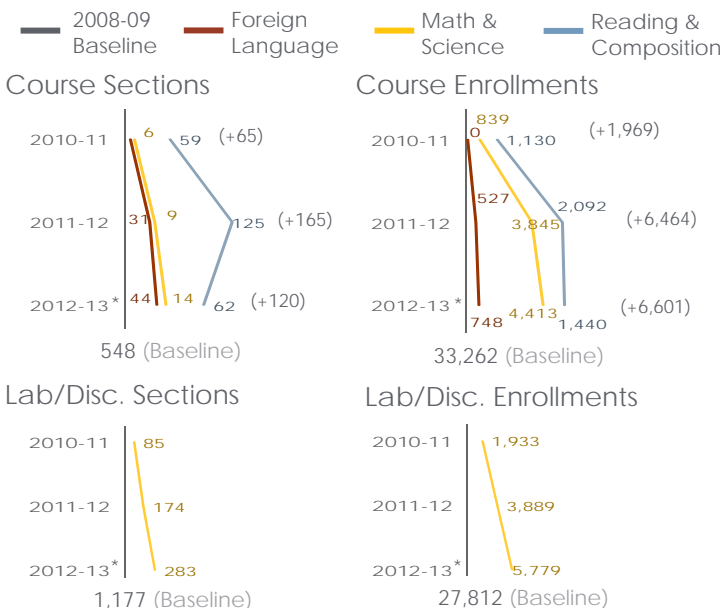


This report summarizes the implementation of the Common-Good Curriculum (CGC) for 2011-12 and years to date. The Berkeley campus, following recommendations from the Undergraduate Enrollment Task Force, directs a portion of fee increases toward improving the delivery of key areas of the curriculum intended to serve the broad undergraduate student community, specifically the “common-good” courses that are critical to undergraduate students’ intellectual development, academic success, and timely graduation. Such targeted areas of the CGC include Reading & Composition (R&C), lower division “gateway” courses in Math & Science (Chem, Stat, Math, Physics, and Biology), and Foreign Language Instruction.

This report updates the status of this initiative and provides detailed reports on each of the target areas and progress towards the goals of the initiative: to increase access; to reduce class size; to reduce the percent upper division (UD) students in gateway courses; and to ensure timely progression to degree. During the first years of implementation (2010-12), all of the CGC departments increased course offerings to improve access and reduce class size. In the case of R&C, departments increased offerings to a level sufficient both to clear the backlog of UD students needing to complete the requirement and to ensure that new students satisfy it by the end of their sophomore year. Success with improving timely progression to degree will be assessed once sufficient years of data to support a cohort analysis become available.

Course and lab section offerings and enrollments have increased with the investment of CGC incremental funding in these key areas of the curriculum:



Course section offerings grew by 12% (+65) compared to the baseline (548) in the first year (2010-11) and 30% (+165) compared to the baseline (548) in the second year (2011-12). In 2012-13, 18% (+120) of all CGC course sections and 19% (+283) of all CGC lab/disc. sections will be funded by incremental funds.

## INVESTMENTS

Year 1 (2010-11) Incremental Expenditures: \$1,855,690

Year 2 (2011-12) Incremental Allocation: \$4,534,365

Investment to Date (2010-12): \$6,390,055

Year 3 (2012-13) Incremental Allocation: \$4,776,544

Total 3-Year Investment Committed (2010-13): \$11,166,599

All of the CGC departments were successful in providing course sections, offering lab/discussion sections, and enrolling students at close to 100% of their targets for 2011-12 (success rates ranged from 93% to 123% of stated targets). According to two years of data on actual offerings, enrollments, and expenditures, many departments are nearing a steady state in the provision of CGC courses.

*In Spring 2012, 94% of sophomores\*\* had satisfied R&C as compared to 74% in Spring 2010, and the numbers are rising.*

## OUTCOMES TO DATE

### Math & Science (2010-12)

- 15 Increase in Course Section Offerings Above Baseline\*\*\*
- 259 Increase in Lab/Disc. Section Offerings Above Baseline
- 4,684 Increase in Course Enrollments Above Baseline
- 5,822 Increase in Lab/Disc. Enrollments Above Baseline

### Reading & Composition (2010-12)

- 184 Increase in Course Section Offerings Above Baseline
- 3,222 Increase in Course Enrollments Above Baseline
- 71% Of UD Student Backlog is Cleared (750 of 1,050 Juniors & Seniors Completed the Requirement)

### Foreign Language Instruction (2011-12)

- 31 Course Sections Supported with CGC Funding
- 12 Different Language Programs Funded

CGC funding supports growth in key areas of the curriculum. Using incremental funds, departments such as Philosophy, History and Chicano Studies have started offering R&C courses, adding to the diversity of R&C. In 2012-13, new areas of expansion will include foreign language instruction and new American Sign Language courses planned; the addition of Math 10, a new introductory college-level course for majors in the life sciences; and adding Biology gateway courses to the CGC.

\* Section offering and enrollment figures for 2012-13 reflect targets, not actuals.

\*\* All of these sophomores entered the university as new freshmen—R&C is an admissions pre-requisite for transfer students.

\*\*\* The baseline is set at the 2008-09 AY.





The Reading & Composition requirement (R&C) was always intended to be a requirement for Lower Division (LD) students. However, insufficient enrollment seats led to a growing number of students who did not complete this requirement until they reached the Upper Division (UD). A significant investment in the R&C curriculum over the last two years has increased enrollment availability and reduced the number of juniors and seniors who still need to satisfy the requirement from approximately 1,050 in Spring 2010 to 300 in Spring 2012 (or 11% to 3% of UD students needing the requirement).

**GOALS**

- 1 Ensure Access for Incoming Freshmen
- 2 Clear Backlog of UD Students Needing to Complete R&C
- 3 Prepare Campus for Enrollment Blocks for UD Students who Have not Completed the R&C Requirement

The R&C effort involved 26 instructional programs. Creation of sections was led by the College of Letters & Science, and student outreach was coordinated with the Office of the Registrar. In the second year of implementation, the campus met the overall course offering targets but fell 5% short of the enrollment targets set for 2011-12 because less than 100% of available seats were filled. While great progress was made clearing the backlog of UD students needing R&C, this backlog was not entirely eliminated at the end of year two due to an increase in yield of new freshman as well as a larger proportion of students taking R&C who had tested out of the requirement via the AP exam. Year three targets have been adjusted to meet the demand of incoming freshmen as well as the remaining backlog of UD students.

**COURSE OFFERINGS & ENROLLMENTS**

| R&C Section Equivalents* | 2008-09    |            | 2010-11    |            | 2011-12    |            | 2011-12    |                    | 2012-13          |                 | Current/Target Course Offerings |
|--------------------------|------------|------------|------------|------------|------------|------------|------------|--------------------|------------------|-----------------|---------------------------------|
|                          | Baseline   | (Year 1)   | Final      | Census     | Final      | Census     | Target     | Diff from Baseline | Diff from Target | Target (Year 3) |                                 |
| R&C 1A                   | 145        | 159        | 102        | 59         | 161        | 160        | 16         | 1                  | 178              |                 |                                 |
| R&C 1B                   | 191        | 236        | 109        | 191        | 300        | 304        | 109        | -4                 | 220              |                 |                                 |
| <b>Total Offerings</b>   | <b>336</b> | <b>395</b> | <b>211</b> | <b>250</b> | <b>461</b> | <b>464</b> | <b>125</b> | <b>-3</b>          | <b>398</b>       |                 |                                 |

| R&C Enrollments          | 2008-09      |              | 2010-11      |              | 2011-12      |              | 2011-12      |                    | 2012-13          |                 | Current/Target Course Enrollments |
|--------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------------|------------------|-----------------|-----------------------------------|
|                          | Baseline     | (Year 1)     | Final        | Census       | Final        | Census       | Target       | Diff from Baseline | Diff from Target | Target (Year 3) |                                   |
| R&C 1A                   | 2,236        | 2,469        | 1,614        | 926          | 2,540        | 2,612        | 304          | -72                | 2,969            |                 |                                   |
| R&C 1B                   | 3,033        | 3,930        | 1,801        | 3,020        | 4,821        | 5,168        | 1,788        | -347               | 3,740            |                 |                                   |
| <b>Total Enrollments</b> | <b>5,269</b> | <b>6,399</b> | <b>3,415</b> | <b>3,946</b> | <b>7,361</b> | <b>7,780</b> | <b>2,092</b> | <b>-419</b>        | <b>6,709</b>     |                 |                                   |

**INVESTMENTS**

- Year 1 (2010-11) Incremental Expenditures: \$845,000
- Year 2 (2011-12) Incremental Allocation: \$1,974,296
- Year 2 (2011-12) Projected Expenditures: \$1,877,281
- Year 2 (2011-12) Projected Carry-forward: \$97,015
- Year 3 (2012-13) Incremental Allocation: \$1,270,000
- Total 3-Year Investment Committed (2010-13): \$4,089,296

The Campus committed a \$770,000 annual increment over baseline (2008-09) expenditures to accommodate all incoming students in R&C courses. In addition, 2011-12 marked year two of a one-time allocation totaling \$1.3m to eliminate the backlog of UD students. Funds to eliminate the backlog are extended in year 3 (2012-13), in the amount of \$500,000. Beginning in Spring 2013, enrollment seats in R&C will be restricted to lower division students. Enrollment blocks for UD students who have not yet satisfied the requirement will be implemented for Fall 2012, and can only be removed by an advisor who reviews the student's plan for satisfying the requirement.

**OUTCOMES (2011-12)**

- 125 Increase in Course Section Offerings Above Baseline
- 2,092 Increase in Course Enrollments Above Baseline
- 99% Of Total Offerings Targets Reached
- 95% Of Total Enrollment Targets Reached
- 94% Of Sophomores have Satisfied (or are in the Process of Completing) R&C

\* "Section-equivalents" are estimated based on teaching workload policies that require 17 students per instructor in most R&C sections and 14 students per instructor in College Writing 1A. In this analysis, we divide section limits by 17 (14 for Col Writ) to arrive at the number of section equivalents.



The College of Chemistry increased courses and enrollments beyond 2011-12 targets while maintaining steady lab section offerings and enrollments from the prior year. Starting in Fall 2011, courses and lab sections in Chemistry 1A were de-coupled resulting in an increase of 1-hour equipment usage lectures to support the de-coupled labs, an increase in discussion sections for the course lecture as well as their associated enrollments. As a result, Chemistry exceeded 100% of their common-good enrollment targets in 2011-12. While Chemistry added 6 lab sections to the curriculum, lab enrollments did not increase as the additional sections enabled the department to reduce the average lab section size from 27 students at baseline to 26 in 2011-12. 2012-13 targets for lab sections and lab section enrollments are set at levels consistent with 2011-12 actuals.

## GOALS

- 1 Increase Access
- 2 Reduce % Upper Division (UD) Students
- 3 Replace Out-Dated Lab Equipment

## COURSE OFFERINGS & ENROLLMENTS

### CHEM 1A/1AL, 1B, 3A/3AL, 3B/3BL

| Chemistry Offerings  | 2008-09  | 2010-11  | Fall       | Spring      | 2011-12        | 2011-12        | 2011-12            | 2012-13          | Current/Target Offerings |
|----------------------|----------|----------|------------|-------------|----------------|----------------|--------------------|------------------|--------------------------|
|                      | Baseline | (Year 1) | 2011 Final | 2012 Census | Final (Year 2) | 2011-12 Target | Diff from Baseline | Diff from Target |                          |
| Course Sections      | 18       | 19       | 13         | 11          | 24             | 22             | 6                  | 2                | 27                       |
| Lab & Disc. Sections | 160      | 162      | 90         | 78          | 168            | 174            | 8                  | -6               | 244**                    |
| Total Offerings      | 178      | 181      | 103        | 89          | 192            | 196            | 14                 | -4               | 271                      |

| Chemistry Enrollments           | 2008-09  | 2010-11  | Fall       | Spring      | 2011-12        | 2011-12        | 2011-12            | 2012-13          | Current/Target Enrollments |
|---------------------------------|----------|----------|------------|-------------|----------------|----------------|--------------------|------------------|----------------------------|
|                                 | Baseline | (Year 1) | 2011 Final | 2012 Census | Final (Year 2) | 2011-12 Target | Diff from Baseline | Diff from Target |                            |
| Course Lecture Enrollments      | 7,083    | 6,930    | 4,560      | 4,456       | 9,016          | 7,360          | 1,933              | 1,656            | 9,292                      |
| Lab & Disc. Section Enrollments | 4,309    | 4,299    | 2,282      | 3,018       | 5,300          | 4,515          | 991                | 785              | 6,574                      |
| Total Enrollments               | 11,392   | 11,229   | 6,842      | 7,474       | 14,316         | 11,875         | 2,924              | 2,441            | 15,866                     |

\* The College of Chemistry has a proposal under review that would add 10 lab sections to their CGC offerings for 2012-13. The 2012-13 target and allocation figures featured in this report do not reflect the proposed additional lab sections.

\*\* The increase in target secondary sections for 2012-13 (as compared to 2011-12) reflects the addition of discussion sections to support the de-coupled Chem 1A course lecture.

## INVESTMENTS

Year 1 (2010-11) Incremental Expenditures: \$172,608

Year 2 (2011-12) Incremental Allocation: \$491,946

Year 2 (2011-12) Projected Expenditures: \$398,200

Year 2 (2011-12) Projected Surplus: \$93,746

Year 3 (2012-13) Incremental Allocation: \$460,731

Total 3-Year Investment Committed (2010-13): \$1,125,285

In addition to teaching support, Chemistry's common-good incremental funding was used to support temporary teaching, lab assistants and equipment upgrades consistent with their first year agreement.

## OUTCOMES (2011-12)

|       |  |
|-------|--|
| 6     | Increase in Course Sections Above the Baseline     |
| 1,933 | Increase in Course Enrollments Above Baseline      |
| 8     | Increase in Lab & Disc. Sections Above Baseline    |
| 991   | Increase in Lab & Disc. Enrollments Above Baseline |
| 98%   | Of Total Offerings Targets Reached                 |
| 121%  | Of Total Enrollment Targets Reached                |
| 26    | Average Class Size (Lab Sections) Reduced from 27  |

Reducing the % upper division (UD) students in certain entry-level gateway courses is an important goal to help increase access for first and second-year students. Although the College has not yet realized significant reductions in UD students enrolled in these courses, the percentage of UD students has generally held steady, despite increases in overall enrollments.





The Department of Mathematics met their targets for course offerings while increasing discussion sections and enrollments beyond 2011-12 targets. In Fall 2012 a new pilot course, Math 10, will be added to the Common-Good Curriculum (CGC). It is an introductory college level mathematics course, primarily intended for majors in the life sciences. This course will satisfy the Mathematics requirements for the majors in Molecular and Cell Biology (MCB), Integrative Biology (IB), and Psychology. The steady state offerings and enrollment targets set in year one for Common-Good Math courses, were lower than actual demand. 2012-13 targets for offerings and enrollments are adjusted upwards to meet increasing demand.

INVESTMENTS

- Year 1 (2010-11) Incremental Expenditures: \$409,539
- Year 2 (2011-12) Incremental Allocation: \$776,241
- Year 2 (2011-12) Projected Expenditures: \$764,052
- Year 2 (2011-12) Projected Carry-forward: \$12,189
- Year 3 (2012-13) Incremental Allocation: \$890,761
- Total 3-Year Investment Committed (2010-13): \$2,076,541

Incremental funding was used for temporary instructors (visitors, post-doctoral faculty and GSIs). The projected cost for 2012-13 is \$890,761 which includes the steady-state inflation-adjusted allocation of \$799,528 as well as \$91,233 to mount discussion sections for Math 10A/B.

GOALS

- 1 Increase Access
- 2 Reduce Class Size (Discussion Sections) to 25 Students
- 3 Restore Contact Hours from 2 to 3 hours per Discussion Section per Course (Math 1A, 1B)

Since the implementation of the Common-Good Curriculum, the Department has succeeded in reducing the average class size from 28 students in a discussion section (at Baseline) to 25 in 2011-12.

OUTCOMES (2011-12)

- 2 Increase in Course Sections Above the Baseline
- 1,499 Increase in Course Enrollments Above Baseline
- 90 Increase in Disc. Sections Above the Baseline
- 1,545 Increase in Disc. Section Enrollments Above the Baseline
- 111% Of Total Offerings Targets Reached
- 113% Of Total Enrollment Targets Reached
- 25 Average Class Size (Disc. Sections) Reduced from 28
- 3 Restored Disc. Section Hours (Math 1A, 1B)

COURSE OFFERINGS & ENROLLMENTS

MATH 1A/B, 10A/B, 16A/B, 53, 54, 55

| Mathematics Offerings          | 2008-09 Baseline | 2010-11 (Year 1) | Fall       | Spring      | 2011-12                | 2011-12 Target | 2011-12 Diff from Baseline | 2011-12 Diff from Target | 2012-13 Target (Year 3) | Current/Target Offerings   |
|--------------------------------|------------------|------------------|------------|-------------|------------------------|----------------|----------------------------|--------------------------|-------------------------|----------------------------|
|                                |                  |                  | 2011 Final | 2012 Census | 2011-12 Final (Year 2) |                |                            |                          |                         |                            |
| Course Sections                | 26               | 30               | 15         | 13          | 28                     | 28             | 2                          | 0                        | 30                      |                            |
| Discussion Sections            | 283              | 329              | 193        | 180         | 373                    | 334            | 90                         | 39                       | 345                     |                            |
| Total Offerings                | 309              | 359              | 208        | 193         | 401                    | 362            | 92                         | 39                       | 375                     |                            |
| Mathematics Enrollments        | 2008-09 Baseline | 2010-11 (Year 1) | Fall       | Spring      | 2011-12                | 2011-12 Target | 2011-12 Diff from Baseline | 2011-12 Diff from Target | 2012-13 Target (Year 3) | Current/Target Enrollments |
|                                |                  |                  | 2011 Final | 2012 Census | 2011-12 Final (Year 2) |                |                            |                          |                         |                            |
| Course Enrollments             | 7,937            | 8,718            | 4,940      | 4,496       | 9,436                  | 8,375          | 1,499                      | 1,061                    | 8,625                   |                            |
| Discussion Section Enrollments | 7,937            | 8,766            | 4,969      | 4,513       | 9,482                  | 8,375          | 1,545                      | 1,107                    | 8,625                   |                            |
| Total Enrollments              | 15,874           | 17,484           | 9,909      | 9,009       | 18,918                 | 16,750         | 3,044                      | 2,168                    | 17,250                  |                            |





The Department of Statistics met their goal for course section offerings, but fell short of the 2011-12 targets for discussion section offerings as well as enrollments. Steady state offerings and enrollment targets set in year one, were higher than actual demand. 2012-13 targets for offerings and enrollments are adjusted downward and set at levels consistent with 2011-12 actuals. Based on two years of actual course offering and enrollment data, the demand for Statistics Common-Good courses appears to have reached a steady state.

**GOALS**

- 1 Increase Access
- 2 Maintain Class Size (Discussion Sections) at 25 Students
- 3 Restore Contact Hours from 1 to 2 per discussion section per course
- 4 Reduce % UD Students

Since the implementation of the Common-Good Curriculum, the Department has succeeded in maintaining an average class size of 25 and has restored the discussion section hours from 1 to 2 hours per week. Reducing the % upper division (UD) students in certain entry-level gateway courses is intended to help increase access for first and second-year students. Although the Department has not yet realized significant reductions in UD students enrolled in these courses, the percentage of UD students has generally held steady, despite increases in overall enrollments.

**COURSE OFFERINGS & ENROLLMENTS**

**STAT 2, 20, 21**

|                                | 2008-09  | 2010-11  | Fall       | Spring      | 2011-12        | 2011-12 | 2011-12            | 2011-12          | 2012-13         |                            |
|--------------------------------|----------|----------|------------|-------------|----------------|---------|--------------------|------------------|-----------------|----------------------------|
| Statistics Offerings           | Baseline | (Year 1) | 2011 Final | 2012 Census | Final (Year 2) | Target  | Diff from Baseline | Diff from Target | Target (Year 3) | Current/Target Offerings   |
| Course Sections                | 11       | 13       | 6          | 7           | 13             | 13      | 2                  | 0                | 13              |                            |
| Discussion Sections            | 100      | 99       | 48         | 56          | 104            | 110     | 4                  | -6               | 104             |                            |
| Total Offerings                | 111      | 112      | 54         | 63          | 117            | 123     | 6                  | -6               | 117             |                            |
| Statistics Enrollments         | Baseline | (Year 1) | 2011 Final | 2012 Census | Final (Year 2) | Target  | Diff from Baseline | Diff from Target | Target (Year 3) | Current/Target Enrollments |
| Course Enrollments             | 2,399    | 2,368    | 1,264      | 1,302       | 2,566          | 2,750   | 167                | -184             | 2,600           |                            |
| Discussion Section Enrollments | 2,399    | 2,378    | 1,281      | 1,313       | 2,594          | 2,750   | 195                | -156             | 2,600           |                            |
| Total Enrollments              | 4,798    | 4,746    | 2,545      | 2,615       | 5,160          | 5,500   | 362                | -340             | 5,200           |                            |

**INVESTMENTS**

- Year 1 (2010-11) Incremental Expenditures: \$237,663
- Year 2 (2011-12) Incremental Allocation: \$391,086
- Year 2 (2011-12) Projected Expenditures: \$378,396
- Year 2 (2011-12) Projected Carry-forward: \$12,690
- Year 3 (2012-13) Incremental Allocation: \$329,924
- Total 3-Year Investment Committed (2010-13): \$958,673

Incremental funding was used for temporary instructors (visitors, GSIs and Readers). Common-Good Curriculum targets for 2012-13 represent a decrease of 9 discussion sections as compared with the targets on which the original allocation was based. This reduction in targets explains the decrease in the amount of the allocation from 2011-12 to 2012-13.

**OUTCOMES (2011-12)**

- 2 Increase in Course Sections Above the Baseline
- 167 Increase in Course Enrollments Above Baseline
- 4 Increase in Disc. Sections Above the Baseline
- 195 Increase in Disc. Enrollments Above the Baseline
- 95% Of Total Offerings Targets Reached
- 94% Of Total Enrollment Targets Reached
- 25 Average Class Size (Disc. Sections) Held Constant
- 2 Restored Disc. Section Hours per Course





The Department of Physics increased its course offerings and its enrollments beyond 2011-12 targets. In the 2011-12 academic year, Physics experienced over-enrollment in a number of Common-Good courses. This sudden increase in demand was unexpected (likely due to an increase in freshman yield), and the Executive Vice Chancellor and Provost (EVCP) provided supplemental funding to add sections and enrollments. Steady state discussion sections and enrollment targets, set in year one, have proven lower than actual demand. 2012-13 targets for offerings and enrollments are adjusted upwards to meet increasing demand based on actuals from 2011-12.

**GOALS**

- 1 Increase Access
- 2 Reduce Class Size (Discussion Sections) to 20 Students
- 3 Reduce % Upper Division (UD) Students

Since the implementation of the Common-Good Curriculum, the Department has succeeded in lowering the average discussion section size from 21 at baseline to 20 in 2011-12. Reducing the % upper division (UD) students in certain entry-level gateway courses is intended to help increase access for first and second-year students. Although the Department has not yet realized significant reductions in UD students enrolled in these courses, the percentage of UD students has generally held steady, despite increases in overall enrollments.

**COURSE OFFERINGS & ENROLLMENTS**

**PHYSICS 7A/B/C, 8A/B**

| Physics Offerings              | 2008-09 Baseline | 2010-11 (Year 1) | Fall 2011 Final | Spring 2012 Census | 2011-12 Final (Year 2) | 2011-12 Target | 2011-12 Diff from Baseline | 2011-12 Diff from Target | 2012-13 Target (Year 3) | Current/Target Offerings   |
|--------------------------------|------------------|------------------|-----------------|--------------------|------------------------|----------------|----------------------------|--------------------------|-------------------------|----------------------------|
|                                |                  |                  | 2011 Final      | 2012 Census        | 2011-12 Final (Year 2) | 2011-12 Target | 2011-12 Diff from Baseline | 2011-12 Diff from Target | 2012-13 Target (Year 3) |                            |
| Course Sections                | 26               | 25               | 13              | 12                 | 25                     | 25             | -1                         | 0                        | 25                      |                            |
| Discussion Sections            | 383              | 429              | 230             | 233                | 463                    | 440            | 80                         | 23                       | 463                     |                            |
| Total Offerings                | 409              | 454              | 243             | 245                | 488                    | 465            | 79                         | 23                       | 488                     |                            |
| Physics Enrollments            | 2008-09 Baseline | 2010-11 (Year 1) | Fall 2011 Final | Spring 2012 Census | 2011-12 Final (Year 2) | 2011-12 Target | 2011-12 Diff from Baseline | 2011-12 Diff from Target | 2012-13 Target (Year 3) | Current/Target Enrollments |
| Course Enrollments             | 4,150            | 4,504            | 2,242           | 2,283              | 4,525                  | 4,659          | 375                        | -134                     | 4,648                   |                            |
| Discussion Section Enrollments | 7,874            | 9,044            | 4,500           | 4,582              | 9,082                  | 8,840          | 1,208                      | 242                      | 9,296                   |                            |
| Total Enrollments              | 12,024           | 13,548           | 6,742           | 6,865              | 13,607                 | 13,499         | 1,583                      | 108                      | 13,944                  |                            |

**INVESTMENTS**

- Year 1 (2010-11) Incremental Expenditures: \$190,880
- Year 2 (2011-12) Incremental Allocation: \$385,796
- Year 2 (2011-12) Projected Expenditures: \$385,796
- Year 2 (2011-12) Projected Carry-forward: \$ 0
- Year 3 (2012-13) Incremental Allocation: \$397,370
- Total 3-Year Investment Committed (2010-13): \$974,046

Incremental funding was used for temporary instructors (visitors, post-doctoral faculty and GSIs). The EVCP allocated a total of \$89,118 in supplemental funds to meet the excess enrollment demands for Common-Good Physics courses in Spring 2012. The 2011-12 incremental allocation includes these supplemental funds and the total is factored into the projected estimated cost to mount these courses in 2012-13 to meet an ongoing high level of demand.

**OUTCOMES (2011-12)**

- 375 Increase in Course Enrollments Above Baseline
- 80 Increase in Disc. Sections Above the Baseline
- 1,208 Increase in Disc. Section Enrollments Above the Baseline
- 105% Of Total Offerings Targets Reached
- 101% Of Total Enrollment Targets Reached
- 20 Average Class Size (Disc. Sections) Reduced from 21



The Departments of Integrative Biology (IB) and Molecular & Cell Biology (MCB) will begin Common-Good Curriculum implementation of Biology 1A/AL and 1B in 2012-13. These incremental funds will serve up to an additional 799 students in these critical gateway courses. Biology was not funded during the first two years due to insufficient laboratory space. The Departments were able to secure funding outside of the Common-Good Curriculum to construct new laboratory facilities and will bring 2 new laboratory classrooms online in Fall 2012, one each for Bio 1AL and Bio 1B. There will then be a total of 6 laboratory classrooms, 3 for Bio 1AL and 3 for Bio 1B.

In Fall 2005, MCB took steps to improve access and de-coupled the Bio1A course lecture from the laboratory. By de-coupling the lecture from the laboratory, students who are only required to take the lecture for their major can be accommodated. This also results in an increase in the number of available seats for students taking the lab. The average class size for Bio1AL is 27 students per lab section. While the optimal class size for Biology 1B remains at 16 students per lab section, an initial class size of 18 will be implemented during the first year(s) in order to address the backlog of students who require the course.

**GOALS**

- 1 Increase Access
- 2 Reduce Class Size (1B lab sections) to 18

**INVESTMENTS**

Year 1 (2012-13) Incremental Allocation: \$807,758

Incremental funding will be used to support instruction in the new laboratory facilities (instructors, GSIs, and Instructional Support Staff). While other departments in the Math & Sciences are nearing a steady state of demand for Common-Good courses in their field, the Office of Planning and Analysis will work with Biology to monitor the demand for these courses, tracking actual course offering and enrollment data during the first year(s) of implementation, so that adjustments can be made to targets and allocations as appropriate.

**COURSE OFFERINGS & ENROLLMENTS\***

**BIO 1A/AL, 1B**

| Biology Offerings   | 2008-09  |         | Fall       | Spring      | 2011-12 | 2011-12 | 2011-12 | 2011-12 | 2012-13 | Current/Target Offerings   |
|---------------------|----------|---------|------------|-------------|---------|---------|---------|---------|---------|----------------------------|
|                     | Baseline | 2010-11 | 2011 Final | 2012 Census |         |         |         |         |         |                            |
| Course Sections     | 6        | 6       | 3          | 3           | 6       | 6       | 0       | 0       | 6       |                            |
| Lab Sections        | 251      | 243     | 121        | 122         | 243     | 251     | -8      | -8      | 304     |                            |
| Total Offerings     | 257      | 249     | 124        | 125         | 249     | 257     | -8      | -8      | 310     |                            |
| Biology Enrollments | 2008-09  |         | Fall       | Spring      | 2011-12 | 2011-12 | 2011-12 | 2011-12 | 2012-13 | Current/Target Enrollments |
|                     | Baseline | 2010-11 | 2011 Final | 2012 Census |         |         |         |         |         |                            |
| Course Enrollments  | 3,951    | 3,839   | 1,878      | 1,944       | 3,822   | 3,951   | -129    | -129    | 4,768   |                            |
| Lab Enrollments     | 5,293    | 5,258   | 2,589      | 2,654       | 5,243   | 5,293   | -50     | -50     | 6,496   |                            |
| Total Enrollments   | 9,244    | 9,097   | 4,467      | 4,598       | 9,065   | 9,244   | -179    | -179    | 11,264  |                            |

\* 2012-13 is the first academic year that Biology will receive incremental funding to implement additional course offerings to support the Common-Good Curriculum. Data on offerings and enrollments for Bio 1A/AL and 1B since 2010-11 are displayed in this report for the purpose of information gathering and planning, not to track implementation.



As other universities have cut language course offerings and programs in response to budget cuts, Berkeley has made a conscious decision to invest in the first 4 years of language instruction across the foreign language curriculum, recognizing the impact it has on academic programs across the campus community. Only 5% of students taking foreign language courses are majoring in those languages; this highlights that these courses predominantly serve the “common-good”. Starting in Fall 2011, Common-Good Curriculum (CGC) funding was provided across an array of L&S departments, largely in the Arts & Humanities Division. In the first year (2011-12), funding was provided to mount additional courses in Chinese, Filipino, French, German, Hindi, Italian, Japanese, Korean, Persian, Portuguese, Spanish

Assessing demand for foreign language courses is challenging. We used a broader set of factors, when compared to other CGC courses, to determine where to direct funding. First, to address student demand, we examined enrollment trends and offerings to determine areas where it appeared additional foreign language courses were needed. In addition, to support growth for less-commonly taught languages (LCTL), we worked with the Dean of Arts & Humanities to determine those courses to support. To assess demand, we set a benchmark of 17 students enrolled per class. While CGC funding is intended to maintain class sizes at the target, we recognize that departments need flexibility to manage enrollment growth and to respond to pedagogical needs.

## GOALS

- 1 Increase Access to High-Demand Courses
- 2 Maintain Class Size of 17 where appropriate
- 3 Support Growth of Less Commonly Taught Languages where there is Demand

To better serve undergraduate students, CGC Funding is being used to increase class offerings in lower division language courses, enabling programs to maintain an optimal class size, to meet demand in high demand courses (i.e. Chinese and Spanish), and to allow for growth in LCTLs where there is demand (i.e. Hindi and Swahili). In the table featuring course offerings and enrollments (right), we see that since the baseline year (2009-10), total lower division (LD) Foreign Language offerings and enrollments have been declining. However, in 2011-12, courses that received CGC funding increased their overall offerings and enrollments.

\* Foreign language courses that serve the broader undergraduate community were considered for CGC funding. This “Total LD” includes all 1st through 4th-year courses offered in a language. 5th-year courses and beyond are not included in the total.

## INVESTMENTS

Year 1 (2011-12) Incremental Allocation: \$515,000

Annual Allocation Berkeley Language Center: \$30,000

Year 1 (2011-12) Projected Expenditures: \$458,344

Year 1 (2011-12) Projected Carry-forward: \$56,656

Year 2 (2012-13) Incremental Allocation: \$620,000

Total 2-Year Investment Committed (2011-13): \$1,135,000

Incremental funding was used for language instruction. An annual investment was also allocated to the Berkeley Language Center, an academic support unit that supports campus language instruction, to offset incremental costs associated with the expansion of foreign language instruction.

## OUTCOMES (2011-12)

- 31 Foreign Language Course Sections Supported with CGC Funding

The campus identified the measure of success for new sections as a minimum enrollment of 17 students a course section. In 2011-12, while a few sections fell short of the 17 enrollment target, new sections generally met this benchmark and a second year of funding has been approved to allow sufficient time to assess enrollment demand. In some cases, CGC courses showed continued excess demand, and we anticipate a growth in demand for second year language offerings resulting from the year one allocation. In 2012-13, funding is allocated to support all of the first-year courses along with new funding to provide 3 additional sections each to East Asian Languages and Cultures, Spanish and Portuguese and South and Southeast Asian Studies as well as to bring Arabic (a commitment deferred from 2011-12), Swahili, and American Sign Language into the CGC.

## COURSE OFFERINGS & ENROLLMENTS

### Foreign Language Instruction

| COURSES                    | 2009-10<br>Baseline | 2010-11 | 2011-12<br>(Year 1) | 2012-13<br>Target |
|----------------------------|---------------------|---------|---------------------|-------------------|
| CGC Funded Courses         | 125                 | 119     | 147                 |                   |
| Other Courses              | 421                 | 395     | 386                 |                   |
| Total LD*                  | 546                 | 514     | 533                 |                   |
| CGC Funded Course Sections |                     |         | 31                  | 44                |
| ENROLLMENTS                |                     |         |                     |                   |
| CGC Funded Courses         | 2,473               | 2,442   | 2,713               |                   |
| Other Courses              | 5,988               | 5,499   | 5,145               |                   |
| Total LD                   | 8,461               | 7,941   | 7,858               |                   |

