

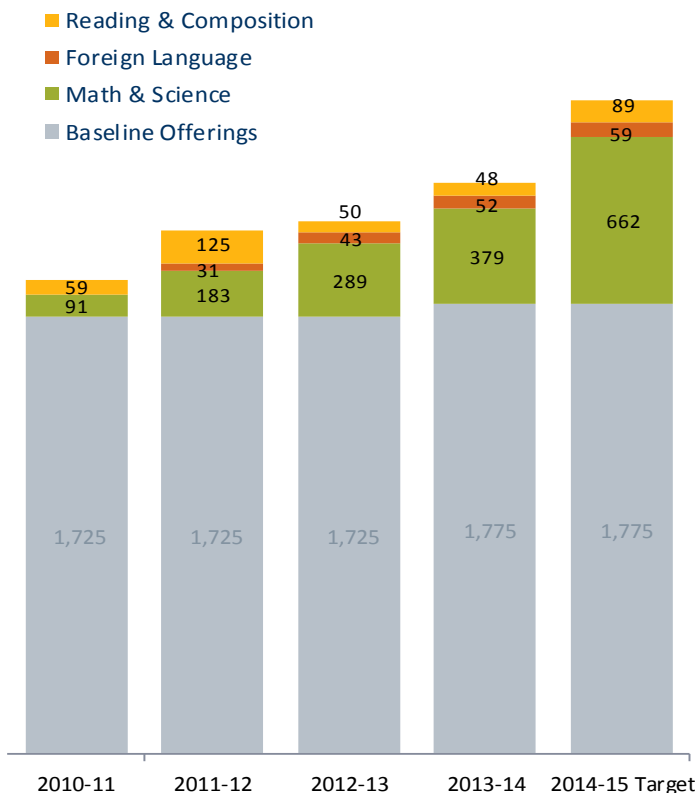
COMMON GOOD CURRICULUM

2013-14 Annual Update

This report summarizes the implementation of the Common-Good Curriculum (CGC) Initiative for 2013-14 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 include Reading & Composition (R&C), lower division “gateway” courses in Math and the Sciences (Biology, Chemistry, Computer Sciences, Mathematics, Physics, and Statistics) and Foreign Language instruction.

Since the start of the initiative in 2010-11, implementation has focused on adding seat capacity to the courses in high demand by the general undergraduate population. To add seats to key Math & Sciences courses, departments have focused CGC funds on increasing the number of secondary lab and discussion sections, largely taught by Graduate Student Instructors (GSIs). The chart below provides a summary of all additional class offerings funded by the CGC including primary sections (lectures) as well as secondary sections (discussion and laboratory).

CLASS SECTIONS FUNDED BY CGC

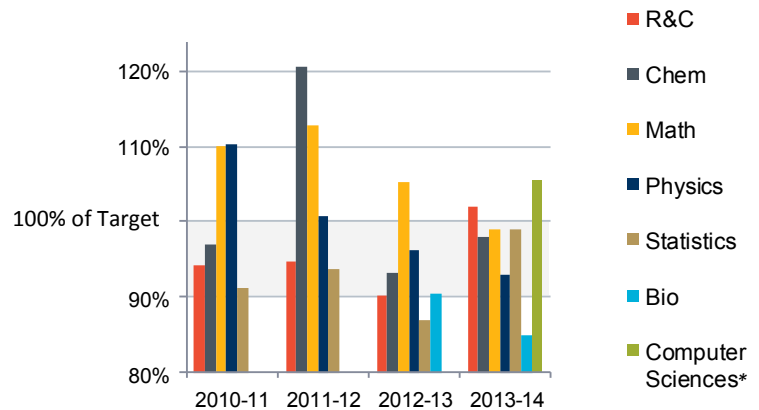


INVESTMENTS

Year 1 (2010-11) Incremental Expenditures: \$1,865,709
Year 2 (2011-12) Incremental Expenditures: \$4,287,078
Year 3 (2012-13) Incremental Expenditures: \$4,584,720
Year 4 (2013-14) Incremental Expenditures: \$5,680,921
Year 5 (2014-15) Incremental Allocation: \$7,922,218
Total 5-Year Investment Committed (2010-15): \$24,340,646

For the last 4 years, CGC units have been increasingly successful at maximizing utilization of enrollment seats at or close to 100% of their targets.

Percent of Enrollment Targets Reached by CGC Unit



**In 2013-14, Computer Sciences funded 24 additional secondary section offerings beyond their CGC targets.*

OUTCOMES TO DATE

Math & Science (2010-14)

- 42 | Increase in Course Section Offerings Above Baseline
- 900 | Increase in Lab/Disc. Section Offerings Above Baseline
- 13,260 | Increase in Course Enrollments Above Baseline
- 15,382 | Increase in Lab/Disc. Enrollments Above Baseline

Reading & Composition (2010-14)

- 282 | Increase in Course Section Offerings Above Baseline
- 4,769 | Increase in Course Enrollments Above Baseline
- All | Students Required to Satisfy R&C by Sophomore Yr End

Foreign Language Instruction (2011-14)

- 126 | Course Sections Supported with CGC Funding
- 16 | Different Language Programs Funded

2014-15 TARGETS & ALLOCATIONS

The CGC allocation for 2014-15 is \$7.9M, a \$2.3M increase over the 2013-14 allocation of \$5.6M.

2014-15 ALLOCATION	2013-14 Allocation	2014-15 Increase	2014-15 Total Allocation
R&C (26 instructional programs)**	\$ 770,000	\$ 802,384	\$ 1,572,384
Foreign Language (15 dif languages supported)	\$ 744,842	\$ 188,258	\$ 933,100
Biology (1A/1AL, 1B)	\$ 831,991	\$ 24,960	\$ 856,951
Chemistry (1A/1AL, 1B, 3A/3AL, 3B/3BL)	\$ 587,553	\$ 142,432	\$ 729,985
Computer Science (61A/AS/B, 10, 70)	\$ 450,000	\$ 328,275	\$ 778,275
Mathematics (1A/B, 10A/B, 16A/B, 53, 54,55)	\$ 1,438,550	\$ 310,613	\$ 1,749,163
Physics (7A/B/C, 8A/B)	\$ 409,291	\$ 512,236	\$ 921,527
Statistics (2, 20, 21, W21)	\$ 339,822	\$ 41,012	\$ 380,834
Total	\$ 5,572,049	\$ 2,350,170	\$ 7,922,219

**This list reflects the courses that can be supported by CGC funding. Not all courses listed in this table are necessarily funded in a given year.

This increased funding will support the delivery of an additional 258 classes (lecture, lab, and discussion sections) in CGC courses beyond the offerings mounted in 2013-14.

2014-15 TARGET OFFERINGS	2013-14 Targets Achieved		2014-15 Increase		2014-15 Total Target	
	lec	lab	lec	lab	lec	lab
R&C*** (26 instructional programs)	48		41		89	
Foreign Language (15 dif languages supported)	52		7		59	
Biology (1A/1AL, 1B)		33				33
Chemistry (1A/1AL, 1B, 3A/3AL, 3B/3BL)	8	82		23	8	105
Computer Science (61A/B, 10, 70)	1	50	1	62	2	112
Mathematics (1A/B, 10A/B, 16A/B, 53, 54,55)	4	164	1	33	5	197
Physics (7A/B/C, 8A/B)		84	2	80	2	164
Statistics (2, 20, 21, W21)		n/a		8		8
Total	113	413	52	206	165	619

*** R&C targets are in Section Equivalents (enrollment target divided by 17)

This year's targets and allocations represent a significant increase from the prior year and these increases reflect a number of key strategic issues facing the curriculum:

Adding New Courses

We typically see significant increases in CGC offerings when

new courses are added to the curriculum.

Past examples include the addition of Math 10 in 2011-12; American Sign Language and Biology courses in 2012-13; and the first two courses in the Computer Sciences (CS) 61 series this past year. In 2014-15 we will add Computer Sciences 10 and 70 as well as Foreign Language courses including Indonesian and additional American Sign Language classes to meet the growth in demand for this course.

Increasing Lecture Capacity

For the past 4 years many of the CGC Math and Sciences units have increased enrollments in their lecture sections by simply increasing the size of the lecture class while using CGC funding to add discussion and lab sections. This year a number of lecture offerings have reached room capacity and so additional lecture sections must be added. Examples of this include Math 54 and the Physics 7A/B series.

Meeting the Demand of the Incoming Class

In 2014-15, the incoming freshman class will be larger than initially expected and will represent a greater proportion of international and out-of-state students who will likely pursue majors in Math and the Sciences. The 2013-14 incoming freshman class was also larger than expected. Given the change in the size of these freshman classes, CGC units in consultation with the Office of Planning & Analysis (OPA) assessed both the increase in demand for their courses in 2014-15 as well as the degree to which these courses were impacted in 2013-14 to inform their planning. The new Cal Answers Curriculum dashboards that feature data on course enrollment trends and waitlists, informed this year's work to estimate demand for CGC courses in 2014-15.

FUTURE DIRECTION

As the CGC initiative enters its fifth year, the campus intends to use lessons learned to continue to improve curriculum planning and resource allocation. Combining curriculum and budget information in the same planning process allows the CGC initiative to monitor outcomes and adjust targets and allocations accordingly. This allows units to increase course capacity as needed while maximizing efficiency and reducing the costs required to deliver key areas of the undergraduate curriculum. The annual process CGC units engage in with OPA/CFO Office and the VCUE to set course offering targets based on student demand and the availability and cost of instructional staff holds potential value for other areas of the curriculum as well.

Find the [2012-13 CGC Annual Update](#) on the web at opa.berkeley.edu.

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