College of San Mateo Starting Points Poll (May Survey)
Summary Results (updated 02 June 2010 to correct S1b and A1)
Respondents = 128

Principles	Support or Support Somewhat	Do Not Support or Less Than Neutral
P1. Students are our first priority. College of San Mateo "is an open-access, student-focused, teaching and learning institution" [Mission Statement] that must "build on our strengths to provide an educational experience that, within College of San Mateo's mission, is appropriate to the needs of our students" [Vision Statement]. All decisions must first and foremost take into the consideration the needs of students.	100%	0%
P2. Communication, collaboration, and cooperation across the district are essential to addressing students' needs in a time of scarce resources.	92%	1%
P3. The college's offerings, as a whole, must result in instructional workload measures that meet or exceed college, district, and state targets.	81%	3%
P4. There must be sufficient staff support for the college's instructional programs and student services.	93%	2%

Talking Points	Support or Support Somewhat	Do Not Support or Less Than Neutral
T1. Flat changes		
T1a. Uniform changes across the budget As funding is reduced, make uniform cuts across the budget (administration, staff, faculty, and instructional supplies). When funding is increased, allow uniform growth across the budget.	27%	60%
T1b. Uniform changes across divisions As funding is reduced, make uniform cuts across divisions but allow non-uniform cuts within divisions. Decision-making takes place at the division level. This is essentially what evolved in Fall 2009. When funding is increased, allow uniform growth at the division level but allow non-uniform growth within divisions.	48%	39%
T2. Focus on courses that serve multiple student goals. Goals include transfer (courses required as transfer major preparation; courses that satisfy the CSU-GE and IGETC general education transfer patterns), associate degree (courses that satisfy associate degree major requirements; courses that satisfy associate degree general education requirements), employment (courses that satisfy career/technical certificate requirements), and preparation (courses that are prerequisites for those retained for transfer, associate degree, or employment).		
T2a. Retain courses that serve multiple goals.	83%	7%
T2b. Reserve a specific percentage of the instructional budget for courses that serve multiple goals.	63%	14%
T3. Focus on the most frequently pursued paths to student goals		
T3a. Retain courses required for the most frequently pursued associate degrees.	75%	13%

T3b. Retain courses required for the most frequently pursued certificates.	76%	11%
T3c. Retain courses required for the most frequently pursued transfer programs.	82%	8%
T3d. Re-examine and consider for hiatus associate degree programs and transfer paths that serve few students.	60%	20%
T3e. Retain courses that provide access, equity, and support for basic skills students.	76%	8%
T4. Focus on areas with demonstrated success		
T4a. Retain courses and programs with strong records of retention, persistence, and goal attainment.	81%	7%
T4b. Limit funding for courses and programs with poor records of retention, persistence, and goal attainment. Apply available resources in a more focused manner to improve outcomes. This could include early assessment, paired basic skills/study skills courses, and other approaches.	58%	17%
T4c. Consider other venues such as community education or adult education for courses and programs without demonstrated success including lower levels of basic skills courses	46%	35%
T5. Focus on associate/transfer core pathway Preserve gateway courses at specified levels. Achieve budget reduction through across the board cuts to remaining areas.		
T5a. Identify and preserve an appropriate number of English, ESL, reading, and math sections at each of the levels below AA competency.	75%	10%
T5b. Identify and preserve an appropriate number of English and Math sections at AA competency levels (ENGL 100, MATH 120).	87%	3%
T5c. Identify and preserve an appropriate number of courses that satisfy the mandatory requirements for transfer to CSU and UC: English Composition/Written Communication, Oral Communication, Critical Thinking, and Mathematics. See CSU-GE and IGETC worksheets for specific courses (CSU-GE Areas A and B3; IGETC Area 1 and 2).	90%	3%
T5d. Identify and preserve an appropriate number of courses that satisfy each of the associate degree, CSU-GE, and IGETC areas beyond those covered in T5c. See AA/AS, CSU-GE, and IGETC general education worksheets for areas.	83%	5%
T6. Focus on programs that are or that can develop into "gems."		
T6a. Retain programs that are unique within the region or within the district.	78%	4%
T6b. Retain and build programs that use unique facilities (e.g. planetarium; KCSM)	75%	9%
T6c. Consider consolidation across the district to build "gems" at each campus. (This is also included as A1).	58%	20%
T6d. Retain a portion of instructional resources to allow the college to respond to current trends in demand.	63%	11%
T7. Campus Vision/Identity As reaffirmed by the board, the College's core mission is to provide transfer preparation and career/technical education (CTE). Within this constraint, the college could develop a vision or identity that focuses on a particular theme. For example, a focus on "Health and Wellness" could build on our Nursing, Dental Assisting, and Adaptive PE programs and take advantage of new or unique facilities such as Building 5N. Courses and programs in other areas would still be offered, but a greater portion of resources would be allocated to programs and majors related to the theme.	38%	45%
T8. Make decisions based on a combination of the following: Focus on courses that serve multiple student goals, Focus on areas with demonstrated success, and Focus on associate/transfer core pathway.	78%	8%

Strategies

Strategies	Support or Support Somewhat	Do Not Support or Less Than Neutral
S1. Preserve student access to courses through creative scheduling.		
S1a. Alternate advanced or specialized courses (some classes fall only; some spring only) with coordination across the campus and the district.	77%	11%
S1b. Focus on cohorts of students for whom courses could be sequenced on a publicized cycle.	67%	8%
S2. Revisit course prerequisites, corequisites, and recommended preparation to promote student success.		
S2a. Implement computerized prerequisite checking so that students who are not adequately prepared for a course do not displace those who are.	86%	8%
S2b. Consider whether existing prerequisites, corequisites, and recommended preparation should be tightened to promote student success (for example, consider whether a specific recommended preparation should be changed to a prerequisite).	76%	12%
S3. Reconfigure summer offerings at the campus and district levels to focus on serving continuing students.	73%	7%
S4. Streamline the associate degree by removing requirements not mandated by Title 5 or accreditation standards.	67%	19%
S5. Modify registration priorities so that students with a history of completing the courses they start receive higher priority than those with a history of withdrawing from classes.	74%	14%

Additional Ideas

Additional Ideas	Support or Support Somewhat	Do Not Support or Less Than Neutral
A1. Consider consolidation across the district to reduce the number of low enrolled programs and build "gems" at each campus.	57%	18%
A2. Revise the processes for program development, improvement, and elimination.		
A2a. Create a program improvement and viability process that makes it easier to eliminate programs which have become outdated or too expensive to maintain.	69%	10%
A2b. Create a program development process that closely examines longer-term trends and avoids "flavor of the month" decisions.	81%	3%
A3. Review the relative budget allocations to staff, administration, instruction, and student services.	78%	3%
A4. Consider temporary freezes or reductions in salaries as a way to accomplish part or all of any budget reduction. Explore creative ways of preserving projected retirement benefits at non-freeze levels.	45%	37%
A5. Before considering pay freezes or reductions, offer the option to work less than full time for a commensurate reduction in pay for a specified number of semesters.	77%	10%
A6. Before providing overload to full time faculty, consider staffing courses with adjunct faculty.	67%	18%
A7. Consider reconfiguring the district from three separate colleges to one college with three campuses.	52%	29%