

IPC Ad Hoc Steering Committee
Background summary and links
March 9, 2010

1. Excerpts from the district Board of Trustees Reaffirmation of Core Values and Principles:

Student-Centered Mission: The Board places top priority on our core mission of providing transfer education and workforce training to as many students as possible. Basic skills classes which are focused on preparing our students for our core mission courses as noted above are also necessary and appropriate. While lifelong learning classes have long been an important part of the community college mission, in the current situation, these courses cannot assume the same importance as transfer and workforce development courses.

The Board also expects that, when possible, the Colleges will work together to consolidate under enrolled classes or programs in order to preserve opportunities for our students.

Support for Innovation: The Board believes that its long-standing support for innovation and creative solutions to problem solving is essential for the overall advancement of the District; this support is even more important during difficult economic times. The Board will aggressively encourage the pursuit of innovative efforts that result in preservation of classes and programs for students, such as the development of partnerships and cost-sharing programs with local schools, businesses and other public agencies; additional grant writing; moving lifelong learning classes to Community Education; and other entrepreneurial endeavors.

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

2. CSM's Mission, Vision, Values, and Diversity Statements
http://collegeofsanmateo.edu/prie/institutional_documents/CSMMissionVisionValuesDiversityState8-09.pdf
3. Excerpt from CSM Strategic Plan, 2008-2013, Summary of College Goals
Goal 1: Programs and Services
CSM will match its programs and services—and the manner in which they are delivered—to the evolving needs and expectations of our students and the community.
http://collegeofsanmateo.edu/prie/institutional_documents/Summary%20of%20College%20Goals.pdf
4. CSM Institutional Priorities, 2008-2011
Priority 1: Student Success
Priority 2: Academic Excellence
Priority 3: Relevant, High-Quality Programs and Services
Priority 4: Integrated Planning, Fiscal Stability, and the Efficient Use of Resources
Priority 5: Institutional Dialog
http://collegeofsanmateo.edu/prie/institutional_documents/Institutional%20Priorities9-1-09.doc

5. Excerpts from ASGC memo to Cabinet, 11/24/2009.

If there is a need for further budget reductions, Governing Council requests the following:

1. District wide evaluation of educational priorities **MUST** take place.
2. A district-wide and/or campus model for determining curricular offerings based on the requirements dictated by our students' educational goals should guide the process.
3. A **commitment** from Cabinet that when budgetary times improve, the college will make every effort to return to a breadth of course and program offerings, in order to fulfill the missions of both College of San Mateo and the California Community Colleges.

http://collegeofsanmateo.edu/academicssenate/budget/ASGCMemo_Cabinet11_24_09.docx

6. Excerpts from Cabinet's Response Response to the Faculty's Proposals Regarding Program Reduction and Elimination, 11/9/2009.

- 1. Faculty comment:** The District must look for genuine ways to consolidate administrative services and operational functions among the three colleges and the District Office. Four specific questions were raised in the faculty responses.

- a. Should there be three separate colleges?
- b. Should the District become one college with a superintendent/president, one vice president of instruction, and one vice president of student services?
- c. What other functions should become District level instead of college level?
- d. Should College of San Mateo have one vice president instead of two?

CSM's Cabinet's Response: The first three questions require a District-wide response. The question of whether or not CSM should have one vice president instead of two is a decision that rests with CSM's president and the District administration.

- 2. Faculty comment:** Before programs are consolidated across the District, there must be coordinated District-wide discussion. In fact, some faculty assume that neither thought nor discussion concerning District-wide consolidation has yet occurred.

CSM's Cabinet's Response: This assumption is false. In late spring and early summer instructional administrators from the three colleges met and discussed the possibility of program consolidations. (Student Services administrators met during this time period as well.) At that time, administrators recognized that planning the specific details of such consolidations was premature because specific recommendations concerning program consolidation needed to be received from a college's Academic Senate before it could be acted on.

Further, College of San Mateo's Vice President of Instruction has held discussions with Skyline's and Canada's Vice Presidents of Instruction but has not yet received in writing any official indication of their *specific* reductions or eliminations. CSM's Vice President of Instruction strongly recommends that CSM *not act* on any final CSM recommendations concerning program elimination or reduction before Skyline's and Canada's specific plans are made public.

- 3. Faculty comment:** College of San Mateo must consider the cost of offering concurrent enrollment sections on high school campuses during a time of budgetary constraint. Should the money be redirected for offerings on CSM's campus?

CSM's Cabinet's Response: During this time of budgetary constraint, CSM will reduce the number of concurrent enrollment sections offered at high school campuses. President Mike Claire and VPI Susan Estes have informed the SMUHSD Associate Superintendent, Instruction, and a Hillsdale High School Lead Principal that concurrent enrollment classes will not be offered at Hillsdale High School

during the 2010-2011 academic year unless external funding for the classes is found. Resumption of concurrent enrollment classes at Hillsdale High School will be a topic for future discussion.

4. **Faculty Comment:** College of San Mateo must consider the cost of distance education and, in some cases, offer on-site sections instead of distance education sections.

CSM's Cabinet's Response: For long-term strategy, Cabinet asks the Academic Senate to consider the following questions. Will this strategy deny access to students? To what extent? Will this action hurt CSM's competitiveness with other colleges along the 280 corridor? Should not distance education courses and on-campus courses be considered the same except for the mode of delivery? Will the future of KCSM determine the future of CSM's telecourses? Does the cost of telecourse licensing fees justify offering courses in this mode of delivery? Will the District make a commitment to supporting WebACCESS?

5. **Faculty Comment:** College of San Mateo must offer a curriculum with breadth, even if that means reducing the number of highly enrolled sections in other disciplines offering a large number of sections of the same course.

CSM's Cabinet's Response: Cabinet asks the Academic Senate to consider the following questions.

- To what extent will the "breadth" choice impact the educational needs of students? Should CSM meet the needs of students who want to enroll in disciplines which offer a large number of sections, or should the needs of these students be considered in relation to the needs of a fewer number of students who want to enroll in courses in less sought-after disciplines?
- If the "breadth" option is taken now, what happens if further reductions are needed mid-year or next year? The State budget remains uncertain.

6. **Faculty Comment:** Faculty expressed a strong commitment to diversity and to the preparation of students for success in a global society.

CSM's Cabinet's Response: Administration shares this commitment.

7. **Faculty Comment:** CSM must actively seek external funding to support its instructional programs.

CSM's Cabinet's Response: Seeking external funding is necessary in some cases, but such efforts must be coordinated through the SMCCCD Foundation by appropriate college administrators. However, several factors must be considered. Is the sought-after funding sustainable over several years? Substantial funding (e.g., \$100,000,000 @ 2% interest rate will yield \$200,000) is necessary in order to endow a program. Should some programs consider building to capacity for the short term? External funding eliminates the District's ability to receive apportionment funds from the State. The State's budgetary situation will not improve soon. Title 5 regulations and District policies and procedures must remain in effect for hiring, evaluation, staffing, and scheduling of classes. Programs or courses that do not have an opportunity for external funding must not be reduced or eliminated in favor of those which generate outside funding based solely on the opportunity for acquiring external funding.

8. **Faculty Comment:** CSM's administration, especially Cabinet, did not critically evaluate its initial recommendations, and the recommendations were not fair and equitable.

CSM's Cabinet's Response: The administration developed criteria, sent to all CSM employees on October 16, and deliberately did not recommend equal reductions across divisions or programs based on a number of factors, including preserving the ability of students to progress and attain their educational goals. This meant that basic skills courses, English, ESL, reading, and math were not recommended for reduction. Also, the role of prerequisite courses must be considered. In other

areas where a significant number of lifelong learners are enrolled in courses, those courses were recommended as possible opportunities for community education, with the recognition that transfer courses must be modified significantly for community education. For example, administrators understand that a second-semester transfer language course is not appropriate for community education, but a language for travelers course or a language for business course might be more appropriate for community education and could well have better enrollment in that mode. Cabinet asks the Academic Senate to consider the following questions.

- a. If further reductions are needed, should they be across the board?
- b. Do some divisions have more courses appropriate for outside funding and/or for possible offering through community education than other divisions?

9. **Faculty Comment:** The administration did not rely on the Academic Senate to make recommendations regarding curriculum and processes for instructional planning and budget development, as required by Title 5 and District Rules and Regulations.

CSM's Cabinet's Response: This is exactly why the initial recommendations were sent to the Academic Senate: to generate a robust discussion about CSM's curriculum and to receive modifications from the Academic Senate, i.e., from the faculty, to the initial recommendations. Based on the responses received through the Academic Senate, the administration has modified its recommendations; these suggested modifications are now sent back to the Academic Senate for its further deliberation and final recommendations. This is exactly the intense, deliberative, intellectual, evidence-based, discipline-informed discussion and shared governance process that should occur.

<http://collegeofsanmateo.edu/academicsenate/budget/Budget%20Reduction%20Response%20from%20Cabinet.doc>

7. Fall 2009 Considerations for Course/Program reduction and elimination, distributed by Cabinet 10/16/2009.

SPECIFIC CONSIDERATIONS FOR COURSE/PROGRAM REDUCTION AND ELIMINATION

COLLEGE OF SAN MATEO

Listed below are specific considerations examined by the instructional administrators and/or Cabinet as they determined which courses or programs to recommend for reduction or elimination.

CSM REMAINS A COMPREHENSIVE COLLEGE

- **TRANSFER**

Is there sustained student demand for the transfer course(s)?

What are the FTES and LOAD?

What are the historical enrollment and LOAD patterns?

Is the course a critical part of a sequence? (For example, is the course a prerequisite for another course?)

Are some courses/programs more peripheral to CSM's transfer mission than others? (For example, is the course part of the IGETC GE pattern or the CSU GE pattern? Do other courses meet the same IGETC or CSU requirement?)

Sources: College Catalog, Educational Master Plan, data from Hyperion, data from the PRIE Office, Program Review, Budget Planning Committee college-wide LOAD target, ASSIST

- **CTE (Career and Technical Education)**

Are there similar programs at our sister colleges, and is consolidation at one college possible?

Are there similar programs at nearby colleges?

Does the program double as a transfer program (e.g., Accounting, Nursing, and Media)?

What are the FTES and LOAD?

What are the historical program enrollment and LOAD patterns?

Is there sustained student demand?

To what extent can the college support the program in terms of equipment, supplies, staff, and facilities?

Is the program a viable one for today's market needs?

What are the goals of the students enrolled in the program? For example, do students take the program primarily to earn an external certification or license? (Is external certification more important than a CSM Certificate or Associate degree?)

Sources: Educational Master Plan; College Catalog; position control indicating cost of classified staff who support the program; historical budget expenditures for equipment, licensing, supplies, and facilities; Program Review; 2006 Facilities Master Plan; ASSIST; Hyperion data; data from the PRIE Office

DEVELOPMENTAL EDUCATION/ESL

How many CSM students initially place into developmental education courses, particularly in English, math, and reading?

How many CSM students initially place into ESL courses?

Is a specific course part of a basic-skills or ESL sequence? Does the sequence lead to collegiate-level courses in math and English?

What are the FTES and LOAD?

Is there student demand for the course? What are the historical enrollment and LOAD patterns?

Sources: Placement Score data, Educational Master Plan, College Catalog, Program Review, Hyperion data, data from the PRIE Office

LIFELONG LEARNING

What is the demographic composition of the students enrolled in courses? Are there a number of students who have taken the course for the maximum number of times allowed under Title 5?

Are the students enrolled in the courses for the purpose of obtaining a degree or certificate?

Is the course as central to the mission of the college as other courses?

Sources: Hyperion data, data from the PRIE Office, Educational Master Plan, information indicating number of students who try to enroll beyond the maximum allowable times under Title 5, application data regarding educational goals

Also considered by the instructional administrators and/or Cabinet were the following questions relating to AA/AS Degree-applicable courses.

Does the course fulfill an AA/AS degree general education requirement?

Does the course fulfill an AA/AS degree major requirement?

Can the course also be used to fulfill CSU and/or IGETC general education requirements?

Is this a unique course required for a particular AA/AS degree? If so, are there equivalent courses available? Is the course or an equivalent course offered at one of our sister colleges?

Does the course fulfill a certificate requirement?

Is there sustained student demand for the AA/AS degree course?

Is the course a critical part of a sequence?

Is the course a “stand-alone” course?

Sources: College Catalog, Educational Master Plan, Program Review, Hyperion data

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