

Commission Recommendation 3: Budget Plan

The college should implement a viable plan to operate in a fiscally responsible fashion that aligns its programs and services with its revenue allocation to achieve sustainable fiscal stability. (Standard III.B)

The history of West Los Angeles College's operating fund balance prior to fiscal year 2007 was as follows:

2002-03	-\$1,086,200
2003-04	\$196,558
2004-05	-\$570,479
2005-06	-\$452,436

Since July of 2006, the college's financial situation has stabilized. The operating fund balances for the two most recently completed fiscal years were as follows:

2006-07	\$1,044,422
2007-08	\$582,074

This six-year period is presented graphically in Appendix ___. The current 2009 fiscal year is also projected to produce an operating surplus as shown in Appendix ___.

West's five-year Fiscal Master Plan is summarized in Recommendation 3. The college provides input to District decisions on salaries and benefits, the Sheriff's department, and District office assessments, but must focus on the factors under more direct college control: enrollment, section size, and staffing.

The Budget Process

West Los Angeles College's budget planning and implementation has evolved into an open and transparent grassroots, multi-track participatory governance process designed to assure that the college accomplishes its Educational Master Plan goals and objectives while living within its revenue allocations and projections. The Chair of the Budget Committee shares with the committee all budget details, including expenditures budgeted by object code at the cost center level. Restricted, categorical, and specially funded program revenues are also provided to the committee.

The college's budget committee operates under the following charge:

- 1) The committee oversees the process for the preparation and the timeline for the development of the college's annual operating revenue and expense budgets and synchronizes this process with the LACC District budget committee.
- 2) The committee periodically reviews budget reports from the Vice President of Administrative Services and assesses progress of revenue and expense budgets throughout the fiscal year to promote fiscal transparency.
- 3) The committee identifies discretionary resources and makes allocation recommendations to the College Council for these funds. Such recommendations will be coordinated with the Program Review and Planning committees.
- 4) If conditions warrant, such as a District fiscal emergency, the committee makes recommendations regarding proposed plans for action.

The committee has broad participation from a variety of constituent groups. During fiscal 2009, this membership includes representatives from the following groups:

Vice Presidents	3
Academic Senate	2
AFT Faculty	2
AFT Staff	2
SEIU	1
Associated Students	1

The college's new web-based program review and unit planning instrument initiates the budget process by providing critical data that enhances needs assessment and promotes evidence-based resource requests from managers and chairs across the campus.

The annual planning and budgeting cycle timeline outlining the college's various consultation tracks is presented in Appendix __ labeled the "West Los Angeles College 2008-09 Planning and Budgeting Calendar for 2009-10 Fiscal Year." The college's financial planning and budgeting process follows the guidelines and timelines established by the District Budget Committee and approved by the Chancellor and the Board of Trustees. Because the timeline is very compressed and because the college wishes to provide the widest possible consultation into the process, the tracks of the timeline must proceed in parallel at various stages. The annual sequence of events may be summarized as follows:

- Department/Office Program Review and Unit Plan Training
- Department/Office Program Review and Unit Plan Submission
- Program Review and Unit Plan Consultation with Deans and Vice Presidents
- Preparation of Prioritized Budget Requests by Vice Presidents
- Consolidation of Prioritized Budget Requests by VP of Administrative Services
- Review of Consolidated Budget Proposal by Vice Presidents
- Presidential Review and Preliminary Approval of Consolidated Budget Proposal
- Review of Consolidated Budget Proposal by Budget Committee
- District Office Releases Preliminary Revenue Allocation
- Modification of Consolidated Budget Proposal, if Necessary
- Review of Consolidated Budget Proposal by College Council
- Review of Consolidated Budget Proposal by Academic Senate
- Submission of Budget Preparation Data File to District Office

The state-supported on-going and one-time-only instructional equipment and library material Block Grant funds which the college receives annually from the state are allocated through a consultation process between departmental chairs and the Vice President of Academic Affairs.

Enrollment Management

An Enrollment Management Committee was formed to oversee all enrollment-related activities. This combination of programs and initiatives has produced some stunning results:

- Fiscal 2007 FTES enrollment increased by 13.4% over fiscal 2006.
- Fiscal 2008 FTES enrollment increased by 8.9% over fiscal 2007.
- Fiscal 2009 FTES enrollment is currently projected to increase by at least 12.7% over fiscal 2008.

The college has also undertaken serious efforts to increase its average class size. In the fall semester of 2008, the Academic Vice President and Deans commenced a program of selected cancellation and consolidation of the smallest sections. This program will be progressively implemented in coming sessions through careful planning, course selection, and consultation among Chairs, Deans and the Academic Vice President.

Since the selection of the new vice president and analyst of academic affairs in November 2007, the college has developed an analysis planning worksheet for FTEF and FTES. With seven semesters as a framework, it reviews the past three years, the current year, and projects the next three years. It reports the past three years plus the current semester, regular and hourly rate, day and evening, funded FTEF and enrollments, by discipline and by division. It projects the future three years based on actual FTEF/FTES, a goal-based allocation based on a divisional goal, and the final allocation plan after consultation between division chairs and academic affairs deans. This analysis assists in sustaining the college's instructional program, planning the future FTEF to be budgeted and the future FTES to project and in reviewing trends of the equivalent of average class size. The worksheet has been reviewed by each chair during a comprehensive program review and planning session with the vice president and the analyst, which forms the basis for sustained enrollment management within planned revenue and expenditure.

Improved Outreach and Access

A Director of Advertising and Public Relations and a Graphic Arts Designer were added to the college's staff to ensure state-of-the-art marketing materials and advertising. The college has greatly enhanced its year-round class offerings, having increased the number of sections it offered as shown below:

	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>
Fall	881	985	1,158
Winter	138	175	175
Spring	967	1,048	1,086
Summer	229	321	395

West began a Weekend College program in the spring of 2007 which has contributed significantly to enrollment. The college expanded into the weekends to meet the needs of students who need flexibility and quality instruction by introducing course offerings that feature a new and convenient scheduling format which combines classroom and online instruction. Courses are scheduled on a 6-week basis, are intensive in nature, and meet the same high standards of courses scheduled during the traditional calendar. Weekend College offered over 40 courses in the fall of 2008 and 59 courses are scheduled for spring 2009. Growth in the college's Weekend College is reflected in the following unduplicated headcounts:

Fall 2006	Fall 2007	Fall 2008
Headcount: 0	Headcount: 694	Headcount: 959

Also contributing to the growth in enrollment is the college's Distance Learning program. West currently has over 193 approved online courses. West is the only college in the LACCD approved by the ACCJC to offer vocational certificates and Associate of Art Degrees online. West experiences over 20,000 student course enrollments per year in totally online, hybrid, and web-enhanced classes. The college also offers comprehensive online student services including

online tutoring and counseling. Growth in the college's distance learning program is reflected in the following unduplicated online headcounts:

Fall 2006 Headcount: 2,240	Fall 2007 Headcount: 3,021	Fall 2008 Headcount: 3,885
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West began offering a Jump Start program at twelve of its feeder high schools in the fall of 2007, thereby increasing its headcount enrollment by 1,442 students during the fall semester of 2008. This program, which is operated by the Office of School Relations and Outreach, serves as the "front door" to West Los Angeles College. The office promotes the college at the high schools, recruits students, and develops relationships between the campus and external constituents. Its overarching goal is to make West Los Angeles College a first-choice campus by expediting the transition process for new students. This office has achieved the following record over this short period of time:

Fall 2007 Sections: 22 Enrollments: 614 High Schools: 6	Spring 2008 Sections: 46 Enrollments: 1,192 High Schools: 13	Fall 2008 Sections: 54 Enrollments: 1,442 High Schools: 12
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The college also began the CAHSEE TO COLLEGE program in 2007. This program provides recent high school students who have not completed either portion of the California High School Exit Exam (CAHSEE) an opportunity to participate in an innovative instructional program to prepare them to pass the exam while simultaneously gaining exposure to West. The college's CAHSEE program is funded through a competitive grant awarded by the California Community Colleges' Chancellor's office. The college was awarded \$500,000 in 2007-08 and \$300,000 in 2008-09.

Still another major program designed to bring more students to West is its bus transportation initiative. The program commenced in the Spring 2009 semester with three shuttle bus routes providing regular service from the college's three densest student population areas directly to the campus. This pilot program is being funded through the college's bond program as a traffic and parking mitigation effort.

The college is currently planning to offer classes in Beverly Hills in early 2009. West has executed a lease with Beverly Hills High School for evening use of their new Science and Technology Center. Under this arrangement, the college will have the use of this beautiful new facility every evening for as many courses as the college wishes to offer.

Development of Learning Communities

The Educational Master Plan calls for the creation of Learning Communities. Success of students in such cohorts positively impacts the college's finances, as they provide full-time students, who persist at the college from semester to semester. West is piloting four student Learning Communities. Students in these programs take classes together, further enhancing the college's fiscal position by stabilizing class sizes.

- The Puente program began in the fall of 2008 with 25 students. Puente is designed to help freshmen progress successfully through West to reach their transfer and/or career goals. This learning community embraces the Latino cultural experience by providing academic and support services. Students take a rigorous two-course English and Personal Development

sequence, work closely with a counselor to prepare an academic plan and focus on their goals, and meet regularly with a Puente mentor from the professional community.

- The UMOJA began in the fall of 2008, serving 137 students. This program is a community of instructors, counselors, students, and support services staff committed to the academic success, personal and professional growth, and self-actualization of African American students and others. UMOJA currently offers English, math, and Personal Development courses. It plans to expand into Business, Speech, and African American Social Cultural Studies in the spring of 2009. UMOJA also offers its students access to advisement, career mentoring, scholarships, tutoring, workshops, field trips, and individualized academic, financial aid, and career counseling.
- Freshman Academic Community Experience (FACE) is scheduled to commence in the fall of 2009. This program will involve 75 to 90 incoming students from the college's feeder high schools who need pre-collegiate work in Math and English. Students who successfully complete the program will have earned about 30 units toward an AA degree, of which 10-15 units will be transfer-level credit. The program will include an intensive 3-week "Summer Bridge" experience, learning communities with intensive counseling and tutoring support, workshops, speakers, field trips, social events, program evaluation, and a curriculum which integrates Math, English, and Service Learning classes supported by Learning Skills and related courses.

New Programs

Future programs currently in various planning stages include certificates leading to stable careers, such as the Motion Picture and Television Production program which will offer ten credit mini-certificates and a Pharmacy Technician certificate program coordinated with CVS Pharmacies. West is also planning an Associate Degree in Fine Arts coordinated with The Actors Gang, and Free College which will offer 30 sections of non-credit courses.

Careful Staffing

The college undergoes a strenuous Faculty Position Identification & Prioritization Plan (FPIP) process to assure that full-time faculty position requests are filled in an open, transparent, and systematic manner utilizing data and calculations in a process that is reviewed and evaluated annually and adjusted as needed to further improve this important function.

During the 2007-08 fiscal year, the District and the college implemented hiring and procurement restraints that saved the college thousands of dollars. This continues into the current fiscal year, reflective of the District's and the college's concern for the state's budgetary problems.

Following District budgetary standards, the college sets aside a 1% reserve account in its annual operating budget. This fund helps to assure that the college is in a position to absorb unexpected cost increases and/or revenue shortfalls. The college is planning to increase this reserve account as resources permit in coming years.

Thus, in a short three-year period the college has grown from one of the District's "small" colleges to a "medium-sized" college. The area's population growth and the needs of the city and the state to provide job-oriented educational opportunities, combined with its new leadership and its many new marketing and outreach programs, has oriented the college to a process that will sustain this growth pattern and allow it to operate in a fiscally responsible fashion by aligning these new programs and services with its revenue allocations.