

UNIVERSITY COMMITTEE ON EDUCATIONAL POLICY

Videoconference Minutes

Monday, October 16, 2023

Attending: Melanie Cocco, Chair (UCI), A. Katie Harris, Vice Chair (UCD), Darlene Francis (UCB), Gerardo Con Diaz (UCD), Jose Antonio Rodriguez-Lopes (UCI), Catherine Sugar (UCLA), Heather Bortfeld (UCM), Eric Schwitzgebel (UCR), Geoffrey Cook (UCSD), Madeleine Norris (UCSF), Ben Hardekopf (UCSB), David Cuthbert (UCSC), Han Mi Yoon-Wu (Associate Vice Provost & Executive Director, Undergraduate Admissions, Graduate, Undergraduate, & Equity Affairs (GUEA)), Chase Fischerhall (Associate Director, A-G & Transfer Policy Analysis & Coordination, GUEA), Todd Greenspan (Executive Advisor, Academic Planning & Policy Development, Institutional Research & Academic Planning (IRAP)), Carmen Corona (Director, Academic Planning & Policy, IRAP), Ethan Savage (Academic Planning & Policy Analyst, IRAP), Brenda Abrams (Principal Policy Analyst, Academic Senate)

I. Chair's Updates

During a recent meeting of the Intersegmental Committee of the Academic Senates (ICAS) the upcoming review of the California General Education Transfer Curriculum Standards was discussed and the chair of the Board of Admissions and Relations with Schools (BOARS) announced the formation of a workgroup to assess the Area C Mathematics requirement. The governor just signed Assembly Bill 656 which will allow the California State University (CSU) system to offer doctoral degrees and ICAS discussed creating a process for assessing the duplication of those degrees with UC degrees. Vice Chair Harris is on the ICAS subcommittee developing the criteria to determine if California Community College's (CCC) proposed baccalaureate degree programs duplicate CSU or UC degrees, and it seems that UC will not be significantly impacted by these CCC programs.

Chair Cocco mentioned to ICAS members the idea of having testing centers across the state as a way to improve the academic integrity of online courses. Students taking online classes would take the exams in-person in a proctored setting where they would not have access to any sort of artificial intelligence or contract cheating websites. The CSU and CCC representatives indicated that they have policies requiring that students in their online courses must take the final exam on campus. Most students in the CCC and CSU systems who take their online classes live near the campus, so those segments were not interested in setting up testing centers. However, this is a strategy that UCEP could think about for UC Online classes.

Discussion: A member questioned why the CCCs want to offer baccalaureate degrees and Director Corona explained that, in addition to increasing enrollments, the CCCs want to offer programs in medical fields to compete with for-profit institutions. The UCI representative will find out the status of the campus's full proposal for a School of Population and Public Health, and also reported that the workgroup tasked with updating the proposed policy on granting degrees posthumously degrees has a draft ready for UCEP's consideration, so this will be on the committee's November agenda.

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

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

IRAP is in the midst of enrollment planning for next year, including determining if UC will achieve the goal of adding the 8K new undergraduate students funded by the legislature. Despite campus efforts to offer enrollment to more students, it appears that UC will fall short of the goal for new undergraduates and is also below the target for CCC transfer students. Campuses are reporting that students are taking more units and if the average unit load increases, it is possible that the state's goal will be met. IRAP has just asked the campuses for their 2024-2025 enrollment plans and IRAP will know if target numbers have changed once it has the data in November. Data from the CCC chancellor's office shows that the incoming transfer population under age 19 has increased again and this should help alleviate the deficit with transfers to UC.

Executive Advisor Greenspan explained that every campus is asked for their proposed enrollment goals for California students which are based on their long-range development plans and IRAP looks at whether the numbers will achieve the statewide target. Last year, UCOP recommended that every campus try to add 200-300 FTE to achieve the goal for UC growth set by the state budget office and President Drake. The chancellors decided to try meeting the goal rather than return monies to the state. UCOP encouraged the campuses to pursue strategies such as adding summer FTE, encouraging students to take more classes, or adding new incoming freshmen and transfer students but ultimately what happens is up to each campus and the targets are not proportional by campus. This year, the legislature is asking UCB, UCSD, and UCLA to reduce their non-resident student populations to 18% and the state will provide \$60M in funding to replace the lost non-resident tuition although this might not be long-term support.

Provost Newman's congress on graduate education took place last Monday at UCLA and included a panel on undergraduate education. Rather than discussing delivering undergraduate education with fewer graduate students, the panel focused on rethinking undergraduate enrollment. Approximately 100 people attended in person, but the number of online attendees is unclear. Two upcoming congresses include one in late February on artificial intelligence (<https://cio.ucop.edu/save-the-date-university-of-california-ai-congress-what-the-future-holds-a-uc-congress-on-the-impact-and-promise-of-artificial-intelligence-wednesday-february-28-thursday-february-29-2024>) and one on teaching modalities including online instruction in June. Proceedings of the congresses will be made available. IRAP will present the UC Accountability report to the Regents in January and UCEP will get an update on this next month (<https://accountability.universityofcalifornia.edu/2023/welcome.html>).

III. UCEP's Approval and Review of Systemwide Courses and Programs

UCEP is charged with approving and reviewing systemwide courses and programs but these terms are used interchangeably in various documents. The analyst pointed out that Senate Regulation 630.D states: "...the Education Abroad Program, the UC Washington, D.C., Program, the UC Center in Sacramento Program, or the NRS California Ecology and Conservation Course, which are systemwide courses..." and policy documents and guidelines should refer to both systemwide "courses" and "programs" to eliminate any confusion and for consistency. Chair Cocco will draft a memo to Council proposing the addition of "programs" to UCEP's charge, Senate Bylaw 170.B.3.

Discussion: The committee discussed whether the 2011 and 2014 guidelines establish that UCEP is supposed to approve and review UC Online courses. The UC Online courses might have to be recategorized as systemwide in order for the committee to review them. A new section will be created on the committee Resources webpage for the polices on approval and

review of courses and programs and the analyst will send the members a mockup of what this section will look like.

IV. Review of 2011 report on Educational Quality at the UC

Assorted documents and reports mention “UC Quality” and this phrase is often used during discussions about fully online undergraduate degrees, but there is no policy statement about how “quality” is defined. A UCEP subcommittee worked on a UC Quality statement in 2010 and it was endorsed by Academic Council but not sent out to the divisions for comment. Chair Cocco asked the committee to consider if the document should be updated to refer to online instruction and sent out for systemwide review.

Discussion: The UCR and UCLA representatives volunteered to update the quality document. In addition to not addressing online education, the document could provide an explanation for the basis for the residency requirement. A member pointed out that the “Characteristics of UC Quality Courses, Majors and Programs” suggests that everything listed should be in place to meet the definition of a quality course when that is not the expectation. It was noted that the need for disability accommodations should be mentioned. The statement will be posted on Google Docs so members can add their comments and the draft will be discussed again on December 4th.

V. Guidance to Divisions on Systemwide Grade Policies

Chair Cocco has been asked about different policies that are not actually set at the systemwide level. For example, during the pandemic UCEP wrote a memo suggesting short-term flexibility in grading including related to Pass/No Pass policies. Recently, there was a question about the deadline for appealing grades which systemwide regulations do not control. The chair and vice chair will develop a list, for informational purposes only, of what is governed by the systemwide versus divisional Senate.

VI. Credit by Examination

- *Han Mi Yoon-Wu, Associate Vice Provost & Executive Director, Undergraduate Admissions, Graduate, Undergraduate, & Equity Affairs (GUEA)*
- *Chase Fischerhall, Associate Director, A-G & Transfer Policy Analysis & Coordination, GUEA*

The agenda packet includes a briefing from Undergraduate Admissions explaining how students receive credit either towards meeting freshman A through G requirements for admissions or credit applicable to their degree program once they have matriculated to UC, as well as credit that individual UC campuses provide based on exam completion and different credentials. Admissions is seeking UCEP’s guidance on situations where students take an exam either at the end of a curricular program or after taking an Advanced Placement (AP) course and based on their exam score they may receive some credit once they matriculate at UC. AP and the International Baccalaureate (IB) are long standing programs with which most people are familiar.

When there is a new course and exam, Admissions has asked BOARS to coordinate the faculty review process. A group of faculty in the specific subject area are brought together to review the course and exam content. The group provides a recommendation to BOARS indicating that the course and exam is equivalent to a UC course and three or five units would be conferred. BOARS considers that recommendation and if approved, Admissions publishes this decision

and notifies AP and IB that they can tell students taking this curriculum that UC will offer credit for it. Credit by exam also allows students to gain some additional credit before they start at UC, have more flexibility in terms of the courses they take at UC, and potentially finish their degree sooner. There is a new AP African American Studies course being piloted now which will be offered more widely next year, and this will need to be reviewed by UC faculty.

Many exams that have primarily been international, like Cambridge, are now being offered in the States and UC has traditionally given credit for A Level exams but UC does not have a process to review these other exams. The AP and IB typically give UC a couple of years advance notice about when new courses and exams will be delivered. However, there are other exams that few students who come to UC have taken and Admissions is less familiar with them. While international evaluators on the campuses have knowledge of these programs, there is inconsistency across the campuses, and UC does not have good documentation about why credit is granted even for the established courses and exams. Associate Vice Provost Yoon-Wu indicated that IB awards students with something like a diploma for completing a certain number of courses and exams, and now that AP is doing something similar there is a question about why a flat amount of credit is not being offered for both.

Some administrators in campus admissions offices are on the companies' advisory boards and advocate on behalf of those companies and other organizations also pressure UC to review their courses and exams. Admissions is unsure about how to proceed. UCLA faculty have approved granting credit for Pearson International A Level exams which is prompting other campuses to ask if those credits have to be honored if the student transfers to another UC campus. The Senate is asked to consider establishing a workgroup to address various questions and develop guidelines for credit by examination. Although BOARS has discussed credit by exam in the past, it may be more appropriate for UCEP be the lead on policies related to when unit credit that might be counted toward a UC degree should be awarded. The workgroup could include representatives from BOARS and the Committee on Preparatory Education.

Discussion: The associate vice provost explained that not all students have access to exams that have already been approved, such as students in Florida or in other countries. There are questions about whether the curriculum offered in these international programs is higher than high school curriculum, and even UC faculty who have gone through these programs question if the A Levels are indicative of college-level work. Admissions estimates that of the 200k applicants to UC, the AP and IB are the most common types of exams students have taken so there has not been an effort to collect data on the various other curricula and exams that are available. However, the number of U.S. students taking Cambridge is growing and this curriculum is offered by the same schools that offer AP and IB. Lower resourced schools are implementing these curricula in order to lift the students and offer more challenging and rigorous course work than they would be able to otherwise.

The point was made that framing this simply as a matter of any student who performs at a certain level on one of these exams deserves UC credit is devaluing other aspects of an education. It is also important to recognize that interaction with instructors and other students, being a member of an academic learning community, is an important part of education that happens over time. Another member cautioned that consistency across UC could be problematic because a unit of work can vary from campus to campus. Associate Director Fischerhall appreciated the important issues being raised and explained that the precedent has been set to grant credit for exams like the AP and IB. Admissions needs systemwide guidance from faculty about continuing this practice or about why this practice should not expand to

include new courses and curriculum because UC will continue to be contacted and pressured by these companies. It would be complicated to award credit for the educational experience since there are significant differences with how the curriculum is offered, the experience of the instructors teaching the curriculum, and the resources available to support students. What is meant by educational experience would need to be defined.

Departments can decide what credit to give for an exam or against granting any credit regardless of the systemwide policy. UCLA just started a public health major and the governing body discussed which AP courses would be awarded credit or not. Curricula and exams like these are proliferating and will lead to more companies claiming theirs are approved for UC credit. UC wants to provide a UC degree and faculty do not want students having a large portion of their credit coming from non-UC courses. This seems like a good time to take a step back and think about how much credit UC wants to give and for what, although reviewing all of these exams would be a major workload issue. Associate Vice Provost Yoon-Wu remarked that the brief from Admissions indicates that decreasing or minimizing credits conferred at a systemwide level is on the table.

The associate vice provost remarked that the lack of documentation explaining the reasons that a flat amount of credit is granted for IB is problematic especially because the IB diploma includes the standard level courses and exams rather than the highest level exams. The proposed workgroup could develop a process for discerning which types of exams UC would grant credit for; grandfathering in AP, IB, and Cambridge and providing a justification for why other companies' curriculum and exams will not be approved for conferring credit at the systemwide level; or develop a process for reviewing other types of curricula that would be credit worthy. It was noted that the AP and IB are long-standing, well-known programs and not-for-profit organizations whereas Pearson is brand new. If UC does not approve a company's exam, this will start a back and forth with the company asking for feedback on the changes UC would like to see, leading to a process whereby UC ends up developing the exam for the company.

Associate Director Fischerhall indicated that the College Board is set to roll out the AP African American Studies and AP Precalculus exams and Admissions would like faculty to review these and identify if there is an appropriate credit designation. The pilot of AP African American studies curriculum and exam is ending and students who took that exam will submit their scores. The pilot of the AP Precalculus exam is just getting started. The lack of a statement on whether the scores for these exams will be accepted or not will be confusing to students. Associate Vice Provost Yoon-Wu clarified that just because these new exams are being offered does not oblige UC to accept them or provide a systemwide designation for credit. Chair Cocco indicated that UCEP will discuss this issue again in November and decisions will be made about a workgroup to consider the overarching issues and how to handle the AP African American Studies and AP Precalculus exams.

VII. Campus Reports/Member Items

UCSD: The committee has received requests from continuing students and students who did not transfer to be granted credit for fulfilling the Intersegmental General Education Transfer Curriculum (IGETC). The campus only grants credit for IGETC for transfer students and UCSD's eight colleges do not want to accept the units for other students. No other UCEP members are aware of similar requests. There is no systemwide policy dictating granting credit for IGETC.

UCSB: The committee is discussing summer compensation for teaching associates and faculty who teach summer courses. The summer compensation for teaching assistants is better than it is for teaching associates although there is variation. The administration is pushing for more courses to be taught in the summer. A department is no longer allowed to supplement graduate students' income for teaching over the summer. Some graduate students still want the teaching experience in spite of the low compensation. Summer courses are practically a separate system and Chair Cocco suggested discussing this matter with Senate Chair Steintrager. UCSD's administration claims there is a huge demand for summer courses and wants to continuously extend the waiver for online courses instituted for the pandemic, claiming that summer session has a significant impact on equity and access. A member noted that the quality of summer courses was questionable before the pandemic. At UCM, there is pressure for the Senate to approve an online course for the regular academic year if it has been approved for the summer.

VIII. New Business

There was no New Business.

Videoconference adjourned at: 1:05 PM

Minutes prepared by: Brenda Abrams

Attest: Melanie Cocco