

Pentagon's space partner eyes new frontiers

LA Times

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Secretive Aerospace Corp., which makes sure that contractors' work on classified government space projects is being done properly, could find a new niche in the private sector.



CEO Wanda M. Austin says Aerospace Corp. has the expertise to provide oversight of private space ventures as it does now for the military. (Brian van der Brug, Los Angeles Times / June 17, 2010)

Aerospace Corp.'s warren of low-rise office buildings in El Segundo offers little clue to the work that goes on behind the double security doors, where thousands of scientists and U.S. Air Force officers toil in secrecy.

The company, which gets almost all of its funding from the Pentagon, is responsible for overseeing many of the nation's most classified programs, including the development of multibillion-dollar spy satellites and rockets that lift them into space.

"I've spent most of my life keeping secrets in this business," said Joseph F. Wambolt, 76, a rocket propulsion engineer who joined Aerospace the year it was founded 50 years ago and still won't divulge what he's working on, even to his wife. "At Aerospace, we've always tried to keep a low profile."

But the days of lying low may be over.

Wanda M. Austin, president and chief executive of Aerospace, said she saw the El Segundo-based research center taking on new roles that could increasingly bring it out from under the shroud of secrecy.

Under President Obama's proposal to outsource more space missions to private ventures, the government will want more oversight of missions carried out by private businesses, such as Hawthorne's Space Exploration Technologies Corp., or SpaceX.

Aerospace could be the organization to do that, Austin said.

"There's a new energy and a new direction for space," she said. "We're excited about the promise that the industry holds for us."

Aerospace is neither a defense contractor nor part of the Air Force, which manages military space programs.

Rather, Aerospace is a federally funded brain trust for the Pentagon's \$26-billion space program, which far exceeds NASA's budget of \$18 billion and has increased almost 90% since 2000. Although it's not well known outside defense circles, it is regarded as one of the nation's most important assets.

Aerospace scientists oversee the technical side of contracts awarded to defense firms to make sure the work is being done properly. A separate Pentagon agency audits the contracts.

The firm also provides consultation and advice to both the government and the defense industry on how to best develop spacecraft. In all, 87% of its budget comes from military contracts and the rest from civilian government agencies such as NASA.

"Aerospace is the glue to the Pentagon's space infrastructure," said John Pike, director of Globalsecurity.org, a website for military policy research. "It's an independent voice that's become a vital component to national security."

Despite proposed cutbacks in Pentagon spending, Aerospace's budget increased to \$868 million last year — its largest — and Austin believes it will be busier than ever in the coming years.

In addition to its potential new role for private space ventures, the National Reconnaissance Office, or NRO, the umbrella organization that operates spy satellites, has said it's set to begin "the most aggressive" launch schedule it has undertaken in 25 years. That is expected to keep Aerospace engineers and scientists busy for a while.

The research center was formed in 1960 at the height of the Cold War as a way to avoid a potential conflict of interest. At the time, a technology company was about to begin development of a spacecraft, but it was also advising the Pentagon on what kind of space systems it should consider funding.

That company, Thompson Ramo Wooldridge Inc., or TRW, spun off its Space Technology Laboratories, the predecessor to Aerospace.

Simon Ramo, co-founder of TRW, which was later acquired by Century City-based [Northrop Grumman Corp.](#), said he wanted to begin making space hardware but that it posed an obvious conflict of interest for the company.

"We couldn't tell the Air Force what to do in space on one side of our mouth, and then on the other side tell them that we'd build it for them," Ramo said.

Since it was formed, Aerospace has built a reservoir of talent that's more comparable to a major university. Aerospace has produced more than 68,000 scientific papers on a wide variety of space-related topics. Its staff now features 831 scientists and engineers with doctorate degrees.

Aerospace also helps the Air Force monitor rocket launches. Engineers pore over data and the fine print to make sure everything is in its right place. A misplaced decimal point can turn billions of dollars' worth of intricate hardware into blazing debris in just a fraction of a second.

The company's 41-acre campus sits across the street from Los Angeles Air Force Base, which oversees military rocket development. The two complexes are linked by a 135-foot bridge over El Segundo Boulevard.

Aerospace recently built a \$66-million building with a space launch center in the basement. Resembling NASA's mission control center in Houston, the facility allows Aerospace engineers to keep real-time tabs on rocket launches at [Cape Canaveral](#), Fla., or Vandenberg Air Force Base. They monitor incoming data streams looking for anomalies and can order the launch to be scrubbed if there are any.

Since Aerospace has kept a close watch, the Pentagon has had a string of 65 consecutive successful launches stretching back to 1999.

"That kind of reliability is unprecedented," said [Gary Payton](#), who last week retired as deputy undersecretary of the Air Force for space programs.

It may cost \$20 million to \$30 million more in launch costs for the type of "mission assurance" that Aerospace provides, but it's well-worth it, he said. "I would like to save money on a launch. But if the launch vehicle fails, I splash a \$2-billion satellite."

In May, the Air Force launched the first of a new generation of GPS satellites, part of an \$8-billion upgrade designed to make the system more reliable, more accessible and much more accurate. A failure could have set the GPS upgrade back a year or more and cost taxpayers hundreds of millions of dollars.

"Aerospace has the kind of expertise to help ensure our launches" are successful, Payton said. "It's a brain trust that's unmatched."

Lessons from the Woods Inside Higher Ed

By Dean Dad August 2, 2010 9:04 pm

The vacation was a much-needed blessing. We were lucky in many ways: the weather cooperated, the kids were on their very best behavior, traffic wasn't awful, the car behaved, and I was able to shed most of my workweek crankiness by midweek.

Scenes from the middle of nowhere:

- Kids plus large rocks equals climbing. This is true regardless of the depth of the prospective fall, the depth and temperature of the water below, and the relative agility of the kid. This is how parents age.

- At six, bless her, The Girl doesn't have any sense of how some of her words sound. In a discussion that somehow touched on gumballs, TG announced unselfconsciously that something "tastes like caribou balls." I informed The Wife that her daughter was talking about caribou balls. This occasioned some philosophical musings on the nature of paternity, the fluidity of language, and the likelihood of quoting that back to her at, say, thirteen..

- It's amazing what a group can accomplish when nobody whines. I'm just sayin'.

- Nerddiness can pay off. TW questioned why I needed to bring the laptop and aircard until the hotel lost our reservation, and I was able to pull up the email receipt on screen and show the manager at the front desk. Note to self: bring printouts of reservations in the future. Still, it worked.

- When the kids simply refused to get up, they incurred the wrath of the Daddy Monster. The Daddy Monster used his monster-truck-rally-radio-commercial voice, combined with an apelike gait, professional wrestling language, and deadly tickling moves to move the unmovable. ("The Boy won't stir? (TB giggles) He's in for a world of pain!" (TB giggles again) Then I'd blow a raspberry on his belly. Worked every time.) At home I just sing. (My version of Katy Perry's "California Girls" sounds like a cross between Tom Waits and Peter Brady in that episode where his voice changed. You know the one. Yes, you do.)

- Hotels that offer breakfast are better than hotels that don't.

- Some people smoke on the beach, apparently on the theory that one form of cancer isn't enough. Cigarette butts in the sand are disgusting. It gives the beach a "litterbox" feel that kinda doesn't work for me.

- Restaurants that don't have children's menus are missing out. And the first restaurant that goes beyond the same three or four items on it (chicken fingers, burger, mac and cheese, pasta) wins.

- Whoever invented Dramamine deserved the Nobel prize. That's all I'm sayin'.

- There's something wonderful about being able to read whatever you want. The gender gap in action: TW read a William Styron novel, and I read Cognitive Surplus by Clay Shirky. The last chapter is worth a blog post unto itself. Somewhere, someone is going to write a brilliant essay rereading John Dewey's notion of "organized intelligence" in light of crowdsourcing. Hell, if not for the day job, I'd write it myself. Anyone so inclined, go for it.

- A week away from office politics is a glorious thing. It clears the system of bile. When overlooking some of the most beautiful vistas nature has to offer, all that silly status-jumping stuff just fades away. There's a lesson in there somewhere...

Paperwork Burden Prevents Some Applicants for Student Aid From Getting It

The Chronicle of Higher Education

July 26, 2010

By Beckie Supiano

Advocates for college access have long argued that the application students must file to receive federal financial aid is too complicated. But simplifying the Free Application for Federal Student Aid, or Fafsa, might not be enough to ensure access.

Less attention has been paid to the additional paperwork many students must complete to receive aid, but that burden, too, can prevent otherwise-eligible students from getting the money they need to pay for college, according to a new report from the Institute for College Access & Success. The report, which tracks students who applied for aid to attend 13 California community colleges, found that on average about a third of those applicants who appeared to be eligible for federal Pell Grants did not receive them.

One of the main hurdles is a process called verification, in which the Education Department flags applications and then colleges collect documentation to confirm that the information on them is correct.

The report is timely. The department is seeking public comment on a proposed rule that would eliminate a cap on the share of applications that colleges must verify, a step that the institute argues would magnify the problem. Currently, colleges do not have to check more than 30 percent of their aid applications, even if the department flags a greater share for verification.

Hurting Pell-Eligible Students

The Institute for College Access & Success looked at the financial-aid process that applicants went through after completing their applications and found that, among applicants who appeared to be Pell-eligible, those who were selected for verification were 7 percent less likely to receive the grants. While other factors may be at play, the finding suggests that the process itself hinders many applicants. Meanwhile, only about 2 percent of those who completed the verification process became ineligible for Pell Grants as a result.

The report, "After the FAFSA: How Red Tape Can Prevent Eligible Students From Receiving Aid," recommends, among other things, that colleges:

Reconsider requiring additional documents. Some colleges ask applicants for information, like copies of drivers' licenses, not required by the federal government. The report suggests such additional requirements may do more harm than good.

Do not verify more students than necessary. Unless colleges have a reason for suspecting students' applications routinely contain errors, the report suggests they not go beyond the level of verification the department requires.

Make communication more student-friendly. Ensure reminders and notices sent to students are in plain language and are distributed through multiple channels.

Provide adequate funds for financial-aid offices. Aid administrators will need time, training, and support to improve the verification process.

The report also recommends that the Education Department:

Keep the cap on the share of applicants colleges must verify. The report suggests that removing the cap would place unnecessary hurdles before needy students.

Allow all applicants to preset their federal student-aid forms with their own tax data. The Education Department and the Internal Revenue Service have begun a pilot program to allow some aid applicants to electronically transfer tax information from their 1040 forms to their federal aid applications, and the proposed rules would let colleges accept the information in place of a tax form. But not all low-income students have to file taxes, leaving them out of this simplified process. The report suggests letting students use data from W-2 forms to "pre-populate" the aid form.

August 1, 2010

Undercover Investigation Finds Widespread Deception in Marketing by For-Profit Colleges

By Kelly Field

Washington

A government investigation of 15 for-profit colleges found that student recruiters at four of the colleges encouraged undercover "applicants" to commit fraud and that representatives of all 15 colleges made deceptive, or otherwise questionable, statements to the applicants.

The Government Accountability Office's report on the investigation, which will be made public at a U.S. Senate hearing on Wednesday, describes instances in which recruiters and admissions officers encouraged students to falsify their financial-aid forms and misled them about the colleges' costs, accreditation statuses, and graduation and job-placement rates.

In one instance, an admissions representative encouraged an undercover applicant not to report \$250,000 in savings. Another suggested that an applicant claim three dependents when the applicant had none.

Representatives from 13 colleges gave applicants false or misleading information about graduation rates, guaranteed applicants jobs after graduation, or exaggerated their likely earnings. In other cases, representatives reported the annual cost of attendance for only nine months of classes, even after describing the program as year-round.

Six colleges told applicants they could not speak with a financial-aid representative about their eligibility for aid until they had completed an enrollment form and paid an application fee. One representative told an applicant that student loans were not like car loans because "no one will come after you if you don't pay," despite the fact that student loans can't be discharged in bankruptcy.

The report does not identify the 15 institutions by name but does provide some information about them, including whether they are privately held or publicly traded companies, which state they are located in, and whether they are two-year or four-year institutions. In the report, the GAO says it focused on institutions that receive 89 percent or more of their revenue from federal student aid (the allowable maximum is 90 percent) or are located in a state that is among the top 10 recipients of federal student-aid funds.

The report also describes a handful of instances in which admissions and financial-aid officers provided the undercover investigators with accurate and helpful information about the transferability of credits and prospective salaries, among other things.

In addition to the visits, four government investigators filled out online forms expressing interest in for-profit educational programs. After submitting their information, they began receiving calls from recruiters within five minutes. One fictitious student received more than 180 calls in one month, some of them coming as late as 11 p.m.

Wednesday's hearing, being held by the Senate Committee on Health, Education, Labor and Pensions, comes amid increasing government scrutiny of the rapidly growing for-profit sector, which is highly dependent on federal student aid. While for-profits enroll fewer than 10 percent of American college students, they accounted for almost a quarter of federal student aid in 2007-8. At a previous committee hearing, in June, the panel's chairman, Senator Tom Harkin, Democrat of Iowa, [said he would offer legislation](#) to crack down on "bad actors" in the sector.

August 2, 2010, 06:01 PM ET

Texas Students Could Be Required to Seek Off-Campus Learning Options

By [Marc Parry](#)

A Texas higher-education panel is recommending that students be required to complete at least 10 percent of their degrees outside the classroom, through options like online courses.

The proposal is one of several online-learning ideas in a new [draft report](#) prepared in response to Gov. Rick Perry's call for higher-education cost-savings recommendations.

The report also recommends that the Texas Higher Education Coordinating Board be given authority to create a new institution to offer associate's programs online.

"If the University of Phoenix can be successful" providing online programs, "the question needs to be asked: Can the public sector do the same?" said Bernie Francis, a member of the committee of education and business leaders that the coordinating board established to produce the report. Mr. Francis, chief executive of Business Control Systems, stressed that he was offering his own opinion and not speaking on behalf of the committee.

It would be unusual for a state to mandate that college students take online courses, according to several national distance-learning experts. But there are other state and campus efforts now under way to shift instruction online. The Minnesota State Colleges and Universities, for example, announced a new [push](#) to have 25 percent of all system credits earned through online courses by 2015, nearly triple the 2008 level of 9.2 percent.

Richard Garrett, managing director at the consulting firm Eduventures, said requiring online education "would seem unnecessary" because it's already "increasingly difficult to graduate from a mainstream higher-education institution and not have taken something that is more or less an online course."

"It might create more negative feeling and go against what's a pretty organic trend already," he said. "In many ways, online is most successful where it's been significantly bottom up rather than top down."

Texas hopes to add 630,000 more students by 2015 under a plan, "Closing the Gaps," to improve the state's higher-education performance. That requires using buildings more efficiently and making better use of technology, said David W. Gardner, deputy commissioner for academic planning and policy for the coordinating board.

As the advisory committee sees it, the proposal to require students to complete at least 10 percent of their degrees through off-campus options represents a way to minimize construction needs. Beyond distance courses, other options that would satisfy the mandate include internships, placement exams for credit, and dual-credit classes.

The proposed requirement would apply to all undergraduates at public institutions in Texas, Mr. Gardner said.

The committee hopes to make freshman- and sophomore-level courses available online in a more centralized way, Mr. Gardner added. One option might be to build on the [Virtual College of Texas](#), which allows community-college students registered at one institution to take online classes from other colleges in the state.

The online-learning push comes on the heels of a recent decision by the University of Texas system to [close](#) its central distance-education arm.

The coordinating board will produce its final recommendations to the governor by November 1.

El Camino College Compton Center Aerospace Fastener Training Center Hosts Industry Demo Day

Posted by Hub CityLivin on August 3, 2010 at 1:35pm in ECC Compton Center

On July 21, El Camino College Compton Center hosted a demonstration of its new aerospace fastener lab for local high school students. Industry experts were on hand to demonstrate the machinery, assist students in using the machines to fabricate parts and discuss career options in aerospace fastening technology.

The demo day program consisted of a welcome to students by Rodney Murray, ECC Compton Center Dean of Career Technology Education (CTE); a presentation of the value of CTE by David Gonzales, El Camino College Director of Centers for Applied Competitive Technologies (CACT); an introduction to fastener technology and careers in the aerospace fastener industry; and an opportunity for the students to receive training and hands-on experience performing basic machine operation with instructors' guidance.



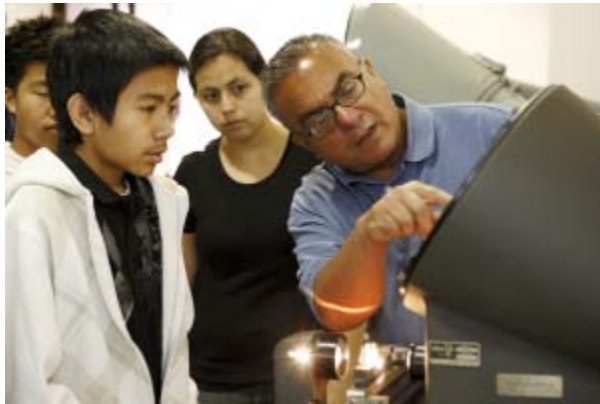
Industry representatives provided the ECC Compton Center students with demos throughout the day. Pictured, front row, left to right: Patrick Meade, Industrial Fasteners Institute; Francisco Vega, California Screw Products; Antonio Garcia, PB Fasteners; Sal Vazquez, California Screw Products; Gary Jimenez, Monogram Aerospace Fasteners; David Eshelman, The Young Engineers; Gilbert Ojeda, Alcoa Fastening Systems; David Gonzales, El Camino College; back row, left to right: Robert Briles, PB Fasteners; Wolfram Halder, TurnCorp; Jose Lopez, PB Fasteners; Rodney Murray, Dean, of Career & Technical Education, El Camino College Compton Center; Ramiz Sipilovic, Monogram Aerospace Fasteners; Doug Walker, Monogram Aerospace Fasteners; and David Lawton, Alcoa Fastening Systems.

In late 2009, ECC Compton Center took delivery of aerospace fastener manufacturing equipment donated by Alcoa Fastening Systems (AFS), Johnson Gage, Inc., PB Fasteners, Shafer Machinery, Inc., and TurnCorp, Inc. The donated equipment includes: a cold header machine, Traub automatic turning machine, optical comparator, centerless grinder, and miscellaneous tools and measurement instrumentation. The generous equipment donations are in support of a

continuation of El Camino College Compton Center's Aerospace Fastener Manufacturing Program being developed with the assistance of key corporations in the aerospace industry.

The aerospace industry is a growing area for lucrative career opportunities. Current demand is increasing for well-trained individuals in the aerospace fastener industry. It is estimated that 200-400 workers will be needed each year for the next five years.

The college introduced its first Aerospace Fastener Boot Camp Program as part of the Career and Technical Education curriculum in fall 2008. The training was provided by the CACT and funded by the California Community Colleges Chancellor's office of economic and workforce development.



ECC Compton Center Machine Tool Technology Program students Kat Thongnoppakun, Robbie Molina, and Alejandra Bautista listen as industry representative, Gary Jimenez, of Monogram Aerospace Fasteners explains the intricacies of precision mechanical fastener inspection.

Now, as host to the only college-level training program for aerospace fastening in the western United States, El Camino College Compton Center is working with several industry partners to develop curriculum for a fully credentialed Aerospace Fastener Manufacturing Program.

For information about the Aerospace Fastener Training Program at El Camino College Compton Center, contact Alicia Zambrano at 310-900-1600, ext. 2779.

About El Camino College Compton Center

El Camino College Compton Center is the community's education solution offering a full complement of transfer and degree courses, as well as career and technical education. Students may earn an associate degree or certificate, transfer to a four-year college or university, or train for a career. Many classes are available and offered at an affordable price—fees are only \$26 per unit. The catalog and class schedule for day, evening, weekend and online courses is available on the website at www.compton.edu or may be picked up at ECC Compton Center located at 1111 E. Artesia Boulevard, Compton, CA. For more information, call 310-900-1600.

Foothill-De Anza Community College District proposes \$69 annual parcel tax

By Lisa M. Krieger

lkrieger@mercurynews.com

Posted: 08/03/2010

Suffering from state budget cutbacks, the Foothill-De Anza Community College District is appealing to local residents for help in keeping doors open.

A measure on the Nov. 2 ballot, costing property owners \$69 annually for six years, would fund classrooms and labs, keep libraries open, maintain job retraining programs and provide support services for students at Foothill and De Anza community colleges. No money would be spent on administrative salaries or benefits.

"This measure provides stable funding that the state can't take away," said Foothill-De Anza Chancellor Linda M. Thor. District officials say state budget deficits are expected to continue for several more years and that more budget cuts seem likely.

Open to all California residents, Foothill and De Anza colleges traditionally rely on the state for almost their entire \$180 million annual budget. The state gets this money through property and sales taxes.

But the state has cut its support about \$20 million over two years -- forcing the district to reduce course offerings and eliminate hundreds of faculty and staff jobs. Many students have not been able to get the classes they need to graduate or transfer.

The Foothill-De Anza Educational Opportunity and Job Training Measure would generate \$7 million a year.

A poll showed that local residents place a high value on higher education -- and indicated voter support for a \$69 parcel tax, according to college district spokeswoman Becky Bartindale. It needs to be approved by two-thirds of voters to pass.

Community colleges are considered an efficient route to educate students. The state spends about \$5,400 a year per community college student, compared with \$8,000 for K-12 students, \$11,600 for California State University students and \$20,600 for University of California students.

Voters have previously passed bonds to help the district, which includes the communities of Cupertino, Los Altos, Los Altos Hills, Mountain View, Palo Alto, Stanford, Sunnyvale and portions of San Jose.

But bond money can only be used for facilities and equipment, not operations.

If passed, the measure could help local businesses by providing more skilled employees, said Pearl Cheng, vice president of the district's board of trustees.

"Local employers tell us that they rely on our graduates -- whether it's the nurses, paramedics and other health care professionals who staff hospitals and clinics in the region, or students with strong backgrounds in math, science and engineering that local high-tech companies need," she said.

Compton Center grads plan their next chapter

Local young men encourage youth to pursue higher education

COMPTON—Earlier this summer, 168 students received their diplomas at the Compton Center commencement ceremony.

Now they begin the next chapter of their lives.

Among them are student commencement speaker Luis Parades, who earned the highest grade point average of his graduating class with a 3.89, and Associate Student Body Treasurer Terrance Stewart, who understands the value of higher education.

Below, these two young men share their stories of academic success.

Luis Parades

Upon graduating from Narbonne High School in 2002, Parades' entrepreneurial spirit led him to forego college in pursuit of starting his own business. He said has always loved cars and began working at an auto dismantler to learn the business as a way to someday launch his own auto dismantling operation.

As the years passed, Parades realized he did not have the means to raise the capital necessary to open his own business and decided to further his education. Parades said that at first, he was hesitant to enroll because he had been out of high school for six years, but he realized a strong educational foundation was required to pursue his career goals.

A long-time resident of Compton, Parades enrolled at Compton Center in spring 2008 and earned straight A's his first semester. His early academic success motivated Parades, and he spent more time studying and focusing on school. Later that year, he joined the men's soccer team.

He said that being a part of the athletics program "is a joyous experience that has added to my student life at ECC Compton Center."

Parades plans to remain at Compton Center for two additional semesters to complete the required lower division courses that will allow him to transfer to either UCLA or UC Riverside to major in microbiology. He now plans to pursue a career in clinical laboratory science or public health.

As the oldest child in his family with two younger sisters, Parades believes it is important to set a good example for his siblings.

"When they see me go to the university, hopefully they will feel motivated and confident enough to do the same," he said.

Terrance Stewart

Like his classmate, Stewart wants to lead by example and encourage at-risk youth to pursue higher education. He is taking full advantage of the college experience, he said, adding that from where he comes from, it's the road less traveled.

Determined to make a better life for himself than the one he had growing up, Stewart graduated from Compton Center with an associate degree in business administration in June. This fall, he will transfer to UC Riverside to study history or sociology.

"I like people and want to study multiculturalism," he said. "I like to know about people, to understand their struggles and what makes them who they are today."

Stewart's career aspirations include being a marketer or becoming a youth counselor.

"I want to give others the opportunities I was given," Stewart said. "I want to show kids with tough backgrounds that we can all design a positive path for ourselves."

He is a one-man promotional tour for Compton Center, giving his pitch about the importance of education to anyone who crosses his path — especially at-risk youth.

"I want these kids to know that they have another path to take; that they have a choice to make something of their lives," he said.

As an elected member of the Associated Student Body during his last year at Compton Center, Stewart helped organize many activities for students. Whether it was a fundraiser, talent show, cultural heritage month celebration, or Earth Day recycling drive and conservation presentation, he had his hand in the mix doing what he could to help out and make the student experience that much more fulfilling.

"Initially, I chose to go to ECC Compton Center because of the location, but I stayed because of the positive environment," said Stewart. "At El Camino College Compton Center, I was treated like a human being and the teachers encouraged me to be successful instead of weighing me down with negative thoughts."

He enjoyed attending ECC Compton Center so much that he literally took advantage of all the educational resources and student services available to him.

"I took advantage of every resource available to me such as financial aid, EOP&S, counseling services, tutoring, the student worker program, the TRiO Program for disadvantaged students, the Transfer Center, ASB and Student Life, the Learning Center and Upward Bound," Stewart said. "You name it, I've done it — and I encourage all students to do the same."

Compton Center offers a full complement of transfer and degree courses, as well as career and technical education. Students can earn an associate degree or certificate, transfer to a four-year college or university or train for a career. Fees for classes are \$26 per unit. The catalog and class schedule for day, evening, weekend and online courses is available on the website at www.compton.edu or can be picked up at the school, which is located at 1111 E. Artesia Blvd. call 310-900-1600 for more information

Well, That's Different... Inside Higher Ed

By Dean Dad August 4, 2010 9:31 pm

This Fall's enrollment patterns aren't looking anything like historical norms. I'm curious to see if that's a local quirk, or if folks elsewhere are seeing the same thing.

Traditionally, cc enrollments go up during recessions. (That's because when the job market collapses, so too does the opportunity cost of college.) That happened with a vengeance last year, when we broke records with a double-digit percentage increase in a single year. The severity of the increase was unusual, but the direction was what we expected. Of course, recessions also bring cuts in state funding, making for a nasty financial pincer movement, but that, too, was predictable, even if the severity of it wasn't.

This Fall, with just a few weeks to go before the start of classes, we're seeing a weird bifurcation. Applications for enrollment, and applications for financial aid, are both up significantly even when compared to last year. But students who have actually registered are significantly down. Put differently, the number of students who started trying to attend and then vanished is dramatically higher than it has been in past years.

The folks in Admissions have done follow-up calls to the folks who've applied and taken their placement tests but not registered, to see what happened. I was hoping to hear that the most common reason was something like "you were my safety school, but my first choice school came through with a great offer." Instead, the most common answer was "my unemployment ran out."

I didn't expect that.

This is where the "education as private good" idea has real social costs. If you have a significant population that just can't find work because the economy is in the tank, and that population would like to go to college but doesn't have the income for living expenses -- financial aid is great for tuition and such, but doesn't do much for living expenses -- then what would you have that population do?

I agree that college isn't for everybody. Some people prefer to jump straight into the work world; some would likely benefit from something like an apprenticeship or short-term training. But for the twentysomething without a job or any realistic near-term prospect of one, I have to think that community college is one of the better options. Ride out the recession by brushing up on skills and credentials; when the recession is over, hit the job market as a stronger candidate. I can certainly imagine worse strategies.

Last year many of those twentysomethings had enough support to come to college for the first time. Our largest increases were among young men of color, who are otherwise at pretty severe risk in this society, and who don't typically come here in large numbers. I'd

hate to see that population sink back underground, both unemployed and uneducated. That movie doesn't end well.

Obviously, education is only one component of what needs to be a much larger economic change, but it's one we can actually sort of control. We can choose to make college an economically accessible option, or we can let unemployment benefits run out before the recession does. I just don't know how we can do both.

Wise and worldly readers who have access to numbers like these, are you seeing something similar in your neck of the woods?

El Camino trustee's continued stipend while absent questioned

The Daily Breeze

By Rob Kuznia Staff Writer

Posted: 08/10/2010

A trustee on the five-member board of directors at El Camino College near Torrance hasn't attended a meeting in nearly a year, and yet has continued to receive his \$400-a-month stipend in absentia.

The elderly Nathaniel Jackson, a former dean at the school and the board's Inglewood representative, has been out ill since September 2009. Because he is sick, Jackson is not legally required to give up his seat. Nor does he appear to be violating any laws by accepting pay, although a state investigator is looking into the matter.

Still, the long absence has caught the eye of at least one board watcher, area political consultant Fred Huebscher.

"It's outrageous an elected body would countenance somebody being absent for month after month," he said. "If he's ill, he can appear telephonically, and that hasn't happened either. ... To have 20 percent of the board absent month after month is a real disservice."

School officials counter that it hasn't been an issue, noting that the board hasn't had a close vote during his entire absence.

"In the last year I can count on one hand the number of votes that are not 4-0," El Camino College President Tom Fallo said. "We miss his advice and insight, but it has not had an adverse impact on operations."

That's not to say there haven't been close votes in recent years.

Four years ago, Jackson was one of three trustees who voted in favor of a controversial plan to take over Compton Community College, which lost its accreditation in 2006 due to out-of-control financial instability. Two trustees voted no.

Officials at El Camino would not discuss the specific nature of Jackson's illness, other than to say that he had some sort of surgery in the fall of 2009. Jackson, who is about 80, did not return a call from the Daily Breeze.

Jackson's year of absence seems out of step with a prior record of stellar attendance: He has missed only 14 monthly meetings during his 15 years on the governing body, said Ann Garten, the school's director of community relations. His term expires in December 2011.

It also appears that he voted in the last primary. According to the Los Angeles County Registrar/Recorder's Office, an 80-year-old Inglewood man of the same name - and the only registered voter in that city named Nathaniel Jackson - cast a vote on June 8.

Jackson's history with the school spans three decades. The holder of a doctorate in human psychological behavior and education leadership from United States International University, he began working at El Camino as a psychology instructor in 1983. He served as the dean to the school's vocational-education division from 1985-1989. He has also worked as a psychologist in the Air Force.

Board member Bill Beverly, whose 19-year tenure makes him the panel's longest-serving member, said the board's hands are tied.

"Unless we were being handicapped or crippled in our operations, we could no more punish a sick member than we could discriminate against anybody else on the basis of a disability or infirmity," he said.

A reading of the state Education Code seems to indicate that the board is not out of compliance.

The law states that a member may be paid for any meeting missed so long as the board reflects in its meeting minutes that he or she is ill, as the El Camino College board has done.

However, David Demerjian, head of the Los Angeles County district attorney's Public Integrity Division, has said the stipend could be an issue. Demerjian received a complaint on the matter this week.

"We haven't made a determination one way or the other and will not make that determination until we conduct a full inquiry," he wrote in an e-mail. "We do not reach conclusions until we have ascertained all of the relevant facts."

Interestingly, a few years ago the law stated that sick board members could be paid for no more than two consecutive absences, but the law changed sometime in the late 1990s. Now it is up to each individual board to set the policy.

Have Colleges Flouted the Prudent-Investor Rule?

The Chronicle of Higher Education

August 8, 2010

By Lawrence Rosen

Over the past year and a half, many colleges have seen their endowments decline by as much as 30 percent, and their investment income cut even more. Staff members have lost jobs, student fees have escalated, and parents have had their financial planning severely disrupted. Much of the loss may have been caused by debatable investment practices. The question thus arises whether colleges have violated what is commonly known as the "prudent-investor rule."

Colleges, like other institutions that operate in a trust relationship, have long been required to invest in a reasonably conservative way. The Massachusetts Rule, first articulated in an 1830 Harvard University case, suggested that trustees must "observe how men of prudence, discretion, and intelligence manage their own affairs," taking both "probable income" and "probable safety" into consideration.

Since the early 1990s, however, laws adopted by almost all states have significantly altered the prudent-investor rule in significant ways. Now diversification is virtually required, unless there is reason to invest otherwise, and references to prohibited "speculation" have been replaced by an emphasis on the risk tolerance appropriate to each trust. Moreover, the delegation of investing to professionals is not only encouraged but may be regarded as a duty. While risk is left undefined, and we no longer follow the 19th-century practice of permitting only those investments registered on an acceptable list, we do know that certain practices are still unacceptable. Colleges may not, for example, buy lottery tickets, since the chance of losing is simply too great. One court, faulting the practice of investing only in the S&P 500 index, required trustees to restore an estate to what it would have been if they had invested prudently. Similarly, selective diversification and total delegation are likely to be regarded as lacking in prudence.

College trustees, of course, seldom exercise investment control directly. Instead they delegate investing to brokers or have established separate investment companies. The law requires due care in selecting, instructing, and monitoring agents, but is silent on how much trustees must understand about their actual investments. Whether it is fair to expect college officers to understand the algorithms of, say, third-order derivatives, or to grasp the daily nuances of credit-default-swap insurance, statutes adopted by most states require trustees to be personally involved in the investment strategy and its oversight. Thus it is an open question whether trustees meet this standard if they do not make adequate efforts to understand the risks of these complex investment instruments.

Naturally, college officials offer many reasons for the decline in their endowments, often claiming, as a Harvard financial officer told the *Harvard Gazette*, that someone else had "ultimate financial responsibility."

Explanations for their poor performance usually fall into several categories:

Everyone was doing it. Not since I tried that one on my second-grade teacher and received a look I will never forget would I commend this as a workable excuse. Doing one more deal because everyone else is doing them, particularly when history shows how easily the entire system may become destabilized, hardly seems consonant with responsible investing. To be told that "prudent" means "reasonable," and, as John Langbein, a Yale Law School professor, notes, that "reasonable" in turn means the usual ways in which other trustees operate, may suit the lawyers and professors who drafted the rule. But doing it just because others do it still would not pass muster with my second-grade teacher.

We did very well for many years. For most of the past decade, of course, endowments benefited handsomely from their investment policies. Harvard had an annual return of 14.3 percent from 1990 to 2008, and many others approached or exceeded yearly double-digit gains. Reliance on modern portfolio theory, however, often seemed to promise more than it could deliver. Not only were the Dow and S&P 500 indexes lower in 2009 than a decade earlier, but, as the legal scholar Stewart E. Sterk has pointed out in a research paper, greater immunization of trustee liability only encouraged greater trustee risk-taking.

Nor has that risk-taking diminished since the market lows. A recent survey by Russell Investments, a pension-consulting firm, found that 58 percent of institutional investors had not changed their fundamental philosophy, and that many were actually increasing, by 5 percent, their investments in the same instruments that had gotten them in trouble before. Investment strategies based on the latest Nobel in economics may work for a time, but one is reminded of what the man who jumped off the roof said as he passed the second floor: "So far, so good." Again, the proof of prudent investing is not solely in the results, but in the appropriateness of the risks taken to achieve them.

The level of risk was appropriate to institutional needs and purposes. Many colleges were able to offer more scholarships, support, improved facilities, and smaller classes when endowment returns were high. But if tolerance for risk is connected to the trust's main purpose of the trust, then maybe colleges need to reconsider: Is constant construction always necessary? Will no good president be found for a salary lower than a million dollars? If held to a meaningful interpretation of risk under the prudent-investor rule, colleges might have to reconsider their priorities.

Even the professionals got it wrong. We all know examples: Long-Term Capital Management, a highly leveraged hedge fund set up by two Nobel-winning economists, failed; Lehman Brothers Holdings Inc. was leveraged to the point that a small downward movement in the property market wiped it out. As the political philosopher and author John Gray has written, much of the underlying free-market theory took hold in the 1990s, "when economists came to believe that complex mathematical formulae could tame uncertainty in the murky world of derivatives." Colleges were caught up in an environment in which the operative theory was that "self-interest plus competition equals nirvana," as John Cassidy wrote in *How Markets Fail: The Logic of Economic Calamities* (Farrar, Straus and Giroux, 2009). But not everyone failed to see the handwriting on the wall. Several people were forced out of Lehman when they warned of the impending crisis. And Iris Mack, an investment analyst at Harvard, was fired after warning Lawrence H. Summers, Harvard's president at the time, of the risks of the university's strategy.

But perhaps there is an even more important sociological factor in this process, which might be referred to as "the culture of complicity." A powerful group may entice others into its practices so that the latter can neither extricate themselves without loss of stature nor blame others for what they are doing. As college boards have become dominated by business executives and investment bankers, and as college presidents are paid higher and higher salaries, the air of complicity has come to resonate with the title of that popular 1960s book *I'm OK, You're OK*. An athletics coach with an atrocious record is quickly fired. Yet that has not been the case with administrators who make financial decisions. At a time when accountability is the watchword of the American public, colleges' involvement in the culture of complicity helps explain their unwillingness to accept blame. It is just unfortunate that, along with their corporate culture-mates, they have so far escaped any such accountability.

A recent report by the Center for Social Philanthropy, in Boston, documents the prominence and potential conflicts of interest of financial professionals serving on the boards of six major colleges in New England. But even if there is no direct conflict of interest, is a trustee acting solely in the interests of the institution if he or she is caught up in what the center calls "the cult of the chief investment officer"?

Justice Louis D. Brandeis once said that "a lawyer who has not studied economics and sociology is very apt to become a public enemy." It may also be true that those who fail to take note of their college's involvement in the culture of complicity become equally complicit in its public misdeeds.

No one wants to return to an era when delegation and diversification are impermissible. And rules should not be constructed simply as a function of any one moment in the markets. But one may fairly ask whether a given institution has, in fact, used the care, skill, and caution required by the prudent-investor rule in choosing its investment professionals, and whether trustees have ignored warnings about their agents' decisions. This is especially true for donors who have made contributions to a college in return for an annuity, only to find that their money has been merged with other endowment funds and now produces far less income as a result of the college's risky investment strategy.

Given the legal requirement that risks be appropriate to purpose, one may even ask whether college endowments, notwithstanding their long-term horizon, can ever bear a substantial portion of volatile investments. Statutes could, of course, be rewritten to limit the portion of trust investment in risky instruments or to impose a greater obligation to assess beneficiaries' needs. Because it could take a generation for new changes to be made in the statutes that govern trusts, however, the courts may be the only authority capable of clarifying the responsibilities of college officers in light of changing circumstances and theories. But the prudent-investor rule may be interpreted to require a greater quest for information and greater oversight of those responsible for an institution's financial well-being. Although remedies like trustee reimbursement or removal may be sought, obtaining judicial clarification of an otherwise vague statute and achieving greater investment transparency for colleges may be the litigation goals most worth pursuing.

In the course of their testimony before Congress, several recent nominees to the Supreme Court referred to the proper role of the judge as that of an umpire. What Aristotle, who first made the analogy, actually said was that "the umpire has regard to equity, the judge to law." And we all

know about the baseball umpire who, contrary to colleagues who claim to see them as they really are, says, "There's balls and there's strikes and they ain't nothin' til I calls 'em."

Like players and fans, however, those affected by decisions involving colleges' investments will know if the prudent-investor rule has been violated only when the call is made. Perhaps, in the name of meaningful accountability, it is time that some of those who have borne the burden of their colleges' investment practices got the umpire back in the game.

El Camino gallery to spotlight artworks of two former instructors

The Daily Breeze

By Autumn Brim Staff Writer

Posted: 08/11/2010

The El Camino Art Gallery will feature "Life Force: Works by Rodman de la Cruz and Medora Wildenberg" from Aug. 30 to Sept. 24.

The exhibit will showcase paintings, drawings, and prints by artists de la Cruz and Wildenberg. The works feature a variety of fine art techniques, including intaglio, a type of carving and calligraphy.

The two artists, who have been married for 30 years, are showcasing their art side by side. Both are former full-time art instructors at El Camino College near Torrance.

Other works include landscapes and bio-scapes.

The art gallery is open Monday through Thursday. Admission is free.

Who Gets Bumped? Inside Higher Ed

August 11, 2010

A steady stream of reports from faculty groups warns of the consequences of having too large a share of sections taught by adjuncts. Many of those reports also say that colleges take advantage of part-time instructors, failing to provide them with adequate salaries and benefits -- or with the prospect of full-time employment. Based on these ideas, the major faculty unions and also many disciplinary groups have called for colleges to hire more full-timers and have them teach more courses -- while also providing part-timers both with better compensation and with more respect.

A dispute escalating at Wisconsin's Madison Area Technical College, however, illustrates how difficult it may be to move on the goal of having more courses taught by full-timers while also satisfying part-timers. The college is trying to increase the share of sections taught by full-time professors to 75 percent, in line with an agreement with the union for full-time faculty. The method of doing so is to allow full-timers to teach "overloads" (courses on top of a full load, with additional pay) before courses are assigned to probationary part-timers.

This idea has infuriated the union that represents part-time faculty members, who are going to court over the issue. They say that hundreds of adjuncts could lose courses that they need to teach for their livelihoods. Both union chapters are part of the American Federation of Teachers, but leaders of the two units appear unlikely to be joining in a chorus of "Solidarity Forever" any time soon.

Keith Hoeller, co-founder of the Washington State Part-Time Faculty Association, who has worked on the issue of adjuncts' rights to class sections, said that "one of the most common and corrupt practices" in higher education today "is letting the tenure-stream faculty teach overloads, while refusing to let the part-time faculty teach even up to full time." He said that "this regressive practice prevents adjuncts from ever qualifying for tenure, and robs them of money and benefits."

The split at Madison reflects one of the most challenging issues facing faculty leaders who are worried about an erosion of tenure-track, full-time jobs -- namely how to reverse the erosion without taking away the jobs on which adjuncts rely.

The tensions are not unique to Madison. At the City University of New York, the faculty union this year started taking a tougher line on waivers that have in the past let some adjuncts exceed caps on the number of courses they can teach. The union sees enforcement of the cap as a way to encourage the university to create more tenure-track lines, but many adjuncts see the caps as limiting their income.

Conflicts like those at Madison "are inevitable," said Richard Boris, director of the National Center for the Study of Collective Bargaining in Higher Education and the Professions, at the City University of New York's Hunter College. He said that "if we lift the veil of the rhetoric of solidarity, the fundamental dilemma for the academic unions is how to maintain the full-time

academic cohort, the tenured cohort," he said. "This is about trying to save the profession, and while everyone is sympathetic to the adjuncts, they are a contributing force -- an unwilling one to be sure -- to the reduction of the full-time cohort."

So, he said, policies that seek to have full-time instructors do more of the teaching make sense if you are trying to preserve a full-time tenured faculty as the norm, and shifts in that direction will not surprisingly reduce the slots available for part-timers. There is a way to make everyone happy, he said, but it's not going to happen in an economic downturn. "The only resolution to this dilemma, to the contradiction of interests, is giving part-timers a predictable path into the full-time cohort," but since that's not happening due to the economy, "we're going to see more" conflicts like the one playing out in Madison, he said.

Getting to 75 Percent

At Madison, the long-agreed goal among the full-time union and the administration has been that 75 percent of sections should be taught by full-time faculty. (The college doesn't have a formal tenure system, but after a probationary period, both full-time and part-time instructors have a variety of job security protections and other rights.) The college has failed to meet that goal for years and isn't close now -- although both tracking the figures and meeting the goal have been made more difficult by enrollment surges amid tight state budgets.

Bettsey L. Barhorst, president of the college, said that she has "great respect and appreciation" for the part-time instructors, and wants them to continue to teach. But she said that the college would be better if it met the 75 percent goal. "Part-timers teach the courses and they do that well," she said. "But full-timers do so much more than teach. They do student advising. They represent their disciplines locally and nationally. They do the work on the curriculum. They recruit students. They do orientation. They mentor the part-timers. They do the work on accreditation," which she said was a huge task given the many specialized accreditations required of the college's technical programs.

When colleges lose a sufficient cohort of full-timers, she said, all the duties outside the classroom end up in the job descriptions of new administrative positions. It is much better for everyone, she said, if more sections are taught by full-timers, and if faculty members take the lead on academic issues.

To meet that goal, the college and the union representing full-time faculty members reached a deal this year. As part of the full-timers' contract, full-time faculty members would be able to teach overload courses for which they are qualified (on top of their regular loads) with prorated salary boosts. Any full-time faculty member could add up to 40 percent of his or her load in this way -- with the right to pick sections before they are offered to probationary part-time faculty. (About two-thirds of the college's 1,200 part-timers are probationary.)

Because it's not known how many full-timers will take advantage of this opportunity, nobody really knows how many adjuncts will lose courses, but the part-time union says its members are already getting bumped, losing not only courses but advantageous times.

Joe Lowndes, who teaches biotechnology and is president of the full-time union, said that the goal of the contract provision is to demonstrate that the college needs more full-time positions, not just the current full-timers working overload schedules. "Our thought was that rather than hiring new part-time faculty, let's see who wants to be doing overloads to cover this expansion [of enrollment] and if that demand stays, they should be made into full-time positions. We are interested in promoting the numbers of full-time positions."

Lowndes said he viewed the full-time union's stance as consistent with the AFT's Faculty and College Excellence campaign, which calls for 75 percent of undergraduate classes to be taught by full-time tenured and tenure-track faculty members and which also calls for such positions to be open to qualified part-time faculty members. He said that higher education needs more full-timers. "Full-time employment is a good thing for stability, for strategic planning," he said. "It has nothing to do with the quality of teaching by part-time staff. Our full-time teachers back the part-timers to the nth degree and we support their rights and their right to become full-timers."

He also said that it was completely appropriate for his union to bargain with the college on overload priorities, given that this is a meaningful economic and policy issue.

Questions About Quality and Fairness

While the college administration and the full-time union are talking about how full-timers promote quality, the part-timers are crying foul. Bob Curry, vice president of the union and a writing instructor at the college, said that if the college wants the benefits of more full-time faculty members, it should create more full-time positions. All the talk about full-timers who have time to serve on committees and guide students assumes that they have time to do so, and those teaching overloads do not.

"An overworked full-timer is not a particularly effective teacher," Curry said. A part-timer may well have more time to work with students, he noted, than someone teaching one or two courses on top of a full load.

Then there is the issue of cost. Curry said that many part-timers earn in the range of \$2,500 per course, while many full-timers will earn twice that on their overload courses. "How does that benefit the taxpayer? That's a whopping hit on the instructional budget," he said, predicting that if full-timers teach the overload courses (quite likely given that tight times have many of them wanting more money), fewer sections will be offered.

And then there is the question of fairness. "You've been teaching a course the last two semesters on Monday night. Well, a full-timer wants that, so you lose it," he said.

The part-time union's legal challenge, filed in state court, argues that by setting up priority for course scheduling with the full-time union, the college effectively changed working conditions for the part-timers without negotiating with the part-time union representing the affected workers. As a result of this issue, the part-time union is refusing to move ahead with a new contract, much of which has been negotiated -- and which the college wants finalized.

Curry scoffed at the idea that the full-time union cared about the adjuncts. "There's not any solidarity," he said. "It's pretty much open warfare. The full-time teachers, I think, by and large are pretty sympathetic to us and realize we are being screwed, but the [full-time] union is not. They have bargained away our rights in their contract." Further, he said that the administration and the full-time union have become too close, such that in their negotiations, one side proposes something and the other answers "would you like a hug with that?" (Officials of the national AFT said that there have been discussions with both unions in the hope of a resolution, but declined to comment further.)

Lowndes, president of the full-timers' union, said that the part-timers had wanted for years to have course scheduling priorities in their contract and had never won that right, and that the college wasn't going to give it to them, so that this was not a matter of taking away a right the other union had won. "This is a jurisdictional issue and they are claiming that this work is their work," he said. "They attempted to negotiate this, and the college has never granted them jurisdiction."

Hoeller, the adjunct organizer in Washington State, said that the dispute in Wisconsin shows why adjuncts need their own union chapters, so that they can -- as Madison's is doing -- stand up for their rights. He said that faculty unions generally should back the right of part-timers -- many of whom badly need additional sections to make ends meet -- to get available sections before extra assignments are offered to full-timers.

Letting full-timers have preference, he said, "is Robin Hood in reverse, whereby the tenure-stream faculty steal money from the peasant part-timers."

— **Scott Jaschik**

Union leader calls on L.A. teachers to boycott Times

LA Times

A.J. Duffy objects to the paper's analysis of the effectiveness of more than 6,000 elementary school teachers.

By Jason Song and Jason Felch,

August 15, 2010

The Los Angeles teachers union president said Sunday he was organizing a "massive boycott" of The Times after the newspaper began publishing a series of articles that uses student test scores to estimate the effectiveness of district teachers.

"You're leading people in a dangerous direction, making it seem like you can judge the quality of a teacher by ... a test," said A.J. Duffy, president of United Teachers Los Angeles, which has more than 40,000 members.

Duffy said he would urge other labor groups to ask their members to cancel their subscriptions.

Based on test score data covering seven years, The Times analyzed the effects of more than 6,000 elementary school teachers on their students' learning. Among other things, it found huge disparities among teachers, some of whom work just down the hall from one another.

After a single year with teachers who ranked in the top 10% in effectiveness, students scored an average of 17 percentile points higher in English and 25 points higher in math than students whose teachers ranked in the bottom 10%. Students often backslid significantly in the classrooms of ineffective teachers, and thousands of students in the study had two or more ineffective teachers in a row.

The district has had the ability to analyze the differences among teachers for years but opted not to do so, in large part because of anticipated union resistance, The Times found.

The newspaper plans to publish an online database with ratings for the more than 6,000 elementary school instructors later this month.

After learning of the analysis and the database last week, union leaders began making automated calls to teachers objecting to publication. In the Friday evening call, Duffy said the database was "an irresponsible, offensive intrusion into your professional life that will do nothing to improve student learning.

"Our attorneys are looking into the legalities of this database," he said in the recorded message. "This is part of the continuing attack on our profession, and we must continue to fight back on all fronts."

On Sunday, Duffy declined to talk about any legal action or other protests besides a boycott. "I'll keep that to myself," he said.

Duffy attacked the reliability of standardized tests in general, but then defended the performance

of his members in part by pointing to the rising graduation rates and Academic Performance Index scores at many campuses. The API is a separate statistical measure for schools which, at the elementary and middle school level, is entirely based on standardized tests.

Last week, the union president told reporters that he thought test scores could be useful as feedback for teachers but should not be used for evaluation.

The Times analysis used a "value added" statistical analysis of math and English scores from the city school district — the nation's second largest — to estimate the effectiveness of third-through fifth-grade teachers.

The analysis compared each student's prior performance to project his or her future test scores. The difference between the projection and the student's actual performance was the "value" the teacher added or subtracted. The results were averaged over at least 60 students per teacher to ensure statistical reliability.

The method, although controversial among some teachers and policy experts, has been embraced by the Obama administration and other education leaders.

One advantage is that it largely controls for outside influences like poverty and family background. Other districts are also using it as part of evaluations or the basis for merit pay programs, moves that have generated fierce resistance from some teachers unions and skepticism from some experts.

The paper received nearly 500 reader comments on Sunday's article. And nearly 300 teachers submitted e-mails to The Times to ask for their own value-added scores.

Many teachers were highly critical of The Times' decision to publish educators' names and their results. One teacher called it "a disgrace." Others, however, said it would foster a healthy discussion.

"Open debate and full disclosure will force those in charge to do something rather than play defense," said Gary Hubbert of Palm Springs in an e-mail to reporters.

Supt. Ramon C. Cortines acknowledged last week that the district had not made good use of its own data, which he called the best in the country. He endorsed moving forward with value-added as one measure of teacher effectiveness.

Later in the week, Cortines asked state lawmakers to push through reforms to allow the district to make decisions based on teachers' effectiveness, not just seniority.

John Deasy, the district's recently appointed deputy superintendent and considered a likely candidate to replace Cortines, called The Times statistical approach "careful" and said he hopes to include value-added as a component of teacher evaluations. He said, though, that the majority of an evaluation should be based on teacher observation and other factors.

The current evaluation system consists of brief, preannounced classroom visits. Nearly all district teachers receive passing grades, The Times found last year.

Deasy said teacher effectiveness is "paramount; the absolute center of how we're going to improve student achievement in this district."

The Times will publish the database later this month after teachers have been given a chance to view and comment on their scores. The deadline for teachers to comment for the initial posting of the database is Thursday at noon.

California Honors Colleges With Annual Rice Awards

Community College Week

Monday, August 09, 2010

From Staff and Wire, Reports

Former U.S. Secretary of State Condoleezza Rice recently joined with leading education leaders, industry chiefs and students on the 10th anniversary of the Dr. John W. Rice Diversity and Equity Award — an award named after Rice's late father, a former member of the California Community Colleges System Board of Governors.

Former U.S. Secretary of State Condoleezza Rice recently joined with leading education leaders, industry chiefs and students on the 10th anniversary of the Dr. John W. Rice Diversity and Equity Award — an award named after Rice's late father, a former member of the California Community Colleges System Board of Governors.

The annual award promotes diversity at community colleges and this year went to the Taft College Transition to Independent Living Program, and to Elaine Moore, a founder of the El Camino College Project Success program.

“These wonderful programs foster what my father stood for,” the former secretary of state said, according to the Lake County News. “My father taught me that you can come from humble beginnings and do great things if you have an education. Nothing captured his imagination, passion and attention more than the California Community Colleges and the time he served as a member of the Board of Governors.”

Jack Scott, chancellor of the community college system, said the elder Rice, who served on the Board of Governors from 1992 to 2000, made it his mission to make sure every person who could achieve would get the help they needed to succeed.

“Today's award winners are a testament to the fact that Dr. Rice's ideals live on. He would be proud to see the diversity in our system,” Scott said. “Our colleges mirror the diversity of California. After all, we are the college of the open door.”

Said Board of Governors for the California Community Colleges President Debbie Malumed: “Community colleges give all Californians an equal opportunity. I am proud to be affiliated with the largest system of higher education in the nation. We serve people from all walks of life and make their higher education goals a reality.”

Taft College's Transition to Independent Living Program is the only residential community college program in California that serves students with autism and intellectual disabilities. It has earned widespread praise because of the successful outcomes students have achieved upon their completion of the program; 89 percent of the students complete the two-year program and of those students, 95 percent live independently and 89 percent are employed, according to the newspaper..

Project Success at El Camino College is dedicated to increasing the academic performance and graduation rates of inner city students transitioning to college. Moore's dedication to equity and

diversity has helped the college produce higher rates of African-American students who transfer to a California State University or University of California, more than at any other California community college.

The California Community Colleges System is the largest system of higher education in the nation composed of 72 districts and 112 colleges serving 2.89 million students per year. The system is also the largest provider of workforce training in the nation. Nearly 25 percent of all the community college students nationwide are enrolled in a California community college. that seeks to improve academic performance and graduation rates of inner city students transitioning to college.

El Camino gallery to spotlight artworks of two former instructors

The Daily Breeze

By Autumn Brim Staff Writer

Posted: 08/11/2010

The El Camino Art Gallery will feature "Life Force: Works by Rodman de la Cruz and Medora Wildenberg" from Aug. 30 to Sept. 24.

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Other works include landscapes and bio-scapes.

The art gallery is open Monday through Thursday. Admission is free.

Compton residents plan fourth recall attempt this year

latimes.com

Petitions against Mayor Eric J. Perrodin, Councilwoman Lillie Dobson and two others allege misuse of public funds, nepotism and voter fraud.

By Ann M. Simmons and Abby Sewell, Los Angeles Times

August 13, 2010

Discontented Compton residents announced Thursday that they have launched a recall campaign against their mayor and several other elected officials, citing allegations of misappropriation of public funds, nepotism and voter deception.

Activists said Mayor Eric J. Perrodin, Councilwoman Lillie Dobson, City Atty. Craig J. Cornwell and City Clerk Alita Godwin have been served notices of intent to circulate a recall petition.

"We have been watching and telling people what's going on," said Joyce Kelly, a recall organizer. "We can no longer be quiet. Now the people are coming forward, backing us and speaking out."

It is at least the fourth time this year that a recall has been attempted against these officials, Kelly said.

None of those targeted by the recall petitions responded to requests for comment. But Perrodin's supporters were quick to come to his defense.

"There's no proof of these allegations; if there were, he would have been indicted by now," said longtime Compton resident Lorraine Cervantes.

The notice of intent to recall charges that Perrodin misappropriated public funds by allocating bond money to cover anticipated startup costs for the return of the Compton Police Department — a move many residents oppose. The Los Angeles County Sheriff's Department provides law enforcement services to the city.

The recall proponents also charge that Perrodin used public funds to pay back companies and organizations that contributed to his 2009 election campaign. Perrodin awarded no-bid contracts to friends and family; misled residents about major revisions to the city's Charter; and violated residents' civil rights by using intimidation and manipulation to quiet dissent, the recall notice alleges.

The allegations in the recall petitions against Godwin and Cornwell include election process violations, and in Goodwin's case, failing to work full time while being paid in full. Her annual salary is about \$110,750, according to the city.

The recall proponents are upset with Dobson for voting to bring back the Compton Police Department, and for approving water rate increases.

"These are definitely some of the most egregious violations in the history of Compton politics," said William Kemp, who helped organize Thursday's rally to announce the recall campaign.

Among the most damning incidents, Kemp and other activists say, is awarding contracts to Perrodin's family and friends.

Joseph & Paul Inc., whose principal is Perrodin's brother Percy, has had a contract since 2003 to provide law enforcement consulting services. A new one-year, \$95,000 contract was approved by the City Council in May. Perrodin was absent for that vote.

A friend of Perrodin, Verna Porter, was hired by the city in 2007 on a one-year contract for \$90,000. She was to address "high priority projects," including improving the city's street lighting level. She has since been hired as a city employee.

Mark Woods, another Perrodin friend, is being paid \$260,000 annually to provide cable and video services for Compton's government access channel, according to a contract approved by the city in March.

Perrodin ran against nepotism, but he has been the biggest nepotistic leader in the county, Kemp said.

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Times staff writer Richard Winton contributed to this report.

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The Bulletin, August 18, 2010

Cervantes: Burn down The Bulletin

College board member suggests blaze at newspaper's office was arson, urges arsonist to strike again

By Allison Jean Eaton

Bulletin Editor

COMPTON—A college board member who backs the city's current administration made comments at a recent city council meeting that encouraged someone to commit a felony crime against The Bulletin.

Compton Community College District Board of Trustees member Lorraine Cervantes questioned the journalistic integrity of the newspaper on July 27 during the public comments portion of that evening's city council meeting, when she called on someone to commit an act of violent crime, a statement that may have been illegal.

"And the newspaper, I don't know who tried to burn it down, but they need to do it again," Cervantes said, referring to a fire at the paper's headquarters earlier this year.

The Jan. 2 blaze was ruled by the Compton Fire Department to have been caused by old electrical wiring. However, many in the community are convinced that the fire was arson, and Cervantes' comment gives even further credence to that notion.

Some community members interpreted this as a criminal threat, and several individuals have approached The Bulletin independently about it.

However, Cervantes likely violated the law in a different way. California Penal Code Section 653f covers solicitation to commit a felony. It states that "every person who, with the intent that the crime be committed, solicits another to offer, accept or join in the offer or acceptance of a bribe, or to commit or join in the commission of carjacking, robbery, burglary, grand theft, receiving stolen property, extortion, perjury, subornation of perjury, forgery, kidnapping, arson or assault with a deadly weapon or instrument or by means of force likely to produce great bodily injury shall be punished by imprisonment in a county jail for not more than one year or in the state prison, or by a fine of not more than \$10,000, or the amount which could have been assessed for commission of the offence itself, whichever is greater, or by both fine and imprisonment."

Cervantes' statement clearly encourages someone to commit or join in the commission of arson, a felony violent crime.

The vociferous, flip-flopping college board member in recent months has thrown her support behind the city's current administration and its efforts to re-establish a local police department.

Last year, however, she was against the idea, stating during council meetings that such a plan would bankrupt the city and that officials on the dais would likely find themselves in jail.

Her more recent statements and behavior have upset some citizens, inspiring them to write letters to the editor about her misleading and sometimes false statements during city council meetings, as well as her checkered past. Letter writer Joyce Kelly has suggested that the only reason Cervantes now backs the Council is tied to her being up for re-election next year.

Cervantes has taken issue with The Bulletin's recent investigation into situations that contributed to the City Council's split vote, under the former administration, to disband the Compton Police Department back in 2000.

She angrily told The Bulletin roughly a month ago during a confrontation outside of City Hall that she believes that issues pertaining to the former CPD have nothing to do with former CPD officer and Mayor Eric J. Perrodin's push to bring the department back. The 1999 investigation into several kilograms of cocaine that were determined to be missing from the department's narcotics vault and the discovery of two kilos of cocaine in a locker linked to former Chief Hourie Taylor has no relevance to the department's comeback, she said.

Cervantes claimed that The Bulletin back in 1999 fully covered that internal investigation. However, that would have been impossible because the 95-page report on the investigation was never made public. The complete report wasn't even provided to city council members at that time; they only received a summary of the report. And the summary was not made public because it was believed at that time that criminal charges would be filed and officials did not wish to potentially obstruct justice by publicly sharing the details.

At the last Business2Business Breakfast Roundtable, Cervantes told The Bulletin that it is not true that the gun used to shoot and seriously injure Long Beach police officer Brian Watt came from the CPD's evidence room despite that fact being proven by investigations conducted by the Long Beach Police Department and California Highway Patrol. She said that the gun had at one time been in the evidence room but that it had been sold and had changed hands several times prior to its being used in that crime. She suggested that The Bulletin follow the gun's "paper trail."

During her comments last month, she said The Bulletin is "diggin' up all this dirt on" and "scandalizin'" former CPD members who are identified in the 95-page investigation report as potentially being tied to the missing drugs.

"Is there any journalism in that paper?" Cervantes asked. "No other newspaper would print that trash in the letters to the editor, either. No other newspaper would do that. They need to stop doing that."

Cervantes has been the topic of or mentioned in a number of recent letters to the editor that the paper has published. Based on their content, the letters appear to stem from her behavior in public, including her recent attempt to physically fight Kelly following a July council meeting, and certain comments she has made during council meetings.

As an elected official, Cervantes is considered a public official in terms of libel law, making her actions and comments fair game for public criticism.

The opinions of letter-writers related to the content of Cervantes' speech during council meetings or her behavior in public are protected by the First Amendment. The Bulletin publishes all letters to the editor upon confirming the identity of the author except those that are libelous.

Before she ended her comments on July 27, Cervantes launched into what could be perceived to be a threat aimed at intimidating employees of The Bulletin. "Don't they have anything to talk about that's decent and right and correct?" Cervantes asked rhetorically. "Because they

have a lot of dirt in they closet. And some of us have that dirt. We're just tryin' not to stoop that low.

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Residents rally for justice

Activists who said they are tired of corruption at City Hall stage a protest and press conference on the municipal building's front steps last Thursday, Aug. 12, in an attempt to call attention to the alleged misdeeds of the city's elected officials, whom they believe are guilty of misappropriation of public funds, civil rights violations and election fraud tied to the April 21, 2009, citywide election, as well as cronyism and nepotism.

During the event, activists William Kemp and Joyce Kelly were interviewed by a throng of news reporters, including representatives from the Los Angeles Times, KTTV Fox 11, KTLA Channel 5, KABC Channel 7 and 89.3 KPCC Radio, among others. The Latino press was out in full force, as well, interviewing the Spanish-speaking protesters about their greivances. Some among the small crowd demanded that state Attorney General Jerry Brown, the U.S. Department of Justice and the FBI launch probes into the allegedly illegal activities the city's elected officials are engaged in.

Activists cited a letter from the District Attorney's Office that was sent in relation to various complaints they said they have submitted to the office's Public Integrity Unit over the past year.

The letter states that the office would not investigate allegations of crime and corruption at the hands of Mayor Eric J. Perrodin because it would likely appear to be a conflict of interest because Perrodin is employed as a deputy district attorney.

Lorraine Cervantes, who supports the mayor, showed up to counter-protest and discredit the event's organizers.



Letters to the editor:

Rules of decorum unfairly applied

Dear Editor,

A couple of weeks ago Councilman Dr. Willie O. Jones threw me out of the council meeting. I was surprised because I caught him shuffling the speaker cards and asked him why Lorraine Cervantes turned her cards in before me but was allowed to speak after me. This is a weekly occurrence. I guess both of them (when they served on the local college board together) voted to give Danny Bakewell \$42 million of the \$100 million college district bond to construct a building on the campus. It wasn't properly built and was a waste of money.

Cervantes speaks up at council meetings for the developer that built that building. She has no credibility. When she suggested that whoever burned down The Bulletin should try again, not one elected official on the dais said a word. I guess rules of decorum only apply to Kemp, Boone and Kelly when they speak about the Council's corrupt affairs; if you speak about anybody else you can say what you want. But she is Mayor Eric J. Perrodin's unofficial spokesperson.

A few weeks ago Perrodin was popping off about people speaking at the council meetings. The following week while he was being paid for the commission meetings he did not attend, I gave him a taste of his own medicine. Perrodin allegedly scolded Jones like a little schoolboy for not stopping me.

We put Jones there to be a watchdog. He's become nothing but a house poodle licking ankles. If I were Jones, I would have arrived with a voter guide and informed him that the people voted for me and he did not hire me. Jones hasn't been able to appoint anyone to a commission nor has he been appointed to one. So he feels it's better to be boot licking and to get along than fight for the people.

Perrodin is a county employee and receives county benefits. Councilwoman Barbara Calhoun is a city of Los Angeles employee and receives city benefits. Councilwoman Yvonne Arceneaux is a former school district employee, and Councilwoman Lillie Dobson sells insurance. So when the city offered them the \$1,000 insurance plan, they rolled it over to another investment. Perrodin, Calhoun and Dobson all voted against Jones' receiving that same \$1,000 insurance voucher that they receive. Only Arceneaux comes to Jones' rescue. Perrodin did it because Jones voted against the police department. Calhoun and Dobson are merely the puppet master's flunkies.

How did Jones reward Arceneaux for her support? By voting to give the woman who ran against her a position on a commission even though she allegedly doesn't live in Compton. Jones is a sellout and this is poor leadership and has chosen to be one of Perrodin's puppets rather than the peoples' leader.

WILLIAM KEMP, 4th District

College officials zero in on accreditation eligibility

El Camino president, Compton college district CEO discuss plans for Compton Center's eventual return to local control

By Cheryl Scott

Bulletin Staff Writer

The all-out effort required to establish eligibility for accreditation of Compton Center includes concentrated work by both El Camino College and the Compton Community College District.

Two weeks ago El Camino released a detailed explanation of the process of establishing eligibility, including 21 criteria that must be met before El Camino can apply. The criteria cover every area of operation at Compton Center, from academics and student services to financial accountability and institutional planning.

"These criteria are applied to any college seeking accreditation," said Dr. Thomas Fallo, president of El Camino. "They are very exacting, but no more so than for any other college. We prepared the document we recently released over a period of three months and sent it to the Accrediting Commission for Community and Junior Colleges for review. We are moving now to begin the process of establishing eligibility."

Eligibility must be established before the college can apply for accreditation. "We are taking one step at a time," Fallo told The Bulletin. "We are in the process of hiring an associate dean at the Compton Center and we are establishing committees that will be responsible for different criteria on the list. It is truly an effort that will include all of the faculty and staff at the center as well as the administration and the Compton College Board of Trustees."

El Camino College is primarily responsible for the educational program and student programs and will focus on those areas in the eligibility process. The rest is the responsibility of the local college district board.

Dr. Lawrence Cox, CEO of CCCD, described the effort as a "monumental challenge." "But it's one we are ready for and are looking forward to. It will involve every member of the staff, faculty and leadership at the Compton Center," Cox said, echoing Fallo. "Work has to be done by everyone. The center has to show its eligibility through evidence and evaluation."

The plan is to apply for eligibility sometime in 2011 or 2012. "A timeline has not yet been established," said Fallo. "Within a month we will publish another document that will focus on a timeline, organization, reports and necessary documents that will be required in order for us to apply for eligibility."

Cox said the faculty, staff and leadership at the center are eager to get started on the process. "We are looking forward to the work we have to do," Cox said. "We relish the challenge. Our FCMAT (Fiscal Crisis and Management Team) scores have shown improvement every time. We are waiting with baited breath for the next one, which is due out in September or October. It will be the result of their last visit, which took place in July. We are confident that it will show even greater improvement than the last."

The ACCJC revoked Compton Community College's accreditation in 2006. While the required criteria are the same for any college seeking accreditation, officials agree that the revocation will be a factor in evaluating the center's eligibility.

“That is undoubtedly true to a certain extent,” said Cox. “But the requirements are still the same as for any college. Our job at this point is to focus on each of the criteria and see that they are each fulfilled as required. FCMAT today is a different organization than it was in 2006. Its standards are constantly rising. We need to achieve excellence in every area of responsibility. Then eligibility will be established.”

Leading the effort at the center will be the school’s vice president, Barbara Perez, and Cox. The new associate dean will be responsible for the center’s the day-to-day academics and student services. Cox will also serve as chair of the Governance Committee.

The local college board will be involved in the effort, although, with the state-appointed special trustee still in place, it currently does not have the authority to take an active role in establishing eligibility, Fallo said.

“They (board members) will be an advocate in the community for the process that is underway. They will be our biggest supporter,” Fallo said. “The work has to be done by the staff and leadership at the center and by El Camino College, but the role of the Compton board is very important.”

Cox said the Compton Community College District Board of Trustees will be a collaborator in the process. “They will be the primary liaison in the community and will keep everyone aware of where we are in the process and what we are doing to achieve the ultimate goal of accreditation,” Cox said.

“We have a very hard working board, and I appreciate their eagerness. ... They are an integral part of the overall goal of returning the college to the Compton Community College District once it has been accredited as a standalone college.”

Compton Center publishes second yearly fact book

COMPTON—Compton Center recently announced the publication of its second annual fact book.

According to a release, the institution experienced positive trends in many areas during the 2008-09 school year, including increases in enrollment, a rise in the overall course completion rate and an increase in the number of degrees and certificates awarded.

The fact book was first published in 2008 by the Office of Institutional Research. The 2009 Annual Fact Book includes information about student and enrollment trends, special programs, success and retention rates, and student outcomes such as persistence, graduation and transfer trends.

Below are highlights of several topics that are found in the 2009 Annual Fact Book.

Student and Enrollment Trends

Fifty-five percent of enrolled students are between the ages of 18 and 24, while 35 percent of students are working adults between the ages of 25 and 44. The majority of the enrollment growth last year was among ages 19 or younger, which increased 37 percent. Among the current student population, 33 percent of students come from outside the district, while the majority comes from local high schools within the Compton Community College District. Last year, enrollment from Gardena Senior High and Carson Senior High (which are both outside of the district) increased by 40 percent and 38 percent, respectively.

Overall, Compton Center enrollment has continued its upward trend over the last several years. From 2006 to 2008, Compton Center experienced a significant increase in headcount. Enrollment increased 14 percent in 2007-08 over the previous year, and then jumped another 31 percent in 2008-09.

Special Programs

Compton Center offers a full complement of student services and programs, one of which is the Extended Opportunity Program and Services. This program, designed to assist low-income and educationally disadvantaged students, serves approximately 15 percent of the school's student population.

In 2008-09, there was a 27 percent increase in the number of students benefiting from EOP&S. In 2008-09, the number of CalWORKS participants increased by 251 students, an 81 percent increase, which is attributed to successful community partnerships established by the CalWORKS program, as well the Los Angeles County referral program. The program helps eligible students who are single parents earn degrees and certificates while gaining work experience that leads to employment.

Compton Center also accommodates students with disabilities through its Disabled Student Programs and others services. During 2008-09, 2 percent of Compton Center's student population was classified as students with registered disabilities.

Financial Aid

On average, 32 percent of Compton Center students receive some form of financial aid. The college launched a successful financial aid awareness campaign in 2009, which has helped increase the number of students applying for and receiving aid. More than 5,310 Compton Center students applied for financial aid for the 2009-10 academic year. More than \$3 million in Federal Pell Grants was awarded to 1,496 students for 2009-10. In addition, \$67,500 in Supplemental Educational Opportunity Grants was awarded to 225 students, and 4,929 students received a collective total of more than \$3.5 million in Board of Governor waivers.

Success and Retention

There is an overall average success rate (course completion with a grade of “C” or better) at Compton Center of 61 percent and a retention rate (course completion regardless of grade) of 73 percent. In the last year, the success rate for basic skills writing increased by 44 percent, while basic skills reading success rates increased slightly. The success rate for transfer-level courses averages 66 percent. Over the last three years, the average success rate for degree- or credit-applicable courses was 53 percent.

Student Outcomes

Compton Center has awarded a total of 349 degrees and certificates in the last three years. From 2007 to 2008, the number of degrees or certificates awarded increased by 35 percent. In the last year, the number of associate degree recipients increased by 55 percent. A total of 150 students were awarded degrees in 2008-09, an increase of 44 degrees over the previous academic year. Students between the ages of 25 and 49 earned 62 percent of the degrees and 57 percent of all certificates awarded over the past three years.

To download the complete 2009 Annual Fact Book, go to:

www.elcamino.edu/administration/ir/docs/eccprofile/COM-2009-Annual-Fact-Book.pdf

Community Colleges Rethink 'Open Door' Admissions as Remedial Costs Rise

Education Week

By **Caralee Adams** on August 13, 2010

Chicago Mayor Richard Daley this week called for an end to the "open door" admissions policy at Chicago City Colleges, **citing** concerns about the cost of remedial courses and a desire to build a quality program.

Every year, the system spends about \$30 million for remedial classes—about 6 percent of its \$457.5 million budget. Daley suggested that a better approach might be to offer programs through alternative high schools to get students up to speed before they enter college.

Is this a sign of things to come?

Unfortunately, Chicago's approach is not unique, says George Boggs, president and chief executive officer of the **American Association of Community Colleges**. In tight economic times, community colleges are looking for places to cut back, and some are stopping their most basic remedial education programs.

"I'm a little concerned about this," Boggs says. "Community college has always been an open door for college. We have taken everybody." Students are assessed upon entry and take remedial programs if they aren't prepared. Boggs doesn't want to see colleges weed out students who are least able and don't have many other options.

It's like a hospital that only sees healthy patients, Boggs says. "I hate to see that philosophy—to improve quality by denying access to the most at-risk students," he says. "Where are these students going to turn? We need to find some way to take care of these students. We can't just leave them out there. It hampers their ability to be contributing members of society."

Colleges across the country are struggling to respond to burgeoning enrollment without an increase in funding, says John Roueche, a professor of education administration and director of the Community College Leadership Program at the University of Texas. If a college can adapt, then it runs the risk of the legislature concluding that it was over-funded to start with—so some college are shutting down enrollment. "It's a nice way to send a message that we can't do more with less," Roueche says.

Enrollment at community colleges is up nearly 17 percent in the past two years, according to the **American Association of Community Colleges**. A study by the **Community College Research Center** shows that about 60 percent of community college students need to take at least one remedial course.

In California, demand for classes has outpaced classroom space, but the state remains committed to the philosophy of open enrollment, says Terri Carbaugh, vice chancellor for communications of California Community Colleges. "As a matter of policy, there is no effort to restrict enrollment," she says.

However, because of high demand and shrinking resources, nearly 140,000 first-time students came to the system's campuses but couldn't find seats in priority classes last year, and the number may grow. Access is restricted because of pressure on resources, but not as a result of public policy, Carbaugh says.

Providing basic skills for student in need of a second chance is a primary mission of the community college system and not one that the state will likely shy away from any time soon, Carbaugh says. Rather, the conversation is along the lines of what can be done to bolster K-12 to improve college readiness and substantially reduce the demand for remediation.

The readiness gap has been the focus of **recent research**, and **Education Secretary Arne Duncan** has called on high schools to increase the rigor of their coursework. At the same time, President Obama has called for a concerted effort to raise the U.S. graduation rate to 60 percent in the next 10 years; about 40 percent of Americans ages 25-34 currently hold at least an associate degree, according to a **College Board report**.

These tough choices by community colleges will likely fuel the dialogue to improve college readiness in high schools and consideration of other options for remedial training. Some community college leaders say that "open door" means the opportunity is available, but that there is still an assumption of a certain level of readiness. It goes against the grain of community colleges to limit admissions, but the reality is that without adequate resources, choices are being made.

Torrance Woman's Club awards scholarships

The Daily Breeze

From staff reports

Posted: 08/17/2010

Torrance. The Torrance Woman's Club has awarded scholarships to the following high school graduates: Grace Kim and Aileen Yoon, North High; Katherine McDonald and Samuel Cohen, South High; Rachael Peters and Samantha Usher, West High; Nicolette Braman and Ravin Fa'avae, Torrance High; and Jessica Irrea, Latifah Henry, and Jasmine Colman, Shery High. Three nursing students at El Camino College also received scholarships - Heather Anderson, Emily Nagel, and Lee Vasquez.

TRENDSETTERS

Green Future for SoCal Students

Edison International offers \$1-million green jobs initiative

Edison International, parent company of Southern California Edison (SCE), announced in January that it's giving \$100,000 each to 10 California community colleges to fund scholarships for economically disadvantaged students enrolled in green technology curricula.

Each school has the option of investing the funds into the California Community College Scholarship Endowment, a permanent fund for student scholarships. Those who do will receive an additional \$50,000 from the Bernard Osher Foundation, which is the lead benefactor of the endowment. Some students could see the money as soon as this summer.

"This program allows us an opportunity to help provide good training for people to enter the emerging green industry, which [necessitates] a combination of environmental and high-tech skills," said Ted Craver, chairman, president and CEO of Edison International. "Students can go through a two-year program and end up in the workforce. These are well-paying jobs and good opportunities for people, particularly if we can bring in students who have been unemployed and get them into a certification program."

Students graduating from the green programs will be ready for entry-level or middle-skills jobs in a growing field, becoming part of what has been dubbed the green-collar workforce. Areas of study include bio-fuels production and farming; environmental compliance and sustainability; green building; renewable energy; solar, wind and hydro-electric power; transportation and alternative fuels; and waste and wastewater management.

Last year, community colleges were invited by Edison to apply to the grant program. The company then looked at the schools' green curriculum offerings. Schools receiving funding are: Cerritos College, Cerro Coso Community Col-

lege, El Camino College, Golden West College, Long Beach City College, Los Angeles Southwest College, Los Angeles Trade-Technical College, Rio Hondo College, San Bernardino Valley College and Ventura College.

How will each school use the money? The intent of the fund is to give \$2,000 scholarships to 50 students at each school. Colleges do have discretion in how they provide the awards. Students receiving scholarships would be those who demonstrate financial need.

At Los Angeles Southwest College, environmental science instructor Alistaire Callender is



Los Angeles Trade-Technical College instructor Joss Guerra teaches students how to test bio-fuels and their efficiency within particular engines.

JOE MESSINGER

developing an associate degree program in environmental science and technology.

Rio Hondo Community College will invest the money with the Community College Scholarship Endowment, and the interest earned will help keep the scholarships available in perpetuity. Rio Hondo's green curriculum includes studies of land-use remediation programs and alternate- and efficient-energy systems.

Golden West College, Cerritos College, Cerro Coso Community College, Ventura College and Long Beach City College are also investing in the endowment to receive the additional \$50,000 from the Bernard Osher Foundation.

Golden West will set aside eight scholarships a year for the clean-air environmental awareness programs. In addition to its current offerings, Golden West will also offer a certificate in energy auditing beginning fall 2010. And starting in

FUTURE Continued from Pg. 4

the 2010-11 school year. Long Beach City College will offer seven \$1,000 scholarships for the school's green horticulture program, which includes a focus on drought-resistant planting and "smart" irrigation.

Los Angeles Trade-Technical College — which has programs covering weatherization and energy efficiency, as well as low-emission vehicle technology — hopes to begin offering scholarships as soon as this summer.

Courses integrating environmental "green" concepts are available within Ventura College's academic departments of architecture, construction management, water treatment and automo-

tive technology. Norbert Tan, executive director of the Ventura College Foundation, estimated that the Edison grant will create seven to eight scholarships per year beginning in spring 2011.

El Camino College is building its green curriculum and getting the scholarship program in place for next year, said Stephanie Rodriguez, the school's dean of industry and technology.

Craig Petinak, director of marketing and public relations at San Bernardino Valley College, said scholarships will be available beginning in spring 2011 for the school's water supply technology certificate, as well as its geographic information systems certificate and degree programs.

— *Maureen Healy, Special Advertising Sections Writer*

Academic Bankruptcy

By Mark C. Taylor

WITH the academic year about to begin, colleges and universities, as well as students and their parents, are facing an unprecedented financial crisis. What we've seen with California's distinguished state university system — huge cutbacks in spending and a 32 percent rise in tuition — is likely to become the norm at public and private colleges. Government support is being slashed, endowments and charitable giving are down, debts are piling up, expenses are rising and some schools are selling their product for two-thirds of what it costs to produce it. You don't need an M.B.A. to know this situation is unsustainable.

With unemployment soaring, higher education has never been more important to society or more widely de-

percent over the previous fiscal year. For universities, as for banks, the question is not only the value of current and projected assets but also the availability of liquidity so they can pay off interim debt obligations during a time of financial instability.

There is a similarity between the debt crisis on Wall Street and what threatens higher education. Just as investors borrowed more and increased their leverage in volatile markets, many colleges and universities are borrowing more and betting on an expanding market in higher education at the precise moment their product is becoming affordable for fewer people.

Financial aid is drying up and government support is not keeping pace with the rising cost of college, so students and parents are being forced to borrow more heavily. For decades, admissions offices have marketed themselves by promising a significant return on the investment in the form of higher lifetime income. But with the cost of an undergraduate degree well into the hundreds of thousands of dollars, this argument is no longer persuasive. Students and their parents are carrying unsustainable levels of debt, which is likely to lead to a crisis that will mirror the collapse of the subprime mortgage market. To make matters worse, student debt is even more toxic than a soured mortgage, because it is nearly impossible for a person to legally walk away from student loans the way a homeowner can walk away from a mortgage.

The competition between Columbia and N.Y.U. is an example of what educational institutions should not be doing. Universities should be looking for new ways to provide high-quality education to more students at a lower price. In today's world, it no longer makes sense for every school to cover every subject.

For example, it is absurd for Columbia and N.Y.U. to be having competing philosophy departments at a time when there are few jobs for philosophy academics. Instead, they could cooperate by forming a joint graduate and undergraduate program, which would reduce costs by requiring fewer faculty members and a more modest physical presence, while at the same time increasing course choices for students. And in our wired world, universities on opposite sides of the globe could find similar ways to collaborate.

American higher education has long been the envy of the world, but today our institutions are eroding from within and are facing growing competition from countries like China and India, which are developing ambitious plans to enter the global higher education market. Capital can be intellectual and cultural as well as financial; it is vital that American higher education remains the reserve currency of the global educational system. No less than Wall Street, our colleges and universities are in dire need of reform. □

College costs too much. So why are N.Y.U. and Columbia expanding?

sired. But the collapse of our public education system and the skyrocketing cost of private education threaten to make college unaffordable for millions of young people. If recent trends continue, four years at a top-tier school will cost \$330,000 in 2020, \$525,000 in 2028 and \$785,000 in 2035.

Yet most faculty and administrators refuse to acknowledge this crisis. Consider what is taking place here in New York City. Rather than learning to live within their means, Columbia University, where I teach, and New York University are engaged in a fierce competition to expand as widely and quickly as possible. Last spring, N.Y.U. announced plans to increase its physical plant by 40 percent over the next 20 years; this summer Columbia secured approval for its \$6.3 billion expansion in Upper Manhattan. N.Y.U. is also opening a new campus in Abu Dhabi this fall.

The financial arrangements for these projects remain obscure, but it is clear that they will not be completed without increasing the universities' already significant and perhaps unsustainable levels of debt. Last year Columbia reported \$1.4 billion in outstanding debt against a \$5.89 billion endowment. N.Y.U. had a staggering \$2.22 billion debt with a relatively modest \$2.2 billion endowment — one that had shrunk by more than 11

Mark C. Taylor, the chairman of the religion department at Columbia University, is the author of the forthcoming "Crisis on Campus: A Bold Plan for Reforming Our Colleges and Universities."

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Dan Walters: New school data fuel old debate

By Dan Walters

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As 6 million [California](#) kids head back to school, the adults who are supposed to provide for their educations are engaged, as usual, in their circular debate over effects and causes.

A few days ago, the state Department of Education began releasing the annual flood of data about educational performance that is supposed to shed light on what's happening but more often causes confusion and generates political heat.

The first wave was a report on standardized testing aimed, it's said, at measuring progress, or the lack thereof, toward meeting state academic standards.

The state superintendent of schools, Jack O'Connell, applied his characteristically positive spin, saying, "For the eighth consecutive year, California's public school student performance has improved."

It's difficult to be cheery, however, about the fact that only half of California's kids are even marginally proficient in the academic subjects being tested. Poor kids, especially black and Latino kids, are especially deficient, as O'Connell noted, calling it the "achievement gap." But white kids in affluent communities aren't setting the world on fire, either.

Simply put, California's schools are not turning out the educationally well-grounded graduates that the state will need if its economy is to recover from recession.

The new numbers add fuel to the political debate over whether California schools simply lack enough money to do the job that's needed, or whether there are other, non-monetary factors involved.

The test results were released as the Capitol was engaged in another annual exercise – fighting over an overdue state budget whose biggest component is state aid to public education.

The current version of the conflict pits Schwarzenegger and Republicans against Democrats and their union allies over how deeply to cut schools again and how the cuts should be structured. The Democrats want to raise taxes to minimize impacts while Schwarzenegger and Republicans say no.

But is money the core problem? California is clearly well below the national average in per-pupil spending and by some accounts dead last. However, test results, dropout rates and other indices don't appear to track the amount of money being spent, so other factors – a large immigrant population, poverty, familial support, teacher competence or something – may overshadow money.

Non-monetary factors are politically delicate, as the Los Angeles Times discovered when it conducted and published an eye-opening, teacher-by-teacher study of academic improvement. Teachers and their allies went ballistic.

An adequate amount of money is obviously necessary, but the debate over California schools must go beyond the annual jousting over money. Other factors may be just as important, and we should have the courage to identify and deal with them as well.

Hawthorne charter school off to an early start

The Daily Breeze

By Rob Kuznia Staff Writer

Posted: 08/20/2010

Given how Leonardo da Vinci is still hailed as one of the greatest thinkers of all time, it's easy to imagine him questioning the wisdom of the traditional school year.

So perhaps it's fitting that his eponymous public charter school in Hawthorne is bucking convention by starting school a few weeks early.

On Friday, while most kids on the South Bay were still basking in the final days of summer, students at the 2-year-old Da Vinci charter high school were wrapping up their first week.

Da Vinci Principal Nicole Tempel said the school truncates summer in part because the traditional way is becoming antiquated.

"It's based on an industrial-era, bring-in-the-crops kind of system," she said.

But mostly, the early start date is the product of a goal to ensure that all Da Vinci students get a taste of the college life while still in high school. At Da Vinci, every student must take at least two college courses on the high school campus in order to graduate. (They also must take the SAT and fill out a college application.)

The college classes are taught by El Camino College professors who commute to the high school campus.

This requires an earlier start date because El Camino's first day happens the week before Labor Day, and Da Vinci educators believe it's good to give the students a couple of weeks to get settled in before thrusting them into academic high gear.

Located at 13500 Aviation Blvd., Da Vinci is actually a pair of separate charter schools, with one focused on science, the other on design. The charter schools were launched in August 2009 by the K-8 Wiseburn School District (in the Hawthorne area) as an effort to give students an alternative to attending schools in the struggling Centinela Valley Union High School District.

Total enrollment has grown to 700 students, up from about 450 last year.

On Friday, some of those students tried to brush off the summer cobwebs with an educational game that had them literally dashing around the outdoor campus with tape measures in hand. The idea was to learn the metric system through a scavenger hunt for items of various lengths.

While measuring the width of the girls' room door, (1 meter), sophomore Katherine Davis acknowledged that going back to school so early was a little tough, especially in light of how, at that very moment, some of her friends from other schools were at a matinee movie.

"But it's not so bad," she said.

After measuring the circumference of a tree stump (34.5 centimeters), sophomore Misao Lambert pointed out that Da Vinci students get out earlier in the summer.

"Plus we get three weeks off for winter break," she said.

Their teacher, Kate Garrido, said the scavenger hunt is a great way for the students and teacher to get to know each other - while learning, of course. It's also an example of the kind of hands-on lesson that the school holds dear.

"Usually the metric system is something that - let's face it - is boring," Garrido said. "This is better than someone just talking at them."

Resources for entrepreneurs

The Small Business Administration offers online workshops, seminars and classes plus tips on market research and creating a business plan.

By Sharon Bernstein, Los Angeles Times

August 21, 2010

The Small Business Administration offers a variety of assistance, including online workshops, seminars and classes. The agency also has step-by-step instructions for starting a business, including tips on market research and creating a business plan.

The main national website has links to local SBA district offices throughout the country. Try them at <http://www.sba.gov>. Click on the tab labeled Small Business Planner for tips on what you may need to know before you start.

If you have hit a snag in developing your business or need advice from someone who's been there, try an organization called Score. Formerly the Service Corps of Retired Executives, Score offers free business counseling and mentoring. Help can be found online at <http://www.score.org>.

Tips on government contracting and regulations and general advice are available from the federal government's business site at <http://www.business.gov>.

Many community colleges and universities host small-business-development centers. These nonprofit organizations help entrepreneurs get started and assist business owners who are trying to obtain loans or recruit investors.

In Southern California, such centers are located at Long Beach City College, Santa Monica College, College of the Canyons, El Camino College, Pacific Coast Regional Small Business Development Corp. and the Economic Development Collaborative of Ventura County. The program is organized by the Long Beach Community College District and can be found online at <http://www.lasbdcnet.org>.

Found this article asking WOULD PRISON COOL LORRAINE CERVANTES' BURNING DESIRES?

Posted by mdEUCE on August 21, 2010 at 9:52am in What's Going On

By Steve Lowery

August 20, 2010|Featured, Vector Control | Photo: Allison Jean Eaton / Compton Bulletin

Friday, August 13 If you've somehow missed getting to know Compton Community College District Board Trustee Lorraine Cervantes—for years a presence in Compton public affairs—do it soon. She could be going away for a while. Vacation? In a way ... you know, court-mandated. It's only now coming to light that Cervantes (allegedly) did a very bad thing in late July—"bad" if advocating arson, possibly murder and threatening extortion fall outside your moral comfort zone. In the best tradition of dumb crooks, Cervantes not only (allegedly) did it in full view of the Compton city council but on local TV. On July 27, she got up during the public comment portion of the council meeting and suggested that somebody burn down the Compton Bulletin, the local—and excellent—community newspaper. Cervantes doesn't like the Bulletin because of its outrageous practice of reporting the contradictions in what Cervantes does and says and printing letters to the editor that criticize Cervantes for the contradictions in what she does and says—lately, the way she's flip-flopped from a staunch opponent of reviving the Compton Police Department to an unabashed fan of the plan. Cervantes' call to arson carries extra weight because there was a fire in the Bulletin offices last January, one that officials ruled was caused by faulty wiring but local buzz still insists was deliberately set. "The newspaper, I don't know who tried to burn it down," Cervantes said that night at the council meeting, "but they need to do it again." And that would seem to be a felony. It's one thing to shout fire in a crowded theater, entirely another thing to advocate it at a televised city council meeting. Dumb? So beyond dumb, mind-numbingly numb-minded, so very, very stupid that you would think anyone with a brain would instantly recognize their mistake and say they were just joking or exaggerating or taken out of context or presently entering rehab. But not Cervantes. SHE WENT ON! "Don't they have anything to talk about that's decent and right and correct? Because they have a lot of dirt in they closet. And some of us have that dirt. We're just tryin' not to stoop that low. But I may have to stoop." And that, boys and girls, is what an extortionist says.

For-Profit, Without Profit

August 20, 2010

When Michael Clifford and his team stepped in to rescue struggling nonprofit Myers University in 2008, the investor who had helped to transform nearly dead colleges into two publicly traded companies with tens of thousands of students was heralded as the 160-year-old institution's savior.

Myers was deeply in debt, placed on probation by its regional accreditor and struggling to attract students. Clifford's Significant Partners LLC bought the institution for \$5.25 million and infused millions more into its operations, renaming it Chancellor University and promising rapid growth.

The gambit seemed even more promising after Jack Welch, the former chief executive officer of General Electric and a one-time skeptic of for-profit higher education, bought a minority stake in Chancellor last summer at Clifford's persuasion. His \$2 million went toward creating the university's M.B.A. program and the Jack Welch Management Institute.

But the condition of the Cleveland university has in some ways only gotten worse since Clifford, Welch and other investors got involved.

Chancellor's enrollment has fluctuated between 400 and 600 since the fall of 2008; it has yet to see the exponential growth Clifford promised, and it is operating on an annual budget deficit. Rather than improving in the eyes of the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC), its accreditor, Chancellor slipped from probation to "show cause" status in February. (This is the final chance for the university to provide evidence to persuade the HLC not to end its accreditation.) In April, Bloomberg reported that Chancellor "explicitly focused recruiting efforts on local [homeless] shelters" after hearing that the University of Phoenix was doing the same in Cleveland.

And Clifford, who has built a reputation for infusing cash into indebted nonprofit colleges and growing their enrollments and their profits rapidly, has backed away. Though he's still an investor, he has left Chancellor's board and isn't involved with its operations. He says he has "the utmost confidence in the leadership team."

That leadership team, though, has been spinning through a revolving door. Bob Daugherty, a Cleveland investor, has been president since early this summer. Bob Barker, who spent 20 years as an executive at the University of Phoenix before becoming a for-profit education entrepreneur, was Chancellor's CEO for about six months earlier this year. George Kidd, a former president of nonprofit Tiffin University, was president of the university until last year. Other top administrators haven't stayed long either.

Barker says he left for "personal reasons" that "had nothing to do with the business." At the time of his departure, he "saw things growing and building" at Chancellor. "I didn't see a sense of falling apart."

The university's fall from probation to show cause status with the HLC was the result of "bad management," Daugherty says, but he is confident that the university is on the right track under

his leadership. "A number of changes that have taken place in the past year both from a leadership standpoint and from an institutional standpoint are putting Chancellor in a better position."

Chancellor plans to move from its downtown location to "a brand-new building that will be easier for our students to get to, modern, safer, and a great learning environment," Daugherty says. Significant's purchase price of the university included a \$2.25 million mortgage note on its current building owed to the Cleveland-Cuyahoga County Port Authority later this month. Rather than paying it off in its entirety and staying in the building, Chancellor has offered payments totaling \$500,000 by the end of the year, and an additional \$250,000 to be repaid in the next five years. The agency is expected to approve the offer.

As the for-profit sector faces closer scrutiny by the federal government and accreditors, Daugherty is quick to say that he and his colleagues are "strong advocates of integrity." Other institutions, he adds, "some bad actors in the postsecondary sector, need to be – quite frankly – better regulated."

Bloomberg's report about the university recruiting homeless students was, says Barker, "a total misrepresentation of what actually happened ... the person leading it genuinely wanted to help students." Clifford defends the practice of seeking out students who are living in shelters or who are imprisoned. "Obama said he wants everyone to have a college education. Does that mean everyone except those who are down and out in homeless shelters and prisons?" Nonetheless, Chancellor has ended its recruitment at shelters.

Even if Chancellor's worst days are behind it, they may have done irreparable damage to the institution. While it's still accredited, the university is required to disclose to current and prospective students that it's in danger of losing its accreditation in the coming year. Students usually don't understand or ask about accreditation, but hearing about the university's tenuous status isn't likely to convince indecisive students to enroll.

C. Todd Jones, president of the Association of Independent Colleges and Universities of Ohio, says members of his group of nonprofit institutions "continue to have to compete very actively to attract students" who are drawn to lower sticker prices at the state's public institutions. Part of Chancellor's growth strategy was to build up its on-the-ground enrollment of low-income, minority students and Cleveland professionals seeking further education. "I've never understood how Chancellor thought they'd grow locally, even with tuition cuts," he says.

In the spring of 2009, Shaun Redgate, who was then the university's chief operating officer but has since left the institution, told Crain's Cleveland Business that the institution was on track for a fall 2010 enrollment of 1,050, the enrollment needed to break even. Chancellor, it now seems, will fall short.

According to HLC data, Chancellor's enrollment totaled 422 students this spring. In an interview, Daugherty cited the spring enrollment as about 600. In the fall of 2009, the university reported 512 full-time and part-time students to the U.S. Department of Education. Retention, Daugherty says, is "improving," though he declined to provide statistics.

In the fall of 2008, just as the for-profit team took charge of the university, Chancellor reported a total enrollment of 422. The year before, it was 570, and in the fall of 2006, it was 942. “They’re totally focused on quality,” says Clifford. “They’re not concerned about making money, they’re not concerned about going public. It’s about the students having a superior experience.”

That’s not quite what Clifford told *The Wall Street Journal* in June of 2009. He said then that he hoped the university would have 800 students that fall and 5,000 by the fall of 2011, and that he would eventually be able to take the company public.

His vision may have changed since then – and he says he does not speak for the management of the institution -- but Clifford still insists that he and his fellow investors did the right thing. “It’s in better shape than when we stepped in,” he says. “The easiest thing would’ve been to close it down and walk away, but we responded and put tens of millions of dollars into it.”

(And, at the same time, Clifford says the Welch M.B.A. program has had "thousands of applicants from around the world" but has intentionally limited its growth.)

Still, Chancellor is struggling. Daugherty says the university has 38 new students who’ve enrolled for fall classes. The university must submit a show cause report to the HLC by Dec. 1 illustrating that it:

- “Operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff and students.”
- Plans and allocates resources responsibly “to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.”
- Shows evidence of student learning and effective teaching.

An HLC evaluation team will visit Chancellor’s campus in early January to validate the claims the university makes in its report, and to ensure that the concerns identified by HLC’s board in issuing the show cause order have been sufficiently addressed. If the agency isn’t satisfied, it will pull accreditation.

John Hausaman, an HLC spokesman, said the agency and Sylvia Manning, who became its president in July 2008, had no further comments on Chancellor’s status.

Though Chancellor could continue to operate if it were to lose HLC’s imprimatur, its credits would no longer be transferrable to other institutions. It would also lose its eligibility to participate in the federal financial aid program.

The Ohio Board of Regents, which authorizes private institutions’ degree-granting powers, placed Chancellor on three-year “provisional” status last fall, requiring it to submit annual progress reports each September. Michael Chaney, the board’s chief communications officer, says that Chancellor submitted part of its 2010 report in July and has requested an extension until Oct. 1 to fill in the gaps. Even if the report is up to snuff, Chancellor’s authorization is “contingent on their maintaining their regional accreditation,” Chaney says.

Daugherty says he is confident the university will show evidence to HLC that its governance, finances and student outcomes are all in good shape. “I expect we will be reaccredited this winter,” he says. “We don’t want to be de minimis, we want to be the summa cum laude example.”

With Clifford’s active role in the institution diminished, Daugherty says the focus is on having “the standards that you would expect from a guy like Jack Welch are now permeating our institution.” Welch’s assistant said he was on vacation and authorized Daugherty to speak on his behalf.

Welch’s involvement, though, appears limited to the M.B.A. program. “He has read and reviewed every piece in the M.B.A. program,” says Daugherty, who declined to say whether Welch had invested more than his initial \$2 million share, which bought him a 12 percent ownership stake. In several interviews, Welch has characterized his decision to invest in the university despite his initial skepticism about for-profit higher education as being about building his “legacy.”

Even as observers eye Chancellor with skepticism, Daugherty says the institution is finally on the track to sustained and sustainable growth, as well as survival. “We’re not here to make a quick buck,” he says. “We’re here to be here for a very long time.”

— **Jennifer Epstein**

2-Year Colleges: Second-Class Citizens in the World of Higher Education? **The Chronicle of Higher Education**

August 18, 2010, 10:38 AM ET

By Francisco Marmolejo

In my travels to different parts of the world, I am stricken by how hierarchical national higher-education systems tend to be. This is reflected in the existence in most every country of what I refer to as "first-class higher-education citizens" (namely "Universities" or their equivalent) and second-class ones (which adopt other names including "Community College" in the U.S., "Technological University" in Mexico, "Technical Formation Center" in Chile, or "Technical College" in Egypt, just to name a few variations). If you will indulge my hyperbole, a "title of nobility" is conferred by a four-year degree, while very little status is gained in the attainment of a two-year degree. In fact, in some countries a two-year program is simply not even considered a degree.

Paradoxically, it is widely known that graduates of two-year programs often go on to make more money than those who have obtained a bachelor's degree, and that a substantial number of individuals who already hold a bachelor's degree go back for re-training at a community college in order to increase their income and/or enhance their employability. At the same time, two-year colleges provide a more affordable option to underserved sectors of the population for whom higher education may otherwise not be possible. Despite this reality, two-year colleges struggle to be recognized as comparably important players in the higher-education arena.

When I mention, while traveling abroad, that in the U.S. almost half of freshman students in higher education are enrolled in a community college, I nearly always find that I surprise people. Even within the U.S., it is not widely known that more than 6.5 million students, representing 36 percent of the national higher-education population, are enrolled in a community college as indicated by the U.S. Department of Education as referenced in *The Almanac of Higher Education*. In a recent decade (1997-2007) enrollment in community colleges increased by 28 percent in contrast to the mere 19 percent increase at four-year colleges. In some states, like California, 6 out of 10 higher-education students are attending a community college. Evidently, affordability is an important factor considering that the average annual tuition and fees at a community college were only \$2,402 in 2008-09, in comparison with the \$6,545 to \$25,143 range of averages at four-year institutions. It is not surprising that a greater proportion of minorities attend community colleges: 51 percent of Hispanics studying in undergraduate education programs are enrolled at a community college, while, at the same level, only 33 percent of white, non-Hispanics are. A final statistic which helps to illustrate the gap: the annual

cost for instruction at a two-year public college is \$2,608, while at a four-year public college this figure goes up to \$7,082.

Unfortunately, under-appreciation for the contribution made by two-year degree-granting institutions exists not only in the U.S. but also abroad. In Mexico where I was recently invited to speak to the presidents of the Mexican two-year colleges (Technological Universities), at the Annual Meeting of the National Association of Technological Universities (ANUT by its Spanish acronym) I heard that this is also the case. Among other important topics, the meeting discussed ways in which their institutions can become more internationalized. By every indication, they are working seriously to achieve this ambitious goal by developing innovative partnerships with peer institutions from other parts of the world. Despite all their efforts, a major challenge they face has to do with the value placed by society on their degrees. The feeling amongst the Mexican public -- parents and employers -- seems to be that two-year degrees, known in Spanish as "Técnico Superior Universitario," are not valuable or are somehow less so.

The time has come to seriously analyze the long-term ramifications of this significant perceptual and consequential dysfunction in higher education. Failing this, gaps, or the perception thereof, will persist and higher education will continue to be composed of first- and second-class institutions. Or is this by design -- are we intending to prepare first- and second-class citizens?

House approves bill to suspend NMC allotments

WITHOUT TIMELY FINANCIAL REPORT

August 25, 2010

By Haidee V. Eugenio

After debates on whether lawmakers will be accused of interfering with Northern Marianas College affairs, the House of Representatives passed yesterday a bill that will suspend NMC's quarterly allotments if it fails to submit a timely and detailed financial report to the governor and the Legislature.

Rep. Stanley Torres' House Bill 17-93 passed on a 10-8 vote.

The bill provides for improved financial oversight of NMC, which will maintain fiscal stability for students' well-being and accreditation reasons.

It also emphasizes that the Constitution mandates NMC, as part of the Executive Branch, to use the Office of the Attorney General for legal advice and related matters.

Torres (Ind-Saipan) said taxpayers have the right to know how NMC spends taxpayer dollars, among other things.

Rep. Ramon Basa (Cov-Saipan), chairman of the Ways and Means Committee, and Rep. Frank Dela Cruz (R-Saipan) separately said they support the idea of stricter accounting of NMC funds.

“Accountability is important,” Dela Cruz said.

HB 17-93 mandates NMC to submit to the governor and the Legislature within 90 days after the end of the fiscal year a detailed annual financial report that follows acceptable accounting practices.

“Failure to meet the 90-day deadline will result in suspension of quarterly allotments beginning Jan. 1 after the 90-day deadline expires on Dec. 31 of the preceding year, and the suspension will remain in effect until the report is submitted to the Legislature,” the bill says.

House minority leader Diego Benavente (R-Saipan) said passing the bill might again jeopardize NMC's accreditation, citing allegations of political interference in the affairs of the CNMI's lone public college.

The Western Association of Schools and Colleges placed NMC on a show-cause status on June 30. It gave the college until Oct. 15 to correct deficiencies, including addressing the issue of political interference.

Rep. Ray Palacios (Cov-Saipan) said there is no harm in ensuring that NMC's funding are well accounted for.

“We are not infringing upon NMC. What we're asking them is to provide us [reports on] financial matters so that if they need additional funding, we could see why they need it and then

we could provide the funding,” Palacios said, responding to Benavente's concerns.

Rep. Joseph Deleon Guerrero (R-Saipan) said penalizing NMC by not releasing its quarterly allotments if it fails to timely submit a financial report is a “punitive” provision of the bill that he does not support.

He asked his colleagues to think about the consequences of this provision.

Benavente also pointed out that the bill didn't receive any input from NMC.

Palacios reiterated that there's no harm in requiring NMC to be more fiscally responsible, and moved to end debate.

The House also passed a few weeks ago Torres's resolution calling on the U.S. Department of Education and top WASC officials to intervene in what Torres described as a damaging show-cause sanction imposed on NMC.

Torres said that accusations of meddling by the governor and the Legislature in NMC's affairs-as noted by WASC president Dr. Barbara Beno in her June 30 letter to NMC-are misleading and vindictive.

What Your Ph.D. Didn't Cover

August 25, 2010

At a time when community colleges are feeling more pressure than ever to improve their completion rates and new Ph.D.s are feeling more pressure than ever to find a job, graduate schools around the country are struggling with just what it means to prepare community college instructors. Now, recognizing that what these instructors need is markedly different training from their counterparts in high schools and at four-year universities, some graduate programs are offering credentials specifically for those students who plan to or already teach at community colleges as a supplement to their subject matter graduate training.

Temple University, for instance, introduced a teaching certificate specifically for community college professors earlier this year and graduated its first students last month — just in time for them to take what they learned into their classrooms for the fall semester.

Those seeking the certificate do not have to be enrolled in a Temple graduate program, and there is a specific track for current community college instructors who, though they are already experts in their discipline, want a professional development opportunity to learn new teaching techniques. This first-offering of the certificate this spring attracted mid- and late-career professors at nearby Delaware County Community College and Community College of Philadelphia who were able to finish the program over the course of a few months by taking classes one night a week.

There is also a separate track for current Temple graduate students who aspire to teach in higher education, including at community colleges but want a teaching credential to accompany a graduate degree in their chosen discipline. More than 60 graduate students from the university's communications, theater, physical sciences and education departments — to name a few — enrolled in the program.

Pamela Barnett, associate vice provost and director of Temple's Teaching and Learning Center, said that the community college teaching certificate was developed at the behest and with the input of local community college leaders, many of whom bemoaned that most of their instructors come to their institutions with Ph.D.s and master's degrees but without any actual teaching experience.

The certificate for current community college instructors consists of a three-credit seminar on "teaching in higher education" — with broad-based lessons on various teaching philosophies and course designs — and three one-credit modules on specific topics. Current topics are "assessment," "diversity and inclusive teaching" and "teaching with technology." Aspiring higher education instructors in graduate school take the same introductory seminar but then take on a teaching practicum in which they serve as teaching assistants at Temple instead of taking the module courses.

One of the most valuable aspects of the program, according to its participants, is the opportunity to talk about their individual teaching practices with other community college instructors and

learn from one another. This, Barnett argued, makes the program appropriate both as an introductory teaching course for new community college instructors and as a booster course for longtime professors.

“Having a Ph.D. doesn’t necessarily prepare one for teaching, so some are having 'a-ha' moments by the minute in the program,” Barnett said. “Others have a different experience and will say about one or two things, ‘I’ve never thought about it that way’ and ‘I can’t wait to try that out in my classroom.’ ”

That was the experience of Valerie Schantz, reading and critical thinking professor at Delaware County Community College, who completed the certificate program last month. She has been teaching at her college for more than six years. Though she has a master’s degree in education with a reading specialization, she had never taught college students prior to taking her current position.

“I knew the way we taught the 20th-century learner wasn’t the way to teach the 21st-century learner,” Schantz said. “This program made me rethink some of my practices within the classroom. I’m already planning some changes for the fall.”

For instance, Schantz said she would embrace the technology with which her students were familiar when creating assignments. So instead of always assigning a five-page essay for students to show their understanding of a concept, she said she will encourage the creation of videos or other multimedia presentations for the class. Additionally, she said, she will try to make more use of interactive online tools to stimulate discussion among her students outside of the classroom.

Another important aspect of the certificate program is its focus on diversity training. Though it might seem odd that community college instructors, who by and large deal with more diverse populations than their four-year counterparts, would need such training, the program’s diversity instructor said that, according to her students, it is one of the most essential aspects of the program.

Janice Laurence, a professor in Temple’s College of Education, taught the certificate program’s module in “diversity and inclusive teaching.” In this module, professors are taught how to make "diversity action plans" for their classes and are given suggestions as to how to cater their teaching to the demographics of the students in their classes. These “soft skills,” she said, are just as important for community college instructors to know as skills like how to integrate technology into their classrooms or how to assess their students’ learning outcomes.

"Every community college has a diversity plan on its Web site," Laurence said. "I had them take a look at it. If you’re at a community college, then typically you’re interested in diversity. You care about these kids and adults. But with diversity, I think these instructors are interested in walking the walk and talking the talk.”

Temple hopes to expand its community college teaching certificate program further so that professionals outside of the Philadelphia metropolitan area can take advantage of it online. Also,

Barnett said the certificate program hopes to add more modules as community colleges tell Temple what skills they want their instructors to have.

Other Models Adapting

Offering teaching certificates to community college instructors or those who wish to become them is not an entirely new idea. In contrast to Temple's more general teaching certificate, a few other graduate programs around the country have certificate programs for specific disciplines at community colleges. Still, even those behind the current programs are thinking about ways to further cater them to the needs of today's and tomorrow's community college instructors.

San Francisco State University, for example, offers graduate certificates in "the teaching of composition" and "teaching post-secondary reading." These credentials have been around for more than twenty years, but they are still relatively rare, as are other development opportunities for would-be community college instructors.

Jennifer Trainor, an English professor at the university, explains that most students who pursue these certificates are earning master's degrees in other disciplines such as literature, creative writing or linguistics. The extra certificate, she noted, makes them much more desirable to community colleges that are hiring. Community colleges often take their chances hiring candidates who have no such instructional training, even though they may have a Ph.D. or a master's degree. The teaching credential is a sign that these candidates at least know something about instruction.

"We try to give those in the certificate program an overview of composition theory, and we also show them common student errors in writing and how to approach them constructively," Trainor said. "Sometimes the first response to bad student writing is to put red ink all over a paper, throw your hands up and go look for another job. We try to show these future instructors what kinds of mistakes students make and how not to mark up everything and how to take teaching them step-by-step. This gives them some great professional development before they even enter the door."

Despite the fact that San Francisco State does offer community college instructor-specific credentials — which is more than many graduate programs training teachers can say — those behind these credentials admit they could be doing more to prepare their students for the sometimes-overwhelming community college world. In fact, San Francisco State is in the midst of entirely revamping these community college instructor credentials.

"There's a lot of research on programs that prepare new teaching assistants and those of the like, but there is very little research on preparing community college teachers," Trainor said. "We need to be asking the questions as to what we could be doing better to prepare our students to teach at community colleges. We don't have a lot of the answers right now. If anything, we've done well for all these years in spite of ourselves. But we're excited about talking to our community college partners and seeing what they want."

For example, Trainor noted, these certificate programs could do a better job in preparing students for the online learning environment that has become popular at many community colleges. Also,

she said, programs could include more training for the many administrative responsibilities that some community college instructors may have to take on when they get their first jobs.

Sugie Goen-Salter, another English professor at San Francisco State, is hoping to take the revamping of these community college training credentials one step further. Many of the students in these certificate programs, she noted, do not have much of a concept of what it means to teach at a community college. In other words, they are not aware of the great diversity of learning styles, personal struggles and day-to-day issues unique to these institutions and their students, which will doubtless affect their teaching in some manner.

Goen-Salter wants all those taking these certificate programs to learn about the history of community colleges and their missions.

“These students need to be exposed to the mission of these institutions and the realities of what life is going to be like on the ground,” Goen-Salter said. “The more exposure they’ve had to what it means to teach at a community college before they actually get there, the better. I don’t think there are enough graduate programs out there doing this type of work and preparing community college instructors.”

— **David Moltz**

You've Been Pre-Approved

August 26, 2010

If community colleges were to find all the formerly enrolled students whose academic records qualify them for an associate degree and retroactively award them the credential, then the number of associate degrees awarded in the United States would increase by at least 12 percent.

This compelling projection by the Institute for Higher Education Policy is one of the primary reasons why it is working with the Lumina Foundation for Education to roll out the three-year, \$1.3 million Project Win-Win. This initiative will financially support 35 community colleges and four-year institutions in six states — Louisiana, Missouri, New York, Ohio, Virginia and Wisconsin — so they can track down and retroactively award qualified students associate degrees who, for whatever reason, never received one. It also will help these institutions identify students who have recently dropped out who are “academically short” of an associate degree by nine credits or fewer and re-enroll them to finish a degree.

“Project Win-Win has the potential to make a considerable down payment on increased degree completion goals set by state governors and the Obama Administration,” said Michelle Asha Cooper, IHEP president, in a statement.

Last year, nine of the project’s institutions ran a pilot of this program during a seven-month period; they awarded nearly 600 associate degrees and identified almost 1,600 students who were just shy of earning one. The pilot, however, revealed a number of difficulties that institutions face when attempting to retroactively award degrees.

“It’s not as easy as it sounds,” said Stephanie Tarver, dean of enrollment management at McNeese State University, which awards associate degrees as well and was part of the pilot program. “We were kind of bumbling around in the dark a bit. When you pull data, it doesn’t always match up like you thought it would. You have to have a lot of staff to dedicate to a project like this to keep it going.”

Then, even when candidates for degrees and those just shy of them were identified, reaching them proved just as challenging.

“At that point, we don’t have as much control as we do in the other areas because these students have been out for a while,” Tarver said. “We didn’t know if the contact information we had for them was accurate. We didn’t know how to get accurate information without spending lots of money to find it. Also, when we finally did make contact, some of the students were leery of us. ‘You’re calling me out of the blue and saying I’m qualified for a degree and want to offer it to me? What’s the catch?’ ”

Eventually, though, McNeese awarded about 15 associate degrees, out of approximately 150 former students who met degree requirements. Officials also tracked down about 300 students who were just short of graduation and are in the process of helping those who wish to complete find a way to do so.

“A lot of the students who dropped out of school didn’t realize just how close they were to finishing,” Tarver said. “The success stories we’ve had are truly heartwarming, especially for those who didn’t realize they were qualified for a degree. We made an immediate impact on their lives. Rarely have I felt we’ve impacted students as we did through this project.”

Though many of the institutions participating in the project had never before made efforts to retroactively award degrees, a few of them have been doing it for a while and have found ways to integrate this into regular degree audits for current students.

Anna Flack, registrar at Suffolk County Community College, in New York, noted that her institution has made it a point to search for these “lost graduates” at least once every year for the past decade.

“We did this on a small scale,” Flack said. “It was really part of office procedure. ... We made it part of the daily responsibilities of the degree audit staff.”

With students who are just a few credits short of earning an associate degree, Flack said, the college has adopted a no-pressure approach in approaching them.

“We’ve just sent letters to students, saying that they can finish if they’d like to,” Flack said. “Here are the different ways you can reach that degree.’ There’s no convincing, no strong-arming, no sales pitch. We just see this, and we’d like you to know about it.’”

Those pushing the project at the national level argue that, despite some of the challenges in the degree audit process, this is a relatively easy way to boost graduation rates around the country.

“This is an issue that hasn’t been raised,” said Cliff Adelman, senior associate at IHEP. “We’re saying to these institutions, ‘Hey, guys, you haven’t paid attention to people based on your criteria who’ve crossed the degree threshold. You’ve been asleep at the wheel.’ There’s all this talk about awarding these degrees, but they’re just making a lot of noise. This is low-hanging fruit.”

— **David Moltz**



RECEIVED

AUG 24 2010

August 18, 2010

TO: Superintendents and Presidents
Members of Governing Boards
Los Angeles County School and Community College Districts

FROM: Daniel G. Villanueva, Secretary
Los Angeles County Committee on School District Organization
and
Assistant Director
Regionalized Business Services
Division of Business Advisory Services

SUBJECT: Nominations for Membership to the Los Angeles
County Committee on School District Organization

The Los Angeles County Committee on School District Organization (County Committee) is an 11 member body charged by the legislature with responsibilities in the area of school district organization, unification, formation, boundary changes, the manner in which governing board members are elected, and the establishment and abolition of trustee areas. The County Committee is comprised of two members representing each of the five supervisorial districts, plus one member elected at-large.

VACANCIES ON THE COUNTY COMMITTEE

Vacancies To Be Filled By Election

In October 2010, the following four-year terms of office on the County Committee will be filled by election and the candidates will serve through October 2014:

- Mr. Frank Ogaz (**First Supervisorial District**); and
- Mr. Owen Griffith (**Fourth Supervisorial District**).

Per Education Code provisions, these seats will be filled by an election. Therefore, the County Committee is requesting that the governing board of **each** school and community college district submit nominations for membership on the County Committee to fill these two seats.

cc: Board.

Please follow the guidelines under “Nominee Requirements” and “Nomination Process” as outlined below for the above vacancies.

One Vacancy To Be Filled By Appointment

In addition to the terms above, **there is another vacancy representing the Third Supervisorial District.** This vacancy will be filled by an appointment by the Los Angeles County Superintendent of Schools (County Superintendent). The remainder of this appointed term will run through October 2011.

Nominations for the one-year appointed term may be forwarded to Ms. Mary Bracamontes, c/o Los Angeles County Office of Education, for review by the County Superintendent. Please follow the guidelines under “Nominee Requirements,” and “Appointment Process,” as outlined below.

NOMINEE REQUIREMENTS

- The nominee must be available to serve the term of office, which will begin on the date of election in October 2010, and expire on the date of the election in 2014 for the four-year elected seats (**one in the First Supervisorial District and one in the Fourth Supervisorial District**). The nominee for the one-year appointed term (**one in the Third Supervisorial District**) will serve until the election in October 2011.
- All nominees must reside within the respective supervisorial districts (First, Third, or Fourth) in which specific vacancies exist. All nominees must be registered voters. Attached are maps of the First, Third, and Fourth Supervisorial Districts.
- **Employees of school and community college districts and county offices of education are excluded from membership on the County Committee.**
- A member of a school or community college district governing board, who is otherwise eligible, may **simultaneously** serve as a member of the County Committee.
- To ensure representation which is balanced and diverse, the County Committee encourages school and community college districts to additionally consider nominating **non-school district** community leaders/individuals to serve on the County Committee.
- The County Committee members whose terms are expiring this year **are** eligible to be nominated to serve **another** term of office, as there is no limit on the number of terms a County Committee member may serve.

NOMINATION PROCESS

- A governing board may submit more than one nomination.
- A governing board may nominate an individual who resides outside their district.

- A governing board wishing to submit a nomination(s) must send the name(s) of the nominee(s), accompanied by a biographical sketch, **not to exceed 200 words**, to the address below by **September 8, 2010**:

Ms. Mary Bracamontes
Division of Business Advisory Services
Los Angeles County Office of Education
9300 Imperial Highway
Downey, CA 90242-2890

- Nominations may also be made from the floor during the annual meeting where the election of members will take place. Residency requirements and the nominee's willingness to serve must first be validated before these candidates can be seated.

ELECTION PROCESS

- The election of members to the County Committee will take place at an annual meeting of the voting representatives of the governing boards of school and community college districts called for that purpose.
- The annual meeting will be held in conjunction with the fall meeting of the Los Angeles County School Trustees Association in **October 2010**. Information concerning the date, time, and location of this meeting will be distributed when available.
- **The election is an at-large election.** The voting representative from **each** district governing board will cast a vote for **each** vacant position. It is **not** necessary for a district to fall within the boundaries of a supervisorial district where a vacancy exists in order to make a nomination or to cast a vote.
- The person from your district entitled to vote at the annual meeting is the person selected by your board pursuant to Education Code (EC) §35023 (K-12 school districts) or EC §72403 (community college districts).
- The voting representative may opt to vote by using an absentee ballot in lieu of casting a vote at the annual meeting. **The use of an absentee ballot is the preferred method.**
- Your district's voting representative will receive biographical materials on the candidates and voting instructions approximately one month prior to the meeting. An "Absentee Ballot Form" will also be provided at that time to districts desiring to utilize this method of voting in lieu of attending the annual meeting to cast a vote.

(Over)

APPOINTMENT PROCESS

- For the one-year appointment to the vacant seat in the Third Supervisorial District, the County Superintendent will review the nominees and make an appointment at her earliest convenience. Any individual appointed to that term will begin their service immediately and take the oath of office at the next regular meeting of the County Committee.

This bulletin and its attachments are posted on the Los Angeles County Office of Education Web site at the following address:

www.lacoe.edu/bas

Select "Bulletins" on the left side of the screen under the heading "BAS Resources," and then use the "Find" function to locate a specific bulletin by number or keyword.

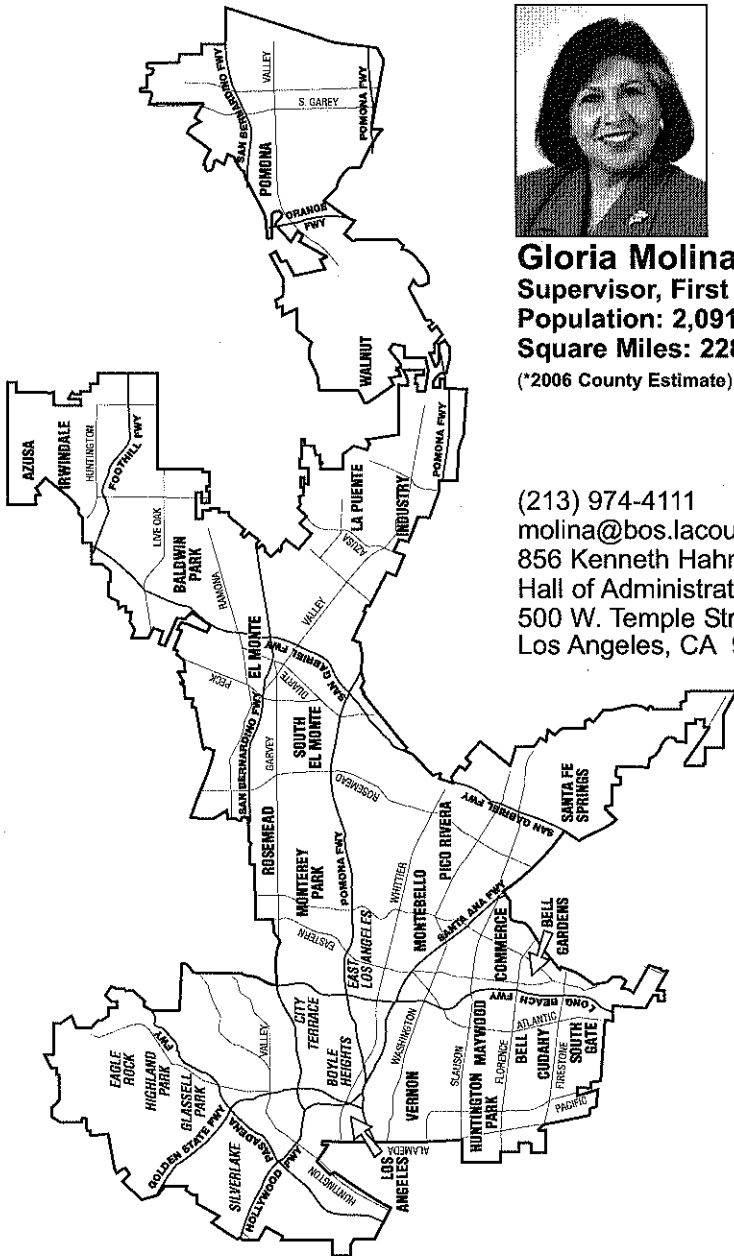
If you or a nominee desire additional information relative to the County Committee's functions or activities, please contact me at (562) 922-6144.

Approved:
Melvin Iizuka, Director
Division of Business Advisory Services

DGV/AD:mb
Attachments

Info. Bul. No. 41
BAS-21-2010-11

First Supervisorial District Map



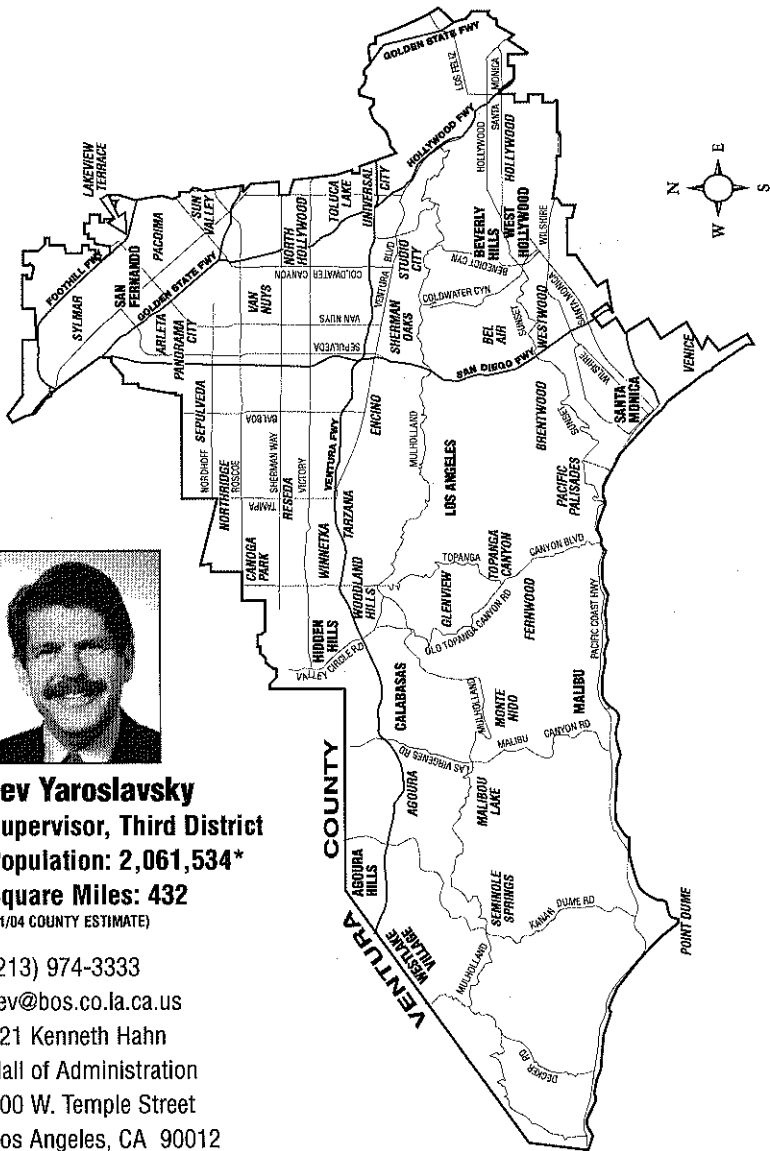
Gloria Molina
Supervisor, First District
Population: 2,091,996*
Square Miles: 228
 (*2006 County Estimate)

(213) 974-4111
 molina@bos.lacounty.gov
 856 Kenneth Hahn
 Hall of Administration
 500 W. Temple Street
 Los Angeles, CA 90012

Cities and Communities Within The First District

Cities	Unincorporated Areas	Los Angeles City
Azusa	Avocado Heights	Boyle Heights
Baldwin Park	Bandini (islands)	Chinatown
Bell	Bassett	Downtown
Bell Gardens	Citrus (Covina islands) (portion)	Eagle Rock
Commerce	East Azusa (islands) (portion)	Echo Park
Cudahy	East Los Angeles: Belvedere Gardens	El Sereno
El Monte	City Terrace	Expo Park (portion)
Huntington Park	Eastmont	Glassell Park
Industry	Firestone (portion)	Highland Park
Irwindale	Florence (portion)	Lincoln Heights
La Puente	Graham (portion)	Little Tokyo
Los Angeles (portion)	Hacienda Heights (portion)	Los Feliz (portion)
Maywood	Los Nietos (portion)	Silverlake (portion)
Montebello	North Claremont (islands) (portion)	Westlake (portion)
Monterey Park	Rowland Heights (portion)	Wholesale District (portion)
Pico Rivera	South San Gabriel	
Pomona	South San Jose Hills	
Rosemead	South Whittier (portion)	
Santa Fe Springs	Sunshine Acres	
South El Monte	Valinda	
South Gate	Walnut Park	
Vernon	West Puente Valley	
Walnut	West Whittier (portion)	
	Whittier Narrows	

Third Supervisorial District Map



Zev Yaroslavy
Supervisor, Third District
Population: 2,061,534*
Square Miles: 432
(*1/04 COUNTY ESTIMATE)

(213) 974-3333
 zev@bos.co.la.ca.us
 821 Kenneth Hahn
 Hall of Administration
 500 W. Temple Street
 Los Angeles, CA 90012

Cities and Communities Within The Third District

Cities

- Agoura Hills
- Beverly Hills
- Calabasas
- Hidden Hills
- Los Angeles (portion)
- Malibu
- San Fernando
- Santa Monica
- West Hollywood
- Westlake Village

Los Angeles City

- Arleta
- Atwater Village
- Bel Air
- Benedict-Coldwater Canyons
- Beverly Glen
- Brentwood
- Canoga Park (portion)
- Chatsworth (portion)
- Encino
- Hancock Park
- Hollywood (portion)
- Lake Balboa
- Lakeview Terrace
- Los Feliz (portion)
- Miracle Mile (portion)
- Mission Hills (portion)

Unincorporated Areas

- Agoura
- Calabasas (adjacent)
- Calabasas Highlands
- Franklin Canyon
- Malibu Vista
- Mulholland Corridor
- Cornell
- Las Virgenes/Malibu Canyon
- Malibou Lake
- Malibu Bowl
- Malibu Highlands
- Malibu/Sycamore Canyon
- Monte Nido

- Seminole Hot Springs
- Sunset Mesa
- Triunfo Canyon
- Topanga Canyon
- Fernwood
- Glenview
- Sylvia Park
- Topanga
- Universal City
- Veterans Administration Center
- West Chatsworth (portion)

- Mount Olympus
- North Hills
- North Hollywood
- Northridge
- Pacific Palisades
- Pacoima
- Palms (portion)
- Panorama City
- Park La Brea
- Rancho Park
- Reseda
- Sawtelle (portion)
- Sepulveda
- Sherman Oaks
- Silverlake (portion)
- Studio City
- Sun Valley (portion)

- Sunland (portion)
- Sylmar (portion)
- Tarzana
- Toluca Lake
- Valley Glen
- Valley Village
- Van Nuys
- Venice (portion)
- Warner Center
- West Los Angeles
- Westwood
- Wilshire Center (portion)
- Winnetka
- Woodland Hills

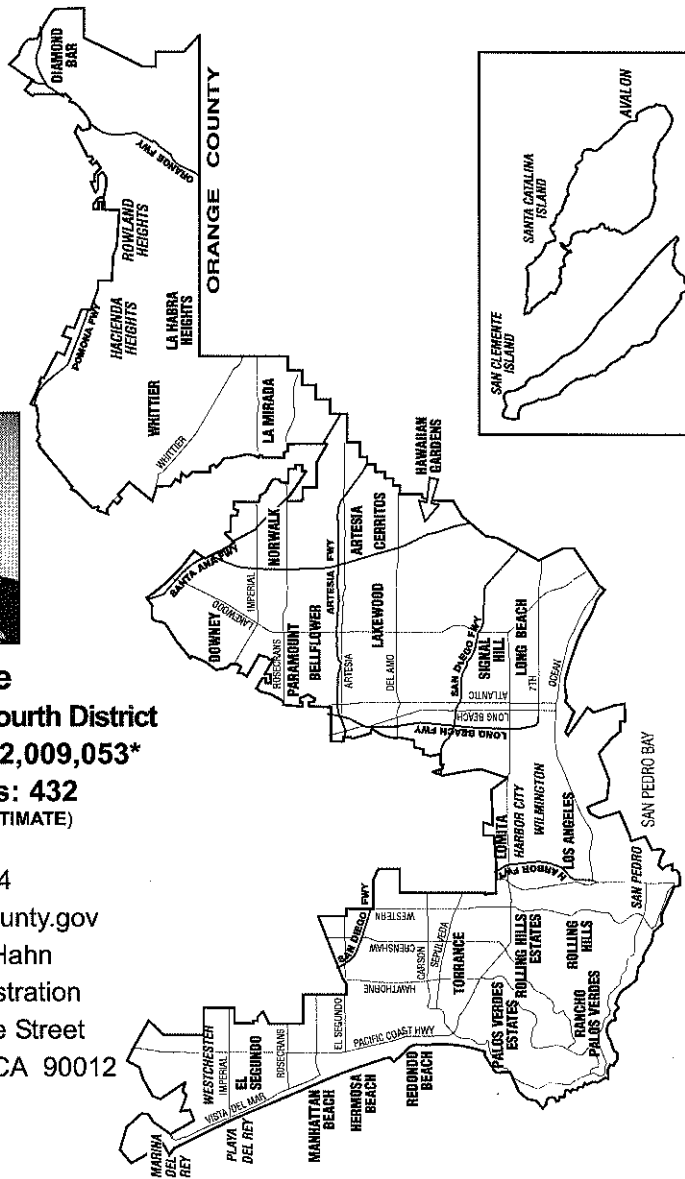
Fourth Supervisorial District Map

Cities and Communities Within The Fourth District



Don Knabe
Supervisor, Fourth District
Population: 2,009,053*
Square Miles: 432
 (*2006 COUNTY ESTIMATE)

(213) 974-4444
 don@bos.lacounty.gov
 822 Kenneth Hahn
 Hall of Administration
 500 W. Temple Street
 Los Angeles, CA 90012



Cities	Unincorporated Areas	Los Angeles City
Artesia	East Whittier	Harbor City
Avalon	Hacienda Heights	Playa del Rey
Bellflower	(portion)	San Pedro
Cerritos	La Rambla	Westchester (portion)
Diamond Bar	Long Beach (islands)	Wilmington
Downey	Los Cerritos Wetlands	
El Segundo	Los Nietos (portion)	
Hawaiian Gardens	Marina del Rey	
Hermosa Beach	(portion)	
La Habra Heights	Northeast Whittier	
La Mirada	(portion)	
Lakewood	Norwalk/Cerritos	
Lomita	(islands) (portion)	
Long Beach	Northwest Whittier	
Los Angeles (portion)	Rowland Heights	
Manhattan Beach	(portion)	
Norwalk	San Clemente Island	
Palos Verdes Estates	Santa Catalina Island	
Paramount	South Whittier (portion)	
Rancho Palos Verdes	West Carson (portion)	
Redondo Beach	West Whittier (portion)	
Rolling Hills	Westfield	
Rolling Hills Estates		
Signal Hill		
Torrance		
Whittier		

Conquer the Bridge race on horizon

The Daily Breeze

From staff reports
Posted: 08/28/2010

Runners and walkers from all around the South Bay will again get the chance to do something that would normally be frowned upon - walk across the Vincent Thomas Bridge - in the second annual Conquer the Bridge 5.3-mile/8K Race in San Pedro on Labor Day (Sept. 6).

The race will start and finish at Fifth Street and Harbor Boulevard in San Pedro. Start time is 8 a.m. More than 1,500 participated last year.

Cost is \$32 through Tuesday, and \$37 from Wednesday through race day. Those signing up on race day should arrive at least one hour before the start of the race. Group and high school discounts are also available. Runners can also sign up at Torrance Road Runners Sports Store or on www.active.com. For more information, visit www.conquerthebridge.com.

GARDENING: Just call Al Palacio 'Mr. Begonia'

The Daily Breeze

By Meredith Grenier

Posted: 08/27/2010

When Al Palacio ventured into a South Bay Begonia Society meeting about 25 years ago as the self-described "young kid of the group," he had a life-changing experience.

"The program that particular day was on propagating plants, and I was hooked," Palacio said recently. "I still go crazy when I discover a new plant."

After attending that first eye-opening meeting, he took a number of horticultural classes at El Camino College near Torrance and his new hobby was launched.

Today, the Hawthorne resident is such an avid plant collector that he propagates and grows hundreds of varieties under a lath in two backyards - his own and that of his neighbor, who is happy to have him put her spacious lot to good use.

Palacio's collection was one of three home gardens visited during a recent tour hosted by the American Begonia Society, Palos Verdes Branch.

"Sometimes I bet my horticultural friends a dinner that they can't name 10 plants that I don't grow here," Palacio said, chuckling.

If it's a little exotic, hard to find, difficult to grow or a brand-new hybrid, he probably has it.

About six years ago, Palacio gave up his administrative desk job to pursue landscaping as a career and launched his business, Shady Places.

"I used to do it for fun for elderly people," he said. "I would work to the bone, but they would give me cuttings and feed me."

As a member of three begonia societies, Palacio is an admitted begonia aficionado, but he's also a member of other plant societies that promote the care and breeding of bromeliads, succulents and cacti, clematis and gesneriads, among others.

He is very generous with his time as well as with plants he has propagated, and he often gives talks and workshops on aspects of growing and hybridizing plants to garden clubs and plant societies. Palacio often comes to meetings hauling a box of plants to be raffled off.

"People are always giving me plants because they know I will propagate them and give them back to various clubs for their raffle table, where you get a lot more than your money's worth,"

he said. "Sometimes a member will lose a certain variety of some plant or another. If I happen to have it, I'll propagate another one for him."

Palacio is a real advocate for membership in the society of a favorite plant - whether it is begonias, roses, African violets, fuchsias, dahlias or something more exotic, such as cacti.

"Even after all these years, I always learn something at these meetings," he said. "They have wonderful speakers and you can learn so much from other members. Also, members are generous about giving you cuttings and sharing growing tips."

Through his landscaping business and his general love of plants, Palacio has a good eye for garden trends. He confirmed that the use of succulents is on the upswing.

"People finally are letting me put them in their yards," he said.

Palacio's own front yard is devoted to a purely cactus and succulent landscape. Once they are established, these plants need very little water. He only watered his front yard five times last year, he said.

When creating landscapes for clients, Palacio said he listens carefully to their needs in terms of use of the property. Is it for entertaining? Relaxation? Are there children in the home? Do they want a water element, such as a waterfall or a fountain?

"I have a wide knowledge of plants and know which ones grow best in which areas," he said. "So I look at what the person wants. Maybe they need shade or maybe they have too much shade. Some people like a tropical look while others prefer succulents."

Palacio has propagated begonias for the Begonia Show & Sale from

9 a.m. to 4 p.m. Sunday at the South Coast Botanic Garden on the Palos Verdes Peninsula.

The event is sponsored by the American Begonia Society, Palos Verdes Branch. Experts will be on hand to give advice on begonia cultivation, propagation and maintenance.

Meredith Grenier is a freelance writer. She can be reached at meredithgrenier@yahoo.com.

Accreditor of California Colleges Lacks Conflict-of-Interest Protections, Federal Review Says

Chronicle of Higher Ed

August 26, 2010

By Josh Keller

San Francisco

The association that accredits community colleges in California and Hawaii violated federal rules in choosing its commissioners and lacks sufficient controls against conflicts of interest, the U.S. Department of Education has found.

The opinion is a narrow victory for the California community-college system in an increasingly public fight between the system and its accreditor, the Accrediting Commission for Community and Junior Colleges, which is part of the Western Association of Schools and Colleges. Community-college officials have complained that the accreditor handpicks its commissioners and is too quick to punish colleges, while accrediting officials believe that the colleges should meet higher standards.

In a letter dated Tuesday, a copy of which was obtained by *The Chronicle*, Kay W. Gilcher, director of the accreditation division of the Education Department's Office of Postsecondary Education, wrote that the accreditor was in violation of several federal regulations in the way it selects its commissioners. The review was undertaken in a response to complaints lodged in May by the community-college system's chancellor, Jack Scott.

For instance, the letter says, public members of the group that selects the commissioners are not sufficiently independent from the community colleges they oversee.

In addition, faculty, staff, and trustee representatives of the committee that selects commissioners are chosen using an informal process that "does not provide transparency to the selection process and, therefore, does not provide clear and effective controls against conflicts of interest," the letter says.

The letter, which asks the accreditor to submit a plan to comply with the rules by November 1, does not attempt to mediate the colleges' broader complaints against the accreditor. But Mr. Scott said the findings validate the system's view that the accreditor has failed to listen to the colleges it oversees.

"There's an issue of control, of unwillingness to allow the field to have the kind of input that their own bylaws require," Mr. Scott said. "That's all I'm saying, and that's at the base of what the Department of Education is saying to them: You have not worked hard to avert the conflict of interest. You need to reach out to the field."

Officials of the accrediting association said on Thursday that they planned to make changes after fully reviewing the letter. But they said the department's findings resulted from changes in how the federal rules were interpreted, not from any policies that would lead to potential conflicts of interest.

"Each of the people selected for appointment to the commission are outstanding, independent professionals who would take umbrage that they don't exert their own professional judgment with regards to the decisions the commission makes," said Michael Rota, chair of the accrediting commission and chancellor of Honolulu Community College.

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Comments

1. contreras - August 27, 2010 at 09:51 am

[Report Abuse](#)

I am not familiar with the appointments issue for which WASC-CC has been dinged by the feds. Kay Gilcher and her staff are serious-minded people who would not simply whack the organization for no reason.

That said, I have long admired WASC-CC's willingness to treat its standards as standards, not hints or suggestions or wishes upon a star. Barbara Beno and company deserve thanks for their commitment to quality.

An accreditor that is merely a country club for its own members serves no purpose. If WASC-CC seems quick to punish schools, that may be because it is being compared to the glacial methods of many other accreditors.

Alan Contreras
Oregon Office of Degree Authorization

2. softshellcrab - August 27, 2010 at 04:57 pm

[Report Abuse](#)

I always see that each college notes its "accreditation". I always say this: "Every school is accredited by somebody." It means nothing, someone tell me a school that has no accreditation from any organization...

3. weilunion - August 28, 2010 at 12:12 am

[Report Abuse](#)

right, Softshell crab and note how many of these accrediting agencies are filled with for-profit advocates of education. Just look at how Kaplan and Phoenix and other predatory insitutions are able to roam around like serial killers without any oversight.

Much like the SEC, these for-profit colleges are ripe with corruption and look the other way or footdrag when it comes to hitching up the for-profit criminal enterprises.

The whole accrediting system seems to be fixed.

See my work at

www.dailycensored.com

Danny Weil

South Bay college campuses bursting at the seams

The Daily Breeze

By Rob Kuznia Staff Writer

Posted: 08/30/2010

When the going gets tough, the tough go back to school - or they apply in vain.

Such is the order of the day at colleges across the South Bay and beyond, where the number of students pouring onto campuses on the first day of school Monday approached record highs.

But because the state budget quagmire has led to historic cuts in course offerings, more and more students are getting turned away - not only by four-year colleges, but also by two-year institutions such as El Camino College near Torrance.

Officials attribute the glut of students to widespread layoffs across the state that have forced more and more people to seek additional career training, as well as to California's unusually large high school Class of 2010, which has become this fall's super-sized freshman class.

At El Camino, enrollment is on pace to surpass last year's head count of 27,270, which itself was a seven-year high. Meanwhile, course offerings have plunged 10 percent in a year due to the state budget crisis. Consequently, the number of students on El Camino's course wait lists has shot up nearly 50 percent over last year, to around 13,000.

Rising in tandem are class sizes, lines in the student services building and parking frustration.

"You stand in line for 45 minutes to make an appointment for next week," complained Brendan Kelley, a 28-year-old psychology student, sitting at an outdoor table on the first day of school Monday amid throngs of students. "When you get into the classroom, there are people lined up against the wall."

At California State University, Dominguez Hills, which serves about 15,000 students, the South Bay's lone public four-year college is on track to tie its all-time record - set last year - for full-time pupils. Meanwhile, more than 23,000 applied.

"The irony this year is that as a result of the state budget cuts we cannot admit all of the students who would like to be here this fall," Dominguez Hills President Mildred Garcia said at last week's fall convocation address.

"While we have the capacity, we do not have the resources for more faculty and the student services needed to support more students on campus."

At Los Angeles Harbor College in Wilmington, enrollment is up 15 percent, and may break the 10,000 mark.

College officials across California are decrying the crunch as a consequence of inadequate state funding.

"Crowded classrooms, waiting lists of thousands and fewer course offerings are some of the conditions students face as they arrive on campus ready to begin the fall semester," said California Community Colleges Chancellor Jack Scott in a statement Friday. "You know things are bad when there are more students on our waiting lists than sitting in many of our classrooms."

In the 2009-10 academic year, California community colleges suffered a budget cut of \$520 million, amounting to about 8 percent of the system's overall budget.

The savage cuts are challenging the original mission of the community-college system: to accommodate all California students who want an education at an affordable cost. A legislative analyst has recommended boosting the per-unit price of a community-college class to \$40 from the current \$26. (Classes are typically three units.)

"I think people don't really understand how serious it is," El Camino President Thomas Fallo said, adding that the state budget is already 60-plus days overdue.

Fallo said he feels for the students who are having to wait in long lines or who fail to get into the classes they need. It wasn't this way four years ago, he said.

"We had more classes. It was more relaxed in the sense that students knew they could add the class or get the class they wanted," he said.

Strangely, he added that students four years ago were not as polite as they seem to be now.

"When everything was booming, people were locked up in their image," he said. "Now there seems to be more acceptance of the nature of what's going on in the world. ... I think they realize it's not going to be as easy to get through school in two years."

Also, largely because more and more students are getting rejected from four-year schools, El Camino has benefited from an influx of higher caliber students, Fallo said.

"The faculty tells us: `You don't have to tell us the numbers, we know they are better prepared,'" he said.

Public colleges aren't the only ones experiencing a surge of applicants and students.

An all-time high of 10,000-plus students applied to get into Loyola Marymount University in Westchester this fall. Undergrad enrollment has crept up by about 100 students, to 5,760 at LMU, where annual tuition is \$35,740. At tiny Marymount College in Rancho Palos Verdes, enrollment rose to 750 from 600 last year. Officials there attribute the boost largely to how the college this fall became a four-year institution for the first time since 1972.

At El Camino on Monday morning, student Christina Karacozyan thought she knew what to expect when she came to school for the first day of classes. After all, she attended the Torrance-area college four years ago.

But as the chock-full parking lots and garage indicated, things have changed. She was forced to park far off campus.

"It took 25 minutes to walk here," she said, while taking a break between classes to listen to her iPod. "I got to class with two minutes to spare."

Cuts Intensify Identity Crisis for Washington's Flagship Campus

The Chronicle of Higher Education

August 29, 2010

By Paul Fain

Seattle

Washington's flagship university doesn't look like it has money problems. The picturesque campus, a blend of Gothic architecture and the lush greenery of the Pacific Northwest, draws more federal research dollars than any other public university in the country. And the University of Washington raised \$2.7-billion in a recent campaign from its perch in this entrepreneurial city.

But cracks are appearing under the surface. The state is not paying for the many construction projects here, and severe budget cuts are now threatening quality at the university, particularly for undergraduates who are coping with larger classes and fewer research opportunities, one of the institution's core strengths.

Over 15 months the university absorbed a 33-percent, or \$134-million, cut in core state funds. And, like many flagships across the country, it is struggling with fundamental questions about whom it should be serving and how.

In a frustrating paradox, Washington and other top public universities are victims of their own success. Every research-support milestone or big donation takes a whack at the urgency of their budget appeals. But that money can't be used for faculty raises or for the day-to-day costs of educating students, which can be difficult to explain to the general public.

The state's lawmakers say they don't want to hurt their world-class university. To be sure, they face tough choices during the state's worst economic slump in 80 years. What should the Legislature cut to counter huge revenue gaps? Health care, prisons, and schools are competing priorities, and lack outside revenue sources.

Even community colleges and regional public universities are less-appealing targets for state budget cutters. They lack the tuition flexibility and fund-raising capacity of a flagship, and also train displaced workers, a mission that becomes an even higher priority in tight times.

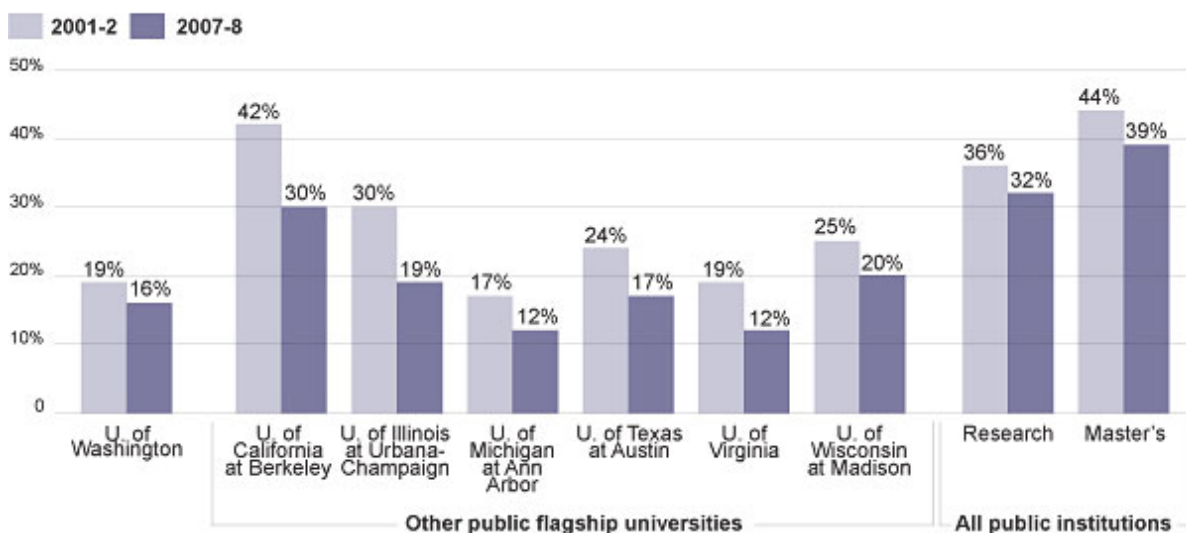
State budget cuts leave only two choices for many flagships: Let quality slip or privatize.

So far, most have chosen privatization to avert mediocrity. The Universities of Colorado at Boulder, Michigan, and Virginia have put the most distance between themselves and their capitals, with the state agreeing to cut red tape in exchange for dwindling support. Flagships in Arizona, California, Florida, and New York are among those following their lead, increasing tuition, adding out-of-state students (who often pay two or three times as much as residents), or pursuing some autonomy.

Washington's flagship is privatizing, too. In the wake of cuts, the university is pushing for the state government to relinquish some control of tuition setting and financial management. The university is also adding more out-of-state students. In five years, 33 percent of its approximately 6,000 freshmen will come from outside Washington, compared with 19 percent in 2008.

State Support of Flagship Universities Shrinks as Portion of Total Revenue

The percentage has dropped while universities have increased revenue from nonstate sources, like tuition.



Note: Total revenues exclude income from sales and services at university-run hospitals because not all institutions operate hospitals. State sources include appropriations, grants, and contracts. The 2007-8 fiscal year is the most recent for which data are available. Figures for research and master's universities reflect institutions in those categories as designated by the Carnegie Foundation for the Advancement of Teaching.

SOURCE: U.S. Department of Education

Chronicle analysis by Jeffrey Brainard

And in perhaps the clearest evidence of the private shift, revenue from students and their families this year topped the amount the state contributes to instruction, a change university officials liken to crossing the Rubicon.

As a result, the university has moved closer to the budget model of a flagship like the University of Michigan, where the private shift has been among the most extreme. There, students and their families pay nearly three times as much as the state.

Some flagships, though, have been able to retain more of their public financing. The University of North Carolina at Chapel Hill has long been the gold standard for public support of flagships, with revenue from tuition and fees there totaling less than half the state's contribution.

"State money and tuition is a hydraulic," says Paul E. Jenny, Washington's vice provost for planning and budgeting. "One goes up and the other goes down."

Playing Ball With Lawmakers

The University of Washington is the state's third-largest employer, after Boeing and Microsoft. With 47,000 students and an operating budget of almost \$4-billion, the flagship has thrown its considerable weight around to push back at the recent state cuts. University officials have complained about the cuts' academic impact, a story that has been covered heavily by the local news media.

But the guns-blazing approach has offended some state lawmakers.

Rep. Deb Wallace says the university has been overly adversarial. The powerful Democrat, who chairs the Legislature's higher-education committee, acknowledges that the budget woes are serious. "I'm not saying it's easy for them."

But she says university leaders have frustrated lawmakers by overstating the problem. For example, she says, the state cut is more like 6 percent after accounting for federal stimulus funds and tuition increases granted by the state.

"They've got to be intellectually honest about the reduction to play ball with us," she says, arguing that the flagship, in particular, has lost some of the public goodwill it has earned by pushing the message of budget woes.

The university argues that stimulus money is a temporary fix and that more costs shouldn't be passed on to students.

Such deep fault lines between the university and Democrats who describe themselves as champions of education can be jarring to observers whose mental image of Washington is full of left-leaning intellectuals and tech workers. But the state's strong populist identity poses a challenge for the flagship, which many residents outside Seattle view as elitist.

"We tend, unfortunately, to dominate the landscape," says Randy Hodgins, the university's vice president for external affairs. Mr. Hodgins is a former director of state relations for the university

who lived in Olympia, the capital, for 21 years. He says getting state money for the university can be a tough sell.

"It's like being the New York Yankees," says Mr. Hodgins. "Our success is what's doing us in."

East-West Divide

Washington's populist streak can be seen in its tax policy. The state is one of seven that do not collect any personal-income taxes. It also has limited business-income taxes. As a result, state government is boom and bust in its reliance on sales and real estate.

During a slump—Washington's revenue shortfall is an estimated \$2.6-billion, or 10 percent of its general-fund spending for the current biennium—what's left for education is spent more generously on public schools, community colleges, and financial-aid programs than on university operating budgets.

Officials at the flagship grumble about the disparity. They point to a 28-percent increase in state support for community colleges over the last decade, compared with a 3-percent decline for four-year colleges besides the flagship and a 12-percent hit for the University of Washington.

The broader support enjoyed by community colleges is partly geographic, says Helen E. Sommers, a former state representative who often advocated for the university during her 36 years in the Legislature, because Washington's 33 community colleges are located in many lawmakers' backyards.

The university has also long battled charges of elitism and wasteful spending.

Jake Faleschini, who graduated from Washington's law school this year, went to Olympia several times to lobby lawmakers for more money for his university. He says the divide between the Seattle-dominated west side of the state and the rural east "drives this distaste for the University of Washington and what it does."

Some observers say skepticism about the university can be warranted. David A. Longanecker, president of the Western Interstate Commission for Higher Education, says the university has, at times, failed to be open about how its complex budget is spent. And he says other universities in the state have been quicker to adapt to changing times with efficiencies and cost-cutting.

It's a problem he says many flagships face. "When you're doing reasonably well, there's not much impetus to change," he says. While Washington and other top publics now face serious

budget challenges, Mr. Longanecker says they should redirect energy spent fighting for lost state revenue toward finding cost-saving innovations, like those developed by the National Center for Academic Transformation, which redesigns course work with online and other technology components.

Despite the criticism, Washingtonians know they need their flagship to prosper. University leaders say the conversation with lawmakers and the public over state spending has improved in recent months. In a recent statewide poll, 87 percent of respondents called the university a source of pride, and 81 percent said it was vital to the economy.

Getting people to pay for that success, however, is a different story.

'Racehorse and Workhorse'

A new president will take the reins as the university copes with its uncertain financial future.

Mark A. Emmert will step down as Washington's president at the end of September to take the top job at the NCAA. By most accounts, Mr. Emmert has had a good run as Washington's president. In an editorial titled "Exit the Rainmaker," *The Seattle Times* celebrated his oversight of the successful fund-raising campaign and an athletics department that no longer generates bad publicity or deficits.

Many faculty leaders and administrators here say they wish Mr. Emmert were sticking around. But the university will be able to manage the transition, they say, thanks in part to Phyllis M. Wise, the veteran provost who is filling in as interim president. And the prestigious post is likely to draw a healthy pool of applicants. R. William Funk, the prolific search consultant who brought Mr. Emmert to Washington, was recently hired by the search committee to help find his replacement.

"The success of the university is not that tenuous," says James (J.W.) Harrington, a geography professor and chair of the Faculty Senate, "We can survive the replacement of a chief executive."

In an interview, Mr. Emmert, who grew up in a small town near Tacoma's port, gets frustrated when talking about the state budget.

His office overlooks an Italian-style plaza in the center of the campus and sits directly under the flight path for the Seattle-Tacoma International Airport. Passenger jets, many of them Boeings, pass overhead one day in June, a few hours before Mr. Emmert was to speak to an emergency Faculty Senate meeting about frozen salaries.

"Something's wrong when you say, 'We want our kids to get two-year degrees. We don't care about them getting four-year degrees,'" Mr. Emmert says, referring to what he sees as a lack of support for the flagship compared with community colleges. "And you're one of the leading high-tech states in the nation? That's not what Microsoft's looking for. That's not what Boeing's looking for, or Amazon."

Some higher-education leaders in Washington, while generally supportive of Mr. Emmert, say a clean slate with the Legislature might be a good thing, given recent budget battles.

One reason for the testy relationship between university administrators and lawmakers may be the timeline each side uses when assessing the state crisis. The Legislature tends to focus on short, two-year time frames because it must deal with urgent decisions about budget balancing. But professors and university leaders take the long view and see decades of progress at stake in each budget fight.

During a span of one or two generations, Washington grew into a research colossus from what Mr. Hodgins calls a "big regional college where everybody's kid goes to school."

Two decades ago the university had a research budget of \$311-million. Now, with a research budget of \$1.1-billion, Washington receives more federal research dollars than any other public university, and is second only to the Johns Hopkins University. Washington's gains in research come thanks to its strengths in biomedical sciences and engineering, as well as the university's close ties to federal agencies.

But the state's financial contribution is smaller than it was a decade ago. And, unlike the universities Washington now calls peers, it can't pull back from serving resident undergraduates. The state lacks the depth of public-university systems in states where its peers are located, like California, Michigan, and Virginia.

Washington State University is a solid complement to the flagship, but with 18,000 students on the Pullman campus, it's much smaller than Michigan State University or Virginia Tech. As a result, the University of Washington has preserved 4,000 freshman spots for residents while it increases the out-of-state mix—a growth model that won't work for long because university leaders say the campus is already pushing up against its size limitations.

"We are the state's racehorse and its workhorse," says Ana Mari Cauce, dean of the university's mammoth College of Arts and Sciences, which has more than 25,000 students.

To wit: The university grants 40 percent of the state's baccalaureate degrees, and 35 percent of its students are the first in their families to attend college. Researchers at the university estimate that its annual economic impact in the state is \$9.1-billion.

But despite that considerable clout, Washington lacks a key bargaining chip its corporate peers use in the state capital.

"We can't say we're going to move to South Carolina or Oklahoma City," Mr. Emmert says, referring to the recent relocation of a Boeing factory and the city's professional basketball franchise. "I can't move my football team, and I can't move my research base. So that means you take us for granted. If we could move this \$4-billion-a-year enterprise, any governor and every legislature would be throwing tax breaks and every bit of support they could at us."

Edge of the Cliff?

The university has preserved its academic quality for the most part, having avoided the layoffs and program cuts seen at many other universities, but that might not be the case for long, and the full impact of budget cuts won't be known for years.

Class sizes are up, and some of the most painful cuts, while subtle compared with layoffs and program eliminations, affect a core strength: research opportunities for undergraduates.

Biology majors have felt the sting. One of the most popular and demanding undergraduate disciplines, the biology department has lost 20 percent of its graduate teaching assistants over the last two years.

H.D. (Toby) Bradshaw is a professor of biology and associate chair for the undergraduate biology curriculum. He says that laboratory space is lacking and that students now spend less time in the lab for introductory biology, which he teaches.

Two cost-cutting moves were particularly disheartening for a top research university, Mr. Bradshaw says. The biology department recently eliminated all courses for nonmajors and field trips for introductory students. That means no more bird-watching, plankton tows, or trips to old-growth forests.

Bruce Balick can relate. A professor of astronomy and a former Faculty Senate chair, Mr. Balick has taught at Washington for 35 years. His method for Astronomy 101 has long been to have classes of 25 students meet twice each week. But now he has fewer teaching assistants for larger classes, which only meet once per week.

Students are struggling, and Mr. Balick can't keep up with the increasing flood of questions they e-mail him. "It's a disaster," he said.

Neither professor blames university administrators. But they and others here worry that the cuts may have lasting effects.

A precipitous decline is just around the corner, says Mr. Bradshaw. "We're at the end of our tether."

El Camino College details its accreditation process

Eligibility for Compton Center accreditation must be established prior to start of accreditation process

By Cheryl Scott *Bulletin Staff Writer*

El Camino College last week issued an explanation of the processes necessary for the accreditation of Compton Center.

“This communication summarizes information relative to the accreditation process,” said El Camino Community Relations Director Ann Marie Garten. “It is intended to serve as a guide only. A more detailed outline with timelines for the myriad activities associated with applying for accreditation eligibility and the accreditation process will be released within the month.”

The Compton Community College District Board of Trustees has not yet issued a comment on the explanation.

“We just received it a few days ago and we have not had a chance to collectively respond to it,” said Board Vice President Dr. Deborah LeBlanc. “We are looking forward to a collaborative effort to work toward establishing an accredited college for residents of the Community College District. Compton is on the move.”

El Camino officials released the document on Wednesday, Aug. 4. The Bulletin was told no one would be available to comment on it until after press time on Monday.

In August 2006 the Accrediting Commission for Community and Junior Colleges found that Compton Community College did not meet accreditation standards and withdrew accreditation.

The college district partnered with the El Camino Community College District in order to continue providing educational services at the former college, which is currently named El Camino College Compton Education Center.

In a report issued in March, the Fiscal Crisis and Management Team assigned to guide the Compton Community College District in its effort to reestablish local control and accreditation reported notable improvement in almost all areas of operation.

But the accreditation process is detailed and exacting and must be accomplished over a period of several years.

“El Camino College and its center are making significant progress toward offering a comprehensive curriculum and providing services to new and returning students,” Garten said in a release. “During the past four years, programs and services have continued to develop and enrollment has increased each year.”

What this means for the college is that one of the first requirements for eligibility for accreditation is on track. Before eligibility for accreditation can be applied for, the local college board must be granted governance over the Compton Community College District.

Since the college lost its accreditation, the board did not have full membership until late last year, and business has been conducted by a special trustee acting as the voice of the board.

However, the board now conducts regular meetings and is working closely with Compton Community College District CEO Dr. Lawrence Cox on district operations. Once the board regains local control, the process of re-establishing eligibility requirements for accreditation will begin.

Once the college has been declared eligible for accreditation, the accreditation process can begin.

Steps to accreditation

It is important to note that the former Compton Community College will not be re-accredited. El Camino will apply for accreditation of the ECC Compton Center under its own name. If accredited, it will be a separate college that is a new entity.

Accreditation certifies that the institution meets or exceeds specific standards of quality and is used as a basis for federal funding.

During the remainder of this year and 2011, the El Camino College Compton Center will establish an Accreditation Committee.

Faculty members and administrators will participate in accreditation workshops, training and accreditation site visits to colleges to gain a better understanding of accreditation standards.

Faculty development workshops throughout the year will include training for faculty and staff in the standards, themes and purpose of accreditation. Workshops will emphasize the importance of creating evidence based on data to improve decision-making and information sharing.

The next phase in the effort to establish eligibility for accreditation will include a focus on improving student achievement and proficiency in planning, program review and evaluation, and linking program review to the planning process. Compton Center must also focus on developing student learning outcomes for all courses and programs.

During the same time period Compton Center will evaluate and prepare responses to 21 eligibility criteria that demonstrate readiness to apply for eligibility for accredited status.

Additionally, the school must meet the Standards for Accreditation as part of realizing the 21 criteria for eligibility.

Once El Camino College has concluded that Compton Center has successfully met all criteria, it will submit an application for eligibility to the ACCJC. Upon review, ACCJC may grant or deny accreditation eligibility.

The 21 criteria that must be met include authority, mission, governing board, chief executive officer, administrative capacity, operational status, degrees, educational programs, academic credit, student learning and achievement, general education, academic freedom, faculty, student services, admissions, information and learning resources, financial resources, financial accountability, institutional planning and evaluation, public information and relations with the accrediting commission.

Once eligibility is granted by the ACCJC, El Camino will prepare to apply for candidacy status of its center. El Camino will complete and submit a Self Study Report documenting how the center meets the Standards of Accreditation and other ACCJC policies. The ACCJC will establish timelines for El Camino to prepare and submit a Self Study Report, which usually takes approximately 18 to 24 months.

The ACCJC will send a team to visit Compton Center to determine whether its standards, policies and eligibility criteria have been met.

If candidacy is granted, Compton Center must remain in compliance with the standards of accreditation throughout the entire candidacy period, which is at least two years.

At that time, El Camino will apply for initial accreditation for Compton Center.

This process includes submission of a second Self Study Report using the Standards of Accreditation, the Self Study Manual and other ACCJC policies and resources. The Self Study Report must be supported by evidence that the center continues to meet the eligibility requirements, as well as the ACCJC's standards and policies.

Once the report has been submitted to the ACCJC, a site team will visit the center to determine whether it has continually met all standards and policies of the ACCJC.

After the review of the Self Study and site visit team reports, the ACCJC will either grant initial accreditation to approve a new college, extend the period of candidacy or deny initial accreditation.

If initial accreditation is granted, the institution begins a six-year cycle of periodic review for reaffirmation of accreditation, which includes a six-year comprehensive evaluation, a midterm evaluation in the third year, annual reports and annual fiscal reports to the commission, and other progress and substantive change reports and visits as deemed necessary by the commission.