

BOARD REPORT NO. 11-7-1B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

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APPROVAL TO DISCONTINUE AMERICAN SIGN LANGUAGE, JAPANESE, ITALIAN, HUMANITIES, HORTICULTURE, and METEOROLOGY AT COLLEGE OF SAN MATEO

Background

College of San Mateo's budget reductions are a direct result of the State of California's ongoing fiscal crisis. The college has been proactive in its response to these required reductions. The college's overarching goal has been to serve as many students as possible in accordance with CSM's core mission of providing transfer education, workforce training, and basic skills courses that prepare students for transfer and workforce training. The college has taken the following actions over the last four years:

- Elimination of administrative positions through reorganization
- Reduction in operating costs
- Substantial reduction in classified staff (managed hiring and unfilled job vacancies)
- Elimination of low-enrolled course sections
- Redirection of life-long learning courses to Community Education
- Reduction in off-campus offerings
- Targeted reductions for certain programs

In addition, the college discontinued, or put on hiatus the following low-enrolled programs in the 2009/10 academic year: French, German, Machine Tool Technology, Welding, Cooperative Education, Education, and Manufacturing and Industrial Technology. Furthermore, the college has developed a new counseling/advising model and has also worked with Skyline and Cañada to coordinate and streamline various back-office student services support operations.

The cumulative effect of these actions has yielded approximately \$5.3 million or 18.5 percent in permanent cost savings. During this same period the college's Full Time Equivalent Students (FTES) has declined 4.9 percent, which is substantially less than the corresponding decline in financial resources. In addition, college's overall LOAD has increased from 500 to 589 from fall 2006 to fall 2010. In short, the college has become much more efficient with respect to scheduling, student support services, and other support operations over the last four years. Finally, the college has been able to use Measure G funding to increase enrollment in core academic areas as well as selected Career and Technical Education (CTE) programs.

Process

The college began preparations for further budget cuts in late March 2011 when it became clear that the State's budget situation would not improve. During the month of April there were various communications with the campus about the anticipated impact of the State budget, including an all-college meeting held on April 20. In addition, a leadership retreat involving all campus shared governance constituencies was held in mid-April to discuss an approach and to brainstorm college priorities.

CSM's Cabinet met with the leadership of the Academic Senate in May to outline a process with respect to program discontinuance recommendations to be made during the summer 2011. The specific process and a timeline are included as an attachment to the Board Report (Exhibit A).

The discontinuance process can be summarized as follows:

- 1) Over the last two years the college has been engaged in a variety of planning activities; in association with the Board's Core Values document, these activities have provided the framework to develop specific criteria for curriculum priorities, including programs identified for discontinuance.
- 2) Working with the vice president of instruction and the vice president of student services, CSM's instructional and student services deans developed the proposed criteria, which draw directly from college planning efforts and other activities over the last two years. The college president shared the criteria with the campus community and invited the faculty to provide feedback to the Academic Senate.
- 3) The Academic Senate has met throughout the summer and provided feedback on the criteria. The final document, *Criteria for Program Reduction, Compression, and Discontinuance* is included as an attachment to the Board Report (Exhibit B).
- 4) The Office of Planning, Research, and Institutional Effectiveness (PRIE) has updated program data for every program at the college.
- 5) Using the data referenced above, the instructional and student services deans applied the criteria and made specific recommendations for program discontinuance.
- 6) Specific recommendations for program discontinuance were forwarded to the Academic Senate.
- 7) The Academic Senate has assisted faculty in the programs identified for discontinuance in order to provide additional information for consideration before a final recommendation is made to the Board of Trustees by the college president.
- 8) CSM's Cabinet has reviewed and has considered the additional information provided by faculty.
- 9) CSM's administration and the Academic Senate have agreed to review the process in the fall 2011 semester.

Programs Recommended for Discontinuance

Foreign Languages: American Sign Language (ASL), Japanese, and Italian

Summary of the rationale:

With the discontinuance of the above languages, the college will only offer two languages: Spanish and Chinese. Rather than offer a wide variety of languages at the lower levels only, it would be better to offer a full sequence of a narrower set of languages. CSM's foreign language programs have had difficulty in attracting students for advanced-level coursework and the college can no longer support low-enrolled course sections. A variety of other CSM courses, including Spanish and Chinese, meet IGETC requirement 3B (Arts and Humanities). Finally, data provided by PRIE show that there are very few students majoring in these languages. Community Education will be engaged to assist those who are seeking education in the above languages for professional or personal reasons.

Summary of faculty comments and recommendations:

The faculty have provided three alternatives to program discontinuance: 1) realign language offerings so that they can meet the IGETC general education requirement in a fewer number of semesters, 2) rotate each language so that each language is available to students once every three years, or 3) retain at least one of the languages identified for discontinuance. The faculty also stated that, "in today's world of global citizens, more people are pursuing world language learning due to economic, political, and personal needs." In addition, faculty point out that these three languages do meet CSU General Education requirements. Finally, faculty identified various options of raising funds to save the programs through external development efforts.

Humanities

Summary of the rationale:

The Humanities program is a collection of interdisciplinary courses offered under the umbrella of a Humanities department designation. The Humanities program provides students with additional breadth and variety in IGETC Area 3 (Arts and Humanities). However, these requirements can be met by courses in Ethnic Studies, History, Philosophy, Literature, Spanish, and Chinese. Thus, it is very important to note that the college is removing a department designation only, and that students can still fulfill transfer and AA degree Humanities requirements with other courses. Currently, three courses and an Honors Colloquium are taught in Humanities. Faculty who teach these courses will teach courses in their home discipline. Finally, the college's "Five in Five" initiative includes plans to offer a comprehensive honors program as well as a cohesive, "themed" general education curriculum. Thus, many of the advantages of offering the current Humanities program can be achieved as the college executes its "Five in Five" plan.

Summary of faculty comments and recommendations:

The faculty who teach courses within Humanities ask that the college consider a reduction in offerings rather than a discontinuance of the program and that each individual course be offered on a rotating, staggered basis. The faculty also point out that since these courses are taught by full-time faculty, there would be no additional costs associated with offering courses on a rotating basis. The program faculty make the point that while other courses may meet general education requirements, the courses offered under Humanities "synthesize topics from distinct disciplines.....unlike most academic disciplines at CSM, Humanities courses specifically enhance students' abilities to make connections between various subjects." Finally, program faculty note that other colleges in the region offer similar interdisciplinary courses, that CSM Humanities courses have enjoyed high enrollments, and that students seeking these courses will attend other colleges rather than CSM.

Horticulture

Summary of the rationale:

The Horticulture program consists of two distinct components: Horticulture and Floristry. In 2009, the Horticulture portion of the program was voluntarily put on hiatus by the department so that the Floristry courses could continue. Although the program has been reduced, the Horticulture program was a small program even before program reductions. At best, the program has accounted for less than one-half of one percent of total college FTES in any given year. In addition, the Horticulture program's LOAD has been substantially below college LOAD for many years. Furthermore, very few certificates and degrees have been awarded in these programs. Over the last 5 years, a total of 5 AS degrees and 47 certificates of achievement have been awarded to students. In addition, external labor market analysis indicates a net loss in demand of 1,025 workers in the Horticulture and Floristry segment for the eight-county Bay Area region through 2015 (*source: Economic Modeling Specialists*). Finally, the facilities required by the Horticulture program are in great disrepair and substantial capital outlay would be required to build new facilities.

Summary of faculty comments and recommendations:

The department faculty recommend putting the entire Horticulture program on hiatus while transfer options are explored and/or the budget situation improves. In addition, the department faculty make the following points: the Horticulture program has a curriculum that aligns with the Transfer Model Curriculum (TMC) for Agricultural Sciences (note: TMC is one of the criteria to be considered for retaining programs); the Horticulture program has developed online and hybrid courses as a means of increasing enrollment; Horticulture LOAD has improved and has met the college target LOAD two years out of the six years analyzed; agriculture is one of the state's largest industries and Horticulture prepares students for entry into this field; Horticulture facilities support other science courses and other college programs; and the Horticulture program has well-established partnerships with outside organizations. In addition, department faculty question the LOAD and FTES calculations provided in the detailed discontinuance report. Finally, the department faculty point out that Horticulture majors have a variety of occupations to choose from and that labor market analysis results do not always include all possible job opportunities.

Meteorology

Summary of the rationale:

Meteorology is not a program but is listed as a course of study. Meteorology consists of a single course and technically the decision to offer the course is a scheduling decision. However, because Meteorology is listed as a course of study in the College Catalog, the administration felt that it should be brought forward for a formal discontinuance decision. Enrollments in Meteorology are modest. While Meteorology meets CSU general education courses, other courses in the curriculum meet the same requirement.

Summary of faculty comments and recommendations:

There were no faculty comments or recommendations regarding Meteorology.

Final Remarks

It is always difficult to make recommendations to discontinue long-standing college programs. However, the State's fiscal crisis requires that every educational institution, including College of San Mateo, scrutinize all programs, services, and other expenditures. As indicated above, the college has been proactive over the last several years in making targeted reductions and has not made simple "across-the-

board” cuts. The college will continue to review its instructional programs, student support services, and administrative support services during the 2011/12 academic year. The college also expects to collaborate with Cañada and Skyline in areas of mutual interest.

Given the latest State fiscal crisis, the college must now make deliberate decisions about programs and services that fall within the college’s core mission. Unfortunately, the college will only have resources to fund courses and programs that best fulfill its core mission. While the programs recommended for discontinuance help to fulfill the college mission, there are other college programs and services that can meet the same student needs, and/or offer training and employment opportunities in high-demand fields. Finally, some student needs can be met through Community Education.

It is also important to recognize that College of San Mateo must continue to move forward and pursue innovative opportunities despite the difficult budget conditions. This means that even in this time of program reduction and discontinuance, the college will allocate resources to initiatives that help meet institutional priorities and “Five in Five” goals.

The college does not anticipate significant budget cuts for the 2011/12 academic year. However, the college must plan immediately for the 2012/13 year since schedule offerings are developed almost one year in advance. Making program discontinuance decisions now will allow students currently enrolled in these programs reasonable time so that they are able to complete program requirements in the 2011/12 academic year.

RECOMMENDATION

It is recommended that the Board approve the discontinuance of the American Sign Language, Japanese, Italian, Humanities, Horticulture, and Meteorology programs effective for the 2012-13 academic year.