

Enrollment Management Guiding Principles Course Scheduling

1. The highest priority for course scheduling and preservation goes to those that are critical to the mandated mission of the college (Transfer, Career Technical Education, and Basic Skills).
2. Critically evaluate reducing sections of a course where there are multiple sections of the same course.
3. Keep course electives to the minimum needed for transfer, degree programs, certificate completion, or workforce skills needed for business and industry.
4. Evaluate the additional costs associated with the offering of some courses (such as facilities rental) against the college's mission.
5. Course enrollments (and course history) should be scrutinized carefully in conjunction with the principles listed above, with the understanding that there are important reasons why some classes, by necessity, are kept small. However, this is subject to period review to ensure that the needs of students are served.
6. As College Administrators develop the class schedule this should be done in consultation with Department Chairs and department faculty

Santa Ana College office of Academic Affairs
Schedule Development Guidelines

Tier	General Education and Transfer	Career and Technical (CTE)	Basic Skills College Skills, developmental Math, English and DRD	Non Credit Seniors, ESL, and noncredit DRD
Tier One Cuts Cut all of these	Courses that are primarily avocational, recreational, or personal development. Degree applicable courses that attract mostly these types of students (sometimes particular time slots).	CTE courses that are elective or stand-alone that mostly attract community members, not students training for jobs.	Courses that may provide useful content and practice but are not primarily focused on the pathway skills.	Courses that primarily serve an “enrichment” function rather than fulfilling an <i>identified</i> community <u>need</u> .
Tier Two Cuts Maintain enough so that students have elective choices.	Sections that are restrictive electives within transfer majors where other choices are available to students.	Courses that are restrictive electives within CTE certificates and majors where other choices are available to students.	Courses that may be useful and supplemental to the primary pathway, but not absolutely critical.	Courses that are supplemental to a noncredit pathway, such as the ESL pathway, but not absolutely critical.
Tier Three Cuts Cut judiciously	Sections that are required for the general education or majors, but multiple sections are typically offered, some of which can be cut.	Sections of courses required for CTE certificate/majors, but multiple sections are offered, some of which can be cut.	Sections of courses in the primary pathway where multiple sections are typically offered, some of which can be cut.	Courses that are part of the ESL pathway, but multiple sections are typically offered, some of which can be cut.
Tier Four Cuts Preserve these if at all possible	<ul style="list-style-type: none"> • English pathway culminating in college level writing skills. • Math pathway culminating in college-level math skills. • Critical GE areas such as Speech and Critical Thinking where only a few courses meet the GE area. • Critical GE classes for Health Sciences prerequisites. 	<ul style="list-style-type: none"> • Required courses in CTE certificates/majors that are offered on an approved rotation plan or that are critical for students to complete a certificate/major. • Stand alone courses required for professional development or industry certification leading to career entry or advancement. • Courses mandated by regulatory agencies. 	Higher level basic skills courses leading directly into college-level work or job training.	Higher level non-credit ESL courses that lead into credit ESL or vocational ESL.

Other considerations:

1. Reduce course repetitions in disciplines often repeated for enrichment: consider limiting repetitions in PEDTA, Art, Music, and certain CTE areas. This will require a change to curriculum. Varsity sports are limited to 175 hours of student each year.
2. Traditionally, noncredit courses at SRJC have had no limits on repeatability. Review noncredit courses and establish limits, where appropriate.
3. All chairs and deans should become familiar with the certificates and majors they supervise so that they can distinguish between a required course and restricted electives (a restricted elective allows students to pick a class from a list of choices). It is more critical to preserve required courses than restricted electives.
4. Academic Affairs still has about 360 courses that have not been reviewed in a long time. If any of these are not being offered, inactivate them.
5. In Fall, 2010, 95% of seats were filled at first census. In spring, 2011, it appears 98% of seats were filled at first census. Thus, these reductions will mean cuts to fully enrolled classes. So, fully enrolled is no longer a good reason to maintain a course. Instead, think what courses will allow our students to complete their general education, majors, certificates, and pathways to college-level work.
6. When cohort groups exist, consider reducing the number of cohorts, but maintaining the program.

Definition of recreational, avocational, and personal development courses:

Recreational, avocational, and personal development courses are those which:

1. Are **not** required courses or restricted electives leading to the completion of the requirements of certificates/majors offered by the college;
2. Are offered primarily to provide recreational or avocational pursuits for students;
3. Are of greater private than public interest;
4. Should be offered as a community service class for a fee that covers the cost of instruction; or
5. Enroll primarily community members seeking enrichment, even if degree applicable and/or transferrable (may depend on time slots).