

Question Set: Academic Services

What was the process by which you and your faculty arrived at your list?

What impact will these reductions have upon the "student need"?

How would you prioritize "bringing back" courses/programs/staff if funds were made available?

Questions for Academic Services

1. LinC - what is the anticipated impact on enrollment due to reduction of the faculty coordinators? What linked courses would be targeted for reduction?
2. Diversity - What are the anticipated affects of not being able to meet the 2010 Accreditation Self-Study planning agenda regarding the student equity plan?
3. Office of Instruction - what will be the quality of support provided for the Vice President of Instruction if her Admin Assistant position is eliminated, given the importance of this office?
4. Tenure Review - What work will the AVPI pick up from the Tenure Review Chair?
5. Staff Development - how much/what percentage of the BSI funding will supplant the Staff Development "B" Budget? Is there enough funding for the program to function?

Question Set: Biology

What was the process by which you and your faculty arrived at your list?

What impact will these reductions have upon the "student need"?

How would you prioritize "bringing back" courses/programs/staff if funds were made available?

Questions for Biology

1. What is the impact of cutting a full summer program on enrollments the rest of the year (intro classes, etc)?
2. Please explain how you break out your sections (several listings for BIOL 10)
3. What is the impact on other programs if you cut so many sections of BIOL 40 series?
4. What would these cuts mean to the AUTO program? Isn't NURS 50 a large enrolled program?
5. How can you cut the most productive course in this area?
6. What is your plan to rebuild if money becomes available or cuts aren't as extreme as predicted?

Question Set: Business/CIS

*What was the process by which you and your faculty arrived at your list?
What impact will these reductions have upon the "student need"?
How would you prioritize "bringing back" courses/programs/staff if funds were made available?*

Questions for Business/Computer Systems Division:

1. Clarification of ATC staff Reduction: is this a faculty or staff person?
2. For CDI 100: Why are you reducing the equivalent of 2 sections per quarter? How does that affect student access?
3. Under the Category "Other Reductions", are these retirements that will be replaced at a lower rate?
4. Why did you decide to eliminate Summer Accounting? What was the rationale?

Question Set: Creative Arts

What was the process by which you and your faculty arrived at your list?

What impact will these reductions have upon the "student need"?

How would you prioritize "bringing back" courses/programs/staff if funds were made available?

Question for Creative Arts

1. Does the voluntary contract reduction represent a personal request from the employee or was this selected to meet the budget reduction target of the division?

Question Set: IIS

What was the process by which you and your faculty arrived at your list?

What impact will these reductions have upon the "student need"?

How would you prioritize "bringing back" courses/programs/staff if funds were made available?

Question for International Intercultural Studies

1. In cancelling Urdu and Arabic, did you consider the potential need for these languages for students as compared to German or French?
2. There are a number of summer cancellations; how will you be able to balance the winter and spring quarters of 2012 if it is necessary to apply these plans to the coming academic year?
3. When you decided to cancel the INTL and ICS courses did you discuss these decisions with the other divisions in which many of those courses are cross-listed?
4. This is a long list of courses; what plan do you have to restore these if the cuts do not need to be as severe as expected?
5. What process did the division use to make its decision not to cancel the search for a new full-time faculty member?

Question Set: Language Arts

What was the process by which you and your faculty arrived at your list?

What impact will these reductions have upon the "student need"?

How would you prioritize "bringing back" courses/programs/staff if funds were made available?

Questions for Language Arts

1. Are there enough sections to handle all the EWRT 211 students wanting to get in to EWRT 1A along with everyone else?
2. What is the student enrollment in Speech and Debate teams?
3. Three classes are cut from journalism. What is the effect on the entire program?
4. Are you actually eliminating 3 positions permanently?
5. How many of these eliminated courses are offered in Summer, evening, weekends?
6. What are your plans for Technical Writing?
7. What is your plan to rebuild if money becomes available or cuts aren't as extreme as predicted?
8. Have you collaborated with the Social Science and Humanities division on the reduction of critical thinking courses since those are critical for transferring students? EWRT2/SPCH8/SPCH9
9. Is there any link between the courses chosen for reduction and those you anticipate a drop of enrollment in due to the implementation of pre-requisites in the Fall? (CHRISTINA, this may be a mostly generic question for most divisions.)
10. Since the IPBT had already once suspended the TECO program, why are there no TECO courses listed, and has there been any discussion of eliminating this program?

Question Set: Learning Resources

What was the process by which you and your faculty arrived at your list?

What impact will these reductions have upon the "student need"?

How would you prioritize "bringing back" courses/programs/staff if funds were made available?

Questions for Learning Resources

1. Do the many "voluntary contract reductions" represent a personal request from each employee or was this selected to meet the budget reduction target of the division? What is your plan if these contract reductions are contested by the A.C.E. as being negotiated outside of the bargaining unit?
2. The classified staff position listed under the "Division Office, is that the Division Administrative Assistant position? If so, how will the elimination of this position affect the operations of both Library Services and the Student Success Center, as the work cannot be imposed on another staff member?

De Anza College
Instructional Planning and Budget Team
Spring, 2011

Question Set: Physical Education and Athletics

What was the process by which you and your faculty arrived at your list?

What impact will these reductions have upon the "student need"?

How would you prioritize "bringing back" courses/programs/staff if funds were made available?

Questions for: Physical Education and Athletics

1. How did you select/what criteria did you choose, to reduce/eliminate the class sections?

Question Set: Physical Sciences, Math and Engineering

What was the process by which you and your faculty arrived at your list?

What impact will these reductions have upon the "student need"?

How would you prioritize "bringing back" courses/programs/staff if funds were made available?

Questions for: Physical Sciences, Math and Engineering

1. What process was used to arrive at the reduction proposal?
2. How was the distribution of reduction across departments/programs determined?
3. What will be the effect of the section reductions for the division as a whole, and Math, Chemistry, and Physics in particular?
4. How will these reductions impact the divisions' and the above-mentioned programs' ability to assist in carrying out the college's mission, strategic initiatives, institutional core competencies, etc.?
5. For Math, Chemistry, and Physics, were the reductions crafted in such a way as to minimize the "roadblocks that prevent students from attaining their transfer and vocational goals in a timely manner"? (PSME APRU 2011)
6. For Math, did section reductions take into consideration their impact on targeted populations? And if so, how so? Moreover, with the (potentially) 3 new hires (resulting from the most recent searches) and 2 (ongoing searches) newest hires, will efforts be made to increase instruction of basic skills Math classes by full-time instructors?
7. For the division as well as the departments/programs, what would be returned first, second, and third should the scale of reduction be reduced?

Question Set: Social Sciences and Humanities Division

What was the process by which you and your faculty arrived at your list?

What impact will these reductions have upon the "student need"?

How would you prioritize "bringing back" courses/programs/staff if funds were made available?

Questions for Social Sciences and Humanities Division:

1. Are the savings (\$104,557) in CD&E coming from an actual position (retirement)?
2. Why are some sections taking larger reductions than others? (Poli 1 taking a 14 class reduction and History 17A only being cut 1 section)?
3. Why is Hist 4A taking two class reductions and Hist 4C and 4D not taking any?
4. What is the rationale for reducing AJ and Paralegal Studies? What is the impact on students and in the completion of their certificates?
5. How do the reductions you've put forth reflect the Core Values of our campus?
6. What is the rationale for the 57% reduction for the CHC? Is the CHC serving a particular demographic of our students?
7. Relative to your other departments are there specific groups of students that you're not serving?
8. What is the impact of cuts to core courses like Poli 1, Soc 1, Psych 1, Econ 1 & 2, and Anthro 1 & 2 on different demographics (e.g., Targeted Groups, basic skills students, etc.)?
9. Are targeted populations disproportionately affected by these course reductions?