-----Original Appointment-----
**From:** Victor Jaime
**Sent:** Wednesday, September 12, 2012 4:05 PM
**To:** Victor Jaime; Executive Council; Michael Heumann; Martha Garcia; Efrain Silva; Sidne Horton; Tina Aguirre; Todd Evangelist; Beatriz Avila; Craig Blek; Matthew Thale; Melody Chronister; Jill Nelipovich
**Subject:** Redesign Team (1st Meeting)
**When:** Tuesday, October 02, 2012 3:00 PM-4:00 PM (GMT-08:00) Pacific Time (US & Canada).
**Where:** Board Room

Hi all!

You have been invited to be part of the "Re-Design" Team following the recommendations from FCMAT. We will be holding our first meeting on ***Tuesday, October 2nd at 3:00 p.m. in the Board Room.***

As a re-cap of our meeting this summer with FCMAT, the role of the team will be to:

a. Act as the source for communication regarding the FCMAT report and the follow up actions necessary.
b. Act as the conscious of IVC as we have to address the consequences if we fail to act on FCMAT report.
c. Act as a recommending body to the Board and President and to facilitate the transition from recommendation to implementation.

If you feel, for whatever reason, that you are unable to serve, please let me know now or immediately after our first meeting. As we move forward, this is a very important step in ensuring the success of our college to provide for the educational needs of our community. Thank you once again for your continued advocacy and support of IVC!

**REDESIGN TEAM MEMBERSHIP:**
Executive Council members
Michael Heumann
Martha Garcia
Efrain Silva
Sidne Horton
Tina Aguirre
Todd Evangelist
Beatriz Avila
Craig Blek
Matthew Thale
Melody Chronister
Jill Nelipovich

Thanks,

*Victor M. Jaime, Ed.D.*
**Superintendent/President**
**Imperial Community College District**
**380 East Aten Road**
**Imperial, CA 92251**
**(760) 355-6219**
victor.jaime@imperial.edu
www.imperial.edu

**FICMAT**

**REDESIGN TEAM**

- **FCMAT Role:**
  - To provide an independent public report focused on areas of need for improvement.
  - Final report presentation to the Board on December 15, 2012

- **Redesign Team Role:**
  - Act as a source for communication regarding the FCMAT report and the follow up actions necessary.
  - Act as conscious of IVC as we will have to address the consequences if we fail to act on FCMAT report.
  - Act as a recommending body to the Board and President and to facilitate the transition from recommendations to implementation.

- **Team Members:**
  - Executive Council members:
    - Victor Jaime
    - Kathy Berry
    - John Lau
    - Todd Finnell
    - Travis Gregory
    - Ted Ceasar
    - Sergio Lopez
  - Michael Heumann
  - Martha Garcia
  - Efrain Silva
  - Tina Aguirre
  - Todd Evangelist
  - Beatriz Avila
  - Craig Blek
  - Melody Chronister
  - Matthew Thale
  - Linda Amidon
  - Jill Nelipovich

- **Set Our Ground Rules:**
  - Excuse yourself if you cannot communicate the talking points due to role conflict
  - Commit to the Team purpose, development of a communication plan, and implementation of the plan
  - Hold team to accountability throughout all phases of the implementation plan
  - Differentiate what is from FCMAT and what is from the Redesign Team
  - Speak in a single voice and create a spirit of ownership among all stakeholders

- **Identify Stateholders and methods of communication:**
  - Campus stakeholders: Students, faculty, staff, administration (i.e. at orientation, as agenda item at all meetings on campus, though forums, in memos or campus e-mail, through journalism class interviews, in video links, etc.)
  - External stakeholders: community members, community organizations, local institutions, community partners (i.e. WIB, CCC) via talking points in presentations, links to road to recovery.

Announcements

Institution | Courses & Organizations | View All

# Announcements

-START Team 2012-2013 Go

Posted by: Jonathan Finnell
Posted to: START Team 2012-2013

## Welcome to START!

Posted on: Thursday, October 4, 2012

Welcome to the Strategic Transition Action Response Team (START)...where you can help shape the future of our college!

The San Francisco FCMAT Final Report is posted under 'Resources' in the left navigation (and is linked to this announcement). Please review and be prepared to participate in a conversation about the implications of this report for our college at our next meeting on Tuesday, October 9 at 1:30 pm.

Thank you for your participation!

Todd and Martha

Course Link/Resources/San Francisco City College FCMAT Report

# Resources

## START Charter Document

Attached Files: START Charter.pdf (15.156 KB)

This document outlines the purpose and membership of the START Team, as well as the agreed-upon ground rules of the team.

## FCMAT Letter to IVC

Attached Files: FCMAT Letter 8-23-12.pdf (366.644 KB)

Letter dated August 23, 2012 to President Jaime.

## San Francisco City College FCMAT Report

Attached Files: SFCityCollegeFINAL.pdf (1.605 MB)

Final Report submitted to the Board of Trustees.

## WHO MOVED MY CHEESE?

Watch Video

### Toward Inspiring Life-(Who moved my cheese)

**Duration: (16:01)**
**User:** mohamedshaban07 - **Added:** 5/26/12

For those of you who might enjoy a refresher on this classic story of change...

| IVC Tracking # | FCMAT Recommendations | Responsible Person/Group | Negotiable (X) | Status | START Plan (X) |
|---|---|---|---|---|---|
| 1 | ~~Consider operating with three vice presidents instead of filling the open vice president position until there is sufficient growth to warrant a larger staff.~~ | Executive Council | | Complete | |
| 2 | Consider restructuring the department chair model to either reduce the number of department chair positions, decreasing the amount of release time for department chairs, or move to a different model that has only deans, eliminating the department chair positions. If the department chairs are retained in some form, greater accountability should be established over class schedule building and faculty assignments to the department chairs. | VP Instruction | X | | X (8) |
| 3 | Limit the use of 199-day contracts. They should be used on a very limited basis if they are used at all. | VPs Instruction & Student Services | X | | X (9) |
| 4 | Discontinue the practice of providing paid release time to either employee union groups beyond that time required by the Rodda Act and PERB rulings. | Dean HR | X | | |
| 5 | Make efforts to eliminate specific extra-duty language and pay amounts from the faculty contract. Much of the activity included is administrative and should be at the prerogative of the administration. | VPs Instruction & Student Services | X | | X (16) |
| 6 | Seek to eliminate the faculty contract mandate providing an extra hour of pay per day for noninstructional faculty | VP Student Services | X | | X (17) |
| 7 | Redistribute some of the tasks assigned to coordinators to the managers in the student services unit. *Student Services has six management personnel, including the recently created position of dean of counseling and a number of coordinators (according to the faculty contract).* | VP Student Services | X | | X (17) |
| 8 | Ensure any additional revenue or savings are first used to improve its fund balance. | Board | | | X (18) |
| 9 | ~~Develop a plan now for failure of the November 2012 state tax measure.~~ | Executive Council | | N/A | |
| 10 | More aggressively reduce expenditures by implementing ongoing budget adjustments to avoid insolvency | Board | | | |
| 11 | ~~Assume a very conservative position with its tentative and adoption budgets, and limit spending to an absolute minimum until the November election. Any savings can be used to help address a worst-case scenario in the current year.~~ | Executive Council | | Complete | |
| 12 | Ensure multiyear projections include all cost increases such as those for retiree health benefits, utilities, normal step-and-column movement, employee benefits, and payroll. If a deficit occurs after including these items, the college should identify an ongoing revenue source and/or implement permanent cost reductions. | VP Business | | | X (19) |

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| 13 | Develop a plan to restore the ending fund balance and to fund ongoing obligations if the November tax measure passes | Board | |
| 14 | Identify changes in revenues and expenditures that separate one-time adjustments from ongoing commitments so that there is a clear understanding of the budget's ongoing status. This includes items such as step/column and utilities and is also important in multiyear modeling | VP Business | |
| 15 | Permanently implement a three-year budget model that allows for analysis of potential outcomes and consistently develop multiyear financial projections | VP Business | X (19) |
| 16 | Incorporate the impact of the Title V transition into the multiyear modeling | VP Business | |
| 17 | Compare actual revenues to expenditures to determine the surplus or deficit that would affect fund balance, instead of the current practice of including the reserve as a revenue line item since this masks the real operating results | VP Business | X (20) |
| 18 | Establish a closer link between budgeting for classes and the FTES targets, ensuring that the business office and instructional office monitor costs and FTES generated. This is important because these represent the greatest expense in the budget and the most significant revenue source | VPs Instruction & Business | X (6) |
| 19 | Develop a plan for tax measure passage that restores as much of the 449 lost FTES as possible. Recovery of these means revenue added to the base and is ongoing as long as the funded FTES is maintained | VP Instruction | |
| 20 | Avoid spending more money in an attempt to regain FTES only to dilute productivity, leading to little change but higher costs. If the college merely adds sections that add cost and do not increase the FTES, it has spent more without additional FTES, which ends up achieving lower productivity in the process | VPs Instruction & Business | |
| 21 | Identify additional, permanent reductions instead of one-time items for 2012-13 | Board | |
| 22 | Clarify the roles, responsibilities and expectations for budget development and monitoring | Board | |
| 23 | Establish a consistent report structure to enhance communication of important budget information | Board | |
| 24 | Implement a budget calendar that outlines the process, actions and dates that personnel districtwide should know | VP Business | X (22) |
| 25 | An annualized projection model and template for current year budget performance. | Board | |
| 26 | A budget presentation package, including templates and samples. | Board | |
| 27 | A three-year modeling worksheet with examples. | Board | |
| 28 | Peer district comparative analysis workbooks and documentation to allow for subsequent comparisons | Board | |

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| 29 | Use the budget-monitoring tool provided by FCMAT that directs attention to the end-of-year expected results so that staff can better anticipate fiscal year results, identify issues and make early adjustments if needed. By further broadening the application of this tool to each unit overseen by a vice president, the college can develop better budget monitoring and apply resources more effectively | Board | | | X (4) |
| 30 | Establish a level of accountability for budget managers that is measured and addressed in evaluating performance | Executive Council | | | |
| 31 | Develop and share a regular schedule of FTES updates and modeling of annual FTES so that there is broad understanding of where the college stands regarding FTES targets, providing time for corrective action if warranted | VP Instruction | | | X (7) |
| 32 | Implement strict controls to limit expenditure budget transfers that decrease the ending fund balance | VP Business | | | |
| 33 | Regularly verify retiree status since given the annual cost of benefits, paying for even a few nonqualifying people is costly | Dean HR | | | |
| 34 | Initiate negotiations with faculty employees to discuss changes in class size, loading and release time | VP Instruction | X | | X (10) |
| 35 | Initiate negotiations with classified employees to reduce the percentage, the number of steps, or both on the annual step increment | Dean HR | X | | X (11) |
| 36 | Negotiate with employee groups to limit the rate of increase on health benefits, exploring changes that have the greatest impact on limiting costs while maintaining a reasonable level of health coverage | Dean HR | X | | X (12) |
| 37 | Evaluate areas where the college spends significantly more than its peer districts to determine whether expenditure reductions should be made, with an emphasis on academic salaries, benefits, TOP code 6100 instructional support, TOP code 6300 counseling and TOP code 6700 general services | Executive Council | | | |
| 38 | Ensure the Counseling Department participates in reviewing its budget given the study findings that counseling expenditures are high compared to peer districts | VP Student Services | | Not Started | |
| 39 | Explore ways to expand student capacity in classrooms | VPs Instruction & Business | | | |
| 40 | Develop a working enrollment management program using the guidance provided by FCMAT in this area | Executive Council | | | X (5) |
| 41 | Develop clear, consistent budget information to better present and inform those responsible for making key decisions, possibly using the examples provided by FCMAT | VP Business | | | |
| 42 | Consider reducing the number of funded full-time faculty positions | VP Instruction | X | | |
| 43 | Consider redirecting the amount or a portion of the amount saved when the annual payment for retiree incentives ends towards funding of its other post-employment benefits (OPEB) obligation. The annual incentive cost as of the 2012-2013 budget year is $728,000 | Board | | | |

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| 44 | Evaluate all requests for categorical program subsidies against all other uses of unrestricted general fund monies, as well as with the college's other priorities. Subsidies should not be provided without analysis and discussion | Executive Council | | |
| 45 | Establish budget planning criteria for maintaining compliance with the 50% law | VP Business | | X (21) |
| 46 | Examine and evaluate proposed budget increases and decreases to fully understand the impact on the 50% law calculation before they are initiated | Executive Council | | X (21) |
| 47 | Evaluate community services, ancillary services and auxiliary operations (TOP codes 6800 – 7390) to ensure that all direct expenses for services in these programs are accurately reported. Indirect costs to support these programs may also be included (e.g. custodial, accounting, etc.), and this practice may positively affect the 50% law calculation | Executive Council | | |
| 48 | Consider allocating all lottery proceeds to TOP codes 6000-6700, which might positively affect the 50% law calculation | Executive Council | X | |
| 49 | Report all classroom teaching and instructional aide costs in TOP codes 0100-5900 to positively affect the 50% law calculation | VP Business | | |
| 50 | Develop a 1% rate sensitivity calculation so that when the budget is increased or decreased, the collage can quickly determine the effect on the 50% law ratio. The 1% sensitivity calculation allows the college to know how many dollars of change it takes to alter the 50% calculation by 1% in either direc-tion | VP Business | | X (21) |
| 51 | Ensure that the business office, in consultation with the instructional office, reviews the assignment of TOP codes and object codes for faculty to make certain the expenditures are correctly captured and reported | VPs Instruction & Business | | |
| 52 | Immediately establish at the senior administrative level an explicit, data-driven FTES planning process that relates the size of the course offering to the college's FTES target and other budget goals and will be the basis for all of the college's enrollment management efforts | Executive Council | | X (1) |
| 53 | Ensure that the FTES planning process is led by the vice president, academic services and the vice president, business service. This process should be dynamically continued throughout the academic year so the plan can be adjusted for external funding changes and actual enrollment results | VPs Instruction & Business | | X (1) |
| 54 | Communicate the FTES planning process to the entire college so that it guides decision-making processes throughout the organization | Executive Council | | X (7) |
| 55 | Thoroughly evaluate the results of the FTES planning each year to ensure improvement from year to year | Executive Council | | X (1) |
| 56 | Take immediate action to make progress toward increasing average class size to 30 (510 WSCH/FTEF) within the next three years. Once this goal has been achieved and maintained, the college should strive to make steady progress toward an average class size of 35 (595 WSCH/FTEF). | VP Instruction | X | X (2) |
| 57 | Consider its need for larger lecture classrooms with a capacity of 45 or 50 in future planning for new and remodeled facilities | VPs Instruction & Business | | |

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| 58 | Link educational master planning, the college mission and purposes, and related planning processes to processes for cost reduction, prioritization of effort, and program efficiency decisions | Executive Council | | |
| 59 | Develop organizational, communication, and decision-making linkages or connections among the redesign team/process, program review, planning, and decision-making at the leadership and executive council levels | Executive Council | | |
| 60 | Prioritize and implement broad, clear, and accurate communication about the college budget, cost reduction activities, FTES issues, and program prioritization. Information should be easily available and accessible, and distributed regularly, to all faculty and staff, as well as the community | Executive Council | | |
| 61 | Continue evaluating academic programs, initiated and developed by college administrators and faculty in summer 2012 as an ongoing process | VP Instruction | | |
| 62 | Ensure each academic program recognizes its particular role in increasing the college's overall average class size. Lecture classes in the arts and sciences programs, such as history, psychology, sociology, and music appreciation, should increase well beyond the current class maximum of 40 | VP Instruction | X | X (18) |
| 63 | Carefully review career and technical programs that have a low current student demand, a low local labor market demand for the near future, and/or a low certificate or degree completion rate. The college should develop a plan to increase the minimum class enrollment to 20 for classes that have been allowed to operate with enrollments of much less. Programs should be discontinued if enrollment does not increase to an average class size of approximately 20. There should be few and clearly delineated exceptions for specified advanced courses (This will require discussion as a contractual issue in negotiations between the college and the faculty union.) | VP Instruction | X | X (15) |
| 64 | Require instructional deans and department chairs to focus on scheduling courses that have the greatest student demand, specifically arts and sciences courses, those that fulfill general education requirements (such as United States history), and CTE courses that fulfill core competencies (such as busi-ness communication). Similarly, programs should avoid scheduling elective or optional courses, especially those offered at four-year colleges (such as East Asian history), or that provide skills that could be learned on the job (such as office transcription) | VP Instruction | X | X (3) |

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| 65 | Direct instructional deans and department chairs in arts and science disciplines to schedule courses required for upper division coursework in the related majors instead of courses needed to fulfill a single-discipline associate's degree major. For example, a student who earns an associate degree in English or psychology without transferring to a four-year college is not prepared for a successful career. Arts and sciences programs should schedule courses that fulfill multiple-discipline associate majors (such as humanities or behavioral sciences), which are also typically those within transfer general education patterns such as intersegmental general education transfer courses | VP Instruction | X | |
| 66 | Encourage more students to complete certificates instead of simply taking courses and leaving. Selected certificate requirements for career technical education programs should be revised whenever possible so that certificates require fewer total units, focusing on core requirements. In some cases, this may mean offering two or more separate certificates, either in two areas or in beginning and intermediate levels. This will encourage and enable more students to complete certificates, before and after employment. Examples of programs that could benefit from this approach include electrical technology and business office technician. Because an unreasonable number of units is required for a certificate in many career technical education programs, many students drop out after earning enough units for entry-level employment | VP Instruction | | |
| 67 | Require the career and technical programs moving into the college's new complex in 2014 to develop multiyear plans that outline how they will utilize the facility as enrollment increases. These programs include welding, air conditioning/refrigeration, building construction technology, electrical trades, fire science, emergency medical services, and administration of justice | VP Instruction | | |
| 68 | Increase its online offerings in a variety of programs, whether courses are delivered completely or partially online, to help individuals living far away from the campus as well as those who live closer but wish to complete their coursework more quickly. Moving some classes to the online format such as selected courses in art history, child development, music appreciation, sociology, etc., would strengthen enrollments in many programs and make classroom space available for other courses. The college should also update its distance education plan (part of the college's educational master plan and last updated in 2011-12) to create an improved, coherent methodology, from the technological and educational perspectives, for expanding its online offerings | VP Instruction | | |
| 69 | Find ways to stabilize or increase enrollment in the next three years without adding new full-time faculty. This would necessitate increasing class sizes and fill rates and/or hiring more adjunct faculty | VP Instruction | X | X (14) |

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| 70 | Openly communicate that any program requests for new faculty will be denied until the college's overall faculty obligation number decreases to the obligatory level set by the California Community College Chancellor's Office. Currently, the college's obligatory faculty obligation number is 94.3 | Executive Council | X | | |
| 71 | Reduce the amount of release time assigned to faculty for managerial responsibilities, to improve the college's 50% ratio and create more hours of faculty teaching, generating more FTES for their programs. The managerial duties formerly assigned to faculty members would be assumed by instructional administrators | VP Instruction | X | | X (13) |
| 72 | Increase instructional programs and courses with low success rates to percentages close to the state average for the discipline. Several approaches could be used to accomplish this, including utilizing the student learning outcomes assessment and improvement process, increasing staff development in pedagogy, modifying course delivery practices such as providing shorter and variable term lengths, and revising course prerequisites | VP Instruction | | | |
| 73 | Conduct an assessment to determine factors beyond instructional scheduling that contribute to decreasing enrollments and fill rates | VP Instruction | | | |
| 74 | ~~Implement continuous cross-functional team process evaluation and improvement, which began the summer of 2012. Each department should review three processes during academic year 2012-13, with plans and structures for ongoing process evaluation and improvement for future years.~~ | Executive Council | | In Progress | |
| 75 | Implement the program evaluation and improvement process for the library, which was not included in a FCMAT program evaluation process during this study period. Any additional programs that were not part of the FCMAT process should also be evaluated | Executive Council | | | |
| 76 | Evaluate programs, especially those in student services, where the college's portion of their funding is in excess of the grant "match" requirement to ensure that IVC determines that subsidizing such programs is in line with IVC's priorities and that these evaluations are collaboratively conducted | VP Student Services | | | |

| Recommendation | Rank | Responsible Parties | Deadline | Negotiated Item |
|---|---|---|---|---|
| 1. Consider restructuring the department chair model to either reduce the number of department chair positions, decreasing the amount of release time for department chairs, or move to a different model that has only deans, eliminating the department chair positions. If the department chairs are retained in some form, greater accountability should be established over class schedule building and faculty assignments to the department chairs. | **1** | VP Instruction | | X |
| 2. Limit the use of 199-day contracts. They should be used on a very limited basis if they are used at all. | **1** | VPs Instruction & Student Services | | X |
| 3. Ensure multiyear projections include all cost increases such as those for retiree health benefits, utilities, normal step-and-column movement, employee benefits, and payroll. If a deficit occurs after including these items, the college should identify an ongoing revenue source and/or implement permanent cost reductions. | **1** | VP Business | | |
| 4. Establish a closer link between budgeting for classes and the FTES targets, ensuring that the business office and instructional office monitor costs and FTES generated. This is important because these represent the greatest expense in the budget and the most significant revenue source. | **1** | VPS Instruction & Business | | |
| 5. Develop a plan for tax measure passage that restores as much of the 449 lost FTES as possible. Recovery of these means revenue added to the base and is ongoing as long as the funded FTES is maintained. | **1** | VP Instruction | | |

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| 6. Initiate negotiations with faculty employees to discuss changes in class size, loading and release time. | **1** | VP Instruction | | X |
| 7. Initiate negotiations with classified employees to reduce the percentage, the number of steps, or both on the annual step increment. | **1** | Dean HR | | X |
| 8. Negotiate with employee groups to limit the rate of increase on health benefits, exploring changes that have the greatest impact on limiting costs while maintaining a reasonable level of health coverage. | **1** | Dean HR | | X |
| 9. Immediately establish at the senior administrative level an explicit, data-driven FTES planning process that relates the size of the course offering to the college's FTES target and other budget goals and will be the basis for all of the college's enrollment management efforts. | **1** | Executive Council **Kathy Berry Enrollment Management Task Force Institutional Researcher** | 4/1/2013-5/15/2013<br><br>Continuous evaluation process | |
| 10. Ensure that the FTES planning process is led by the vice president, academic services and the vice president, business service. This process should be dynamically continued throughout the academic year so the plan can be adjusted for external funding changes and actual enrollment results. | **1** | VP Instruction & Business | | |

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| 11. Take immediate action to make progress toward increasing average class size to 30 (510 WSCH/FTEF) within the next three years. Once this goal has been achieved and maintained, the college should strive to make steady progress toward an average class size of 35 (595 WSCH/FTEF). | **1** | VP, Instruction, **Curriculum Committee Chair Division Deans Department Chairs Academic Senate President** | 1. Fall 2013<br>2. Next 3 yrs. | **X** |
| 12. Require instructional deans and department chairs to focus on scheduling courses that have the greatest student demand, specifically arts and sciences courses, those that fulfill general education requirements (such as United States history), and CTE courses that fulfill core competencies (such as business communication). Similarly, programs should avoid scheduling elective or optional courses, especially those offered at four-year colleges (such as East Asian history), or that provide skills that could be learned on the job (such as office transcription). | **1** | VP Instruction<br>VP for Student Services, Technology & Research<br>**Enrollment Management Task Force**<br>**Sub Committees: Instructional Council, Curriculum Committee Student Services Council** | April 2013 – Fall 2014 | |

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| 13. Direct instructional deans and department chairs in arts and science disci-plines to schedule courses required for upper division coursework in the related majors instead of courses needed to fulfill a single-discipline associate's degree major. For example, a student who earns an associate degree in English or psychology without transferring to a four-year college is not prepared for a successful career. Arts and sciences programs should schedule courses that fulfill multiple-discipline associate majors (such as humanities or behavioral sciences), which are also typically those within transfer general education patterns such as intersegmental general education transfer courses. | **1** | VP Instruction | | X |
| 14. Reduce the amount of release time assigned to faculty for managerial responsibilities, to improve the college's 50% ratio and create more hours of faculty teaching, generating more FTES for their programs. The managerial duties formerly assigned to faculty members would be assumed by instructional administrators. | **1** | VP Instruction | | X |
| 15. Use the budget-monitoring tool provided by FCMAT that directs attention to the end-of-year expected results so that staff can better anticipate fiscal year results, identify issues and make early adjustments if needed. By further broadening the application of this tool to each unit overseen by a vice president, the college can develop better budget monitoring and apply resources more effectively. | 1.06 | Board **VP Business** | 13-14 | |
| 16. Develop a working enrollment management program using the guidance provided by FCMAT in this area. | 1.06 | Executive Council **Enrollment Management Task Force** | 6-30-13 | |

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| 17. Find ways to stabilize or increase enrollment in the next three years without adding new full-time faculty. This would necessitate increasing class sizes and fill rates and/or hiring more adjunct faculty. | 1.06 | VP Instruction **Deans, Staffing Committee** | | |
| 18. Ensure the Counseling Department participates in reviewing its budget given the study findings that counseling expenditures are high compared to peer districts. | 1.12 | VP Student Services | | |
| 19. Carefully review career and technical programs that have a low current student demand, a low local labor market demand for the near future, and/or a low certificate or degree completion rate. The college should develop a plan to increase the minimum class enrollment to 20 for classes that have been allowed to operate with enrollments of much less. Programs should be discontinued if enrollment does not increase to an average class size of approximately 20. There should be few and clearly delineated exceptions for specified advanced courses (This will require discussion as a contractual issue in negotiations between the college and the faculty union). | 1.12 | VP Instruction | | X |
| 20. Identify additional, permanent reductions instead of one-time items for 2012-13. | 1.16 | Board | | |
| 21. Develop and share a regular schedule of FTES updates and modeling of annual FTES so that there is broad understanding of where the college stands regarding FTES targets, providing time for corrective action if warranted. | 1.18 | VP Instruction | | |

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| 22. Encourage more students to complete certificates instead of simply taking courses and leaving. Selected certificate requirements for career technical education programs should be revised whenever possible so that certificates require fewer total units, focusing on core requirements. In some cases, this may mean offering two or more separate certificates, either in two areas or in beginning and intermediate levels. This will encourage and enable more students to complete certificates, before and after employment. Examples of programs that could benefit from this approach include electrical technology and business office technician. Because an unreasonable number of units is required for a certificate in many career technical education programs, many students drop out after earning enough units for entry-level employment. | 1.29 | VP Instruction | | |
| 23. Evaluate areas where the college spends significantly more than its peer districts to determine whether expenditure reductions should be made, with an emphasis on academic salaries, benefits, TOP code 6100 instructional support, TOP code 6300 counseling and TOP code 6700 general services. | 1.31 | Executive Council | | X |
| 24. Evaluate all requests for categorical program subsidies against all other uses of unrestricted general fund monies, as well as with the college's other priorities. Subsidies should not be provided without analysis and discussion. | 1.31 | Executive Council | | |
| 25. Make efforts to eliminate specific extra-duty language and pay amounts from the faculty contract. Much of the activity included is administrative and should be at the prerogative of the administration. | 1.33 | VP Instruction & Student Services | | |
| 26. Seek to eliminate the faculty contract mandate providing an extra hour of pay per day for non-instructional faculty. | 1.33 | VP Student Services | | X |

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|---|---|---|---|---|
| 27. Redistribute some of the tasks assigned to coordinators to the managers in the student serves unit. Student Services has six management personnel, including the recently created position of dean of counseling and a number of coordinators (according to the faculty contract). | 1.33 | VP Student Services | | X |
| 28. Examine and evaluate proposed budget increases and decreases to fully understand the impact on the 50% law calculation before they are initiated. | 1.37 | Executive Council | | |
| 29. Thoroughly evaluate the results of the FTES planning each year to ensure improvement from year to year. | 1.37 | Executive Council | | |
| 30. Consider its need for larger lecture classrooms with a capacity of 45 or 50 in future planning for new and remodeled facilities. | 1.37 | VPs Instruction & Business | | |
| 31. Ensure each academic program recognizes its particular role in increasing the college's overall average class size. Lecture classes in the arts and sciences programs, such as history, psychology, sociology, and music appreciation, should increase well beyond the current class maximum of 40. | 1.37 | VP Instruction | | X |
| 32. Permanently implement a three-year budget model that allows for analysis of potential outcomes and consistently develop multiyear financial projections. | 1.41 | VP Business | | |
| 33. Compare actual revenues to expenditures to determine the surplus or deficit that would affect fund balance, instead of the current practice of including the reserve as a revenue line item since this masks the real operating results. | 1.41 | VP Business | | |

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|---|---|---|---|---|
| 34. Avoid spending more money in an attempt to regain FTES only to dilute productivity, leading to little change but higher costs. If the college merely adds sections that add cost and do not increase the FTES, it has spent more without additional FTES, which ends up achieving lower productivity in the process. | 1.41 | VPs Instruction & Business | | |
| 35. Establish budget planning criteria for maintaining compliance with the 50% law. | 1.43 | VP Business | | |
| 36. Develop a 1% rate sensitivity calculation so that when the budget is increased or decreased, the collage can quickly determine the effect on the 50% law ratio. The 1% sensitivity calculation allows the college to know how many dollars of change it takes to alter the 50% calculation by 1% in either direction. | 1.43 | VP Business | | |
| 37. Ensure that the business office, in consultation with the instructional office, reviews the assignment of TOP codes and object codes for faculty to make certain the expenditures are correctly captured and reported. | 1.43 | VPs Instruction & Business | | |
| 38. Link educational master planning, the college mission and purposes, and related planning processes to processes for cost reduction, prioritization of effort, and program efficiency decisions. | 1.43 | Executive Council | | |
| 39. Openly communicate that any program requests for new faculty will be denied until the college's overall faculty obligation number decreases to the obligatory level set by the California Community College Chancellor's Office. Currently, the college's obligatory faculty obligation number is 94.3. | 1.43 | Executive Council | | X |

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| 40. Evaluate programs, especially those in student services, where the college's portion of their funding is in excess of the grant "match" requirement to ensure that IVC determines that subsidizing such programs is in line with IVC's priorities and that these evaluations are collaboratively conducted. | 1.43 | VP Student Services | | |
| 41. Identify changes in revenues and expenditures that separate one-time adjustments from ongoing commitments so that there is a clear understanding of the budget's ongoing status. This includes items such as step/column and utilities and is also important in multiyear modeling. | 1.5 | VP Business | | |
| 42. Explore ways to expand student capacity in classrooms. | 1.5 | VPs Instruction & Business | | |
| 43. Report all classroom teaching and instructional aide costs in TOP codes 0100-5900 to positively affect the 50% law calculation. | 1.5 | VP Business | | |
| 44. Prioritize and implement broad, clear, and accurate communication about the college budget, cost reduction activities, FTES issues, and program prioritization. Information should be easily available and accessible, and distributed regularly, to all faculty and staff, as well as the community. | 1.5 | Executive Council | | |
| 45. Require the career and technical programs moving into the college's new complex in 2014 to develop multiyear plans that outline how they will utilize the facility as enrollment increases. These programs include welding, air conditioning/refrigeration, building construction technology, electrical trades, fire science, emergency medical services, and administration of justice. | 1.5 | VP Instruction | | |

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| 46. Develop a plan to restore the ending fund balance and to fund ongoing obligations if the November tax measure passes. | N/A | Board | | |
| 47. Clarify the roles, responsibilities and expectations for budget development and monitoring. | 1.58 | Board | | |
| 48. Increase its online offerings in a variety of programs, whether courses are delivered completely or partially online, to help individuals living far away from the campus as well as those who live closer but wish to complete their coursework more quickly. Moving some classes to the online format such as selected courses in art history, child development, music appreciation, sociology, etc., would strengthen enrollments in many programs and make classroom space available for other courses. The college should also update its distance education plan (part of the college's educational master plan and last updated in 2011-12) to create an improved, coherent methodology, from the technological and educational perspectives, for expanding its online offerings. | 1.58 | VP Instruction | | |
| 49. Evaluate community services, ancillary services and auxiliary operations (TOP codes 6800 – 7390) to ensure that all direct expenses for services in these programs are accurately reported. Indirect costs to support these programs may also be included (e.g. custodial, accounting, etc.), and this practice may positively affect the 50% law calculation. | 1.62 | Executive Council | | |
| 50. Communicate the FTES planning process to the entire college so that it guides decision-making processes throughout the organization. | 1.62 | Executive Council | | |

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| 51. Develop organizational, communication, and decision-making linkages or connections among the redesign team/process, program review, planning, and decision-making at the leadership and executive council levels. | 1.62 | Executive Council | | |
| 52. Consider operating with three vice presidents instead of filling the open vice president position until there is sufficient growth to warrant a larger staff. | 1.66 | President Executive Council | Completed | |
| 53. Discontinue the practice of providing paid release time to either employee union groups beyond that time required by the Rodda Act and PERB rulings. | 1.66 | Dean HR | | X |
| 54. Implement a budget calendar that outlines the process, actions and dates that personnel district wide should know. | 1.66 | VP Business | | |
| 55. Implement strict controls to limit expenditure budget transfers that decrease the ending fund balance. | 1.68 | VP Business | | |
| 56. Continue evaluating academic programs, initiated and developed by college administrators and faculty in summer 2012 as an ongoing process. | 1.68 | VP Instruction | | |
| 57. Increase instructional programs and courses with low success rates to percent-ages close to the state average for the discipline. Several approaches could be used to accomplish this, including utilizing the student learning outcomes assessment and improvement process, increasing staff development in pedagogy, modifying course delivery practices such as providing shorter and variable term lengths, and revising course prerequisites. | 1.68 | VP Instruction | | |

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| 58. Develop clear, consistent budget information to better present and inform those responsible for making key decisions, possibly using the examples provided by FCMAT. | 1.75 | VP Business | | |
| 59. Conduct an assessment to determine factors beyond instructional scheduling that contribute to decreasing enrollments and fill rates. | 1.75 | VP Instruction | | |
| 60. Consider reducing the number of funded full-time faculty positions. | 1.81 | VP Instruction | | X |
| 61. Regularly verify retiree status since given the annual cost of benefits, paying for even a few non-qualifying people is costly. | 1.87 | Dean HR | | |
| 62. Consider allocating all lottery proceeds to TOP codes 6000-6700, which might positively affect the 50% law calculation. | 1.87 | Executive Council | | |
| 63. Establish a consistent report structure to enhance communication of important budget information. | 1.91 | Board | | |
| 64. Establish a level of accountability for budget managers that is measured and addressed in evaluating performance. | 1.93 | Executive Council | | |
| 65. Ensure any additional revenue or savings are first used to improve its fund balance. | 2 | Board | | |
| 66. Develop a plan now for potential budget shortfall. | 2 | VP of Business | | |
| 67. Consider redirecting the amount or a portion of the amount saved when the annual payment for retiree incentives ends towards funding of its other post-employment benefits (OPEB) obligation. The annual incentive cost as of the 2012-2013 budget year is $728,000. | 2 | Board | | |

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| 68. Implement the program evaluation and improvement process for the library, which was not included in a FCMAT program evaluation process during this study period. Any additional programs that were not part of the FCMAT process should also be evaluated. | 2 | Executive Council | | |
| 69. Implement continuous cross-functional team process evaluation and improvement, which began the summer of 2012. Each department should review three processes during academic year 2012-13, with plans and structures for ongoing process evaluation and improvement for future years. | 2.06 | Executive Council | | |
| 70. More aggressively reduce expenditures by implementing ongoing budget adjustments to avoid insolvency. | 2.16 | Board | | |
| 71. Incorporate the impact of the Title V transition into the multiyear modeling. | 2.25 | VP Business | | |
| *72. Use the following forms, models, templates, and examples provided by FCMAT to implement these recommendations:*<br>• An annualized projection model and template for current year budget performance.<br>• A budget presentation package, including templates and samples.<br>• A three-year modeling worksheet with examples.<br>• Peer district comparative analysis workbooks and documentation to allow for subsequent comparisons | | Board | | |