all of the data that is desired. The goal is to establish this policy before campuses begin offering undergraduate distance education degree programs.

Discussion: Executive Advisor Greenspan is not sure if the data IRAP has can be disaggregated beyond the program level. Reportedly, the undergraduate deans question why online programs would be

singled out when looking at performance because any program with a graduation rate lower than 50% should be a concern. It might be onerous for the campuses to report on every program, and it is unlikely that any in-person programs have graduation rates below 50%. IRAP has graduation rate data by discipline, not by program, but campus Institutional Research units should have more granular data. Campuses will need some time to set up their tracking systems so the committee can propose that the policy take effect in July 2024. The analyst indicated that Council will need to approve this policy. Citing concerns about potential grade inflation or cheating, a member suggested asking campuses to report the disaggregated data on program learning outcome measures. It may be better to recommend that programs take action if graduation rates are low for two years instead of three.

The campuses should be asked to summarize how examinations are conducted since proctoring procedures for exams for online courses can be an issue and it would be useful to compare what the campuses are doing. The committee discussed whether the graduation rate should be higher than 50% and agreed upon 60% which is still a low bar. While this policy might not have any teeth, without the reporting requirement there will be no way to easily identify online degree programs that have troublesome graduation rates. The campus reports will also give UCEP information about how these programs should be operated. A particular concern is related to whether transfer students who enroll in the distance education programs will complete them, so it will be important for the committee to have data on which to base recommendations for structural changes to Council. One shortcoming during the Senate's discussions about undergraduate online degree programs has been that the only available data has been from other institutions.

Action: A motion to endorse the proposed policy and forward it to Council was made and seconded, and the committee voted unanimously in favor of this action.

VI. Updates on Other Committees/Campus Reports/Member Items

Academic Council Special Committee on Transfer Issues (ACSCOTI): The UCD representative reported on the committee's activities. The analyst learned from the Senate's Executive Director that ACSCOTI considered adding courses to the existing Transfer Pathways but the approach that was proposed was likely to confuse students.

VII. New Business/Executive Session

The UCR representative proposed that the shorter version of the best practices document should be sent to Council for approval and distribution to the divisional Senates. The best practices will also be included in UCEP's handbook. Chair Cocco thanked the UCR and UCM representatives for their work on the best practices guide throughout the year.

Meeting adjourned at: 1:30 PM

Minutes prepared by: Brenda Abrams

Attest: Melanie Cocco