

College of San Mateo

Program Reduction, Compression, and Discontinuance*

For 2012-2013

The challenges facing College of San Mateo, as a consequence of the fiscal emergency in the state of California, are immense. No longer is the concern viability of courses but rather viability of programs. Faced with a potential 2.0 to 2.5 million dollar budget reduction to CSM, programs will be eliminated. In some cases, programs that faculty and administration would like to keep will have to be eliminated due to financial constraints. Administration has taken the first steps in developing criteria to make the program reduction, compression, elimination, and consolidation/coordination that will be necessary and is consulting with the Academic Senate for its review and comment on these criteria. In the end, it will be multiple measures coupled with administrators' professional judgment that will result in recommendations about program reduction, compression, elimination, consolidation/coordination across the District.

Listed below are the overarching principles developed by the instructional and student services administrators. These principles provided direction during the development of criteria to be used, as multiple measures, for program reduction, compression, elimination, and consolidation/coordination across the District. In addition to the principles listed below, administrators were informed by Board Core Values, Title 5 regulations, ACCJC standards, SB 1440-mandated transfer programs, CSM's Educational Master Plan (EMP), and Measure G as well as College of San Mateo's Mission, Vision, Values, and Diversity statements, and Institutional Priorities.

<http://www.smccd.edu/accounts/smccd/boardoftrustees/Reaffirmation.shtml>

http://collegeofsanmateo.edu/prie/institutional_documents/CSMMissionVisionValuesDiversityState8-09.pdf

Overarching principles include the following:

- Remain a comprehensive community college but be selectively comprehensive. That is, maintain an appropriate proportion of Transfer, Career and Technical (CTE), and Basic Skills offerings to serve as many students as possible.
- Ensure integration and balance among instructional programs, academic support services, and student support services for both on-campus and distance education.

- While layoffs may be unavoidable, maintain the commitment stated by the Board of Trustees of using layoffs of permanent employees as a last resort in addressing fiscal challenges. (note: The Academic Senate requested that this overarching principle be considering in making recommendations – but not the sole consideration.)
- Revise the curriculum and student services college-wide in order to promote student success.

*Definitions:

Reduction refers to removing courses that do not meet enrollment and productivity criteria and/or do not serve multiple goals. A reduction is considered a scheduling decision that is made by the dean using a division's usual processes regarding scheduling.

Compression refers to narrowing the scope of a program which provides a service but does not warrant offering the full range of courses for the AA/AS major, transfer, and/or certificate. Program compression is considered a scheduling decision that is made by the dean using a division's usual processes regarding scheduling.

Discontinuance refers to the loss of an entire program. Program discontinuance is considered a 10+1 item that requires approval by the Board of Trustees. The college will use the process outlined in the May 2011 memo from Academic Senate President-Elect Carranza to make recommendations regarding program discontinuance. If a program is consolidated and moves from CSM to a sister college, then program consolidation is considered a 10+1 item since consolidation equates to program discontinuance at CSM.

Coordination refers to integrating the scheduling of course offerings in a single program at two or more colleges. Program coordination is considered a scheduling decision that is made by the dean using a division's usual processes regarding scheduling.

Criteria for Program Reduction, Compression, Elimination, and Consolidation/Coordination

For the 2012-2013 Academic Year

The overarching principles and the criteria were informed by the following:

- Ad Hoc Committee's Talking Points (Spring 2010)
- Five-in-Five Strategies, developed at a leadership meeting (Fall 2010)
- Leadership retreat (Spring 2011)
- Joint meetings of Instruction and Student Services Administrators (May 2011)
- Program Review
- PRIE documentation

<http://collegeofsanmateo.edu/institutionalcommittees/ipcsteering.asp>

<http://collegeofsanmateo.edu/prie/>

I. Programs to Retain

- a) Retain select basic skills programs that are prerequisites to transfer-level courses
 - Talking Points from Ad Hoc Committee (T5a), Leadership Retreat

- b) Retain select programs that provide access, equity, and support for basic skills students
 - Talking Points from Ad Hoc Committee (T3e, T5a), Leadership Retreat, Five-in-Five Basic Skills Strategies 1, 2, 3, 4, and 5

- c) Retain select programs required for the most frequently pursued associate degrees, certificates, and transfer programs
 - Talking Points from Ad Hoc Committee (T4a, T3b, T3a)

- d) Retain select programs to reflect an adequate number of additional SB 1440 Transfer Model Curricula (TMC) across the College (This must take into consideration the need to be selectively comprehensive and requires using professional judgment to apply multiple measures.)
 - Talking Points from Ad Hoc Committee (T8, T3a), Leadership Retreat, Five-in-Five Transfer Strategy 5, Measure G

- e) Retain select programs and courses that offer career pathways and career ladder opportunities for students
 - Talking Points from Ad Hoc Committee (T6d), Leadership Retreat, Five-in-Five CTE Strategies 1, 4, and 5, Measure G

II. Programs to Consider for Selective Retention (Reduction)

- a) Consider retaining programs with a strong record of retention, persistence, and goal attainment
 - Talking Points from Ad Hoc Committee (T4a, T3e, T3a, T8, T3b)

- b) Consider retaining programs that are tech prep pathways
 - Five-in-Five Basic Skills Strategy 1

- c) Consider retaining programs that are unique and have a high demand for employment
 - Talking Points from Ad Hoc Committee (T6a, T6d), Measure G, Leadership Retreat

- d) Consider retaining programs that are innovative/cutting edge
 - Talking Points from Ad Hoc Committee (T6d), Five-in-Five CTE Strategies 1, 3, and 4, Leadership Retreat

- e) Consider retaining programs that satisfy multiple goals
 - Talking Points from Ad Hoc Committee (T5c, T5b, T2b, T8, T3c), Leadership Retreat, Measure G

- f) Consider retaining programs that have value to the community at large
 - Talking Points from Ad Hoc Committee (T6c), Five-in-Five CTE Strategies 1, 3, and 4, Measure G

- g) Consider retaining programs that lead to licensure
 - Measure G

III. Programs to Eliminate

- a) Consider for elimination associate degree programs and transfer pathways that serve few students
 - Talking Points from Ad Hoc Committee (T4a, T3b, T3a), Leadership Retreat
- b) Consider for elimination programs with low LOAD, Fill Rate, WSCH, and/or enrollment (LOAD target is 570 as set by the Budget Planning Committee [BPC] and approved by the Institutional Planning Committee [IPC].)
 - Leadership Retreat, Ad Hoc Committee (T3d, T4a)
- c) Consider for elimination programs with high costs of sustainability and low employer demand
 - Talking Points from the Ad Hoc Committee (T6d), Leadership Retreat
- d) Consider for elimination programs with a poor record of retention, persistence, and/or goal attainment
 - Talking Points from the Ad Hoc Committee (T4a, T3a, T8, T3b)
- e) Consider for elimination programs out of compliance with external mandates (Title 5 regulations, ACCJC standards, etc.)
 - Leadership Retreat
- f) Consider for elimination programs providing breadth and variety where general education goals of students can be served by a smaller number of programs
 - Talking Points from Ad Hoc Committee (T5c, T5d), Measure G

IV. Programs to Compress

- a) Consider for compression programs which provide service but do not warrant offering the full range of courses for the AA/AS/major, transfer, and/or certificate
 - Leadership Retreat

V. Programs To Consolidate/Coordinate

- a) Consider program consolidation from multiple colleges to a single college across the District, or
- b) coordination at multiple sites across the District
 - Talking Points from Ad Hoc Committee (T6c)

VI. Other Program Considerations

- a) Assign full-time faculty in primary need areas and provide reassigned time only to meet critical needs
 - Leadership Retreat