UNIVERSITY OF CALIFORNIA, ACADEMIC SENATE

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Chair of the Assembly of the Academic Senate
Faculty Representative to the Regents
University of California
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

July 9, 2019

MICHAEL BROWN, PROVOST
UNIVERSITY OF CALIFORNIA

Re: UCEP Recommendation on ILTI Cross-Campus Enrollment System and Data

Dear Michael,

At its June 26, 2019 meeting, the Academic Council endorsed the attached letter from the University Committee on Educational Policy (UCEP) offering additional insights and recommendations related to UC students' ability to enroll in and gain credit for systemwide online courses offered at another UC campus.

A year ago, the Academic Council endorsed UCEP's recommendation for a "student friendly" petition process to address and track cases in which UC students are "dropped" from enrollment in a systemwide online course. UCEP and the Innovative Learning Technology Initiative (ILTI) spent the past year examining enrollment data and created a catalog of issues and problems (also attached) related to students' decisions to drop systemwide online courses. UCEP found that most problems do not relate to policy, which makes a petition process both burdensome and unnecessary. UCEP recommends that ILTI prioritize creating a taxonomy (based on this initial work to group actions) for its cross-campus enrollment system to organize and classify student enrollment actions, particularly the early phases of enrollment such as prerequisite communications. That kind of data set is essential for routine management as well as best practices for systemwide course enrollment.

Please do not hesitate to contact me if you have additional questions.

Sincerely,

Robert C. May, Chair
Academic Council

cc: ILTI Director Osmundson
Academic Council
Senate Directors

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June 17, 2019

ROBERT MAY, CHAIR
ACADEMIC COUNCIL

RE: ILTI CROSS-CAMPUS ENROLLMENT SYSTEM AND DATA

Dear Robert,

During 2018, UCEP had partnered with the ILTI group on their concerns regarding potential barriers to enrolling in systemwide online courses, with examination of a variety of practices and policies. Based on consultation with ILTI, UCEP recommended to Academic Council a student petition process to document experiences and identify ongoing considerations (materials appended). The overall goal would be to have a data-informed process to discuss enrollment demands and factors with UC online courses.

This year, UCEP has engaged in routine dialogue with ILTI leadership to discuss cross-campus enrollment data (summary table attached). Over time there have been close to 6,000 individual ”enrollments”, all of which have been documented by student employee notes. Upon request by UCEP, ILTI has organized those notes into common categories to begin creating a taxonomy. Those common categories clarified that most enrollment issues are related to communication and timeline, rather than policy. For example, failure to meet course pre-requisites constitutes a significant fraction of post-enrollment drops from courses, which seems like a student planning issue. Further, an ongoing consideration is “other”, which constitutes a significant proportion of student records and needs further categorization.

On June 3, ILTI leadership joined us to discuss survey data with academic advisors, which reinforced many of the messages in the enrollment data notes and initial categories. An emphasis, too, is that failure to meet pre-requisites is a common reason for enrollment drop decisions (attached).

In the final analysis, UCEP determined that a petition process would be onerous to students, advisors, and registrar offices, and is ultimately unnecessary given how so few enrollment problems are related to policy (which would constitute an exemption to request). What needs attention and serious prioritization is regularizing an enrollment data infrastructure and continued attention to early stages of processes, e.g., pre-requisite communications. Thus, UCEP strongly recommends that the creation of a taxonomy becomes part of the cross-campus enrollment system to organize and regularize how actions are catalogued. That would

provide the basis for meaningful planning around enrollment and improvement of systemwide access to UC online courses.

UCEP, then, shares this update to share data and clarify priorities to improve the UC's cross enrollment system that supports student access to systemwide online courses.

Sincerely,

Anne Zanzucchi, Chair
UCEP

UNIVERSITY OF CALIFORNIA, ACADEMIC SENATE

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August 3, 2018

MICHAEL T. BROWN
PROVOST AND EXECUTIVE VICE PRESIDENT
UNIVERSITY OF CALIFORNIA

Re: UCEP Recommendation for Instituting a Student-Friendly Petition Process to Expedite Cross-Campus Enrollment in Online Courses

Dear Michael:

At its June 27, 2018 meeting, the Academic Council unanimously endorsed the attached recommendation from the University Committee on Educational Policy (UCEP) for a student-friendly petition process to address cases in which a UC student has been disallowed from enrolling in an online course offered via another UC campus.

As you know, the Innovative Learning Technology Initiative (ILTI) launched a cross-campus enrollment system in 2014. UC has enrolled over 100,000 students in courses funded by ILTI; however, fewer than 5,000 of those students were enrolled on a different campus from where the course was created.

Barriers to students' ability to enroll in and gain credit for online courses have been studied since 2016. This year, UCEP made a set of recommendations for instituting a student-friendly petition process on campuses to address cases in which for any reason a student has been disallowed from enrolling in a course originating from another campus.

The Academic Council fully supports UCEP's efforts to further study, improve, and streamline students' access to online courses, through a student-friendly petition process to expedite cross-campus enrollment in online courses. Council also support the goals of ILTI to help students access high-demand courses, satisfy degree requirements, and achieve more timely graduation.

Thank you and please do not hesitate to contact me if you have additional questions.

Sincerely,

Shane N. White, Chair

Academic Council

Encl

Cc: Academic Council
Senate Director Baxter
Senate Executive Directors

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June 20, 2018

SHANE WHITE, CHAIR
ACADEMIC COUNCIL

RE: REQUEST THAT ACADEMIC COUNCIL CONVEY TO DIVISIONS UCEP SUGGESTION FOR INSTITUTING A STUDENT-FRIENDLY PETITION PROCESS TO EXPEDITE CROSS-CAMPUS ENROLLMENT IN ONLINE COURSES

Dear Shane,

In spring 2016, Ellen Osmundson requested (May 2, 2016) on behalf of the ILTI Steering Committee that UCEP consider nine "issues" that might impede student cross-campus enrollment in online courses (especially those sponsored through ILTI) (see Attachment A). UCEP considered the issues and sent a summary of its comments to Ellen (June 12, 2017) (Attachment B). In order to transition the UCEP comments to possible suggestions or recommendations to the campuses, UCEP has worked with Ellen this year in an endeavor to identify the specific policies or practices that cause the issues on each campus.

As UCEP explored the issues, it became apparent that no single specific regulation or policy ultimately limits the student enrollment in cross-campus online courses across the divisions. To the extent that there are some restrictions on the conditions under which students are allowed to enroll in UC on-line courses, and there do not seem to be many and they all seem reasonable, they have sound academic justifications and are not obstructionist efforts to limit students' opportunities or to prevent the success of such courses. Campus practices vary because enrollment is an outcome of multivariable drivers, and online enrollment involves consideration of financial aid requirements, campus practices related to major curricula and expectations, advising practices, approaches to assuring student success, and campus registrar practices.

We write this letter to you because UCEP requests that Academic Council forward to the campus undergraduate councils (or equivalent committees) and Registrars our proposition that each campus should consider implementing, if they have not already done so, a student-friendly petition process for cross-campus enrollment in online courses in cases where existing policies would prevent some students from doing so, and for which it would be desirable to allow exceptions. Naturally, appropriate factors should be considered in the petition process (e.g., advisor concurrence, course suitability, assessment of unit

requirements for financial aid, unit limitations imposed as per SR 630.A, etc.). The ILTI unit is willing to provide guidance to campuses in this regard. UCEP suggests that a petition process may enhance cross-campus enrollment in online courses, at least relative to those issues identified by ILTI.

As per the prior June 12, 2017 UCEP memo on these issues, we reiterate that UCEP recognizes and appreciates the potential value of online courses, and that enhancing the availability of courses and improving student time-to-degree are desirable. Online courses are useful for highly specialized courses that might be offered at one or a few campuses, or for those courses where there is an immediate need to alleviate campus crowding and limited classroom space. However, UCEP does not consider online courses a panacea for resource limitations in space or personnel, and for many reasons, in-person teaching and communication are preferred for delivery of instruction to enhance and foster student success. For example, one issue identified by ILTI is a requirement at some campuses that all entering freshman and transfer students complete 12-units prior to enrolling in a course offered at another UC campus. This practice is generally supported by UCEP given that the first quarter in the University of California is challenging for many students because the transition from High School, or from a semester-based junior college, can be quite stressful for new students. The support provided through in-person consultation with academic advisors and professors is important to student performance in the first quarter – and first quarter performance is critical to student success and persistence.

Based on multiple discussions, UCEP urges ILTI to document and share among campuses best practices that have emerged in support of cross-campus enrollment in online courses (e.g., a student-friendly petition processes for enrollment). During discussions, UCEP members noted a lack of data documenting the frequency or magnitude of the issues affecting student enrollment, accordingly the extent to which the issues are current impediments to online cross-campus enrollment is not clear. Future senate discussions of UC online courses and efforts toward enhancing their utility and their utilization by students should be based on data regarding: demand for courses offered online; online cross-campus enrollment as influenced by class standing; cross-campus enrollment in online courses as influenced by student GPA, declaration of major, etc.; and, to the extent possible, the effect of online courses on student success, persistence, and graduation. As UCEP discussed the issues, additional challenges not mentioned in the May 2, 2016 letter were identified that might hinder adoption of cross-campus online courses including, pragmatic concerns such as the availability of local testing centers - these additional issues should be considered and addressed going forward.

Thank you for your consideration.

Sincerely,

Ed Caswell-Chen, Chair
UCEP

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June 12, 2017

ELLEN OSMUNDSON, COORDINATOR
INNOVATIVE LEARNING TECHNOLOGY INITIATIVE

RE: POLICIES IMPACTING CROSS-CAMPUS ENROLLMENT

Dear Ellen,

During the 2016-2017 academic year, UCEP discussed the implications for the growth in online courses in the UC system at several meetings. In addition, committee members each discussed online courses at their education policy committees on their home campuses in order to gain as wide a perspective as possible. Before addressing the specific questions about possible barriers to online courses, we wanted to mention some of the issues that repeatedly arise when discussing online courses with faculty.

First, we feel that it is important to clearly differentiate between UC online course experiences. There is generally strong support among faculty for the development of hybrid courses, with online and in-person components. Hybrid courses can incorporate innovations such as flipped classes and creative online activities. Several campuses have also invested heavily in fully online courses that do not have required in-person activities but are still primarily based on a campus, with opportunities for study groups, in-person office hours and exams taken in a standard controlled environment. In discussions of online course policy, UCEP members felt it was important to differentiate between these types of courses and those that are intended to be system-wide, enrolling students at campuses other than the home campus of the course. A major concern with these courses is the lack of opportunity for in-person help, which may particularly impact underprepared students.

UCEP members discussed specific situations in which a system-wide course could be beneficial. For example, there may be small, highly specialized courses that only enroll a small number of students system-wide. In these cases, system-wide online courses broaden opportunities for students. On the other hand, highly popular gateway courses could be offered as system-wide online courses to alleviate pressure on classroom space. However, these courses are likely to be taken early in a student's career and are foundational to further studies. Thus, difficulty with receiving one-on-one help could have negative consequences for the student's academic career going forward. Another concern is that administering exams at multiple locations could make it more difficult to maintain the integrity of the exam.

To summarize UCEP's discussion of online instruction, there was great support of creative use of online components in hybrid courses. Also, the committee members felt that highly specialized courses that enroll a small number of students and may only be offered on one campus are good candidates for system-wide online status in order to expand opportunities for students. In terms of fully online courses, committee members are more supportive of those that primarily serve the campus at which they are based. While these courses can alleviate classroom space and scheduling issues, it is still possible for those students who need in-person help to seek it out, and the exams can be administered with more oversight and standardization.

Although UCEP expressed concerns about system-wide online courses, the committee did discuss the questions about potential barriers to cross-campus enrollment based on feedback from campus committees. In general, the sense was that these barriers were not the main reason for low cross campus enrollment. Rather, as voiced by student members of campus undergraduate studies committees, students identify with their campus and prefer taking courses where there is opportunity for in-person help if needed.

UCEP members also felt that some of these barriers could be reduced through improving and coordinating computing resources managing cross-campus enrollment. We are sending this memo to the incoming Chair of UCACC as this committee may want to opine on computing issues related to cross-campus enrollment.

1. **Potential Barrier- Entering freshman must take 12 units before enrolling in a course offered at another campus.** The committee generally supported this policy as the first quarter is so critical for student success. It is important for students to connect with advisors and professors in order to develop academic support strategies. The impression is that online courses based at another institution would not provide that opportunity. However, the committee felt that a petition process should be in place if a student had a compelling reason to take an online course based at another campus during their first quarter.

2. **Potential Barrier- Seniors are required at some campuses to take all courses in their final quarter or semester at their home campus.** UCEP did not feel that there was a compelling reason for this policy and recommends that those campuses at which it is in place to consider removing it. A consideration will be campuses with capstone experience commitments, in general education and departmental levels. This policy may serve those campuses well in anchoring senior experiences.

3. **Potential Barrier- A requirement at many campuses that students must enroll in at least 12 units in a quarter or semester before they can take a course based at another campus**. This is similar to #1 above, but mainly focused on transfer students. UCEP similarly felt that this barrier helped ensure transfer student success, but that exceptions should be made through a petition process.

4. **Potential Barrier- Students must be full-time before enrolling in an online course at another campus**. UCEP felt that this requirement could be removed if better tracking of students receiving financial aid were possible- if UCOP could develop a system by which both home campus and other campus enrollments were tracked, students could achieve full time status for financial aid purposes by combining these enrollments. UCACC was notified about this issue at their May 2017 meeting as an issue that should be discussed in the upcoming year.

5. **Potential Barrier- Students often may not enroll in a cross campus course until it is demonstrated that they are in good academic standing from the previous term, causing an enrollment delay.** UCEP suggested that the determination of good academic standing could be based on the most recent term for which grades are available (i.e. the term before the most recent one) for purposes of enrollment so as not to

delay students. UCEP supported the idea that students who are struggling academically should not take online courses based at other campuses until they have demonstrated that they are back on track.

6. **Potential Barrier- A requirement that approval be granted by the home campus before allowing enrollment in an online course based at another campus**. UCEP felt that this barrier could be removed, but it was important to inform students they will need to find out if the course fulfills the intended requirements.

7. **Potential Barrier- Variability in adherence to the 2-week add/drop period.** UCEP felt that a two week period was reasonable and recommended that campuses with a more restrictive deadline allow students to add/drop system-wide courses within a two week period.

8. **Potential Barrier- Students may only enroll in one course based at another campus during each ~~academic year~~.** UCEP felt that this restriction was appropriate given the value in having the great majority of coursework at the home campus with the support and structure that provides. However, there was consensus that exceptions should be made through petition if the student has a compelling reason for taking more than one online class based at another campus per term, such as difficulty with scheduling.

9. **Potential Barrier- Each system-wide online course must be reviewed and approved for the type of credit it could fulfill**. UCEP was strongly supportive of maintaining this requirement, as each UC campus has distinctive and localized visions of the role of GE courses, and premajor and major credit requirements necessarily are context and field specific. Thus, campuses must independently evaluate courses for use by their students. While Senate Regulation 774 does state that if four campuses offer a type of credit for a course, the other five may also offer this type of credit, these campuses may also decide to opt out.

Sincerely,

Barbara Knowlton, Chair
UCEP

May 2, 2016

To: Academic Senate Educational Policy Committee
From: Ellen Osmundson, ILTI Steering Committee

Introduction
As UC campuses face a significant influx of undergraduate students over the next two years, online courses offer the potential to meet increased demands on campuses for classroom space to provide students access to needed courses. Increasingly, UC students are interested in online courses as a supplement (not a replacement) to their course loads. Online courses can offer students flexibility in their schedules and help students gain access to courses with wait-lists as well as access to courses not offered on their own campus.

In winter quarter/spring semester of 2014, the Innovative Learning Technology Initiative (ILTI), a project funded by Governor Brown and led by UC Office of the President, opened courses for cross-enrollment. Students at any UC campus can easily search for and enroll in online courses at other UC campuses. All courses are approved by the Academic Senate Committee on Courses and/or Undergraduate Council at each host campus. Additionally, courses are also reviewed at the other eight campuses for GE, pre-major and/or major credit.

Over the past eight terms, the number of online and hybrid courses has increased significantly (from 23 courses to 119 courses) supported by ILTI, with online courses offered by all nine undergraduate campuses. Student enrollments at the home campus have increased significantly as well (from 2775 students in 2013 – 14 to over 10,000 in 2015 - 16). After an initial increase, cross-campus enrollment has plateaued and remains relatively low.

Request of the Academic Senate
There are a number of policy issues that are potentially impacting the success of the cross-campus enrollment program. It would be beneficial if the Senate were to consider modifying some of the current cross-campus enrollment process (based on the existing Simultaneous Enrollment process) to support and facilitate enrollment in online courses offered at other UC campuses. This document raises specific issues for consideration, and draws from policies currently in place in the simultaneous enrollment process.

Policies Impacting Cross-Campus Enrollment
Policies and campus practices that appear to impact cross-campus enrollment include:

1. A requirement that all entering UC freshman and transfer students complete 12-units prior to enrolling in a course offered at another UC campus.

2. A requirement at some campuses that UC seniors to take all of their last quarter of courses on the home campus.

3. A requirement that students be enrolled in at least 12 units on their home campus, before they are eligible to take a course at another UC campus. (Santa Cruz and Davis allow student enrollment with less than 12 units)

4. A requirement that a student be a "full-time" to be eligible to take an online course offered at another UC campus. Campuses are "counting units" for financial aid purposes BEFORE invoking the #of units rule. Thus it is possible to restrict a student from participation/enrollment in online courses offered at other UCs until 12 credits are reached. Full-Time is a status, determined by admissions unless a student petitions for part-time status. The burden of financial aid assurance should not be placed on the enrollment system.

5. An eligibility requirement based on "good academic standing" from grades in the immediately preceding term. This requirement causes a significant delay in approving student enrollment, as grades and GPAs have to be calculated *before* students are approved for enrollment. Some campuses, such as Riverside, withhold approval until term grades are received.

6. Requirement that the enrollment be "approved" by the students' home campus before the student is allowed into the course; there is great variability in both the *time* this process can take as well as the flexibility. For students who are not approved when the Term Opens, this is an impediment as they can't get in and see the syllabus, assignments, and understand how to use the LMS for the course.)

7. Campus variability in adherence to the 2-week add/drop period. One campus (Irvine) closes enrollment after week 1 of instruction, significantly limiting student access to courses on that campus, and impacting students at that campus interested in taking a course at another UC campus.

8. A restriction that students may only be enrolled in 1 course at another UC campus each term during the Academic Year.

9. A requirement that each online course be reviewed and approved by each UC campus to determine the type of credit (GE, pre-major and/or major) each course will earn. Senate regulation 744 states if four (4) campuses provide GE, pre-major and/or major credit, the remaining five (5) campuses can offer the same type of credit.

Group	Reasons	Examples	Count	Total	Percentage	ILTI Data Note
Policy Reasons	Academic Reason	Academic probation, poor academic standing	180			
	Not Enrolled Student at UC	Not current enrolled student; dismissed, withdrew from UC, educational leave, high school student, summer-session only	111			
	Not Full-Time Student	Not full-time student, part-time	73			
	Unpaid Fees	Unpaid fees at home campus, student must clear all holds before enrollment can be approved	41			
	Does Not Meet Pre-Requisites	Don't have the pre-requistites, prerequisite not completed; student has not met pre-reqs.	36			
	Limit One Cross Campus Course/Term	Student enrolled in 2 XC courses. Was notified to drop one of the courses or I will drop both and gave deadline. He did not drop his courses, so both are dropped.	27			
	Insufficient Completed Units: First Term at UC, No GPA History at Home Campus	Freshman & transfer students - 1st quarter, readmitted student	96			
	Total			**564**	**24%**	
Student Request	Student Request	[no specific reason provided]	632			28% (632/2,316) of the total drops. More research needed. Current interface does not require students to provide specific reason for drop.
	Schedule Conflict	Schedule conflict	126			
	Too Many Courses for the Term	Too many courses for the term, heavy workload for this term	124			
	Other	Personal issues, changed mind, late registration, etc	62			
	Found a Needed Course at Home Campus	I was able to obtain an add code for the equivalence of this course at my university so I shall be taking this course at UCSB.	88			
	Student Wants Another Cross-Campus Course	I would like swap CMN 170V for DESMA 9	73			
	Enrolled by Mistake	Wrong request, requested P/NP grading, human error, took a wrong course, twice enrollment	76			
	Too Much Course Work		46			
	Course Not Needed	Student does not need the course anymore, student no longer wants the course	40			
	Not What I Expected	Not engaging/lost interest, not what I expected, lack of communication for course materials	38			
	Total			1,305	**56%**	
Advisor/ Campus Denied	Advisor Denied		158			5% of total drops. More research needed. Current interfacte does not require advisor to provide a specific reason for the drop.
	Overload units, petition needed	Campus/advisor didn't approve petition for over load, student failde to submit petition, enrolled in 28.5 units. This is the maximum unit cap for undergraduates, goes over students units for the semeste, etc.	43			
	Total			201	**9%**	
Other	Unknown	Did not specify reason	140			
	Doesn't Offer Needed Credit	Does not offer the credit that student need	37			
	Late Approval	UCI is denying admission based on late approval of enrollmer	10			
	Course/Section Cancelled		21			
	Total			208	**9%**	
	TOTAL		**2,316**	**2,316**	**100%**	

Cross-Campus Enrollment Barriers

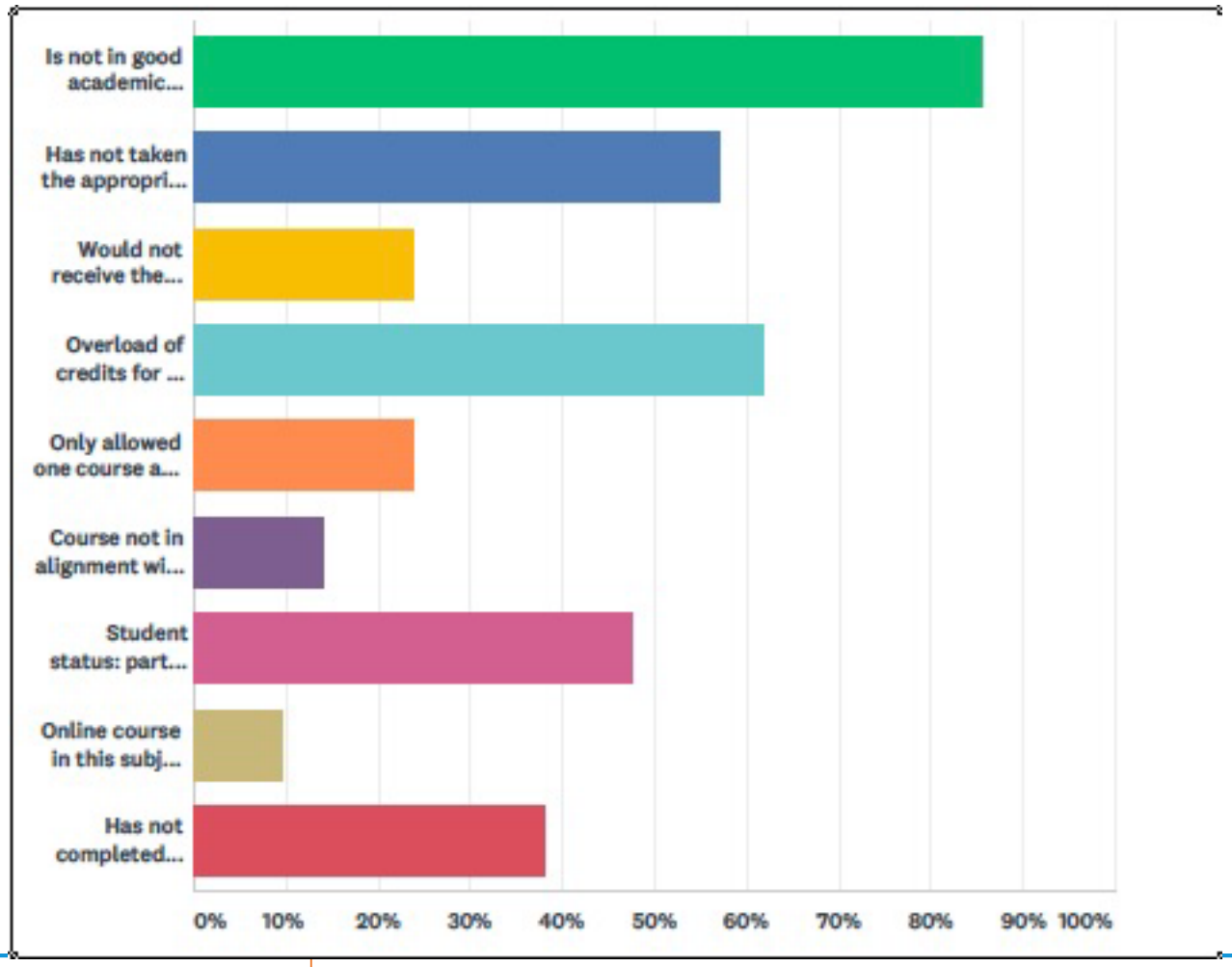
Investigate Reasons Students are Dropped

- Close to 2/3 of students are dropped or drop the XC course they provisionally enroll in
- Survey to Academic Advisors in March 2019
- Main Reasons for dropping

Investigate a “student-friendly petition process”

- Survey question regarding petition process and timing

Typical Reasons to Deny



When given ONE CHOICE

- Academic Standing 73.9% 17 of 23
- Have too many courses – overload 17.4% 4 of 23
- Doesn't offer the academic credit student needs 8.7% (2 of 23)
- Doesn't have the prerequisites 0% (0 of 23)