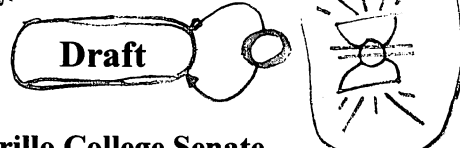
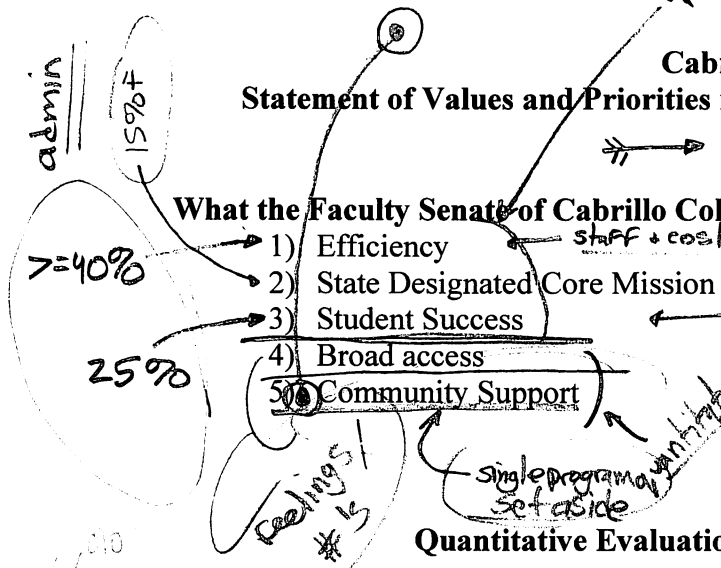


my suggestion

40
20
25
10
5



Cabrillo College Senate
Statement of Values and Priorities in the face of Program Elimination and Reduction



What the Faculty Senate of Cabrillo College values in evaluating programs:

- 1) Efficiency
- 2) State Designated Core Mission
- 3) Student Success
- 4) Broad access
- 5) Community Support

course success vs. longitudinal success ...
 traditional measures

Quantitative Evaluation of Programs – Defining the Matrix

Weighting Overall

Efficiency should represent XX% of the weighting
 Supporting Core Mission should represent YY%
 Student Success should represent ZZ%
 Broad access should represent JJ%
 Community Support should represent KK%

- ethnicity
- disability
- "official"
- Financial Need?
- Diversity Index 0 to 1

1) Efficiency

underrepresented participation

Why

Greater efficiency means serving more students with constrained resources and provides the community with greater access to education.

→ Perkins Funding

Connections

From College Master Plan

- Goal A: Increase the effectiveness of outreach and enhance enrollment.
- Goal D: Enhance college effectiveness through measurement and evaluation of key areas such as shared governance, departmental effectiveness and student learning.
- Goal E: Enhance Cabrillo's resource development and connections with the community.

From "Budget Reduction Process Commitments, Criteria and Strategies"

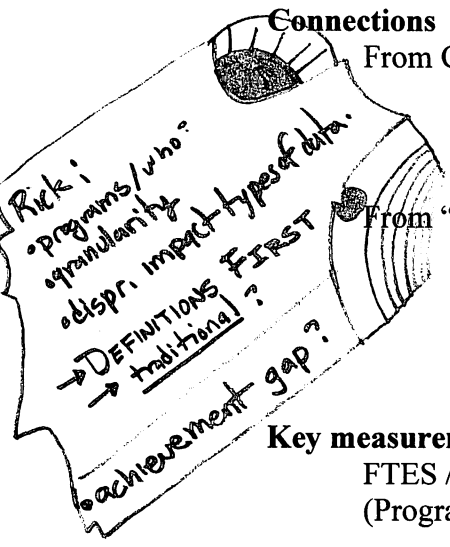
- D. Optimize enrollment to achieve maximum state revenues.
- F. Maximize efficiency of programs and services (CMP Goal A and Technology Plan)
- G. Minimize the negative impact on the operational needs of new and existing facilities (CMP Goal D and Facilities Master Plan)
- H. Optimize effective utilization of college facilities (CMP Goal E)

Key measurements

FTES / FTEF
 (Program Cost – Self Funding) / FTES

Weighting

Programs that are twice as efficient should reward twice as much. There's no reason to use discrete measures. A simple conversion would be best, normalizing the



metrics by multiplying them by a constant. It should be similar, though inverted, for costs. A program that is half as expensive as another should be rated twice as high as the other program.

Discussion

It is unnecessary to use multiple measures if they all measure the same thing. If there's a single good measurement, it can be weighted more heavily and this is preferable than having one good measurement and several inferior ones. Multiple measures should only be used if they measure different things.

students
at least 2
set me
if not

FTES/FTEF and WSCH/FTEF measure the same thing. FTES/FTEF I prefer because it more easily translates to #full time students per class.

(Program Cost - Self Funding) / FTES is different than FTES/FTEF because it looks at the additional costs beyond the instructor. Why not use only this measure? Some disciplines must have additional supply costs (labs, for example). Using a measure that includes and excludes supply or other costs covers both.

CTE satisfaction
too subjective?

Efficiency also addresses student needs and student input. A survey of student values would be biased in favor of those who respond (eg. complete surveys or attend forums). Students reveal their preferences by choosing classes. Programs that serve more students, measured by FTES/FTEF, serve students' interests.

CTE →
degree cert

What's missing?

Is there a way to measure the costs a program burdens other programs?

score

2) State Designated Core Mission

Why

The state Chancellor's office directed colleges to focus upon the core mission of community colleges: Transfer, CTE, Basic Skills, and Economic Development.

book work
core courses
vs. degree IGETC
transfer empty units

Connections

From Chancellor's Office, Ed Code, State Mission Statement

From College Master Plan

Goal C: Provide pathways to Prosperity through career Technical education (CTE).

From "Budget Reduction Process Commitments, Criteria and Strategies"

B. Preserve transfer, basic skills, and Career Technical Education so students are able to complete their academic goals

to get
a hold
of me

emphasize

How?

Key measurements

Transfer

% of course offerings that meet Graduation/transfer specific requirements

% of course offerings that meet IGETC*

% of course offerings that meet CSU Breadth*

*Courses evaluated in the CTE or Basic Skills criteria below are excluded

CTE

CTE & Transfer - % of course offerings in CTE & Transfer

Senate Program Priorities 2

MISSION

Extension?

Draft

Labor Demand

Number of degrees, certificates, or licenses per FTEF

Basic Skills

% of course offerings that meet major prep/pipeline

Weighting

The combined weighting of Transfer should equal the combined weighting of CTE and the combined weighting of Basic Skills

Discussion

Number of degrees isn't used in evaluating transfer programs because students can successfully transfer and complete their bachelor's program without obtaining a degree from Cabrillo. Some students obtain Associate degrees with majors that don't specify a specific program but refer to a group, such as Liberal Art in Arts and Humanities.

3) Student Success

Why

Related to efficiency, supporting programs that have greater student success results in more successful students for our constrained resources

Connections

From College Master Plan

Goal B: Enhance excellence in the classroom and student support services.

From "Budget Reduction Process Commitments, Criteria and Strategies"

C. Minimize negative impact on student success (CMP Goals B & C)

A. Compliance Requirements:

1. Maintain accreditation standards of the college and academic programs

Key measurements

Is the program current in the Program Planning process?

Has the program fully instituted SLO's, eg. written for all courses, in the syllabi?

Is the program current in assessing SLO's, both course and college?

Weighting

Discussion

In the program planning process, the metrics "retention" and "success" are used. Using them in the context of program elimination puts permanent pressure upon faculty who are concerned with their program and their jobs to increase retention and success. It is very possible this would create grade inflation. Another concern is that comparing retention and success rates to the college average ignores the factors that create the differences across departments. Instead, the Senate has two processes that promote success: Program Planning and SLO's. Program planning uses retention and success rates, but there, they are examined in a larger context of looking at the many

Draft

facets of a program. Supporting the Program Planning process directly supports accreditation.

4) Broad Access

Why

Cabrillo serves the entire community. If a particular socio-demographic group utilizes one program almost exclusively, there's a larger cost to eliminating that program.

Connections

From College Master Plan

Goal A: Increase the effectiveness of outreach and enhance enrollment.

Goal E: Enhance Cabrillo's resource development and connections with the community.

Key measurements

?

Weighting

Discussion

Whether any particular socio-demographic group utilizes one program almost exclusively is a quantitative question. Cabrillo may have data to analyze this for certain groups, such as race or gender identification, but possibly not for the subgroups that some programs may serve. This may be best left to quantitative input.

5) Community Support

Why

Cabrillo enjoys strong support from the local community as well as strong support from the state.

Connections

From College Master Plan

Goal A: Increase the effectiveness of outreach and enhance enrollment.

Goal E: Enhance Cabrillo's resource development and connections with the community.

Key measurements

Priorities and values solicited from a select group of representatives of the community. A starting point for that group would be the Foundation Board and the Governing Board. The group should reflect the wide interests of the community.

Draft

Weighting

Discussion

The Board said at a recent Board Meeting that it wants to hear from the school how it wants to proceed with program and service elimination.

Quantitative Evaluation of Programs

The focus of the quantitative evaluation should be to present qualitative evidence or other quantitative evidence that demonstrates how the quantitative matrix evidence does not adequately capture how the program supports the Senate values.