



FCMAT Update and Correlation with ACCJC Special Report

Board Of Trustees Presentation

Dr. Martha O. Garcia

March 19, 2014

ACCJC Special Report

Special Report required elements that must be addressed:

- The actions taken by the district to address the permanent fixed costs resulting from mandated entitlements in the District's collective bargaining contracts. A major on-going concern is that the structured entitlements provided to unions require concessions be made by employees to reduce college costs. If the college's actions can be effectively monitored through a Special Report that targets action taken by the District to reduce permanent fixed costs resulting from mandated entitlements in union agreements, then there is no need to send a team to visit the college. Otherwise a Special Report with a visit is recommended.
- **All contractual matters must be negotiated by the appropriate parties.**
- **The college does not appear to be a going-concern and unless significant modifications occur the college will be insolvent.**

Correlation between ACCJC Special Report and FCMAT PROGRESS

ACCJC Special Report

Low minimum enrollment for a class to go with a provision that classes cannot be cancelled for low enrollment.

FCMAT Report

Area: Enrollment and FTES Analysis; Recommendation 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).

Area: Enrollment and FTES Analysis; Recommendation 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).

Activity 2.1:	Person(s) Responsible	Timeline	Status or Progress to Date
<p>Department Chairs and Deans will review all courses offered in their department and/or division.</p>	<ul style="list-style-type: none"> • VP, Academic Services • Curriculum Committee Chair • Division Deans • Department Chairs • Academic Senate President 	<p>Fall 2015</p>	<p>March 19, 2014– 60% Complete</p> <ul style="list-style-type: none"> • Curriculum Committee Minutes of 3/7/13, 10/3/13, 3/6/2014, 3/20/14 <ul style="list-style-type: none"> ○ Curriculum Committee will create matrix that depicts all course cap sizes. They will review it and discuss it. Currently developing a form that departments will utilize to establish and revise class sizes. Some departments have voluntarily increased cap sizes. AP 4020 will be revised • Review of State Academic Senate course cap size publication
<p>Activity 2.2:</p> <p>Take immediate action to make progress toward increasing institutional average class <u>cap</u> size to 30.</p>	<p>Person(s) Responsible</p> <ul style="list-style-type: none"> • VP, Academic Services • Curriculum Committee Chair • Negotiators 	<p>Timeline</p> <p>Academic year 2013-2014</p>	<p>Status or Progress to Date</p> <p>March 19, 2014– 100% Complete</p> <ul style="list-style-type: none"> • Minimum class size increased from 25 to 28 during Spring 2014 (unless safety or facilities limit student enrollment) • There must be a minimum of 17 students or a minimum 65% students enrolled in a course, otherwise it will be cancelled

Activity 2.3 Develop Trend line which includes FTES, class cap size and fill rates and a Course Tracking Tool to document improvement.	Person(s) Responsible <ul style="list-style-type: none"> • VP, Academic Services • Academic Services Office 	Timeline Throughout 2013-2014, 2014-2015, 2015-2016	Status or Progress to Date March 19, 2014 – 100% Complete <ul style="list-style-type: none"> • FTES Reports provided by A&R and Academic Services • Fill Rates tracked in Dashboard and Argos • Class Cap Size and Tracking Tool with Trend Line
Activity 2.4: The college should strive to make steady progress toward an average class cap size of <u>35</u> (595 WSCH/FTEF).	Person(s) Responsible <ul style="list-style-type: none"> • VP, Academic Services • Curriculum Committee Chair • Negotiators 	Timeline Throughout 2014-2015, 2015-2016, 2016-2017	Status or Progress to Date March 19, 2014 – 55% Complete <ul style="list-style-type: none"> • Architect Sanders conducted a tour of the classes and will create a schematic map that reflects the potential for classroom desk increases • Curriculum Committee Minutes of 3/7/13, 10/3/13, 3/6/2014, 3/20/14 <ul style="list-style-type: none"> ○ Curriculum Committee will create matrix that depicts all course cap sizes. They will review it and discuss it. Currently developing a form that departments will utilize to establish and revise class sizes. Some departments have voluntarily increased cap sizes. AP 4020 will be revised ○ Review of State Academic Senate course cap size publication
Evidence: <ul style="list-style-type: none"> • FTES and fill rate progression for the last three years • Course Inventory List • WSCH/FTEF Report • Productivity Report • Schematic map of classrooms • Curriculum Committee; IVC course cap size matrix • Revised AP 4020 • 2013-2015 CTA Full-Time Faculty Contract: Article 15.16, class size (pg. 88) • State Academic Senate Publication, discusses course cap sizes 			



Correlation between ACCJC Special Report and FCMAT PROGRESS

ACCJC Special Report

Significant amounts or release time to complete administrative work.

FCMAT Report

Area: Academic Program Evaluation; Recommendation 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.

Area: Academic Program Evaluation; Recommendation 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.

<p>Activity 13.1</p> <p>Reduce the amount of release time assigned to faculty for managerial responsibilities.</p>	<p>Person(s) Responsible</p> <ul style="list-style-type: none"> Dean , HR 	<p>Timeline</p> <p>June 2013</p>	<p>Status and Progress:</p> <p>March 19, 2014- 100% complete</p> <ol style="list-style-type: none"> There was a significant reduction of release time approved in 2013-2015 CTA Contract, the decrease is equivalent to seven full-time jobs; Article 17.13
<p>Activity 13.2</p> <p>Improve the college's 50% ratio and create more hours of faculty teaching, generating more FTES for their programs.</p>	<p>Person(s) Responsible</p> <ul style="list-style-type: none"> President's Cabinet 	<p>Timeline</p> <p>On-Going</p>	<p>Status and Progress:</p> <p>March 19, 2014- 100% complete</p> <ol style="list-style-type: none"> Increased part-time lecture rate from \$48.00 to \$55.00 (13% increase) Adjustment of release time (reduction) Y rating of faculty All future expenditures will consider the 50% law
<p>Activity 13.3</p> <p>Managerial duties formerly assigned to faculty members should be assumed by instructional administrators.</p>	<p>Person(s) Responsible</p> <ul style="list-style-type: none"> Dean , HR VP, Academic Services 	<p>Timeline</p> <p>June 2013</p>	<p>Status and Progress:</p> <p>March 19, 2014- 50% complete</p> <ol style="list-style-type: none"> Some of the Department Chair duties were assigned to the Instructional Deans
<p>Evidence:</p> <ul style="list-style-type: none"> 2013-2015 CTA Contract; Article 17.13 Calculations for release time Department Chair job description 			

Correlation between ACCJC Special Report and FCMAT PROGRESS

ACCJC Special Report

Additional contract days up to 199 from 177 for a number of faculty who work as coordinators.

FCMAT Report

Area: Organizational Review and Budget Development;

Recommendation 3

Limit the use of 199-day contracts. They should be used on a very limited basis if they are used at all.

Area: Organizational Review and Budget Development; Recommendation 3

Limit the use of 199-day contracts. They should be used on a very limited basis if they are used at all.

Activity 9.1	Person(s) Responsible	Timeline	Status and Progress:
Negotiate to limit the 199-day contracts.	<ul style="list-style-type: none">• Dean , HR	June 2013	March 19, 2014– 100% complete 1. Current CTA contract (2013-2015); Article 15.3.3 reflects a reduction of 5 days to 199-day contracts
Evidence: <ul style="list-style-type: none">• 2013-2015 CTA Contract; Article 15.3.3			



Correlation between ACCJC Special Report and FCMAT PROGRESS

ACCJC Special Report

Rapidly declining fund balance caused by lack of action to address the imbalance between revenue and expenditures.

FCMAT Report

**Area: Organizational Review and Budget Development;
Recommendation 17**

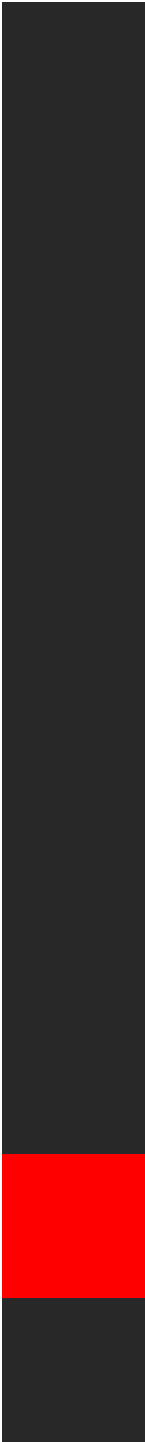
Compare actual revenues to expenditures to determine the surplus or deficit that would affect fund balance, instead of the current practice of including the reserve as a revenue line item since this masks the real operating results.

**Area: Organizational Review and Budget Development;
Recommendation 6**

Ensure any additional revenue or savings are first used to improve its fund balance.

Area: Organizational Review and Budget Development; Recommendation 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.

<p>Activity 20.1</p> <p>Compare actual revenues to expenditures to determine the surplus or deficit that would affect fund balance.</p>	<p>Person(s) Responsible</p> <ul style="list-style-type: none"> • VP of Finance 	<p>Timeline</p> <p>September 2013</p>	<p>Status and Progress:</p> <p>March 19, 2014- 100% complete</p> <ul style="list-style-type: none"> • 2013-2014 Final Budget compares actual revenues to expenditures • The fund reserve amount is not initially available for operational budget expenditures, unless the board approves it • Board receives updated budget report on a monthly basis
<p>Evidence:</p> <p>2013-2014 Final Budget</p>			



Area: Organizational Review and Budget Development; Recommendation 6

Ensure any additional revenue or savings are first used to improve its fund balance.

Activity 18.1	Person(s) Responsible	Timeline	Status and Progress:
Ensure any additional revenue or savings are first used to improve its fund balance.	<ul style="list-style-type: none">• Board of Trustees• President's Cabinet• B&F Planning Committee	On-going	March 19, 2014- 100% complete <ol style="list-style-type: none">1. Board approved reserve of 16.6%2. B&F Planning approved strategy to increase fund balance on 1-29-143. The board has the authority to allocate additional revenue or savings as deemed necessary
Evidence: <ul style="list-style-type: none">• Board minutes, approved reserve of 16.6%• B&F Planning minutes of 1-29-14 approved strategy to increase fund balance			





Thank you





Fiscal Crisis & Management Assistance Team(FCMAT) Update Board Of Trustees Presentation

Dr. Martha O. Garcia
February 28, 2015

FCMAT History

- In Spring of 2012, Imperial Valley College holistically agreed to undergo a FCMAT comprehensive evaluation.
- As a result Dr. Jaime formed the Redesign Team in Summer 2012. The redesign team decided to change their name to Strategic, Transition, Action Response Team START on October 2, 2012.
- On December 3, 2012, FCMAT provided Imperial Valley with a comprehensive evaluation report that warranted 72 recommendations.
- The START team worked diligently to address the 72 recommendations and developed 64 action plans.

Current Status

- Of the 72 recommendations, 29 (40%) have been completely addressed. The remaining recommendations are in the progress of being addressed.
- It is imperative to emphasize that some of these recommendations require negotiation. Additionally, some of the recommendations will take a few years to fully address them. For instance, addressing the Other Post-Employment Benefits (OPEB) obligation.
- Of the 72 recommendations provided by FCMAT, it was collectively decided not to address one recommendation (Recommendation 2 on the FCMAT Tracking Tool).

FCMAT Recommendation 2 will not be addressed

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.

Area: Organizational Review and Budget Development; Recommendation 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.

(Created 11-12-2013) (Modified 2-27-15)

Activity 8.1	Person(s) Responsible	Timeline	Status and Progress:
1. Negotiate restructuring department chair model.	<ul style="list-style-type: none">• VP of Academic Services• CHRO	Fall 2015	February 27, 2015- N/A <ul style="list-style-type: none">• There was no reduction of department chairs in the current 2013-2015 CTA Contract; contract negotiations will be resumed in Fall 2014• District disagrees with FCMAT- discussions were held and it was determined to remain the same
Activity 8.2: 1. Develop a job description for Department Chairs that defines their role and provides for greater accountability.	<ul style="list-style-type: none">• CHRO	June 2013	Status and Progress February 27, 2017- 100% complete <ul style="list-style-type: none">• Copy of Department Chair job description (available on website)• The district now has discretion to dismiss a Department Chair if they he/she is not fulfilling responsibilities
Activity 8.3: 1. Negotiate decreasing the amount of release time for department chairs.	<ul style="list-style-type: none">• CHRO	June 2013	Status and Progress: February 27, 2015- N/A <ul style="list-style-type: none">• District disagrees with FCMAT- discussions were held and it was determined to remain the same

POSITIVE ACCOMPLISHMENTS

- As previously noted, the START Team decided to address all 72 recommendations and great accomplishments have transpired.
- As notable example of this is addressing Recommendation 62.

FCMAT Recommendation 62

Encourage more students to complete certificates instead of simply taking courses and leaving. Selected certificate requirements for career technical education programs should be 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.

Area: Academic Program Evaluation; Recommendation 62

Encourage more students to complete certificates instead of simply taking courses and leaving. Selected certificate requirements for career technical education programs should be 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.

(Created 2-25-2014) (Modified 2-27-15)

Activity 29.1	Person(s) Responsible	Timeline	Status and Progress
1. Encourage more students to complete certificates.	<ul style="list-style-type: none">• Dean or Economic and Workforce Development• CTE Counselor	Continuous	February 27, 2015- 100% complete <ul style="list-style-type: none">• CTE Counselor is currently providing presentations to CTE students; assisting with academic advising and certificate application
Activity 29.2	Person(s) Responsible	Timeline	Status and Progress
1. Revise whenever possible so that certificates require fewer total units, focusing on core requirements.	<ul style="list-style-type: none">• Dean or Economic and Workforce Development• VP of Academic Services• Curriculum Committee	Continuous	February 25, 2015- 100% complete <ul style="list-style-type: none">• Process to address this recommendation has commenced. Some of the CTE programs are currently revising their curriculum.

Evidence for Recommendation 62

WELDING TECHNOLOGY

During August 2014, a review the completion of degree and certificates in the Welding Technology programs began as a results of an IDRC grant and Prop 39 funding. Below is a summary of the results.

Welding Technology program Degree and Certificate Review			
2012			
		D	C
● Welding Technology	Spring 13	3	6
<i>Degree and Certificate Audit for 2012 and 2013 found the following additional completers</i>		0	4
<i>Totals</i>		3	10
Actual Total		3	6
2013			
		D	C
● Welding Technology	Spring 14	0	2
<i>Degree and Certificate Audit for 2012 and 2013 found the following additional completers</i>		1	4
<i>Totals</i>		1	6
Actual Total		0	2
<i>Projected Degree and Certificate Audit for Fall 2014</i>			
<i>Projected Completers</i>			
<i>Fall 2014</i>		<i>D</i>	<i>C</i>
● <i>Welding Technology</i>	<i>WELD 102</i>		2
	<i>WELD 104</i>		5
<i>Fall 2014 Completers</i>			7
<i>Previous Completers from 2012 and 2013</i>		1	8
Total Projected Welding Technology Degree and Certificates Fall 2014		1	15

NEXT STEPS

- It is deemed that the START Team has completed their responsibility in regards to addressing the recommendations and creating the action plans to serve as a blueprint.
- A discussion was held during the last START Team meeting and it was determined that the recommendations that are in the progress of being addressed will continuously be evaluated by responsible person or group identified (Administrator) in the FCMAT Tracking Tool.
- In addition, the FCMAT topic will remain as a President's Cabinet agenda item to ensure that the recommendations continue to be addressed. Dr. Jaime plans to continue to provide FCMAT updates to the Board of Trustees.



Thank you