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**COURSE & PROGRAM PROPOSAL FORM   
Elimination and/or Reduction**

**Approved Governing Council Executive Committee: 10/16/09**

**Purpose:** This document serves as the mechanism for proposing reduction/elimination of courses/programs in response to the Fall 2009 budget crisis. This document can also be used to comment and provide additional information on courses/programs that have been identified as “*the recommended program and/or course reductions*”by administration. Submission of this document will initiate the emergency review process to be used in Fall 2009 in place of the Program Improvement Viability (PIV) process. The information/data provided in this form is necessary to maintain uniformity and transparency in the review.

**Complete either:**

**Part A (to submit comments on existing recommendations)**

**or**

**Part B (to make a new recommendation).**

**Please use a separate form for each proposal. Submit by email no later than 4:00pm on October 30, 2009 to** [**csmacademicsenate@smccd.edu**](mailto:csmacademicsenate@smccd.edu) **and** [**csmcoi@smccd.edu**](mailto:csmcoi@smccd.edu)**.**

**Subject line: Budget Elimination/Reduction**

**Part A.**

**If you are submitting comments or providing additional information on a course/program identified as “*the recommended program and/or course reductions*” by administration, provide the following information:**

1. Describe any errors in the rationale presented by administration.

2. Provide any additional supporting information.

**Part B.   
If you are proposing any additional course/program reduction or elimination, provide the following information:**

1. Describe courses, programs and proposed changes in detail.

* CPR/First Aid
* Reduction in total FTEF of 2.52 (20% of total FTEF in the division)

2. Provide FTE, FTES, LOAD, and Fund 1 Savings information (consult instructional dean as needed and/or attach Program Review).

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| --- | --- | --- | --- | --- | --- |
| **Description (courses, program)** | **FTE** | **FTES** | **LOAD** | **Fund 1 Savings** | **Comments** |
| PE 120 First Aid/CPR  Various courses including Dance, Fitness, Adapted Physical Education, Yoga, Pilates) | **.15**  **.93** | **1.55**  **24.37** | **336**  **780, 460, 360, 450, 1066, 533, 1120** | **$2,376.96**  **$16,979.05** | **Course needed by Fire Science, nursing, ECE, Police and EMT students. Propose move to C.E.**  **Courses identified are not critical to the mission of the college, i.e. evening and weekend courses usually offered for lifelong learners and not critical to the transfer oriented student. The 1.08 cut in FTE in addition to an already recommended 1.59 represents close to a 20% reduction in Physical Education course offerings.** |

3. Summarize the current impact of this course/program. Whom does it serve? How does it prepare students for other more advanced courses, for employment, or for transfer? What benefits does it provide to the community? How does it align with the Educational Master Plan? How does this course/program address enrollment, retention, and student success?

* *While the proposed 20% cut in FTEF to the division is dramatic, the faculty understand the nature of the overall budgetary implications and are targeting courses primarily catered to our lifelong learners we seek when chasing FTES. While only 14% of our students fall into the category of lifelong learner (data received from PRIE identified as single course takers), the division feels it necessary and “in good faith” to contribute more cuts than initially presented.*
* *The goal of the additional cuts presented herein was to minimize the impact on our transfer students. Our faculty have always maintained that each and every student at the college should have the opportunity to achieve a comprehensive education, and lifelong health and wellness should continue to be a vital component of our mission. It goes without saying that the number one crisis in the nation is health care, and that our citizenry is largely overweight and obese. The cuts in physical education only defer the costs from education and into the health care system. Music, art, and physical education should be disciplines readily available and accessible to the community at large. Failure to offer these courses and programs will redirect us away from a “community college” mission and more towards a “Junior College.” While we understand that compression of course offerings is necessary in a fiscal crisis, it should also be noted that high load, productive and efficient programs should be maintained.*
* *With regard to retention and success, students achieve a high rate (close to 90% according to PRIE data) in our courses and therefore, the conclusion can be drawn that they are more inclined to persist in their overall academic goals. Again, it should be noted that only 14% of our students have been identified as “lifelong learners” and therefore our students enroll in Physical Education courses in pursuit of their degree.*

4. Discuss the educational impact of elimination or reduction of this course/program.

Discuss the program’s strengths, weaknesses, opportunities and threats. Where else can students obtain what has been provided through this course or program? Is it available at other campuses? Would it be beneficial to consolidate with other campuses? Could it be offered through community education or another provider?

* *The division is extremely unique from all other academic disciplines in that the various departments, other than Adapted Physical Education and Athletics, can be viewed as one entity. Essentially, in light of these additional proposed cuts, our course offerings will continue to remain comprehensive and allow students the opportunity to choose from a menu of options which meet their individual academic and fitness needs in pursuit of their goals. Ultimately when the state resolves its fiscal crisis, our division can continue to remain comprehensive, drive enrollment and load, and help to maintain the college’s portion of the allocation model.*
* *Our proposal does not include the complete elimination of particular courses or programs, i.e. Pilates, dance, or Fitness, but instead, reduces our overall FTEF allocation through the reduction of course offerings. Some courses included in this list could be offered as community education to meet the needs of our lifelong learners, but our fear is that we will drive these students away and ultimately, affect our apportionment once the fiscal crisis is resolved. In our vision statement, the college is tasked to* “…actively pursue a policy of inclusiveness that recognizes, values and reflects the diversity of the community we serve…” *With that being stated, it is important to continue to offer a curriculum that is comprehensive in nature and attractive to the extensive diverse nature of our community. Courses such as multi-cultural dance, yoga, Pilates and others offered in the division enable students to explore and appreciate their cultural backgrounds, whereas in the past, only the traditional “team sports” and weight training related courses were offered, thereby only attracting a certain segment of our student population.*
* *The ultimate strength of our program is the philosophical value of physical education as a degree requirement as established by the college. Students must take 2 physical education courses to satisfy the degree requirement, and thereby receive an education in the benefits of lifelong health and skill development. In no other discipline is leadership, determination, desire, teamwork, or perseverance an outcome; all qualities which are highly sought by employers. Additionally, the Values Statement indicates, “*We believe in fostering sensitivity to, respect for and appreciation of the individual differences among the College's diverse student, faculty and staff.” *Courses within the division consistently stress these values and students are assured of obtaining these values upon successful completion of our courses.*

5. Discuss the financial impact of elimination or reduction of this course/program. What are the savings in salary, equipment, materials? What costs may have to be absorbed by other programs at CSM and across the district that share equipment or lab space? Discuss the number of full-time and adjunct faculty, overload and reassigned FTEF, and the effect of these factors. What are the savings associated with the proposed reductions or eliminations?

* *For the most part, Physical Education/Athletics has always been a high load program (702 this fall, 771 last spring). Some of the courses identified to be cut have a high load and ultimately, when the college returns to the mode of chasing FTES, the potential impact on load through dramatic cuts will adversely affect our apportionment, thereby inducing the necessity to impose more cuts throughout the college. This downward spiral is an effect that should be scrutinized and minimized during this budget crisis. Additionally, it should be the intent of the college to understand the cuts being imposed at our sister campuses. Failure to do so could leave us in a reduction in load and enrollment, thereby reducing our portion of the allocation model. The net result could be additional financial cuts to our college.*
* *The effect on discretionary budget is minimal as the majority of savings will be absorbed through salary savings. Many of the experts hired to teach in the particular areas slated to be cut will be lost and current full-time faculty in the division do not have the expertise to teach in these areas. Consequently, the courses lost will not be offered until the FTEF is increased, thereby chasing away enrollment and reducing FTES.*
* *The entire FTEF reduction (2.52) will be absorbed by adjunct faculty and full-time faculty overload.*

Submitted by (individual or group):

The Physical Education Division 10/30/2009

Faculty Date

In consultation with (e.g., Dean for FTE/FTES/LOAD/Savings):

Andreas Wolf 10/30/2009

Dean Date

Key documents online at the PRIE site at <http://collegeofsanmateo.edu/prie>  
They include:   
Mission, Values, Diversity, Vision Statement  
Educational Master Plan, 2008  
Institutional Priorities, 2008-2011  
Program Reviews for Instruction, Student Services, and Labs and Centers