



## Standard III: resources



meet **elac** people

Victor Parra

Assistant Curator,  
Vincent Price Art Museum

“The Vincent Price Art Museum is a teaching collection. Recently Chicano Studies students researched pieces from our pre-Columbian collection and their research helped to document each piece. We are finally fulfilling Vincent Price’s vision of an art collection that informs the public and inspires ELAC students to learn and experience art.”

*Start at ELAC...  
Go Anywhere!*





### STANDARD III: RESOURCES

Committee									
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<b>Members</b>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <b>Wendy Bass</b>                      Professor, C, F, &amp; E S                      Distance Education Coordinator                      basskew@elac.edu                      415-8877                 </td> <td style="width: 50%; border: none;"> <b>Michael Iwashita</b>                      Staff, College Information Systems                      iwashimj@elac.edu                      267-3712                 </td> </tr> <tr> <td style="border: none;"> <b>Patricia Combes-Brighton</b>                      Professor, Architecture                      combespb@elac.edu                      415-4145                 </td> <td style="border: none;"> <b>Yesenia Jara</b>                      Student Worker, College Facilities                      Jaray@elac.edu                      265-8754                 </td> </tr> <tr> <td style="border: none;"> <b>Ryan Cornner</b>                      Associate Dean, Research                      cornnerr@elac.edu                      265-8967                 </td> <td style="border: none;"> <b>Gonzalo Mendoza</b>                      Manager, College Information Systems                      mendozgz@elac.edu                      415-5397                 </td> </tr> <tr> <td style="border: none;"> <b>Erlinda de Ocampo</b>                      Manager, Fiscal Office                      deocamen@elac.edu                      265-8738                 </td> <td style="border: none;"> <b>Kaneesha Miller</b>                      Associate Dean, Outreach &amp; Recruitment (former)                      millerkk@email.laccd.edu                      213-8891-2104                 </td> </tr> </table>	<b>Wendy Bass</b> Professor, C, F, & E S Distance Education Coordinator basskew@elac.edu                      415-8877	<b>Michael Iwashita</b> Staff, College Information Systems iwashimj@elac.edu                      267-3712	<b>Patricia Combes-Brighton</b> Professor, Architecture combespb@elac.edu                      415-4145	<b>Yesenia Jara</b> Student Worker, College Facilities Jaray@elac.edu                      265-8754	<b>Ryan Cornner</b> Associate Dean, Research cornnerr@elac.edu                      265-8967	<b>Gonzalo Mendoza</b> Manager, College Information Systems mendozgz@elac.edu                      415-5397	<b>Erlinda de Ocampo</b> Manager, Fiscal Office deocamen@elac.edu                      265-8738	<b>Kaneesha Miller</b> Associate Dean, Outreach & Recruitment (former) millerkk@email.laccd.edu                      213-8891-2104
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*The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.*

#### III.A. Human Resources

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

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

### **Descriptive Summary**

Processes for hiring qualified full-time and adjunct faculty, classified staff and administrators are clearly defined and in place. These structures and processes have been developed in order to ensure the selection of the most qualified individuals who meet the programmatic and institutional needs of the college.

The minimum qualifications for classified staff are determined by the Los Angeles Community College District Personnel Commission. Using the California Merit System, the Personnel Commission oversees the selection of classified employees, including the creation of job classifications and minimum qualifications for each classified position. Positions for which a classification has already been developed are listed on the district website under the Personnel Commission. The Commission maintains lists of qualified candidates for each of these positions. Qualifications are determined through an examination process which may include written tests and/or interviews. When the college makes a request to fill a position, the Personnel Commission provides the top candidates for the desired classification. These applicants are interviewed at the college level and final recommendations are forwarded to the President for final approval.

In response to a need for a new position or a change in job classifications, the Vice Presidents' Council may request that the Personnel Commission conduct a review to determine whether the position is needed, and, if it is, the qualifications that will be required for the job classification. The Personnel Commission will conduct a study for the requested position including a survey of relevant labor markets, job duties and related minimum qualifications. The colleges and Classified AFT Union collaborate in this process to ensure that job qualifications are appropriately selected. Upon creation of a job classification, the Personnel Commission becomes responsible to ensure that there is a list of qualified applicants from which colleges may select.

Hiring criteria for certificated administrative positions are determined by state and local policies. ELAC uses the state minimum qualifications, which are subject to faculty review and modification on an ongoing basis by the District Academic Senate. These requirements include the completion of a Master's degree or higher and one full year of administrative or managerial experience. In addition, the College creates its own qualifications that meet the specific needs of the areas in which each administrator will work. All full-time faculty members meet the California State minimum qualification for their discipline. Discipline-specific requirements are defined by the District Discipline Committees representing each discipline taught in the District. Each of these committees engages in dialog regarding professional qualifications and discipline-specific needs. In addition, each department, in collaboration with its respective dean, works to establish desired qualifications that meet the needs of the department and the college.

ELAC determines institutional needs through the joint hires process. The Joint Hires Committee convenes yearly to determine the need for additional faculty in each department. This committee is comprised of both faculty and administrators, with the goal of evaluating the needs of each department requesting additional staffing. Further, hiring interview committees are composed of representatives from faculty and administration. This assures that applicants' expertise in the

subject matter and understanding of the college's administration and operation are fully reviewed during the interview process.

The process integrates quantitative data representing student demand for departmental offerings and qualitative justification for additional staffing presented by the department in its proposal. The Joint Hires Committee makes recommendations in the format of a ranking system indicating the positions that need to be filled. The Academic Senate reviews the hiring priority list. To help in its review, the Senate has asked the co-chairs of the Joint Hires Committee to attach brief explanations regarding the priority placement on the hiring list. Members of the Joint Hires, especially the co-chairs, are also urged to attend the Senate meetings when the priority list is discussed. The Senate then forwards its approved list to the President, who makes the final decision regarding the number of faculty to be hired, adhering to the Senate's recommendations. Changes, alterations, additions, deletions to the list must be explained to the Senate president in writing. The procedures followed by this committee are outlined by the District and the college's Hiring Policy. (3.1)

### **Self Evaluation**

The college meets this standard by ensuring that all faculty members meet the state minimum requirements and additional requirements as deemed desirable for programmatic and institutional needs. Classified staff members are sufficiently experienced as determined by personnel commission exams and interviews at the college level. However, the restrictions in the hiring process placed by the Personnel Commission are sometimes problematic and can result in the inability to hire the most qualified candidate. Lists for some positions are not updated frequently leading to a forced selection of candidates who the college may have previously interviewed and decided not to select for a previous position. The creation of the District Human Resources Council has led to increased input from the colleges in the creation and implementation of hiring policies and position classifications. However, the college would be better served by establishing its own Human Resource Office on campus.

### **Planning Agenda**

The responsibilities and purpose of the newly created District Human Resources Council should be communicated to all college leadership, including the faculty, to ensure their input, suggestions, and recommendations.

The college leadership will examine the possibility of establishing a Human Resource Office on campus.

*III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.*

The institution ensures that its certificated administrators are qualified through several methods. The college selects administrators using the District guidelines, which include a minimum educational requirement of a master's degree and previous administrative or teaching experience. The college may add additional requirements that are relevant to the assignment and the needs of the campus. Applicants are screened by a hiring committee which includes administrative and faculty representation. The most-qualified candidates are invited to be interviewed by the committee. Interviews consist of questions relevant to the job duties of the position and may include a presentation or demonstration of work in that area. The top two to three candidates are invited to a final interview with the President for selection.

The need for a full-time faculty position is determined through the Joint Hires process described in the previous section. The criteria for hiring are based on the State minimum qualifications. Candidates must hold degrees from appropriately accredited institutions. A candidate holding a degree from a non-U.S. institution must pay for a state-approved evaluation service to verify it. If a candidate does not meet minimum qualifications, equivalency is evaluated by a district discipline committee and by the District Academic Senate. Additional qualifications may be added to the state minimums as deemed necessary by the hiring department and supervising dean. The additional criteria directly relate to the duties that the new faculty member will be expected to complete and his or her ability to work on a diverse, multi-cultural campus.

A screening committee comprised of faculty familiar with the applicant's discipline, an equal employment opportunity compliance officer, and an administrator conduct an initial meeting to screen applications. At the beginning of this meeting, the committee reviews the state-supplied minimum qualifications and any additional criteria established prior to advertising for the position. Once all criteria are understood and acknowledged, all the applications are reviewed by every member of the committee and those applicants meeting the entire set of criteria are then considered for an interview.

This hiring committee is comprised of at least three faculty members, a majority being faculty in the discipline (or with Academic Senate approval, closely related disciplines), an administrator, and a non-voting Equal Employment Officer, who assures that hiring procedures are consistently applied. The committee evaluates the knowledge of the subject matter and effectiveness of teaching through multiple methods. Academic knowledge is evaluated by reviewing the applicant's academic background, degrees earned, and relevant grades. In addition, questions pertaining to subject expertise may be included in the interview and written samples may be requested prior to or during the interview process. The committee also ensures that applicants are adequately prepared to convey their expertise to the ELAC student body and have some sensitivity to or awareness of effective pedagogy. Letters of recommendation and previous experience in teaching allow for a cursory review, and a teaching demonstration during the interview process allows the committee to experience the applicant's skills first-hand. The committee may also include questions on teaching methodology and pedagogy to aid in the evaluation process. In this manner, college peers evaluate effective practices for their own discipline during the interview process.

The hiring committee recommends two or more of these applicants for further review by the President of the College and the Vice President of Academic Affairs. The President makes a final decision for hiring a tenure-track faculty member and forwards the recommendations to the

District. The District conducts a final review to ensure that all qualifications are valid and meet the State minimum standards.

This process may be followed to hire part-time or adjunct faculty. However, typically a less extensive process is used. In those cases, the department chair evaluates applicant qualifications and interviews potential adjunct faculty members for his or her discipline. Verification that the new hire has met the minimum qualifications is still conducted at the District level. In rare situations where the applicant is very close to meeting the minimum qualifications, the college may hire a candidate for one semester under the district-approved provisional equivalency process if there is a reasonable expectation that the minimum qualification will be met during that semester.

Jobs are advertised on the District website, the State community college registry, college job fairs, and discipline-specific print and online publications. All minimum qualifications and requirements for subject expertise are listed. In addition, a detailed job description, including position responsibilities and desired skills, is listed in order to assist the applicants in determining whether they fit the needs of the campus. The criteria, qualifications and procedures for selection of personnel are explained in detail by our faculty hiring policies and procedures. **(3.1)** The college President and Academic Senate are responsible for ensuring that these procedures are followed.

Hiring of classified staff is overseen by the District Personnel Commission, which approves job descriptions and ensures that notices are publicly available. The college works with the commission during the hiring process to ensure that local needs are being met and the college is adhering to all hiring regulations provided by the Personnel Commission.

### **Self Evaluation**

The College has been successful in recruiting and hiring qualified staff, faculty and administrators. In the Faculty/Staff Survey, 68.5% of all employees stated that the faculty are qualified by appropriate experience and are selected using subject matter knowledge and teaching effectiveness as the principal criteria for selection. **(3.3)** The guidelines aid in the ability to select the most qualified candidate that matches the campus needs. The ability of faculty applicants to apply directly to the college has improved the College's ability to oversee the faculty hiring process and ensure that selected candidates meet the needs of the campus and hiring department. This is a departure from previous regulations which stipulated that the applications be submitted to the District.

The hiring of classified staff is overseen by the Personnel Commission, leaving local needs as a substandard to the general qualifications. This process limits the college's ability to select the best match for the position, as the campus must select from only the three top-ranked candidates or risk waiting as long as a year for a new list of candidates to be created. While this process maintains a standard selection process and ensures that general qualifications are met, it also limits the depth of the candidate pool from which the college can draw.

### **Planning Agenda**

The college meets this standard.

***III.A.1.b. 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.***

All college personnel—faculty, administrators and classified staff—are required to be regularly evaluated to ensure the effectiveness of services provided and to enhance efforts to improve the quality of instruction and student services. Bargaining agreements and personnel rules delineate procedures for the evaluation of all personnel and include consistent procedures for follow-up if evaluations are unsatisfactory. The right to review and to challenge evaluations through grievance procedures is also described in the bargaining agreements for cases in which personnel disagree with the results of an evaluation.

Newly hired full-time faculty members are evaluated through a four-year probation process, normally culminating in tenure at the end of the fourth year. An evaluation committee is formed for each probationary hire. The committee is comprised of an academic dean, the department chair, an Academic Senate representative, a tenured faculty member chosen by the evaluatee, and a tenured faculty member chosen by the department. The dean and Academic Senate representative are non-voting members of the committee. This committee evaluates the effectiveness of the faculty member based on classroom observations, student evaluations, and other data that the department has agreed may be included in an evaluation. The committee meets with the evaluatee to review the process and set up time lines and future meeting dates. The tenure review process is ongoing during the first four years of a new faculty member's employment (with the contract providing for a faculty mentor, and constant guidance from the department chairperson, faculty and administration). The formal evaluation is conducted yearly during that time. Whenever possible, the composition of the evaluation committee is unchanged during the entire four-year process. This maintains consistency for the tenure-track faculty member and allows the committee members to become familiar with the work habits of the faculty member. The guidelines for achieving tenure are delineated in the faculty contract and are available to all faculty members.

Evaluations are also conducted for all tenured faculty. At a minimum, they are conducted on a three-year cycle during the entire employment of the faculty, and alternate between “basic” and “comprehensive” evaluations. While the basic evaluation is conducted between the faculty member and department chairperson, the comprehensive evaluation is conducted by a committee comprised of the department chair, another tenured faculty member chosen by the department, a tenured faculty member chosen by the evaluatee, and the supervising dean, who is non-voting. There is no requirement for data gathering during the basic evaluation unless requested by the chair or faculty member being evaluated. Comprehensive evaluations are conducted by the similar procedures as used in evaluations of probationary faculty. Suggestions for improvement are made, and progress towards correcting past deficiencies is evaluated. Evaluation criteria measure teaching effectiveness by requiring students and committee members to evaluate faculty members on a number of standardized criteria. **(3.4)**

The overall goal of probationary and tenured faculty evaluations is to aid faculty members in becoming more effective teachers. The evaluation process allows the faculty member under review and the college to recognize performance improvements and to increase awareness of teaching strengths and weaknesses. Noted areas of growth may be addressed through the many professional development activities offered on campus, faculty dialogue, or other methods as required.

Faculty evaluations extend beyond the tenure process of the first four years. Adjunct faculty are also evaluated every three years, with the evaluation provided by the department chairperson or the chair's designee. Adjunct faculty are subjected only to basic evaluations, although the evaluatee can request a comprehensive evaluation. Adjunct faculty are expected to receive their initial evaluation by the end of their second semester of teaching. In the event of an unsatisfactory evaluation by the chair or designee, an administrative review is initiated.

The office of Academic Affairs maintains records on faculty evaluations and is responsible for ensuring that all probationary, tenured, and adjunct faculty are regularly evaluated as stipulated in the faculty contract.

The criteria and timeline for the evaluation of classified staff is determined by the collective bargaining agreement under which that employee works. The criteria for the evaluation of each classification are listed on a classified evaluation form, which the employee's direct supervisor completes during the evaluation process. Evaluations are conducted on yearly during the employee's month of birth. The District uses an automated system for tracking evaluation compliance. A computer-generated e-mail reminds supervisors that an evaluation must be completed one month prior to the evaluation deadline. Continuous notifications are sent to the supervisor until the completed evaluation is logged into the system. The Single Point of Contact (SPOC) will forward any delinquent evaluations to a higher supervisor to ensure complete compliance.

Certificated administrators are evaluated in accordance with their collective bargaining agreements. Satisfactory evaluations are linked to increases along the pay scale. Evaluations are used as an opportunity to become more effective in all areas in which the administrator is responsible.

College vice presidents conduct yearly self-evaluations and receive a comprehensive evaluation that includes faculty, staff and peer feedback every three years.

### **Self Evaluation**

All classified staff members are being evaluated on a regular basis as required by their collective bargaining agreements. The initiation of the computerized evaluation system has expedited the manner in which evaluations are conducted, submitted and tracked. Adjunct faculty evaluations are being systematically tracked by academic affairs. Department chair evaluations include a compliance review to ensure that each department is up to date in its adjunct evaluations.

Evaluations of tenure track faculty are being used to improve teaching efficacy and student learning. However, tracking of all full-time faculty evaluations needs to be enhanced.

While a systematic process is in place regarding faculty evaluations, it remains flawed in several ways. First, the college hires a large number of new faculty, and administrators, who are required to serve on probationary and comprehensive evaluation committees, are overburdened, often serving on too many evaluation committees in any one year to be truly effective evaluators.

Secondly, the district-wide AFT Agreement evaluation forms are problematic, awkwardly addressing key teaching performance areas supported by the state.

Finally, while there is an over-arching process for faculty evaluations, there is no consistent measure for how those evaluations are actually conducted to ensure that the evaluations are not simply perfunctory or, at worst, punitive. No formal evaluation training is provided for both faculty and administrators who serve on these important committees to increase the quality of the process.

While a formal evaluation of the two vice presidents of Academic Affairs was conducted nearly a year ago, no process has been established for how the President will convey appropriate acknowledgments or recommendations based on these evaluations. Indeed, members of the vice presidents evaluation committees were never informed of the outcome of their recommendations.

### **Planning Agenda**

The college faculty leadership will study the evaluation process for possible flaws and forward recommendations to the faculty. Recommendations may include trainings and workshops for potential evaluators.

The Senate leadership will encourage the District Academic Senate to review AFT faculty evaluation forms and process, formulating recommendations to be considered for the next contract ratification.

The college president and the Academic Senate will continue to work together to create a means of addressing the completion of the current vice presidents' evaluation process. While still maintaining confidentiality, the college shall adopt a process for providing feedback to the faculty to ensure integrity and transparency in the vice presidents' evaluation process.

***III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.***

### **Descriptive Summary**

The issue of incorporating SLOs into faculty evaluations was addressed during contract negotiations in the spring of 2008. On the evaluation form (Appendix C) of the collective bargaining agreement, (3.6) the following criterion was added under Professional Responsibilities:

*(For All Faculty) Participates in the Student Learning Outcomes Assessment Cycle (for classroom faculty, includes approved SLOs on class syllabi).*

In spring 2006, the district established a Faculty Evaluation Taskforce to bring together members of the District Academic Senate (DAS) and the AFT College Faculty Guild to provide the colleges with guidance in fulfilling this standard. The task force was comprised of the DAS president, two college Senate presidents and two Senate members, three Guild chapter presidents and its executive secretary, and the Chancellor's Liaison (currently the Vice Chancellor for Institutional Effectiveness). After reviewing the collective bargaining agreement and determining that its provisions did not preclude consideration of student learning outcomes in the evaluation process, the group issued a report with several recommendations.

The recommendations involve a model for incorporating student learning outcomes in faculty evaluations by linking them to the long-term professional development goals of individual faculty. This approach "closes the loop" of institutional improvement by connecting faculty development activities to college-wide efforts to improve student learning. In the proposed model, the comprehensive faculty evaluation process would include a self-assessment of the faculty member's professional development activities, an assessment of contributions to campus-wide and departmental SLO assessment and improvement, and a clear statement of future goals and action plans. These personal goals would support or link to overarching college goals and objectives.

The suggestions proposed by the taskforce are best practices that may be adopted by colleges at the local level. Faculty at each college have been encouraged to engage in vigorous dialogue on ways to institute these recommendations, with discussions overseen by the college Academic Senates in consultation with the College Faculty Guild chapter.

In addition to the inclusion of SLO participation in faculty evaluations, the college has established structures to assist departments and units in the development of SLOs and to ensure an ongoing dialog on student learning. The college has incorporated SLOs into the Program Review and Program Review Annual Update. (3.7) In this manner, each department or unit is evaluated based on the development, implementation and use of SLOs as a method to improve student learning. The inclusion of faculty, staff and administrators in the Program Review Process allows for a thorough discussion on each department's progress toward the improvement of SLOs. This process also allows departments the opportunity to express changes they have made as a result of SLOs and associated improvements in student learning.

The college also has an open Student Learning Outcome Committee that serves as a venue through which each faculty member is able to gain insight into the SLO process and discuss his or her own opinions on the issue. In addition, this committee has established a Student Learning Outcome Assessment Committee to review all SLOs to ensure that they are measured and that these measures are reliable and valid. In this manner, each department will be able to receive quality feedback on their SLOs, assessment measures and the manner in which results can be used to improve student learning. The establishment of this committee should lead to increased discussions on the use of SLOs to improve student learning and the manner in which the college can work to "close the loop" in the assessment process.

### **Self Evaluation**

The college has worked to actively engage faculty in developing and using SLOs to improve student learning. Active faculty engagement has led to the inclusion of SLO participation in the faculty evaluation process. The use of these added evaluation components will help SLOs become a greater part of the college culture. The use of SLOs as component of the unit's Program Review and Program review Annual Update will also assist in the development of interdisciplinary discussions on student learning and the effective use of SLOs.

The faculty are directly responsible for the production of SLOs. Each department has its own SLO development process. Some larger departments with many disciplines, such as English and Social Sciences, have small committees formed for each course, while other departments have open meetings where both full and part time faculty are invited to join.

Faculty have been engaged in more than 143 meetings in the last year which have focused on SLO development and assessment development. Conversations have occurred between faculty teaching the same course. All-faculty Opening Day programs have focused presentations on SLOs and student success. There have also been workshops led by the SLO Coordinator and Facilitators devoted to give examples of SLO development, assessment and use of assessment results. All of these have driven our faculty to be encouraged to begin dialogue about how students are learning in their classes. Assessments of SLOs have included embedded exam questions, common finals, lab practicum, and special projects. These measures have been developed by faculty in the same discipline or department.

After assessments, faculty members from the same discipline have gathered to discuss assessment results. These discussions have led to the changing of course textbooks to better align with student needs, to change the order in which topics are taught to new approaches which lead to students being better prepared for their future endeavors, to discussion and collaboration between departments to help student succeed, to increase emphasis on problem areas during teaching, to provide more examples where students are having learning difficulty, and increase number of assignments dedicated to these areas where students struggle. As a result of SLO assessment results the Spanish division has realized its need to have two curricula to better serve our population: one that caters toward native Spanish speakers and one track for non-native speakers. This should really allow for better success by both sets of students. Not only have these plans been made, but for the departments who have discussed assessment results this has led to an open discussion of how students learn and a sharing of ideas in terms of how students can be helped to earn more success. Unfortunately only 6% of our courses have gone through a SLO cycle and implemented plans. There is still some need to get buy-in from all faculty on SLOs, and their usefulness. This winter a SLO retreat is being planned where each department will have representation and examples of the progress that has resulted from SLOs will be highlighted. This should increase faculty awareness of the usefulness of the SLO process and encourage the faculty to be part of this process.

Faculty from the same department at SLO meetings have been in conversation about different teaching methodologies. The improvement plans for courses have incorporated the "best" teaching practices discussed amongst colleagues in the same department. Again, unfortunately, this has been done by a small percentage of our departments.

Changes in course content have involved increased emphasis and examples related to difficult areas for students. Also more practice and assignments have been given related to those problem areas. Also there has been restructuring course content to really emphasize what students are expected to gain. There has also been communication between departments to understand expectations of other department of prerequisite courses and what is being taught. These conversations have led to improvement for students by offering more cross discipline teaching. With more departments buying into the SLO process this should increase this effect.

A Student Learning Outcomes Assessment Committee (SLOAC) is being established with the following duties:

- SLOs are assessed regularly for learning with authentic assessment strategies
- SLOs are tied to college mission and core competencies
- Results are used for improvement in courses, programs, and institution-wide planning

This committee will be composed of both faculty and administrator representation. This committee will help in making sure the SLOs are measureable and that the assessments are meaningful. It will help to disseminate the methods that yielding meaningful and useful results to the campus as a whole.

### **Planning Agenda**

The use of added evaluation components will help SLOs become a greater part of the college culture. The use of SLOs as component of the unit's Program Review and Program review Annual Update will also assist in the development of interdisciplinary discussions on student learning and the effective use of SLOs.

***III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.***

### **Descriptive Summary**

ELAC has adopted the American Association of University Professors Statement on Professional Ethics. All members of the District Academic Senate are required to abide by this code.

### **Self Evaluation**

ELAC works to foster ethical behavior in all activities. The great number of shared governance committees active on campus allow for ongoing dialogue on many subjects, including professional ethics.

### **Planning Agenda**

The Academic Senate will work toward reviving its inactive Ethics Committee.

***III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.***

## **Descriptive Summary**

The college maintains a sufficient number of qualified staff, faculty and administrators to fulfill its mission. Each department is responsible for determining the appropriate staffing level needed to fulfill its mission and programmatic goals. If a department believes that there is a need for additional staffing, the department chair will submit a proposal for a growth or replacement position. All proposals include a section in which the department justifies the need for additional staffing and details its vision for the future. In this manner the college seeks to ensure adequate full-time faculty for the present and the future. These proposals are forwarded to the Joint Hires Committee for review. This shared governance committee is made up of faculty and administrators and serves the purpose of recommending faculty staffing. After a thorough review of proposals and presentations from the departments, the committee ranks the need for each position and forwards recommendations to the Academic Senate for approval. Approved recommendations are reviewed by the President and his cabinet for a final decision on hiring.

Departments and units may also request classified staff positions. Under current budget constraints, the District has initiated a freeze on all hiring. In the event that a position is needed, the President must approve the request for a position. These requests are then forwarded to the District to determine whether the need for the position is urgent enough to be approved.

## **Self Evaluation**

The college is benefiting from the wise use of financial recourses. In fall 2008, the college was able to hire eighteen new full-time faculty members. The active involvement of the faculty and Academic Senate has worked to ensure that all constituencies' needs are considered in the ranking process. In addition, the use of Program Review and Program Review Annual Updates has allowed each department to make projections for future staffing needs. This has assisted the college in planning for future.

## **Planning Agenda**

The college meets this standard.

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

## **Descriptive summary**

Personnel policies are developed by the Human Resources Council at the District level. This Council is chaired by two college presidents and includes representation from two college vice presidents from of each division (Academic Affairs, Student Services and Administrative Service). The Human Resources Council reviews current human recourse policies and practices and accepts proposals for revisions or the creation of new policies. The Council works with the Personnel Commission, the District Office and the colleges to ensure that all constituencies are able to voice their opinions prior to the approval or implementation of any new policies or practice. The District also uses the assistance of legal counsel in the decision making process and some policies are created through the collective bargaining process with the faculty, staff and administrators representative unions. All Human Resource documents are available on the

District website for employees to review. The Personnel commission also has established policies and procedures for classified positions. These guidelines are available on the District website as well.

The College also works to provide employees with all the information that they will need on human resources policies and procedures. ELAC has developed a faculty orientation that reviews relevant policies for all new faculty members. In addition, every new full-time and adjunct professor is given a faculty handbook that references the Human Resource policies found on the web. The unions also work to ensure that the employees they represent are informed about the policies impacting them. College-level payroll and human resource staff are also available to answer questions regarding policies and procedures that faculty or staff may have questions about.

### **Self-Evaluation**

The District Personnel Commission and collective bargaining agreements adequately detail human resource policies and are widely available on the District website. In addition, local efforts have led to greater understanding of the policies, with 70.3% of employees reporting that the college Faculty or Classified Employee Handbook is a useful and available resource.

### **Planning Agenda**

The college meets this standard.

*III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.*

### **Descriptive Summary**

The Personnel Commission, District Policies, and the collective bargaining agreements provide comprehensive policies and procedures to be used in the hiring process. These policies include provisions to ensure fairness in all employment procedures. All managers, supervisors, and department leaders are offered the opportunity to take part in District training on fairness in employment related matters. The college also has a Compliance Officer who monitors the implementation of these policies in all hiring procedures and is available for consultation regarding all matters of fairness in employment procedures.

### **Self Evaluation**

The college is in compliance with this standard and all guidelines derived from the District policies, Personnel Commission and collective bargaining agreements. In a survey of faculty and staff, 257 employees 68.87% either agreed or strongly agreed that the college adheres to written policies that ensure equal opportunity and fairness in all employment procedures.

### **Planning Agenda**

The college meets this standard.

***III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.***

### **Descriptive Summary**

The college maintains all employment records under lock and key in order to maintain the confidentiality of personal records. Each employee is informed of his or her right to access the personnel file. A written request can be made to the employee's Vice President in order to gain access to desired records. In addition, some records are available in the District's SAP Human Resource system and can be accessed online by the employee using a secure sign-on.

### **Self Evaluation**

The college is maintaining the confidentiality of employee records and is in compliance with all laws and regulations regarding record keeping. In addition, there are sufficient venues through which employees may access their record, including the SAP online system and through written request to their Vice President.

### **Planning Agenda**

The college meets this standard.

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

### **Descriptive Summary**

The college fosters an environment of understanding and appreciation for the diversity of the campus and surrounding community. ELAC has sought to ensure that all faculty members have an understanding of diversity issues and are dedicated to enhance student and faculty appreciation of diverse cultures. The college has consistently included an understanding of diversity and the ability to teach to a diverse student population as a desired qualification in all faculty job notices. In addition, faculty hiring committees often seek to determine whether applicants have been able to demonstrate their ability to effectively teach the all ELAC students. The college has an Equal Employment Opportunity Officer who keeps records of the diversity of faculty and staff. The Research and Planning Office also uses the College Profile to highlight the diversity of the student population and college faculty.

### **Self Evaluation**

The college has sought to make understanding and appreciation of diversity a central feature in the hiring process. This has led to faculty and staff who are able to promote diversity and cultural awareness on campus. The college is beginning to address issues of equity and is seeking ways to ensure that all students can be successful at ELAC.

### **Planning Agenda**

The college meets this standard.

***III.A.4.a.The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.***

### **Descriptive Summary**

The college has developed opportunities for the campus to express its culture. Events such as the display of *Dia de los Muertos* altars and the Chinese New Year's celebration allow the faculty and students to join together in their celebration of diversity. The college, the Associated Student Union, and the community have hosted many cultural events to enhance appreciation for diversity. The college also offers professional development opportunities that include equity and diversity as themes. For instance, faculty and administrators have participated in seminars hosted by USC Center for Urban Education that have focused on equity issues. These lessons have been discussed in the Student Success Committee and highlight the need to continue to use data-driven decision processes that are focused on the college's ability to enhance student success for all individuals.

### **Self Evaluation**

The college has sought to make understanding and appreciation of diversity a central feature in the hiring process. This has led to faculty and staff who are able to promote diversity and cultural awareness on campus. The college is beginning to address issues of equity and is seeking ways to ensure that all students can be successful at ELAC.

### **Planning Agenda**

The college meets this standard.

***III.A.4.b.The institution regularly assesses its record in employment equity and diversity consistent with its mission.***

### **Descriptive Summary**

The gender and ethnicity of all applicants are noted on the Evidence of Effort college report, which is submitted to the District Diversity Office. The District SAP system tracks the demographics of all hires and is available for local access at the college. In addition the EEO Officer keeps records of the demographic makeup of those hired for the college and individual departments. The Research and Planning Office also reports faculty and staff demographics in the annual College Profile for use in decision making and college planning. The planning committees use this report to determine whether the college is meeting its goals and mission, and in planning for the future of the college.

### **Self Evaluation**

ELAC supports the development of a diverse faculty and staff through its focus on diversity issues in the hiring procedures. The college has maintained relevant records to track its progress towards its diversity goals and for use in college planning.

### **Planning Agenda**

The college meets this standard.

***III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.***

### **Descriptive Summary**

The Personnel Commission and Classified Staff unions provide personnel policies, procedures and agreements that ensure employee rights, good working conditions and compliance with relevant laws and regulations. Union contracts and District policies ensure that employee rights are maintained for faculty and administrators. In addition, the campus has a Work Environment Committee which seeks to ensure a safe and comfortable place to work for all employees. Employees also have the ability to file a grievance and there are policies in place to ensure affair process. The policies and procedures ensure that all employees are treated fairly and equitably.

Student guidelines are provided by the District's rules and regulations. The Student Services division under the leadership of the Vice President of Student Services ensures that all students are treated fairly and offers students the ability to file complaints in cases where they feel that they were treated unfairly.

### **Self Evaluation**

The college has policies and procedures that ensure fair treatment for all students and employees. The shared governance process gives a voice to all constituencies to participate in college planning and the grievance process acts as a stop gate to correct any situations deemed to be unfair. The college has been successful in the implementation of these policies and maintaining a just working environment.

### **Planning Agenda**

The college meets this standard.

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

### **Descriptive Summary**

The college has an active Professional Development Committee led by the Professional Development Coordinator, which seeks to provide faculty and staff with multiple opportunities to improve their abilities to meet the college mission, enhance teaching, and improve student learning. The college has monthly workshops and the Teaching and Learning Center to assist faculty and staff in skills development. In addition, many committees host workshops to help personnel improve efforts to increase student learning and student success. The SLO Committee has hosted many workshops on the development, implementation and use of SLOs to improve student learning. The college has also developed a new faculty orientation which focuses on student learning and runs the duration of the entire first semester. A technology grant has been funded to assist faculty in learning needed technology skills that can be used in the classroom.

There is also available training software to assist faculty in developing skills. The college also encourages personnel to attend professional conferences and offers reimbursement for those attending these conferences. Classified staff are also offered training for the Microsoft Office Specialist (MOS) certification and may receive pay increases for successfully completing training. Those wishing to further their education may also be eligible for tuition reimbursement.

### **Self Evaluation**

Faculty and staff have many opportunities to participate in professional development activities and increase their ability to meet student needs and improve student learning. Faculty members are able to select professional conferences that match their own disciplines, allowing them to remain current on subject-specific knowledge and new methods for improving teaching efficacy.

### **Planning Agenda**

The college meets this standard.

*III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.*

### **Descriptive Summary**

In a continuing effort to decipher and prioritize the multiple needs for professional development on a large and diverse campus such as East Los Angeles College, the Professional Development Coordinator works with two advisory committees, the classified staff development and the certificated staff development. These committees provide important feedback as well as assistance to the coordinator on planning and developing activities for both classified and certificated employees. The Professional Development Coordinator also is a member of several significant campus committees including the ESPC (East Shared Governance Committee) and the Student Success Committee.

In the last few years professional development activities have increased and include workshops such as using technology in the classroom, classified leadership and team building, training in office software programs, student learning outcomes, effective teaching methods, new faculty institute, adjunct orientation and focus on programs related to student success.

The evaluation of professional development programming in addition to the distribution of a user survey for classified and certificated staff is an area where more planning is required for the next phase of planning for future programming.

### **Self Evaluation**

The college offers many diverse activities to aid in professional growth for both faculty and staff members. The college regularly assesses the success of these offerings and works to match personnel needs with new development activities. The college also allows faculty to seek out discipline specific activities that increase their ability to meet student needs.

### **Planning Agenda**

The college meets this standard.

***III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.***

### **Descriptive Summary**

Each professional development activities includes a survey that assesses the success of that activity and evaluates the information gained by those who participated. Campus committees offer a venue for ongoing discussion on ways to improve professional development activities and create opportunities that match the needs of faculty. In addition, the professional development director is available to those who have ideas for new innovative activities.

### **Self Evaluation**

The college has a method for systematically assessing its offerings and ensuring that professional development activities meet the needs of faculty and staff. In addition, the professional development committee works to ensure that all activities fit within the college's mission. The colleges many planning committees have also worked to include professional development as action items for planning goals.

### **Planning Agenda**

The college meets this standard.

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

### **Descriptive Summary**

ELAC has a comprehensive system of evaluation and planning that ensures the effective use of human resources and the development of institutional plans that integrate staffing projections needed to meet the college mission. The Program Review process is a comprehensive evaluation that includes an internal and external scan. Each department or unit is asked to analyze the trends in their discipline or service area and determine the unit's needs they relate to the college mission and local, state and national trends. Included in this evaluation is an analysis of current staffing and projected staffing needs for the next three years. These staffing needs must tie into the unit's for the future. In addition, the college conducts yearly Program review Annual Updates that seek clarification on staffing needs and determine the progress that the unit has made on its self-defined goals and the recommendations levied in the Program Review Process. In this manner the college can effectively tie institutional staffing decisions to institutional and department level goals and plans.

In addition, each department is required to submit yearly goals. These goals are integrated into the Joint Hires process to ensure that decisions are based on college need and the degree to which the department goals coincide with the college's Strategic Master Plan and goals.

Together with the Program Review and Annual Updates, this process allows the college to make human resource decisions based on planning needs and determine the overall effectiveness of current staffing in reaching the institutional goals.

### **Self Evaluation**

The college has a well-defined planning cycle that integrates staffing projections and uses college and unit-specific goals in determining staffing needs. In addition, the Program Review process is effective in evaluating the ability of each unit to meet the college mission and in determining whether current staffing levels are adequate. In some cases recommendations from the Program Review process have led to recommendations to increase staffing. The college is working to tie this process to decision making, including decisions regarding departmental budgets and additional funding.

### **Planning Agenda**

The college will work to improve the link between college planning, Program Review and budget decisions to ensure that the funds are distributed in a manner that enhances the institutions ability to fulfill its mission.

## **III.B. Physical Resources**

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

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

### **Descriptive Summary**

State and local ordinances, Title 24 of the California Construction Code as well the Fire, Life and Safety aspects of the Department of State Architecture (DSA) and the college Work Environment Committee (WEC) assist in the evaluation and coordination processes of college safety.

State-established environmental criteria for educational institutions as gleaned through the college's Space Inventory 2007/2009 (3.8) assist in the college's determination of sufficiency and efficiency. The Space Inventory 2007/2009 documents are submitted to the state on JCAF-Fusion submittal forms on an annual basis. These documents display the levels of use, their efficiency and deficiency. Student Learning Outcome (3.9) Development criteria as well as the Western Association of Schools and Colleges Program Review rubrics for the establishment of evaluating institutional effectiveness also assist in identifying -"Room-Use" efficiency.

Facilities needs are assessed by various means. Academic planning, needs-assessments, Space Inventory, facility evaluations, and the college's Facilities Master Plan (3.10) are the primary vehicles by which needs are identified. The college budget, at present, reflects dynamic

enrollment and strategic planning, which allows for greater flexibility in addressing community needs and student outcomes. Off-site needs are gleaned from community assessments and enrollment studies to determine locations and needs. Off-site or satellite facilities are positioned in key locations identified by need and population studies. The safety and sufficiency are a college standard, without compromise.

Results of these evaluations identify facilities deficiencies and correctable needs. State space-inventories articulate sufficient use formulas that determine the appropriateness of facility use and future need.

Equipment is monitored via Energy Management Systems (EMS) as well as the college work-request system, TAMIS, which allows for updates and reminders for Periodic Maintenance, Predictive/Preventive Maintenance as well as standard monitoring of integral components. The Information Technology Department works in a proactive manner to ensure that our client-server environments are of the latest self-monitoring technology. **(3.12)**

### **Self Evaluation**

Institutional needs are constantly improved upon and the college administration and faculty fully support the forward-thinking results by means of budget, state “One-Time” funding and bond support.

### **Planning Agenda**

The college meets this standard.

***III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.***

### **Descriptive Summary**

Program Review, Educational & Strategic Planning **(3.13)** as well as the college’s Master Plan **(3.10)** create conceptual needs-assessments which inevitably become designs for future programs, their services and the overall student support mechanisms.

Upon acceptance of a conceptual facilities plan either by campus or the State, a programming session (a “Programming Session” is that part of the architectural process that takes the concept, to the “Design Development” stage) of the intended user groups details the client-server environment, its tools, its equipment and their associated layout. As the building or facilities take conceptual shape, funding mechanisms are established, from the initial soft-costs (design, engineering, etc.) to construction, whereby an estimated FF&E (Fixtures, Furniture, and Equipment) budget is established.

During annual Program Review, a unit reviews its existing equipment for current usability and competitiveness in future instructional markets. The replacement and/or upgrading of the equipment used for instructional purposes is determined, estimated, and requested through either campus funding, grant funding, one-time-funding, or state funding sources.

Equipment essential to the operations of buildings and grounds is reviewed annually and maintained constantly (monthly, quarterly, biannually and or yearly). Predictive/Preventive Maintenance programs ensure normal operations of all college equipment

The college's annual district and state Scheduled Maintenance Programs utilize best practices in reviewing the sustainability and effective use of all college equipment. The evaluation process is that of a series of reviews based on maintenance records, manufacturer specifications, visual inspections, and timely reporting practices utilized in our predictive, preventive maintenance programs as well as daily review and inspection by personnel and our varying Building Maintenance Systems.

### **Self Evaluation**

The college's continuing growth, expansion, and drive to compete in providing the best in educating its clientele is a true indicator of the effectiveness of the institution's use of all available physical resources as well as a focused drive to obtain more resources as needed and recognized in its reviews and studies.

### **Planning Agenda**

The college meets this standard.

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

### **Descriptive Summary**

Americans with Disabilities Act (ADA) requirements, state and federal fire, life, and safety mandates, as well as Department of State Architect (DSA) criteria ensure access and safe exit in all facilities. ADA projects throughout the district reflect district recognition of all needs of all facilities built before the newer, more stringent criteria for handicapped access. The recently published ELAC "ADA Transition Plan" (3.14) has included new design criteria as well as a new building format. For the last 20 years, all construction had been categorized as "constructible" via the *Uniform Building Code* (UBC), but now that criteria has changed world-wide, as the *International Building Code* (IBC) has taken precedence.

The college maintains sites at South Gate, Firestone, Rosemead, RCAT, and the main campus on Avenida Cesar Chavez. Each site is provisioned with maintenance and operations personnel ranging in number from 1 to 7 staff. At present, the staffing level is appropriate.

The staff is trained in custodial and hygiene practices, trades and crafts maintenance practices, and immediate fire, life and safety recognition. These staff report directly to supervision and management at the main college site on a daily basis or on a recognized emergency basis. Visual inspections are done constantly by all staff and faculty. The college's web-based work-request system TAMIS allows faculty and staff to immediate request all needs. This system is a measurable means of dynamic tracking of all work requests which ensures the effectiveness of Plant Facilities and Operations departments.

## Self Evaluation

The college meets this standard.

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

## Descriptive Summary

The assessment processes utilized in institutional evaluation are the annual program review, East Los Angeles Space Inventory 2008/2009 (3.8) and the Scheduled Maintenance Program (SMP), all of which are reflected in the college's Five Year Capital Construction Plans (3.16). Additionally, TAMIS and EMS systems monitor the facilities and their use on a daily basis.

The state and district-monitored SMP programs and the space-inventory models list and detail the use and effectiveness of all of the Los Angeles Community College (LACCD) facilities, their use, their effective life cycle and replacement status.

## Self Evaluation

Through thorough review, utilizing the abovementioned processes, as well as the college's Educational Master Plan (3.17), and the college's Facilities Master Plan (3.10), the college identifies and recommends improvements, repairs and upgrades or replacement to a facility that is required.

## Planning Agenda

The college meets this standard.

*III.B.2.a. Long-range capital plans support the institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

## Descriptive Summary

Capital plans are developed in a shared governance forum, via reviews and extrapolations made from strategic planning. Institutional planning is the driving force behind all capital projects. The link is a direct relationship to a collegiate review at all levels, emanating from the classroom up. In the college's shared governance (3.18) environment, all individuals are eminently responsible for the forward progress of the college, its collective population. A sense of ownership is imbued into all faculty and staff that reflect pride in all collective decisions and their outcomes; it is this atmosphere of collectiveness that truly defines "Total Cost of Ownership".

Periodic reevaluation of the college's Mission Statement ensures a single focused total cost of ownership across the college's myriad of venues including the Shared Governance Committee, its standing committees, educational planning, and Program Review process. It is the planning processes themselves that ensure that the projects support the institutions goals. Goals are the direct reflection of the collective strategic planning processes.

## Self Evaluation

Long-range planning is the key element to collegiate master planning. The effectiveness of the long-range plans, the college support and its recognized goals are their own sufficiency. It is the funding processes and capital construction formats delineated at the state and federal levels that are variable and unstable elements to all effective planning.

### **Planning Agenda**

The college meets this standard.

***III.B.2.b. Physical resources planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.***

### **Descriptive Summary**

Various college subcommittees make recommendations to the president via the East Los Angeles College Shared Governance Council (ESGC). The college Facilities Planning Subcommittee (FPSC) is a facilities-focused committee that, through shared governance review and agreements, makes recommendations to the ESGC and the president and the district office. The college's Facilities Master Plan (3.10) clearly articulates the collective decisions of the campus. The state regulated "Fusion" system lists all facilities and all their associated equipment.

Prioritization is based on life-cycle criteria, use, repair history and eminent need. The college's equipment review process, cascades in need across various campus-specific processes such as predictive and preventative maintenance program review, space inventory reports (3.8) and manufacturer documentation. Throughout the physical plant, from building-required equipment to classroom-specific equipment, all of which is prioritized by collective reviews documented in programmatic studies, viability studies, as well external data on future instructional needs and changes. The most dynamic documented changes occur in the information technology environment, all of which is delineated in the Technology Master Plan (3.12).

### **Self Evaluation**

The effectiveness of the college's physical resources and their direct influence on programmatic service areas are efficiently reviewed and critiqued on an annual basis via the aforementioned reporting and recording mechanisms to determine long and short-term needs.

### **Planning Agenda**

The college meets this standard.

## **III.C. Technology Resources**

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

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

**Descriptive Summary**

The college traditionally has worked diligently and methodically to assure that the technology resources are properly provided for students, faculty, staff and any affiliations of the college. The utilization of the technology resources are prioritized to deliver institutional effectiveness, which includes supporting student learning programs and services, faculty support requirements, college wide communication demands, research objectives, and operational systems mandates. To ensure that the college’s institutional effectiveness is delivered, the college has several advisory groups to help identify the technology needs:

- Technology Planning Subcommittee (TPSC)
- Academic Senate
- Shared Governance Council (ESGC)
- Educational Planning Subcommittee (EPSC)
- Facilities Planning Subcommittee (FPSC)
- Department Chairs Committee

The college’s Information Technology (IT) Department ensures that the various types of technology needs are identified by working closely in conjunction with these advisory groups. As the college continues to grow and the need for more innovative learning tools and services becomes apparent, so too does the need for more staff. Below is a table which indicates the growth in staff within the IT Department in response to the growing need for support of technology on campus and at the South Gate Educational Center. There is one position pending (Data Communications Specialist). **(3.20)**

<b>Title</b>	<b>2005 Staffing</b>	<b>2008 Staffing</b>
Manager, College Information Systems*	0	1
Sr. Computer Network Support Specialist	1	2
Computer Network Support Specialist	2	4
Asst. Computer Network Support Specialist	3	4
Sr. Office Assistant	0	1
Web Architect*	0	1
Web Designer*	0	1
Data Communications Specialist* ( <i>pending</i> )	<b>0</b>	<b>0</b>
<b>Total staffing levels</b>	<b>6</b>	<b>14</b>

\*Indicates new positions created within the Los Angeles Community College District since 2005.

Also, a focus for the IT Department and technology in general on campus is the recently revised 2008-2011 Technology Master Plan, which provides a view of the current status of technology on campus as well as the future goals and aspirations.

The campus supports two areas of technology: Administrative and Academic (Instructional) networks. All employees have access to technology which aids in the performance of their duties including: access to a computer and telecommunications; campus e-mail and voice-mail; access

to the District Wide Area Network (WAN); intranet applications such as Student Information Systems (SIS); Human Resources (HR) and Fiscal Information System (FIS); as well as bulletins, calendars, forms, and new employee services.

The IT Department supports the needs of the Academic and Administrative networks using its HelpDesk work order system, which allows the end user to submit work orders for technical support with computers, network issues, lab management, software, voice-over IP (VoIP) phone systems, and more. The college was the first within the Los Angeles Community College District (LACCD) to develop and deploy a web portal system as a means of creating more innovative technologies for the students as well as campus employees/departments (3.21).

The scope of responsibility of the IT Department is vast, covering such areas as maintaining the campus infrastructure, Academic and Administrative network management, campus wireless internet, VoIP systems, the college website and Administrative/Academic portals, network back-up systems, streaming video/Podcasting/RSS feeds, inventory and upgrade of network equipment, supporting the South Gate and Rosemead Educational Centers, upgrading and maintenance of employee and student e-mail systems, support for campus and District applications, inventory/preparation/delivery of technological equipment, and the oversight of all campus computer labs (3.22).

All instructional labs at the college, including the South Gate Educational Center, are supported by the Information Technology Department in conjunction with the individual department presiding over that lab. Each semester the IT Department coordinates the updating of the labs by communicating with the Department Chairs to ensure all software changes needed for each semester are instituted prior to the start of the semester. Most labs are staffed with Instructional Assistants (IA) or student assistants to provide maintenance of the equipment. Computer lab equipment is replaced on a regular cycle to ensure the equipment is in line with the current technology standards.

A monthly meeting was established between the IA's/lab assistants and the IT Department as a way to ensure that communication between the departments is consistent. The cycle life has been cited as every three years in the current 2008-2011 Technology Master Plan (3.12) and reconfirmed by the Technology Planning Subcommittee (TPSC) with input from the faculty to ensure instructional needs are met. (3.24)

**Smart Classroom Technology.** The IT Department provides support for all instructional labs, including smart classroom technology. The campus currently has eighteen smart classrooms each containing a ceiling-mounted projector, a multimedia lectern cart with a new computer, monitor, DVD player, document camera, microphone system, wall mounted speakers, and a touch screen panel installed into the lectern which controls all the devices from one central location. Ten of those classrooms also have power-controlled projector screens also controlled by the lectern. Two of those classrooms, located in the Nursing Department, have “*Symphodium*” touch screens which, allows the instructor to annotate on any document or website they have visible on their monitors. (3.12)

The campus also has 48 multimedia classrooms with ceiling mounted projectors and screens, wall mounted speakers, an audio receiver and laptop to allow instructors to incorporate technology into their lessons. The campus also has seven computers-on-wheels (COWs), which

are available for use by instructors. Each cart is equipped with a built in projector, sound system, wireless microphone system, and laptop. The carts allow mobility and ease to assist the instructors with bringing technology that may otherwise be unavailable to them or their department. **(3.12)** Two COWs are located on the Rosemead Educational Center; one belongs to the Teaching-Learning Center (TLC) and the other is housed in the IT Department. The TLC and IT cows are for use by faculty and staff for presentations in locations that do not have any smart classroom equipment.

**Learning Assistance Center (E7-222).** With the design and construction of the Technology Building four years ago, the campus developed an open campus computer lab in which students can use computers with general and course specific software, obtain tutoring services for course specific classes, or obtain research assistance from the Instructional Assistants and other staff. The lab consists of 67 PC computers, running Windows XP and Office 2007, color and B/W printing services.

The lab has PLATO Mathematics software available to students on 10 workstations. The lab is staffed with an Instructional Assistant and several student assistants and student tutors to provide assistance with all student needs. The lab is also equipped with a ceiling-mounted projector and screen, as well as an instructor station creating a smart classroom environment. The lab houses course related models for anatomy and physiology courses.

**MEnTE LAB (F5-107).** The Math Enrichment through Technology program (MEnTe) began as collaboration between the Math Department and the tutoring program at the college. The Program provides a comprehensive learning facility with smart classrooms, a tutoring area, an open computer lab, and technical support staff as a means to assure student success in the math field.

The MEnTe Lab features the following services to students: Free, walk-in lab usage for all ELAC students; no reservations required, tutoring for all ELAC math classes, math video checkout for use at home, textbook and calculator checkout for use in the lab, color and B/W printing services, general and math-specific software. The lab is serviced by an Instructional Assistant and student tutors to provide service to all students. The lab consists of 100 PC computers equipped with Windows XP and Office 2007.

**English Writing Center (F5-201).** The English Department offers assistance to students via the English Writing Center. The lab is equipped with 62 new computers and laser printers. The center has staff available to assist students with writing basics, assignments and other tutoring services. The lab is staffed with a faculty member and student assistants.

**High Tech Center (DSPS) (F5-111).** The Disabled Student Programs & Services (DSPS) Department maintains a computer lab for student with disabilities, which is located centrally on the campus. The lab currently houses 12 computers, each wheelchair-accessible and loaded with software to assist the visually impaired and hearing impaired. The lab is staffed with a full-time Instructional Assistant to provide help to students wanting to do research on school projects/assignments or check their e-mail accounts.

**South Gate Educational Center (SG-109, 122, 121, 123, 124).** The South Gate Educational Center (SGEC) was established in the fall of 1997, and has steadily increased in enrollment,

services to students and equipment. This has added an increasing need for more support to the off-site. During the past few years the demand for improved network connectivity to the South Gate Educational Center has increased dramatically. This is due in part to the increase in services offered to the students and increased Internet use at the site.

To meet this demand the IT Department has worked with AT&T to add another T1 line to the existing T1 line connecting the main campus to South Gate. While this solution has worked thus far, there is still a need for increased network traffic support. The IT Department is working to secure an Opt-E-Man service that will increase the traffic to a 10GB connection, thus increasing the flow and allowing for further growth.

**Health Information Technology Lab (H6-110).** The recently completed Health Information Technology (HIT) lab was created to allow students in the HIT and Respiratory Therapy Program access to software specific to their fields. The lab houses 30 new computer systems as well as a smart classroom lectern with a ceiling mounted projector and power projector screen. This smart classroom system allows the instructor to use technology not available in standard classrooms, including accessing the internet and a document camera.

**Nursing Lab (G9-109).** The Nursing Department currently supports a lab with 14 computers where students have access to tutorial videos and software, as well as detailed anatomy models to assistance in the education of their students. The lab is staffed with an Instructional Assistant who assists students with their equipment needs, supports the computer lab and offers tutoring services.

**Computer Science Information Technology (CSIT) Labs (E7-316, 317, 318, 321, 411).** The CSIT Department has five computer labs in the Technology Building, totaling 151 computers offering a variety of technological software including standard Office 2007, Visual Basic, C++, and Microsoft FrontPage. The labs are used for lecture and open lab hours. They are staffed by two Instructional Assistants and student workers to provide support.

**Architecture Lab (E7-122, 126).** The Architecture Department has two labs located in the Technology Building consisting of 53 computers with subject specific software such as C.A.D.D. The lab also is equipped with plotter printers and scanners to allow student access to equipment that is standard to their field. The lab is staffed with an Instructional Assistant to provide support for students.

**LIBRARIES (Helen Miller Bailey Library (F3-106, 108, 114, 133, 201) and South Gate Educational Center Library).** Helen Miller Bailey Library (HMBL) currently has 111 computers, including 21 computers in the library classroom and 4 computers for community users. The HMBL student computers have a standard operating system and software installed: Windows XP, Microsoft Office 2007, Deepfreeze (Desktop security), NetSupport (Classroom management system), Internet Explorer, Firefox, and Adobe Reader. HMBL provides printers (2 B&W, 1 color) and a scanner for student use. The library provides access to an ADA compliant computer with a scanner supplied by Disabled Student Programs & Services (DSP&S). Wireless access to the academic network is also available to students, staff, and faculty. The library has two multimedia stations for presentations and instruction; one permanently stationed in the library classroom (Room 201) and another to be used in the Library Conference Room or in the convertible lab (cLab) on the first floor. Students can use a Canon microfilm reader/printer

(Model MS300) to view and print articles from microfilms. HMBL has an information competency registration system (ICQ) for students to sign up for library workshops. The library is staffed with an Instructional Assistant/ Information Technology to provide technical assistance to students.

South Gate Educational Center Library (SGECL) currently has 10 computers for student use. The SGECL student computers have a standard operating system and software installed: Windows XP, Microsoft Office 2007, Deepfreeze (Desktop security), Internet Explorer, Firefox, and Adobe Reader. SGECL provides a B&W printer and an ADA compliant computer with a scanner. SGECL also has an information competency registration system (ICQ) for students to sign up for library workshops.

**Computer Applications and Office Technologies (CAOT) Labs (E7-403, 404, 426, 438, 439).** The CAOT Department has five computer labs located within the Technology Building, with a total of 211 computers offering Office 2007 software as the standard. The labs are used as instructional classes as well as open lab hours for departmental students. There are two full-time Instructional Assistants staffing the labs ensuring that students are able to complete assignments and getting the help they need.

**Photography Lab (E7-B03, B27).** The Photography Department has a lab located in the Technology Building which has 32 Apple G5 computers, as well as large scale plotter printers. The lab is used as an instructional class as well as open lab hours for departmental students. The lab is maintained by an Instructional Assistant to assist students.

**Art Labs (E7-203, 204, 215).** The Art Department has two labs located in the Technology Building which have 28 PC and 45 Apple G5 computers for use as an instructional use and open lab hours for departmental students. The lab has course specific software such as Adobe Photoshop, Adobe Illustrator and Quark Xpress. The lab is staffed with a full time Instructional Assistant to help student with assignments/projects.

**Engineering Lab (E7-113).** The Engineering Department has a lab located in the Technology Building which services students within the discipline. The lab consists of 42 computers with course-specific software. The lab room is mostly used for classroom purposes, but is made available so students within the discipline can have access to the software they need to complete assignments/projects. The lab is supported by an Engineering Lab Technician.

**Journalism Lab (E7-307).** The Journalism Department is responsible for producing the school newspaper, *The Campus News*. The department houses a lab with 15 Apple Mac computers which provide students with the ability to design layouts for the paper. The lab is used for classroom use as well as for the preparation of the school newspaper.

**Mathematics Labs (G8-115, 123).** The Mathematics Department has two computer labs, used for classroom purposes, in the G8 Building. The computers are used to provide students with hands-on experience using course specific software. These labs house 34 and 41 computers respectively, but are not open outside of class time.

**Automotive Technology Labs (P1-101, 121).** The Automotive Technology Department utilizes two computer labs to assist in student learning. One lab has 10 computers, which are used by auto tech students to research technical data online using Mitchell On-Demand and Alldatapro.

In addition, students do homework and other automotive-related research work on this equipment.

The second computer lab has 20 computers which are not Internet-capable. Students use automotive-related software simulating various automotive systems such as: electrical/electronic systems (Attach) and engine performance systems (Chrysler). There are plans to have these computers installed online.

**Noncredit Lab (F9-103, Rosemead Educational Center).** The Noncredit Department maintains two computer labs, one located at the Rosemead Educational Center and the other on the main campus. The labs house 24 and 44 workstations respectively, which are used by instructors within the program offering courses on computer software, including the Microsoft Office 2007 Suite, reading software, and Plato, as well as Internet access to assist basic skills students. The lab is monitored by the IT Department and a faculty member through Community Services.

**College-Wide Communications.** Support for campus communications is provided by the campus Information Technology Department as well as the District IT Department. Locally, the IT Department maintains the infrastructure for the e-mail system for all employees, as well as a second e-mail system which provides all students with a free e-mail account. The student e-mail system has been designed to automatically generate an e-mail account when the students register for a class.

In late 2007, the beginning stages of a new, campus-wide Voice-over Internet Protocol (VoIP) phone system were put into place for departments being relocated due to campus construction. All the equipment including servers, software and phones was purchased and prepared for distribution by the IT Department. The initial deployment of 343 phones on the main campus and South Gate has taken place after the equipment had been set up and thoroughly tested. The system works with Microsoft Outlook to provide access to voice-mail messages within e-mail. **(3.25)**

If emergent 9-1-1 calls are placed from anywhere on campus, the system provides the 9-1-1 operator the building's location, as opposed to the previous system only listing the college address as the location of the call. **(3.26)** This can prove vital in emergency situations where timing is critical. The Caller-ID feature also allows the campus to see where a phone call originates, which can be beneficial in case of a bomb threat or other campus emergency. The system can also broadcast messages to the campus via speakerphone in the event of a campus emergency. During the remainder of 2008, those campus areas not already established will be transitioned to the new system.

During spring 2008, the IT Department developed and implemented a new campus-wide system of disseminating information to employees. When a user logs into the computer network, the Administrative Portal Page opens up, displaying current announcements and news regarding technology, campus construction, facilities, and Presidential announcements. This page will remain open until the user closes it him/herself.

This new system ensures that all employees have access to the same information that they may not read had it been sent via e-mail or flyer announcements. The IT Department is looking into a

similar system directed towards the students logging into campus computers within the labs. These and other ideas are being discussed as a way to ensure that information is available and accessible.

**College Research.** The college, through the Office of Research and Planning, administers a Student Survey on a regular basis. Data collected from these surveys provides information on the use of campus technology, training and expectations towards the growth of the college. The last Student Survey, administered during the spring 2007 semester, indicated that 46.3% of the students surveyed used a computer on campus “sometimes” or “often”. Also, 79.2% of those surveyed indicated that they use the internet to get information for an assignment. **(3.27)** The Associated Student Union (student body representative organization) has representatives on the ESGC and the TPSC to ensure student needs are met in terms of technology on campus.

Additionally, a Faculty/Staff/Administrators survey is administered during each accreditation cycle to solicit feedback on how the campus employees feel the college is maintaining technology needs supporting educational programming and student learning. Preliminary results from the latest survey indicate that 55.1% of the respondents feel that the college appropriately maintains equipment, media resources and other materials, and that 63.7% agree that electronic resources, including computer labs, Internet connections, and online computing environments are sufficient to support the college’s courses and programs.

67.2% of the respondents felt that the college maintains up-to-date computers, software, and technological resources that reflect advances in technology. Similarly, 71.5% feel that technical training and assistance are provided to staff and faculty to adequately support student learning. However, only 49.1% of respondents feel that the college provides sufficient technological resources and IT support services to support its educational programs. The lack of available IT personnel may contribute to this lower percentage of satisfaction. 53.1% of respondents did feel that technology planning is adequate and linked to other institutional planning and evaluation efforts. **(3.28)**

### **Self Evaluation**

As technology continues to grow on campus, the lack of personnel to meet these needs is becoming an issue. There are 1,597 academic computers within 39 student labs **(3.29)** on campus. We also have 657 administrative computers, 70 servers and 114 switches, **(3.30)** all of which are supported by a staff of 12 employees within the IT Department (two staff are dedicated to South Gate and the Teaching Learning Center, respectively).

ELAC computer labs are understaffed, and IT is unable to meet all the needs of these labs. The IT Department staff is responsible for maintaining the campus equipment, servers, computer labs, web presence, phone system, wireless, as well as developing and implementing various major projects. The ratio of computers to technicians (excluding the Manager, Sr. Office Assistant and Web Architect/Designer positions) is a staggering 225 to 1, which places our campus in the Moderate Efficiency range on the Technology Support Index **(3.31)** and as such, we cannot meet the needs of a campus this size. The district currently has a hiring freeze, and the college has one full-time IT technician out on disability, thus furthering the problem of the staff being over-worked.

## Planning Agenda

Budget conditions permitting, the IT Department will hire more staff to assist in supporting the current technology as well as developing and deploying future projects.

*III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.*

## Descriptive Summary

Technology services, including the use of new technology, hardware and software standards, distribution of such technologies, and maintaining a secure, reliable and accessible network infrastructure are the main focuses of the TPSC. The committee recently revised its membership to include representation from key constituencies. (3.32)

The membership/representation of this committee consists of the following:

- Distance Education/Distance Learning Chair
- Information Technology Manager
- Professional Development
- Associated Student Union (ASU)
- Computer Laboratory Group
- Specially Funded Programs
- Outreach & Recruitment
- Offsite Representative
- Educational Planning Subcommittee
- Computer Science Information Technology (CSIT)
- Computer Applications/Office Technologies (CAOT)
- Dean of General Studies
- AFT Classified Staff Member
- Academic Senate Member
- AFT Faculty Member
- Library
- Career Tech (2)
- Matriculation
- Tutorial Services
- Liberal Studies (2)
- Plant Facilities
- VP of Academic Affairs
- VP of Workforce Development

The committee meets monthly to discuss the current needs of the campus, discuss and approve campus wide projects, address issues, and update current projects. The committee is headed by the Manager of Information Technology (Administrator) and the Distance Education Coordinator (faculty).

The campus, via the ESGC, determines the priority of technology purchases based on the Educational Master Plan and the Strategic Master Plan goals for student success. On a departmental level, the IT Department works with the departments and their Administrators to determine their needs for technology and provide support for all software and hardware used by the departments. This includes meeting with individual departments prior to each semester to ensure that updates to hardware and software for labs are made prior to the beginning of the semester.

The IT Department provides departments looking to purchase items with information and quotes on equipment and software, which is then submitted to the appropriate Administrator for review and budgeting before a purchase can be made. The IT manager reviews purchases of equipment and software to ensure compatibility of new technology with existing technology. Once

purchased, the IT Department works with the individual department to prepare and deliver the equipment and/or software.

The recent focus of the TPSC has been the revision of the ELAC Technology Master Plan (TMP). The 2008-2011 Technology Plan outlines the current status of technology on campus as well as the direction we will head within a 3, 5, and 10 year period. **(3.12)** A subcommittee was created to focus on the revision and a consultant brought in to assist with the technical needs in terms of campus-wide fiber, typical room layouts, and an overview of technology trends in an educational environment. During mid-October 2008 the TMP was approved by the ELAC Shared Governance Council. **(3.33)**

### **Self Evaluation**

There is student representation on the TPSC committee. However, committee members feel the need for more student input in terms of their satisfaction with technology on campus. The committee's goal is to create a student survey during the fall 2008 semester to be administered online, possibly using the ACE SharePoint portal, to encourage the use of campus technology. Survey results can then be incorporated into the college's new Technology Master Plan.

The Research and Planning Office developed and administered an employee survey about satisfaction and knowledge of the campus environment. **(3.27)** However, only a few questions pertained to IT issues. As part of the Technology Master Plan revision surveys were created by the Technology Master Plan Subcommittee to address the concerns of the faculty and staff. **(3.34)** Surveys were administered via the Internet, and a total of 158 faculty and 108 staff completed the online surveys which focused on their opinions on using technology in the classroom (faculty) and on the job (staff).

### **Planning Agenda**

The IT Department will develop and administer Point of Service surveys for students. These surveys will be administered during the fall 2008 semester.

***III.C.1.B. The institution provides quality training in the effective application of its information technology to students and personnel.***

### **Descriptive Summary**

When new technology is brought onto the campus the IT Department makes training available on the new technology to ensure that students, faculty & staff are able to fully utilize it and improve technological literacy. **(3.17)** The college offers various forms of computer training for faculty, staff and administrators through its newly remodeled Teaching Learning Center (TLC). The center is staffed by an Assistant Computer Network Support Specialist, who is partially overseen by the IT Department, and two student assistants who help faculty and staff with various computer related issues. The center is overseen by the Professional Development Coordinator to ensure that training needs for faculty and staff are met.

A recent upgrade to the facilities included replacing outdated equipment with 12 new PC's and 3 new Apple Macs, laptops and projectors for check-out by faculty, and a new smart classroom setup to assist in presenting workshops and trainings. The center also has software available to

help employees with the recently-transitioned Office 2007 software. Also, during spring 2008, an off-site contractor was brought in to provide hands-on training to the entire campus on this new Office suite. The center offers training on subjects such as the Office 2007 Suite and Microsoft SharePoint portal.

The campus also offers trainings on District applications such as SAP and Business Warehouse (BW), as well as local applications such as Class Information System (CIS), SARS, EBS (budget system), and COOL (Course Outline Online system). The TLC also offers training on the use of the new VoIP phone system, using the smart classroom equipment, and distance education/web enhancement software such as ETUDES NG and Moodle. The center is open from 9:30 a.m. to 8 p.m., Monday thru Thursday, to ensure that evening faculty are able to access the services as well. Training is provided to the Instructional Assistants and Student Assistants to ensure that they are able to assist the students with their needs and provide basic information on the software and technology available with the various campus computer labs.

The college's Strategic and Educational Master Plan addresses the need for providing training to increase computer literacy and familiarity with campus technologies. The IT department works to provide adequate training for all employees, (3.17) and has developed, as part of the Technology Master Plan revision, an online survey which asked both faculty and staff about their need and/or satisfaction with proper training to assist in their jobs.

For faculty, a majority of those who responded indicated that they use the Internet (98.2%), writing software (78.2%) or multimedia presentation tools (75.9%) in their courses. Furthermore, 48.7% of those responding felt they were given opportunities to provide input or feedback on technology decisions within their department.

For staff, a vast majority of those responding indicated daily use of software (93.8% MS Word, 85.1% MS Outlook) was necessary to complete their tasks. A total of 48.5% of the staff responding felt that they were given opportunities to provide feedback on technology use within their departments. Within both surveys there was indication that a need for proper and consistent training was needed to perform their job with a high quality of service. (3.34)

To ensure that students are receiving current information regarding technology, the college is working with the District Academic Senate and the Computer Application Office Technology (CAOT) and Computer Science Information Technology (CSIT) departments to develop a computer literacy graduation requirement to provide students with the skills they need to maneuver within today's technology (software, online research, etc.).

### **Self Evaluation**

The Technology Planning Subcommittee has recently completed the 2008-2011 Technology Master Plan. It was approved by the Shared Governance Council on October 13, 2008. (3.33) Issues regarding the need for proper training were brought forth from the TMP as well as the accompanying surveys and Town Hall Forums held to solicit feedback from faculty, staff and students on the development of technology on campus.

### **Planning Agenda**

The college meets this standard.

***III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.***

**Descriptive Summary**

The IT Department, under recommendation from the TPSC and ESGC, provides maintenance and operation of the campus' infrastructure including 70 campus servers (34 Administrative and 36 Academic), 2,253 computers (657 Administrative and 1,596 Academic), 114 network switches supporting 4,000 network ports with 70% connected, printers and all other equipment users need to meet the needs of the institution. The IT Department also supports multiple open computer labs in areas such as Mathematics, Library, English, Tutorial Services, Art, Business, Photography, Engineering, Health Services, CAOT, CSIT, and Non-Credit. Technological equipment and software within these programs are maintained by Instructional Assistants or lab technicians, if applicable, and supported by the IT Department.

All computer-based traffic coming into campus, either from within the District or from the Internet, is directed into the E1 server room, where it is disseminated throughout the campus. With the increasing demand for web services and increased internet use on campus, the IT Department is working with the LACCD and the campus service provider (Corporation for Education Network Initiatives in California: CENIC), to develop a second main point of entry (MPOE) in the E7 server room which will increase the flow of traffic and provide growth potential for the buildings which are a part of the campus growth.

The campus currently uses several forms of emergency backup and redundancy to ensure that data is secure in the event of a natural disaster or network attack. The campus server rooms use an uninterrupted power supply (UPS) to maintain power in the event of an outage and are equipped with sufficient air conditioning to avoid shutdown due to overheating. Most servers on campus employ some form of data back-up including data back-up to tape or redundant hardware (RAID) where appropriate.

The Admissions & Records, Financial Aid and Fiscal Departments utilize a data back-up jukebox system which copies data to disCs to ensure student information is secure. Responsibility for back-up of network servers falls on the IT Department. The IT Department maintains two different back-up systems located in two different locations on campus to ensure redundancy and avoid data loss. To avoid the loss of data on the local level, the IT Department encourages users to store data using their "dedicated user" folders, which stores the information on a campus server. This helps the user access information for any location on campus, as well as prevents the loss of data due to issues with their local machine.

The campus supports wireless technology for its students, faculty, and staff. In order to ensure the continued integrity of the academic network students and faculty wishing to use their personal wireless devices are required to authentic into the network using their student/faculty account information. This allows for a higher level of security for the campus and students/faculty. Access for the staff is provided through their administrative network account information. Both systems require that anti-virus software is installed and updated on their personal device to ensure that the user and campus network systems are secure.

The IT Department is constantly improving the campus network infrastructure per the college's Strategic and Educational Master Plan. **(3.17)** The introduction of new technology or upgrades to current technology is recommended by the TPSC and the administration as a means of advancing the college's ability to educate and prepare students. Beginning in 2006, the IT Department began the development of the Academic Computing Environment (ACE), an entirely new network dedicated solely to the enhancement of the educational experience for the faculty and students. **(3.22)** The IT Department worked closely with the TPSC and the Los Angeles Community College District (LACCD) Information Technology Department to create a system that would provide several new components to benefit students and faculty.

The ACE is comprised of the Account Management System (AMS) which automatically creates an account giving students access to a slew of new services and technology to support their educational learning experiences. These services include a campus e-mail account and document storage space ("S" Drive, 50MB), among other things. **(3.22, pg. 6)** Faculty also receive an e-mail account which allows them to communicate with an entire class by using one e-mail address, as well as storage space ("R" Drive, 500MB) store documents and another drive ("M" Drive) which can be shared with their class.

Another major component of ACE is the Microsoft SharePoint Portal, which provides for more interaction between faculty and students outside the traditional classroom. **(3.12, 3.17)** Students can receive and submit assignments, view lectures and other course materials online, view their current course grades, participate in discussion threads and more. Faculty can assign values to the various components (homework, quizzes, tests, projects, etc.) and the system will use these assignments to formulate a grade.

Also part of ACE is a campus-wide printing solution, which gives students the ability to deposit funds into an account and print from various opens labs on the main campus and at South Gate Educational Center. Another component is the centralization of a student tracking system which tracks the number of lab hours students accumulate over a given semester. This proves vital when determining if the required lab time for many courses has been met. Campus wireless is available through ACE for students and faculty using their student identification number. A student referral system was also created to provide faculty with a system of identifying and recommending tutoring services to those students in need. All of these components have created opportunities to enhance teaching approaches and improve student learning. **(3.35)**

Campus computer labs are replaced on a cycle determined by the Technology Master Plan and the TPSC to ensure students have access to the latest computer systems and software. The TPSC is in the process of determining a cycle for the replacement of computer systems for faculty and staff; however, as of now there is no formal process. **(3.24)**

As the college continues to grow, new servers, switches and routers are made available to replace older equipment. This includes upgrading the network connection speed to meet the demands of increasing technology use via the web. The IT Department is in the process of deploying uninterrupted power supplies (UPS) to the various locations on campus to insure that the switches which connect the campus remain functioning in the event of a power outage.

The college works closely with the TPSC and the Distance Education Coordinator to ensure that needs which focus on distance education/learning programs are taken into consideration in

planning and implementing technology. Training is provided to the faculty using distance education within their course. The IT Department has implemented the Starbak Communications System, which gives instructors the ability to post recorded lectures on the network for student access at a later date.

The development of the Microsoft SharePoint Portal also gives faculty the means to share information with their students with ease. Instructors can post notes, syllabi, assignments, and current grades. They may also open and mediate discussion threads, and e-mail classes with one step; this technology adds to the faculty's ability to communicate with students outside of the traditional classroom.

### **Self Evaluation**

The 2008-2011 Technology Master Plan (3.12) cites that Academic computers should be cycled every 3-4 years. Cycling of Administrative computers is included in this process, but is dependent on funding. The American Federation of Teachers (AFT) contract states that newly hired faculty (those not replacing an existing faculty position) shall be provided with LAN, Internet, and e-mail accessibility. (3.6) The Office of Workforce Education and Economic Development assists in purchasing computers for these faculty members. Depending on funding, the office also purchases computers for instructional faculty. Records are kept indicating which faculty members receive systems and how often. These records are the basis for determining who gets a new computer, to ensure that those faculty members in need of new equipment receive it.

For Administrative and Student Services Departments, Administrators and staff get new computers based on their program budgets. Some programs have more funding than others, so there is a lack of consistency among faculty/staff in how often computers are upgraded or replaced. The TPSC is revisiting the issue of a replacement cycle, but the issue of funding will continue to be explored.

The IT Department is working with AT&T and CENIC to establish a second MPOE in the E7 server room which will ensure internet connectivity between the E1 and E7 server rooms in the event of power failure or other technical issue.

The E-1 Server room (MDF) is in need of upgrades to the air conditioning and UPS power back-up systems. Also, a new external power generator needs to be installed to ensure that, in the event of a power outage in the building, the servers which support all campus services will remain functional until power is restored. A new external power generator needs to be installed to support the E7 Server room as well. Connection of the E7 MPOE is scheduled to be completed by the end of 2008.

### **Planning Agenda**

The college meets this standard.

*III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.*

### **Descriptive Summary**

The TPSC provides direction and recommendations for the use and distribution of the technology that affects the campus as a whole. This includes implementations to the network, e-mail services, security features, and other services that affect accessibility. Each department submits a budget which includes technology requests. IT helps support the generation of department resource requests. Once approved by Administration and purchased, the IT Department then implements the equipment requests. For technology resources on a program level, the IT Department works in conjunction with the department to ensure that support for new technology and software is readily available. Maintenance of the labs is done on a semester basis through the assistance of the departmental Instructional Assistants, if available.

The IT Department has several forms of security in place to ensure that student and faculty information is secure campus-wide. All incoming network traffic is routed through a firewall, which filters the latest forms of spyware, adware and malware. For e-mail protection the Microsoft Exchange 2003 server is equipped with the latest Symantec Anti-SpyWare software to prevent malicious e-mail from entering the system. All local machines are equipped with Symantec Antivirus, which updates automatically via the server, to ensure that personal mail accessed from on campus does not interfere with the network or other machines. The local antivirus software also prevents users from accidentally bringing viruses via floppy drives or other media which they use for school/work. Students are also capable of storing files and documents on their storage space ("S" Drive), provided to them automatically on the ACE system. With 50MB of storage space, students can easily keep their document localized and prevent bringing viruses into the system.

The Co-chair of the TPSC is the Distance Education Coordinator, who ensures that technology surrounding this area is addressed. Also, the TLC offers assistance to faculty needing training on the various distance education/web enhancement programs offered through the college, including ETUDES NG, Microsoft SharePoint Portal and Moodle. The IT Department maintains a back-up system which provides routine back-up of many of the campus servers and data, including RAID technology for data redundancy. ETUDES NG and Moodle are hosted off-site, and the college does not need to provide any back-up for them.

### **Self Evaluation**

The college is undergoing major campus construction affecting attendance and class sizes. The opportunity has arisen to expand the college's distance education program as well as seeking out potentially new locations for off-site courses.

### **Planning Agenda**

The college meets this standard.

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

### **Descriptive Summary**

Decisions regarding technology and its effects on the institutional need stem from the ELAC Strategic and Educational Master Plan. Recommendations are made through the TPSC and

Facilities Planning Subcommittee (FPSC) and forwarded on to the ESGC for approval before implementation. (3.17)

On a departmental level, the campus bases its technology decisions on the Program Review process. As part of Program Review, each Academic department is required to state their technology needs to improve and assist with student learning. These needs are the basis from which decisions on technology are made. For non-academic departments and programs, the technology needs are expressed within Program Review to ensure the processing of student information is met.

The IT Department works closely with various academic and non-academic departments to ensure that the technology necessary to support those areas are up-to-date. In working with Department Chairs and managers, the IT Department is aware of the needs and is able to support the technology utilized within these departments.

### **Self Evaluation**

The Faculty/Staff/Administrators Survey addresses some issues with effectively determining the needs within Programs and Service Areas. However, the campus has discussed the option of administering Point-of-Service surveys at key locations (ex. Financial Aid, EOP&S, DSPS, computer labs, etc.) to determine if students feel technology needs are being met.

### **Planning Agenda**

The college meets this standard.

## **III.D. Financial Resources**

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

### **Descriptive Summary**

The annual budget for the college meets all of its basic expenditure requirements. For 2008-2009 the college's unrestricted budget is \$110,398,061, which includes a carry-forward balance of \$21,290,288. Additionally, the ending balance and special reserve represents 44% of the LACCD's total reserve. In 2004, the college placed \$11 million dollars in a special reserve account. These monies serve as a "rainy day" account, and can be utilized should the college's budget need to be augmented.

Each year the college has fixed costs which amount to 83% of the annual budget. Personnel and benefit expenditures amount to 80% of the costs. This leaves \$15 million dollars for discretionary funds, which allows the college to fund extra programs and projects that support the college's institutional plans. Some examples of such projects receiving this one-time funding

include the Fitness Center project, the South Gate parking lot, the Adelante program and technology upgrades.

At the college, all faculty and staff realize that increasing the number of students means more income. Careful planning on all levels has given ELAC a cost per FTES of \$391. This is the lowest and most efficient in the District.

Besides the goals of the three master plans, other factors are considered in the formulation of the annual operating budget. Additional factors include enrollment growth (FTES), the faculty obligation number (FON), staff increases, Program Review recommendations, committee recommendations, departmental/program requests, and one-time funding requests.

As an example, in 2005 and 2006 the Budget Committee implemented a competitive one-time funding process wherein campus departments submitted proposals with college-wide impact, student success/academic excellence, and generation of FTES. The source for this funding was special one-time state allocations. The Budget Committee recommended awards based on projected measurable outcomes towards the college's strategic goals. These recommendations were voted upon by ESGC. In 2007-2008, the Budget Committee has moved to formalizing its deliberations with bylaws and minutes. The Budget Committee of the ESGC performs a more detailed review of budgets, expenditures, priorities, and requests.

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

***III.D.1.a. Financial planning is integrated with and supports all institutional planning.***

### **Descriptive Summary**

Three documents drive the planning process: the Educational Master Plan; the Facilities Master Plan; and the Technology Master Plan. The Educational Plan and Technology Plan have been updated. Once the update of the Facilities Plan is completed, all three plans will be incorporated into the ELAC Strategic Master Plan.

The ESGC reviews matters related to the implementation of these institutional plans and has made recommendations related to special one-time state allocations. The ESGC has directed the Educational Plan Subcommittee, which oversees prioritization and implementation of the Educational Plan, to provide it with a list of Educational Plan action items that are unfunded or under-funded. Any unfunded or under-funded action items may be referred to the Budget Committee for review.

The college's extensive Program Review process assesses progress towards strategic goals. This information is integrated in planning the college budget.

### **Self Evaluation**

The college meets this standard in certain respects. As evidenced by the positive ending balance and FTES growth, the college has made tremendous strides in advancing its strategic goal of ensuring student access. Just prior to the submission of budget requests, Department Chairs are required to submit annual updates of their progress toward their Program Review goals. Apart

from the successful one-time funding program, the college does not have an on-going shared governance process for recommending one-time allocations from its fund balance.

Through the shared governance process, the Student Success Committee develops action plans for implementing special State funding for basic skills, which is specifically linked to our strategic goal of student success.

To further its institutional goals and implement the sort of projects previously funded by one-time funding, the college has secured Title V funds and other grants. In addition, the college has planned for economic hardship and the long term with a “rainy day” account of \$11 million dollars.

### **Planning Agenda**

The college will revise and improve the Integration of financial and institutional planning. The ESGC will receive reports from the strategic planning subcommittees that will identify unfunded and under-funded projects to ensure those needs are accounted for in preparing the annual budget or identified for funding from the college’s positive balance.

The college will also ensure the successful implementation and assessment of the annual update process to ensure decisions about the annual budget are based on the strategic goals.

***III D.1.b. Institutional Planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.***

### **Descriptive Summary**

Each year the college prepares a financial operations plan to assess the need for financial resources for all departments. The process is initiated by the District Controllers Office, which issues a calendar for the coming year’s budget development. The college then distributes its own budget development calendar to coincide with the District’s preliminary, tentative, and final budget adoptions.

The college’s preliminary budget is planned in consultation with each department. Each department is given information on salaries, and non-salary accounts. At individual meetings, any changes and any new requests are noted

It is the task of the ESGC to review and approve all institutional plans and matters related to their implementation, include program review recommendations. Program review includes an assessment of financial resources, partnerships and expenditures. Budget update and District Budget Committee report are regular agenda items on the ESGC. The ESGC is advised of information, such as faculty hires, college expenses and district-wide assumptions, that are used in conjunction with the college goals in recommending a budget for the year.

### **Self Evaluation**

The college meets the standard in that all individuals who are involved in the budget planning process receive accurate information on the available funds. It is a highly transparent process.

Because the college is one campus in a nine-college district, and the financial condition of the other colleges affects us, current information from the DBC is critical.

While the Facilities Plan identifies available funding sources, the Educational Plan and Technology Plan have not. Therefore, the ESGC has requested that the Educational Plan Subcommittee present it a list of any unfunded or under-funded Educational Plan action items.

The College/District will be providing more training for more employees on the SAP, BW reports system. This will allow more employees access to the most up to date information as well as help educate the new members of the ESCG and other committees.

To ensure that institutional plans reflect financial constraints and opportunities, the ESGC will receive reports from the strategic planning subcommittees that will identify unfunded and under-funded projects, and will refer these action items to the Budget Committee for review.

### **Planning Agenda**

The college meets this standard.

*III D.1.c. When making short financial plans, the institution considers long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.*

### **Descriptive Summary**

The college deals mainly with the annual budget preparation. Long-term issues such as employee benefits costs are handled by the District Office to assure financial stability. The college has \$10 million dollars in a reserve account.

The LACCD has taken significant steps to address the issue of its unfunded liability for retiree health care. The GASB-mandated accounting standards require public employers to determine and report their actuarial obligation for “other post-employment benefits (OPEB)” -- primarily retiree health insurance -- and to develop a plan for addressing those obligations.

The LACCD’s initial actuarial study in 2005 calculated its retiree health benefit liability as \$623.2 million. The large figure was not surprising for a district that has provided pay-as-you-go retiree health care coverage since its inception in 1969, but the district’s unions and management recognized that the liability could be reduced by prudent pre-funding of a portion of the unfunded obligation through an irrevocable trust.

In fall 2006, the district’s six unions and the Board of Trustees approved a negotiated agreement to begin partial pre-funding by *annually* directing 1.92% of the previous fiscal year’s fulltime employee payroll into an irrevocable trust. The district’s full-time employees gave up almost one-third of the 5.92% Cost of Living Allowance (COLA) provided to community colleges in 2006-07 by the State of California. In effect, LACCD employees agreed that, on an ongoing basis, they would accept salaries almost 2% lower than they would otherwise have been in order to secure retiree health care for themselves and future fulltime employees of the district. The

money saved through this sacrifice of salary would create an on-going annual stream of revenue into the district's OPEB trust.

In addition, LACCD management and unions agreed that an amount equivalent to the district's annual Medicare D refund would also be diverted from the district's operating budget into the OPEB trust.

The district and its unions conducted a thorough review of options for the irrevocable trust and determined that they wanted CalPERS to manage it. Because the law at the time restricted access to CalPERS trusts to agencies that participated in the PEMHCA health plans, the district and its unions worked actively to change the law to allow the LACCD (and other non-PEMHCA agencies) to pre-fund its OPEB obligation through a CalPERS-managed trust. The district had a second actuarial study completed in accordance with CalPERS guidelines. In fall 2007 Governor Schwarzenegger signed AB 554 (Hernandez), and in spring 2008, the LACCD moved its accumulated funds from the Los Angeles County Treasurer to a CalPERS-managed irrevocable trust. As of fall 2008, the balance in the trust was \$11,518,103.

With our pre-funding plan, our annual costs are actually \$41,228,000, and our anticipated funding for 2008 is \$38,193,000, which is 93% of the annual costs. (The 2008 figure is higher than anticipated in subsequent years because it includes a two-year accumulation of pre-funding in addition to that year's pay-as-you-go costs.) The second year, it is projected that funding will be at approximately 80%.

The district's very successful Joint Labor-Management Benefits Committee continues to work diligently to find ways to control the cost of health care for both active and retired employees while continuing to monitor the national debate on the future of American health care. The district is also working to identify other revenue sources by studying the feasibility of issuing an OPEB obligation bond and exploring the possibility of directing toward OPEB a portion of the revenue expected from new public-private partnerships and the sale and/or lease of some district assets.

### **Self Evaluation**

The college has met this standard by placing \$10 million dollars in a special reserve account. The insurance needs are met by the District Office. During 2007, Governor Schwarzenegger's Commission on Public Employee Post-Employment Benefits held hearings across California and issued a report with recommendations on how the problem of unfunded OPEB benefits could best be addressed.

Former LACCD Chancellor Rocky Young and LA College Faculty Guild President Carl Friedlander made a joint presentation to the Commission on the LACCD pre-funding plan at a hearing at UCLA in September 2007. The Commission included the LACCD plan as a case study and a model of a "hybrid" solution that fully pre-funds the obligation for young and future employees while pre-funding a portion of the obligation (and continuing pay-as-you-go) for those closer to retirement. At a press conference presenting the Commission's report on January 7, 2008, Commission Chair Gerald Parsky made the following comments:

*“As part of our mission, we surveyed approaches taken by various municipalities to fund their pension and retiree health care obligations. We present these findings in the ‘case studies’ section of the report.*

*Looking at these case studies, I think you will see that many of our state’s local governments have been taking this issue very seriously and have implemented some very effective and innovative approaches to funding their liabilities.*

*Specifically, I encourage you to take a close look at Santa Clara County, Los Angeles Community College District, Modesto City Schools District and Central Valley Health Trust. Each of these entities has implemented what we regard as some of the best practices”.*

## **Planning Agenda**

The college meets this standard.

***III.D 1.d. 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.***

## **Descriptive Summary**

College financial planning operates in a manner that is consistent with the District guidelines and ensures all constituencies have opportunities in budget development and planning. The essential process is noted in Standard III.D.1.b. Following adoption of the District budget calendar, the college disseminates its own budget development calendar to the ESGC and Budget Committee where all campus constituencies are represented. Following the District’s dissemination of its budget prep forms and instructions, each campus department is given information on salaries, and non-salary accounts. Department chairs are instructed to consult with members of the departments to accurately assess needs and to ensure all constituencies have the opportunity to participate in the development of the annual budget. Following internal consultation within departments, department chairs work with their Deans and Vice Presidents to make any changes and discuss new requests.

Participation in institutional plans occurs college-wide in the development of the Education, Technology and Facilities Plans and within departments and units through program review. The college planning process for the development institutional plans involves multiple campus forums and drafting and approval by shared governances committees, which maximizes participation of all college constituencies. Program review assesses the implementation of the institutional plans on an ongoing basis. With the incorporation of the program review annual update into the annual department goals, each department goes through a more extensive internal assessment of their program each year and that information is provided to their Deans in advance of the budget development.

## **Self Evaluation**

Implementation of the program review annual update has occurred for academic units while the forms for non-academic units are in development and remain to be reviewed by the PRVC and ESGC.

### **Planning Agenda**

The college will implement the program review annual update process for non-academic units.

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

*III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*

### **Descriptive Summary**

KPMG LLP audits the District on an annual basis. They produce the “LACCD Report on Audited Basic Financial Statements” using Government Audit Standards. The most recent result found the financial statements presented fairly, in all material respects, the net assets of the LACCD in conformity with U.S. generally accepted accounting principles.

The District office also has an internal audit division and has conducted several audits. At no time did ELAC receive any findings that were listed as serious. Responding to these findings was also comprehensive and timely. The audit division has also conducted audits on the college’s business procedures without finding any major internal control issues.

### **Self Evaluation**

Recent audits indicate that the college meets this standard; however, the audit findings are not widely disseminated.

### **Planning Agenda**

The college needs to communicate audit findings beyond the ESGC.

*III.D.2.b. Appropriate financial information is provided throughout the institution.*

### **Descriptive Summary**

LACCD uses an integrated financial system called Systems, Applications, and Products (SAP). The implementation of SAP began in 2003. The implementation has been very challenging and has required the district to undergo several business procedure changes. SAP is a centralized system and in addition, personnel at the district’s colleges have had a difficult time adjusting to SAP’s language and input processes.

SAP does, however, provide end-users with up to date financial information and reports. DBC Report and Budget Update are regular agenda items of the ESGC. From time-to-time under these agenda items, the ESGC is provided with the following financial information:

- information about the District’s Budget Allocation;
- preliminary, final and adjusted budget information;
- actual and projected data on FTES, revenue, and expenditures;
- information about the budget preparation process, one-time funded projects and occasionally, other expenditures;
- approved faculty hires; requested faculty hires;
- fund balance and reserve funds, as well as notification of purchasing deadlines.

**(3.40)**

Moreover, the college’s Budget Committee functions as a subcommittee that advises the ESGC on budgetary matters. The Budget Committee reviews fiscal planning information in greater detail, such as multi-year, line-item analysis of prior, current and projected budgets, specifically of the program 10100 (unrestricted, general fund) budget. **(3.41)**

### **Self Evaluation**

Although there is an enormous amount of financial information available to the college, gaining access to the information has been difficult for faculty and staff. The college meets the standard but needs to provide training for the employees to understand how to access the financial information through the network. The college also meets this standard by providing appropriate financial information to key constituencies through its shared governance process.

### **Planning Agenda**

The college meets this standard.

***III D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.***

### **Descriptive Summary**

The college receives its monies from the District Office. While awaiting a long-delayed state budget, the District had sufficient cash and reserves to maintain stability for several months because of its credit rating and having access to loans. Safety improvements, wellness activities, and health information have been utilized to help lower employee benefit costs. The college had an energy balance of \$21 million dollars after 2007-08, and has \$11 million dollars in special reserve.

### **Self Evaluation**

The college meets the standard.

***III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations of foundations, and institutional investments and assets.***

### **Descriptive Summary**

The college and District personnel met on a quarterly basis to review expenditures using E10100 budget and FYTES projections. Discussion and changes may be made during these meetings.

All specially funded programs are within single disciplines/departments. The supervision dean works with the director on budget so that deadlines are met. Specially funded programs including the college's Contract Education component are also processed through the Office of Workforce Education. The majority of these programs are overseen by Laura E. Ramirez.

Audits are conducted at the local college. Since ELAC receives the largest VTEA amount within the district, its VTEA programs are audited every year. The Audit Report is distributed at the Career Tech (Vocational) Deans meeting through the District Liaison, Dean Diane McBride. Audit findings are sent to colleges and a timeline is made to respond to items of concern. Final reports are then sent to the district for distribution to all administrators who supervise funding.

***III D.2.e. All financial resources, including those auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.***

### **Descriptive Summary**

All specially funded programs in instruction are audited, and the timing of audits varies dependent on funding. The college keeps records of expenditures for six years in case of an audit; as a result, the college has been relatively successful in audits.

### **Self Evaluation**

The college meets this standard.

***III.D.2.f. 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.***

### **Descriptive Summary**

The college has facility usage agreements for off-site classes. Such classes fall under the Mission of the college; ELAC has four such instructional service agreements in the public service area. These agreements fall under the Goals and Program Review of the Administration of Justice/Fire Technology programs.

All agreements made in instruction are first sent to the district's legal counsel for review and inclusion of any changes/revisions deemed necessary. This is standard operating procedure throughout instruction including Community Services, Swap Meet, and Contract Education Division.

## Self Evaluation

The college meets this standard.

*III D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.*

### Descriptive Summary

KMPG has been used as an external district auditor. The auditors provide feedback to the college; as a result of such feedback, changes have been implemented in VTEA programs due to audits. One example of change is equipment tagging; in addition to college inventory control tags, VTEA-purchased equipment must have a tag that states “VTEA” and the year purchased. Auditors have actually gone under desks to find these tags.

## Self Evaluation

The college meets this standard.

*III D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.*

### Descriptive Summary

The college has achieved a positive ending balance in each fiscal year since the last accreditation. During this time, the college has steadily increased enrollment to over 22,000 FTES, becoming a state-defined “large school” in 2006.

Because of the physical limitations and construction activity on the main campus, the college has had an aggressive attitude toward the development of off-campus courses and has been very successful at our South Gate, Rosemead, and high school sites. In addition, ELAC has a model in-service training program with several public service agencies.

Fiscally speaking, the college is a very efficient entity. The college annually monitors its cost per FTES. The other area to which the college is making a long-term, fiscally prudent commitment is energy efficiency. The 1.2 MW photo-voltaic farm in the college’s Stadium Parking Lot will eventually save the college over 1/3 of its electrical costs. The college’s use of financial resources is systematically assessed through external and internal processes. For instance, the college submits quarterly expenditure reports to the District Office, which assesses the college’s use of its financial resources.

Internally, the college’s shared governance process also ensures systematic assessment of its use of its financial resources. The Budget Committee regularly provides oversight of the college’s budget and expenditures, which may provide the basis for recommended action by the ESGC. Moreover, Budget Committee deliberations provide an on-going forum for exploring the feasibility of linking the college’s use of its financial resources to institutional planning and evaluation. As an example, in the fall of 2007 the Budget Committee discussed how to connect departmental budget requests to an evaluation of progress towards Program Review goals.

Resulting from discussions, departments were directed to submit their departmental goals and program review goals along with their 2008-2009 budget requests in order to enable an assessment of the use of the college's financial resources towards advancing its strategic plans. This opportunity for evaluation was discussed further by the college's Program Review and Viability Committee and the Vice Presidents and Deans of Instruction, leading to an update of the Annual Update process. Consequently, in preparation for the 2009-2010 budget development, departments have been directed to provide their respective deans with an annual update that provides information which allows for an evaluation of the allocation of resources to those departments. That evaluation will provide the basis for improving how the bulk of the college's financial resources are used. **(3.49)**

Additionally, the college regularly assesses the use of financial resources in its distribution of State Equipment Grant funds and other special funds. As noted earlier, the Budget Committee requested and received outcome measures for recipients of a competitive one-time funding process. The recipients were advised that future awarded would be dependent on their outcome measures.

### **Self Evaluation**

The college meets the standard as evidenced by its growing balance. The college's quarterly reports to the district document its effective use of financial resources, particularly with respect to its positive balance.

### **Planning Agenda**

The college meets this standard.