

<b>International Students</b>		
What has the most impact? Less ISP students taking assessment placement tests or less math sections for ISP students to be tested for?	Loss of income to the college, \$10 million if international student program was disbanded	ISP should become a self-sustaining enterprise like the bookstore or dining services. It's the only program that can control what it charges its students—is this possible?
Less ISP students may equal less need for math classes	ISP is key to our future.	Can DASB assist with ISP?
Will less math offerings result in ISP students choosing to go to another institution?	ISP is regulated by the government. Fines imposed if not compliant.	International students lend to the culture of the college
Don't have enough people to serve them as it is. Program has doubled from 800 to 1700 in last decade.	Are international students taking courses away from targeted populations? Do international students fit into targeted student groups?	Counseling for ISP has not seen a proportional increase, but ISP student transfer rates are still high
<b>Counseling</b>		
Has the impact of counselors currently being on leave been studied? How could this information inform the prospect of losing 5 counselors?	5 counselor reduction would result in dramatic reduction in holistic counseling services-and would relegate trained counselors to information and academic advising services only	If a counselor were to decrease meetings to 2 hours per week and don't teach courses wouldn't this allow an increase of advising time per counselor? How can more time be made for counselors to work with students?
How will "degree works" fill some of the loss of counselors? – Still will need a counselor to sign the ED. plan to make them official.	Counselors should not count meeting time in their paid hours. Other faculty don't receive compensation for committee meetings.	Negotiations? How is it that counselors only have to work 30 hours a week when other faculty have to work more? Why are counselors capped at 10 hours max doing meeting/professional contributions when other faculty is not?
Is there a plan for restructuring counseling to provide the most services to the highest number of students at the lowest cost? Other colleges are changing, have they been studied?	Ratio of student to counselors, 1700 to one--amazing	We may lose our ISP program if we lose counselors.
<b>Financial Aid</b>	Loss of work-study funding and loss of financial aid for our lowest income students=a disproportionate impact on low income students	Limiting access
<b>BHES</b>	Decreasing program/service quality	Delay of students ability to enter workforce in a timely manner
	Worst-case scenario: Federal Funding MOE requirements would not allow for the "SSPBT	

	proposal” without a stiff fine .	
<b>Creative Arts</b>		
	Why such deep and disproportionate cuts to Creative Arts?	Large cuts to small programs will lead to the end of these programs.
<b>Assessment Center Admissions and Records</b>		
Technical expertise for A&R and assessment, counseling and articulation to stay in compliance with ALL new regs. From Fed. and State gov. agencies—NO CROSS OVER in this knowledge	What sort of delay will we see with the loss of 1 classified staff in the assessment center—days, weeks?	Can DASB help with defraying cuts? If DASB does help then they will have fewer funds to help in other areas.
Increased delay in serving students needs relative to application and transfer. Long lines also may lend to students giving up and going elsewhere.	Increased student frustration less people to help meet their needs.	A person must input scores into banner common assessment will not change workload.
<b>Academic Services</b>	Slowing of administrative processes	No direct impact on students but inevitably will affect the effectiveness of support for processes such as scheduling, curriculum, staff development, DARE
<b>Physical Education</b>	Minimal impact	Part-timers lose jobs
<b>EOPS</b>	Heavy impact on core students and low impact	Less of “community college”, overall minimal effect on students, students “Ecopass”
<b>PSME</b>	Chem. and Math reductions affect large numbers of students—esp. international and transfer students	Can reductions in physics help to moderate effects of reductions in chem. and calculus
<b>Language Arts</b>		
Apportionment losses are substantial	ESL 5 and ESL 6 should be reduced with increase in EWRT1A AND EWRT1B	Decrease more creative writing, suspend Technical Writing
Loss of ESL course offerings may affect ISP enrollment depending on levels reduced.	If less ISP students occur would CA students fill seats?	How could the revenue of 10% fewer international students be recouped?
Reduce higher level EWRT courses not 1A and 1B, preserve them	Shouldn’t ESL reductions occur in the higher level courses not in the lower levels?	
<b>Outreach and Relations proposal</b>	Overall student enrollment will be at risk which may also put our college at risk for (not attaining our CAP) permanently losing \$7 million in apportionment.	Could have a harmful impact on our equity goals and enrollment of underrepresented students, part of the “core” student population as identified by SSPBT.

<b>Learning Resources</b>		
Will LR be cut further due to the lack of its ability to provide students with academic advising?	Will the new Student Success Center be able to operate as planned?	"No, this reduction represents an end to the model that the center was founded on"—G.Anderson
<b>Financial Aid</b>	Loss of work-study funding and loss of financial aid for our lowest income students=a disproportionate impact on low income students	Limiting access
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	Worst-case scenario: Federal Funding MOE requirements would not allow for the "SSPBT proposal" without a stiff monetary penalty.	
<b>Creative Arts</b>	Why such deep and disproportionate cuts to Creative Arts?	Large cuts to small programs will lead to the end of these programs.
<b>General Statements</b>		
???? seems ludicrous	IPBT is working to maintain courses for core students	SSPBT reducing support services for core students
Looking to the future, I see increased frustration, anger and possible violence as a result of all of this (students and staff)	What kind of collaborative efforts can be incorporated that would support the creation of more "learning cohorts"?	