HERBIE LEE
Vice Provost for Academic Affairs

Dear Herbie:

Re: Multilingual Curriculum

The Divisions of Humanities and Undergraduate Education are pleased to provide the attached Multilingual Curriculum 2015-16 Pilot Proposal for your and Senate review. We expect the Multilingual Curriculum will prepare our international students to more quickly and fully participate in subsequent classes than the system that we currently provide, resulting in a superior education, a more satisfying educational experience, and greater retention and graduation rates.

The urgent need for such a program became clear in Spring 2014 on consideration of the progression of our first cohort of international students. Close monitoring by the International Education Office (available on ue.ucsc.edu/docs) showed that while overall grade point averages (GPAs) of international students were not significantly different from domestic students, their completion of the Entry Level Writing Requirement (ELWR) significantly lagged – 79% completion versus 97% completion. Initial outcomes indicate the differential in ELWR completion may be larger with the second (Fall 2014) class.

This led the International Education Office and Writing Program to identify and address two pressing issues (i) create a mechanism for attending to the needs of international students who are barred due to continued ELWR-required status and (ii) design a curriculum to meet incoming international students’ language needs.

To address the first issue, we worked closely with Cabrillo College to create a smooth transition for 4th quarter students who were barred for failing to satisfy ELWR. Our hope is that they will complete their C1 (and thus their ELWR requirement) at Cabrillo and then return to our campus. Three students were so transitioned after Fall 2014.

To address the second issue, we developed a multilingual curriculum (referred to as English as a Second Language (ESL) in Senate regulations) that, if implemented, will better ensure these students’ success by offering classes specifically tailored to their language needs, which are, as you may know, markedly different from the needs of our domestic ELWR-required students. The curriculum, to some extent a reworking and repositioning of Writing 20, 21, and 23, for these students, has three aims:

- Ease students’ transition into the rigorous world of reading and writing in academic English at the university level by scaffolding their learning at a pace that is targeted to their needs.
- Provide instruction in academic English that explicitly addresses the cultural (rhetorical) elements of communicating in academic English.
• Help students to integrate more fully into the campus and local community by building in community-based research projects (Appendix A) and developing students’ sociopragmatic competence (i.e., culturally appropriate communication skills).

We were delighted to see the Senate’s preliminary support for this approach, through informal discussion, consultation with the Committee on Preparatory Education, and the Senate Executive Committee’s report on international engagement.

The net resource impact of the curriculum is difficult to project, as it will depend on student placement within the curriculum, efficiency of the curriculum in comparison to current approaches, support needs, and increased retention of international students. For these reasons, the two divisions and Planning and Budget will work closely to ensure the success of the pilot while developing the reports and analysis required for long term evaluation and sustainability.

Sincerely,

Richard Hughey
Vice Provost and Dean
of Undergraduate Education

William Ladusaw
Dean of Humanities