Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

III.A. Human Resources

III.A.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Los Angeles Southwest College hires administrators, faculty, and staff who are qualified with the appropriate education, training, and experience to provide and support the programs and services of the College. The selection process and procedures for selection of personnel are clearly and publicly stated and adhere to rules, policies, and procedures established by the Los Angeles Community College District (LACCD) Board of Trustees as well as those established by the LACCD Human Resources Division and policies and procedures established by the LACCD Personnel Commission.

Evidence of Meeting the Standard:

The Los Angeles Community College District Board of Trustees, the District Human Resources Division, and the District Personnel Commission determine the hiring criteria and minimum qualifications used by Los Angeles Southwest College (III.A.1-1: HR-R000 Recruitment, Selection, and employment document; III.A.1-2: Human Resource Guides webpage).

- HR-R 100 defines the recruitment and selection process for academic employees.
- HR-R 110 defines the recruitment and selection process for academic administrators.
- HR-R 120 defines the recruitment and selection process for tenure track faculty.
- HR-R 200 defines the recruitment and selection process for classified employees.
- HR-R 300 defines the recruitment and selection process for unclassified employees.

The job announcements for all faculty, staff, and administrative positions are reviewed by Deans and Department Chairs and then forwarded to the HR Division for review and electronic posting on the Los Angeles Community College District’s Employment website.
“Welcome to the Los Angeles Community College District’s Employment Opportunity Pages” and www.cccregistry.org, which is provided as a link on this page to ensure that the college generates a diverse applicant pool (III.A.1-3: Welcome to the Los Angeles Community College District’s Employment Opportunity Pages).

Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

**Analysis and Evaluation**

Adherence to state laws, District hiring policies, legal requirements of all collective bargaining agreements, and authority/board rules help to ensure that Los Angeles Southwest College selects the best-qualified employees for all open positions in a fair process that is well advertised.

**Conclusion**

The College meets this Standard.

**Evidence**

III.A.1-1: HR-R000 Recruitment, Selection, and employment document

III.A.1-2: Human Resource Guides webpage

III.A.1-3: Welcome to the Los Angeles Community College District’s Employment Opportunity Pages.

**III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)**

**Evidence of Meeting the Standard**

LASC follows the Los Angeles Community College District (LACCD)’s hiring policies and board rules to ensure faculty members have adequate and appropriate knowledge of the subject matter and are expert in their subject areas, skilled in teaching, and able to contribute to the mission of the College. All faculty must meet the minimum qualifications set forth in the 2014 Minimum Qualifications Handbook for Faculty (III.A.2-1: 2014 Minimum Qualifications Handbook for Faculty and Administrators).

Full-time faculty names, disciplines, and educational obtainment are published in the college catalog to ensure that the public is aware of the qualifications of these faculty members.
Analysis and Evaluation

LASC faculty are qualified and knowledgeable of the subject matter they teach and possess the requisite skills to offer instruction in their faculty service area.

Conclusion

The College meets the Standard.

Evidence

III.A.2-1: 2014 Minimum Qualifications Handbook for Faculty

III.A.3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

LASC follows the Los Angeles Community College District (LACCD)’s hiring policies and board rules to ensure that Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. (III.A.3-1: HR-R 110 Recruitment and Selection Process for Academic Administrators).

Analysis and Evaluation

LASC has experienced a significant turnover in Administrators in spring 2015 and fall 2015. However, the new administrators who are being hired are highly qualified administrators who can maintain the effectiveness and quality of the College.

Conclusion

The College meets this Standard.

Evidence

III.A.3-1: HR-R 110 Recruitment and Selection Process for Academic Administrators
III.A.4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

The College ensures that all degrees, whether U.S. or non-U.S., are recognized by U.S. accrediting agencies and that equivalency has been determined.

The District Human Resource Division, Search and Selection Committees, and the Personnel Commission ensure that applicants meet minimum qualifications. Interview questions are developed to assist the interview panels when determining the qualifications of the candidates. Additionally, job references provided by applicants are reviewed to confirm the qualifications of candidates. As noted previously, all faculty must meet the minimum qualifications for the instructional discipline or other academic field as specified in the 2014 Minimum Qualifications for Faculty and Administrators in California Community Colleges published by the Board of Governors of the California Community Colleges.

All earned degrees must be posted on the official transcript. Foreign transcripts must include evaluation from an agency approved by California Commission on Teacher Credentialing. LACCD Board Rule 10106 ensures the certification of employee credentials, and all foreign transcripts must include and evaluation from an agency approved by California Commission on Teacher Credentialing (III.A.4-1: LACCD Board Rule 10106).

Analysis and Evaluation

LASC Faculty, Administrators, and other employees hold valid and appropriate degrees and credentials from institutions accredited by recognized U.S. accrediting agencies

Conclusion

The College meets the Standard.

Evidence

III.A.4-1: LACCD Board Rule 10106

III.A.5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.
**Evidence of Meeting the Standard**

The College evaluates all personnel at required intervals according to established guidelines and agreements to assess their effectiveness in supporting institutional effectiveness and academic quality. The College follows processes developed to improve job performance. The College follows the evaluation processes established by collective bargaining agreements, including:

- Article 19 of the AFT 1521 Faculty Guild Contract
- Article 16 of the AFT 1521-A Staff Guild Contract
- Article 15 of the LA/OC Building and Trades Council Contract
- Article 12 of the Local 99, SEIU Contract (maintenance workers)
- Article 8 of the Teamsters. Local 911 Contact (academic supervisors)
- Article 11 of the Local 721, SEIU (classified supervisors)

Evaluation forms for each unit include performance standards or other criteria by which the employee is measured (III.A.5-1: Article 19 of the AFT 1521 Faculty Guild Contract; Article 16 of the AFT 1521-A Staff Guild Contract; Article 15 of the LA/OC Building and Trades Council Contract; Article 12 of the Local 99, SEIU Contract [maintenance workers]; Article 8 of the Teamsters; Local 911 Contact [academic supervisors]; Article 11 of the Local 721, SEIU [classified supervisors]).

**Analysis and Evaluation**

The personnel evaluation process satisfies the legal requirements of all collective bargaining agreements and board rules. The process allows for communicating positive feedback, recognizing accomplishments and rewarding outstanding performance, as well as communicating expectations and documenting issues with performance. The evaluation process is also used to determine ways to minimize deficiencies and improve performance, help achieve the College mission and department goals, and help employees develop knowledge, skills, and abilities as defined by each job description and the collective bargaining agreement.

LASC is constantly seeking ways to ensure that evaluation timelines for probationary staff, tenure track faculty, adjunct faculty, and classified staff are adhered to in order to ensure compliance with union contracts. Training for department chairs, managers, supervisors and administrators who complete evaluations could be improved. The College has implemented meetings with the department chairs to ensure that the evaluation schedules are followed in a timely and consistent manner. The College vice president ensures that all employees are evaluated on schedule and according to the provisions of the appropriate collective bargaining agreements.

**Conclusion**

The College meets the Standard


**Evidence**

III.A.5-1: Article 19 of the AFT 1521 Faculty Guild Contract; Article 16 of the AFT 1521-A Staff Guild Contract; Article 15 of the LA/OC Building and Trades Council Contract; Article 12 of the Local 99, SEIU Contract (maintenance workers); Article 8 of the Teamsters; Local 911 Contact (academic supervisors); Article 11 of the Local 721, SEIU (classified supervisors)

III.A.6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

**Evidence of Meeting the Standard**

Faculty, academic administrators, and other personnel directly responsible for student learning at Los Angeles Southwest College have, as a component of performance evaluations, consideration of how the results of learning outcomes assessment improve student learning and achievement (III.A.6-1: Faculty Evaluation Form).

**Analysis and Evaluation**

Although the College assesses and evaluates its SLOs and PLOs, it needs to implement a regular and continuous cycle of SLO and PLO assessment. Over the past eight years, the college has had three SLO Coordinators.

**Conclusion**

The College does not meet all elements of this Standard. The College needs to implement a regular and continuous cycle of SLO and PLO assessment.

**Evidence**

III.A.6-1: Faculty Evaluation Form

III.A.7: The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

**Evidence of Meeting the Standard**

The College, in conjunction with District staff, ensures that there are a sufficient number of faculty to assure the fulfillment of faculty responsibilities that are essential to the continuous
improvement of the quality of its educational programs and student services and to assure achievement the College’s mission. The College has a means to determine appropriate staffing levels for faculty. The Faculty Hiring Prioritization Committee works to determine the number of faculty to request to support existing and expanding programs and to meet the faculty obligation number for the College (III.A.7-1: 2015 Faculty Hiring Prioritization list).

**Analysis and Evaluation**

LASC maintains a sufficient number of qualified faculty.

**Conclusion**

The College meets the Standard.

**Evidence**

III.A.7-1: 2015 Faculty Hiring Prioritization list.

**III.A.8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.**

**Evidence of Meeting the Standard**

The College has employment policies and practices that afford part time and adjunct faculty opportunities for evaluation, professional development, and participation in all activities of the College (III.A.8-1: AFT 1521 Agreement, Article 16).

**Analysis and Evaluation**

LASC provides opportunities for integration of part-time and adjunct faculty into the life of the College. Part-time and adjunct faculty participate on College committees, as department representatives, and in staff development opportunities that lead to personal and professional growth.

**Conclusion**

The College meets the Standard.

**Evidence**

III.A.8-1: AFT 1521 Agreement, Article 16

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III.A.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

The College has failed to replace staff that has left over the years. Challenges maintaining staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution exist.

The College uses Program Review for the instructional and non-instructional areas to determine the need for staffing. Data from the Program Review process is shared with the Budget Committee to determine the priority allocation for funding current and future positions (III.A.9-1: Program Review link).

Analysis and Evaluation

Even though the College is having difficulty maintaining qualified staffing and has not filled a number of past vacancies, the College is committed to hiring qualified employees to ensure the effective operation of College services. Despite the College’s limited fiscal resources, the College constituents work together to ensure that resources are allocated effectively so that students can achieve their academic goals.

Conclusion

The College does not meet the Standard.

Evidence

III.A.9-1: Program Review link.

III.A.10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)

Evidence of Meeting the Standard

The College has had difficulty maintaining a sufficient number of qualified administrators and seeks to continually address the issues of preparation, expertise, and effective leadership to ensure services are delivered to all students.
Analysis and Evaluation

LASC’s need for administrative positions is reviewed in the context of the institutional need. Since the College began writing its institutional self-evaluation in spring 2015:

- The Interim Vice President of Student Services left to take a position at another college in May 2015. A second Interim Vice President of Student Services who came out of retirement to oversee the Student Services Division went back into retirement in December 2015. A permanent Vice President of Student Services was hired in December 2015 and will begin in January 2016 (III.A.10-1: Vice President of Student Services Job Announcement).
- The Dean of Institutional Effectiveness left to take a position at another college in May 2015. This position has been flown and is expected to be filled in January 2016. (III.A.10-2: Dean of Institutional Effectiveness Job Announcement).
- The Dean of Grants and Special programs left to take a position at another college in June 2015. This position will be filled in the near future.
- The Dean of Student Support Programs left to take a position at another college in December 2015. This position will be filled in the near future.
- The Vice President of Administrative Services retired in December 2015. The College has an Interim Vice President of Administrative Services currently in place. This position will be filled in the near future.
- In addition to these changes, the College will start the process of hiring a Dean of Student Services.

Conclusion

The College meets this element of the Standard, despite the consistent challenge to maintain qualified personnel over time.

Evidence

III.A.10-1: Vice President of Student Services Job Announcement
III.A.10-2: Dean of Institutional Effectiveness Job Announcement

III.A.11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

LACCD policies and procedures, administrative regulations, collective bargaining agreements, and the Merit Rules of the Personnel Commission are in place to ensure fairness in personnel practices and procedures including hiring, retention, transfer, and promotion.
Rules and regulations determined by our governing Board are used to create policy and procedure for the campus:

- Flyers/Handouts
- District Webpage
  - Office of Diversity
  - Personnel Commission
  - Board Rules
  - HR guides
  - Union contracts
- Education Code
- LACCD Labor Relations
- Campus webpage
- Emails are sent to all employees
- Bargaining unit contracts
- Office of Diversity
- Sexual Harassment training for all managers and supervisors
- Shared Governance
- Professional Development

These personnel policies and procedures are available for information and review on the LASC Faculty and Staff Webpage, LACCD Human Resource Guide Webpage, and Personnel Commission Webpage (III.A.11-1: LASC Faculty and Staff Webpage; III.A.11-2: LACCD Human Resource Guide Webpage; III.A.11-3: Personnel Commission Webpage).

**Analysis and Evaluation**

LACCD policies and procedures remain in place to guide the College and ensure fairness in personnel practices and procedures, including hiring, retention, transfer, evaluation, and promotion. Collective bargaining agreements provide the guidance and rules for the work arrangements between staff, faculty, and administration. They also provide a documented pathway for personnel to bring grievances if they believe any policies have not been properly adhered to and or administered. The grievance process, through a series of reviews and rulings, ensures that human resource policies and procedures are equitably and consistently administered. The District Compliance Office (DCO) addresses questions about human resource policies and practices and handles all complaints of discrimination or harassment for any LASC employee. Any member of the LASC College community who believes, perceives, or has actually experienced conduct that may constitute Prohibited Discrimination or Harassment, has the right to seek the help of the DCO. In fact, every employee has the obligation to report such conduct to the DCO.

**Conclusion**

The College meets this Standard.
Evidence

III.A.11-1: LASC Faculty and Staff Webpage
III.A.11-3: Personnel Commission Webpage

III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

Los Angeles Southwest College adheres to the provisions of the Equal Employment Opportunity Act, and takes added steps to support its diverse personnel (III.A.12-1: Equal Employment Opportunity Act).

The College climate does not discourage or discriminate against members of any cultural, ethnic, or religious group. Key services are provided to all LASC employees from the areas below:

- Office of Diversity
- Employee Assistance Program (EAP)
- Managers and Supervisors through EAP
- Professional Development

The College has effective programs and services to support personnel:

- Human Resources Webpage
- EAP Monthly Newsletter
- Latino Employee Association
- Black Faculty and Staff Association
- Bargaining units
- Hispanic Heritage Month
- Black History Month
- International Dance and Culture Day.
- Study abroad programs

Policies and procedures are in place to ensure the equitable treatment of all employees and students. These policies include:

- Collective bargaining agreements
- Board rules
- Policies
- Emails
- EAP Newsletters
Analysis and Evaluation

LASC is proud of the ethnic, cultural, and religious diversity of its staff. The effectiveness of the College’s policies and practices in promoting diversity issues and the understanding of equality can be measured in its increased enrollments of constituent groups and in the participation of more constituent group members in the discussion and awareness of diversity issues. The College staff mirrors the diverse mix of its students, and the Office of Institutional Effectiveness collects data accordingly.

Conclusion

The College meets the Standard.

Evidence

III.A.12-1: Equal Employment Opportunity Act

III.A.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

The College upholds a written code of professional ethics for all of its personnel, including consequences for violation.

- The Los Angeles Community College Board of Trustees has a formal policy on ethical conduct. Section I, Article II. 1204.13 details the ethical standards to which District employees shall adhere (III.A.13-1: LACCD Board Rules Section I, Article II, 1204.13).
- This information is posted on the LACCD website. The Employer/Employee Relations Handbook provides the steps for employee discipline that may include violations of the standards for conduct (III.A.13-2: Employer/Employee Relations Handbook).
- Los Angeles Southwest College also has a student code of conduct, which is published on page 215 of the 2015-2016 College Catalog (III.A.13-3: 2015-2016 College Catalog).
Analysis and Evaluation

The Los Angeles Community College District Board of Trustees has adopted a code of ethics contained in the Board Rules that pertains to all employees of the District. All employees are required to adhere to the ethical standards.

Conclusion

The College meets the Standard.

Evidence

III.A.13-1: LACCD Board Rules Section I, Article II, 1204.13
III.A.13-3: 2015-2016 College Catalog

III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

LASC, through its Professional Development Committee, plans and provides trainings and workshops for faculty and staff, using survey data to assist in determining the College’s needs (III.A.14-1: LASC Professional Development Plan).

Evidence of Meeting the Standard

Professional development programs for faculty and staff include:

- Tuition Reimbursement
- Flex activities
- Employee Assistance Program (EAP)
- Office of Diversity
- Project Match

The College identifies the professional development needs of employees by gathering data from:

- Surveys
- Strategic Plan objectives
- Professional Development Committee
- SLO Committee
- Program Review
- Distance Education
• Academic Senate
• Department meetings

The College uses post professional development workshop surveys and evaluations to ensure that the needs of all employees are met (III.A.14-2: Professional Development Surveys).

Analysis and Evaluation

Los Angeles Southwest College (LASC) conducts periodic staff satisfaction surveys to assess needs, which result in initiatives, including staff development activities. The Professional Development Committee, with support from the Office of Academic Affairs, organizes a calendar of workshops and orientations to specifically address issues in the satisfaction survey results and strategic plan. Each year, LASC develops a Professional Development Plan informed by the College’s Strategic Plan, program review, and the results of staff satisfaction surveys. The Professional Development Committee, comprised of representatives from all constituency groups, provides direction for developmental activities. This committee works with the Academic Senate and other campus committees such as Technology and the Student Learning Outcomes (SLO) committees to organize training opportunities on topics such as the use of e-instruction in classrooms, and to develop program reviews and SLO assessments. LACCD uses college input to provide a range of workshops and programs to facilitate staff development and workplace competency, health, and personal growth for classified staff, faculty, and administrators.

Each year the District provides a health insurance fair to inform employees on their health benefit plans. Insurance carriers, approved by the district, provide information. Food and entertainment are provided to bring campus personnel together and share information about healthy food options and health screenings. The bargaining units provide members with opportunities to learn their contracts and their jobs. Fall and spring flex days provide activities for staff development. In fall semester all full-time faculty are required to participate in the Flex Day activities. Adjunct faculty and classified staff are encouraged to participate in Flex Day activities. Suggestions for Flex Day workshop topics and Flex presentations are solicited from all members of the campus community. Full-day orientations for new adjunct faculty are provided. Counselors attend a full-day planning retreat each semester and are encouraged to attend UC and CSU conferences.

The Professional Development Committee, along with other planning committees, regularly evaluates campus input in order to plan staff development activities. Surveys are administered after workshops to assess how well they met the needs of participants. Other data sources include feedback forms and informal discussions. The committee uses the results of these evaluations to plan program improvements. The College provides funding for professional development activities from its general fund. The College is planning to provide more opportunities for the campus to review data related to effective teaching and for campus-wide student success discussion sessions involving both faculty and students.
Conclusion

The College meets this Standard.

Evidence

III.A.14-1: LASC Professional Development Plan
III.A.14-2: Professional Development Surveys

III.A.15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with the established law.

Evidence of Meeting the Standard

LASC provides security and confidentiality for personnel records in accordance with the provision set forth by the Board of Trustees, collective bargaining agreements, and LACCD HR guides.

- Bargaining unit agreements
- HR Guides 101 and 102
- Board Rules

LASC provides employees access to personnel records.

- District HR
- Campus personnel office

Analysis and Evaluation

Los Angeles Southwest College follows the provisions of bargaining unit agreements and LACCD HR Guides 101 and 102 regarding security, confidentiality, and access to personnel records. Collective bargaining agreements provide employees, upon request, the right at any reasonable time, to inspect his/her official personnel file held in the LACCD HR Division or the campus personnel office. Copies of evaluations and other personnel documents maintained by the College are kept under lock and key. Employees may request of the president or his/her designee the right to access those copies and files in their entirety at any time (III.A.15-1: HR Guide 101); (III.A.15-2: HR Guide 102).

Conclusion

The College meets this Standard
Evidence

III.A.15-1: HR Guide 101
III.A.15-2: HR Guide 102
III.B. Physical Resources

III.B.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

LASC maintains a healthful campus working and learning environment that is safe, secure, and provides access.

Evidence of Meeting the Standard

LASC maintains a healthful working and learning environment that is safe and secure. The importance of Campus Safety is stressed at the College, and is reflected in the College’s commitment to ensuring that students, staff, and the visitors who take courses, enroll in programs, and utilize learning support services feel safe.

Through the Campus Safety – Sheriffs webpage on the College website, the campus provides its students, faculty, staff, and visitors with information on what to do in specific campus crises, information on crime on campus, and an opportunity to express their attitudes on the campus’s policing policy (III.B.1-1: Screenshot of the Campus Safety – Sheriff's webpage).

This information includes, but is not limited to:

- The Los Angeles Southwest College Los Angeles County Sheriff's Department substation located on the campus, which is open 24 hours per day.
- A Video on Surviving an Active Shooter
- Access to the Annual Security Report
- The Cleary Act: Campus Safety Reports
- The Campus Emergency Response quick reference
- LASC Community Orientated Policing Survey

The College provides access, safety, and security, to all of its facilities in accordance with the Education Code, Sections 81130-81149 to ensure that (III.B.1-2: Education Code, Sections 81130-81149):

- The work of construction has been performed in accordance with the approved plans and specifications, for the protection of life and property.
- Repairs are made based on industry standards.
- Access and egress are factored in.

Currently, the College does not have any off-site facilities.
Analysis and Evaluation

Los Angeles Southwest College has a strong commitment to providing safe and secure facilities and equipment for all staff, students, and community members who visit the College. All buildings have been designed, constructed, and modernized in strict compliance with current California Building Codes, with stricter structural, fire, life, and safety regulations and have been reviewed as “Field Act Compliant.” All construction/modernization projects are under the jurisdiction of the Department of State Architects (DSA). The DSA reviews and approves all construction and modernization projects and has the responsibility for enforcement in two separate areas: Access Compliance and General California Building Code Enforcement, Public Community Colleges-Education Code, Section 81130-81149.

Conclusion

The College meets the Standard.

Evidence

III.B.1-1: Screen shot of the Campus Safety – Sheriffs webpage
III.B.1-2: Education Code, Sections 81130-81149

III.B.2. The institution plans, acquire or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other, assets, in manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

Los Angeles Southwest College is one of nine colleges under the Los Angeles Community College District (LACCD). The president of the College is responsible for the overall direction of the College. The vice president of Administrative Services is responsible for overseeing day-to-day operations of the College’s physical resources. The College uses the system of shared governances in the decision-making processes that include faculty, staff, administration, and students. This includes the Program Planning process, the Facilities Master Plan, the Educational Master Plan, the Strategic Plan, and the Technology Master Plan to ensure that all programs and services address facility and equipment needs for their programs and resources are appropriately allotted. These processes and reports assure that program and service needs determine equipment needs, replacement of equipment, and facilities and maintenance needs, to reflect total cost of ownership (III.B.2-1: Facilities Master Plan; III.B.2-2: Educational Master Plan; III.B.2-3: Strategic Plan; III.B.2-4: Technology Master Plan).
To achieve the stated academic and development goals found in the College’s master plan, a review of the current space inventory, the Five-Year construction Plan, the capacity load ratios, and existing project proposals became necessary to make informed capital outlay decisions. State funding for community college facilities is subject to an application process that is part of the statewide annual Capital Outlay Plan. LASC, as part of the LACCD, has participated in and benefited from this process (III.B.2-5: Five-Year construction Plan).

The Five-Year Construction Plan compares the capacity of facilities, including those of LASC, to the demands created by the actual projected enrollment of a college to derive the capacity load. The capacity loads help the Chancellor’s Office to determine eligibility for funding facilities over a five-year period. The plan is submitted to the State Chancellor’s Office each year and includes the following five components:

- An educational plan statement
- Inventory of existing space
- Enrollments
- Full-Time Equivalent (FTE) instructional staff
- Proposed facility projects

Additional local funding made available through the passage of ballot Measure J in 2008 allowed for the long-term capitalization of construction and renovation of campus facilities. With the approval of voters and school districts, including the community college district, the state can issue general obligation bonds that are paid for out of property taxes. Over the past several years, LACCD, including the LASC campus, has been funded in this manner through Propositions A and AA and Measure J. With the passage of Measure J, LASC is able to continue its renovations with new construction projects and with the expectation of “building out the campus.” As required by the LACCD Board of Trustees for projects funded under Measure J and Propositions A and AA, each new building constructed is expected to meet Leadership in Energy and Environmental Design (LEED) standards for green building and sustainability. Two of the new buildings to be constructed under Measure J bonds will be platinum LEED.

The 2008 Los Angeles Southwest College Facilities Master Plan identifies the following goals for the facilities on campus:

- Provide leadership in educational programs to support student needs
- Establish a welcoming image for LASC
- Provide a collegial campus environment
- Cultivate the College’s relationship with the community

The College continues to support these goals as it implements the Faculties Master Plan. The manifestation of these goals is evident in the many new building and landscape projects under construction on campus. For example, the goal to establish a welcoming image for the College has been achieved by the addition of new arrival plazas and courtyards that are becoming gathering spaces to foster communication, and the goals of cultivating the

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College’s relationship with the community and providing leadership in educational programs are being achieved by the construction of Middle College High School and a pool, an LAUSD/LASC joint use facility. Overall, removing the gas station at the corner of Western Avenue and Imperial Highway and replacing it with landscaping and signage identifying the College has improved visibility and recognition of the campus within the community.

To date, the College has completed five new LEED buildings: a Child Development Center, a new Maintenance and Operations Building, the Field House, the Student Services building, and the School of Career Technical Education Building. The creation of public gathering areas with attractive and functional furniture surrounded by open green space has maximized the usage of outdoor spaces. An example of this is the new palm courtyard.

**Analysis and Evaluation**

Los Angeles Southwest College uses its physical resources effectively. The space inventory report helps the College determine how efficiently it is utilizing current facilities in relation to academic programs. Space utilization is reviewed and discussed with stakeholders in the shared governance process. Participatory governance committees, such as the College Council, also participate in evaluating the institution’s facility needs.

**Conclusion**

The College meets the Standard.

**Evidence**

III.B.2-1: Facilities Master Plan  
III.B.2-2: Educational Master Plan  
III.B.2-3: Strategic Plan  
III.B.2-4 Technology Master Plan  
III.B.2-5: Five-Year construction Plan

**III.B.3. 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.**

**Evidence of Meeting the Standard**

Los Angeles Southwest College uses multiple factors for planning and evaluating facilities and equipment. These include capacity-to-load ratios and a review of the Facilities Master Plan through an annual update of the Five-Year Construction Plan. Facilities planning and assessment is an ongoing process. The Capital Construction Plan supports the Educational Master Plan generally, and the Facilities Master Plan specifically, to address the physical, practical needs of the College. The five-year Scheduled Maintenance Special Repair Plan is
updated annually, as is the Space Inventory Report. Space utilization is reviewed in conjunction with course scheduling throughout each academic year, consisting of a spring and fall semester with a winter and summer session (III.B.3-1: Facilities Master Plan; III.B.3-2: Educational Master Plan).

Equipment is maintained and evaluated on a regular basis as per manufacture operating and maintenance manuals and warranty specifications. LASC reallocates resources as necessary to meet changing instructional and operating needs, as evidenced in the Institutional Effectiveness Committee Program Review processes (III.B.3-3: 2014 Facilities Program Review).

This review process allows each department to develop program plans to correct deficiencies and recommends improvements to the program-supporting SLOs. Surveys are used to make assessments, and the results become a baseline for improvement. For example, the survey conducted in spring of 2015 by the Institutional Effectiveness Department asked the satisfaction level for “Building cleanliness, classrooms, restrooms, and offices.” Comments reflected dissatisfaction with the cleanliness of classrooms and restrooms. The results of this survey, along with comments from Work Environment Committee (WEC), faculty, and students, resulted in the implementation of retraining and identifying the need for hiring additional staff. The College is currently in the process of hiring five new custodian positions (III.B.3-4: Spring 2015 Satisfaction Survey).

Analysis and Evaluation

LASC is currently in a transition phase in terms of its work order system. The current Tamis Work Order System is being replaced with a Computer Maintenances and Management System (CMMS) that will have access to data regarding facilities and equipment loaded in the FUSION database. This CMMS program will allow the College to develop a preventive and predictive maintenance schedule and maintain warranty data, cost of repair data, tread maintenance and repair costs, and recurring repairs. This will allow the College to better track information and project the cost of repairs to facilities and equipment.

Conclusion

The College meets the Standard

Evidence

III.B.3-1: Facilities Master Plan
III.B.3-2: Educational Master Plan
III.B.3-3: 2014 Facilities Program Review
III.B.3-4: Spring 2015 Satisfaction Survey
III.B.4. Long-range capital plans support institutional improvement goals and reflect projections of the cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

Since the inception of the building program, the assumption based on the economic growth of the area was that the Los Angeles Community College District (LACCD) would need to add square footage to serve more students. In 2011, the District decided to pause the starting of new construction projects pending a review of the funding available for the cost of owning and operating the proposed additional square footage. This would lead to the development of the District’s ‘Total Cost of Ownership Plan’ (III.B.4-1: 2013 LACCD Comprehensive Plan for total cost of ownership).

The total cost of ownership is addressed by thoroughly reviewing the status of existing and proposed facilities, benchmarking of existing facilities operations, and developing processes to measure, monitor, and control both facilities’ costs and utilization.

1. Review of the current building plans and existing square footage. Three major areas of concern were identified by the initial analysis. They are building program (capital) budget, space utilization requirements, and the maintenance and operations (operational) budget.
   a) Building program budget: review of the current forecast for the Measure J bond program, focusing on potential shortfalls in the capital project budgets.
   b) Space Utilization requirements: review of the size, quantity and type of remaining facilities that should be constructed. Examine the current Capacity-to-Load Ratios.
   c) Maintenances and Operation budget: develop staffing levels for both custodial and maintenances operations based on Association of Physical Plant Administration (APPA) standards. Review the maintenance and operations budgets to insure there is adequate funding to support the additional square footage.

2. Review and benchmark maintenance and operation expenditures.
   a) Review of salaries, benefits, utilities, equipment and supplies, vehicles, and other expenditures for maintenance and operations.
   b) Cost Study comparison between colleges.

3. Review APPA standards and quality expectations and compare with the custodial and maintenance staffing levels for each college.

4. Review the change in square footage per college per project for the next three years. Transform this information into projected maintenance and operating cost.

5. Review utility expenditures per Square foot per College

6. Develop Deferred Maintenance/Schedule Maintenances Fund to replace the now defunded State Schedule Maintenance Program. In 2013 the Board of trustees authorized a Deferred Maintenance Reserve fund of up to two percent of the Unrestricted General fund.
a) Develop criteria for newly developed deferred maintenance reserve.
b) Prioritize college projects for the use of the deferred maintenance reserve.

7. Implement a new Computerized Maintenance management System (CMMS). This system will allow improved tracking of facilities expenses.
   a) Establish project goals and objectives for the CMMS.
   b) Review benefits of improved facilities tracking processes.

The combination of all these elements will provide a comprehensive look at what it will cost LASC (LACCD) to both own and operate facilities and equipment.

The approximate 72-acre campus is located in Unincorporated Los Angeles County. The College serves a diverse community made up of mainly Hispanics/Latinos (68.54 percent). African Americans make up 24.44 percent of the population, and Asians and Whites represent a smaller portion of the overall population.

The campus is bounded by Imperial Highway to the north, Western Avenue to the west, the Glen Anderson Freeway (I-105) to the south, and Normandie Avenue to the east. The nearby Glen Anderson Freeway (I-105), the San Diego Freeway (I-405) to the west, and the Harbor Freeway (I-110) to the east provide regional access to the campus. The campus is located within relatively close proximity to the Los Angeles International Airport (LAX). Adjacent land uses are primarily residential with some retail and commercial properties located directly west of the campus along Western Avenue. Much of the local community is made up of residential properties, such as small-scale bungalows and low-density apartments. Today, the physical college campus remains internally focused with the most of the buildings located around a central core; however, campus identification and access have been greatly improved.

**Analysis and Evaluation**

Los Angeles Southwest College’s physical resources are an institutional responsibility, and implementation and management of these resources falls under the Administrative Services division, under the direction of vice president of administrative services. The mission statement for the Plant Facilities Department is “to provide a clean, safe, and healthy learning and working environment for students, staff, and faculty and community members.”

**Conclusion**

The College meets the Standard.

**Evidence**

III.B.4-1: 2013 LACCD Comprehensive Plan for total cost of ownership
III.C. Technology Resources

III.C.1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

Technology is integral to the institution’s management and operational functions, academic programs, teaching and learning, and support services. Students use technology to access information, register for classes, communicate with their instructors, complete their coursework in person or online, check their grades, and participate in elections and surveys. Faculty use technology to engage students in their instruction, develop curriculum, assess SLOs, and manage class rosters and grades. College employees use technology to communicate within and outside of campus, manage students and employees records, conduct research and provide support services.

LASC constituencies—administrators, faculty, classified staff and students—have consistently provided input to identify technology needs through various avenues listed below. Multiple strategic oversight groups, planning processes, and informal mechanisms foster ongoing dialogue to assure that new technology implanted on campus meets College needs:

District Wide Technology Council

The District Technology Council (DTC) makes recommendations about technology standards and deployments based on the latest industry trends and upcoming changes in institutional implementations. The DTC also provides guidance to and recommends standards for the colleges to ensure that local equipment, operating systems, and software are compatible with district wide computer systems and that they meet district wide requirements for connectivity and performance (III.C.1-1: DTC information).

District Wide Technology Planning and Policy Council

The Technology Policy and Planning council meets every month. The membership includes faculty representation from each campus, the Chief Information Officer (CIO), executive vice chancellor, and the chairperson of the DTC. This group reviews the recommendations made by the DTC and also shares their upcoming technology needs with the DTC. The faculty representative also reports back to the campus Academic Senate (III.C.1-2: TPPC information).
**LASC Technology Planning Committee**

The Technology Planning Committee at the campus meets on a monthly basis. Its membership includes students, faculty, staff, and administrators. The members provide input on behalf of their constituents. A comprehensive Strategic Technology Plan is being developed by the Technology Committee and is awaiting the finalization of the Educational Master Plan (EMP) for any further modifications. In its draft form, it includes the current inventory of campus-wide equipment as well as a technology survey taken by campus faculty and staff (III.C.1-3: LASC TPC information).

**Distance Education Committee**

The College provides a strong commitment to the distance learning programs and courses by providing on-campus technical support with help desk support for faculty and students with online and web-enhanced courses, fulfilling shell requests for the Learning Management System, and providing email malfunction repairs and recoveries.

Technology is provided directly by the institution and through contractual arrangements with Etudes, the learning management system, to ensure LASC's online program provides reliability, recoveries and repairs, privacy, and security. See the examples in the following information for each area (III.C.1-4: LASC DE information).

**Reliability:**
1. LASC's online students and faculty are provided with 24-hour personal support from the LMS's staff and peer communities for their login, rosters, user issues, etc.

**Disaster Recovery:**
1. Students have 24/7 access to LMS/Etudes technical support to receive assistance regarding access and for LMS recovery of the system.
2. Instructors can notify all students at once via email for system issues.
3. The LMS provides free mobile apps for both iPhone and Android devices for students to have immediate access in times of disaster recovery with tools available to have the same functionality as the web version.

**Privacy**
1. Ability to support secure authentication.
2. Instructors can send and receive private messages from students.
3. Identification, emails, and login information is only accessible to the instructor teaching the online course.
4. Submission of assignments by students can only be seen by the instructor teaching the course.
5. Grades can only be viewed by the instructor teaching the course.
6. Instructors can delete inappropriate messages to protect students; for example, instructors can delete posts in the discussions, chat room, etc.
Security:
1. The College supports secure authentication.
2. All students must use their college identification number for security verification to login to the LMS.
3. All students must use their college email address for security verification to participate in an online course.
4. The instructor controls when a site is published and concluded.
5. The LMS system has the ability to restrict access to an assessment based on a required password.
6. The LMS system has the ability to restrict access to an assessment based on IP addresses.

LASC Professional Growth Committee

A survey from this group also provides input for technology needs for the campus (III.C.1-5: LASC Professional Growth Committee Survey).

Information Technology (IT) Department Survey

A comprehensive survey of technology assessment provided useful insight for immediate and future needs of users. The IT survey reflected that technology needs are partially met due to funding constraints impacting quality and quantity of systems and services. With the bond funds available for new building and the categorical funds from the SFP projects, many of these issues have been resolved. Users have been equipped with the latest hardware and software. Datacenter equipment has been refreshed. Progress is underway to cascade the useable computers from these users to move to areas where totally inadequate equipment was being used. The next survey should reflect these changes (III.C.1-6: IT Survey November 2014).

Instructional Program Reviews

Technology needs from each department are discussed within their own group and then specified in their program review. Each program review is then validated by the area’s vice president and forwarded to the President. Subsequently, the campus Budget committee assesses these needs. A better communication needs to be developed to apprise the Technology committee and IT department of the upcoming changes. Additionally, the IT Manager’s signature should be required for all technology purchases, a practice already in place at many of campuses in LACCD. It is recommended that IT remains involved in planning infrastructure during the inception of the projects planning phases (III.C.1-7: Sample Instructional Program Review).
**IT Program Review**

The technology needs listed in program reviews are evaluated each year. The unmet needs are re-assessed and specified to be reviewed again by administrators for feasibility (III.C.1-8: IT Program Review).

**Analysis and Evaluation**

LASC students have access to technology that fulfills their academic and career goals while learning to use technology to advance their careers. Faculty and staff have access to technology that supports their work.

The new PeopleSoft SIS system will transform the way the District delivers services to students, faculty, and staff. With enhanced functionalities, it allows access from anywhere and at any time via its web-based services. The District leads the development, deployment, and support of centralized administrative functions and "middleware" platforms necessary to support connectivity between software services delivered by other District resources.

The passage of bond Propositions A and AA and Measure J provided the necessary funding for a massive college wide technology upgrade. Using these funds, the College invested to upgrade its infrastructure, hardware, and software.

The IT Department coordinates with District IT services to ensure that the College is pursuing best practices in the use of technology and that it is leveraging the resources available to support the needs of the institution. Campus IT Services provides backend support for the College’s computing systems. Continuous training and support is provided by the IT staff in the use of technology for classroom and supplemental instruction that supports and encourages innovation in teaching and learning. The need for additional personnel with higher skillsets to manage the newly deployed complex backend system was recognized by the campus. The process is in place to acquire these resources to enhance technology services and professional support.

**Conclusion**

The College meets the Standard.

**Evidence**

III.C.1-1: DTC information  
III.C.1-2: TPPC information  
III.C.1-3: LASC TPC information  
III.C.1-4: LASC DE information  
III.C.1-5: LASC Professional Growth Committee Survey  
III.C.1-6: IT Survey November 2014
III.C.1-7: Sample Instructional Program Review
III.C.1-8: IT Program Review

III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure; quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

The College’s technology implementation strategies are guided by the Los Angeles Community College District (LACCD) Technology Implementation Plan, which provides vision through 2020. The Technology Planning and Policy committee approved the LACCD Technology Implementation plan in 2013. It prioritizes the deployment of various technology capabilities, is updated periodically, and will be reassessed after five years (III.C.2-1: LACCD Strategic Plan - Vision 2020).

The College also uses the outcomes from surveys and the annual program reviews from instructional as well as non-instructional areas. Through these program reviews, users can align requests for technology resources to their outcomes. The program review process encourages innovation and allows users to seek out new and enhanced technology resources as a means to achieve program improvement. Furthermore, the program review process allows users to reflect upon the quality and capacity of the technology in their area and to request additional technology resources if they determine that the quality and capacity are no longer adequate.

To ensure that the quality and capacity of its distance education technology is adequate, the College has contracted with a third party vendor, Etudes. The College plans to transition fully to Canvas in 2016, which is the California Community College (CCC) Online Education Online Education Initiative’s (OEI) learning management system. Transitioning to the OEI’s common learning management system will provide the College with access to additional statewide resources and upgrades.

Technological Infrastructure and Front-end Equipment

Using Bond J funds, the latest equipment is provided for all of the users occupying each of the new and re-modernized buildings as part of FFE (fixed fixtures and equipment). The IT department provides specifications for the equipment, which align with District wide minimum standards of technology. The standards specifying maximum duration of warranty and support for hardware and software ensure proper management and maintenance of the systems. Currently, the campus has approximately 1500 desktops and laptops, 150 small and midsize printers, 49 Xerox MFIDs, and over 100 classrooms and conference rooms with an audio visual setup (III.C.2-2: LACCD minimum standard for equipment).
In addition, the entire backend of technology has been refreshed in the LASC Data Center using Prop J bond funds. This includes replacing the old phone PBX with SV8500, a new Voicemail system, replacing a single Cisco Core switch 6509 that had reached its End of Lifecycle with Dual Core switches (Cisco 6807) and redundant connectivity to all the new buildings and as many old buildings as possible. A new servers platform (HP 7000) houses approximately 60 virtual and 15 physical and storage (3Par) with much better disaster recovery and backup capabilities than the previous systems in place (III.C.2-3: Sample requisitions for FFE for Cox and School of Career and Technical Education [SoCTE]).

Housing the new data center with new equipment while keeping the legacy systems running and supporting the campus has been a complex task. A great deal of planning and teamwork went into the implementing this project. Keeping up with all deadlines and supporting all the projects has been a challenging endeavor due to lack of appropriate staffing. Nonetheless, with proper vision and planning, it has been done.

Some special funded programs were able to refresh their equipment using block grants and categorical funds available to them (III.C.2-4: Sample requisitions for equipment for datacenter refresh).

Reliability and Emergency Backup

The campus acquired new systems, including virtual servers and storage, through the Prop A and AA funds about seven years ago. Those systems served the campus needs as many new buildings were built. New systems, such as multiple building management systems (HVAC, Irrigation, Electrical metering, and Security), instructional systems (SARS, Viatron scanning system, TutorTrack, CI Track, and Audio Video equipment in smart classrooms), additional end users equipment, and academic programs were deployed using those systems. These servers that are now seven years old have outlasted their lives. Additionally, they have taken all the abuse of being in major construction environment including extreme temperatures, dust, and debris.

Measure J funds were allocated towards upgrading the datacenter. Using these funds, new systems for the data center are being utilized. This includes the integration of a hardware, software, and infrastructure refresh. New equipment for virtual servers and storage has been acquired and is being implemented. This will provide more robust, scalable, reliable systems for campus academic programs and support the administrative functions more efficiently (III.C.2-5: LACCD Standards for datacenter, BDFs, IDF, Smart Classrooms etc.).

As part of the bond construction, the data center has a new UPS that is connected to the backup power generator. It would switch over to generator power immediately in case of electrical power failure, thus protecting campus data and information.
**Facilities Developed out of Program Review and Institutional Needs**

Building Users Group (BUG) made recommendations for needed improvements in their respective areas. After their respective administrators reviewed and approved the recommendations, the architectures and contractors developed facilities. IT provided their input for the technical specifications where needed. This collaborative effort would result in a facility that would be more efficient and functional. Reviews are made during the process to see if further modifications are necessary. It has been acknowledged that there are opportunities to make further improvements for IT’s input.

**Prioritizing Technology Purchases**

For the most part, the campus has centralized technology standards to provide economy of scale and better value. This also enables LASC Information Technology support services to provide more efficient support. Examples are standards for hardware (desktops, laptops, printers – standalone, small size network printers and MFIDs) and software (Microsoft site license and Adobe site license).

LASC also joins the rest of the LACCD campuses on many purchases to get institutional deployments, such as the Palo Alto firewall and AV solutions. Doing so not only provides a better pricing module in line with the TCO module suggested by the State Chancellor’s Office, it provides better support amongst the LACCD Campuses (III.C.2-6: Evidence of adopting Canvas).

However, there is room for improving communication between multiple departments. There is no centralized depository for some of the systems. Better communication is needed to coordinate and eliminate duplication of efforts and expenses. Involving IT from the initial planning meeting can help mitigate some of these issues.

**Analysis and Evaluation**

The College’s Technology plan will include solid steps to ensure that technology is regularly updated. It will also include provisions for additional opportunities for users to innovate through its Program Review process. Furthermore, with new IT staff coming on board, even better services can be expected to support the College mission, operations, and programs.

**Conclusion**

The College meets the Standard.

**Evidence**

III.C.2-1: LACCD Strategic Plan - Vision 2020
III.C.2-2: LACCD minimum standard for equipment
III.C.2-3: Sample requisitions for FFE for Cox and SoCTE
III.C.2-4: Sample requisitions for equipment for datacenter refresh
III.C.2-5: LACCD Standards for datacenter, BDFs, IDF, Smart Classrooms etc.
III.C.2-6: Evidence of adopting Canvas

III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

Use and Distribution of Technology Resources

A Technology Replacement Policy (TRP) has been in place as recommended by the TPC. However, since a major part of campus technology has been replaced by the bond funds, limitations of using those funds and the lack of availability of non-categorical funds do not always allow the TRP to be used. In that case, all of the users and instructional areas housed in the new buildings get new equipment and their existing equipment gets cascaded or salvaged, depending on its age.

The institution does give sufficient consideration to equipment selected for DE programs. Faculty and students have access to computer labs, Internet access, student support, and training. Faculty training in computer labs is available. LASC has a variety of links to assist students who need services for the library, counseling, tutoring, and training.

Technology information is distributed via email, online training videos, and on-ground training. Technology is used through the Learning Management System (LMS) and help desk to provide security, privacy, and access to the LMS. Technology is used to train faculty and students on the LMS. Additionally, technology is used to train students and faculty on new features. Technology is also used for faculty to gain knowledge to implement curriculum effectively and by students to access information, course materials, and overall course requirements to effectively participate as an online student (III.C.3-1: LACCD IT Security Policy).

Robust and Secure Technological Infrastructure

To ensure physical security, the College uses lockdown devices to secure campus computers as well as extensive security cameras inside and outside of computer labs. All laptops have tracking software installed on them to trace them in case they are lost or stolen. Though not fully deployed yet, all of the new buildings have key cards to the external doors of the buildings for further security of the equipment (III.C.3-2: Single-line diagram of security camera system in Cox building).
The Palo Alto Firewall, segmentation of network (multiple VLANs), use of LDAP and AD, and single sign-on allow students, faculty, and staff to securely access multiple systems and services.

The College datacenter is in the Cox Annex building and is a physically secured area. After the construction is completed, it will only be accessible to the IT staff and a few other senior administrators. Data backups are made daily. The technology resources are also protected with a Palo Alto Next Gen Firewall at the perimeter of the network before we connect our infrastructure to the Internet (outside world) (III.C.3-3: Sample of system backup schedule).

**Analysis and Evaluation**

The College provides a high level of physical and logical security for its technical resources while maintaining reliable and consistent access to all users. Physical security is maintained through the use of security cameras, tracking system, and lock down kits. Logical security is ensured through the use of robust tools and technical capabilities, such as multiple VLANs and through proper authentication.

**Conclusion**

The College meets the Standard.

**Evidence**

III.C.3-1: LACCD IT Security Policy
III.C.3-2: Single-line diagram of security camera system in Cox building
III.C.3-3: Sample of system backup schedule

III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

**Evidence of Meeting the Standard**

**Assessment of Need for Training**

The College uses the results of program reviews and survey analysis to determine technology training needs. The Program Review process is used to help identify areas where technology training and professional development can be improved with additional training opportunities. The number of workshops developed and offered is also determined by the extent to which faculty are using a particular technology and whether or not that number is increasing. In addition, training needs are determined by the deployment or acquisition of new hardware or software technologies. The majority of College employees agree that units continue to use the program review process to address technology needs. A similar
percentage agrees that the institution uses the results of the evaluation for the basis of improvement (III.C.4-1: Sample Program Review technology training PD; III.C.4-2: Sample evaluation survey of workshop; III.C.4-3: Number of Faculty Using Technology; III.C.4-4: Information Technology link within LASC website).

**Technology Training Provided**

The College provides regular trainings and trainings on demand as is dictated by program reviews, surveys, and internal audits. The College invested in procuring online training for all LASC personnel for preparing for Microsoft Office User Specialist (MOUS) certification. The Professional Growth Committee and Information Technology (IT) Department provide technology training to students, faculty, staff, and administrators. This training includes face-to-face, hybrid, and online workshops. The online work order request link can be used to create, track, and find help with requesting software and hardware help requests. The College also provides technology-based workshops and activities on contractually obligated Flex days, so that faculty can gain technology competencies while fulfilling their Flex obligation (III.C.4-5: Online work order request through campus website; III.C.4-6: Professional development seminars).

Student technology orientations to the learning management system and the student email system are given at the start of every semester. LACCD IT and LASC IT collaborated with Microsoft to hold an open house to engage students in learning on how to use the Office 365 account provided to them as a student and also showed them how to configure their mobile devices (laptops, tablets, or smart phones). Instructions are available for students, through the LASC website, on how to log in to their district email account including a frequently asked questions document. The campus has several locations where students may use computers such as the Student Success Center, Library, and Open Computer Laboratories of the Business Department (III.C.4-7: Library science courses).

To ensure that College technology training is appropriate and effective, evaluation surveys are given to attendees to complete at the end of workshops. The feedback collected from these evaluations is reviewed to ensure participant satisfaction and to improve future workshops.

The new STAR room (in the Library, Room 212) has 12 new computers and a printer for faculty and staff. Technology trainings—including Standalone training from the Curriculum Committee, training with the program review interface from the Program Review and Effectiveness Committee, and training in the use of SharePoint from the Office of Institutional Effectiveness—are provided at workshops and committee meetings. The District has provided training on legal aspects of procurement and the new work order system, CMMS. Employees are, in general, satisfied with the amount and quality of training they have received in information technology. Individual academic departments hold seminars from various vendors for the use of web-based auxiliary learning resources.
**Distance Education**

Before teaching an online or hybrid class for the first time, faculty must meet proficiency standards as approved by the DE Committee and the Academic Senate. These standards require proficiency in the course management system, DE pedagogy training, and development of a course site. The DE Coordinator facilitates faculty training and support for Etudes and online pedagogy for DE courses. Individual faculty provide an orientation to students for their DE courses (III.C.4-8: Distance Education requirements for LMS training).

**Technical Support**

To ensure that the College provides effective technical support to faculty and staff, the College and District provided training and workshops for IT Department and AV staff. The IT Department and AV staff members also participate in trainings provided by vendors and attend off-campus conferences, workshops, and webinars to ensure they are familiar with the latest technologies and innovations (III.C.4-9: Department sponsored seminars from textbook vendors; III.C.4-10: Evidence of AV/Technology Training on Flex days).

**Analysis and Evaluation**

The College provides extensive technology support and training through numerous modalities to ensure that faculty, staff, students, and administrators have appropriate instruction and support through training that is customized to meet their needs. In addition, faculty have the opportunity to seek out training through the College’s Professional Growth program.

**Conclusion**

The College meets the Standard.

**Evidence**

III.C.4-1: Sample Program Review technology training PD
III.C.4-2: Sample evaluation survey of workshop
III.C.4-3: Number of Faculty Using Technology
III.C.4-4: Information Technology link within LASC website
III.C.4-5: Online work order request through campus website
III.C.4-6: Professional development seminars
III.C.4-7: Library science courses
III.C.4-8: Distance Education requirements for LMS training
III.C.4-9: Department sponsored seminars from textbook vendors
III. C.4-10: Evidence of AV/Technology Training on Flex days
III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

LASC has a number of policies and procedures that guide the appropriate use of technology at the campus. Some of these policies are established at the District while other policies are developed through the college committees, such as TPC, DE, and the Academic Senate (III.C.5-1: Board Rule – 28: Use of District and College Computing Facilities).

The Los Angeles Southwest College website provides a link to the Los Angeles Community College policy on the use of District and College computing facilities, which is published by the Chancellor’s Office for Administrative Regulations. Upon successful login, every user has to view an excerpt of these policies. Each user must acknowledge and accept to abide by these regulations to obtain access into the system.

The LASC Technology Committee website provides a link to the Strategic Technology Plan which outlines the overall plan for technology support and resources for LASC (III.C.5-2: Los Angeles Southwest College, Strategic Technology Plan 2008 - 2011).

Active engagement between the student and the instructor in online classes must be documented. Providing faculty resources and faculty development is also important if an instructor intends to teach online. Being certified (in Etudes) to teach online is an example of the appropriate use of technology in the teaching and learning processes (III.C.5-3: Distance Education guidelines for students and faculty on the management and enrollment procedures for online courses).

Analysis and Evaluation

The College adheres to the established policies and regulations as passed by the governing board to ensure that the use of technology is appropriate in teaching and learning.

Conclusion

The College meets the Standard.

Evidence

III.C.5-1: Reference B-28 Use of District and College Computing Facilities
III.C.5-2: Los Angeles Southwest College, Strategic Technology Plan 2008 - 2011
III.C.5-3: Distance Education guidelines for students and faculty on the management and enrollment procedures for online courses.
III.D. Financial Resources

Planning

III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

The College is funded by a complex resource allocation model established through the Los Angeles Community College District Budget Committee (DBC), which is a district-wide participatory governance committee composed of the college presidents from all nine colleges, bargaining unit representatives, an academic senate liaison, a student representative and the District Office (III.D.1-12: DBC Charter Statement). The Los Angeles Community College District (LACCD) establishes goals and agrees on processes to allocate resources. The Los Angeles Southwest College president and the vice president of Administrative Services attend the DBC meetings.

Since the last self evaluation, the College has continued to exercise effective planning and annual prioritization of resources to ensure the best utilization of revenues to support educational needs and improvements. There are five primary sources of College funding:

- State funding via LACCD’s annual allocation
- Funding earned by the college
- State funded Categorical Programs
- Grants awarded the College
- Enterprise activities

The College has been in a persistent budget deficit position for a number of years (III.D.1-2: LACCD 2015-2016 Final Budget Appendix F Schedule of College Debt Repayment page 18 of 18). In fact, a formal budget deficit reduction plan has been in place for the College since 2008. As a result, the campus has adopted a routine method for prioritizing and distributing limited resources in an effort to redirect funding to support and sustain student learning program and services. The effectiveness of the resource utilization of the College relies on an equitable and transparent resource allocation process.

An important process for determining sufficient and properly allocated resources is the annual Integrated College Operational Plan (ICOP). The Strategic Planning Committee (SPC) drafts the ICOP each year on the basis of the submitted annual plans from programs and departments through their program reviews and by the shared governance committees charged with college-wide planning. The SPC consults the College’s 2014-
Before drafting the coming year’s budget, the Budget Committee reviews all resource requests from the divisions and prioritizes the results based on meeting the goals and objectives of the ICOP (III.D.1-3: Program Review webpage). The Budget Committee only considers requests that have arisen in the planning process as outlined in the Participatory Decision Making and Integrated Planning Handbook (III.D.1-4: Participatory Decision Making and Integrated Planning Handbook).

In the Budget Committee’s Resource Allocation Prioritization document (III.D.1-5: LASC 2015-2016 Budget Allocation Request Prioritization Document), recommended projects are allocated resources in accordance with specific objectives that have been identified by the Strategic Planning Committee. All requests for additional resources must be identified during the department program review in order to be eligible for funding. Resource requests from program reviews are categorized as permanent staffing versus non-staffing requests and also whether it is an ongoing expenditure or a specific incremental one-time expenditure. The LASC Budget Committee prioritization process utilizes a scoring rubric to measure the merit of each resource request. Each department and division ranks its resource requests using the rubric as a guide. The committee works by consensus. After receiving feedback from the College Council, the Budget Committee forwards its recommendations to the College President for final approval. If the College President decides to depart from the Budget Committee’s recommendations, she/he provides timely written explanation of the reasoning behind the decision.

LASC receives an allocation from the LACCD annually with adjustments made upward or downward during the year (III.D.1-6: LACCD Final 2015-2016 Budget, Appendix F, page 8a of 18; III.D.1-7- LACCD Final 2015-2016 Budget, Appendix F). The budget allocation model includes funds for administration, maintenance and operations, and a set aside budget for scheduled maintenance of its facilities in the unrestricted general fund and the restricted general funds (III.D.1-8: LACCD Final 2015-2016 Budget Unrestricted General Fund by Sub-major Commitment Item, page 33; III.D.1-9: LACCD Final 2015-2016 Budget Restricted General Fund Appropriations, page 62-72; 78-80). While the College has operated in a budget deficit in excess of the currently reported eight years (III.D.1-2: LACCD 2015-2016 Final Budget APPENDIX F Schedule of College Debt Repayment page 18 of 18), the Budget Committee takes seriously the role of prioritization in a manner consistent with the Strategic Plan. Annually, Los Angeles Southwest College, the smallest college in LACCD, receives a preliminary budget allocation from the LACCD to support its annual operation costs which has been proven year over year to be insufficient to meet the ongoing non-salaried expense needs of the College. Frequently, the College is faced with delaying...
payments for administrative services such as utilities, telephone, facility maintenance contracts, and service agreements in order to minimize the impact to student learning programs. This persistent cash flow shortage, which pushes payment to the succeeding year’s budget, predictably delays the solution of the problem and can camouflage its significance to unknowledgeable members of the campus community. The College administration expects to minimize the impact in Fiscal 2015-2016 with additional funding received from the state for Cost-of-Living Adjustment (COLA), general operating expenses, student success, and institutional effectiveness, as well as incremental funds to hire additional full time faculty. The College does not expect to fully eradicate this cash shortage problem in the short term.

In addition to the LACCD funding allocation, the College supports critical student programs through various categorical programs, specially funded programs, grants, and enterprise units. Categorical programs and grants such as EOP&S, Student Equity, Basic Skills, Work Development, and CTE develop specific plans on use of funds to support pedagogy, student success and/or student learning (III.D.1-9: LACCD Final 2015-2016 Budget Restricted General Fund Appropriations, page 62-72; 78-80). The enterprise units are self-supporting entities, which develop their budgets in support of academic activities (III.D.1-15: LACCD Final 2015-2016 Other Funds, pages 97-117; III.D.1-16: Los Angeles Southwest Budget Operation Plan FY 2015-2016, page entitled “Budget by Fund”).

LASC has continued its efforts to provide a more inclusive and transparent budgeting process. The College president recently achieved her goal to provide campus constituents with a detailed review of a fully allocated budget by area of responsibility during the December 7th Budget Committee Meeting, which focused on full discussion and review of a fully allocated budget by area of responsibility (IIII.1-17: Dr. Alistaire Callender, Budget Committee Co-Chair’s email dated December 6th, IIII.D.1-18: LASC Budget Committee Meeting December 7th Handouts). There are future plans to provide fully allocated budgets inclusive of line item details.

The LASC Budget Committee meetings are always open and the committee adheres to a standing meeting date of the first Thursday of each month (IIII.D.1-19: LASC Master Meeting Calendar 2015-2016). Staffing constraints in many areas prohibit regular attendance by many of the impacted constituents and, therefore, consistent and regular collaborative discussions that foster the creation of new ideas to solve fiscal problems are difficult to sustain.

**Analysis and Evaluation**

An integrated planning and resource allocation process that is modeled and supported by its main participatory governance bodies guides the College’s financial planning and budgeting. The College follows an integrated planning cycle, which emphasizes the relationship between the College’s various plans, documents the evaluation cycle for each plan, and specifies the timeline for revisions to the major planning documents. This process
provides a mechanism for the routine review of the mission, goals, values, and planning efforts of the College so that fiscal planning can be integrated into all College planning efforts. The annual financial plan takes into account all of the variables established using the annual program reviews and incorporates this information into the budget development process. LACCD continues to work with the College in the management of the deficit reduction plan to ensure financial stability.

The College, through its integrated planning process, ensures that available resources are directed to support student learning programs and to support services that are designed to improve student outcomes and institutional effectiveness. The College demonstrates sound financial planning and execution every year through meeting its enrollment targets. The LACCD allocation formula distributes resources based on enrollment and funding from the District office and the College’s carry forward balance, funding is available to ensure that enrollment growth targets are met.

The College has made positive strides towards effective allocation of resources through its program review process. This process is continuously improving as suggestions are incorporated annually based on a yearly evaluation of the program review and resource allocation process. The College has demonstrated that establishing priorities to assure positive outcomes for students and the continued financial viability of the College is a sound practice. The systematic development of the annual ICOP and Resource Allocation Prioritization assures that LASC collects fiscal requests campus wide and prioritizes in a fair manner. In the current budget climate, addressing staffing needs is a necessary focus.

LASC’s Strategic Plan guides funding priorities. It is updated according to a six-year strategic planning process, making revisions to previous priorities and recommendations. In Fall 2014, the campus approved and began implementing its new 2014-2020 Strategic Plan with student success as the primary focus.

**Conclusion**

The College meets the Standard.

**Evidence**

III.D.1-1: III.D.1-1 LACCD 2015-2016 Final Budget APPENDIX F Schedule of College Debt Repayment page 18 of 18
III.D.1-3: III.D.1-3-Program Review webpage:
III.D.1-5: LASC 2015-2016 Budget Allocation Request Prioritization Document
III.D.1-6: LACCD Final 2015-2016 Budget, Appendix F, page 8a of 18
III.D.2. The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

From mid-2014 through February 2015, a group of faculty, staff, administrators, and students examined LASC’s mission and vision for the future. To ensure focus on the same goals, the College decided to revise its mission statement. The College Council, Academic Senate, and the LACCD Board of Trustees approved this revision (III.D.2-1: LACCD Board of Trustee Approval).

Los Angeles Southwest College’s Mission Statement now reads:

“In honor of its founding history, Los Angeles Southwest College empowers a diverse student population to achieve their academic and career goals, and to become critical thinkers and socially responsive leaders.”

The institution relies upon its mission and goals as the foundation for financial planning. The mission forms the foundation for the five strategic goals as outlined in the 2014-2020 Los Angeles Southwest College Strategic Plan (I.A.2-2: 2014-2020 Los Angeles Southwest College Strategic Plan). The strategic goals, guided by the College’s mission, inform the financial planning process. Each year during program review, as explained in the Accreditation Mid-Term Report 2015 (III.D.2-3: LASC Accreditation Mid-Term Report 2015, pages 7-8), programs and departments analyze data specific information for each goal,
identify areas of continuous improvement and then set objectives that will lead to the accomplishment of the identified goal (III.D.2-4: 2014-2015 Instructional Program Review). Resource requests are captured and identified during the budgetary approval process and make their way back to the program or department budget through the College’s commitment to a participatory decision making and integrated planning process (III.D.1-4: LASC Participatory Decision Making & Integrated Planning Handbook). The LASC process for informing the College community would benefit from an increased effort to routinely report the monthly projection of FTES and expenditures versus budget. LASC’s administration meets with LACCD staff to review FTES projections and budget allocation on a quarterly basis. A more frequent and consistent review with the college community would demonstrate a commitment to more transparent fiscal practices and accountability. Standard, routine fiscal reporting typically yields increased confidence in reported projections and over time provides a foundation for fact-based financial decision making (III.D.2-5: LASC Monthly Financial Projection). College administrators and managers track current budget information via the SAP system. Salary Distribution Reports are key budgetary reports as salary and benefits are typically close to 100 percent of LASC’s unrestricted revenues. This is compared to an average 78 percent District wide.

**Analysis and Evaluation**

The College mission informs the program review process, which in turn becomes the basis of underlying assumptions for the financial planning and the allocation of resources each year. Programs and departments link goals and planning directly to the College mission and the connection with the College mission is a component in measuring the strength of a resource request. All resources requested (personnel, supplies and equipment, increasing ongoing department needs) are prioritized and vetted through a campus participatory governance process as part of the program review process. The College continuously strives for increased transparency in its budgeting processes. LASC makes information available and reports and reviews its financial condition quarterly to the College and the District. Communication related to planning and budgeting occurs on a monthly basis with budget issues and decisions detailed in order to keep the campus informed. LASC takes the accountability for the management of its budget seriously, and, as a result, meets its enrollment targets annually and keeps the issues surrounding the challenges of managing the reduction of its budget deficit in the forefront of its conversations with the DBC and the Board of Trustees.

**Conclusion**

The College meets the Standard.
Evidence

III.D.2-1: LACCD Board of Trustee Approval.
III.D.2-2: 2014-2020 Los Angeles Southwest College Strategic Plan
III.D.2-3: LASC Accreditation Mid-Term Report 2015
III.D.2-5: LASC Monthly Financial Projection, District Email

III.D.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

Board Rule (BR) Chapter VII, Article VI defines the overall structure for the continuous financial planning and budget development process of LASC (III.D.3-1: Board Rule VII.VI). Annually, a financial planning calendar is prepared by the Los Angeles Community College District (LACCD) Budget Office and vetted through the District wide Budget Committee (DBC). Budget development typically begins in early October of each year after the Board of Trustees (BOT) adopts the budget development calendar, which defines the key financial and budget planning activities through the year (III.D.3-2: Board of Trustee Meeting Minutes; III.D.3-3: LACCD Budget Development Calendar), such as enrollment growth targets, full time faculty obligations and hiring targets, proposed cost of living adjustments, and maintenance of the District reserve (III.D.3-4: DBC handouts showing assumptions).

The LASC Budget Committee, a subcommittee to the College Council, follows a defined process and is responsible for facilitating the annual budget process on campus and provides input into the development of the Integrated College Operating Plan. It is the participatory governance committee that vets the College’s annual budget and operation plan. The process is documented the Los Angeles Southwest College Participatory Decision Making and Integrated Planning Handbook (III.D.1-4: LASC Participatory Decision Making and Integrated Planning Handbook). All College constituencies have the opportunity to participate in the planning activities of the institution. The Budget Committee (BC) meets monthly. Agendas and minutes are memorialized on the College website (III.D.3-6: LASC Budget Committee Webpage). The College resource allocation process typically begins in December (III.D.3-7: LASC Participatory Decision Making and Integrated Planning Handbook, Appendix C). Based on resources identified in Program reviews, the budget committee establishes a prioritized list of resource requests, which allows all College constituencies to have appropriate opportunities to participate in the development of an institutional plan and budget. The prioritized listing is posted on the Budget Committee webpage (III.D.3-6: LASC Budget Committee Webpage).
In December of each year, the College provides the initial projected dedicated revenue to the District budget office. This represents funds, which will be earned by the College outside of student fees, the College bookstore, and other funds (III.D.3-8: Dedicated revenue projection). In January of each year, the LACCD budget calendar and instructions are distributed to the colleges. The instructions for planning the budget are comprehensive and cover the College’s restricted and unrestricted programs (III.D.3-9: Budget Operation Plan Instructions). After the Governor’s State Budget Proposal is released in mid-January, the College receives the distributed preliminary allocation, after which the College begins to work with constituencies to develop the College operational plan (III.D.3-10: Budget Allocation Memo). Through a series of reiterative reviews, a tentative budget is submitted to the Board of Trustees for adoption, allowing for public comment. The 2016-2017 Budget will be developed utilizing a new District wide budget preparatory system. Selective LASC staff members are in the process of being trained for the roll out in January 2015.

**Analysis and Evaluation**

The LACCD budget calendar and instructions are distributed to the colleges and are available to the Budget Committee annually. The three stages of the budget (preliminary, tentative, and final) are presented and discussed extensively in senior staff, College Council, Academic Senate, and Budget Committee meetings. The College follows the financial planning and budgeting model and calendar defined by the LACCD. The College’s *Participatory Decision Making and Integrated Planning Handbook* provides the guideline and protocols to best ensure a transparent process for decision making.

All College constituencies have the opportunity to participate in planning activities through the program review process, which guides the College’s financial planning and budget development, including prioritizing resource requests. The College recognizes the opportunity to improve the budget process by increasing the participant rate.

**Conclusion**

The College meets the Standard.

**Evidence**

III.D.3-1: Board Rule VII.VI  
III.D.3-2: Board of Trustee Meeting Minutes  
III.D.3-3: Budget Development Calendar  
III.D.3-4: DBC handouts showing assumptions  
III.D.3-6: LASC Budget Committee Webpage  
III.D.3-7: LASC Participatory Decision Making and Integrated Planning Handbook, Appendix C  
III.D.3-8: LASC Dedicated revenue projection

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III.D.4. Institutional planning reflects a realistic assessment of financial resource availability development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

LASC’s institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. The College determines its annual budget by emphasizing accomplishment of the goals and objectives outlined in the Strategic Plan. The process of achieving these goals is in turn operationalized in a manner that aligns with institution’s mission. The budget committee follows the process established in the previously referenced LASC Participatory Decision Making and Integrated Planning Handbook and makes recommendations to the president in order to create a tentative college budget. Committees record all fiscal planning and budget actions and post them on the College website.

As the fiscal year progresses, the College tracks spending and adjusts its budget accordingly. The College submits monthly budget reports to the District on a continuous basis. Quarterly, the College president and vice-presidents meet with the District chief financial officer and other budget officials to provide a thorough budget update. These reports include the percentage of budget remaining for each account, FTES projections, as well as summarized allocations. The College president meets with the Strategic Planning and Budget Committees, Academic Senate, and College Council to provide current budget information and discuss annual planning. Individuals involved in institutional planning receive updated budget information such as monthly budget reports, allocations, and current status of FTES for anticipated fiscal commitments. Administrators and managers track current budget information via the SAP system and Salary Distribution Reports. As previously stated, more frequent and consistent review by the College community would demonstrate the College’s commitment to sound financial practices, transparency, and accountability. Standard routine fiscal reporting typically yields confidence in the reported projections and produces transparent fiscal decisions.

The District adjusts staffing and productivity goals every semester based on prior term results and other changes in conditions. Typically, any deficit identified after the first quarter is significantly reduced by the end of the fiscal year through a process of continuous review and prioritization of expenditures. For fiscal year 2015-16, the final budget is $26,192,583 (III.D.4-1: LACCD 2015-2016 Final Budget, page 230
91). At the time of this writing, LASC budget projections for the fiscal year 2015-16 indicate the College requires $28,135,576 to cover its general expenditures. This indicates a projected 2015-2016 final budgeted deficit of about $1,942,993 if present estimates hold true. As previously mentioned, the College has reported a deficit position at fiscal year end consistently over the past several years.

Each year at the fall mandatory Flex Day, the College president addresses the campus community with her “State of the College” and calls upon the community to help address the College’s challenges and contribute to their solution through more active participation (III.D.4-2: Los Angeles Southwest College Flex Day Agenda). As the year progresses, the president can elect to hold College wide meetings to present financial planning and budget issues to the campus community.

**Analysis and Evaluation**

Even though the *Participatory Decision Making and Integrated Planning Handbook* defines processes for participatory governance and inclusion of all constituencies in decision making regarding budget development, a recent Campus Climate Survey indicated that not all respondents agreed that the College guidelines and process for budget development are clearly communicated. The College community has acknowledged a need for more transparency. The College president has begun to address that need by directing the distribution of a fully allocated budget for campus review by area of responsibility.

The College’s Strategic Plan integrates the Educational Master Plan, the Facilities Master Plan, and the Technology Master Plan. The Vice President of Administrative Services co-chairs the campus Budget Committee along with Academic Senate President, and both are committed to following the mandate to involve more staff and faculty, including members of the Academic Senate, AFT faculty, AFT SEIU, trade and craft.

The College continues to search for methods to increase the fiscal knowledge of the campus constituencies as well as increase staff and faculty participation in the campus budget development process. The budget committee, under the leadership of the Vice President of Administrative Services and Academic Senate President, is in the process of developing a consistent strategy for sharing budget related information campus wide. For example, the program review process includes an online program data sharing process that is posted in real time for all to review, which in turn results in informed participants, which allows for more engaging discussions regarding budget planning and resource allocations that are aligned with the College’s mission.

**Conclusion**

The College meets the Standard.

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Evidence

III.D.4-1: LACCD 2015-2016 Final Budget, page 9
III.D.4-2: Los Angeles Southwest College Flex Day Agenda

III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

The Los Angeles Community College District contracts with an accounting firm to conduct annual audits of College financial statements each fall, and its department of Internal Audits conducts internal audits of colleges as well. The College has not received any financial statement audits that have resulted in major negative findings. The College responds if there is an audit exception, complying with the District audit process. The DBC submits all audit reports and responses to the District board for approval. The Internal Audit Department reviews time reporting and posting to the payroll in SAP to verify compliance with board policy. Review findings are presented to the College, and the College addresses any non-compliant findings with a corrective action plan. Afterward, the audit is given to the District Finance and Audit Committee (III.D.5-1: District Standard III.D.5 Response).

Los Angeles Southwest College has responded with corrective actions plans in response to external audit findings received in Fiscal 2011-2012 (III.D.5-2: LACCD Basic Financial Statements and Supplemental Information with Independent Auditors Report Therein) and Fiscal 2013-2014 (III.D.5-3: LACCD Basic Financial Statements and Supplemental Information with Independent Auditors Report Therein). There were no reporting external audit findings in the 2014 report. Corrective actions have been implanted in response to internal audit findings for Cash Control in June 2013 (III.D.5-4: Los Angeles Southwest Cash Control Audit), Associated Student Organization January 2015 (III.D.5-5: Los Angeles Southwest ASO Audit), and Procurement internal audit in June 2015 (III.D.5-6: Los Angeles Southwest Procurement Audit). Currently underway is an internal audit of the Child Development Center. The College adheres to the District Accounting and Business Office Policy and Procedure Manual and develops internal procures and documents that are in accord with the manual (III.D.5-7: District Accounting and Business Office Policy and Procedure Manual).
Analysis and Evaluation

LASC has participated in and responded fully to all relevant audit discussions, identified needed corrections, and is in the process of fulfilling the necessary requirements to be in compliance. Corrective actions include but are not limited to staffing changes, including the hire of Senior Accountant and Business Office Supervisor as well as the hire of a Financial Aid Supervisor. Required Procurement Training for all relevant staff and authorizing department managers has been conducted. Administrative staff conducted fiscal management training for ASO and Auxiliary Executive Board and Advisors regarding fiscal policies and procedures and relevant Administrative Regulations. Staffing changes are also planned for the LASC Bookstore that will increase the operational capacity and oversight of the processing of vendor obligations. Los Angeles Southwest College Business Office staff are also actively participating in the redesign and updating of the District Accounting and Business Office Policy and Procedure Manual.

Conclusion

The College meets the Standard.

Evidence

III.D.5-1: District Standard III.D.5 Response
III.D.5-2: LACCD Basic Financial Statements and Supplemental Information with Independent Auditors Report Therein
III.D.5-3: LACCD Basic Financial Statements and Supplemental Information with Independent Auditors Report Therein
III.D.5-4: Los Angeles Southwest Cash Control Audit
III.D.5-5: Los Angeles Southwest ASO Audit
III.D.5-6: Los Angeles Southwest Procurement Audit
III.D.5-7: District Accounting and Business Office Policy and Procedure Manual

III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

Los Angeles Southwest College’s budget process is data-driven. The Budget Committee uses a wide array of financial information to influence its decision-making process. The Vice President of Administrative Services presents the committee with information on available funds, ongoing expenditures, and department-level budget information at each of its monthly meetings. Minutes and
data from these meetings are available to the College through the College (III.D.6-1: LASC Budget Committee Webpage) and District (III.D.6-2: LACCD Budget Committee Webpage) websites. Representatives from all campus constituent groups who attend the budget committee meetings are also responsible for sharing information campus wide.

The Final Budget of 2015-2016 provides the assumptions on which financial allocations are made for both the District and all its colleges, including supporting data. The district website provides current budget information for each campus, including appropriations, expenditures, and encumbrances (III.D.6-3: LACCD Budget Office).

The District reviews FTES projections with the campus administrators quarterly to inform the enrollment management and budget planning process. This information is passed on to the College as a whole through various channels of communication that are selected by the President. Business Warehouse and SAP financial software deployed by the District provide reports on tracked expenditures, encumbrances, and balances as needed. These reports can be viewed by managers/department heads, the business services office, and the administrative analysts.

To help the campus community keep abreast of fiscal planning, the LASC website provides budget information, including strategic planning data, multi-year budget analysis, deficit planning, financial review, the response from the DBC-FTES growth over-cap, spending, mid-year reduction plans, and budget committee agendas (III.D.6-4: LASC Budget Data).

**Analysis and Evaluation**

The most recent LASC Campus Climate Survey shows that most employees feel they had the opportunity and information needed to participate in the development of the College budget. With the amount of data available on the College website, this may suggest that some faculty, staff and administrators either lack the background to evaluate the data or are not motivated to engage the process. Training continues to be the primary method of engaging participants. Meetings such as the Academic Senate and Student Services might help more people understand and participate in budget development. Actions that seem to have help staff and faculty feel more connected to the process have included keeping the College website up-to-date throughout the budget cycle and emphasizing the links between strategic planning, program review, and budget. The annual program review process has been actively utilized since 2011 and has continuously been improved with the objective to help develop a better understanding of the campus wide budget process since it is directly linked to planning.
In addition to the above, administration plans to hold semi-annual budget development workshops to engage the Budget Committee, Academic Senate, Academic Affairs personnel, and the general College community in the practical aspects of the entire budget process from revenue generating (FTES) to developing the final College budget. Additionally, there is an ongoing commitment to increase the transparency in the reported numbers.

**Conclusion**

The College meets the Standard.

**Evidence**

III.D.6-1: LASC Budget Committee Webpage  
III.D.6-2: LACCD Budget Committee Webpage  
III.D.6-3: LACCD Budget Office  
III.D.6-4: LASC Budget Data

**III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

**Evidence of Meeting the Standard**

LACCD undergoes an external audit annually, with the College receiving from the District office the list of any audit findings for the College to prepare the corrective action plan (III.D.7-1: LACCD Response to Standard III.D.7). As described in Standard III.D.5, the College received external audit findings in 2012 and 2013 and has taken the necessary corrective actions. The College responds comprehensively and timely. The President, through comprehensive discussions with her administrative team, communicates findings and corrective action plans. While the Vice President of Administrative Services has not been in the habit of reporting out the results of external audits, these audit outcomes will be reported annually at the January BC meeting.

**Analysis and Evaluation**

The College received several (not material) audit findings from external auditors in 2012 and 2013. External audit reports are available on the College website. In order to disseminate the audit findings to the wider campus community, beginning in 2016, the plans are to report audit findings to the BC every year in January. This information will become a part of the formal report from BC to College Council each February. Meeting minutes and supporting documents are posted on the BC website.
Conclusion

The College meets the Standard.

Evidence

III.D.7-1: LACCD Response to Standard III.D.7

III.D.8. The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

Los Angeles Southwest College and the District have a number of controls in place to ensure the effective oversight of finances, including internal and external audits to evaluate financial management systems. The District Office of Internal Audits conducts annual budget audits and audits of specially funded programs. To ensure integrity of the financial systems, external audits are done annually. Based in part on these audits, the College continually makes improvements. Since the last self evaluation, the Community Services program reported a deficit in Fiscal 2013-2014 and is yet to be refunded. The bookstore operations incurred a significant deficit in Fiscal 2013-2014. The LASC Bookstore addressed these deficiencies and recorded a positive fund balance in Fiscal 2014-2015 of approximately $36K while managing to cover over $50K of prior year expenses. There was no reported exposure of obsolete inventory (III.D.8-1: LASC Bookstore Operational Reports Fiscal 2014 and Fiscal 2015). An operational review has been completed, and bookstore operations District wide are being reviewed for alternative business models to address the changing dynamics of the bookstore online marketplace that has changed the industry.

At the District level, the Accounting Office assigns Grants and Contracts staff to review and report on categorical and grant funding. The District chief financial officer reviews all expenditures to ensure compliance with District regulations.

At the College, deans who have access to financial information such as expenditure reports, cost distribution, and salary reports on the SAP system are assigned to oversee contracts and budgets. This helps them monitor contract budgets and ensure compliance.

At the beginning of each month, Specially Funded Program (SFP) Managers receive a Salary Distribution Report (SDR) to review all posted salaries and benefits for the previous month. This allows managers to ensure salaries and benefits are posted to correct fund centers. This report becomes a basis for developing monthly budget reports. All specially funded programs at LASC, such as EOP&S, CalWORKs, and TRIO, are required to submit periodic budgets to their respective
vice president, the College president, or a designee. These reports detail expenditures, posted salaries and benefits, and budget balances. In these reports program managers assess spending patterns and ensure budgets are not overdrawn during the fiscal year. They ensure funds are spent appropriately and overruns are not incurred by general funds. SFPs are audited once a year by either the District office or by a subcontracted audit firm (III.D.8-2 EOPS Internal Audit; III.D.8-3: CalWORKs/GAIN Internal Audit). The LASC Foundation reports to the president monthly. It utilizes the services of an accounting firm to conduct external audits to ensure compliance to LACCD regulations. A recent audit found no material findings (III.D.8-4: LASC Foundation External Audit).

**Analysis and Evaluation**

The president conducts an annual compliance review of all procedures and policies of the LASC Foundation. If any are not in compliance with the Education Code, District policies, rules and regulations, College policies, the organization’s articles of incorporation, or by-laws and written agreement with the College, the president makes recommendations about them to the auxiliary organization.

**Conclusion**

The College meets the Standard.

**Evidence**

III.D.8-1-LASC Bookstore Operational Reports Fiscal 2014 and Fiscal 2015
III.D.8-2 EOPS Internal Audit
III.D.8-3 CalWORKs/GAIN Internal Audit
III.D.8-4-LASC Foundation External Audit

III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

**Evidence of Meeting the Standard**

LACCD is in a very strong cash position. Sufficient cash flows and reserves exist to maintain stability to cover any potential risks. The LACCD maintains two separate reserves: the general reserve, 6.5 percent, and the contingency reserve of at least 3.5 percent. In addition, there are reserves for deferred maintenance and centralized accounts, such as legal expenses and workers’ compensation, to name a few. The District is in a good position to implement contingency plans to meet financial emergencies and unforeseen occurrences (III.D.9-1: LACCD Response to Standard III.D.9).
**Analysis and Evaluation**

District policies are set to maintain at least 10 percent in reserves each year. Adequate budgets are established in a centralized fund by the District to manage risk. The District, and therefore the College, is well positioned to meet financial emergencies and unforeseen occurrences. In addition, the College has demonstrated that in times of fiscal constraint, the College community comes together to determine budget reductions. The processes are transparent and open for all to participate.

**Conclusion**

The College meets the Standard.

**Evidence**

III.D.9-1: LACCD Response to Standard III.D.9

**III.D.10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

**Evidence of Meeting the Standard**

Both the college and the District have policies, procedures, and practices to manage financial aid (III.D.10-1: LACCD Policies and Procedures for Managing Financial Aid). The College financial aid has received external audit findings since 2012 and corrective actions have been implemented to correct the identified area of concern. The College and the District have staff dedicated to providing the oversight of grants that provides necessary checks and balances to better ensure compliance. The College and the LACCD have staff members who provide effective distribution and oversight of externally funded programs and District Contract and Legal departments to ensure effective practices (III.D.10-1: LACCD Organization Chart of Staff in Contracts). The College and the Foundation are responsible for providing oversight of Foundation practices and finances. Internal audits (III.D.10-2: Los Angeles Southwest Cash Control Audit, June 2013; III.D.10-3: Los Angeles Southwest ASO Audit, January 2015; III.D.10-4: Los Angeles Southwest Procurement Audit, June 2015) revealed some weaknesses that have been addressed in the area of cash control and purchasing. Those weaknesses are being addressed.

Los Angeles Southwest College enters into a variety of contracts appropriate to its mission and goals, including contract education, grant agreements, construction services, MOUs, and rental agreements. All contracts require Board of Trustee approval. The District Contract Office reviews all contracts before execution. Depending on the nature of the agreement, other District offices may be involved in the review, such as Accounting, the Personnel Commission, Human Resources, and
General Counsel. Only the College president or vice president of Administrative Services is authorized to sign contracts and agreements. These mechanisms prevent the College from obligating the District in a way that is inconsistent with its mission and goals.

**Analysis and Evaluation**

All current grants and contracts are directly aligned with the College’s mission and strictly follow LACCD policies. The College addresses all external and internal audit findings and puts corrective action plans in place to address these needs.

The Vice President of Administrative Services reviews the status of all funds on a quarterly basis and reports any concerns to the area vice president. This report had been an informal report among the vice presidents. A more formal quarterly report of all funds to the Executive Team would improve everyone’s oversight of the College finances.

**Conclusion**

The College meets the Standard.

**Evidence**

III.D.10-1: LACCD Organization Chart of Staff in Contracts
III.D.10-2: Los Angeles Southwest Cash Control Audit, June 2013
III.D.10-3: Los Angeles Southwest ASO Audit, January 2015
III.D.10-4: Los Angeles Southwest Procurement Audit, June 2015

**Liabilities**

III.D.11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

**Evidence of Meeting the Standard**

The District systematically identifies and evaluates its obligations on an annual basis. When needed, third party actuaries are engaged to establish the amounts of the obligations. These obligations are summarized in the District’s audit report for the fiscal year ended June 30, 2014 (III.D.11-1: LACCD Fiscal Audit Report June 30, 2014: Obligations).
As of June 30, 2014, the District’s total net position is $743.6 million, which is an increase of $43.1 million over June 30, 2013. This continues a history of positive net position. As of June 30, 2014, the District’s working capital (current assets minus current liability) is $132.9 million, with a cash and cash equivalent balance of $138.6 million. If taking into consideration the debt and interest payments made by Los Angeles County on behalf of the District, working capital increases to $273.9 million ($132.9M + current portion of interest payable $87.3M + current portion of long-term debt $53.7M) (III.D.11-2: LACCD Fiscal Audit Report June 30, 2014: Net Financial Position); (III.D.11-3: LACCD District Response to Standard III.D.11).

The planning processes delineated in the Strategic Planning Handbook drive LASC’s budget. The budget planning process guides the Budget Committee through the College’s spending prioritization.

As the fiscal year progresses, College administrators and managers monitor short-term spending and alter budgets accordingly. The information collected throughout the year provides necessary background for future adjustments. The College’s most recent evaluation of its budgeting processes led to restructuring the College’s Budget Committee to ensure input from the various campus constituency groups. Additionally, there have been lengthy discussions with the District Budget Committee (DBC) and other District leaders to review the District’s funding model and the effect that the current model has on colleges’ ability to provide comprehensive services and instruction and conclude with a balanced budget. The use of ending balances, assessments for District office operations, the College deficit repayment policy, and funding differential growth continue to be areas of discussion regarding LASC’s budget. LASC’s recent budget self-evaluation provides data in support of these continuing discussions (III.D.11-4: LASC Budget Self-Evaluation Fiscal 2015-2016).

**Analysis and Evaluation**

LASC is able to meet its short- and long-term obligations due to the positive financial position of the LACCD. The District’s non-current assets are greater than non-current liabilities by $158.8 million. The balance is sufficient to cover all obligations payable by the District, such as compensated absences, general liability workers’ compensation, and other postretirement employee benefits.

The annual audits aid the College in finding ways of making improvements in its budgeting, commitment, and spending processes and practices. This is illustrated most recently in the ways in which the College has restructured its Business Office and Bookstore in a manner that promotes putting effective controls in place without restricting flexibility to service the campus community (III.D.11-5: LASC Internal Audit Corrective Action Plans).
Even in the absence of sufficient funds, planning committees across campus develop plans to maintain the integrity of LASC’s academic and student services programs, while maintaining a healthy and safe learning environment. Student success is at the heart of the planning and budget processes. Therefore, the College and the District will continue to work together to fashion a realistic future budget plan that will enable the College to better meet the needs of its students and improve student learning.

**Conclusion**

The College meets the Standard.

**Evidence**

III.D.11-1: LACCD Fiscal Audit Report June 30, 2014: Obligations
III.D.11-3: LACCD District Response to Standard III.D.11
III.D.11-5: LASC Internal Audit Corrective Action Plans

**III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.**

**Evidence of Meeting the Standard**

The OPEB planned obligations for the District is based on negotiated contracts with the various bargaining units of the LACCD. The contribution requirements are established and may be amended by the District and the District’s bargaining units. The District follows the reporting requirements of GASB Statement No. 45, “Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions.”

The OPEB is managed at the District level and the evidence of meeting this standard is fully explained in the District Standard III.D.12 response (III.D.12-1: District Standard III.D.12 response).

**Analysis and Evaluation**

The College meets this Standard.
Evidence

III.D.12-1: District Standard III.D.12 response

III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution. (III.D.13-1- District Standard III.D.13 response)

Evidence of Meeting the Standard

The College meets this standard. There are no LASC debt instruments. LACCD does not have locally incurred debt instruments.

Analysis and Evaluation Evidence

Not applicable

Evidence

III.D.13-1: District Standard III.D.13 response

III.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

The College works diligently to maintain and renew its current grants and contracts (III.D.14-1: LACCD 2015-2016 Final Budget, Restricted General Fund Appropriations, page 62 and Los Angeles Southwest College Restricted General Fund Programs, pages 78-80). SFP Program managers maintain the name of contract, funding amount, description, and award date. The process for grant solicitation ensures that all grants promote the mission and goals of the College. Chairs, managers, and deans review all potential grants before being presented to their respective vice presidents. All grants are reviewed and final decisions are made with the College president.

Contractual agreements align with the College’s mission: “In honor of its founding history, Los Angeles Southwest College empowers a diverse student population to achieve their academic and career goals, and to become critical thinkers and socially responsive leaders.”
**Analysis and Evaluation**

There have been cases of delays in program startups, which impacted the College’s ability to fully expend all granted funds. Internal audits resulted in some areas of weaknesses being identified and corrective action plans are always quickly implemented to address any deficiencies.

**Conclusion**

The College meets the Standard.

**Evidence**


**III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.**

**Evidence of Meeting the Standard**

The District is subject to annual OMB A-133 audit. The audit allows the auditor to express an opinion on compliance for the District’s major federal programs including Title IV programs. For the year ended June 30, 2014, the District received an unmodified opinion over the compliance with requirements as described in the OMB Circular A-133 Compliance Supplement.

The student loan debt of LASC students has reached a default level that is below standard. As a result, the College has prioritized efforts to assist in improving the percentage of students repaying their loans.

**Analysis and Evaluation**

LASC monitors and manages all of its funds with integrity, as evidenced by the external audits having no audit findings for LASC in the past two years.

**Conclusion**

The College meets the Standard.
Evidence

III.D.15-1-LACCD OMB A-133 Compliance Audit

Contractual Agreements

III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

The Vice President of Administrative Services (VPAS) signs off on all contract requests after careful review to ensure all contracts are consistent with LASC’s mission and goals (III.D.16-1: Contract Request Forms Signed by Vice President Administrative Services Policy Statement). The LACCD Board of Trustees requires that all contracts be ratified within 60 days of the start of the contract and LASC has plans to hire a purchasing aide in Administrative Services to ensure all BOT Rules and District procedures and College processes are followed (III.D.16-2: LACCD Board of Trustees Policy on Ratifying Contracts within 60 Days). The Vice President of Administrative Services ensures that all contract provisions maintain the integrity of programs, services, and operations from the initial contract request to final contract approval (III.D.16-3-LASC: One Page from Procurement Training August 2015).

Analysis and Evaluation

A review of every contract that is requested is performed by the Vice President Administrative Services before it is approved. This ensures that all contracts fall within the mission and goals of the College, with provisions that ensure integrity between contract entities and the College and also protects the interests of the College and the District.

Conclusion

The College meets the Standard.

Evidence

III.D.16-1: Contract Request Forms Signed by Vice President Administrative Services Policy Statement
III.D.16-2: LACCD Board of Trustees Policy on Ratifying Contracts within 60 Days
III.D.16-3: LASC One Page from Procurement Training August 2015