

**San Diego Mesa College
Academic Affairs Committee
Position Paper # 2**

Last Revision: October 2011

Title: Curriculum Balance Procedures

Revisions Approved by the Academic Senate: October 10, 2011

Approved by President's Cabinet: November 15, 2011

I. Purpose:

The purpose of Position Paper #2 is to establish a procedure to track and adjust the Curriculum Balance of the College.

- A. It is intended that this procedure will include participatory governance to the fullest extent possible.
- B. It is vital to the fulfillment of the College's Mission that the Full Time Equivalent Faculty (FTEF) load assigned to each Department/Discipline/Program (DDP) be equitable and appropriate to maintain the strength of each DDP and the comprehensiveness of the College curriculum.
- C. It is especially important that these principles and procedures be followed when rapid changes in the size of the total College FTEF allocation are made such as during periods of College budget reductions.
- D. It is equally important that following periods of comprehensive reduction in the FTEF allocations that FTEF be restored in a manner that ensures the maintenance of the Curriculum Balance and the vitality of each DDP.
- E. The procedure to be followed is the Six Year Plan.

II. The Six-Year Plan:

- A. The Academic Affairs Committee shall prepare a Six-Year Plan for the Curriculum Balance of San Diego Mesa College.
- B. The Academic Affairs Committee shall reevaluate this plan each year and make recommendations for adjustments.
- C. The adjusted plan shall be forwarded to the shared governance units for review and input prior to submission to President's Cabinet for adoption before April 1st.
- D. This plan will be forwarded to the Vice President of Instruction for inclusion in the periodic self-evaluation required for accreditation.

III. Criteria for Curriculum Balance:

The criteria for establishing and adjusting the Curriculum Balance shall be as follows:

A. Compliance:

- 1. AB1725: Pertinent extracts from "The Educational Mission of Community Colleges":
 - a. Sec.2 (b)"...The provision of quality transfer education is a primary mission of the community colleges."
 - b. Sec.2 (d)"Vocational and technical education is a primary mission of the California Community Colleges..."
 - c. Sec.2 (g)"Vocational "tracks" should have as much connection as possible with courses in the liberal arts and general education..."
 - d. Sec.2 (l)"...The provision of remedial education is an essential and important mission of the community colleges."
 - e. Sec.2 (l)"...The provision of English as a second language is an essential and important mission of the community college."
 - f. Sec.2 (n)"Because the programs in English as a second language currently offered in the California Community Colleges and the adult schools are inadequate to meet the growing need in this state for those programs, it is essential that the community colleges seek to coordinate those programs with local adult education schools, if any."
 - g. Sec.2(r)"Programs in non-credit adult education, including adult literacy and citizenship programs conducted in the California Community Colleges are an important and essential function of that system."

B. Mission:

The Mission of San Diego Mesa College is to inspire and enable student success in an environment that is strengthened by diversity, is responsive to our communities, and fosters scholarship, leadership, and responsibility.

The Goals of San Diego Mesa College are:

1. To deliver and support exemplary teaching and learning in the areas of transfer education, associates degrees, career and technical education, certificates, and basic skills.
2. To provide a learning environment that maximizes student access and success, and employee well-being.
3. To respond and meet community needs for economic and workforce development.
4. To cultivate an environment that embraces and is enhanced by diversity.

C. Mission Fulfillment:

1. Transfer:

- a. Transfer to university programs is the primary mission of the College.
- b. The San Diego Mesa College Curriculum Balance should be adjusted to fully support those disciplines; Arts, Sciences, or Career/Technical which transfer to university programs.

2. Career Marketing Trends and Projections:

- a. Information from the State of California Employment Development Department along with other appropriate documents shall be reviewed regularly to identify current and projected employment trends.
- b. Future development of the curriculum should, wherever practical, strengthen our commitment in career areas most closely related to our existing abilities.
- c. Future economic trends must be carefully tracked and the Curriculum Balance adjusted to meet projected community needs.

3. Existing Curriculum:

Student demand for disciplines and specific courses shall be considered when balancing the campus curriculum.

When assessing student demand the following issues shall be considered:

a. Unmet Student Demand:

- i. Where student demand for disciplines or specific courses unduly outstrips course offerings, steps should be taken to meet that demand in a way that is consistent with the College's mission.
- ii. Academic diversity including transfer, career/technical, community service, and co-curricular, and remedial programs are all part of the College's mission.
- iii. Adequate FTEF must be assigned to all disciplines to insure every aspect of the College's mission is met.
- iv. High student demand for core courses is in part generated by the graduation requirements of smaller focused disciplines.
 - This fact must be considered when assigning FTEF.

b. Assigned WSCH/FTEF Productivity Goals:

- i. Once appropriate WSCH/FTEF ratios are established for individual disciplines, they should be judged on their ability to maintain those ratios.
 - Every effort shall be made to insure that the established ratios are appropriate and fair.
- ii. Programs which consistently do not reach their assigned WSCH/FTEF ratios shall be evaluated and steps taken to rectify the situation.
 - Program Review is an important tool to be used in assessing the need to adjust FTEF levels for individual programs.

- c. Present and anticipated community educational needs shall be considered when balancing the College's curriculum and assigning FTEF.

d. New Curriculum:

- i. Academic innovation is an integral part of a progressive college curriculum. New curriculum may emerge because of community needs and demands, emerging technology and transfer needs of university programs. New curriculum can grow in both good and bad financial times.
- ii. However, in periods of zero or negative budget growth FTEF will have to be transferred from other courses, departments, disciplines, and programs.
- iii. Proposers of new programs will conduct a needs assessment in accordance with Title 5 and District policy.
- iv. New programs should be assigned adequate FTEF and reasonable WSCH/FTEF ratio goals to ensure success.

D. Co-Curricular and Special Programs:

1. Co-curricular activities are an important part of and enhance the total College curriculum.
2. Co-curricular activities are supported by the Board of Trustees (BOT) and by San Diego Mesa College, and should be supported by the Curriculum Balance process.
3. The nature of co-curricular activities is to create a comprehensive college; to provide experiences to students, Faculty and staff that may not typically occur in the classroom.
4. It is an attempt to redefine the "classroom," and to enrich both campus life and students' development.
5. Co-curricular activities have a direct relationship to the classroom instructional program.
6. Whether it complements, supplements, and/or is a direct extension of the instructional program depends on the nature of the program.
7. Some DDP, because of pedagogy, integrate co-curricular activities as part of the day-to-day functioning.
8. Disruption would change the nature of the DDP.
9. Most DDP participate in co-curricular activities at different levels.

E. Productivity (WSCH/FTEF Ratios):

1. Campus-wide Goals:
 - a. The campus-wide WSCH/FTEF productivity goal is to be maintained over time at an economically sustainable level.
 - b. It is recognized that the proper WSCH/FTEF ratio for any given school, DDP, or course may vary from this campus-wide ratio.
2. Department/Discipline/Program (DDP) Goals:
 - a. DDP shall not be held individually to the overall campus and school WSCH/FTEF goals.
 - b. WSCH/FTEF ratios for DDP shall be assigned above or below the overall ratios based on an assessment of the specific discipline with the full participation and cooperation of the deans and department chairpersons.
 - i. Program review is the primary tool used for this assessment.
 - c. Where unusually high student/faculty ratios are deemed appropriate (thus generating high WSCH/FTEF ratios for the DDP) mitigating measures shall be taken to balance the teaching workload.

F. Program Review:

Program Review is an established instrument for assessing community demand for existing programs:

1. Needs identified in Program Review should be addressed wherever possible in the Curriculum Balance process.

2. Where the need for additional FTEF has been established by Program Review the Curriculum Balance Six-Year Plan should reflect these needs and make appropriate recommendations.

G. Student Success Data:

The following data will be made available and should be considered by all members of the participatory governance process when considering changes to the FTEF allocations to any DDP:

1. Number and percent of "W" grades by course and discipline
2. Number and percent of successful grades (A, B, C or Pass) by course and discipline
3. Number and percent of course completers (grades of A, B, C, D, F or Incomplete) by course and discipline
4. Student demographic data including age, gender, ethnicity by course and discipline
5. Number of degrees, certificates of achievement, certificates of completion, and transfers by program
6. Distribution of success, course completers, and persistence by gender and race-ethnicity (where possible)
7. Student origin by high school and zip codes and by feeder and non-district feeder high schools
8. Math, English and ESL:
 - a. Disproportionate impact studies;
 - b. Equity studies;
 - c. Persistence: number and percent of students receiving successful grades who take a higher course in the sequence within two (2) semesters
9. Number and percentage of repeaters for Basic Skills courses
10. Tracking of participation in co-curricular activities

IV. Resources:

A. Personnel:

1. Changes in the Curriculum Balance should build upon the strengths of the existing Faculty, staff, and administration.
2. When a growth area is identified, effort shall be made to increase the Faculty and staff to meet these needs.
3. When existing programs are no longer in demand, every effort must be made to accommodate the existing students and retain and retrain the affected faculty and staff.

B. Facilities:

1. Students, staff and administrators need up-to-date, well-equipped, well-maintained, clean, safe, functional, and secure facilities.
2. Instructional programs and services determine space allocations, facility design, and support services.
3. There should be a policy establishing facility standards.
4. Existing facilities and equipment are to be maintained, repaired, replaced, and upgraded on a regular basis.
 - a. There should be a budget set-aside.
5. All classes and campus services require appropriate and adequate space, audio-visual equipment, computer equipment, and technical support.
6. New building projects should follow a systematic planning process based on educational goals and objectives.
7. Proposed new curricular offerings requiring major capital expenditure should be included in the budget planning process of the previous spring.

V. Curriculum Balance Report:

Curriculum Balance Report
San Diego Mesa College
Academic Senate
May 10, 2010

The Academic Affairs Committee is charged with reviewing the balance among the three categories of the curriculum on a regular basis. The purpose of this review is to ensure that the balance has not changed or 'drifted' without proper review using the shared governance process. The Academic Affairs Committee submits the following data regarding curriculum balance over the previous four academic years.

The three categories of the curriculum are:

1. Transfer Courses (including both those that satisfy a GE requirement at UC or CSU, and those that do not satisfy any GE requirement at those institutions).
2. Career Technical Education
3. Basic Skills

Chart 1: Curriculum Balance: Fall 2006 – Spring 2010 (FTEF)

This chart shows that, after fluctuating between fall 2006 and spring 2008, overall FTEF has declined.

1. Anyone who has been at this campus since spring 2008 will not be surprised by this trend, and it is the direct result of budget cuts over that time period.
2. This chart is included to provide context for the comparison of the categories in Chart 2.

Chart 2: Curriculum Balance: Fall 2006 – Spring 2010 (% of FTEF)

1. This chart clearly shows that the balance among the three categories of the curriculum has remained constant over this time period.
2. Indeed, no category fluctuated (as a percentage of FTEF) over 1% from fall 2006 to spring 2010.

In a period of declining revenues and increasing demand for classes, the question should now be asked, should the balance among the three categories remain the same?

1. The process whereby that question is addressed is described in Position Paper #2, which will be updated and revised by Academic Affairs and submitted to the Academic Senate for approval in fall 2010.
2. That process will be a significant aspect of shared government on our campus—the Academic Affairs Committee asks Senators to reflect on this issue over the summer and return in the fall prepared to discuss both the process and issues of curriculum balance.

Submitted by:

D. R. Abbott

Co-Chair, Academic Affairs Committee

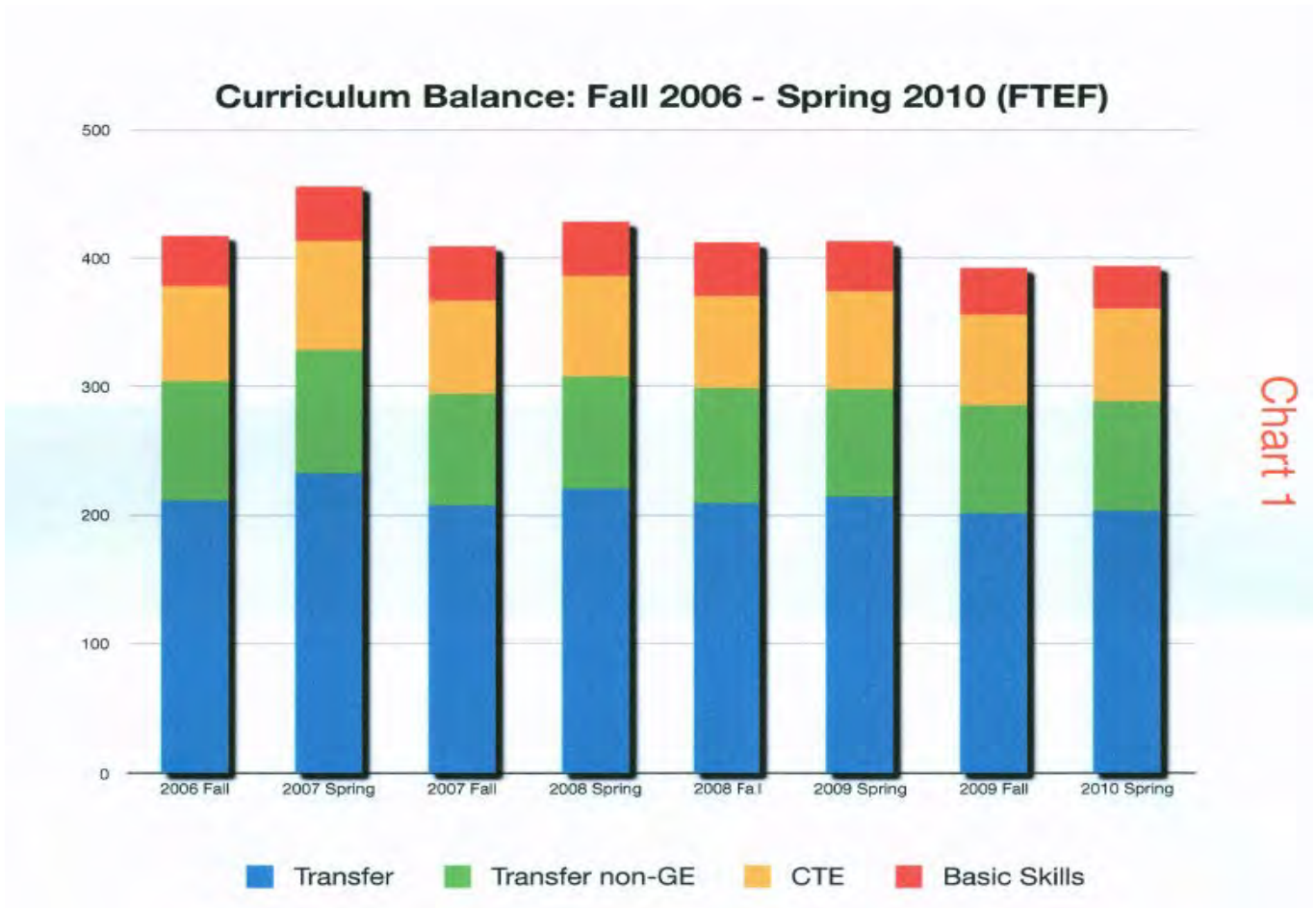


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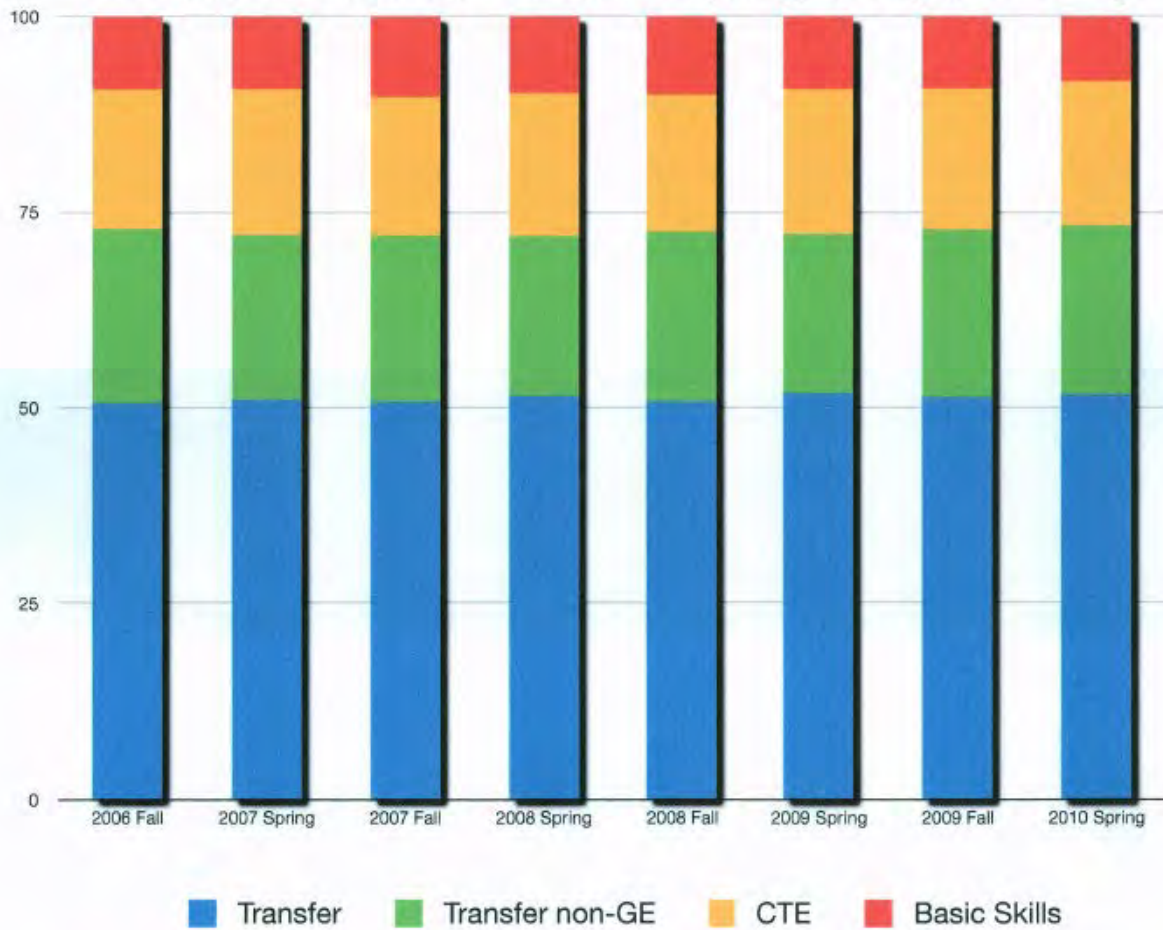


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