



## **FORM 1: Presentation Checklist**

Please review the following list of items that must be considered by new programs or significant changes to current programs or policy. Not every item listed is required for each presentation to Academic Affairs. This list serves as a review of potential questions addressed by the Academic Affairs Committee.

Facilitators of new or changing programs or policy should work closely with the curriculum coordinator, appropriate department chair(s) and instructional dean, or with appropriate administrative leadership to review the following list, prior to the first reading with Academic Affairs.

Please note: If an item listed is not relevant to your specific presentation to Academic Affairs, please mark it as **N/A**. Use the last page for your remarks.

### **OVERVIEW OF PROGRAM OR POLICY**

- Give rationale for new program or changes in current program or policy, including data to support rationale (attach any necessary documents).

### **BUDGET**

- Review key budget items.
  - Revenue projections based on student enrollment projections or other sources of income, including tuition and fees.
  - Post implementation budget including salary, benefits, materials and supplies, equipment, facilities, etc.
  - Start-up budget requirements including salary, benefits, materials and supplies, equipment, facilities

### **INSTRUCTIONAL REQUIREMENTS**

- Review requirements.
  - Current availability of faculty, administration and/or staff.
  - Potential impacts to all affected academic and other departments.
  - Minimum qualifications for faculty, administration and/or staff.

## OPERATIONAL NEEDS, CURRENT AND FUTURE

- Review possible operational needs.
  - Existing resources including faculty, administration, staff, equipment.
  - Involvement of department with oversight of program or process
  - Potential impacts to administrative and student support departments including Enrollment services, Financial Aid, CAP Center, Library, Tutoring and Testing, Information Technology Services and others.
- Required administrative support.
- Facility needs, including location, amount of space, construction or remodeling requirements.

## STUDENT IMPACT

- Identify student impact
  - Identify and quantify potential student impact.
  - Minimize negative student impact through teach-outs, grandfather clauses, substitutions or other options.
  - Communication planning.

## ANTICIPATED IMPLEMENTATION TIMELINE

- Anticipated Timeline
  - Designate affected department(s) and include names and positions of faculty, administration and staff involved in implementation.
  - Identify current process adjustments.
  - Change General Procedures Manual as needed.
  - Communication planning.

## Academic Affairs Presentation Checklist

**Name:** \_\_\_\_ Courtney Whetstine \_\_\_\_\_

**Date:** \_\_\_\_ 3/3/16 \_\_\_\_

**Department:** \_\_\_\_\_ Admissions & Records \_\_\_\_\_

Please note: If an item listed is not relevant to your specific presentation to Academic Affairs, please mark as **N/A**. Use as many pages as necessary.

### OVERVIEW OF PROGRAM OR POLICY

In the past several years COCC has moved toward hard-coding prerequisites in many of our courses. This move from “recommended preparation” has set the expectation for students and faculty that prerequisite courses be successfully completed before beginning the course that requires the prerequisite. Currently, Admissions & Records identifies students who are registered in classes who have not completed the pre-requisite (grades D, F, NP, I, W, AW or drop), and manually reaches out to instructors to determine if the student should be allowed to stay in the class. While many departments have confirmed ALL courses be dropped with failed prerequisites, there is an inherent inequity if some instructors allow continued registration and some don't. Additionally, the below data reflects the percentage of students who do not successfully complete courses with failed or incomplete prerequisites.

	# of students who failed pre-requisites for a course they're registered in a future term	Percentage of students who successfully completed future course	Percentage of students who <b>did not</b> successfully complete future course
<b>201610</b>	67	n/a	n/a
<b>201540</b>	32	28%	72%
<b>201530</b>	10	40%	60%
<b>201520</b>	39	36%	64%
<b>201510</b>	62	16%	83%

Proposed policy:

Students will be withdrawn from a course if they have not completed the prerequisite, with the minimum grade, from the prior term.\*

\*The current report identifies students who have D, F, NP, I, W, AW or drop. Thus, “completed” is defined as earning a “C” grade or higher.

Proposed procedure:

Admissions & Records identifies students registered in classes that did not complete the prerequisite and drops them from courses. A&R does not seek instructor approval in advance. Instructors who wish to allow students to add can grant online approval or sign a blue form. These would be considered exceptions. This procedure would: a) reduce manual processes in Admissions & Records and instructional departments and b) eliminate the opportunity for inequity in our current procedures.

## **BUDGET**

Staff and faculty salary and time savings and opportunity cost by maintaining a manual system of seeking instructor approval.

## **INSTRUCTIONAL REQUIREMENTS**

Lessens impact on instructors to review each request, research individual scenarios and make judgement calls. Instructors may still allow students re-register for their class by signing a blue form or granting online approval if instructors deem that a student is adequately prepared.

Ultimately, the goal is to have a better-prepared class by requiring students successfully learn the content needed in prior courses.

## **OPERATIONAL NEEDS, CURRENT AND FUTURE**

This will reduce manual operations for A&R staff and faculty. A&R staff can identify courses with failed or incomplete prerequisites and run a simple Banner job to drop courses.

## **STUDENT IMPACT**

Students will experience more equitable treatment if this policy is enforced fairly and consistently.

## **ANTICIPATED IMPLEMENTATION TIMELINE**

Effective Spring term (possibly Winter, depending on feedback and approval timeline).