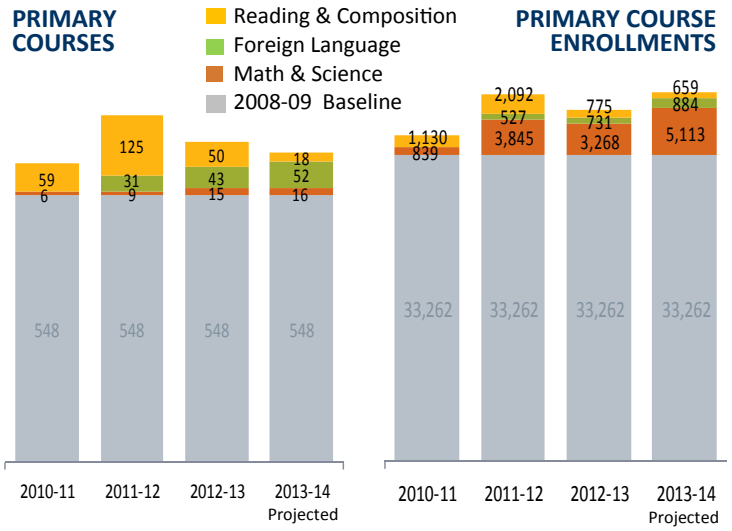
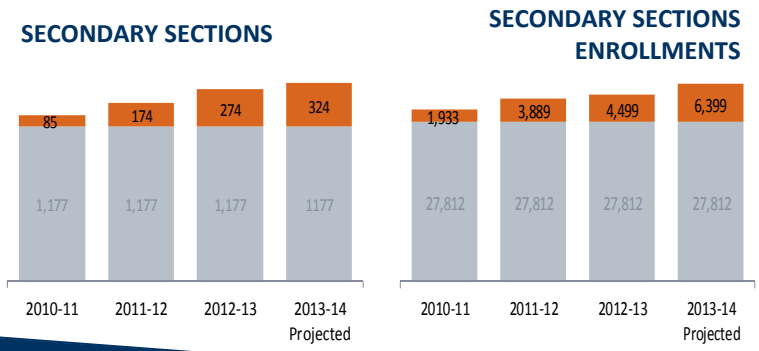
COMMON GOOD CURRICULUM
2012-13 Annual Update

This report summarizes the implementation of the Common-Good Curriculum (CGC) Initiative for 2012-13 and years to date. The Berkeley campus directs a portion of fee increases toward improving the delivery of key areas of the curriculum, specifically the "common-good" courses that are critical to undergraduate students' intellectual development, academic success, and timely graduation. Targeted areas of the CGC include Reading & Composition (R&C), lower division "gateway" courses in Math & Science (Biology, Chemistry, Math, Physics and Statistics), and Foreign Language instruction.

In the first 3 years of the initiative, implementation has focused on adding seats to the courses in high demand by the general undergraduate population. In the chart below we see the increase in the number of primary courses offered and the number of primary course enrollments as a result of CGC investment. Increases in R&C reached a peak in 2011-12 as we worked to meet new demand as well as clear the backlog of upper division students who hadn't satisfied the requirement:



To add seats to key Math & Science courses, departments have focused CGC funds on increasing the number of secondary lab and discussion sections, largely taught by Graduate Student Instructors (GSIs):



INVESTMENTS

Year 1 (2010-11) Incremental Expenditures: $1,865,709
Year 2 (2011-12) Incremental Expenditures: $4,287,078
Year 3 (2012-13) Incremental Allocation: $4,776,544
Year 4 (2013-14) Incremental Allocation: $5,465,807
Total 4-Year Investment Committed (2010-14): $16,395,138

All of the CGC departments were successful in providing course offerings and enrolling students at close to 100% of their targets for 2012-13. As of Spring 2013, the backlog of upper-division students who still had not satisfied the R&C requirement was cleared, a major initiative milestone. Investment in the R&C curriculum will continue at the level necessary to ensure that all students are able to complete the requirement by the end of their sophomore year.

OUTCOMES TO DATE

Math & Science (2010-13)

30	Increase in Course Section Offerings Above Baseline
533	Increase in Lab/Disc. Section Offerings Above Baseline
7,952	Increase in Course Enrollments Above Baseline
10,321	Increase in Lab/Disc. Enrollments Above Baseline

Reading & Composition (2010-13)

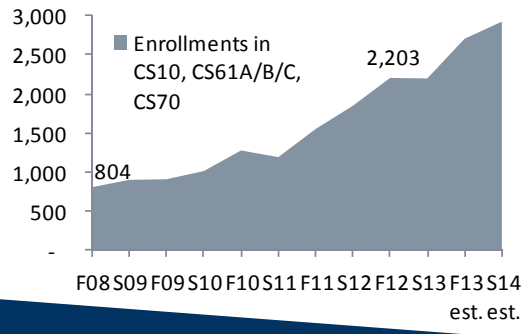
234	Increase in Course Section Offerings Above Baseline
3,997	Increase in Course Enrollments Above Baseline
All	Students Required to Satisfy R&C by Sophomore Yr End

Foreign Language Instruction (2011-13)

74	Course Sections Supported with CGC Funding
16	Different Language Programs Funded

Starting in 2013-14, the initiative will expand to include the first two courses in the Computer Science (CS) 61 series. In the chart below we see that Computer Science has seen a 174% increase in enrollments for key lower division (LD) courses over the last 5 years. Although some of this demand is attributable

Growth in Demand for Key LD CS Courses



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to growth in the major, these courses also serve a significant number of non-majors, as computer literacy is increasingly viewed by undergraduates as a core academic and professional competency.

CURRICULUM MANAGEMENT & PLANNING

Each year, the Office of Planning & Analysis (OPA) and the VP-TLAPF collaborate with departments to adjust target course offerings and enrollments and allocations based on analysis of prior year's enrollment demand for the course, appropriate average class size, and expenditures. OPA continues to track actual offerings and enrollments against targets during the course registration period and throughout the academic year, to determine how well the campus is achieving its goals to offer and fill CGC courses at 90%-100% of the set targets.

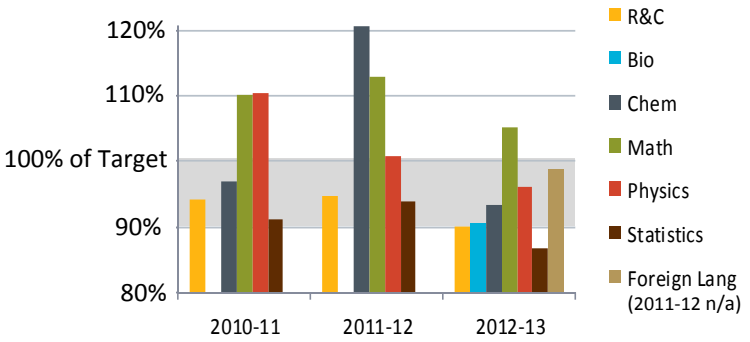
% of 2012-13 Targets Reached

	Offerings	Enrollments
R&C	97%	90%
Foreign Language	100%	99%
Biology	98%	91%
Chemistry	96%	93%
Mathematics	105%	105%
Physics	100%	96%
Statistics	91%	87%

In 2012-13, CGC departments largely met these targets, with two exceptions. The Math Department made important gains in increasing access to gateway Math courses, but still needed to add sections above target. The Math allocation for 2013-14 has been adjusted upward to address excess demand. Statistics enrolled at slightly under the expected target amount. One factor that likely contributed to the lower rate was the replacement of one of the Stat 21 course offerings with a web-based lecture resulting in fewer discussion section enrollments than targeted.

At the start of the initiative, a number of departments were offering additional sections above CGC targets and grappling with excess demand. In the next chart, we see that by the 3rd year (2012-13), when departments offered the targeted number of sections, they were able to fill them at between 90-100% of targets, demonstrating that the initiative is achieving its goals to meet enrollment demand, to utilize resources efficiently, and to provide transparent decision support and accountability. Several departments, including Statistics, have also achieved quality improvements, including increasing contact hours and reducing class size.

CGC Course Enrollment Targets - Reaching a Steady State



Looking ahead, the campus will be streamlining the processes involved in curriculum management and planning, eliminating labor intensive steps and automating data collection and reporting. In June 2013, the campus released Curriculum dashboards for campus use in Cal Answers. The lessons learned from the CGC's coordinated effort to both set targets and meet them, informed the design of the Cal Answers dashboards. Now all units on campus will have access to course enrollment data via dashboards designed to support curriculum management and planning. In 2013-14, the CGC will realize tremendous administrative savings when it begins using Cal Answers to set targets and track outcomes.

2013-14 TARGETS & ALLOCATIONS

In 2013-14, the campus will continue investments in all CGC departments to ensure continued access to common-good courses.

2013-14	Baseline lec	Baseline lab	CGC Funded lec	CGC Funded lab	Total Target lec	Total Target lab	CGC Allocation*
R&C *(26 instructional programs)*	336		18		354		$ 770,000
Foreign Language *(16 dif languages supported)*	125		52		n/a		$ 638,600
Biology *(1A/1AL, 1B)*	6	251		53	6	304	$ 831,991
Chemistry *(1A/1AL, 1B, 3A/3AL, 3B/3BL)*	18	160	9	74	27	234	$ 587,553
Computer Science *(61A/B)*	tbd	tbd	tbd	tbd	tbd	tbd	$ 450,000
Mathematics *(1A/B, 10A/B, 16A/B, 53, 54,55)*	26	283	6	119	32	402	$ 1,438,550
Physics *(7A/B/C, 8A/B)*	26	383	(1)	84	25	467	$ 409,291
Statistics *(2, 20, 21)*	11	100	2	(6)	13	94	$ 339,822
Total	548	1,177	86	324	457	1,501	**$ 5,465,807**

*Reflects new allocation amounts for 2013-14, excluding any carry-forward of prior-year balances.

Find the 2011-12 CGC Annual Report on the web at opa.berkeley.edu.

Questions?
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