

May, 2010, IPC Ad Hoc Steering Committee Survey “Talking Points” ranked by percentage of respondents who indicated support (above neutral). Number of respondents = 128.

90%	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).
87%	T5b. Identify and preserve an appropriate number of English and Math sections at AA competency levels (ENGL 100, MATH 120).
83%	T2a. Retain courses that serve multiple goals.
83%	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.
82%	T3c. Retain courses required for the most frequently pursued transfer programs.
81%	T4a. Retain courses and programs with strong records of retention, persistence, and goal attainment.
78%	T6a. Retain programs that are unique within the region or within the district.
78%	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.
76%	T3b. Retain courses required for the most frequently pursued certificates.
76%	T3e. Retain courses that provide access, equity, and support for basic skills students.
75%	T3a. Retain courses required for the most frequently pursued associate degrees.
75%	T5a. Identify and preserve an appropriate number of English, ESL, reading, and math sections at each of the levels below AA competency.
75%	T6b. Retain and build programs that use unique facilities (e.g. planetarium; KCSM)
63%	T2b. Reserve a specific percentage of the instructional budget for courses that serve multiple goals.
63%	T6d. Retain a portion of instructional resources to allow the college to respond to current trends in demand.
60%	T3d. Re-examine and consider for hiatus associate degree programs and transfer paths that serve few students.
58%	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%	T6c. Consider consolidation across the district to build “gems” at each campus. (This is also included as A1).
48%	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.
46%	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
38%	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.
27%	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.