

Analysis of Course Offerings

At Mendocino College

Fall 2007 – Fall 2010

Office of Institutional Research

July 2010

Introduction

Over the past several years, community colleges in California have been struggling to meet their mission in the face of shrinking economic resources. Concerns have been voiced by various offices of State government over the continued offerings of “recreation” or “leisure/lifestyle” courses as part of the curriculum, in addition to the core of Basic Skills, Transfer and Career and Technical Education (CTE) course offerings.

This brief study examines the distribution of courses taught at Mendocino College in fall semesters from Fall 2007 through Fall 2010. The distribution is based upon the following categorization:

- *Basic Skills*. This category includes basic skills sequences in Mathematics, English and English as a Second Language (ESL).
- *CSU Transfer*. These are courses numbered between 100 and 199. While they are transferrable to colleges within the CSU system, many of them are also required or recommended for CTE programs.
- *UC Transfer*. These are courses numbered between 200 and 299. They are also transferrable to CSU and, by agreement, with private institutions. As with courses in the CSU Transfer category, many of them are required or recommended for CTE programs.
- *CTE*. This category consists of courses offered by the Career and Technical Education (CTE) programs. These programs include: Administration of Justice, Agriculture, Alcohol and Other Drugs, Business Office Technology, Business, Culinary Arts Management, Child Development, Computer Science, Fire Science, Human Service Worker, Nursing, Real Estate, Emergency Medical Technician and Ceramics Master Technician.
- *Physical Education Majors*. These are courses geared toward the needs of students who wish to major in Physical Education.
- *Physical Education – Intercollegiate Athletics*. These are courses with enrollment limited to students participating in specific intercollegiate sports programs.
- *Non-credit courses*. This category consists of courses that are offered as non-credit, only. They are typically numbered as 500 or higher.
- *Enrichment*. Course in the enrichment category cover a broad spectrum. They are non-transferrable courses designed to enrich students’ academic success. These courses include “open labs” in Arts & Sciences courses; College and Career Success courses; and, Learning Skills courses.
- *Recreation*. Courses in this category include non-transferrable courses which have either a strong recreation component, such as Physical Education courses or a “recreational” orientation.

In order to get a better understanding of how course offerings at Mendocino College are distributed across these categories and how this distribution has changed in response to the changing economic climate, both student enrollments and the number of course sections offered were examined for Fall semesters from Fall 2007 through Fall 2010.

Distribution of Student Enrollments

As shown in Table 1 the distribution of enrollments has changed over the past four years.

Course Group	Fall 2007	Fall 2008	Fall 2009	Fall 2010*
Recreation	7.4%	7.8%	6.9%	2.9%
Basic Skills	10.8%	10.2%	11.0%	13.8%
CSU Transfer	7.1%	7.7%	6.5%	5.5%
UC Transfer	38.6%	40.0%	38.5%	47.0%
CTE	23.7%	22.5%	24.2%	24.3%
Phys Ed Majors	0.9%	1.0%	1.1%	0.5%
Intercollegiate Athletes	0.9%	1.1%	1.1%	0.5%
Non-Credit	6.0%	6.3%	7.4%	2.0%
Enrichment	4.6%	3.4%	3.2%	3.6%
Total	100.0%	100.0%	100.0%	100.0%

Table 1: Percentage distribution of course enrollments Fall 2007 through Fall 2010 (*Fall 2010 data as of July 15, 2010). Source: CCCC CO Referential data files and Mendocino College Datatel Datamart)

The proportion of enrollments in *Recreation* courses has not been a major component of our educational mission over the last four years and has been steadily shrinking. Over the four year period, *Recreation* courses accounted for less than 8% of total course enrollments. The peak for this category of courses was Fall 2008, when *Recreation* courses accounted for 7.8% of student enrollments. Since that point, the percentage of enrollments in these courses has declined considerably. In Fall 2010, the percentage of enrollments in *Recreation* courses dropped to 2.9%. This is less than half the percentage of enrollments two years previously.

On the other hand, there has been considerable growth in two categories. The percentage of students enrolled in *CTE* courses has increased from 23.7% in Fall 2007 to 24.3% in Fall 2010 as of the date of this report. The percentage of students enrolled in courses that transfer to UC has also grown remarkably, from 38.6% of all course enrollments in Fall 2007 to 47.0% of all course enrollments for Fall 2010. There is a slight decline in the percentage of enrollments in *CSU Transfer* courses. The drop in this category for Fall 2010 reflects the preferences of early enrollment students.

The percentage distribution of enrollments for these four semesters is displayed graphically in Figure 1.

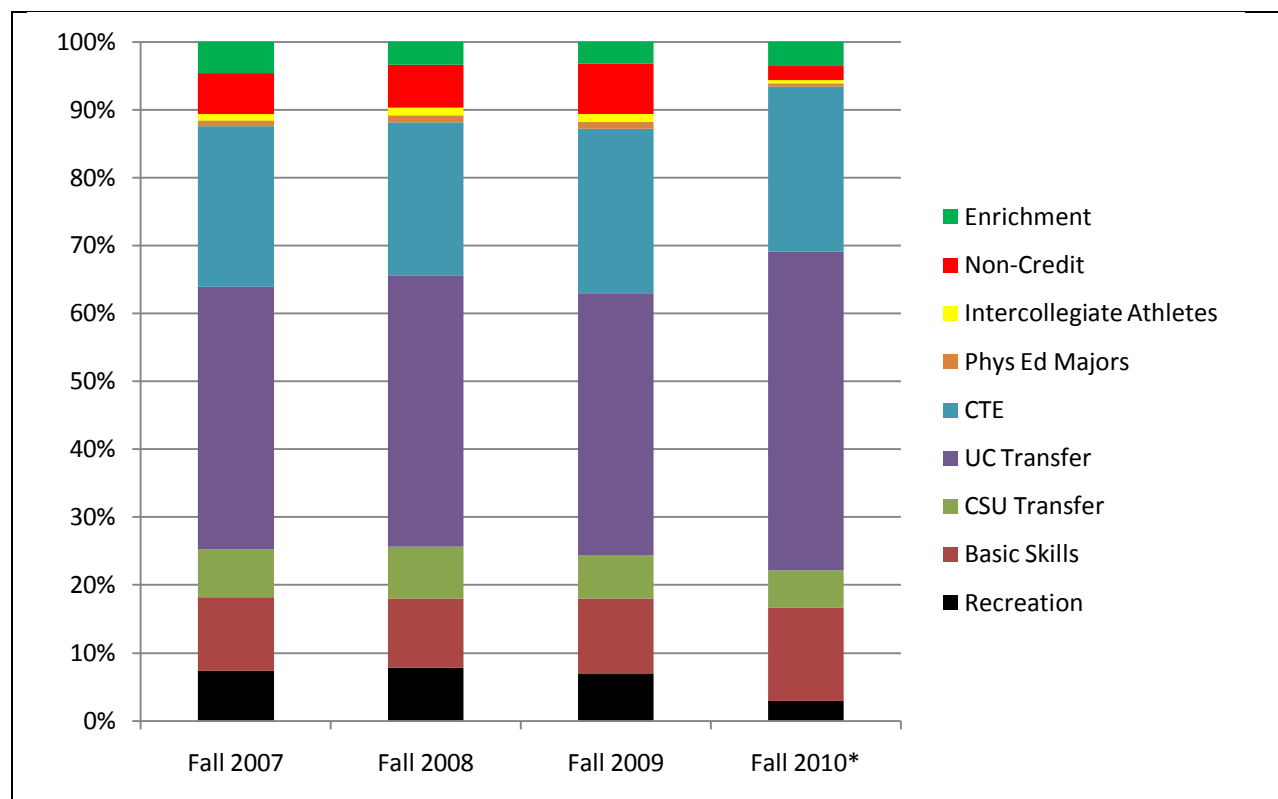


Figure 1: Proportional distribution of course enrollments by category, Fall 2007 through Fall 2010* Data from Table 1.

*as of July 15, 2010

Distribution of courses by sections offered

The distribution of course sections offered within each category is, perhaps, more indicative of how the on-going planning effort at Mendocino College has reacted to changing economic conditions. The scheduling of course sections represents the type of on-going, tactical planning which occurs every semester. The percentage distribution of sections by category is shown in Table 2. Correction has been made for cross-listed sections and concurrent sections to insure an accurate portrayal of the number of course sections offered¹.

¹ Cross-listed sections are sections that are offered fewer than two different program names (e.g. AOD 156 and HUS 156). Students can enroll under the program needs that best fits their educational goal. Concurrent sections are sections where several courses are taught by the same instructor in the same room (e.g. BOT 101.1, 101.2 and 101.3). Concurrency both maximizes the use of faculty and physical resources and allows students to meet their educational goals.

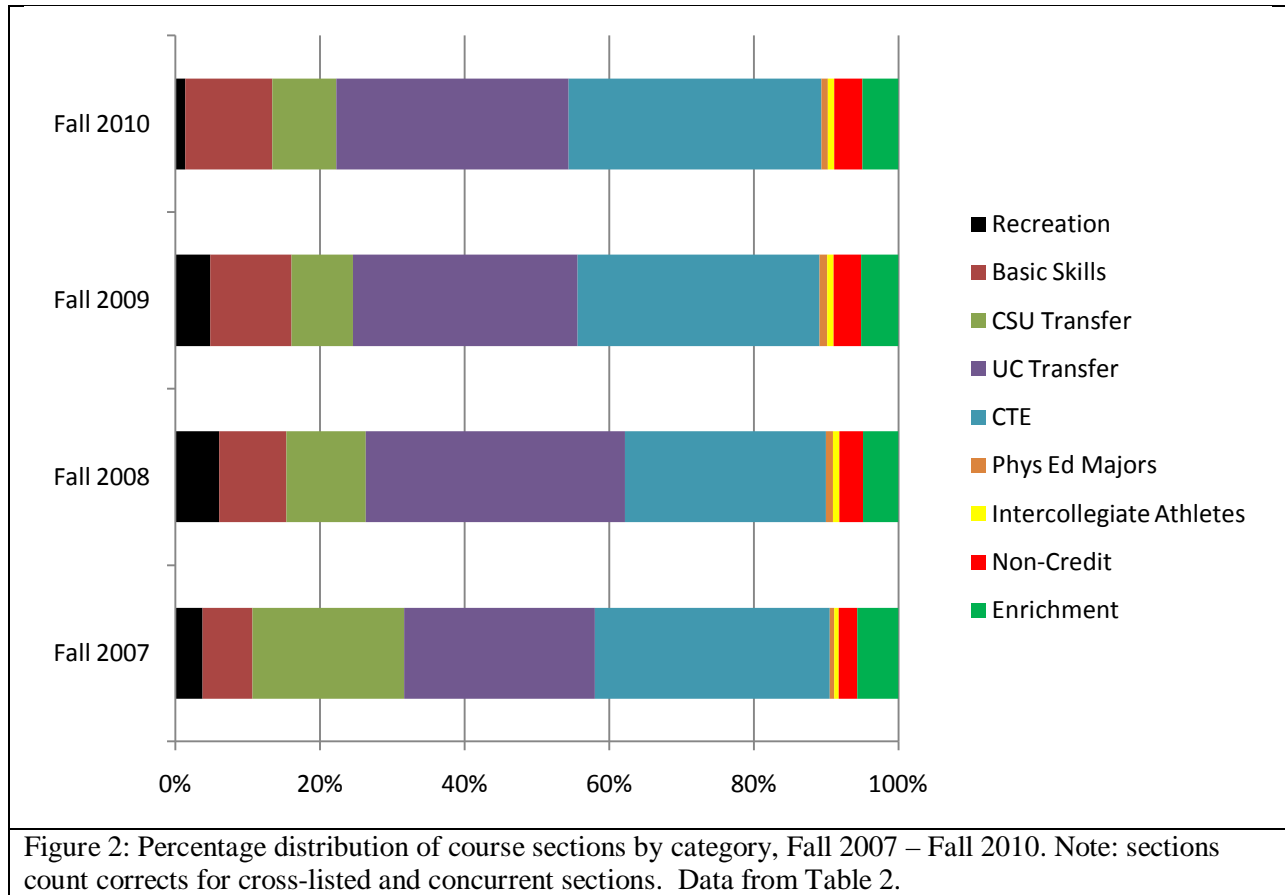
Course Sections	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Recreation	3.8%	6.0%	4.9%	1.4%
Basic Skills	6.9%	9.3%	11.2%	12.0%
CSU Transfer	21.0%	10.9%	8.5%	8.9%
UC Transfer	26.4%	35.9%	31.0%	32.1%
CTE	32.4%	27.7%	33.5%	34.9%
Phys Ed Majors	0.7%	1.0%	1.0%	0.9%
Intercollegiate Athletes	0.6%	0.9%	0.9%	0.9%
Non-Credit	2.6%	3.3%	3.8%	3.9%
Enrichment	5.7%	4.9%	5.1%	5.0%
Total	100.0%	100.0%	100.0%	100.0%

Table 2: Percentage distribution of course-sections by category, Fall 2007 through Fall 2010. Sources: CCCC CO referential data Files and Mendocino College Datatel Datamart

As shown in Table 2, Mendocino College has steadily reduced the proportion of course sections in *Recreation* courses over the four year period. In Fall 2010, only 1.4% of sections offered were for courses in this category, less than 1/3 of the percentage offered in Fall 2008. As these percentages have declined, the percentage of sections is in *Basic Skills*, *UC Transfer* and *CTE* have steadily risen, reflecting a conscious shift in planning to meet the needs of students.

In Fall 2007, sections of *Basic Skills* courses constituted 6.9% of offerings. By Fall 2010, that has nearly doubled, to 12.0%. This reflects both a resurgent ESL program as well as a need for basic Math and English skill courses. Growth in *UC Transfer* offerings, from 26.4% in Fall 2007 to 32.1% in Fall 2010 also reflects the changing needs of students. Both *CSU Transfer* and *CTE* experienced a drop in section offerings from Fall 2007 to Fall 2008. This reflects the impact of restructuring offerings in the College Work Experience courses (courses numbered 196 and 197). However, *CTE* offerings have rebounded and now constitute the largest single group of course offerings, with 34.9% for Fall 2010. Sections of courses in the *Physical Education Majors*, *Intercollegiate Athletics* and *Enrichment* categories have remained relatively stable over the four years.

The percentage distribution of sections for these four semesters is displayed graphically in Figure 2.



Summary

Overall, courses offerings which may be characterized as *Recreational* courses have not been a major component of curriculum at Mendocino College over the past four years. At their recent high point, in Fall 2008, they comprised just 6.0% of course offerings and accounted for less than 8.0% of all student enrollments. This small percentage has been whittled down further to 1.4% of course offerings in Fall 2010.