

Memorandum

Language Arts Division

To: Christina Espinosa-Pieb, Vice President of Instruction
From: Rowena M. Tomaneng, Interim Dean, Language Arts
Date: December 1, 2009

Re: LA Division Budget Reduction Plan 2010-2011

Cc: Matt Abrahams, Donna Stasio, Rebecca Llijenstople, Tim Shively, Beth Grobman, George Hein, Marcy Betlach, Maryanne Ifft, Marrietta Reber, Susan Yoes, Becky Roberts, Anne Argyriou, Susan Edman, Walter Alvarado, Mary Washington

It is with deep sadness that I submit another required “plan” to address the budget reduction figure given to Language Arts, which now amounts to an Option 1 figure of \$340,000 (due to the bargaining units reaching tentative agreement on medical benefit reductions).

Language Arts has survived what I am naming “Phase 1” cuts that happened in 2008-2009 (elimination of 1 Administrative Assistant, 3 vacant Faculty positions, elimination of Division Master Scheduler, and a 5% reduction in course offerings). Implementing a Phase 2 reduction “plan” will seriously affect our ability to accomplish our teaching mission and uphold our “core” curriculum (Basic Skills, G.E. Transfer, and Career Technical Education). **It will be impossible to maintain current levels of quality with Phase 3 cuts; therefore, only a Phase 2 plan is outlined here.**

The draft is a result of a series of respectful dialogues that have taken place within classified staff meetings, individual programs/departments, division council meetings, and a division-wide meeting. Our discussions have been informed by identified “core curriculum” (Basic Skills, G.E. Transfer, and Career Technical Education) and careful review of Institutional Core Competencies, Strategic Planning Initiatives, and Student Equity goals. Language Arts also holds our non-instructional staff and instructional support areas as essential to accomplishing our teaching mission.

If you have any questions or need clarification, please feel free to contact me at 408.864.8286 or 650.743.9349 or via email.

Sincerely,

Rowena M. Tomaneng, Language Arts Interim Dean

Language Arts Budget Reduction Plan 2010-2011 “PHASE 2”

(Reduction Target for Option 1=\$340,000)

Reduction Strategy	Rationale	Impact	Reduction Amount
1. .6250 FTEF Release Time Reduction	Preservation of core curriculum and non-instructional support staff/areas	Students and Faculty support compromised: difficult to sustain enrollment management at dept. level, professional development, internal faculty training workshops, mentoring, department websites	.6250 FTEF x \$7,300 =\$45,625
2. 25% Reduction in "B" (currently at \$43,000)	Preservation of core curriculum	Division Office, Language Arts Lab, and Faculty support compromised: difficult to maintain office supplies, professional development, internal faculty training workshops	25% x\$43,000 =10,750
3. 50% Reduction in non-instructional support (Lab and Publication Assistant)	Preservation of core curriculum	Loss of Evening Open Lab hours in AT 102/103, limiting student access to instructional software and loss of instructional support to about 19 classes	50%x\$85,000 =\$42,500
4. 3.8 FTEF Reduction in "A" (1320) for 2010-2011 ELIT(3.5 sections =.3500) --3 sections (Elit 12 or 44) --Ashland Class ESL (4 sections=.7120) -2 sections of ESL 200 -1 section of ESL 5 -1 section of ESL 6 EWRT (7 sections=.8333) -2 sections of EWRT 211 -2 sections of transfer comp -3 sections of Creative Writing JOUR(4 sections=.4000) -3 sections of JOUR 2 -1 section of JOUR 21B READ (5 sections=.2836) -2 sections of READ 211 -3 sections(READ70 or 80) SPCH (5 sections=.4545) -4 sections (SPCH 1 or 10) -1 section SPCH 60 TWRT(6 sections=.7500) -2sections of TWRT 61 -2 sections TWRT 62 -1 section TWRT 63 -1 section TWRT 64	Maintain teaching mission, integrity of programs and departments, balance of program offerings low enrollment/productivity, Ashland doesn't generate revenue to pay for FTEF preservation of core basic skills curriculum, need to meet increased demand in ESL 5 maintaining program mix and integrity of Creative Writing program maintaining integrity of program, including classes for the publication of LaVoz maintain program mix and balance of offerings in Division There has been strong growth in SPCH 1 and 10 offerings and students will continue to have access, low enrollment in SPCH 60 despite connection to ICCE maintain reduction implemented in 2009-2010 but ensure viability of program by offering sequence needed to achieve certificate	loss of adjuncts, longer waitlists for classes, delay in student's ability to achieve degree or transfer goals 8% reduction, limit student and community access to life-long learning courses 4% reduction, prevent new basic skills course from growth, no student access to 2 nd term of transfer level ESL 2% reduction, delay students in progressing to transfer level, delay in achieving degree or transfer goals,limit community access to lifelong learning 14% reduction, students will be delayed in achieving certificate or transfer goals 3% reduction,students delayed in progression to transfer level courses, transfer level students will no longer have advanced reading skill development 3% reduction, students will be delayed in achieving certificate or transfer goals 60% reduction, damage to viability of TWRT dept., limit access to students coming from industry and cause delay in achieving certificate	3.8x\$63,000 =\$239,400
Note: courses listed for #4 are not in priority			Total Reduction= \$338,275