

**SAN DIEGO MESA COLLEGE**  
**ACADEMIC AFFAIRS COMMITTEE**  
**POSITION PAPER #3 – 1996 – 1997**  
**TITLE: CURRICULUM BALANCE**

In accordance with the established procedure for annually evaluating and, when appropriate, adjusting the college curriculum balance, the Academic Affairs Committee makes the following recommendations to the President's Cabinet for consideration and adoption.

These recommendations are based on a careful study and assessment of current circumstances in the law, community needs, and other factors that affect the curriculum balance. Our charge is to take a long term view and make recommendations for a six year projection; however, circumstances dictate that we also make recommendations for both the immediate implementation and future adjustments.

Therefore, we are making two classes of recommendations:

1. Recommendations for implementation in the fall of the 1997-1998 school year (A below).
2. Recommendations for implementation in the fall of the 1998-1999 school year (B below). These recommendations will be reviewed by this committee in the fall of the 1997-1998 school year to judge their appropriateness considering the experiences gained implementing #1 above.

A. RECOMMENDATIONS for IMPLEMENTATION FALL 1998-1999:

RECOMMENDATION #1

- 1 A. Increase Precollegiate FTEF from 10% to 12% of the total FTEF allocation.
- 1 B. Decrease Arts and Science FTEF from 71% TO 69% of the total FTEF allocation.

Rationale:

The major factor now affecting the curriculum balance is the implementation of enforced prerequisites. Starting with the Fall 1997 semester, prerequisites will be enforced for English and certain other

courses. This will cause a higher demand for precollegiate English coursework including ESL. Studies made by the English Department, the School Dean, and the District's Research and Planning indicate that there will be a need to increase English precollegiate offerings by approximately 30 sections. This will result in an increase of 2% in the college precollegiate offerings and a decrease of 2% in the Arts and Sciences (English composition) offerings.

For these reasons, we are recommending the above immediate adjustments to Mesa College's existing curriculum balance.

#### RECOMMENDATION #2

- 2 A. The shift in FTEF indicated in 1 A and 1 B above should occur within the English Department's FTEF allocation.
- 2 B. Additional adjustments (if required) to the English or other programs' precollegiate FTEF allocation resulting from this prerequisite enforcement should come from growth FTEF and not be at the expense of any other program.
- 2 C. That 16 FTEF of growth FTEF (8 FTEF each semester) be set aside as a contingency reserve to meet the need described in 2 B. above. If this contingency reserve of FTEF is not required to meet any needs in 2 B. above, then it should be distribution across the curriculum in the spring semester.

#### Rationale:

It is estimated by the English Department that the additional demand for precollegiate sections can be met within the English Department's current FTEF allocation. In essence this is a shift within the department from collegiate to precollegiate offerings. This shift is based on informed, good faith, estimate. There may be a need to fine tune these adjustments when the reality of prerequisite enforcement takes effect.

#### B. RECOMMENDATION for FUTURE ADJUSTMENTS (FALL 1998-1999 SCHOOL YEAR):

##### RECOMMENDATION #3

In the Fall of 1998, after the impact of enforcing prerequisites for a full year can be assessed, the following recommendations are to be reviewed and validated before implementation. Any necessary adjustments to

these recommendations will be made with full input from shared governance.

As enforcing additional prerequisites increase the demand for precollegiate FTEF, the following principles should be used to make adjustments to FTEF allocations.

- 3 A. Prerequisite requirements generated by one discipline shall not be at the expense of another discipline's FTEF allocation.
- 3 B. Prerequisite requirements within a single discipline that result in an increased demand for precollegiate FTEF solely within that discipline shall be provided for by shifting FTEF allocated to that discipline from collegiate to precollegiate status and shall not be reallocated from another discipline.
- 3 C. FTEF allocations required in addition to the shift described in 3 A. and 3 B. above shall come from the growth FTEF contingency.
- 3 D. Prerequisite enforcement by one or more disciplines that require a documented and substantial increase in the collegiate or precollege offerings of a second discipline shall result in the following:
  - 3 D. 1. Growth FTEF, if available, being assigned to the second discipline's allocation to cover the increased demand for precollegiate courses.
  - 3 D. 2. If growth FTEF is not available then FTEF allocated to the first discipline shall be reallocated to the second discipline.
  - 3 D. 3. In cases where many disciplines place demands upon one discipline the shift of FTEF should be proportional to the demand created by each discipline.
- 3 E. In all cases demands placed by one program on another program must be documented and substantial before any reassignment of FTEF allocations is made.

Rationale:

After the first cycle of prerequisite enforcement is in place, a complete review of the actual impact on the curriculum balance will be made. In order to establish a policy of fairness it seems prudent; however, to anticipate what the future process should be. These recommendations can be accessed, validated and or appropriately modified.

It is likely that starting in the fall of 1998 prerequisites will be enforced for math and possibly other disciplines. While the exact impact of implementing these prerequisites is not known it is assumed that there will be a significant increase in the demand for precollegiate course work. As there is a finite number of FTEF assigned to Mesa College and ultimately to each discipline an increase in FTEF assigned to precollegiate courses will result in a decrease in FTEF assigned to collegiate courses. In the absence of any growth FTEF, fairness dictates that the demand for additional precollegiate FTEF should be the burden of the discipline creating the demand.

Decisions by a discipline to require prerequisites within its own course offerings that result in an increased demand for precollegiate courses are self contained and do not effect other disciplines. The consequent shift of FTEF from collegiate to precollegiate is most fairly accomplished within the confines of that discipline.

Prerequisites required by one discipline for course work in another discipline can place a significant demand on the resources of the second discipline. In these cases, such as when many disciplines enforce prerequisite requirements for English or Math courses, the additional FTEF required to make the shift from collegiate to precollegiate offerings should first come from any available growth FTEF and then from the FTEF allocations of those disciplines creating the demand. This will require documentation of an actual and substantial impact on another program and not just the anecdotal impression that such an impact exist or which other program caused the substantial impact. This will assure that those disciplines creating the demand contribute fairly to supporting that demand.

Special consideration should be made for programs with small FTEF allocations before FTEF reassignments (reductions) are made. In many cases very small reductions will have major impacts on the viability of these programs. This is another reason why reallocations must not be made on an across the board even percentage basis. The full impact of reassigning FTEF allocations on all of our programs, large and small, must be considered. Ultimately the way we assign FTEF determines which students we will serve and the quality of that service.

Dates: Draft #1 – 2/24/07  
Draft #2 – 2/27/97  
Draft #3 – 3/31/97  
Draft #4 – 4/14/97