

Guidelines for Prioritizing Course Offerings in a Climate of Budget Cuts

Assumptions:

The decisions regarding course offerings should always be made in consultation between faculty and their dean and the Vice President of Instruction. The mission and charge of the community college as defined by state law should frame the discussions and decisions for course offerings. In addition, the mission and vision of the college, current needs and demands of the students and community, and research should all inform course offerings as well. ~~These discussions and decisions should be framed by the mission and charge of the community college as defined by state law, the mission and vision of the college, and current needs and demands of the students and community as supported by research.~~

Framework:

- A. Current law defines CCC's core mission as providing academic and vocational instruction at the lower-division (freshman and sophomore) level. Under this mission, community colleges **prepare students for transfer to four-year institutions and grant associate's degrees and certificates**. Other important statutory missions include **providing opportunities for workers to update their job skills** (such as by taking a computer class) and **offering pre-collegiate basic skills instruction in English and mathematics**. ~~(Note: The Chancellor's Office lists Basic Skills T.O.P. Codes for Pre-Algebra (includes Basic Math/Arithmetic), Elementary Algebra (if the college has designated this course as non-degree applicable), Reading Skills Development, and Writing.)~~

The ~~Academic Senate~~ Enrollment Strategies Committee recommends the following priority at Crafton Hills College:

1. Courses required for Associate Degrees for Transfer or Associate Degrees
 - Courses required for transfer level math and English
2. Courses required for Career-Technical degrees or certificates and any other credit certificates ~~Courses required for credit certificates~~
3. Courses required for transfer, but not in a degree or certificate
4. CTE courses and courses especially leading to a living wage
- ~~1. Developmental Courses (000-level, such as MATH090).~~
- ~~— Basic Skills Courses (900-level)~~

- B. The vision of Crafton Hills College is to be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting
- C. The mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning
- ~~D. 52% of the students who take the assessment at CHC initially place into a basic-skills class in English, Reading, or Math. (*See more detailed information below)~~
- E.D. Attention should be given to the changing political climate that may affect expectations and funding.

Considerations for Prioritizing Course Offerings:

1. Is the course necessary for students to be successful in obtaining an associate's degree for transfer, associates degree, or a certificate, or to transfer to a four-year institution?
2. Is the course part of the required or elective courses for a particular ADT or associate's degree at CHC?
3. Is the course necessary for job training or living wage?
- ~~4. Is the course a basic skills course in math or English?~~
- 5.4. _____ What is the recent demand for this course ~~(in the last 5 years)~~ years ~~(SEP, wait list, etc.)~~?
- 6.5. _____ What percent of students who take that course successfully reach the goal of degree, certificate, or transfer?
- 7.6. _____ In order to maintain diversity in course offerings toward completion of a degree, certificate, or transfer, consider keeping a single course over keeping multiple sections of another course.
- 8.7. _____ Before deciding to not offer a certain course, check availability of that course at surrounding campuses.
- 9.8. _____ Closely scrutinize classes that have a very low success rate.

***Details about initial placement:**

~~Sample: From June 1st, 2009 to February 26th, 2010, 2,134 prospective CHC students completed an Accuplacer assessment in at least English, reading, or math. Of those, 1,594 (74.6%) had earned a GOR prior to Spring 2010 or were enrolled in a Spring 2010 course at CHC.~~

~~Findings: Of those 1,594 students, 825 (51.8%) placed into at least one basic skills course in English, reading, or math. In addition, 1,544 (97%) placed into a basic skills or developmental course in at least one subject area. Conversely, only 3% of students who tested placed into a transfer level course in all three subject areas.~~

~~33.6% of students placed into a basic skills English course (ENGL914)~~

~~30.7% of students placed into a developmental college level English course (ENGL015)~~

~~32.6% of students placed into a basic skills reading course (READ925 or READ956)~~

~~22.8% of students placed into a developmental college level reading course (READ078)~~

~~40.5% of students placed into a basic skills math course (MATH942 or MATH952)~~

| ~~Edited from approved guidelines Approved~~ by Academic Senate ~~on:~~ 2/9/2011

54.0% of students placed into a developmental college level math course (MATH090 or MATH095)