

Course Offering Prioritization Guidelines

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

Assumptions

Crafton Hills College is dedicated to fostering a learning environment that actively integrates the principles of Diversity, Equity, Inclusion, Anti-Racism, and Accessibility (DEIAA) into all aspects of academic planning. As we navigate the complexities of decision-making in course offerings, our commitment to DEIAA remains central to our mission. The following assumptions reflect this commitment, recognizing the importance of collaboration, alignment with mission and state law, responsiveness to current needs, research-informed practices, and support of our Guided Pathways. Each assumption underscores our dedication to creating an inclusive and equitable educational experience for all students.

Collaborative Decision-Making

Decisions on course offerings will consistently involve collaborative consultations among faculty, Academic Senate, deans, participatory governance committees, and the Vice President of Instruction. This collaborative approach ensures diverse perspectives contribute to the decision-making process, fostering an environment that reflects the principles of Diversity, Equity, Inclusion, Anti-Racism, and Accessibility (DEIAA).

Alignment with Mission, Vision, and Values and State Law

The mission and charge of the community college, as defined by state law, will serve as foundational elements shaping discussions and decisions related to course offerings. This approach ensures that the institution's commitment to DEIAA is embedded in the core principles guiding academic planning.

The mission and vision of the college will play a pivotal role in guiding course offerings. These principles will be actively integrated into the decision-making process, fostering an environment that not only supports academic excellence but also reflects a commitment to Diversity, Equity, Inclusion, Anti-Racism, and Accessibility.

Responsive to Current Needs and Demands

Course offerings will be informed by the current needs and demands of both students and the broader community. This proactive approach ensures that the offerings are responsive to the evolving landscape of education, addressing the diverse requirements of students and promoting principles of Diversity, Equity, Inclusion, Anti-Racism, and Accessibility.

Informed by Research

Decision-making regarding course offerings will be informed by relevant research. This includes studies disaggregated data on student enrollments, student educational plans, emerging educational trends, and data on student success, ensuring that courses are scheduled with the latest insights and are conducive to promoting Diversity, Equity, Inclusion, Anti-Racism, and Accessibility.

Maintain Guided Pathways

Our Guided Pathways offer students clear and structured academic routes for achieving their educational goals and thus form a vital element in our course prioritization strategy. By seamlessly integrating these pathways into our approach, Crafton Hills College is committed to fostering intentional and equitable educational journeys for all students, adhering to the principles of Diversity, Equity, Inclusion, Anti-Racism, and Accessibility (DEIAA).

Framework

Crafton Hills College is on a mission to change lives, aspiring to inspire students, support colleagues, and embrace the community through a transformative learning environment. At the heart of this mission is a commitment to diversity, equity, inclusion, anti-racism, and accessibility (DEIAA), ensuring that every student, irrespective of background, can benefit from our exceptional learning environment.

The Enrollment Strategies Committee, recognizing the importance of embracing diversity, equity, inclusion, anti-racism, and accessibility (DEIAA) in education, recommends leveraging disaggregated enrollment and success data, Open Educational Resources (OER), dual enrollment, and student demand. In line with this, successful course prioritization in situations where Crafton either needs to reduce or increase sections require adapting with strategic initiatives to enhance access, relevance, and success for all students.

Thus, the following enrollment priorities are directly tied to our mission, vision, and values as well as DEIAA centered:

Priority 1: Courses Required for Associate Degrees for Transfer, Associate Degrees, or Bachelor's Degrees

- a. Prioritize courses that align with Associate Degrees for Transfer, Associate Degrees, or Bachelor's Degrees to facilitate a smooth transition for students to four-year institutions.
- b. Prioritizing courses aligned with Associate Degrees for Transfer, Associate Degrees, or Bachelor's Degrees underscores Crafton Hills College's commitment to providing a seamless educational pathway for students seeking transfer to four-year institutions. This priority ensures that students receive comprehensive preparation for success in higher education.
- c. Courses falling under Priority 1 include those that are essential for obtaining an Associate of Arts/Science Degree, an Associate of Arts/Science Degree for Transfer, Bachelor's of Arts/Science Degree. Additionally, any transferable course that does not contribute to a specific degree or certificate is automatically granted Priority 1 status.

Priority 2: CTE Courses and Courses Leading to a Living Wage

- a. Emphasize Career and Technical Education (CTE) courses that lead to gainful employment and support pathways leading to a living wage.
- b. The emphasis on Career and Technical Education (CTE) courses signifies Crafton Hills College's dedication to changing lives by offering practical and industry-relevant education. This priority supports students in gaining skills that lead to meaningful employment and pathways toward achieving a living wage (e.g.: CNA/N, EMT, ect.), aligning education with economic prosperity.
- c. Courses designated as Priority 2 are those directly associated with certificate programs offered at Crafton Hills College. These courses play a crucial role in supporting specialized training and skill development.

Priority 3: Courses Required for Career-Technical Degrees or Certificates and Other Credit Certificates

- a. Focus on courses essential for Career-Technical degrees or certificates, including other credit certificates that contribute to students' skill development and career readiness.
- b. Focusing on courses essential for Career-Technical degrees or certificates directly contributes to the transformative mission of Crafton Hills College. By providing specialized education, this priority equips students with the practical skills and knowledge necessary for success in specific career paths, aligning with the college's commitment to changing lives through targeted professional development.
- c. Any CTE course that did not fall into any of the previous priorities was labelled as priority 3.

Priority 4: Courses Required for General Education (GEs)

- a. Ensure accessibility and inclusion in General Education courses, recognizing them as foundational to a well-rounded education.
- b. Ensuring accessibility and fostering inclusion in General Education courses lies at the core of Crafton Hills College's mission to change lives. These courses, mandatory for a myriad of degrees and certificates, offer a comprehensive education that transcends specific disciplines. Prioritizing these courses helps us support accessibility and inclusion.
- c. GE courses will be evaluated for its support of DEIAA, OER, dual enrollment, student demand, and alignment to Guided Pathways to move into priority 4.