

## **Guidelines for Prioritizing Course Offerings in Situations Where Crafton Either Needs to Reduce or Increase Sections**

### **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.

### **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 instruction in English and mathematics***.

The 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
  - Courses required for transfer, but not in a degree or certificate
2. Courses required for Career-Technical degrees or certificates and any other credit certificates
3. Courses with high student demand as indicated by enrollment
4. CTE courses and courses especially leading to a living wage

### **Methodology for Priority Classification:**

The course priority list was put together manually by the Office of Institutional Effectiveness, Research & Planning by consulting the 2019-2020 College Catalog. Each course has been unduplicated and been assigned the highest priority if multiple were given (If a course was considered priority 1 in a program and priority 2 in another program, it was considered a priority 1 course). The methodology for each priority is listed below:

Priority 1: Any course that applied to any Associate of Arts/Science Degree or an Associate of Arts/Science Degree for Transfer was automatically considered Priority 1. Also, any transferable course that did not apply to a degree or certificate was considered a priority 1 course.

Priority 2: Any course that applied to a certificate program offered at Crafton was considered to be a priority 2 course.

Priority 3: High demand for a course was determined based on course waitlist numbers. Waitlist numbers for courses taking place between academic years 2017-2018, 2018-2019, and 2019-2020 were added together and the median number was taken (in this case the median came out to 11 waitlisted students). Any course that had a combined total of 12 or more waitlisted students was considered to be a “high demand” course and was labelled as priority 3.

Priority 4: Any CTE course that did not fall into any of the previous priorities was labelled as priority 4.

- A. 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
- B. The mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning
- C. Attention should be given to the changing political climate that may affect expectations and funding.

**Considerations for Prioritizing Course Offerings:**

- a. Is the course necessary for students to be successful in obtaining an associate's degree for transfer, associate's degree, or a certificate, or to transfer to a four-year institution?
- b. Is the course part of the required or elective courses for a particular ADT or associate's degree at CHC?
- c. Is the course necessary for job training or living wage?
- d. What is the recent demand for this course in the last 5 years (SEP, wait list, compare wait list to open seats, etc.)?
- e. What percent of students who take that course successfully reach the goal of degree, certificate, or transfer?
- f. 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.
- g. Before deciding to not offer a certain course, check availability of that course at surrounding campuses.

## Additional Guidelines for Prioritizing Course Offerings in Situations Where Sections Need to be Reduced

### Background:

Applying the guidelines for prioritizing course offerings in situations where Crafton either needs to reduce or increase sections can result in almost all of the sections being in the first priority. As a result, the following additional guidelines were developed to inform the reduction of sections in cases where the college needs to reduce the number of sections and all or most of the currently offered sections are categorized into the first priority.

### Additional Guidelines for Reducing Sections:

1. A total target for reducing sections is set.
2. Sections are reduced based on the prior terms number of units within each division. For example, if in Fall 2019, the LAM Division offered 735 units, and in Fall 2020 the number of planned units was 777.5 units, the LAM Division would reduce the number of units offered in the division to the Fall 2019 number of 735.
3. The following criteria would be used by each dean in deciding which sections to reduce.
  - a. **Prioritize offering English and math sections because of AB705, funding formula, and research indicating that completing transfer level English and math are best predictors of student completion.**
  - b. Prioritize classes that are offered on a rotating basis, which were not offered in the prior term, and classes that are needed to complete a certificate or degree.
  - b-c. Consider reducing the number of units in courses that are offering more than one section first with the goal of not cancelling a class that has only one section. Also, consider prioritizing asynchronous over synchronous sections to allow more flexibility for students. Keep in mind that student interest may vary by discipline.
  - e-d. Use enrollment and wait list data from the prior semester to inform decision.
  - d-e. Reduce sections that are ~~were well~~ below a 60% fill rate after census, first.
  - ~~a. Prioritize classes that are offered on a rotating basis, which were not offered in the prior term, and classes that are needed to complete a certificate or degree.~~
- 5-4. Keep in mind the considerations for prioritizing course offerings
  - a. Is the course necessary for students to be successful in obtaining an associate's degree for transfer, associate's degree, or a certificate, or to transfer to a four-year institution?
  - b. Is the course part of the required or elective courses for a particular ADT or associate's degree at CHC?
  - c. Is the course necessary for job training or living wage?
  - d. What is the recent demand for this course in the last 5 years (SEP, wait list, compare wait list to open seats, etc.)?
  - e. What percent of students who take that course successfully reach the goal of degree, certificate, or transfer?

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- f. 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.
- g. Before deciding to not offer a certain course, check availability of that course at surrounding campuses.

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