

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. 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 recommends the following priority at Crafton Hills College:

1. Courses required for Career-Technical degrees or certificates.
 2. Courses required for Associate Degrees or transfer.
 3. Developmental Courses (000-level, such as MATH090).
 4. Basic Skills Courses (900-level)
- B. The vision of Crafton Hills College is to be the premier community college for **public safety and health services careers** and **transfer preparation**.
- C. The mission of Crafton Hills College is to **advance the education and success of students in a quality learning environment**.
- 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. 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 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 associate's degree at CHC?
3. Is the course necessary for job training?
4. Is the course a basic skills course in math or English?
5. What is the recent demand for this course (last 5 years)?
6. What percent of students who take that course successfully reach the goal of degree, certificate, or transfer?
7. 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. Before deciding to not offer a certain course, check availability of that course at surrounding campuses.
9. 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)
- 54.0% of students placed into a developmental college level math course (MATH090 or MATH095)