

# Imperial Valley College



## Follow Up Report

Submitted by:

Imperial Community College District, Imperial Valley College  
380 East Aten Road • Imperial, CA 92251

Submitted to:

Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges



March 15, 2014

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## CERTIFICATION OF THE ACCREDITATION FOLLOW-UP REPORT

**DATE:** March 15, 2014




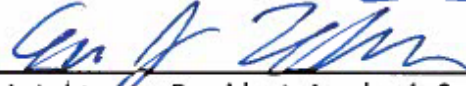
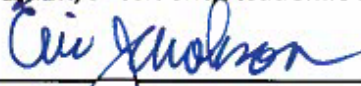


**TO:** Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

**FROM:** Imperial Community College District  
Imperial Valley College  
380 East Aten Road  
P.O. Box 158  
Imperial, CA 92251

This Accreditation Follow-Up Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Follow-Up Report accurately reflects the nature and substance of this institution.

Signed:

 _____ Dr. Victor M. Jaime, Chief Executive Officer	2/20/2014 _____ Date
 _____ Karla A. Sigmond, President, District Board of Trustees	2/20/2014 _____ Date
 _____ Ricardo Ibarra, President, Associated Student Government	2/25/14 _____ Date
 _____ Eric Lehtonen, President, Academic Senate	2/25/2014 _____ Date
 _____ Eric Jacobson, President, CCA/CTA/NEA	2/27/2014 _____ Date
 _____ Yethel Alonso, President, CSEA, Chapter 472	2/25/2014 _____ Date
 _____ Dr. Daniel Gillison, Chair, College Council	2/25/14 _____ Date

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***A list of evidence, with hyperlinks to each item, is provided at the end of each section.***

## STATEMENT ON REPORT PREPARATION

### District Preparation

In January 2013, the Imperial Valley Community College District (IVC) Self-Study Report was completed and submitted to the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC). The Evaluation Team subsequently visited in March 2013. At the end of the visit a verbal summary of the team's preliminary findings was presented to the college campus highlighting commendations and recommendations. After the oral recommendations from the site visit team of March 11, 2013, the Continuing Accreditation Response Team (CART) began discussing known issues regarding our planning processes and our financial condition—the two primary recommendations of the site visit team.<sup>1</sup>

On July 3, 2013, the ACCJC formally informed the college of the warning sanction due to the three recommendations.<sup>2</sup> The College's Accreditation Liaison Officer (ALO) and CART co-chairs met to establish a timeline and to form response teams in consultation with the various planning, instructional, and administrative committees.<sup>3,4</sup>

The CART Committee provided a repository and guide questions for each standard identified in the recommendations.<sup>5,6,7</sup> The CART committee monitored and provided feedback to each of the three teams on a monthly basis. First drafts were submitted by the teams on October 31, 2013, were forwarded to the assigned readers, and then returned to the originating team for revision and/or requests for more evidence as necessary prior to final editing.<sup>8,9</sup> Routine progress reports were disseminated to the campus community through standing reports at participatory governance committees and the President's Cabinet.<sup>10,11</sup>

The reading and approval of the final document was completed by the College Council on February 3; the President's Cabinet on February 4; Academic Senate on February 5; and the Board of Trustees on February 19, 2014.<sup>12</sup>

### Working Groups

The College formed three working groups to address the recommendations and the teams are listed below:

#### **Recommendation 1:**

Todd Finnell, Vice President for Student Services, Technology and Research (Team Lead)

Cathy Zazueta, Assistant Librarian/Department Chair

Ted Ceasar, Dean of Counseling

Terry Norris, Tutorial Specialist

Jose Carrillo, Director of Institutional Research

**Recommendation 7:**

Travis Gregory, Administrative Dean for Human Resources (Team Lead)  
Sydney Rice, SLO Coordinator/ESL Faculty  
Frank Hoppe, Reference Librarian  
Dixie Krimm, Instructional Assistant/Curriculum Specialist

**Recommendation 8:**

John Lau, Vice President for Business Services (Team Lead)  
Mary Carter, Administrative Assistant to the Vice President for Business Services  
Dave Drury, Exercise Science/Wellness/Sport Department Chair/PE Faculty  
Matthew Thale, Systems Analyst  
Melody Chronister, Instructional Support Specialist  
Kevin White, Behavioral and Social Sciences Department Chair/Political Science Faculty

**Editors and Readers:**

Tina Aguirre, Dean of Health and Science, CART Co-Chair  
Brian McNeece, Dean of Arts, Letters and Learning Services, CART Co-Chair  
Kathy Berry, Vice President for Academic Services, ALO  
Michael Heumann, English Faculty, ATLAS Director, Chair of the Curriculum Committee  
Eric Lehtonen, Math Faculty, President of Academic Senate  
Vikki Carr, Executive Assistant to the Superintendent/President  
Linda Amidon, Administrative Assistant to the Vice President for Academic Services/ALO  
Adriana Sano, Administrative Assistant to the Vice President for Student Services, Technology, and Research  
Mary Carter, Administrative Assistant to the Vice President for Business Services  
Jessica Waddell, Administrative Assistant to the Administrative Dean of Human Resources

**Technical and Graphic Support:**

Mike Nicholas, Reprographics Designer and Technician  
Matthew Thale, Systems Analyst  
Alejandro Aguilar, Systems Analyst

**Timeline of Activities**

Prior to and following the receipt of the Commission's ruling, several key events took place. The following is a timeline of these events.

July 2013

- Superintendent/President informs the Board of Trustees that the Commission has met and the College has been notified that ACCJC has placed the College on a Warning Sanction based on three recommendations. A Follow-Up Report will be due to the

Commission on March 15, 2014. The Board is also informed that the college community has begun reviewing the recommendations.

- The College hires Jose Carrillo as the Director of Institutional Research.

#### August 2013

- The campus community is informed of the Commission findings, recommendations and accreditation status.
- The ALO and CART Co-Chairs meet and review the recommendations and formulate a proposed timeline and response teams.
- The Educational Master Plan Committee and President's Cabinet purchases the license to Strategic Planning Online (SPOL), an integrated planning data base to assist the College in facilitating its planning processes.

#### September 2013

- The CART Committee meets and reviews the proposed timeline and proposed teams assigned to work on the Follow-Up Report
- Three response teams are formed with members of the President's Cabinet designated as team leaders: Response 1 Team Leader - Todd Finnell, Vice President for Student Services, Technology and Research; Response 7 Team Leader - Travis Gregory, Administrative Dean for Human Resources; Response 8 Team Leader - John Lau, Vice President for Business Services.
- The District and bargaining units, CTA and PTFA, reach agreement and include in each collective bargaining agreement a provision that faculty members will be evaluated on their involvement in the assessment and evaluation of Student Learning Outcomes. In addition, both units agree to increase class size to improve enrollment management efficiencies. The revised contract provisions related to salary and release time is based on the Board approved Compensation Philosophy.
- The Budget and Fiscal Planning Committee begins discussion of Recommendation 8 and formulates a sub-committee to address the recommendation.
- The Educational Master Plan Committee meets and discusses Recommendation 1 and decides to refine the planning calendar, improving the integration of all planning processes and adding milestones associated with planning and budgeting into one calendar.
- The SPOL implementation team is formed and training begins.

#### October 2013

- Strategic Plan visioning occurs throughout the Imperial County.
- College Strategic Plan goals are reviewed and the College adopts the Educational Master Plan Goals as Institutional Strategic Plan Goals.
- The Program Review process is launched with a revised form that better links planning to EMPC goals. SMART (Specific, Measurable, Attainable, Relevant, Time-Limited) planning is adopted.
- The Board of Trustees approves agreements with unrepresented groups, which include restructured salary scales based on the Board approved Compensation Philosophy.

#### November 2013

- The Budget and Fiscal Planning Committee initiates the discussion of an industry best practice for final budgetary prioritizations regarding resource requests.
- A revised planning calendar, effective 2014-2015, is presented to the Educational Master Plan Committee, Academic Senate and College Council.

#### December 2013

- The Budget and Fiscal Planning Committee passes a resolution and recommends to the President that the committee provide the final prioritization of all budget resource requests based on the resource planning committees' prioritizations, the budget principles, the institutional goals, and the mission of the College.
- The Budget and Fiscal Planning Committee adopts revised budget priorities and discusses a plan to fund the college's long term liabilities.
- Each recommendation team submits final response drafts to the CART Committee.

#### January 2014

- The final draft of the Follow-Up Report is edited, reviewed by the CART Committee, and submitted to the participatory committees for review.

#### February 2014

- The participatory committees review and accept the final Follow-Up Report.



- The Follow-Up Report is forwarded to the Superintendent/President and the Board of Trustees.
- The Board of Trustees accepts and certifies the Follow-Up Report.

March 2014

- The Follow-Up Report is submitted to the Commission.

## REPORT PREPARATION EVIDENCE

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<sup>1</sup> [RP 1.01 CART Minutes 4/19/13, 5/3/13](#)

<sup>2</sup> [RP 1.02 Letter from ACCJC, Accreditation Status, 7/3/13](#)

<sup>3</sup> [RP 1.03 Proposed Timeline for Follow-Up Report](#)

<sup>4</sup> [RP 1.04 Proposed Teams for Follow-Up Report](#)

<sup>5</sup> [RP 1.05 CART Minutes 9/20/13](#)

<sup>6</sup> [RP 1.06 Standards, Guide Questions, Sources of Evidence](#)

<sup>7</sup> [RP 1.07 Email – Follow-Up Report Evidence Repository 12/3/13](#)

<sup>8</sup> [RP 1.08 CART Minutes 10/18/13, 11/1/13, 11/15/13, 1/24/14](#)

<sup>9</sup> [RP 1.09 Emails - Feedback on Responses to Recommendations 10/15/13, 11/5/13, 11/14/13, 11/15/13](#)

<sup>10</sup> [RP 1.10 Academic Senate Minutes – Accreditation Updates](#)

<sup>11</sup> [RP 1.11 College Council Minutes – Accreditation Updates](#)

<sup>12</sup> [RP 1.12 Approval and Certification of Accreditation Follow-Up Report by College Council, Academic Senate, and Board](#)

## RESPONSE TO RECOMMENDATION ONE

**Recommendation 1: In order to fully meet the Standard, the team recommends that the College consistently link the institutional goals and objectives detailed in the Educational Master Plan with operational plan goals and resource allocations, including technology resources, in order to assess progress toward meeting institutional goals. In addition, the College should establish a planning calendar that identifies all planning activities, committees, and the roles of various College plans, and includes institutional effectiveness assessment and improvement cycles. (I.B .3, II.C.1b, IV.A.5)**

### Response

To fully meet the Standard, the College has

- Revised its Educational Master Plan and Program Review to integrate all resource requests and link them to institutional goals
- Purchased and provided training for a comprehensive planning system, Strategic Planning Online (SPOL)
- Reviewed all committee missions and created a tool to measure committee effectiveness
- Updated the comprehensive planning calendar
- Extended the reach of training and assessment of Information Competency/Literacy

### Educational Master Plan and Program Review

In 2008, Imperial Valley College added an Educational Master Plan (EMP) to its Master Planning processes. The EMP was designed to centralize the Program Review and planning processes and ensure a sustainable and inclusive process based on data. Subsequent three-year EMPs were developed for 2009-2012 and 2012-2015.<sup>1</sup> Each plan is updated on an annual basis. Since the first EMP was developed in 2008, the College has steadily improved in the development, integration, application, and assessment of its planning processes. During the 2013-2014 academic year, the institutional plan evolved to incorporate the EMP, which is aligned with the institutional goals and objectives and the ACCJC Accreditation Standards.<sup>2</sup> Further alignment and planning integration will be facilitated through the implementation of Strategic Planning Online (SPOL), a comprehensive planning and integrated data management system.

Significant changes were implemented in the 2012-2015 EMP based on the review and evaluation of the previous EMP and the planning process involving Program Review.<sup>3</sup> The Program Review process was modified from a three-year comprehensive program review to an annual program review. For academic programs, the program review includes a “health check” as recommended by the Fiscal Crisis Management Team (FCMAT).<sup>4</sup> The program review for non-academic programs includes process improvement opportunities as recommended by FCMAT.<sup>5</sup>

The College continues to make changes in its planning and resource allocation processes to strengthen the links between the institutional and operational plan goals. In July 2013, the College purchased a comprehensive planning and data management system, Strategic Planning Online (SPOL), as the main means for planning, assessing, budgeting and tracking of accreditation processes to better link strategic planning to resources and outcomes. The College began implementing SPOL in fall 2013 with full implementation expected in fall 2014.<sup>6</sup>

During the transition to SPOL, the EMP Committee has modified the Program Review template for academic and non-academic programs to clearly link their program goals and resource requests to institutional goals.<sup>7</sup> New tables were added to the program review template to clearly identify the links between goals and resources. The new template closely matches the program review module in SPOL to allow for a smooth transition. Program reviews for 2013-2014 will be done outside of the SPOL system and uploaded into SPOL once it is fully operational.<sup>8</sup> Program reviews for 2014-2015 and beyond will be completed entirely in the SPOL environment.

The Educational Master Plan Committee developed a Program Review Handbook in fall 2013 that is distributed to all academic and non-academic departments and units that conduct program review.<sup>9</sup> The handbook gives detailed instructions for completing the program review template and the requirement to link program goals and resource requests to institutional goals. Furthermore, the handbook improves institutional effectiveness by stipulating the roles of the resource committees and the requirement to link committee goals to institutional goals.<sup>10</sup> The handbook and subsequent training will ensure all program-level goals are aligned with institutional goals. At its December 6, 2013 meeting, the Educational Master Plan Committee completed a review and assessment of institutional effectiveness based on data from the 2012-2013 planning cycle.<sup>11</sup> As evidence of a review and assessment of institutional effectiveness is the assessment and proposal for a diesel technology program that was developed based on evaluation of industry and business needs, historical success of a similar program, and recommendation from the Automotive Technology Advisory Committee (<http://accreditation.imperial.edu/docs/substantive-change-proposals/2012/Diesel%20Farm%20Machinery%20and%20Heavy%20Equipment%20Technician%20Certificate%20Substantive%20Change%20Proposal%20Nov.%202013.pdf>).

The college links program review to resource allocations by having resource requests reviewed and prioritized by the resource committees in the areas of staffing, technology, facilities, marketing, and professional development. In this way, all resource requests are uniformly processed and linked to institutional goals, including technology resources. The following chart shows the resource requests from program reviews that were reviewed and prioritized by the resource committees, and the requests that were funded in the 2013-2014 budget.<sup>12</sup>

Resource Category	Prioritized Resources Requests	Rank	Funding Allocated	Comments
Staffing	Teaching Faculty			
	Chemistry Instructor	1	Yes	Hired: Fall 2013

	Math Instructor	2	No	
	AJ Instructor	3	No	
	Biology Instructor	4	No	
	<b>Non-Teaching Faculty</b>			
	Mental Health Counselor	1	Yes	Hired: Fall 2013
	Part-Time Counselor – Transfer Center	2	No	
	<b>Classified Positions</b>			
	System Analyst	1	Yes	Under recruitment
	Part-Time Evening Support Staff – Counseling	2	Yes	Hired: Fall 2013
	Part-Time Transfer Center Technician	3	Yes	Under recruitment
	Part-Time Assessment Center Technician	4	Yes	Under recruitment
<b>Technology</b>	Braille Embosser and Software (DSPS)	1	Yes	Purchased with categorical funds
	Adobe Photoshop(Business)	2	No	Pending
	Network Switch Refresh (IT)	3	No	
	Laptop (SME)	4	No	
	Statistical Software (Research)	4	Yes	
	Software to locate electrical diagrams (Elec. Resid. Tech)	4	No	
	Student Tracking Database (Health and Public Safety)	4	Yes	Purchased Fall 2013
	Student Tracking Database (EMT)	4	Yes	
	Software Upgrade (Purchasing)	4	No	
	Software to streamline and digitize reporting (Stud. Health Ctr.)	4	Yes	Categorical funding
	112 Desktops(SME)	5	Yes	Part of campus-wide computer refresh program
	Multimedia (Matriculation)	6	Yes	Orientation program; Categorical funding
	Data Center UPS (IT)	6	Yes	Building re-model; Bond funds
<b>Facilities</b>				
	Farm Facilities	N/A	No	
	Analytical Scales	7	No	
	Dissecting Microscopes	7	No	

<b>Professional Development</b>				
	Curriculum Institute (SLO)	1	Yes	
	Regional and statewide Transfer and Articulation meetings (TC)	1	Yes	
	ACHRO, LCW, SHRM conferences (HR)	2	Yes	
	Professional Development (English)	2	No	
	Professional Development (ESL)	2	No	
	Professional Development (World Languages)	2	No	
	Professional Development (Elec. Tech.)	2	No	
	Employee Recognition Program (HR)	3	Yes	Non-district funds
<b>Marketing</b>				
	No Requests			

### **Strategic Planning On Line (SPOL)**

The College has begun implementing a new planning tool known as Strategic Planning Online (SPOL). SPOL is a comprehensive planning and integrated data management system with four modules: planning, assessment, accreditation, and budget. SPOL links together all elements of planning and institutional effectiveness.

SPOL's **Planning Module** is a hierarchical structure built from the College's organizational chart that starts with the planning unit's purpose, goals, objectives, specific tasks, and measurable outcomes that are linked to ACCJC standards, resource requests, and institutional priorities and goals. Planning Units write and track objectives guaranteeing continuous program quality improvement. Selected planning units report to other Planning Units.

SPOL's **Assessment Module** assembles, analyzes, and tracks all results of student learning outcomes at the course and program level and ties each with planning objectives. Through SPOL's reporting capability, the managers, chairs, faculty, and staff will receive feedback on the progress of all outcomes and benchmarks.

SPOL's **Budget Module** has numerous functions. First, it captures all existing resource and financial requests. Second, it links all resource requests to program review and institutional goals. Third, it archives the allocation approval budgeting process and requires all new or enhanced resource requests to have rationalizations. Finally, it forecasts a three-year budget projection based on the integrated planning processes grounded in data.

SPOL's **Accreditation Module** provides a mechanism to link and report on the college's ongoing activities to comply with the standards of multiple accrediting agencies; i.e. ACCJC, Board of Nursing, California Association for Alcohol/Drug Educators, etc. SPOL creates a document repository improving evidentiary links with the final reports. Through day-to-day uploading of data into SPOL, the College will be able to compile its self-evaluation reports via its planning processes.

SPOL allows workgroups to enter their own goals, objectives, and activities to support those goals. Upon entering a goal, users have the ability to link the goal to IVC's Educational Master Plan, ACCJC Accreditation standards, and Institutional Goals.<sup>13</sup>

<b>2013-2014 Goals and Objectives</b>
<p><b><u>Goal One (Institutional Mission and Effectiveness)</u></b>: The College will maintain programs and services that focus on the mission of the college supported by data-driven assessments to measure student learning and student success.</p> <p>Objective 1.1. Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making.</p> <p>Objective 1.2. Develop an institutional score card to assess student learning that drives integrated planning and resource allocation.</p> <p>Objective 1.3. Develop systems and procedures to ensure the college maintains a collegial and self-reflective dialogue that improves effectiveness.</p> <p>Objective 1.4. Develop systems that are inclusive, cyclical, and understood by all stakeholders.</p>
<p><b><u>Goal Two (Student Learning Programs and Services)</u></b>: The College will maintain instructional programs and services which support student success and the attainment of student education goals.</p> <p>Objective 2.1. Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students.</p> <p>Objective 2.2. Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates.</p> <p>Objective 2.3. Ensure that all Student Services programs, regardless of location or means of delivery, address and meet the current and future needs of students.</p> <p>Objective 2.4. Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, and annual Program Review.</p> <p>Objective 2.5. Ensure that the Library meets as closely as possible the "Standards of Practice for California Community College Library Faculty and Programs" of the Academic Senate for California Community Colleges.</p>

Objective 2.6. Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement.

**Goal Three (Resources):** The College will develop and manage human, technological, physical, and financial resources to effectively support the college mission and the campus learning environment.

Objective 3.1. Develop and implement a resource allocation plan that leads to fiscal stability.

Objective 3.2. Implement a robust technological infrastructure and the enterprise software to support the college process.

Objective 3.3. Build new facilities and modernize existing ones as prioritized in the facility master plan.

Objective 3.4. Design and commit to a long-term professional development plan.

Objective 3.5. Raise the health awareness of faculty, staff, and students.

**Goal Four (Leadership and Governance):** The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

Objective 4.1. Review all Board policies annually to ensure that they are consistent with the College mission statement, that they address the quality, integrity, and effectiveness of student learning programs and services, and that they guard the financial stability of the institution.

Objective 4.2. Maintain a clearly defined Code of Ethics that includes appropriate responses to unprofessional behavior.

Objective 4.3. Ensure that the Board of Trustees is informed and involved in the accreditation process.

Objective 4.4. Ensure that processes for the evaluation of the Board of Trustees and the Superintendent/President are clearly defined, implemented, and publicized.

Objective 4.5. Establish a governance structure, processes, and practices that guarantee that the governing board, administration, faculty, staff and students will be involved in the decision making process.

IVC's organizational structure has been uploaded into the system. When users log-in, they see the workgroups of which they are either a member or manager. The major benefits of SPOL include: the ability to enter information at any time in a Web-based environment; the potential to increase communication among workgroups; and the organizational benefits of storing

planning, assessment, and accreditation information with advanced sorting and reporting capabilities.<sup>14</sup>

## Committees

In the fall of 2013, the College Council initiated a comprehensive review of the various committees in operation at the college. The review includes the mission, roles, and functions of the committees, along with their memberships, by-laws, and meeting schedules. The following committees were subject to this review process.<sup>15</sup>

Committee	Purpose	Alignment to Institutional Goals	Comments/Evidence
Public Relations and Marketing Committee	Develop Marketing and Public Relations Plan <ul style="list-style-type: none"> <li>Act as the Marketing Resource Planning Committee</li> </ul>	In process	Modified Spring 2013
Facilities & Environmental Improvement Committee	Develop Facilities Plan for College <ul style="list-style-type: none"> <li>Act as the Facilities Resource Planning Committee</li> </ul>	Revised Fall 2013	Standing Rules Approved by College Council on 10/28/13
Campus Hour/Professional Development	Plan the Campus Hour/ Professional Development Plan and oversee Activities: with goals that are linked to the institutional goals <ul style="list-style-type: none"> <li>Act as the Professional Development Resource Planning Committee</li> </ul>	Completed Spring 2014	Committee formed Spring 2013 and Activated Fall 2013  Meeting of 1/28/14
Technology Planning Committee	Develop and implement the Strategic Technology Plan <ul style="list-style-type: none"> <li>Act as the Technology Resource Planning Committee</li> </ul>	Technology Planning Committee reviewed and updated the Technology Master Plan to indicate how the goals in the Technology Plan link with the institutional goals in the Educational Master Plan, 11/14/13	Technology Planning Committee Minutes 11/14/13
Environmental Health and Safety Committee	Provide advice and guidance to the District on applicable health and safety matters.	In process	Standing Rules approved by



			College Council 10/28/13
Student Affairs Committee	Evaluate and make recommendations concerning various areas of student life; formulate policies regarding student activities; make recommendations and policies concerning commencement and disciplinary matters.	In process	
Competitive Athletics Committee	Encourage good sportsmanship; ensure compliance with state regulations; maintain balance between athletic and academic programs; formulate policy regarding athletic activities.	In process	Approved revised Standing Rules Spring 2014
Staffing Committee	<ul style="list-style-type: none"> <li>Act as the Staffing Resource Planning Committee</li> </ul>	In process	

The EMPC, at the meeting on November 22, 2013, reaffirmed the following committees as planning committees for resource prioritization from program review: (1) Marketing/Public relations, (2) Facilities, (3) Campus Hour/Professional Development, (4) Technology, and (5) Staffing. This was done with the purpose of clarifying the responsibilities for accepting or rejecting program review resource requests.

The resource planning committees compile and prioritize resource requests from all program reviews and forward their recommendations to the Budget and Fiscal Planning Committee (BFPC). The BFPC will base final prioritizations on the institutional goals and the availability of funds.<sup>16</sup>

The Marketing Committee and the Facilities Committee are in the process of being re-established. The Marketing Committee is in the process of developing a Marketing and Public Relations Plan for the College, and the Facilities Committee will be reviewing and updating the Facilities Plan for the College.

At its meeting on April 8, 2013, the College Council approved the formation of the new Campus Hour/Professional Development Committee, and it approved the by-laws of this committee at the October 14, 2013, meeting.<sup>17</sup> This committee will oversee the activities presented during the Campus Hour, and will develop the Professional Development Plan for the College, with goals that are linked to the institutional goals. The Technology Committee, at its meeting on

November 14, 2013, reviewed and updated the Technology Master Plan to indicate how the goals in the Technology Plan link with the institutional goals in the Educational Master Plan.<sup>18</sup>

The Educational Master Plan Committee also adopted a Campus-Wide Standing Committee Self-Evaluation Form that resource planning committees will complete once a year to document the committee's effectiveness; i.e., accomplishments, obstacles, recommendations for improvement, and goals that align with institutional goals.<sup>19</sup> The College Council and Academic Senate are reviewing the form for adoption for committees that report to them. In setting up the structure for SPOL, resource planning and participatory governance committees will be designated as planning units so that their goals and resource plans will be aligned with institutional goals when they complete their reports.

### **Planning Calendar**

The College's current planning and budget calendar was developed in 2009 when the first three-year Educational Master Plan was developed. Although the planning calendar has been well established, the College's planning process has not always adhered to its deadlines. The Educational Master Plan Committee conducted a review of planning processes in fall 2013 and revised the planning calendar to align and clarify all planning processes.<sup>20</sup> To effect the changes, extensive planning research was conducted to tune up the existing planning calendar.<sup>21</sup>

The revised planning and budget calendar will be launched in the 2014-2015 academic year.<sup>22</sup> The integrated planning and budget calendar incorporates the following major elements:

- (1) Identify all planning activities;
- (2) Drive budget planning and budget development;
- (3) Identify planning committees' roles and their impact on planning;
- (4) Evaluate institutional goals on a yearly basis;
- (5) Evaluate all resource planning committees, participatory governance committees, and institutional effectiveness;
- (6) Stipulate institutional improvement cycles;
- (7) Clarify the relationship between planning bodies and institutional goals.

The revised integrated planning and budget calendar has been vetted by the various participatory governance committees.<sup>23</sup> The institution is committed to the implementation of these changes, as they establish clear triggers for institutional planning, budget development, and institutional effectiveness evaluation. Additionally, the integrated planning and budget calendar provides the opportunity to achieve continuous program quality improvement through data-driven planning.

## Information Competency/Literacy

Recommendation 1 includes mention of Standard II.C.1.b: *The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.*

To become lifelong learners, students need to know not just how to learn but how to teach themselves. Students must acquire the skills necessary to be independent, self-directed learners. The information competencies that the College teaches all students include the ability to:

- **Identify** information needs and determine the extent of information needed, clearly and concisely, define the question to be answered, and realize that the question may evolve.
- **Locate** and retrieve appropriate sources of information.
  - Understand the structure of information: how it is produced, disseminated, organized, cataloged, stored, and retrieved, and how these factors vary by discipline. For example, how do scholars or professionals keep up to date in and contribute to their field?
  - Use indexes and other search tools effectively and efficiently to find specific resources (e.g., select appropriate tools, formulate search strategies, use appropriate search techniques, evaluate results).
- **Evaluate** information and its sources critically.
  - Understand different types of sources and formats, and how to use them.
  - Evaluate the relevance and reliability of the information retrieved.
- **Synthesize** the information retrieved, integrate it into one's current knowledge base, and successfully apply it to the original information need.
- **Present** this newly acquired knowledge so that others can use it.
  - Determine the audience's needs and the best presentation format; know the standards and criteria for presenting information in the relevant subject/field/discipline.
  - Properly cite sources: direct the audience to sources of further information and acknowledge one's sources.
- **Translate** these abilities and concepts to new projects and disciplines.

The college has remedied or is remedying the deficiency in this standard through the following:

**Professional Development in Information Competency/Literacy:** A professional development committee was re-constituted in October of 2013 to improve the coordination of the Campus Hour at IVC (a time designated for campus and community events) and professional development activities. The Library provided its first spring 2014 semester training on Information Competency/Literacy for faculty and staff during Campus Hour on February 4, 2014.<sup>24</sup>

**Instruction and Integration into College Practice:** Online tutorials in Information Competency/Literacy have been posted prominently on the Library's home page to expand their reach to more students campus-wide.<sup>25</sup> An email is sent each semester to faculty to remind them of this resource. Blackboard includes a tool that links directly to IVC's information literacy tutorials.

**Syllabus Template:** A link to the Information Literacy webpage has been added to the syllabus template that has been approved by the Academic Senate, so that every course syllabus will include reference to resources regarding information literacy.<sup>26</sup>

**Quality Training of Information Technology to Students and Personnel:** The Library conducts approximately 100 information competency sessions to teaching faculty and their students. Library staff members have developed a brief assessment of students' information competencies in this venue.<sup>27</sup> The Library also conducts walk-in sessions for students seeking help in searching for information. Second, while most classes that require formal research (English 110, Speech 100, Counseling 120, etc.) already integrate a library presentation on Information Competencies/Literacy into coursework, the Library staff members have offered to visit all department meetings for additional, targeted training on information competency and its assessments.<sup>28</sup>

One full-time staff member in the Library is always available to help students in the Library to use all IVC technology platforms, including the IVC Website, Blackboard, WebStar, Degree Works, Paper Cut, the Student Portal, IVC Facebook page, and off campus sites (YouTube, etc.). Additionally, a series of Quick Technology Cards has been created to distribute to all students needing help.<sup>29, 30, 31, 32</sup> A Technology Support brochure is also available in the Library and elsewhere to guide students.<sup>33</sup>

**Modification of Learning Services Computer Labs to Increase Instruction in Information Literacy/Competency:** Reading and Writing instructors utilize the Reading/Writing Computer Labs to work on various assignments, including information competency. Those assignments are planned, implemented, and evaluated by the teacher based on course content required in the Course Outlines of Record.<sup>34</sup> In this way, instructors can supplement library presentations on Information Competency/Literacy with hands-on sessions.

**Assessment of Institutional Learning Outcomes Related to Information Literacy/Competency:** The Library staff coordinates with gateway classes such as ENGL 110, Reading and Composition, and Speech 100, Introduction to Public Speaking, to incorporate elements of the Information Competency Proficiency Exam written by the Bay Area Community Colleges Information

Competency Assessment Project.<sup>35</sup> This data will be compiled as a measure of our Institutional Learning Outcome related to Information Literacy and tracked in Strategic Planning Online (SPOL).

**Efforts to Reach Online Students:** The Library has worked with the Distance Education Committee to place a link to Library Online tutorials in the Blackboard shell of every class as an extra tool. Due to system limitations, this feature will be programmed into only some sections for spring of 2014, but will be included in all sections for fall of 2014.<sup>36</sup>

Foundational to Information Literacy are critical thinking skills. The College offers numerous sections of classes that directly address this foundation: English 110: Composition and Rhetoric; English 201: Advanced Composition; READ 111: Analytical Critical Reading; PHIL 106 Introduction to Logic; SPEECH 180: Debate.<sup>37</sup> These classes are required for graduation or transfer.

## RECOMMENDATION ONE EVIDENCE

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<sup>1</sup> [REC. 1.01 Educational Master Plan Web Page: http://www.imperial.edu/faculty-and-staff/campus-committees/educational-master-planning/educational-master-plan/](http://www.imperial.edu/faculty-and-staff/campus-committees/educational-master-planning/educational-master-plan/)

<sup>2</sup> [REC. 1.02 Educational Master Planning Committee Minutes 4/27/12; Educational Master Plan 2012-2013, pages 11-13](#)

<sup>3</sup> [REC. 1.03 Educational Master Planning Committee Minutes 3/2/12, 3/23/12, 4/20/12, 4/27/12, 9/25/12, 11/27/12](#)

<sup>4</sup> [REC. 1.04 Academic Program Health Check Documentation](#)

<sup>5</sup> [REC. 1.05 Non-Academic Program Process Improvement Documentation; Financial Aid Program Review 2012-2013](#)

<sup>6</sup> [REC. 1.06 SPOL Screenshot Main Page; SPOL Implementation Schedule](#)

<sup>7</sup> [REC. 1.07 SPOL Screenshot Program Review](#)

<sup>8</sup> [REC. 1.08 New Program Review Forms; Educational Master Planning Committee Minutes 11/8/13](#)

<sup>9</sup> [REC. 1.09 Educational Master Planning Committee Minutes 11/22/13](#)

<sup>10</sup> [REC. 1.10 Program Review Handbook](#)

<sup>11</sup> [REC. 1.11 Assessment of Institutional Effectiveness](#)

<sup>12</sup> [REC. 1.12 Educational Master Plan for 2013-2014, pages 31-39](#)

<sup>13</sup> [REC. 1.13 SPOL Screenshots – Objectives, Institutional Goals, Planning Priorities](#)

<sup>14</sup> [REC. 1.14 SPOL Link: https://ivc.strategicplanningonline.com/SPOLNET/](https://ivc.strategicplanningonline.com/SPOLNET/)

<sup>15</sup> [REC. 1.15 College Council Minutes 10/14/13, 10/28/13, 11/18/13](#)

<sup>16</sup> [REC. 1.16 Budget and Fiscal Planning Committee Minutes 12/4/13](#)

<sup>17</sup> [REC. 1.17 College Council Minutes 4/8/2013, 10/14/13](#)

<sup>18</sup> [REC. 1.18 Technology Planning Committee Minutes 11/14/13](#)

<sup>19</sup> [REC. 1.19 Educational Master Planning Committee Minutes 11/22/13; Committee Self-Evaluation Form](#)

<sup>20</sup> [REC. 1.20 Educational Master Planning Committee Minutes 10/18/13, 11/8/13; Revised Planning Calendar – Integrated Planning and Budget Calendar, 2014-2015](#)

<sup>21</sup> [REC. 1.21 Educational Master Plan 2010-2011, page 19, Planning Calendar](#)

<sup>22</sup> [REC. 1.22 Budget and Fiscal Planning Committee Minutes 11/20/13; Integrated Planning and Budget Calendar 2014-2015](#)

<sup>23</sup> [REC. 1.23 College Council Minutes 11/18/13; Budget and Fiscal Planning Committee Minutes 11/20/13; Academic Senate Agenda 2/5/14](#)

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- <sup>24</sup> [REC. 1.24 Campus Hour and Professional Development Minutes 11/19/13; Information Competency Literacy Faculty Workshop Documentation 2/4/14](#)
- <sup>25</sup> [REC. 1.25 Information Literacy Web Page: http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/](http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/)
- <sup>26</sup> [REC. 1.26 Syllabus Template 2013, pages 11-25](#)
- <sup>27</sup> [REC. 1.27 Library Instruction Session Quiz – Information Competency](#)
- <sup>28</sup> [REC. 1.28 Helping Your Students Succeed at Research Fall 2013](#)
- <sup>29</sup> [REC. 1.29 Technology Support Cards-Paper Cut 2013-2014](#)
- <sup>30</sup> [REC. 1.30 Technology Support Cards-Student Email 2013-2014](#)
- <sup>31</sup> [REC. 1.31 Technology Support Cards-Blackboard 2013-2014](#)
- <sup>32</sup> [REC. 1.32 Technology Support Cards-Wireless 2013-2014](#)
- <sup>33</sup> [REC. 1.33 Technology Support Guide 2013-2014](#)
- <sup>34</sup> [REC. 1.34 English 110: Reading and Composition Course Outline 2013-2014](#)
- <sup>35</sup> [REC. 1.35 Bay Area Community Colleges Information Competency Assessment Project – Information Competency Proficiency Exam](#)
- <sup>36</sup> [REC. 1.36 Blackboard Default Page with Info Literacy 12/6/13](#)
- <sup>37</sup> [REC. 1.37 Course Outlines of Record – ENGL 110 and 201, PHIL 106, READ 111, SPCH 180](#)

## RESPONSE TO RECOMMENDATION SEVEN

**Recommendation 7: In order to meet the Standard the team recommends that faculty and others directly responsible for student progress toward achieving student learning outcomes, have as a component of their evaluation, effectiveness in producing those outcomes. (III.A.1.c)**

### Response

To fully meet the standard, the College has

- Negotiated with faculty and administrators to include SLO/SAO responsibilities in their individual evaluation processes
- Revised related evaluation forms

Imperial Valley College faculty and administration are committed to the assessment of Student Learning Outcomes and Service Area Outcomes and have embraced a culture of assessment and dialogue around SLOs/SAOs. The College supports the continual development of the culture of assessment and evaluation by providing reassigned time for a campus SLO Coordinator, and opportunities for professional development activities that allow faculty and staff to develop, implement, assess, and review the results of outcomes.<sup>1</sup>

Since the last self-evaluation in 2007, the College has worked to fully weave learning outcomes into the overall fabric of the campus culture. This has taken place in several steps. First, in December 2008, the faculty bargaining unit and the District signed a Memorandum of Understanding that removed the requirement for full-time faculty to schedule ten “by-appointment” hours per week in order to allow a reasonable amount of time for “developing, assessing, and evaluating student learning outcomes” and other professional duties.<sup>2</sup> In July 2010, the faculty bargaining unit and the District signed a Memorandum of Understanding that changed the requirement for full-time faculty to schedule five office hours per week to four hours per week with eleven “allied and professional duties” hours per week, which include “developing, assessing, and evaluating student learning outcomes.”<sup>3</sup> In 2013, in response to the ACCJC team evaluation and recommendation, there was a collective realization by both the District and faculty unions that participation in learning outcome activities must be included as part of the regular evaluation cycle for unit members. It should be noted that there was no resistance to these additions; both the District and the unions were in agreement as the additions simply formalized what was already taking place on campus on a regular basis, as was noted by the 2013 ACCJC evaluation team.

Based on this, in 2013, both full-time and part-time faculty negotiated new contracts which include additional provisions regarding Student Learning Outcomes.<sup>4,5</sup> In addition to Tenure Self-Assessment, which asks faculty to list their participation in committees and special assignments, all faculty evaluations contain a section on participation in the Student Learning Outcomes process.<sup>6</sup> Student Learning Outcome activities include, but are not limited to, collection and analysis of data for courses and programs, submission of data to the SLO

Coordinator and/or the campus data management system (Strategic Planning Online), participation in departmental learning outcomes meetings, and writing outcomes/assessment tools. Finally, to ensure that the faculty is supported in their efforts, academic deans are also evaluated on their support of Student Learning Outcome activities.<sup>7</sup>

## **RECOMMENDATION SEVEN EVIDENCE**

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<sup>1</sup> [REC. 7.01 CTA Contract, 2013-2015](#)

<sup>2</sup> [REC. 7.02 CTA Memorandum of Understanding, 12/11/08, Workload and Office Hours](#)

<sup>3</sup> [REC. 7.03 CTA Tentative Agreement, 5/12/10, Office Hours and Committee Assignments](#)

<sup>4</sup> [REC. 7.04 CTA Contract, 2013-2015](#)

<sup>5</sup> [REC. 7.05 PTFA Contract, 2013-2015](#)

<sup>6</sup> [REC. 7.06 Faculty Evaluations - Professional Duties and Responsibilities Forms](#)

<sup>7</sup> [REC. 7.07 Administrative Evaluation Form](#)



## RESPONSE TO RECOMMENDATION EIGHT

**Recommendation 8: In order to meet the standard, the team recommends the College develop a financial strategy that will result in balanced budgets that have ongoing revenues to meet or exceed its ongoing expenditures without the use of reserves; maintain the minimum prudent reserve level; and address funding for its long term financial commitments and its retiree health benefits costs. (III.D.1.a, III.D.3.a, and III.D.4, IV.B.1.c, IV.B.2.d.)**

### Response

In order to meet the Standard, the College has

- Adopted revised Budget Principles, Budget Guidelines, and Budget and Planning Calendar
- Implemented FCMAT recommendations
- Purchased and provided training for a comprehensive planning system, Strategic Planning Online (SPOL)
- Strengthened the role of the Budget and Fiscal Planning Committee
- Implemented revenue/expenditure efficiencies
- Updated the comprehensive planning calendar
- Adopted a funding plan for a prudent general reserve level
- Adopted a funding plan for long-term retiree health benefits costs

The College recognizes that one of its top priorities is developing a financial strategy that ensures financial stability for both the short and long term. The financial strategy needs to serve the dual purposes of guaranteeing financial stability and ensuring that resource allocation planning effectively meets the needs of the College and maintains its mission.

The College takes pride in the fact that during the past years of economic hardship, which included a significant state mandated cut in FTES, it has met the board’s required six percent reserve level on an annual basis, and minimized negative impacts on class offerings. However, some of the methods used to successfully operate during recent years were of a temporary nature and need to be reviewed on an annual basis.

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
<b>Actual FTES</b>	7,086	7,426	7,132	7,290	6,119	6,053
<b>Funded FTES</b>	6,800	7,206	6,929	7,102	6,559	6,053
<b>Total Revenue</b>	35,245,294	37,789,824	36,531,542	37,511,109	34,220,241	32,874,776

The College realizes that it is in a changing environment, and to be successful in the future it must restructure its financial strategy so that the temporary, one-time measures used in the past such as furloughs, salary freezes, and retirement incentives will not be repeated in the future.<sup>1</sup>

The first step in addressing a revised financial model was to determine what changes were needed. To assist in this evaluation, the College, working in conjunction with the Chancellor's Office, contracted with the Fiscal Crisis and Management Assistance Team (FCMAT) to proactively evaluate the financial effectiveness of the College.<sup>2</sup> This step was done with the approval of all stakeholders in the campus community (Academic Senate,<sup>3</sup> College Council,<sup>4</sup> Budget and Fiscal Planning Committee). The final report was provided to the College in December 2012.<sup>5</sup>

The College has moved forward with the process of addressing the recommendations made in the FCMAT report. In the summer of 2012, the College established the Strategic Transition Action Response Team (START) to begin evaluating the recommendations of FCMAT and develop a plan to implement them where appropriate. START held its first meeting on October 2, 2012, to begin this process.<sup>6</sup> Since that time, the College has taken steps to improve its budgetary position, with measures implemented in the areas of class size, and energy conservation,<sup>7</sup> and employee compensation.<sup>8,9, 10, 11, 12, 13, 14, 15, 16, 17, 18</sup>

Through these efforts, the College has created a strategy to ensure a balanced budget with an increased reserve level and has developed a plan to meet its long-term financial commitments, such as Other Post-Employment Benefits (OPEB).

**Balanced Budget**

The College has developed a financial strategy that will result in balanced budgets that have ongoing revenues to meet or exceed ongoing expenditures without the use of reserves. It has accomplished this by the adopting the revised Budget Principles, Budget Guidelines, Budget and Planning Calendar, and Enrollment Management Plan. The President and the Board of Trustees are committed to improving the financial stability of the institution as evidenced by the adoption of Resolution 15692: Board Goals.<sup>19</sup>

To maintain a balanced budget during the recent global recession, the College had to resort to using emergency measures such as dipping into reserves and other quick fixes. The College has now moved to adopt more permanent solutions, such as maintaining prudent reserves through adherence to District policy as noted in the compensation philosophy<sup>20</sup> and adoption of a revised planning process.

In 2013, the Budget and Fiscal Planning Committee reviewed and adopted the IVC Budget Principles, Guidelines, and Priorities.<sup>21</sup> The six budget principles that set the stage are as follows:

<b>Imperial Valley College's Budget Principles</b>
<b>Supports the mission and strategic goals</b> <b>This is demonstrated by linking all budgeted items to the college's goals: Student success, excellence in education, develops resources and increase institutional effectiveness.</b>
<b>Transparency</b> <b>This is demonstrated by college community access to policies related to budgeting process</b>

<b>and budgets via website.</b>
<b>Broad Participation</b> This is achieved by ensuring representation from all segments of the shared governance campus community.
<b>Balanced</b> This is achieved through the draft and final budgets.
<b>Conservative</b> This is achieved by prudent projections for revenues, reserves, and expenses.
<b>Complete and thorough</b> The final budget incorporates all departments and services areas.

## **FCMAT**

In 2012, the College, recognizing its financial position was not tenable in the long term, decided to invite FCMAT to perform an evaluation of its financial policies and procedures and make recommendation to place it on a sounder footing. The stakeholders of the school--the College Council, CTA, Academic Senate, Budget and Fiscal Planning Committee, and the Board of Trustees--approved this action.<sup>22</sup> The FCMAT team visited the school several times between May and December of 2012 and presented is final report that December.

To make effective use of the FCMAT report, the College created the multidisciplinary Strategic Transition Action Response Team (START) to evaluate the recommendations, develop actions plans, and coordinate the responses. In the year since the FCMAT report, many of those recommendations have been implemented, either fully or partly. The remaining recommendations are in the process of being reviewed and/or implemented by START. The President and the Board of Trustees are fully engaged in this process.<sup>23</sup> In addition, the Academic Senate created a subcommittee to evaluate the recommendations and to determine those the Senate could support or partially support.<sup>24</sup>

## **Linking Institutional Goals, Planning, and Assessment to Resource Allocation**

The College recognized the need to better integrate its financial planning with its various institutional plans. To address this, the College moved forward with the purchase of the Strategic Planning Online software (SPOL), which is a strategic planning tool designed to facilitate the direct links between program review data, assessment data, financial planning, educational master plan goals, and institutional goals.<sup>25</sup>

SPOL consists of four modules – assessment, accreditation, planning, and budget. The planning module has defined Planning Units, which represent the various entities of the organizational structure.<sup>26</sup> Each Planning Unit is linked to the College’s institutional goals, assessment goals, budget, and/or accreditation standards as appropriate by defining a planning objective. The planning objective includes what each Planning Unit does, why it is done, how the outcome is measured, and when there are ongoing or new associated costs.<sup>27</sup>

New or additional funding requests appear in SPOL budget line items under the enhanced column.<sup>28</sup> Through this feature, SPOL can highlight on-going expenditures, one-time expenditures, and new-on-going expenditures during budget preparations and will aid in developing a more accurate three-year projection. SPOL will also illuminate how enhanced budget requests obligate the College to generate new revenue, increase cost efficiencies, and tie the budget to institutional goals and mission.

As in prior years, budget review begins with department heads and area vice presidents prior to dissemination to the appropriate resource planning committees. The resource planning committees make recommendations to participatory governance committees and the Superintendent/President. If budget requests exceed a three percent (3%) variance from the previous year's budget, it triggers further analysis of the requests. To further refine this process, beginning in 2014, the Budget and Fiscal Planning Committee will review all enhanced requests and create a final prioritization list.<sup>29</sup>

An implementation team began training on SPOL in fall 2013.<sup>30</sup> The remaining College stakeholders will begin training in spring 2014, increasing the ownership in the budget development process. By the fall 2014, all stakeholders will be able to participate in planning, budgeting, and measuring the results within SPOL.

### **The Budget and Fiscal Planning Committee**

To guarantee that final requests are compliant with the fiscal strategy, the budget principles, institutional goals, and the College Mission, the Budget and Fiscal Planning Committee's role has been strengthened. It provides an evaluative step before the final budget is sent to the Board of Trustees for adoption. In 2013-2014, it will monitor the established resource request processes and advise as appropriate. When budgeting begins for the 2015-2016 fiscal year, the Budget and Fiscal Planning Committee will review and prioritize the enhanced requests and send its recommendations to the Superintendent/President. Once the Budget and Fiscal Planning Committee has prioritized enhanced requests, they will be reflected in the preliminary and tentative budgets presented to the Board of Trustees for final approval, which will be viewable in SPOL by the stakeholders.<sup>31</sup>

### **Efficiencies through Raising Class Sizes**

The College's ability to generate revenue is critical for the prioritization and approval of the enhanced budget requests. The College initiated a class size analysis and has been working with bargaining units to improve related productivity and revenue generation. The CTA 2013-2015 faculty contract includes a requirement to increase the minimum class size from 25 to 28 unless safety and/or legal reasons require a smaller class. This change will add an estimated 425 students and will generate approximately 65 to 75 FTES, or \$300,000 to \$344,000, in additional revenue each semester without incurring any additional costs.<sup>32</sup>

In the long term, and at the recommendation of FCMAT,<sup>33</sup> the College plans to work towards increasing the average class size from 29.06 to 35.<sup>34</sup> Due to the limits of state funding for

growth, the College does not anticipate that this increase in average class size will result in an increase in funding, but will reduce the number of sections offered while maintaining or slightly increasing the student headcount/FTES. The savings will be a result of offering fewer sections and increasing efficiency. The College anticipates it will be able to reduce individual class offerings by approximately 180 class sections without reducing services to students. The reduction in class sections will result in the use of fewer part-time faculty, saving approximately \$350,000 per semester.

### **Energy Efficiency Improvements**

In the foreseeable future, it has been determined that our anticipated revenues are going to be relatively flat. This means efficiencies must be gained from cost containment. The College has determined that energy efficiency is one area where it can contain costs. The College has added more efficient lighting campus-wide, installed occupancy sensors in the classrooms, and invested in dual pane windows and solar tubes. All of the new construction and remodeling projects are being designed to meet Leadership in Energy and Environment Design (LEED) standards.<sup>35</sup> In addition to the above actions, the College will be taking advantage of Proposition 39 funds over the next five years by submitting qualifying projects to the state for funding, which allows the College to continue to replace existing equipment with more energy efficient equipment.

### **Efficiencies in Compensation**

The College adopted a compensation philosophy as a measure to help control labor and benefit costs.<sup>36</sup> The philosophy defines “total compensation” to include all of the costs associated with employment that are paid by the College, and this philosophy establishes that compensation shall match the market median for similar work. This ensures that the College provides prudent and competitive compensation. The Board approved the Compensation Philosophy, agreeing with the need to strategically strike a balance between a competitive total compensation package for employees while ensuring the fiscal stability of the entire District.

Following multiple recommendations from FCMAT, and acting in accordance with the Compensation Philosophy, the College negotiated a modification to the Collective Bargaining Agreement between the District and the IVC Chapter of CCA/CTA/NEA for 2013-2014.<sup>37</sup> This modification included: a reduction of faculty release time, replacing some release time with stipends; a reduction of work days for faculty with 199-day contracts to 194-days; and a revision of the faculty salary schedule. The Administrators, Classified Managers, Classified Confidential employees, and the IVC Chapter of PTFA Collective Bargaining groups followed suit with salary schedule modifications.<sup>38</sup> The District is still negotiating modifications to the collective bargaining agreement with Chapter 472 of the CSEA.

Additional efficiencies in compensation were achieved by reduction of positions. A savings of \$697,800 was realized in 2012-2013 with the layoff of multiple classified employees. The offering of retirement incentives in the 2010-2011, 2011-2012, and 2012-2013 fiscal years was

another action taken to reduce said costs.<sup>39</sup> In the 2012-2013 year alone, the College realized a savings of \$486,500 with the retirement of personnel.<sup>40</sup>

### **Revised Budget and Planning Calendar**

In order to achieve the necessary efficiencies, the College has revised its budget and planning calendar, strengthening the ties between financial resource allocation and institutional planning.<sup>41</sup> This calendar is in the process of being introduced to the multiple shared governance committees.<sup>42</sup>

The revised calendar will be initiated in the 2014-2015 Academic Year and sets the stage for program review and process evaluation by having a clear road map with more defined timelines impacting the budget development process. The revised planning calendar includes the planning activities from the following planning processes, committees, or governing bodies: the Program Review process, Educational Master Plan Committee, the Budget and Fiscal Planning Committee, Academic Senate, College Council, and Board of Trustees.

One challenge the revised planning and budget calendar will address is giving the institution time to react to budget changes and how they impact the 50% law. Establishing budget planning criteria for maintaining compliance with the 50% law was a recommendation made by FCMAT in their final report. Before a budget is given to the board for adoption, the Chief Business Officer (CBO) will direct an analysis of salaries to validate compliance with Education Code §84362. Once a budget is adopted, additional items must first be reviewed to determine its impact on the 50% law.

The revised planning calendar, along with the Enrollment Management Plan, requires that the President's Cabinet determine the FTES targets in November for each following year.<sup>43</sup> These targets are used to develop an annual schedule of courses to meet the desired targets. This differs from past practices, when only one semester was scheduled at a time. This process links to the College Mission, as it "assists students in achieving their educational and career goals" by clearly mapping out course offerings so a student can develop a plan that leads to completion in a timely manner.<sup>44</sup> Annual planning of the schedule also permits the Business Office to better project the expenditures tied to course offerings, including faculty salaries and overload.

The underlying principle of the budgetary process is that ongoing revenues will meet or exceed ongoing expenses without the use of reserves. The planning calendar will ensure that this principle is adhered to, as the assessment will occur during the planning process.

### **Prudent General Fund Reserve Level**

The College has developed a long-term plan to maintain the minimum prudent reserve level by the adoption of Resolution No. 15732: Board Reserves Requirement,<sup>45</sup> coupled with the Reserve Funding Plan to reach that goal.

The College has maintained at least a 6% reserve. This has helped maintain financial stability and has aided in acquiring Tax Revenue Anticipation Notes (TRANS), which ensured adequate cash flow for annual operations. The need for TRANS is the result of the state's deferring payment on a significant portion of the College's annual apportionment. As of August 1, 2012, the amount of deferred payments for 2011-2012 was \$9,670,837.<sup>46</sup> This represents approximately 28.26% of the General Fund's budgeted revenue for the 2011-2012 fiscal year, or 28.60% of the General Fund's budgeted expenses.

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
<b>Ending Reserves</b>	6,877,855	5,038,578	2,776,963	3,296,700	2,830,949	2,335,684
<b>% of Budget</b>	18.68%	13.0%	7.2%	8.9%	8.2%	7.0%

A significant step in changing the financial strategy of the College was to review what an appropriate reserve level is for the General Fund. The Budget and Fiscal Planning Committee reviewed the rationale for an appropriate unrestricted reserve including the amount needed to fund 1) existing operations, 2) any high value equipment that could fail in the near future, 3) unanticipated workload reductions, and 4) disaster response or other miscellaneous reserve use.

Based on the above criteria and best practices within the industry, the Budget and Fiscal Planning Committee recommended to the Superintendent/President and to the Board of Trustees a reserve level of two months of operational costs, which is 16.6% or \$3.1 million. The Board of Trustees discussed this recommendation at its Board Retreat on April 27, 2013.<sup>47</sup> This action was the first step needed to reverse the trend of declining reserves that has occurred over the past six years as illustrated in the above table.

The Budget and Fiscal Planning Committee continues to work toward a plan to achieve this goal within ten years and has communicated to stakeholders the importance of reversing the trend of declining reserves. This goal will be achieved through the above revenue enhancing and cost cutting measures such as restructuring the salary schedules, tightening of enrollment management processes, and utilities conservation. It is estimated a favorable \$350,000 year-end, actual-to-budget variance will be generated which will be contributed to the unrestricted General Fund reserve.<sup>48</sup>

### **Long-Term Financial Commitments and Retiree Health Benefit Costs (OPEB)**

At its December 12, 2007, meeting, the Board of Trustees adopted Resolution 14005 which created the Futuris Public Entity Investment Trust.<sup>49</sup> The Trust was designed to be an irrevocable trust, which would manage the funds set aside to fund the College's OPEB obligation. However, due to on-going financial issues, the College has not activated the trust and currently is on a pay-as-you-go basis, which costs approximately \$1,633,000 per year. The full accrual annual cost is approximately \$2,566,000.<sup>50</sup>

Besides addressing the issue of increasing the level of unrestricted reserve, the College is also developing a strategy to fund the College’s OPEB liability. Currently, the College pays health premiums on a “pay-as-you-go” basis for current retirees. This is not a sound strategy as it is not sustainable in the long-term. The Budget and Fiscal Planning Committee, using the information contained in the actuarial study, is developing a strategy to fund the long-term debt created by this benefit.<sup>51</sup> In addition to the actuarial study, the College had already begun taking steps towards decreasing its exposure to this liability when it eliminated retiree health benefits for employees hired after June 30, 2010, for classified staff and non-bargaining groups, and extended the length of time for certificated and administrative personnel to be eligible for lifetime health benefits to 18 years for all retirees hired on or after July 1, 2012.<sup>52, 53</sup>

The Funding Plan for the OPEB Obligation is being considered by the Budget and Fiscal Planning Committee. It sets an annual contribution amount with annual adjustments beginning with an initial funding of \$350,000 and thereafter a minimum of \$50,000 annually through the year 2050. The strategy underlying this plan is to continue the “pay-as-you-go” approach while making additional contributions to the retiree health benefit fund. Successful implementation of this strategy would flatten out the annual District cost.

The end goal of the Funding Plan is to address the debt associated with the OPEB liability and have it funded within a reasonable time. This plan will also have the added benefit of relieving pressure on the General Fund budget in the future.

To conclude, the College has accelerated its efforts to reform and redesign all processes related to increasing revenue and lowering expenses. While this work and the development of monitoring tools continue, the strategies implemented to date are as follows:

<b>Date</b>	<b>Strategy</b>	<b>Status</b>
2009 to-date	The efficiencies gained through energy conservation	Ongoing
Dec. 12, 2012	The adoption of Resolution 15554: Compensation Philosophy	Complete
Jun. 19, 2013	The adoption of Resolution 15732: Board Reserves Requirement	Complete
Jul. 10, 2013	The procurement of Strategic Planning Online (SPOL)	Complete
Nov. 20, 2013	The proposal of the revised Planning and Budget Calendar	Complete
Dec. 04, 2013	The introduction of the revised Budget Principles, Guidelines, and Priorities	Complete
Dec. 04, 2013	The introduction of the Funding Plan for the OPEB Obligation	Ongoing
Jan. 21, 2014	The efficiencies gained through classroom size modification	Ongoing
Jan. 29, 2014	The adoption of the Reserve Funding Plan	Complete
Jul. 01, 2014	The implementation of Strategic Planning Online (SPOL)	Ongoing

The College has developed strategies and plans to ensure balanced budgets that have ongoing revenues to meet or exceed its ongoing expenditures without the use of reserves; maintaining a minimum prudent reserve level; and addressing funding for its long term financial commitments and its retiree health benefits cost.



## RECOMMENDATION EIGHT EVIDENCE

- 1 [REC. 8.01 Self-Evaluation Report 12/12/12, pages 275-276](#)
- 2 [REC. 8.02 FCMAT Study Agreement 4/18/12](#)
- 3 [REC. 8.03 Academic Senate Minutes 4/4/12, page 2](#)
- 4 [REC. 8.04 College Council Minutes 4/2/12, page 3](#)
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- <sup>49</sup> [REC. 8.49 Resolution 14005 GASB 45 Trust 12/12/07](#)  
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