

COURSE DEVELOPMENT AND ENROLLMENT MANAGEMENT TASK FORCE

RECOMMENDATIONS

Background:

This task force reviewed our course development and enrollment management practices and proposed changes to ensure that these practices are appropriately determined by documented educational need, further refined by fiscal considerations. The task force also considered the concerns expressed by those on our campus with regard to enrollment management.

The course development and enrollment management task force identified three areas of recommendations, increasing open dialog and transparency was an underlying philosophical consideration of all recommendations. The recommendations, if adopted should be parsed out to the appropriate council or committee in consultation with the Administration and the Academic Senate.

Consistent Implementation of Enrollment Management Priorities

- Invite the state academic senate to provide a presentation on techniques for consistent implementation of the college's established enrollment priorities
- Establish enrollment priorities that prompt students to complete basic skills classes earlier (e.g., First-Time Freshman might receive priority registration for basic skills but not for other courses)
- Establish enrollment priorities that aid students with a declared CTE major to complete capstone courses (e.g. CTE course spaces are available to those with the declared CTE major – see course offerings)
- Hold enrollment management summits annually with representatives from all impacted areas on campus in response to conditions on related topics, including but not limited to:
 - Assessment
 - Placement
 - Registration
 - linking courses
 - review of registration techniques and registration data
 - processes for scheduling across campus
 - tying enrollment priorities to the mission
 - course rotation plans
 - general education offerings (across the board and by general education area)

Data -Driven Scheduling of Course Offerings

- Use available campus data (e.g., Degree works, MAP, Argos reports) to create cohesive scheduling and support requests for FTE increases (e.g., review-general education and major preparation areas to ensure variety and the appropriate number of seats to maximize completion rates)
- Link sequences of courses to facilitate student progression (e.g., English 67,68,1A)
- Create incentives to encourage appropriate requisites for college-level courses using existing procedures to increase completion rates and ensure appropriate student placement (Note: CTE faculty complain that non CTE students displace CTE required courses in the program – this is related to enrollment priorities)
- Submit Department schedule requests to division with brief summary of any changes from previous academic years. Significant schedule modification will be accompanied by rationale and impact analysis
- Utilize the block schedule unless Division Dean has approved a request for deviation. Notify Dean, Enrollment Management of all approved deviations so the data can be used to inform future block schedule revisions.
- Hold annual summits on the above topics with representative from all impacted areas on campus

Evidence-Based Submissions of Course and Program Modifications and Proposals

- Modify coversheet for new proposals and modifications to include:
 - (1) Documentation of Chancellor's Office requirements (from the Program Course and Approval Handbook), including:
 - Criteria A. Appropriateness to Mission
 - Criteria B. Need
 - Criteria C. Curriculum Standards
 - Criteria D. Adequate Resources
 - Criteria E. Compliance
 - (2) Analysis of decision making and across campus impact that supports the MT. SAC mission and other local curriculum standards including:
 - documentation of lower division status
 - intended audience
 - necessary innovation
 - unit increases
 - rationale for stand-alone courses
- Modify coversheet for all proposals so that overlap questions include overlap philosophy and documented rationale for course ownership and discipline placement
- Hold annual summits on related topics including:
 - reasonable limitations on course development to sustain and ~~expand~~ expansion of programs within the mission of the Community college
 - continuation of the 18 unit requirement for a second degree
 - criteria for acceptable stand-alone courses
 - low unit (12-17.5) certificates submission to the Chancellor's Office for approval so that the certificates might be placed on the students' transcripts and included in the Chancellor's Office score card
 - number of completers required to continue a degree (or certificate) in the catalog

Submitted:

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