

COLLEGE OF
MARIN

SETTING ALLOCATION PRIORITIES

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PRESENTATION BY

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Theme

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- I. Why Are We Doing This Report?
- II. What Are Other Colleges Doing?
- III. What Is The Next Step? Possible Allocation Priorities?

I. Why Are We Doing This Report?

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Three Priorities from The State Chancellor's Office

1. Three goals of a Community College
2. Chronic repeats
3. What to anticipate in the near future—Adaptive PE

Source: Barry A. Russell, Vice Chancellor of Academic Affairs. (January 22, 2010). Avocational, Recreational, and Personal Development Courses ... Some Suggestions

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State Recommendation #1

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The first three goals of the community college:

- Transfer
- Basic Skills/ESL
- Career & Technical Training

Source: Barry A. Russell, Vice Chancellor of Academic Affairs. (January 22, 2010). Avocational, Recreational, and Personal Development Courses ... Some Suggestions

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The State Chancellor's Office Reports that:

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The Legislative Analyst Office, legislators, and others are looking closely at both credit and noncredit offerings throughout the state and have found a variety of courses that seem to fall outside of the accepted areas (basic skills, workforce training, and transfer).

Chancellor's Warning

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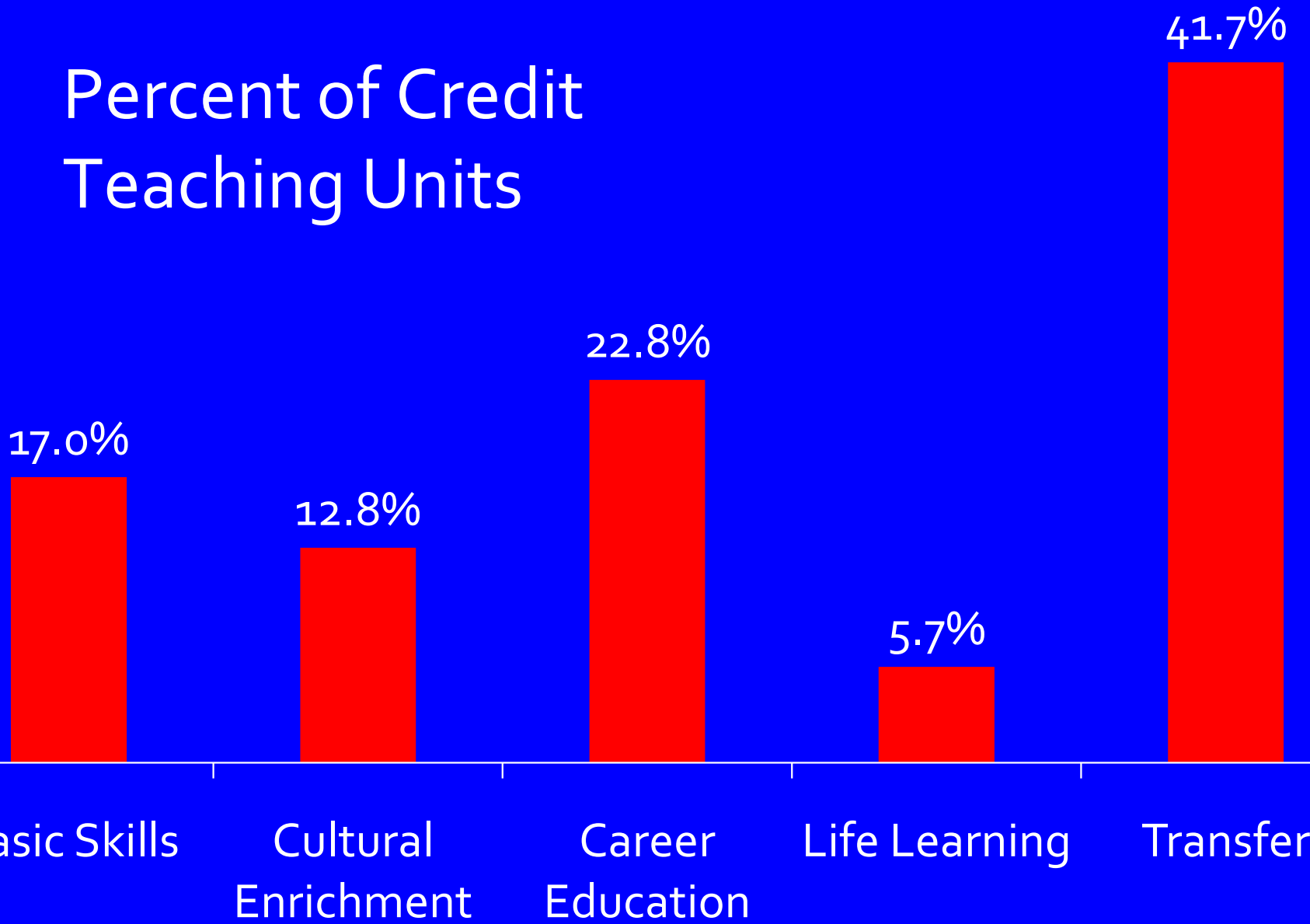
There could be legislation or other actions taken to remove some local control of course offerings if colleges are not responding to the expressed intent of the budget language.

According to the Community College League of California, the legislature is looking at:

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- Physical education and the arts, specifically proportionality to other programs
- Programs for non-traditional students, particularly programs for older adults
- Course repeatability
- Unit accumulation unassociated with transfer, a degree, or a certificate
- Intercollegiate athletics, specifically issues relating to nonresident students and academic progress
- Enrollment of students without a high school diploma

Percent of Credit Teaching Units



Source: CoM Educational Master Plan
Data: Internal data

State Recommendation #2

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- Inventory and identify chronic repeats
- Limit or eliminate credit a-vocational courses with high repeat rates
- Move such courses to Community Education and make fee-based
- Give priority registration to transfer and CTE students limiting a-vocational students in these courses




Source: Barry A. Russell, Vice Chancellor of Academic Affairs. (January 22, 2010). Avocational, Recreational, and Personal Development Courses ... Some Suggestions

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Number of Times the Course Was Repeated by Students (Examples)

Fall 2005 through Fall 2009 (9 semesters)

Course ID	Total # of Unduplicated Students	Number of Students Taking Course						% of Students Who Took Course More than Once
		1 Time	2 Times	3 Times	4 Times	5 Times	More than 5 Times	
ART241	136	78	29	17	10	2	0	43% 
COUR170	60	20	26	13	1	0	0	67% 
DANC131A	107	64	23	11	9	0	0	40% 
MUS262A	236	52	61	41	38	20	24	78% 
MATH101	1706	1290	285	85	31	10	5	24% 

<33%  ; 33% to 66%  ; >=67% 

Source: internal data

The Cost of Chronic Repeats

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Over 9 semesters:

- 11,000 repeats with an average class size of 30 is about 366 classes
- At a cost of approximately \$3 million
- Or \$200,000 per semester

(We cannot recover all of that as some repeats are unavoidable and often vital for students and many of these courses would still be offered but would be taken by transfer and CTE students.)

State Recommendation #3

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- Make voluntary cuts to P.E.
 - State is looking at a 50% cut outside of adaptive PE
 - PE is about 5.5% of the system's total FTES and would be reduced to 2.75% of total offerings
 - Even without this draconian cut, there will be some defunding or differential funding of PE courses

Source: Barry A. Russell, Vice Chancellor of Academic Affairs. (January 22, 2010). Avocational, Recreational, and Personal Development Courses ... Some Suggestions

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Priorities for Retaining and Offering Courses

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Needed for:

- Certification
 - Job Placement
 - Job Advancement
 - Transfer
 - Success as a Transfer
- Degrees
 - Efficiency of Program Completion
 - ESL Transitioning
 - Basic Skills Improvement

II. What Are Other Community Colleges Doing?

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Reductions in Class Offerings

- 87.5% are cutting 1% to 15% of courses
- 66.7% are significantly reducing Summer Session
- 32% made disproportional cuts to PE, 9% to Dance, 5% to Arts, 18% to a-vocational courses

Source: <http://www.ccccio.org>

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II. What Are Other Community Colleges Doing?

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Furloughs and Layoffs

- 60% are not filling classified staff vacancies in lieu of layoffs
- 46% are not filling managerial vacancies in lieu of lay-offs
- 8% are imposing furlough days for classified staff
- 12.5% are imposing furlough days for managers
- About 28% are offering reduced hours per week or days per month

Source: <http://www.ccccio.org>

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III. What is the next step? Possible allocation priorities?

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- Communicate goals and priorities clearly to the college community. What is the educational goal?
- Focus resources around student goals and objectives.
- Develop valid measures of output to justify offerings.
- Give new students priority registration in classes with high chronic repeats.