

# STANDARD III

## RESOURCES

Los Angeles Southwest College is an entity of human endeavors. The college is not an abstraction outlined on a “map of the college” or a list of facilities or employees. Rather, it, like all colleges, is the collective energies of teaching and learning and those resources that make education possible by effectively using those resources - facilities, technology, financial, and, of course, human - to raise the boundaries for everyone by its broad educational purposes. Those purposes include students successfully achieving their learning outcomes in improved institutional effectiveness. The college meets this standard; however, the college has outlined planning agendas items to enhance this standard.

### III.A. Human Resources

**The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.**

**III.A.1 The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.**

**III.A.2 The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the**

**administrative services necessary to support the institution’s mission and purposes.**

#### DESCRIPTION

Los Angeles Southwest College (LASC) employs qualified personnel who meet both the district and the college hiring process standards. The college, in conjunction with the district, is developing a code of ethics for all employees. The draft code of ethics document specifies the ethical and professional behavior expected of all current district employees and those seeking district positions.

Job descriptions specify requirements, and the college invites those persons who meet minimum qualifications to interview for open positions. As part of this process, the district and college develop and review job descriptions to ensure that there is clear definition of the duties and responsibilities of the position. The designated interview committees invite applicants who meet the job description or minimum qualifications for an interview.

For faculty and administrative positions, the Chancellor’s Office of the California Community Colleges publishes a document

detailing minimum qualifications in California community colleges. All public California community college districts have hiring authority and must adhere to the minimum qualifications when establishing hiring criteria and/or determining hiring eligibility. The districts may include additional criteria over and above the minimums, but can never hire below the minimums. The campus has responsibility, through the chair or supervisor of each department, for ensuring that faculty and administrative applicants meet minimum qualifications.

The college bases its decision to hire an individual on vacancies, need, resources, and job description. The college hires faculty candidates based on a faculty-developed prioritization process with selections recommended by a faculty-established selection committee to fill vacant positions. The President now interviews all finalists for all positions and selects the most qualified candidate who shares the vision of the college.

The employment applicants meet the minimum qualifications, including having relevant, current experience, scholarship, and potential to contribute to the college mission. Selection of faculty and administrative positions often involves the selection committee rating the candidate on mock teaching sessions or response to student and college situations. This approach helps to narrow the pool of finalists that will meet with the President before final selection. The college checks references and official college and university transcripts of a candidate. Application materials provide the evidence of qualifications. The college Compliance Officer attends interviews to ensure that candidates receive consistent hiring procedures. The college constituency

council has provided input to the draft of a proposed district code of ethics statement.

Classified positions are filled based on needs and job descriptions. For classified positions, the college invites candidates for interviews from a list of qualified candidates established by the district Personnel Commission, the independent body comprised of three persons appointed for three-year staggered terms.

#### *Classified Personnel*

For classified personnel, the college also uses informal methods such as student, faculty, and staff input. Supervisors meet with employees to conduct an annual performance evaluation, establish goals, and work plans with expectations for the coming year.

During an interview, the committee asks applicants specific questions and gives them real life situations in which they can demonstrate proficiency in the job duties as well as their sensitivity to working with diverse populations. The Personnel Commission also maintains a merit system for district-wide classified employees for advancement of a career service.

The college assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. There is written criteria for evaluating all personnel, including performance of assigned duties and participation in their responsibilities and other activities appropriate to their expertise. The college follows the evaluation processes that the collective bargaining agreements outline; the evaluation process assesses effectiveness of personnel and encourages improvement, if needed.

*Faculty*

Faculty peer evaluation committees conduct the process in accordance with the faculty collective bargaining agreement. Adjunct faculty members have regularly scheduled evaluations, no less than once every six semesters. Full-time tenured faculty receive a *basic evaluation* every three years, to review a faculty member's performance with little, if any, structured data gathering, and without the establishment of a peer review committee. Faculty, however, must also have a comprehensive evaluation every six years, which reviews a faculty member's performance based on information derived from considerable structured data gathering under the supervision of a peer review committee. Full-time probationary faculty members have a comprehensive evaluation every year for the four years of their probation.

The decision to hire is based on vacancies, need, resources and is aligned with the faculty-developed priority list.

**EVALUATION**

As part of the district oversight of the college's budget, through the budget augmentation process, the college has reviewed the staffing in light of the budget. The college now needs to continue this position review to ensure that staffing levels and positions meet current needs and support the future direction of the college.

Currently over 85 percent of the college budget is allocated to personnel costs. As a dynamic organization, the college has not been proactive or adequately able to "change with the times." The college has an adequate number of personnel; in some cases, the current demands of the college suggest a different staffing model. Staff assignments at times do not reflect student

needs such as being able to communicate a second language and high-level of technological and analytical skills. For instance, an individual hired as a secretary ten years ago has typing in their job description. In today's environment another set of skills are needed to include word processing or creation of spreadsheets.

Although the college adheres to hiring and evaluation processes, since evaluations occur on anniversary dates, as opposed to an annual basis, some evaluations are not completed in a timely manner.

According to the recent *Campus Climate Survey*, faculty and staff who were surveyed were asked on a scale of one to five (one being least positive and five being most positive) if they are evaluated on their performance using objective methods and if they are provided with regular feedback on job performance. Respondents answered positively with average ratings of 3.9 and 3.8 respectively. The college partially meets this standard and a planning agenda is included to enhance the college's efforts.

**PLANNING AGENDA**

- Review staffing levels in all departments and provide recommendations.
- Ensure all staff and faculty are evaluated at their specified regular intervals.

**III.A.3 The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.**

**DESCRIPTION**

The college follows the Los Angeles Community College District (LACCD) Human Resources Department and Personnel Commission in developing the college's personnel policies and procedures. The district office reviews and publicizes changes or updates to personnel policies. The college further clarifies district policies and procedures by producing written policies and procedures that specifically apply to campus processes. The policies and procedures of the district and the college are equitable and consistently applied to all employees of the college.

**EVALUATION**

The college makes every effort to ensure that there is fair treatment of employees by following the LACCD Employee Relations Department and Board of Trustees policies and procedures. In addition, the Personnel Commission, union representatives, and the college, Compliance Officer monitors that the policies and procedures follow a fair, equitable, and consistent application to all employees. The college fully meets the standard.

**PLANNING AGENDA**

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**III.A.4 The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.**

**DESCRIPTION**

The college uses equitable hiring practices by enlisting the services of a Compliance Officer to ensure fairness in the hiring process. The Compliance Officer is available to work with faculty, staff, administration, and students who in any way feel compromised or in any way harassed. The Compliance Officer coordinated the development of the *Student Equity Plan*.

The college announces information regarding job openings on the district website, distributes flyers on campus, purchases newspaper advertisements, posts announcements on the California Community College Chancellor's Office website, and supplies notification to the California Community College Registry, which distributes job postings. The college is collaborating with USC on the *Equity for All* project that attempts to outline barriers to underrepresented student success. The findings of the study will be used to develop strategies and identify "best practices" to increase the success of underrepresented students.

**EVALUATION**

The college is committed to offering the opportunity of employment to a diverse group of people and maintains an equitable process in its selection of employees. Although efforts have been made, the college needs to develop strategies to actively engage a more diverse applicant pool. The college partially meets this standard and a planning agenda is included to enhance the college's efforts.

**PLANNING AGENDA**

- Review and implement strategies from the *Student Equity Plan*.

**III.A.5 The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.**

**DESCRIPTION**

Faculty have many opportunities to participate in professional development. Instructors attend conferences that are held at local, statewide, and national venues and are directly related to the college mission and improvement of teaching and learning. On return from a conference, the faculty member reports on it. The college offers professional development to all faculty during staff development days when experts present specific topics that have interest for the faculty. The district and college periodically provide various trainings to faculty and staff.

The college has planned for staff development activities in different formats since 2000. A Staff Development Director was appointed to work with the Staff Development Committee to plan and coordinate activities. The Staff Development Committee then became the participatory governance committee to plan and lead activities with the support of staff from the Office of Academic Affairs. The college has now transitioned to a new model. Currently, the constituency groups initiate staff development activities for their respective areas. Faculty, for example, provided the staff development activities for the opening of the fall 2005 term that included activities focused on SLO's and Accreditation.

**EVALUATION**

Faculty and staff surveyed were asked on a scale of one to five (one being least positive and five being most positive) if their managers/supervisors ensured they had the professional development and training to their job well, if they were provided with the information/training needed to advance professionally, and if they were provided with the opportunities to grow professionally. Respondents answered positively with average ratings of 3.7 and 3.6 respectively.

The college needs to develop an ongoing calendar of professional development training and events. One area of interest and need is computer training at various skills levels. Another is meeting the needs of diverse students. In the past, the college determined its needs for professional development via surveys of employees and suggestions by supervisors. Participants complete evaluations at the professional development activity's end and are encouraged to share information with others. The college partially meets this standard and a planning agenda is included to enhance the college's efforts.

**PLANNING AGENDA**

- Develop and publicize an annual training calendar with professional development activities.

**III.A.6 Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.**

**DESCRIPTION**

The college integrates human resource planning with the institutional planning processes. Each department assesses personnel needs in the unit plans that are then evaluated by the appropriate division during the divisional plan. For faculty positions, the Faculty Prioritization Committee makes recommendations to the President based on criteria that is reviewed annually by department chairs and the faculty senate.

Based on requests that the unit and divisions prioritize and justify, the college creates and fills vacancies as resources become available.

**EVALUATION**

Although the college integrates human resource planning into institutional planning, the college has not done an effective job of assessing the effective use of human resources as stated in a previous response within this standard. It is clear that a comprehensive position and staffing review is needed to make needed changes. The college partially meets this standard and a planning agenda is included to enhance the college's efforts.

**PLANNING AGENDA**

- Implement the findings of the staffing review (refer to Standard III A 2).

**III.B. Physical Resources**

**Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.**

**III.B.1 The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.**

**DESCRIPTION**

Los Angeles Southwest College continuously strives to ensure that the environment, including facilities, equipment, land, and other assets support student learning and improve institutional effectiveness. Federal, state, and county regulations, as well as the education code and district and college policies, provide guidelines.

In order to provide a timely management of facilities problems, the college purchased a software package for the order processing and requisition accelerator (OPRA) work orders system. This electronic system provides the facilities department with immediate notification of campus repair needs. Another mechanism to keep abreast of facility needs is the use of suggestion boxes positioned in strategic locations on campus where users can identify campus safety issues. Another form of safety oversight is that the college has an administrator on duty every evening and every Saturday who prepares a report at the end of each day that is shared with other administrators and the facilities department via email.

The LACCD has a contract with the Los Angeles County Sheriff's Department. Deputies monitor the campus, patrol the parking lots, and provide access to campus buildings and classroom doors at the beginning and the end of each day and restrict access at the end of each day.

Space is at a premium at the college. Classrooms are small and do not have state-of-the-art technology. The college is in the process of massive construction made possible by the passage of two bonds, Propositions A and AA, funding major capital improvements. The current construction program will have new classrooms, several of which will be larger than any the college now has. All of the classrooms that are a part of the modernization and new construction programs will be state-of-the-art with various levels of technology in each one.

The facilities director and supervisors perform routine checks of the facilities and maintenance of equipment on a regular basis. The evaluation, determination, and scheduling of repairs and maintenance of the college facilities are the responsibility of the facilities department. The supervisors and trades workers assess the lighting and the heating, ventilation, and air conditioning (HVAC) systems. Access throughout the campus complies with Americans with Disabilities (ADA) regulations. The Facilities Planning Committee discusses issues related to all of the campus needs down to the timing of street traffic signals into the campus entrances; also, regular meetings occur with project managers and construction planners. Finally, campus sheriff deputies notify facilities department concerning any obstructions to students and staff getting on and off the campus.

## EVALUATION

The college has sufficient overall space, but not all classes and laboratories have sufficient space during peak periods. The Proposition A and AA bond project will address many of the inadequacies of the current facilities.

The college has an emergency preparedness plan; however, it is inadequate and does not match the changes in the physical plant due to construction. A template exists for a comprehensive plan that requires the college to complete an emergency preparedness plan.

A formal comprehensive emergency plan for repairing and replacing equipment is not present nor is there a plan for regular maintenance. Even though facilities supervisors make regular checks of equipment, often repairs occur until something is inoperable. Thus, the college is in desperate need of a strategic plan for operations and maintenance. The operational plan for the facilities department has not included a plan for evaluating campus needs regularly. The managers and supervisors in the facilities department must commit to periodic review of campus facilities cleanliness, repairs, and improvements.

The method employed by the college to ensure a safe environment is to rely on the staff to report problems through the OPRA work order system; however, there is a tendency to react only to emergency phone calls or work orders. The only mechanism now used by the facilities director for determining how well the college is meeting facilities needs is by evaluating the number of outstanding OPRA work orders and the time to complete the OPRA work order reports. This mechanism has proven to be a

very inadequate means of evaluating the needs of the college being met. For example, spring 2005 surveys of faculty, staff, and students revealed that many campus constituents are dissatisfied with the cleanliness and safety of the facilities with regard to the bathrooms, classrooms, and campus lighting. The director must solicit more input from the campus; therefore, a semesterly facilities survey, for example, could determine if campus facilities need improvement.

The Technology Steering Committee (TC) has requested that there be representation from the facilities supervisors to advise the committee on the purchases of equipment that require dedicated lines and special electrical components. The college partially meets this standard and a planning agenda is included to enhance the college's efforts.

#### PLANNING AGENDA

- Revise and implement *College Emergency Preparedness Plan*.
- Prepare a strategic plan for operations and maintenance to include a specific timeline for periodic review of college facilities and a campus-wide process for obtaining feedback.

**III.B.2 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

#### DESCRIPTION

The *Education Master Plan*, *Facilities Master Plan* and *Technology Master Plan* drive facilities long and short-range plans

including capital planning. The Information Technology (IT) department meets the student's and faculty's distance learning needs by monitoring, inspecting, and making repairs as needed. The Technology Steering Committee is planning to review the platform and equipment needs of the distance learning classes.

Recommendations for funding and purchases to improve facilities and equipment come out of the SPBC, TC, and unit and division plans. The district office approves state capital improvement recommendations and oversees the funded state projects. The college plans and manages improvement projects under \$125,000; district personnel plan campus improvement projects ranging from \$126,000 to \$400,000 under scheduled maintenance, capital improvement projects are those over \$400,000. The Facilities Planning Committee makes recommendations based on analysis, planning, and consensus may also result in capital improvements planning.

The college responds to facility decisions that emanate from institutional needs. Departments indicate their facility needs using the annual unit planning and division planning mechanism; priority is determined at the division level. For example, the Technology Steering Committee proposed a three-year replacement plan for technology equipment that was approved in July 2005.

#### EVALUATION

Currently, with the bond improvements, the college is attempting to meet its goals in the future by tying the three master plans together to form the college strategic plan; this combination will help to ensure that the college's overall goals are met.

Propositions A and AA are meeting current needs. Future needs will continue to be met through the participatory governance committees and master plan of the college. The college formed the Facilities Planning Committee specifically for the bond projects. The college should consider the total cost of ownership to include utility costs, maintenance costs, supplies, custodial costs, depreciation, initial investment, interest, and upgrades. The projects funded under Propositions A and AA are assisting the college to meet its current needs. The college fully meets the standard.

#### PLANNING AGENDA

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### III.C. Technology Resources

**Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.**

**III.C.1 The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.**

**III.C.2 Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

#### DESCRIPTION

The college mission statement, in conjunction with the strategic, unit, and division plans, is the guiding source for technology decisions. Departments annually request technology; program review, unit and division plans develop these requests. One of the primary committees on campus is the Technology Steering Committee. This committee takes a proactive and holistic approach to assessing and identifying the need for technology for the entire college. The committee recommended in July 2005 that the college approach upgrades of technology based on a priority list: students first, then faculty, then staff, then administration.

The *Technology Master Plan*, approved in 2004, incorporates the college's overall vision of technology and outlines those goals of the college. The *Education Master Plan* and *Facilities Master Plan* include the assessment of college technology, indicating

that educational facilities being built and remodeled will contain some level of technology equipment in every classroom (known as a “smart” classroom) and learning center.

The reliance on the IT department’s making decisions to the Technology Steering Committee on approving whether or not purchases can be made has shifted. The initial request for technology is made by the department through the unit planning process, which then goes to the division plan and into the integrated college operational plan (ICOP). The Technology Steering Committee recommended a three-year technology replacement plan that the President approved in July 2005 whereby the college will lease all of its computers for three years and upgrade the systems every three years.

The IT department has been responsible for all maintenance and repair of computers and computer peripherals. The IT department consists of a manager, two full-time technicians, as well as an additional specialist who is available to perform setups and minor repairs. The office copying systems on campus typically have maintenance agreements, so repair is performed by the vendor. However, the college recently leased 400 computers, and terms of the lease is 24-hour on site repair if there is a problem occurs that is greater than campus technicians can repair immediately.

Support for online courses is marginal. The faculty through the Academic Senate Information Technology Committee (ASIT) will select one platform for college-supported maintenance for online classes. Currently, faculty use different platforms for the delivery of online courses. The faculty currently rely on external servers to host online classes.

The Technology Steering Committee is working to expand its *Technology Replacement Policy* to incorporate copying systems, printers, and computer peripherals so the college can gain some economies of scale in purchasing equipment and supplies, ease the training and use issues that arise from different brands of equipment scattered throughout the campus, and prevent the unnecessary duplication of equipment.

In February 2005, the college adopted the *Web Use Policy* and the *Network Security Policy* that cover technology reliability, security, privacy, and academic freedom. The Technology Steering Committee recommended and the President approved these policies.

The college has offered faculty and staff opportunities to attend computer applications training sessions on staff development days. The college has a software training package known as NETg that is available to all staff and faculty and provides hands-on training. The college is also developing a training calendar to begin facilitating Netg training in this year to aggressively introduce NETg to everyone interested.

The Technology Steering Committee recommends policies regarding technology and related equipment for the college. Technology needs are based on integrated planning and requests from unit and division plans. The college ICOP, for 2005-06, contained significant language about technology with and over half the resource requests in the division plans were technology related. This amount prompted the Technology Steering Committee to recommend the three-year replacement policy that led to the college’s leasing 400 new computers.

The college relies on the department chairs and division managers to assess department needs. The IT department also assesses overall campus needs and makes recommendations to department chairs, managers, and administrators.

### EVALUATION

Faculty and staff who were surveyed were asked on a scale of one to five (one being least positive and five being most positive) if the institution uses technology to enhance student learning. Respondents answered positively with an average rating of 3.2. The *Technology Replacement Plan* makes certain that requests for computer technology will be met and that the college will maintain state-of-the-art equipment. As the Technology Steering Committee continues its work to include computer peripherals, such as printers, projectors, and copying systems, the college expects that its needs will be met. An additional significant benefit to the college of the three-year replacement plan for technology is that it sets in motion technology expenses and relieves departments from spending time and planning on basic technology needs. Another advantage to a planned replacement program is that the technology equipment of the college is not expected to require the extent of repair that older equipment requires. Therefore, the college will gain efficiencies and savings as a result of this program.

The college has a number of computer laboratories on campus for students and faculty; however, the college is looking for opportunities to bring all of the support technology together in one large facility.

The college lacks programmed training, professional development, and support for instructional technology. The college,

however, is preparing a training schedule for NetG, which is a self-training computerized software program.

The college needs to focus training efforts for the faculty and instructional support staff so that technology can be integrated into the classroom. The college will be coordinating training with the ASIT Committee to ensure that the faculty is equipped to incorporate technology where needed in classes. The ASIT and the managers of each department will provide input on staff training needs. The college's overall focus, now that the equipment is available, is on training.

The college technology infrastructure is good in that the college has fiber cables throughout the campus. Even so, a degree of vulnerability exists with the current construction of the cabling throughout the campus because the approach, when adding infrastructure, has been to layer new lines on top of old lines. Therefore, the manager of College Information Systems' focus is rewiring so the infrastructure is protected and secure. The IT department is developing a comprehensive planning process for sufficient reliability and back up systems. The college can then increase its capacity to obtain and use technology. The Technology Steering Committee will address the disaster recovery and back up policy this fiscal year to make sure that the campus technology environment is secure.

An area of concern for the college is distance learning/online course offerings. Current offerings are limited. No proprietary systems or processes are in place. The faculty are discussing the future of online courses at the college including the selection of course management system and a faculty training component. The Technology Steering Committee and the faculty are currently reviewing platforms for

online classes delivery. The college partially meets this standard and a planning agenda is included to enhance the college's efforts.

#### PLANNING AGENDA

- Complete the *Technology Replacement Plan* to include standardization of peripherals including copying systems.
- Survey and offer technology training for faculty and staff.
- Develop a plan with timeline to improve the college's technology infrastructure.
- Select a software course management system and develop a management plan for online courses.

#### III. D. Financial Resources

**Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning are integrated with institutional planning.**

**III.D.1 The institution relies upon its mission and goals as the foundation for financial planning.**

**III.D.2 To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.**

#### DESCRIPTION

Los Angeles Southwest College's overall general budget is about \$20.378 million, which is not adequate to support its current educational programs. The revenue that comes into the college is from student fees (including foreign students), state funding, fees from parking, state categorical program funding, specially funded grant programs, and rental of facilities. Budget information is available to all area managers and department chairs, all administrators, and most of the classified staff and can be found on the Business Warehouse system or the

SAP, the financial software system. Training in the use of these systems is open to all and scheduled at intervals throughout the year. Administrative services provides additional assistance to any campus users on request.

According to the *Planning Handbook*, annual budget planning begins during the fall with the completion of the unit planning and division planning process. The *Planning Handbook* suggests that the end result of the division plans provides the goals subcommittee of the SPBC with a list of goals and objectives that the committee can formulate into the *Integrated College Operational Plan (ICOP)* to become the goals and objectives of the college for the coming year. Attached to the unit and division plans for the following year are the resource requests. As outlined in the *Planning Handbook*, the Budget Subcommittee reviews all resource requests from the divisions and prioritizes, by consensus, the requests based on meeting the goals and objectives of the ICOP. The subcommittee then presents the goals and objectives and prioritized resource requests for the coming year at the annual planning retreat of the SPBC, which then approves them for recommendation for adoption to the President. Departments receive information regarding their budget and expected budget allocation annually through the development of the department budget and operation plan.

The college has dedicated time and effort to controlling and reducing expenses, resulting in a reserve for the past two years after accounting for any “chargebacks.” The district conducts an annual audit, which includes the college. These audits have not produced any significant negative findings in the last three years. The district provides fiscal oversight through monthly financial

planning reports and quarterly financial meetings with the Controller, the Chancellor, the President, and the Vice President of Administration.

The college budget allows for more than half of the total resource allocations to instruction. The college has been working on improving efficiency in enrollment management and has experienced an increase in its average class size over the last three years. It has increased its full-time equivalent students (FTES) by using data to decide course offerings. The Chancellor provides the college’s enrollment goals.

The college formulated its three-year strategic plan in the 2005-06 planning cycle. The strategic plan’s focus is to provide quality education and educational support services to maximize the college’s ability to provide the students and the community with the educational programs desired. The college allocated resources to instructional and instructional support services to improve and support student learning. It also has grant-funded programs such as TRIO, Title V, and community services programs funding; on the other hand, there is not a fully dedicated staff member seeking grant funding.

The district properly insures the college. The district is self-insured in many categories and maintains sufficient reserves to cover financial emergencies. The college is open in soliciting management advice as evidenced by team visits to evaluate critical areas such as each division, the bookstore, and plant facilities. The President votes on any contractual agreement, and she signs off on all college agreements and purchases. Clauses in all contracts have the caveat that if the contract does not meet quality standards, the contract can be terminated.

The college accounts for payment of long-term liabilities in its budget through the district office funding mechanism, and this information is used in the short-term budget and fiscal planning.

### EVALUATION

Three years ago, Los Angeles Southwest College operated at a deficit of over \$3 million. Since then, a focus on controlling and reducing expenses has resulted in a reserve for the past two years. The college chose to exercise an option and applied to the district to forgive the \$3 million debt over a three-year period. The district formed a task force and sent teams to audit each college division to make recommendations to the college for improvement. The process has worked well for LASC as it has experienced two consecutive years of positive fiscal outcomes.

The college worked diligently in the 2005-06 planning cycle to follow the *Planning Handbook* and, for the first time since the *Handbook* was adopted, successfully executed the budget planning for 2005-06 by following the guidelines established in it. The SPBC faced some significant challenges during this time. The mission statement needed review, so the college formed the Mission Review Committee to review and revise its mission. At the same time, program review, unit planning, and divisional planning were occurring, along with the development of the college strategic plan.

The college completed the tasks, and it has in place planning documents to guide decision-making.

In 2004-05, the college implemented a system that allows the program review to be

performed electronically in a web-based environment. In an effort to increase efficiency, the college developed a similar web-based mechanism for preparing unit plans. The mechanism has already linked plans with financial resource requirements and the mission of the college. This use of a computerized system of writing the annual plans should enhance the linking of financial resource requirements with the mission of the college in a purposeful manner. The SPBC was satisfied and proud to have worked through a complete planning cycle in concert with the *Planning Handbook* and is currently reviewing the planning process.

The college is changing and may need information and decisions modified from time to time as the environment changes. Therefore, a monitoring process that will allow for modification to be factored into decision-making needs to be developed. The college anticipates that the review of the planning process will result in suggestions regarding contingency planning. To a certain extent, improvement in the planning process requires training with departments and divisions on how to effectively plan for a one-year cycle. LASC has operated for quite a long time from the position of requesting everything all at once, which counters a long-term planning concept. Committees are establishing annual goals that align with the mission and strategic plan of the college. The unit goals fold into the division goals. Divisions will make the tough decisions about what the focus will be for the planning year. LASC is moving away from the “wish list” approach and adopting a strategic planning approach to the annual goals and objectives. The coordinating effort of the budget subcommittee with campus planners will facilitate effective annual planning with effective resource requests to help the college meet its mission.

The college meets its reserve requirement through the district reserve. The Budget Subcommittee, however, is working toward a college reserve in 2005-06 that meets the five percent reserve amount of \$1 million. The Budget Subcommittee recognizes the importance of the college planning and allocating resources based on a plan. The subcommittee has taken a stronger role during the 2006-07 planning cycle in assisting the departments and divisions with their annual planning. The college needs to put plans into place to determine financial needs as opposed to the budget being formulated based solely on historical spending. The budget has in the past determined campus decision-making.

A budget concern is the fact that several of the college's specially-funded programs have ended the year in deficits, which must be subtracted from the general college fund. The deficits for fiscal year 2004-05 were in the bookstore and several specially-funded grant programs that are under the community services department. The 2003-04 fiscal year closed with specially-funded program (SFP) deficits, so the administration division designated an employee to inform the administrators of the financial condition of the programs and assist the SFP to process financial documents and improve the budget outcome. Since this plan did not prove successful and deficits continued to occur, the President has taken steps to require the vice presidents in the areas where there were deficits to outline a plan for 2005-06 to ensure programs end the year without a deficit.

A few areas are not generating enough revenue to cover their operational expenses, for instance, the physical education discipline, the maintenance of the swimming pools, and the athletics programs. In addition, the college has not

made provisions to replace and/or repair classroom furniture or needed components (eg heating and air condition units). Thus, classroom seating is inadequate. In the *Campus Climate Survey* faculty and staff were asked on a scale of one to five (one being least positive and five being most positive) if a lack of resources negatively affects their work and if the budget deficit affected their working environment. Respondents answered in the affirmative with average ratings of 3.7 and 3.6 respectively.

On the positive side, however, the Technology Steering Committee recommended a three-year replacement policy that the college adopted in July 2005, and the college has acquired 400 new computers. The commitment to lease all college computers with a three-year replacement cycle creates an operating cost for this aspect of technology and positions the college to remain current in computer technology. The funding for specific projects such as athletics and the swimming pool have been limited because there is not a college focus on obtaining grants or structured funding that avoids draining general resources.

Another issue is the business office's lack of involvement on budgetary matters. The college made a decision three years ago to have all budget-related work perform in administrative services. The Vice President of Administrative Services is engaging the supervising accountant in additional activities that relate to the college budget. The supervisor has improved that office's operations dramatically in the past year, and the vice president will have the business office assume the responsibility for some budget matters during the second quarter of 2005-06.

In the past, the college operated in a reactionary mode to the budget and the fiscal health of the college. In recent years, with a commitment to better planning, it has corrected this behavior. The college has become focused on funding that distinguishes operational needs from one-time expenditures and has made sure that operational needs are met. The current planning process revolves primarily around funding short-term resource needs; however, as the planning process evolves, the long-term fiscal planning should become institutionalized. In addition, student learning outcomes will drive budget decisions and resolve the question of how the allocations will help students succeed in their educational goals. The college partially meets this standard and a planning agenda is included to enhance the college's efforts.

#### **PLANNING AGENDA**

- Complete revision of the *Planning Handbook*.

## STANDARD III: RESOURCES COMPREHENSIVE LIST OF EVIDENCE

### IIIA—Human Resources

- Academic Affairs VP evaluation schedule and sample of completed evaluations
- Academic Senate minutes and/or meeting materials
- Administrative job descriptions
- Administrative Services VP evaluation schedule and sample of completed evaluations
- *Campus Climate Survey*
- Classified job descriptions (<http://www.laccd.edu/PersComm/Claspecs.htm>)
- Classified and Certificated Evaluation Forms
- Collective Bargaining Agreements
- College catalog
- Division plans
- Employment applications
- *Equity for All* minutes and/or meeting materials
- Faculty Hiring Prioritization policy, scoring sheets, agendas, and sign-in sheets
- Hiring/interview forms
- *Integrated College Operational Plan (ICOP)* (<http://lasc.edu/strategicplan>)
- List of administrators and support staff
- List of fulltime and part-time faculty
- List of professional development activities
- List of program review participants
- Minimal qualification docs for administrators and faculty
- Mission Statement
- Personnel Commission Policy
- President's evaluation schedule and sample of completed evaluations
- Program review notebook
- Program review template
- Program review timeline
- Program reviews
- Shared governance agreement
- Staff Development Committee minutes and/or meeting materials
- Strategic Planning and Budget Committee minutes and/or meeting materials
- SPBC Budget Sub-Committee minutes and/or meeting materials
- SPBC Goals Sub-Committee minutes and/or meeting materials
- *Student Equity Plan*
- Student Help Desk schedules
- Student Services VP evaluation schedule and sample of completed evaluations
- Student survey
- Unit plans

IIIB—Physical Resources

- *Campus Climate Survey*
- Curriculum Committee Distance Education Addendum to Course Outlines
- Division plans
- *Education Master Plan* (<http://lasc.edu/emp>)
- Facilities Committee minutes and/or meeting materials
- Facilities Master Plan
- Facilities Planning User Group minutes and/or meeting materials
- Facility Safety minutes and/or meeting materials
- *Integrated College Operational Plan (ICOP)* (<http://lasc.edu/icop>)
- Maintenance forms
- OPRA work orders
- *Planning Handbook* (<http://lasc.edu/spbc>)
- Program reviews
- Purchase orders
- Six-Pack minutes and/or meeting materials
- SPBC agenda and minutes
- *Strategic Plan* (<http://lasc.edu/strategicplan>)
- Strategic Planning and Budget Committee minutes and/or meeting materials
- SPBC Budget Sub-Committee minutes and/or meeting materials
- SPBC Goals Sub-Committee minutes and/or meeting materials
- Student survey
- Summary of Participatory Decisions
- Technology Master Plan
- Unit plans

IIC—Technology Resources

- *Campus Climate Survey*
- Computer Inventory List
- Division plans
- *Education Master Plan*
- Faculty & Staff Survey (Sp05)
- Program reviews
- Smart Classroom notes
- Student survey
- Technology Steering Committee minutes and/or meeting materials (<http://lasc.edu/techcom>)
- *Technology Master Plan*
- *Technology Replacement Plan*

IIID—Financial Resources

- Allocation Grant Task Force (AGTF) reports
- Audits of categorical and specially funded programs
- Breakdown of unrestricted general budget
- Business Office audits 2002-03 through 2004-05
- *Campus Climate Survey*
- College computer inventory
- *Education Master Plan*
- *Facilities Master Plan*
- Integrated College Operational Plan (ICOP)
- LACCD Annual Audit 2002-03
- LACCD Annual Audit 2003-04
- LACCD Annual Audit 2004-05
- LACCD Programs of Self-insurance and Reserves
- LASC budget from LACCD
- Monthly financial reports
- *Planning Handbook*
- Presentation materials from annual campus meeting
- Quarterly financial reports
- Request from President for VP to plan for no deficits in SFP
- Response to audit exceptions
- Strategic Planning and Budget Committee minutes and/or meeting materials
- SPBC Budget Sub-Committee minutes and/or meeting materials
- SPBC Goals Sub-Committee minutes and/or meeting materials
- *Strategic Plan*
- Student survey
- Summary of participatory decisions
- *Technology Master Plan*
- *Technology Replacement Plan*
- Three-year FTES Comparison by Section
- Total Budgets for all programs at LASC
- *Tuesdays at LASC*
- Year End Closing 2001-02
- Year-End Closing 2003-04
- Year-End Closing 2004-05