

November 6, 2017

VPAA Herbert Lee
Chancellor's Office

Chair Heather Shearer
Writing Program

Chair Elizabeth Abrams
Council of Provosts

Re: CEP Response to Academic Literacy Curriculum Proposal

Dear Herbie, Heather and Elizabeth,

The Committee on Educational Policy (CEP) has completed reviewing the proposal for an Academic Literacy Curriculum (ALC) that was created by the Writing Program and the Council of Provosts (CoP) and referred to us by the VPAA. We have also considered your advice and the feedback from the Committee on Planning and Budget (CPB), the Committee on Preparatory Education (CPE) and the Committee on Rules, Jurisdiction and Elections (RJ&E). We met with the Chairs of the Writing Program and CoP for a consultation. Members Tonya Ritola and Noriko Aso and representatives Ben Carson and Joy Hagen were recused during our final deliberations.

CEP appreciates the effort that the CoP and the Writing Program have put into developing an integrated proposal that serves students' needs in writing instruction, preserves a college core course (which is called College 1 in the proposal), and stays within the budget envelope provided by the administration. The proposal satisfies the conditions that writing instruction should not be provided in the college core course, that students should not be separated by writing ability into separate college core courses, and that the core course requirement should be uniform across the colleges; all of these were requested by CEP in 2015-16. After reviewing the proposal and all other input we have received, CEP supports the Academic Literacy Curriculum, with the requests and recommendations given below.

Process: As per the Policy on Academic Programs and Units (APU), and Academic Senate regulations and bylaws, CEP normally has the authority to approve such a proposal.¹ However, in this case, changes are required to Senate regulations. In order to accomplish this, CEP must request the Senate to make the appropriate — as advised by RJ&E — changes to regulations at its December 1 meeting.

Legislative changes for the December 1 meeting have to be submitted by November 13, i.e. they have to be approved by CEP at its November 8 meeting. In order to be able to do this, **CEP must receive any response to the comments given below by November 7.** We regret the tight deadline, but it is essential that the

¹ Santa Cruz Divisional Bylaw 13.25.2 gives CPE purview over how students satisfy the English Language Writing Requirement (ELWR). Our comments below in the section "AWPE 7 Scores" are consistent with CPE's draft letter. CPE may request an updated version of the ALC proposal, with the discussion of students with AWPE scores of 7 corrected.

proposal be approved in the fall term if the colleges and the Writing Program are to have time to develop course proposals and submit them to the Committee on Courses of Instruction (CCI) in time for Fall 2018.

The time crunch has two other consequences:

- CEP approves an extension to the deadline to submit the 2018-19 Program Statement for the General Catalog for the Writing Program. The Program Statement can be submitted by December 15 instead of December 1. (We will consult the Humanities Division about whether this will require changing the deadline for them to send the Program Statement forward.)
- Colleges will be required to submit Program Statements, like any other academic program, from 2019-20, i.e. the first submission will be in December 2018. For the 2018 catalog, the *status quo* will be maintained, with college descriptions being in the ‘front’ of the catalog (which CEP does not review).

CEP’s comments on the ALC proposal

Assessment of students: All courses should have proper assessment of students to determine whether students satisfy the expected outcomes, and should grade students accordingly. The courses in the Academic Literacy Curriculum are very resource intensive, which is justified because of the importance of their academic outcomes, but this makes proper assessment essential.

In its draft letter, CPE has expressed its concern if “the exceptionally high grade distributions historically seen in the Core courses persist in the new curriculum”. The proposal notes that college core courses have had a 1.9% retake rate, and we understand that there are reasons for this that are likely to be addressed if this proposal is approved. However, the percentage of students in the core course that get a grade of C or C+ is also unusually low at present.

The ALC lays out how students will be assessed in the College 1 course, with appropriate rubrics for each course learning outcome developed in consultation with IRAPS, similar to Writing Program courses.² (Page 17 of proposal.) We do not require more detail at present. However, detailed assessment plans for the College 1 course for each of the ten colleges must be submitted to CCI when their course proposals are submitted.

Assessment of instructors: As explained on page 24 of the proposal, course instructors for college core courses are hired after their applications are reviewed by two provosts and they are interviewed. If they are hired, they are assigned a mentor from the college, and the provost observes at least one class and offers feedback. All this is in addition to student evaluations. Further review and assessment takes place after 6 quarters and 18 quarters. We do not see anything we could add to this process. We encourage the provosts to work with the Committee on Teaching, the Center for Innovations in Teaching and Learning, and the Committee on Career Advising to see if any improvements are possible.

Suitability of courses for a broad spectrum of students: A successful College 1 course has to engage and challenge a broad spectrum of students. Addressing this point, it is stated on pages 20 and 21 of the proposal

² Because the College 1 course feeds into the writing courses, keeping in mind the last External Review Committee report for the Writing Program, we support the plan to involve the Writing Program in developing these assessments, about which we were informed during our consultation with the Writing Program and CoP Chairs.

that “students with similar analytical abilities might be paired in one exercise, to spur them on, but students with different levels of competency in engagement with others may be grouped for a different activity meant to encourage collaboration and teamwork.” As with the question about assessment of students, it will be important for CCI to review and approve how this approach will actually be implemented. In addition, CEP and the Committee on Admissions and Financial Aid (CAFA) have constituted a joint subcommittee to review the UCSC College Scholars Program; depending on their recommendation, it is possible that some additional features may have to be introduced for these students later.

For the writing courses, we note that, in our consultation, the Writing Program Chair stated that it would be possible to develop Writing 2H “honors” sections as alternatives to Writing 2. In view of the fact that students with AWPE scores from 8 to 12 will all be placed in Writing 2, in contrast to our current system which divides them into C1 and C2 students, we think that developing a 2H section is important.³

AWPE 7 scores: Students with a score of 7 in the Analytical Writing Placement Examination (AWPE) have their essay adjudicated by an experienced reader who adjusts the score to 6 or 8; students who end up with a 6 do not satisfy the Entry Level Writing Requirement (ELWR) of the University of California, while students who end up with a 8 do. The ALC contemplates requiring students who have not satisfied ELWR to take two composition courses, Writing 1 and Writing 2. Students who satisfy ELWR can go straight to Writing 2, but the proposal recommends placing students who have an initial AWPE score of 7 — who may be considered to be on the cusp of ELWR satisfaction — in Writing 1.

CPE informs us that *requiring* students with an initial AWPE score of 7 to take Writing 1 would be problematic: ELWR satisfaction is under the purview of the systemwide Committee on Preparatory Education (UCOPE), and UCOPE only recognizes the final AWPE score as being valid. Thus it is not possible to *require* that students who obtain an initial AWPE score of 7, which is converted to a 8, be treated differently from those who obtain a score of 8 outright. However, although it is not a part of the student’s official record, we understand that the Writing Program will work with the Office of the President to find out which of our incoming students obtained an AWPE score of 7 → 8, and *advise* them that they should take Writing 1 before Writing 2. The cost to obtain the data from the Office of the President is expected to be modest, and can be absorbed in the administrative costs of the program.

With this understanding, we endorse the plan of advising students with an AWPE score of 7 → 8 (and who have satisfied ELWR) to take Writing 1. We request that the Writing Program work with CPE to decide how to word the advising messages, as CPE has asked.

The Writing Program should collect data on students with an AWPE score of 7 → 8 who a) take Writing 1 and Writing 2 or b) disregard the advice given to them and only take Writing 2, and how they compare to students who obtain an AWPE score of 8 outright. This should be reported to CPE and CEP. After a few years, if it appears that Writing 1 is not necessary for these students, they should no longer be advised to take the course. On the other hand, if the data demonstrates that the course is useful, we hope that CPE will

³ In May 2004 when the split between C1 and C2 was created, the Senate was informed by the Council of Provosts and the Writing Program that “the current system of college core courses followed by Writing 1 does many things extremely well... the students who are least well served by the current first-quarter writing experience are those who already write well. (How mismatched these students are to the average students who have satisfied Subject A was made clear this fall by the experience of those who taught honors sections of the core course.)” With the separation of writing instruction from the college core course, this observation most applies to Writing 2.

work at the systemwide level so that it is recognized that initial AWPE scores of 7 are meaningful and should be automatically provided to all campuses.

Budgetary issues: The thorough budgetary analysis provided by CPB concludes that the ALC is within the budgetary envelope. However, it is clear from the analysis that this is based on several assumptions, and is therefore uncertain. The letter from the VPAA states (without providing details) that the ALC is within the budget envelope, but then requests Senate committees for advice about how to provide \$200,000 to \$250,000 to the Humanities Division for the Multilingual Curriculum (MLC), which is a part of the ALC proposal.

We would like to make it clear that we view the access to the MLC program that is provided to domestic English language learners in the ALC to be an essential feature. Senate committees have repeatedly conditioned the long-term approval of the MLC curriculum on not limiting access to international students, and we see no reason to delay opening the program to domestic students any further.

In view of the uncertainty associated with the budget envelope, it is desirable to examine what cost-saving measures can be implemented without jeopardizing the outcomes of the ALC. CPB “urges CEP to consider whether the educational objectives [of the ALC] can be achieved at a lower cost, given the many pressing needs across the undergraduate curriculum.” CPB offers several possibilities of increased class sizes for CEP’s consideration: Writing 1 classes of 25 students each, Writing 25 and 26 classes of 22 students each, and College 1 classes of 30 or 33 each.⁴ We feel that most of these increases would have significant negative consequences. However, we endorse increasing College 1 class sizes to the lower of the two options offered by CPB, i.e. 30. Our conclusion here was significantly informed by concerns about feasibility of the 28-student cap based on classroom availability (on which see the next section). We would object to any increase of College 1 class sizes beyond 30, because of negative pedagogical consequences.

CPB also discusses whether the average salary cost per section of College 1 and writing courses should be approximately \$7,400 as it is at present, or \$8,025 as in the ALC. According to CPB (page 2 of their letter), “The allocation for Core is based on actual salaries for 2016-17, while the Writing allocation assumes 20% of writing sections are taught by GSIs, whose costs are not included in the WP allocation.” On page 5 of its letter, CPB observes that only 7% of Writing Program sections are taught by GSI’s, and that moreover a GSI actually costs *more* than a lecturer even though this is not properly accounted for. A detailed analysis of the appropriate funding per section of College 1 and the writing courses is outside our purview and competence, and we limit ourselves to the following observations:

- Although a formula-based funding model for these courses is convenient for the central administration and may be thought to incentivize the colleges and the Writing Program to be frugal, we are concerned that the academic quality of these courses suffers as a result. For example, instructors are motivated to let all students pass a course, because retakes are a financial burden on their program. It is not easy to increase the percentage of GSI’s at will in courses that teach skills. We urge the administration to fund the College 1 and writing courses on a per section basis instead

⁴ CPB observes that Writing 1 will have C1 outcomes, and C1 courses have 25 students per section at present. However, the ALC Writing 1 course is essentially an ELWR-satisfaction course. The correct comparison is to the ELWR-required sections of College 80A at present, which are limited to 20 students.

of with a lump sum, using a realistic percentage of GSI's instead of a fictitious 20% and actual lecturer salaries.⁵

- From page 5 of CPB's letter, we learn that an additional 15% funds are provided to cover administrative related costs. CPB does not — and, given the lack of such accounting by the administration, cannot — go into what this money is used for; perhaps to cover per-section costs that the present funding formula ignores. CPB does discuss the 18 course equivalencies for administrative costs that are proposed on page 19 of the ALC, and says that they can be reduced to 11. If instead the full 18 course equivalencies are provided, and instructor salaries are fully covered (by increasing the per-section funds from approximately \$7,400), it would be reasonable to ask what *additional* administrative costs remain, and whether they justify a 15% overhead. If the 15% can be reduced, it may result in substantial savings. We leave this to the administration in consultation with CPB.

Space issues: Classroom space on campus is severely constrained. At present, College 80A/B sections, which double as writing courses, have enrollment limits of 20 and 25. With the separation of College 1 from writing instruction and the consequent increase in the class size for College 1, many rooms in colleges that can accommodate 25 students or less become unsuitable for College 1. This will increase demand on rooms of size approximately 30, which will reduce possibilities for classes of similar size taught by the departments.

CEP has examined the availability of classrooms of the size needed to accommodate College 1 classes in the fall term.⁶ From our analysis (see Appendix 2 to this letter), which has been broadly endorsed by the registrar, we conclude that 28 students per College 1 section would, together with the courses offered by academic departments, fill all the time slots in all the general assignment rooms of size 28-80. This leaves us with absolutely no flexibility. With 30 students per College 1 section, approximately ten time slots will be freed up. This is an additional argument for 30 students per College 1 section. If class sizes are increased beyond 30, the reduction in the number of sections required is outweighed by the rooms that can no longer be used for College 1.

Even with the 'optimal' College 1 class size of 30, classrooms of size 29 to 80 are so congested that there are unwelcome implications for the colleges:

- All standard time slots have to be scheduled for College 1 classes; it is simply not possible to limit classes to Tuesday-Thursday or Monday-Wednesday-Friday, or avoid 'unpopular' time slots.
- It may not be possible to schedule all College 1 classes for a college in that college, or its sister college, or in *any* college. This problem is especially acute for Colleges 9 and 10.

We have shared our room analysis with the college provosts, in the hope that they could look for rooms that can accommodate 30 students that are not general assignment classrooms. If these rooms can be swapped for slightly smaller rooms (of size 24 or 25), it will reduce these two effects, but it may not be possible to eliminate them. We request the VPDUE to assist the colleges in this effort.

⁵ Targets can be assigned to ensure that the colleges and the Writing Program minimize the number of half-empty sections; for instance, with an untracked College 1, the 0.5 empty section per college that is built into the ALC seems reasonable.

⁶ Writing courses were not considered, because they will not be concentrated in the fall term when the shortage of classrooms is the worst.

We note that this analysis assumes that the number of classrooms with approximately 30 seats will not be reduced as part of the Kresge classroom project. If this assumption is incorrect, unless additional rooms can be found in the colleges and placed in the inventory of general assignment classrooms, the situation will be untenable.

Senate faculty governance of college curricula: Senate Bylaw 50 vests the government of each college and school in its Faculty. As a Senate bylaw, this refers to courses and curricula. The ALC proposal (pages 24 and 25) recommends “that the Council of Provosts *as a body* be invested with the role of Senate oversight of all Core — College 1 — courses”. We have asked RJ&E for advice about whether this proposal would be consistent with Senate Bylaw 50, and if this is not permissible, whether it would be possible to approximate the ALC recommendation, with the faculty of a college delegating all their (Senate) authority to their provost. According to the advice we have received from RJ&E, neither of these is allowed; the faculty of any college can at most delegate their authority jointly to the provost and the chair of the faculty (a position that must be filled according to Senate Bylaw 50.C). We urge the faculties of the colleges to go beyond this minimal requirement and, if they wish to delegate their curricular authority, do so to an executive committee (also mandated in Senate Bylaw 50.C). Increased participation of Senate faculty in the colleges should be welcomed by everyone.

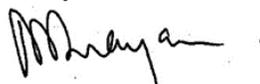
CEP supports the VPAA’s proposal that the College 1 courses be included in the external reviews of the Writing Program (and in the mid-cycle updates thereof).

General education designation for College 1: Historically, the college core courses have *always* carried a General Education designation. We do not think it is unreasonable for them to continue to do so. It is also worth noting that a GE designation might make students more engaged in their College 1 course; last year, CEP was informed that student responses to the Crown 79 course improved when it obtained a PR-E designation. Moreover, in the student survey conducted in the winter and spring of 2016-17 (see Appendix 1 to this letter), students had the greatest difficulty finding PR general education courses; a two-credit “collaborative endeavor” requirement, which is what is needed for a PR-E designation, seems to us to be entirely consistent with the concept of the College 1 courses in the ALC.

After discussion, CEP decided that we will not require College 1 courses to carry a GE designation. However, for the reasons given in the previous paragraph, we strongly encourage each college to consider doing so.

In closing, we applaud the Writing Program and Council of Provosts for having listened carefully to the feedback provided by CEP and other stakeholders in producing a well thought out proposal. Continued monitoring of program outcomes is vital and, as detailed above, minor tweaks to the program may become desirable. Nonetheless, given the significant resource limitations, CEP’s view is that the current proposal cannot readily be improved, and we look forward to seeing it implemented.

Sincerely,



Onuttom Narayan

Chair, Committee on Educational Policy

cc: CCI Chair Aso
CPB Chair Walsh
CPE Chair Lewis
RJ&E Chair Nielsen
Senate Chair Einarsdóttir
Director Mednick
CP/EVC Tromp
Principal Analyst Brondarbit
VPDUE Hughey
Dean Stovall
Writing Program Vice Chair Ritola
Assistant Dean Coddling
Assistant Dean Harrell
Analyst Lehr

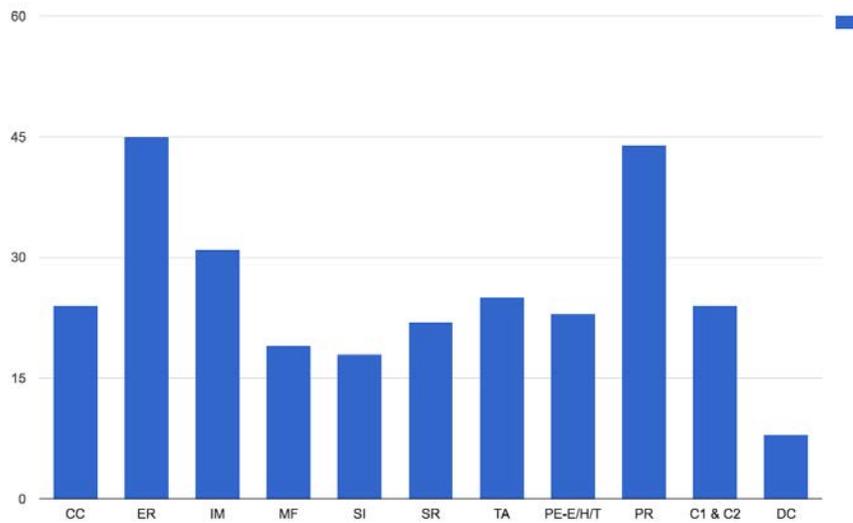
Encl: CPB to CEP re Academic Literacy Curriculum Proposal, 11/1/17
RJ&E to CEP re Request for Advice - Academic Literacy Curriculum Proposal, 10/31/17

Appendix 1: Student survey results about availability of GE courses

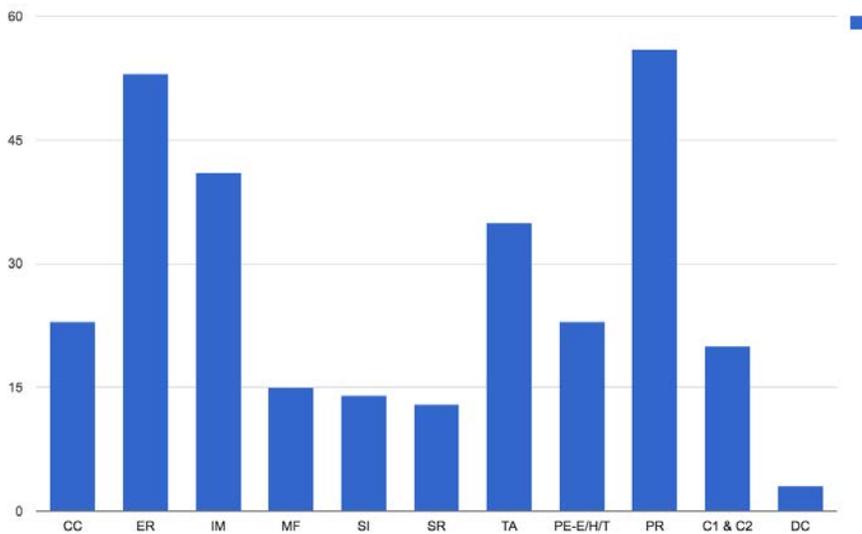
(From the student survey conducted by IRAPS and SUA in the winter and spring of 2016-17):

Question: Which GE did you have difficulty registering for?

Winter



Spring



Appendix 2: Classroom availability

The objective of this calculation is to see what the impact on classroom availability will be if the Academic Literacy Curriculum proposal is endorsed and College 1 class size increases to 28. There are many rooms in the colleges with capacity 24-25 (or smaller) which are used for the core course and which will not be usable by College 1. As a result, implementing the proposal will increase the demand for rooms of size 28 and bigger. Do we have enough availability in this size range? Or will we have to constrain offerings of other small courses or discussion sections?

Only general assignment classrooms (those in the registrar's inventory) are considered here. Colleges may have additional rooms that are not in this inventory, that could be used as classrooms (possibly after swapping with slightly smaller rooms).

The total number of College 1 sections required in the fall⁷ is approximately 140 if there are 28 students per section and 390 students per college⁸, *i.e.* 28 time slots per pair of colleges. Writing classes have capacity of 25 or less; 8 sections of 25 students each and 26 sections of 20-22 students each are needed in the fall. It is assumed that these will fit in the small rooms vacated by the current core course.

Rooms in colleges with capacity between 24 and 50

Room	Capacity	Time slots available	Room	Capacity	Time slots available
Crown Classroom 203	24		Cowell Acad 113	36	4 (4)
Crown Classroom 202	24		Cowell Acad 134	40	7
Merrill Acad 130	32	10 (1)	Stevenson Acad 152	33	6 (3)
Merrill Acad 132	29	10 (1)			
Crown Classroom 208	48	1	Kresge Acad 194	29	9 (2)
			Kresge Clrm 325	31	5 (1)
Soc Sci 1 161	35	2 (4)	Kresge Clrm 323	37	7 (1)
Soc Sci 1 145	25		Porter Acad 241	24	
Soc Sci 1 149	24		Porter Acad 249	24	
Soc Sci 1 153	24				
Soc Sci 2 159	25		Oakes Acad 222	31	8 (2)
Soc Sci 2 165	25		Oakes Acad 102	36	5
Soc Sci 2 167	25		Oakes Acad 106	42	4 (1)
Soc Sci 2 179	50	1 (1)	R Carson Acad 242	30	7 (3)
			R Carson Acad 250	42	8 (1)
			R Carson Acad 252	43	9 (-1)

"Time slots available" counts all the time slots that are not being utilized in rooms of size 28 or more in the fall quarter of 2017. If a time slot is being used for a core/writing class, it is counted as available, since the courses in the Academic Literacy Curriculum are supposed to replace all of them.

When a time slot has a discussion section that blocks it on one or two days, it is considered to be free, but we note with a number in brackets that the discussion section has to be moved elsewhere. Thus (2) means that two discussion sections have to be accommodated elsewhere, while (-1) means that there is a free slot on one day for a discussion section.

⁷ Only the fall quarter is considered here. It is assumed that there is more flexibility and room availability in the winter and spring.

⁸ This year, UCSC admitted approximately 4050 frosh students. Next year, the best guess puts us at approximately 3900. (Numbers from AVC Enrollment Management Michelle Whittingham.)

Since the need for College 1 classrooms is much more than the availability, we turn to non-college rooms:

Rooms outside colleges with capacity between 28 and 50

Room	Capacity	Time slots available	Room	Capacity	Time slots available
J Baskin Eng 165	34	1	NS Annex 102	38	1
J Baskin Eng 372	36	1	NS Annex 103	38	1
Physical Sciences 140	40	1 (2)	EMS B210	40	3
Physical Sciences 136	40	0	EMS B214	40	3 (1)
Physical Sciences 130	50	2 (-2)	E2 192	50	3 (1)
			E2 194	50	2

Total number of free time slots in college rooms of size 28 or more 103
 Total number of free time slots in non-college rooms of size 28-50 18
(These can be used to move non-college courses out of college rooms)

Time slots needed for College 1 140
 Additional time slots needed for moved discussion sections 9
TIME SLOTS NEEDED IN EXCESS OF AVAILABILITY 28

There are approximately 33 surplus time slots in classrooms in the 50-80 seat range⁹. These rooms could be used, leaving the campus with very little flexibility for other courses (apart from the inefficiency of using bigger rooms for small sections). In addition, one should plan for some additional sections in case the enrollment projections are wrong, e.g. with 4050 frosh enrolling (the same as this year), one would need 5 more College 1 sections. **This would fill up all the available time slots in rooms of size 28-80.**

If the Kresge classroom project ends up replacing the rooms of size 21, 29, 30 and 37 with 1 room each of sizes 35 and 50, this will knock out 16 more time slots (the number of standard time slots/week) from the 28-50 seat rooms.

It is possible that some courses that are scheduled in rooms of size ~30 actually have fewer students, and could have fitted in rooms of size 25 or less. To account for this would require going through the registrar's schedule of classes, course by course. This has not been done.

This analysis assumes that College 1 classes and other classes/sections in small rooms can be scheduled in all 16 standard time slots, whether MWF or MW evening or TuTh, and that discussion sections and other small-room classes can be scheduled as convenient to the registrar. Instructor preferences have to be ignored.

As stated above, if colleges have additional rooms of the appropriate size that they can free up for College 1, the situation will be better.

⁹ There are also approximately 16 time slots in classrooms in the 80-100 seat range.

November 3, 2017

Onuttom Narayan
Chair, Committee on Educational Policy

Re: (REVISED) Academic Literacy Curriculum Proposal

Dear Onuttom,

With members Elizabeth Abrams and Jie Qing recused, CPB discussed the Academic Literacy Curriculum (ALC) proposal at its October 12 and October 26, 2017 meetings. The committee members were pleased to see a joint proposal from the College Provosts and the Writing Program, and the efforts each put into developing an integrated curriculum for the first-year literacy curriculum was greatly appreciated. The committee would also like to express its appreciation to VPAA Lee, VPDUE Hughey, and to the Office of Planning and Budget (P&B) for their assistance in providing us with information that aided our analysis of the resource implications of the proposal.

Our analysis finds that the ALC proposal is within the budget envelope established for the first-year literacy curriculum. However, CPB feels it is important to consider adjustments to the proposal that might generate budget savings. If CEP feels these adjustments are consistent with the educational goals of core/writing, the savings could be used to support other areas of the undergraduate curriculum where large average class sizes and difficulty of access impinge on the educational experience of UCSC students.

Budget envelope and the budget feasibility of the proposal

The available resource envelope totals \$3,445,000. These funds consist of (1) \$1,595,000 of permanent funding to the Humanities division, \$1,000,000 in annual funding from the VPDUE for College Core courses, and annual funding for the Writing Program of \$550,000, of which \$350,000 represents central funds and \$200,00 is provided by the VPDUE. In addition, there is also a preliminary commitment of \$300,000 from central funds if the proposal is approved. CPB assumes this last item is an annual commitment to the curriculum. Some of these figures are approximate, as changes in the size of the entering frosh class will alter the overall funding level.¹

Table 3 of the proposal estimates that 435 sections (including 18 equivalences for administration) will be required based on a frosh class of 3830.² We estimate 405 sections would be required for a class frosh class this size, 30 sections less than the proposal's. The difference between CPB's estimate and the proposal's arises from using a different distribution of students across the pathways. For example, Figure 1 of the proposal assumes 7.5% of the class enters pathways D and E, but the number of sections shown in Table 3 for these pathways appears to be based on 11.1% in D and E. Because students in paths D and E take more courses, this increases the number of sections required. Using the distribution employed to produce Table 3 increases the required number of sections from 405 to 417. If one ignores

¹ For example, the VPDUE's allocation to the Colleges for 2016-17 was \$1,210,944 for core courses.

² Some of these sections would be offered in the Fall and Winter of the second year for students who have not completed the Core/Writing curriculum by Spring of their first year. For our discussion, we focus on the total number of sections needed for an incoming frosh class, regardless of the quarter or year in which they are actually scheduled.

non-retention rates, the number of sections rises to 426. The proposal includes 18 sections for administrative costs, while the spreadsheet we were provided by P&B identifies some savings that reduce this figure to 11. Using 18 rather than 11 increases our estimate to 433, closely matching the 435 of the proposal. Our figures, however, are consistent with those obtained using the methodology obtained from P&B (Appendix 1). The annual cost of delivering 405 core/writing sections is \$3,250,125, within the budget envelope (this is \$240,750, or 7%, less than implied by Table 3 of the proposal).³

Baseline estimates

We now turn to our baseline estimate of the proposed curriculum, beginning with our core assumptions. First, our projections are based on the Fall 2017 entering class size of 4046 (based on third week figures). While cost estimates are sensitive to the size of the incoming frosh class, CPB assumes that the envelope will also expand (contract) with growth (reductions) as funding to core and the writing program automatically adjusts as enrollments change. We use the distribution of students across pathways from Figure 1 of the proposal to estimate the number of students entering each of the pathways (Paths A-E). We also employ the section caps as outlined in the proposal (28 per core section, 20 per section for Writing 1E, 25, and 26, and 25 students per section in Writing 2).

The proposal builds in an extra 12.5 sections (5 for Core, 7.5 for Writing) to account for the fact sections will average less than the cap. This number strikes us as on the high side, and it adds an extra \$100K to the cost of the ALC. However, we have included them in our estimates. It implies *average* sections sizes of 26.95 for Core, 19.6 in W1, 19.2 in W25 and 26, and 24.76 in W2. Estimates of retake rates are taken from the proposal (5% for core, 20% for Writing 1, 8% for Writing 25 and 26, and 8% for Writing 2). For core, we assume a retake rate of 1% for those taking it a second time. These repeat rates, as well as non-retention rates, are based on figures provided by P&B.

We set the cost per section at one-eighth of a Lecture salary of \$64,200 (\$8,025); this is the amount provided by P&B in their cost review of their proposal. VPDUE Hughey's June 26, 2017 memo to the College Provosts provided \$1,210,944 to fund 167 sections of Core. This includes \$165 in course support, implying an average salary cost per section of \$7,388. The formula currently used for the allocation to the Writing Program provides \$7,383 per section for lecturers. The allocation for Core is based on actual salaries for 2016-17, while the Writing allocation assumes 20% of writing sections are taught by GSIs, whose costs are not included in the WP allocation.⁴ This last issue is discussed below.

Given our baseline assumptions, the proposal requires 415 sections to serve 4046 frosh: 157 in Core and 258 in the Writing Program. In addition, P&B identifies costs offsets (80F in Colleges 9 and 10 will no longer be needed, a reduction in summer offerings of Writing 2, and the fact that some students take Writing 2 elsewhere) that total 17.4 section equivalencies. Additional costs arise, however, when considering that Senate members have non-teaching obligations, there are costs associated with administering programs, and it is prudent to hold a reserve. P&B budgets 28 section equivalencies for

³ The Humanities Dean has stated that his division incurs costs of between \$200-250K to mount the MLC. The ALC proposal includes the costs of MLC students. The issue of how funds to meet the costs are distributed between principal officers is discussed below.

⁴ The model we were provided used a salary cost of \$62,000 (Assistant Professor Step II) for writing lecturers.

these, 18 for the Writing Program and 10 for the Core. Thus, a total of $415 - 17.4 + 28$, or approximately 426 sections, need to be funded.⁵ The total cost is \$3.42 million.

In CPB's analysis of the Core and Writing proposals last year (CPB to VPAA, June 5, 2017), the committee's preferred options for addressing budget feasibility were to increase section sizes to 33 in Core and to reduce the combined number of credits in C1 and C2 from 10 to 8. While reducing C1 and C2 to 4 units would reduce costs by \$377K, we did not explore this option further due to other complications, including possible labor issues. We evaluate the cost implications of different section caps next.

Implications of alternative scenarios⁶

In its letter of June 5, 2017, CPB suggested increasing the section cap for Core to 30-33; indeed, a previous proposal from the Provosts' proposed 30 students/core section. An increase from 28 to 30 students would reduce the cost by \$80K; an increase to 33 students saves \$185K. For purposes of comparison, \$185K would cover the salary costs of 13 FTE TAships (i.e., 26 TA positions at 50% time each). Increasing class size in W1, 25 and 26 by just two students reduces costs by \$80K. Currently, the average size of C1 courses is 25 students. The new proposal calls for these classes (i.e., Writing 1) to be capped at 20 students each. Maintaining the current average of 25 for W1 reduces costs by \$112K.

Taken together, increasing sections in Core to 30, Writing 1 to 25, and Writing 25/26 to 22 would lower costs by \$216K (Appendix 2). Taken together, these incremental increases in class size, shown in Table 1, would reduce costs significantly, allowing funds to be used to support and improve other aspects of the undergraduate curriculum. If CEP believes that the ability of these courses to meet their educational objectives is not significantly compromised by such increases, the potential for reducing costs makes them worth considering.

We recognize that changing the sizes of sections also has implications for classroom space assignments. The administration will need to assess room availability under alternative assumptions about the section caps for the both the Core and Writing courses.

Effects of enrollment changes on estimate

The campus's current enrollment target for Fall 2018 is 3900. This smaller class, assuming everything else remains equal, reduces ALC costs by \$120K. With a smaller class, budget allocations to the VPDUE for core courses and to Humanities for the Writing Program automatically fall. For example, P&B's budget model for Writing would reduce their annual allocation by \$47K. A repeat of the level of Fall 2016 frosh enrollment (over 4200) would add \$144K to the ALC cost and automatically increase the WP budget by \$60K. **Because campus funds move with enrollments, the budget model for the Core/Writing curriculum needs to adjust in line with enrollments.**

⁵ P&B assumes growing summer session will reduce this total by 2. Given the uncertainties surround that figure, we ignore potential cost saving from increasing summer session enrollments.

⁶ Details on all the scenarios discussed can be found in the accompanying spreadsheet ALC_budget_estimates.xlsx.

Table 1: The effects of alternative section sizes				
	Core sections	WP sections	Cost	Change from baseline
Baseline	157	258	\$3,418,650	
Increase core to 30	147	263	\$3,338,400	(\$80,275)
Increase core to 30, W1, 25, 26 22	147	259	\$3,258,150	(\$160,500)
Increase Core to 30, W1 to 25, W25.26 to 22	147	252	\$3,301,975	(\$216,675)

Composition effects by pathway and international student share

The overall cost is affected by the distribution of students across pathways. Students in Path A (Figure 1 in proposal) require only one course to complete their lower division Writing requirements. Students in Path E require 5 courses. Cost per student (not yet factoring in repeats or withdrawals) would vary between \$287 for a student in Path A to \$1,811 for a student in Path E. Cost per student in Paths B, C, and D are \$608, \$1009, and \$1410, respectively. Shifting to the composition implicit in Table 3 increases costs by roughly \$100K.

A “composition effect” that would increase costs is a rise in the number of international students. The campus target for 2018-19 foresees a 25% rise in frosh international students (from 379 to 475), bringing the frosh class from 9% international to 12% international. As more international students attend UCSC, the costs will rise as enrollments in Paths C, D and E would be expected to increase because each of these paths requires an entering student to complete more courses; 4% of the Fall 2016 class consisted of F1 students who scored in the 2-5 range on the AWPE. International students pay non-resident tuition, providing funds to cover these additional costs. But the budget model for the ALC must be designed to ensure automatic adjustments as the share of international students increases.

CPB is not in a position to argue either for or against the distribution into pathways assumed in the proposal. The Provosts and Writing Program have thought carefully about how to sort students into pathways. We do note that it will be crucial to monitor student performance once the new curriculum is in place, and it is very important that students be placed appropriately as this is one source of risk to the budget.

Use of GSIs

The Humanities Division receives a permanent allocation for the Writing Program based on 3150 budgeted frosh. This allocation is then adjusted (up or down) depending on actual enrollments. For example, for frosh enrollments of 4046, the Humanities Division receives an additional \$290K. This figure is obtained by assuming the additional 896 students over the budgeted number of 3150 are taught in sections that average 22 students each (41 sections), dividing by 8 to obtain the number of FTE lecturers needed, and then increasing the result by 15% to cover administrative related costs. The extra students therefore justify 5.9 FTE lecturers; at a cost of \$62,000 per FTE lecturer, Humanities would be expected to receive \$363K.⁷ However, the current budget model provides only \$290K. The smaller allocation is based on the assumption that 20% of the Writing courses would be taught by GSIs.

GSIs actually teach closer to 7% of the writing sections, not 20%. This means the actual cost for the Humanities Division for the extra 896 students would be closer to \$337K (\$349K if \$8025 is used as the cost of a section), leaving the division with a shortfall of \$47K (\$59K). While the present model provides an incentive for the Writing Program to increase its use of GSIs, graduate enrollments in the Humanities Division, perhaps the most likely source of students qualified to teach writing courses, grew just 1.5% between 2011-12 and 2015-16, compared to overall campus graduate enrollment growth of 7.1%. The budget model should be adjusted to reflect a more achievable goal for GSI usage.

If the 20% GSI figure were used as a goal for both Core and Writing, the apparent cost to UE/Core and Humanities would be reduced by \$683,730. Of course, this cost does not go away. It actually increases the costs of the proposal as a GSI costs more than a Lecturer both in terms of direct costs and the indirect costs that arise because those graduate students could be teaching courses in other programs and departments. This reduces curricular capacity in departments, and it is the reason we exclude GSIs from our baseline calibrations.

Budgets for the Writing Program (and Core) should provide a more explicit link between the TA allocations generated from program enrollments and the fraction of sections expected to be taught by GSIs. For the current academic year, the Colleges and the Writing Program generated funding for 13.4 FTE TAs. CPB's understanding is that the funds that back up these TAs are already included among the fund sources that defined the budget envelope.

Implications for the budget model

The proposed ALC will require a shift of resources from the College Core budget to the Writing Program budget. Based on actual section numbers in 2015, 45% were UE/Core funded and 55% Humanities funded. Under the ALC proposal, the split becomes 38% UE/Core, 62% Humanities. Hence, the ALC will require a reallocation of the overall budget devoted to Core/Writing. Expressed in terms of sections, the Colleges will need to offer 163 sections, while the Writing Program will need to mount 263 (these include administrative costs). This split would direct \$1.3 million of the \$3.4 million total cost to UE/Core and \$2.1 million to Humanities. If the number of students per sections are increased slightly as discussed above, the same split would direct \$1.2 million of the \$3.2 million total cost to Core and \$2.0 million to Humanities.

This redistribution of funds between UE/Core and Humanities provides an opportunity to revisit the historical, opaque model currently used to fund Core and Writing. Developing a more transparent

See footnote 4.

model would promote clear lines of responsibility and facilitate accountability. A new model would also ensure that funding for the ALC can adapt to changes in the frosh student body, such as the increase in international students coming to UCSC.

Summary and recommendations

CPB appreciates the effort the Council of Provosts and the Writing Program exerted to develop an integrated Academic Literacy Curriculum proposal that falls within the budget envelope established by the VPAA.

In evaluating its academic merit, CPB urges CEP to consider whether the educational objectives can be achieved at a lower cost, given the many pressing needs across the undergraduate curriculum. A slight increase in section sizes over the caps set out in the ALC proposal would yield funds that could be used to improve other areas of the undergraduate curriculum.

The administration will need to assess room availability under alternative assumptions about the section caps for the both Core and Writing courses.

The introduction of the ALC provides an opportunity to develop a new and more transparent budgeting model for the first-year literacy curriculum. The fact that the new proposal provides a curriculum that integrates Core and Writing increases the benefits of employing a funding model that facilitates planning across both these central components of the first-year curriculum.

Sincerely,



Carl Walsh, Chair
Committee on Planning and Budget

Enc: Appendix 1, Appendix 2, ALC Budget Estimates

cc: VPAA Lee
CP/EVC Tromp
Senate Chair Einarsdóttir

Core assumptions			Appendix 1				
Baseline	Table 3	Reconciling CPB estimates with Proposal estimates					
size of frosh class	3830	3830		Baseline w/ 3830	Col. H with Table 3 dist.	Ignoring non- retention	Reconciling adjustment
core section size	28	28	Core sections	149	149	149	149
W25 and W26 section size	20	20	W1 sections	69	66	68	68
W1 section size	20	20	W2 sections	153	158	165	165
W2 section size	25	25	W25 sections	6	9	9	9
fraction in path A	4.5%	1.3%	W26 sections	17	24	24	24
fraction in path B	66.5%	70.7%	Adjustment	11	11	11	18
fraction in path C	21.5%	16.9%	Total	405	417	426	433
cost per section	\$8,025	\$8,025	Cost	\$3,250,125	\$ 3,346,425	\$ 3,418,650	\$ 3,474,825
			Change relative to baseline	\$	96,300	\$ 168,525	\$ 224,700

Appendix 2							
Core assump	Baseline	Effects of increase section sizes					
size of frosh class	4046	Baseline w/ 4046	Core at 30	Core at 33	Core at 30, W1, 25, 26 to 22	Core at 30, W25, 26 at 22, W1 at 25	
core section size	28	Core sections	157	147	134	147	147
W25 and W26 section size	20	W1 sections	72	72	72	65	58
W1 section size	20	W2 sections	161	161	161	161	161
W2 section size	25	W25 sections	7	7	7	6	6
fraction in path	4.5%	W26 sections	18	18	18	16	16
fraction in path	66.5%	Adjustment	11	11	11	11	11
fraction in path C	21.5%	Total	426	416	403	406	399
cost per section	\$8,025	Cost	\$3,418,650	\$ 3,338,400	\$ 3,234,075	\$ 3,258,150	\$ 3,201,975
		Change relative to baseline		\$ (80,250)	\$ (184,575)	\$ (160,500)	\$ (216,675)

October 31, 2017

Onuttom Narayan, Chair
Committee on Educational Policy

Re: Request for Advice - Academic Literacy Curriculum Proposal

Dear Chair Narayan,

The Committee on Rules, Jurisdiction, and Elections discussed your request for advice on the Academic Literacy Proposal at our meeting of October 24, 2017. We reviewed the Academic Literacy Curriculum Proposal itself (October 4 version) in preparation for the discussion.

The first question touched on Senate faculty oversight of the Core (College 1) courses in the ten colleges. Oversight of the courses in each college is the responsibility of the Senate faculty of the college (SB 50 and RSO 105.2(b)), with the college provost playing a role analogous to that of a department chair (CAPM 308.240). This is similar to the oversight responsibility of principal faculty in a program of study. The college Faculty can delegate portions of its authority to its executive officers, as provided by SB 50, but our committee's interpretation is that the Faculty cannot delegate its curricular authority to a single member, even the provost. This would violate the letter of SB 50 and the spirit of faculty consultation. For this reason, the proposal to assign the Council of Provosts responsibility for all College 1 courses seems problematic. One possible solution is to delegate curricular authority in each college to the provost *and* Chair of the Faculty, who may then coordinate changes with other colleges in a consultative body, such as the Council of Provosts.

The second question focused on the existing general education requirements for composition courses. SCR 10.2.3.1(a) specifies completion of "a sequence of two five-credit hour courses or the equivalent in composition and rhetoric" as a general requirement for a Bachelor's degree. The proposed curriculum, which shows a single Writing 2 course for the majority of students, seems to fall short of this requirement. We noted that the proposed College 1 course, with its focus on reading proficiency, would probably not be counted as one of the two composition courses, under the current regulations. It seems that additional Divisional legislation would be required to amend the current regulations to "one five-credit hour course," allowing the proposed curriculum to match the degree requirements.

The Committee also considered whether ELWR satisfaction might qualify as one of the two required courses. In the context of the general education requirements, "equivalent" means "equivalent course work," not "equivalent expertise." (If this were not the case, the math placement exam could be used to satisfy the "mathematical and formal reasoning" requirement.) The ELWR/C1 satisfaction would not qualify under this interpretation, unless it were obtained through a duly transferred college course.

On behalf of the members I would like to thank you for your thoughtful question and to express our hope that these comments are helpful.

Sincerely,

lsl

Jason Nielsen, Chair

Committee on Rules, Jurisdiction, and Elections

Cc: Olöf Einarsdóttir, Chair, Academic Senate
Matthew Mednick, Director, Academic Senate Office