

# Gravity

## InsideHigherEd.com

By Dean Dad

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If I had plenty of ambition and no conscience at all, this would be my plan to get my cc through the crisis and emerge with greater resources and cachet on the other side:

Upscale.

Although academics as a breed love to be idealistic, I'm increasingly convinced that economic class exerts a certain gravitational pull that can only be resisted with great and ever-mounting effort. Every institutional incentive we have is to go upscale.

If we dealt with the pincer movement of lower state aid and higher enrollments by imposing admissions standards -- say, by refusing to do remediation anymore -- the economics (and prestige) of the operation would take off. Blocking developmental students would, all by itself, result in a wealthier student body. We would have much higher retention, graduation, and transfer rates. We would have much less call for special services for students with severe learning disabilities. Our financial aid spending would drop dramatically, as would our spending on tutoring. We'd run proportionally more sophomore-level classes, to the understandable delight of the faculty. As our graduation and transfer rates went up, our standing as a college of first choice would go with it. And we could both impress our politicians and insulate ourselves from them, just like the University of Michigan has.

I've seen some public four-year colleges follow this strategy, and it almost always works. They decide at some point to become more exclusive, and a few years later, they're suddenly 'hot.' For whatever reason, they don't experience this move as a violation of their mission. If anything, they take pride in their newfound exclusivity.

(The marketing of something like that can get weird. "Your tax dollars at work, excluding the likes of you!" Tone is everything.)

Although I haven't seen cc's do this at the institutional level, many of them do it at the program level. Nursing programs often have competitive admissions, for example, and they have notably higher retention and graduation rates to show for it. One of the weird paradoxes of pass rates is that the more academically rigorous the class, the higher the pass rate. Developmental math classes have terrible fail rates, but calculus classes don't. Since most of us would probably agree that calculus is 'harder' than arithmetic, the difficulty of the material isn't the critical variable. In this case, the weaker students don't get to calculus in the first place.

Much of the angst cc's experience on a daily basis comes from the effort to fight gravity. Colleges were originally built for the second sons of the aristocracy, and the closer you get

to that, the better it all works. Moving to open admissions in a society with increasing class polarization leads to some extremes for which the system wasn't built. As the K-12 systems from which many of our students come continue to founder, we spend more on tutoring and support services to try to make up the difference. Students who need those services notice that we're good at them, so they seek us out. Our graduation rates suffer, and we get flogged for it in the press and the political discourse. Meanwhile, the public four-year college down the street jacks up its standards and all is well.

(I still don't understand why there isn't a viable upscale proprietary college. Founders College tried that, but insisted on grafting an Ayn Randian political agenda to a model that otherwise could have worked. There's a HUGE market gap here. Any venture capitalists who'd like to take a flyer are invited to email me...)

If our politics and/or economics matched our mission, many of the issues that drive me to distraction would fade away. Until then, we're fighting gravity ever harder, and always with less.

## Harbor College president Linda Spink stepping down dailybreeze.com

Posted: 11/02/2009 8:02 PM

By Natalie Jarvey Staff Writer

Los Angeles Harbor College's first female president will step down after the school year, ending a nine-year run marked by an extensive campus renovation and severe budget constraints.

Credited with ushering the Wilmington campus through much of a \$500 million face-lift and finding creative funding sources, Linda Spink will leave the campus in July.

"It's going to be a very painful time for the community colleges in this state," she said Monday. "I don't want to watch this wonderful institution hurt anymore."

The Board of Trustees for the Los Angeles Community College District will conduct a nationwide search for a successor, expecting to name a new president by July 1 as to allow a monthlong transition before Spink's departure.

"The goal is to have a little overlap so she can orient her replacement, giving everybody a chance to transition," said Mona Field, the board's president.

Since Spink's arrival in 2000, five new buildings have opened as part of the campus' extensive renovation, and four more are in the planning stages.

"She's done a magnificent job overseeing the construction, making sure these buildings got done in a timely manner," Field said.

During her tenure, Spink also faced the challenge of finding money for the college despite severe funding cutbacks.

"Almost every one of our student services has been cut by close to 48 percent," she said. "It's hard for me to provide testing and aid for those students who are most needy when there are those types of cuts."

Her solution, securing grant money for the college, assisted some departments, but left others struggling.

The nursing program almost doubled in size with the aid of several grants, and the business and engineering programs are due for an overhaul thanks to a \$3 million federal grant.

But this hasn't helped departments that Spink says also need funding, like the admission and financial aid offices.

Even so, Spink's leadership has helped the school manage cutbacks, said Luis Rosas, vice president of student affairs.

"She supported academic programs and student services with equal energy," he said.

Spink announced her resignation Oct. 15 in an e-mail to staff and faculty.

Before arriving at Harbor, Spink served as president of Antelope Valley Community College and vice president for instruction at Mohawk Valley Community College in Utica, N.Y.

With a background in teaching, she's considering returning to the classroom as a professor of higher education.

Spink also hopes for more time to visit her grandchildren in California and Arizona.

In its search for a new president, the board will look for a candidate who shows similar dedication to the college.

"We are very fortunate to have a president that stays nine years today," Field said. "Most presidents won't stick around for all the hard work and aggravation."

The board, she said, seeks a leader who interacts well with campus administrators and faculty while also maintaining visibility in the community.

Spink said she hopes her successor recognizes the importance of establishing a sense of family on campus.

"Our faculty and staff just go out of their way to help students," she said. "We really care about each other here, and I hope that will continue to be so."

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## Assessing the Assessments InsideHigherEd.com

**November 5, 2009**

When the country's two major associations of public universities were trying to craft a new accountability system three years ago, they found that many of their member institutions (and especially their faculties) were deadset against the idea of choosing one measure of student learning outcomes.

"Their reaction was, we don't want a single test along the lines of No Child Left Behind -- we want multiple tests from which to choose," said David Shulenburg, vice president for academic affairs at the Association of Public and Land-Grant Universities, which designed the Voluntary System of Accountability along with its partner, the American Association of State Colleges and Universities.

In response, the groups settled on three possible options that institutions could use to fulfill the "student learning outcomes" portion of the VSA (the Council for Aid to Education's Collegiate Learning Assessment, the Educational Testing Service's Measure of Academic Proficiency and Progress, and ACT, Inc.'s Collegiate Assessment of Academic Proficiency), thereby avoiding the single test problem.

But it created another potential issue, Shulenburg says: uncertainty about whether the results on one test (chosen by one institution) would be comparable to the results for another institution that chose another of the three tests, and the possibility that institutions would try to game the system by seeking to use a test on which they thought they might perform better.

On Tuesday, the groups released [a federally funded analysis](#) of a ["test validity study"](#) conducted by the makers of the three tests showing that the three tests produced comparable outcomes at the institutional level, based on having been administered at a diverse range of 13 institutions, big and small, public and private.

In other words, a college that ranked in the 95th percentile for critical thinking using one of the tests would rank in roughly the same place using the critical thinking component of one of the other two tests, and vice versa.

The study, which was part of a larger \$2.4 million grant financed by the Fund for the Improvement of Postsecondary Education and led by the Association of American Colleges and Universities, ([link to 2007 story](#)), doesn't necessarily mean that the tests measure exactly the same thing, given their differences, but that an institution will fare (or "rank") essentially the same no matter which measure they use.

The significance of that finding, in Shulenburg's view, is that "it means that within the VSA, we can offer some diversity in measurement" to satisfy faculty and other concerns about a one-

size-fits-all approach "and still be able to say that we're using consistent measurement from school to school."

The study may have solved that political problem for VSA, but it did nothing to ease concerns among those (including some leading psychometricians and researchers) who question the accountability system's underlying dependence on tests that purport to measure student learning, and especially an institution's role in driving that improvement among its students.

"Even if the tests do measure the same thing, there is no evidence that they measure learning and, more specifically, learning that is the result of what the student has experienced in college," Victor Borden, associate vice president for university planning, institutional research, and accountability at Indiana University at Bloomington, said in an e-mail message.

While he acknowledged that the study released Tuesday was not intended to prove the tests' ability to measure student learning, and that the creators of the Voluntary System of Accountability cited previous validity studies in embracing the CLA, MAPP and CAAP three years ago, Borden is unpersuaded. "The research conducted to date does not demonstrate that these exams measure any aspect of college learning."

Shulenburg, in reply, said only that the public university groups had been satisfied by the existing evidence that the three tests can be used to measure the "value added" student learning that colleges and universities contribute.

That argument is unlikely to be settled for some time. But the release of the study on the three tests' comparability raises some other, more immediate issues.

By eliminating the tests' predictive powers as a reason for choosing one over another, since institutions would fare comparably whichever they chose, colleges can now focus on other factors in deciding which of the three exams to use, the researchers said. "[T]he decision about which measures to use will probably hinge on their acceptance by students, faculty, administrators and other policy makers. There also may be trade-offs in costs, ease of administration, and the utility of the different tests for other purposes, such as to support other campus activities and services," the VSA analysis says.

What that may mean for the three tests and their providers is unclear. Backers of the Collegiate Learning Assessment have been viewed (and resented) in some quarters for arguing, often none too subtly, that their test is better than the others at measuring value-added learning. With that advantage arguably wiped away by the comparability study, Steve Klein, director of research at the Council for Aid to Education, focused on what students might learn -- and what institutions might want them to gain -- from taking the CLA. Unlike the more standardized CAAP and MAPP tests, the CLA focuses on giving students problems to solve.

"The skills that you would need to do one are different from the skills you'd need to do the other," Klein said in a telephone interview Tuesday. "When we look at the mission statements of colleges, they emphasize the kinds of things we're testing. What message do you want to send to

students and faculty about the skills you think are important? Is it about regurgitation, or the kinds of analysis you'd have to do to take a test like the CLA?"

But some testing experts speculated that the finding that the tests predict equivalently could hurt the CLA, which is significantly more time consuming, and somewhat more costly, for colleges to administer (though its protocols call for fewer students to be tested than do those of its competitors).

Jim Sconing, who directs ACT's statistical research department and represented it on the FIPSE study, said there was no doubt that "some colleges prefer the open-ended type of questions" contained in the CLA, because they "think it has more face validity with their faculty." But "other people are drawn to the fact that multiple choice tests tend to have higher reliability," Sconing said -- an assertion challenged by the FIPSE validity study, Klein said.

And many colleges, Sconing added, are increasingly likely to "base their choice of test on other things, such as ease of use and, yes, cost."

The validity test also could end up opening the way for more competition for all three of the tests that are already considered VSA-worthy, Shulenburg noted.

"We now have a benchmark for considering the addition of other measures of value added learning outcomes," he said. "If folks come up with other value added measures that correlate highly with one or two of these, then perhaps we have a candidate for adding other measures."

— **Doug Lederman**



El Camino College graduate, Johnny Torres; Mayor Antonio Villaraigosa; Executive Vice-President, Southern California Edison, Pedro Pizarro; South Bay philanthropist, Melanie Lundquist; El Camino College President Thomas M. Fallo; and ECC alumna, Rachael Kartsonis.

## **El Camino College Historic Fundraising Effort Nets Substantial Southern California Edison Donation**

The El Camino College (ECC) foundation recently received a substantial donation from Southern California Edison (SCE) at the launch of an event to announce a new scholarship program.

Pedro Pizarro, SCE executive vice president, power operations, presented a \$200,000 check to El Camino College President Thomas M. Fallo at an event hosted by the ECC foundation and prominent South Bay philanthropists Melanie and Richard Lundquist, who likewise challenged others to support the cause. The money will be used to fund scholarships at El Camino College and a few other community colleges in Southern California. Los Angeles Mayor Antonio Villaraigosa and dozens of other elected officials from throughout the South Bay communities also attended.

The reception served as an official launch of a fund-raising drive in support of the statewide Osher Scholarship Endowment Program. The effort includes plans to raise \$1 million in matching funds to offer scholarships to the neediest of El Camino College's students.

El Camino College students have already benefited from the Osher Foundation gift, through \$20,000 in scholarships presented this year at the college's annual Scholarship Awards Ceremony and Reception.

President Fallo addressed the crowd, speaking of the three most exciting days on the El Camino College campus: first day of classes, graduation, and the annual scholarship reception.

"These student-centered events remind us of our important work at El Camino College," he said. "It's about helping students achieve their goals."



## Compton schools' weighty competition

Latimes.com

By Gerrick Kennedy

November 9, 2009

Staff members team up to lose pounds and gain cash prizes. The district hopes their successes will inspire students to make better food choices too.



LaShawn Sander, left, of Compton, Tiani Lockwood of Lakewood and Yvette Briggs of Compton exercise at El Camino College Compton Center. They're among 300 staff members from the Compton Unified School District competing to lose weight. (Francine Orr / Los Angeles Times / October 21, 2009)

Diahanne McKinley stepped off the scale and shook her head in disbelief. She tried again, this time removing a head wrap -- every ounce counts, she said. But again, the number was not good. So she shifted her weight from side to side and stepped on the scale one more time, observing the digital numbers aglow below her.

"I'm not happy," said the 53-year-old, fanning her eyes to stop the tears. "I'm working out four to five times a day -- morning, noon and night. I only lost one pound."

The Compton woman is one of more than 300 staff members from the Compton Unified School District competing to lose weight. Nearly \$9,000 in cash prizes -- provided by the district's insurance broker -- is at stake.

McKinley, a systems analyst for the district, had hoped to continue the momentum of the

previous week, when she shed 12 pounds. She cut fried foods and starches out of her diet, replacing them with fruits, vegetables and steamed chicken.

The competition is a local version of the 50 Million Pound Challenge, a nationwide initiative started by Dr. Ian Smith, known for his appearances on "Celebrity Fit Club," and reminiscent of NBC's hit show "The Biggest Loser." Anyone can join at no cost through the website [www.50millionpoundchallenge.com](http://www.50millionpoundchallenge.com) and track weight loss, download a 30-day meal plan, record exercise and create teams.

Since early October, Compton Unified's 61 five-member teams -- sporting names like Simply Delicious, Fat No Mo and Diet Divas -- have been attending weekly weigh-ins where they are given recipe cards and diet tips from the district's nutritionist. But, unlike the television show, participants do not have the luxury of trainers to guide their exercise. Instead, most of them walk and do cardio at nearby El Camino College Compton Center.

McKinley weighed more than 300 pounds at her heaviest. She hopes her weight loss will help relieve chronic back pain. Also, she has felt the financial sting of being overweight: Her health insurer recently raised her rates by more than \$40 a month.

Tami Foy, director of the Compton Education Foundation, started the program to help employees like McKinley. She said obesity has long plagued the area because lower-income neighborhoods tend to be surrounded by fast-food eateries that offer processed, high-fat foods. She hopes Compton students notice the progress being made by the school staff and work with their parents to make better diet choices.

"Every week we're hearing about someone dying of a heart attack," Foy said. "Our kids will not outlive us if we don't do something about this."

This isn't the first time Foy has tried to encourage district employees to trim some pounds. Foy said that about a year ago she wanted employees to enroll in Weight Watchers or Jenny Craig, but participation was poor because people could not afford the meetings or pre-packaged foods. So Foy looked for a free alternative.

Tracie Thomas, director of student nutrition services for the district, said television shows such as "The Biggest Loser" and "Celebrity Fit Club" are popular because they emphasize teamwork.

"We spend more time in our workplace around these people than we do in our own homes. I think everyone working together to get healthy works best," Thomas said.

As part of the program, Thomas has taken parents on tours of local grocery stores to learn to make healthier choices. Her department also sponsors weekly cooking classes to expose families to salad bars and locally grown fruits and vegetables.

The competition ends with a final weigh-in Dec. 2. The team that has lost the most will win \$4,000. There are additional cash prizes for second- and third-place teams, and the individual who loses the most will win \$1,000. Dickerson Employee Benefits, insurance broker for the school district, donated \$10,000 for prize money and food, Foy said.

Alex Muldrow, an operations manager for the district, said his biggest challenge was changing his "if it looks good, I'd eat it" mentality. He said Compton's limited choices in dining fueled his bad eating habits. Instead of frying food, he now bakes. He also eats more fish, chicken and raw vegetables. Muldrow's goal is to get down to 230 pounds from 277. McKinley hasn't set a goal, but becoming a grandmother gave her added incentive to get her weight in check.

"I know I'm 100 pounds overweight. I just started eating the wrong things," she said. "I don't mind paying that little extra for insurance. I just want to live."

# Colleges' rude awakening

**dailybreeze.com**

Staff Writer

Posted: 11/15/2009

Whatever happened to the great California dream - the promise of a good, affordable education for every qualified, committed student? That dream was hammered into policy in 1960 in the California Master Plan for Higher Education.

It was a farsighted document that argued that the future economic well-being of California depended upon a well-educated work force. That would encourage business investment in the state, as well as drawing smart people. The list of benefits was long and as it turned out, prophetic.

But that dream is now fading, and you won't find many dreamers on the campuses of California State University, Dominguez Hills in Carson, or the Los Angeles Community College District, which includes Harbor College in Wilmington. They've been jarred awake by bulging campuses - with 14,500 students, CSUDH has the largest student body in its 49-year history - fueled by laid-off workers from the recession, reduced classes and higher costs.

The nine colleges of the LACCD have had to cut up to one-third of their classes this year because of state budget cuts. Harbor College canceled summer and winter programs and reduced fall offerings by 10percent. El Camino College near Torrance, which is not part of the LACCD system, cut 12 percent of its classes.

CSUDH has its share of budget woes as well. A \$16 million cut that has forced it to offer fewer classes filled with more students. And for that, students are paying more - a 10 percent fee increase was approved in May and another 20percent increase in July - while worrying that the degrees themselves will be worth less.

It's hard to peg what long-term societal costs will come from this dramatic divestment in public higher education. It will definitely mean reduced personal economic opportunities for students unable to access the schools once open to anyone with a heartbeat.

California did benefit from its investment in higher education in recent decades. The economy diversified, so that when the aerospace industry mostly left the state, many of the workers were retrained by our higher education system and absorbed by industries that had moved to the state because of its educated work force pool.

Lawmakers stuck pretty close to the master plan from 1960 to 1990. But now?

Now, commitment to the state's once-famous higher-education system and training for the workers the state needs seems to be on the wane. The Public Policy Institute of California

estimates that by 2025, the state will fall 1 million college graduates short of what it needs. Particularly hard hit will be the science and technology fields.

What caused the abandonment of California's high-minded and proven goals? A handful of suspects emerge. One is a redistricting deal between incumbent lawmakers, both Republicans and Democrats, that made safe seats for themselves and ignored what it did to the politics of state government. Within the safe Democratic and Republican districts it became no longer a contest between competing ideas, but a contest between who was the "real" Democrat or Republican. The real Democrats are the most liberal; the real Republicans are the most conservative.

The result was state government of party loyalists with no reason to compromise and govern through negotiation.

Years and year of that dynamic brought about a current budget that put prisons ahead of education in spending priority. In 1990, 17 percent of the state budget was spent on higher education, with 3 percent going to prisons. Now the split is 10 percent for prisons, 9 percent for higher education.

The public has become so disgusted with government in Sacramento that it is suspicious of any spending - except money for more prisons. It has resorted to budgeting by initiative, which for the most part has made things worse.

There's another serious deficit coming next year. The fear is California will continue shredding its higher education system. And with it, the economic future of the entire state.

# Colleges accused of tuition fraud

**vcstar.com**

By Joe Curley, Rhiannon Potke

November 15, 2009

Allegations that out-of-state community college athletes saved thousands of dollars in tuition by declaring themselves California residents, which led to the resignation of the Ventura College basketball coach and firing of the Oxnard College basketball coach last year, are spreading across the state.

Reports have surfaced at community colleges in Los Angeles, Santa Monica, Pittsburg and Cerritos about falsification of state forms for out-of-state athletes in men's basketball and football programs.

"Certainly in basketball it has become a problem," said Rich Kollen, commissioner of the South Coast Conference in California's community college athletic system. "I think it's one of the things we are getting better at tracking. Things that happened in the past are very hard to cover up now."

Athletic scholarships are prohibited in California community colleges, and schools are prohibited from offering athletes any aid not available to all students. So declaring athletes to be California residents can save them up to \$4,200 a year. It also makes them eligible for in-state financial aid.

Los Angeles City College was the latest school hit with the allegations.

Last month, Kollen ruled the school must forfeit its 22 men's basketball wins from the 2008-09 season, "citing L.A. City's use of ineligible players due to Form 1 (Student Eligibility) violations made by the college." The school had already suspended its athletic program, citing budget problems, leaving only the women's volleyball team to play this year.

"Basically what L.A. City went through is similar to what Ventura and Oxnard had gone through," Kollen said.

## **\$4,000 per year per student**

The Star reported in November 2007 that at least a half-dozen recent out-of-state Ventura College basketball players claimed to have lived in California, at a savings of \$4,000 per year per student.

In January 2008, Ventura College ruled four out-of-state basketball players ineligible “based on the fraudulent applications that were filed by them or on their behalf.” Two weeks later, Oxnard College did the same to two out-of-state basketball players.

Ventura coach Greg Winslow and Oxnard coach Jeff Theiler both lost their jobs over the incidents. Winslow resigned and Theiler was dismissed. Winslow has been charged with criminal fraud based on allegations stemming from that investigation.

The L.A. City forfeiture stemmed from reports in the college’s newspaper earlier this year that five L.A. City basketball players on last year’s team claimed to have attended Stoneridge Prep in Simi Valley, but officials at that school said they had never heard of them.

The issue goes back much further at L.A. City. In 1996, an audit found that six L.A. City basketball players who played in 1994-96 had been falsely admitted to the school as California residents without having resided in the state for at least one year prior to enrollment.

In addition, an investigation of L.A. City documents by The Star found that at least seven men’s basketball players over the past six seasons had obtained discounted tuition by claiming to be military personnel or a dependent of someone on active military duty.

## **Clerical errors claimed**

When reached by The Star, two of the players who received military discounts, David Cornwell and Clarence Matthews III, said they had no connection to the military. Attempts to reach the other five players were unsuccessful.

Like in-state residents, military enrollees pay \$20 per unit. Out-of-state residents pay \$181 per unit, plus an enrollment fee.

When asked why they were listed as military residents on their transcripts, Cornwell and Matthews — members of L.A. City's 2004-05 team — claimed it must have been clerical errors by the admissions office.

“That happens all the time because when the people type them in they're just speed typing,” Cornwell said.

Cornwell, a Louisville, Ky., native, and Matthews, a Beaumont, Texas, native, both said they had never been to California prior to arriving at L.A. City, and were not aware of their tuition rates at any point in their L.A. City careers.

“I was just going out there for the love of playing basketball and not worrying about the money factor,” said Matthews, who eventually played two years at Tennessee State. “I don't know exactly what it cost.”

If the transcripts were intentionally doctored, the implications go beyond just receiving a tuition break, says Michael Josephson, founder and president of the Josephson Institute of Ethics.

“Claiming military status is so offensive to those who really are in the military,” said Josephson, who has created specific sports training programs on ethics. “It is like using the handicap stall when you are not handicapped. It is just not permitted.”

### **Not aware of an issue**

After the 1996 audit at L.A. City College, the admissions office placed holds on the records of the athletes and charged them with additional tuition fees for being nonresidents. The additional fees totaled \$28,063.

One of the players named in the audit said he was not aware there was ever an issue regarding his tuition and was never contacted about the issue.

“We weren't aware of anything. We just went to school and played basketball,” said Anthony White, who played at L.A. City in the 1995-96 season before transferring to USC. “ We didn't have no worries, everything was taken care of and we just went there and did what we had to do.”



Similar claims of in-state residency were made by members of L.A. City's team last year.

The 2008-09 roster listed five players from Stoneridge Prep in Simi Valley.

"I've never heard of those names, nor did they play for us," said Stoneridge Prep Principal Maria Arnold. "They were not enrolled. This is all just a big mess."

Two of the players, Antonio Owens and Marvin Coats, are listed as attending Stoneridge Prep's Tarzana campus, which closed in 2004.

### **'I never asked him why'**

The story was first reported by L.A. City's school newspaper, the Collegian.

Owens, who actually graduated from Boyd County High in Ashland, Ky., in 2007 and attended Ware Prep in Atlanta in 2008, told the Collegian that L.A. City coach Mack Cleveland told him what to write on his athletic eligibility paperwork.

"I don't know why coach wanted to say I went to Stoneridge," Owens told the Collegian. "I never asked him why. I knew him. I didn't think he would do anything that would jeopardize me or my career."

Owens said he originally filled out the form with his correct information, but Cleveland told him to "do it over."

"He was just giving the answers," Owens said. "We put it on there. But it wasn't our information. We just listened."

When asked about the issue by Collegian reporter Mars Melnicoff, Cleveland replied, "If you want to stay here, I highly recommend that you drop this story. Can't you find something productive to focus your time on?"

Adding another layer to L.A. City's athletic turmoil, Mike Miller, who coached the L.A. City men's basketball team from 1992 to 2007, has filed a lawsuit against the school regarding his dismissal earlier this year.

Miller, who also served as the school's athletic director, alleges L.A. City President Jamillah Moore removed him on April 1 because of racial and age discrimination. Miller says Moore referred to him as "the old white guy" in conversations.

Neither Moore, nor Camile Goulet, a school lawyer, would answer questions about Miller.

### **'Who is in charge?'**

Around the state, there have been several recent reports of out-of-state athletes paying in-state tuition.

The Santa Monica Daily Press reported in August that 15-year football coach Robert Taylor was dismissed this summer because of "serious violations relating to changing student residency status," according to school president Chui Tsang.

The Contra Costa Times reported in February that officials at Los Medanos College in Pittsburg uncovered "about a dozen" football players from Florida "pretending to be California residents to pay lower fees."

Cerritos College assistant football coach Patrick Callahan pleaded guilty in September 2006 to falsifying government documents. Callahan admitted to fraudulently obtaining \$91,000 in federal grants for 13 players and also modifying applications from out-of-state players to indicate California residency.

His two-year jail sentence was suspended to 90 days and he was ordered to repay \$70,758 to the U.S. Department of Education and \$20,799 to Cerritos College.

"The fact that it is happening at multiple schools and not one school, I think, underlines the fact that there is a general culture in those people who are running the sports program," the ethicist Josephson said. "Some of them may be arguing they are doing it to even the playing field because others are doing it. But the real question is, who is in charge of enforcing the rules and why aren't they being enforced?"

# Candidates tied to Kimbrew win big in school, college board elections

*School board: Estrada out, Garrett in  
College board: Davis, Hamilton, LeBlanc victorious*

**By Allison Jean Eaton**  
Bulletin Editor

**COMPTON—The votes are in, and candidates whose campaigns had ties to a notorious political consultant and former school board member convicted of misappropriating public funds overwhelmingly won elected office in last week's school and college district board elections.**

Aside from Paulette Simpson-Gipson, who narrowly lost the fourth seat up for grabs on the Compton Unified School District Board of Trustees to incumbent Marjorie Shipp, candidates appearing on mailers paid for in part by an organization associated with Basil Kimbrew — which Kimbrew contends he has no ties to despite a business card indicating otherwise — easily walked away with wins.

In what was likely a shocker for Mae Thomas — she had been so sure she would lose that she made a goodbye speech at the end of last week's school board meeting — the outspoken and often unruly incumbent earned the most votes in the Tuesday, Nov. 3, school board election, followed by incumbent Satra Zurita, newcomer Margie Garrett and Shipp.

Thomas was the top vote-getter with 2,280 votes, or 16.05 percent. She was tailed by Zurita with 2,256, or 15.88 percent; Garrett, 1,763, or 12.41 percent; and Shipp, 1,647, or 11.59 percent.

Both Thomas and Zurita held their first- and second-place slots from beginning to end, each getting a big boost from absentee ballot counts in the high 900s, a key factor securing them the margin they needed for victory.

Coming in fifth was Simpson-Gipson, with 1,605 votes, or 11.3 percent. Incumbent Joel Estrada trailed with 1,371, or 9.65 percent, followed by Deatra Handy, 900, or 6.33 percent; Tomas Carlos, 860, or 6.05 percent; Joseph Lewis, 655, or 4.61 percent; Willie Carson, 505, or 3.55 percent; and Nydja Quarles, 365, or 2.57 percent.

Neither Thomas nor Zurita returned numerous calls or e-mails for comment on their successful campaigns. A message left on Thomas' home phone last week was not returned as of Monday evening, when Zurita had still not responded to three phone calls, a text message and an e-mail from The Bulletin.

Despite being featured on many of its mailers, Zurita told The Bulletin two weeks ago that she ran her own campaign and was not a part of any slate. She said she was endorsed by the teachers union, which she took advantage of because it added a much-needed financial boost to her campaign.

She, along with Thomas, Garrett and Simpson-Gipson, appeared on mailers partially funded by the Compton Education Association and an organization based in Moreno Valley called the California Democratic Voter Guide. According to a business card obtained by The Bulletin, Kimbrew works for that organization as a political consultant. However, he denied any involvement with the organization during a telephone conversation last Wednesday and accused nearly a dozen sources of lying.

But individuals who worked for the teachers union slate or for individual candidates on that slate said Kimbrew was running everything from the design and printing of the mailers to allegedly enlisting students from Dominguez High School to work the slate's phone banks and walk literature in the community without pay, instead crediting them for community service hours, a graduation requirement.

District officials said they had yet to identify the students involved as of last week. They emphasized that candidates are not permitted to use students to further their political activities unless the students are paid.

Shipp said last Tuesday night that she believes the district is headed for troubled times.

"The kids are going to suffer," the former teacher said. "The first thing they'll do is get rid of the superintendent. And she's (Superintendent Dr. Kaye Burnside) doing a phenomenal job."

The mood was somber at the Brandy Salon in Compton, where Estrada, Handy and Carlos accepted early on that they would lose. Later, they said racism appeared to be a factor. "Somebody told me today, 'You know why you're losing? You ran with two Latinos,'" Handy said.

A campaign staffer said a woman told her the same thing about Handy — that she was being dragged down because she ran with Latinos. Estrada said a school board member echoed the sentiment, saying Estrada might have won had he not brought Carlos on board. "That's the part that stings the most," Estrada said. "I don't mind losing, but it stings that there's an undercurrent of discrimination."

With Estrada voted off the board, the city has a single Latino elected official, Lorraine Cervantes, president of the college board. But that board has no decision-making power, merely serving in an advisory capacity under the state-appointed special trustee.

Latinos make up more than 60 percent of the city's population and at least 75 percent of the school district's student population. But because so few Latinos vote, their community is stuck in a state of disenfranchisement.

### **College district results**

In the Compton Community College District Board of Trustees race, former longtime City Clerk Charles Davis nabbed the Trustee Area 1 seat in an upset that left recently appointed Trustee Bruce Boyden in finishing last. With all 36 precincts reporting as of about 12:25 a.m. Wednesday, Davis walked away with 1,253 votes, or 42.82 percent. A far-off second, Skyy Fisher secured 747 votes, or 25.53 percent, followed by Mary Edwards, 584, or 19.96 percent,

and Boyden, 342, or 11.69 percent.

“I guess I’m back in the game,” Davis said last Wednesday. His first order of business is to learn all that he can.

“There’s so many variables there. I need to learn what the job is. I know municipal government, but I don’t know the educational process. You don’t want to take action if you don’t know what you’re doing,” he said.

“A lot of people are talking about accreditation stuff,” Davis continued. “But that’s way down the road, so we need to focus on the Fiscal Crisis and Management Assistance Team scores.”

Trustee Area 2 easily went to John Hamilton, who secured 947 votes, or 64.47 percent. Olivia Verrett followed with 339 votes, or 23.08 percent, and P.J. Johnson, 183, or 12.46 percent.

Hamilton did not respond to a call seeking comment as of Monday evening.

Both Davis and Hamilton appeared on mailers along with the four teachers union slate candidates.

Trustee Area 4 was nearly an effortless win for Dr. Deborah Sims-LeBlanc, as her lone challenger all but fell out of the race despite still appearing on the ballot. She earned 764 votes, or 64.8 percent.

LeBlanc said the Paramount community is ecstatic to once again have representation on the college board. She’s interested not only in facilitating a partnership between Paramount schools and the former college, but also focusing on restoring the school’s esteem in the world of higher education.

“I just want to make sure Paramount schools are well represented, and that we pull this college together, and we will,” she said. “One of the first things that I am doing is getting stuff in motion” that will increase “our credibility in the higher education community.”

To that end, she flew to Cleveland, Ohio, overnight to make an early morning speaking engagement last Wednesday at the annual conference of the American Association of Adult and Continuing Education. Her topic? “A Call to Excellence in Community Service: A Look at Compton Community College District.”

### **Polling place problems**

A number of voters and two unsuccessful candidates, Handy and Carlos, said they saw questionable practices taking place at various polling places — allegations that are nothing new in the city of Compton.

At Kennedy Elementary, Carlos said a poll worker had a teachers union slate mailer sitting on the sign-in desk inside the polling location. Carlos said he attempted to give the man one of his slates’ mailers to set out, as well, at which time another poll worker told her fellow volunteer it was not legal to have the mailer sitting out in plain view.

At another site, voters who would not give their names alleged separately that they were told they had to vote for Zurita as the poll worker handed them ballots. And at another, Handy said workers were allegedly prematurely giving voters provisional ballots, which are not immediately counted and are sometimes not counted at all depending on the size of the gap between winning and losing candidates.

Local activist Robert Ray said he almost wasn't able to vote after never receiving his absentee ballot in the mail and then nearly being denied at a polling location when workers could not locate his name on the roster.

These issues, along with what several longtime Compton voters cited as a suspiciously high number of absentee ballots, especially in a school board election, could spur a recount as well as signature verification of all absentees.

"It looks like someone stacked the deck," said Alex Landeros, who said he has run several area candidates' campaigns in the past.

## **Dr. Willie O. Jones Brings New Vision to the Rebirth of Compton**

Written by Yussuf J. Simmonds (Managing Editor) , on 11-19-2009 00:00



***Councilman Dr. Willie D. Jones  
- Jason Lewis for Sentinel***

*As a first term councilman and a lifelong educator, Dr. Jones' focus is on unifying Compton and making its government work for the people*

By Yussuf J. Simmonds  
*Sentinel Managing Editor*

Dr. Willie D. Jones is the current city councilman of District 4 in Compton; he was elected to fill the vacant seat recently vacated by Isadore Hall, who went to the state assembly. Dr. Jones got there via a lifetime service as an educator, a member of the Compton College Board and as a lifelong resident of Compton. He brings to city government a unique understanding that only someone with his background can and he believes that the city deserves all that he can give especially for the children with whom he had formed a lasting bond as an educator.

"I've lived in Compton for almost 50 years, I've raised my children there," Dr. Jones said, "I've worked there and I've always been active in the community. When my kids were in school I was active in the PTA (Parent-teachers association) and my son was in athletics. In fact, I got the lifetime achievement award from the PTA for my service." Dr. Jones was stated in no uncertain terms about his relationship with the city, its residents and the community as a whole.

Though he has retired from being an educator, he still feels connected to Compton's educational system. "Even now, I volunteer at Roosevelt Middle School and work with the sixth graders," he continued, "I mostly do motivational speaking but I also do academic support and other help, and that's rewarding. I worked in Compton and in Cal. State Dominguez (Hills, University) when it first started; and then I was recruited to come to Compton College where I worked for almost 30

years."

Dr. Jones' top three priorities are public safety, economic development and educating the youth - though not necessarily in order of priority. He said, "I graduated from USC and my work was always service. I worked in student services and because I was indigenous of the community, I was very sympathetic to the issues and the things that were going on in the community; I was aware. We had the gangs, the drugs, the foster kids and all of that. But within that, we have wonderful families that want the same things for their children like everybody else." His academic field was education where he has a Ph.D. and he emphasized, "I had a special interest in African American and Latino men because they were the most endangered of any other group."

What drove him from academia to politics was, "when I retired, people came to me and said 'Dr. Jones what are we going to do; who are we going to bring our children to,' because when I was there, they would bring me the good ones and the bad ones." There was a vacancy on the Compton Community College Board of Trustees, but according to Dr. Jones, he was not interested. The people got together and beseeched him; he ran and won, "and that was my beginning," he proudly stated.

"Now, what happened with the (city) council was that there was a person who was elected to the state assembly, and there was a vacancy," he intoned, "and the same thing happened - the people came to me and asked me to run. I was fine there (at the college board)," he said. "I worked in education, I know the issues there."

"The mayor appointed a person and now, I have to run against the mayor's candidate," Dr. Jones stated, "and I consider myself a better product, and I had been in public life before."

I had my program: safe streets, bringing in business, the bread-and-butter issues. But it was really difficult, the mayor had money. I didn't have the war chest that they had, but I prayed.

We had to have 50 percent plus one to win, it wasn't a plurality. I ran in the primary and nobody got 50 percent. It was five people: Amos Clay came out number one and I came out number two."

According to Dr. Jones, he had used up all his money in the primary and was left broke for the general election. At that point he said, "I called (Assemblymen) Isadore Hall and he is a wonderful fundraiser. I asked for his help and he supported me." And Dr. Jones won the 4th district council seat.

Since being on the council, he has proceeded to promote the things that he had run on and, as his website states, he wants to protect city assets and maintain a balanced budget. "I want to improve city service for the benefit of all residents," Dr. Jones has proclaimed to make Compton the once-again beautiful city, full of prosperity and growth that he found it to be more than 40 years ago.

**LAST UPDATE: 11-18-2009 15:55**



## **Southern California Nursing Students Are Awarded \$256,500 in Scholarships from Kaiser Permanente**

[www.earthtimes.org](http://www.earthtimes.org)

PASADENA, Calif. - (Business Wire) Nursing students from 46 Southern California colleges received a financial boost today to help meet expenses and complete their education when Kaiser Permanente awarded 145 scholarships totaling \$256,500. Kaiser Permanente's Deloras Jones RN Scholarship program has awarded more than \$4 million to 1,942 students statewide since it was established in 2001.

As one of the largest employers of nurses in California, Kaiser Permanente's annual support to build California's nursing workforce will again exceed \$5 million for Nursing Pathways, career ladder programs, nursing scholarships, grants to colleges, and forgivable loans. "Kaiser Permanente is committed to assisting nursing students as they pursue their baccalaureate degrees," said Deloras Jones, RN, MS. "RNs are health professionals prepared to provide safe, high-quality direct patient care, and their commitment and dedication will be a major force in propelling this country into a new era of health care."

Scholarships of \$1,000 to \$2,500 are based primarily on financial need to assist individuals who are pursuing nursing degrees, and are awarded in the following categories: Academic Excellence for graduate students (minimum 3.8 GPA required for this category only); Academic Excellence for undergraduate students (minimum 3.8 GPA required for this category only); Graduate/Doctoral Studies (registered nurses pursuing an MSN, DNSc or PhD with a minimum 3.0 GPA required); Underrepresented Groups in Nursing (minority and male students); and Nursing as a Second Career. Additionally, a \$1,000 scholarship was awarded to a student in each nursing program affiliated with Kaiser Permanente.

Deloras Jones retired as Kaiser Permanente's Director of Divisional Nursing Services for California in 2000 after a 34-year career dedicated to professional nursing and leadership. Jones is the founding and current Director of the California Institute for Nursing and Health Care in California (CINHC), a statewide institute focusing on "Optimizing the Health of Californians Through Nursing Excellence."

### **THE SOUTHERN CALIFORNIA PARTICIPATING COLLEGES (BY AREA) ARE:**

**Inland Empire:** California State University-San Bernardino; Chaffey College (Rancho Cucamonga); Copper Mountain College (Joshua Tree); Loma Linda University; Mount San Jacinto College-Menifee Valley; Riverside Community College; San Bernardino Valley College; and Victor Valley Community College.

**Kern County:** California State University-Bakersfield; and Bakersfield College.

**Los Angeles County:** American University of Health Science (Long Beach); Azusa Pacific University; Biola University (La Mirada); California State University-Dominguez Hills;

California State University-Long Beach; California State University-Los Angeles; Cerritos College (Norwalk); El Camino College- Torrance; Glendale Community College; Los Angeles City College; Los Angeles Harbor College; Los Angeles Southwest College; Mount San Antonio College (Walnut); Mount St. Mary's College; Rio Hondo College (Whittier); Santa Monica College; and UCLA.

**Orange County:** California State University-Fullerton; Concordia University (Irvine); Golden West College; Saddleback College; Santa Ana College; and University of California-Irvine.

**San Diego County:** California State University-San Marcos; Grossmont College; Imperial Valley College; National University (La Jolla); Palomar College (San Marcos); Point Loma Nazarene University; San Diego City College; Southwestern College (Chula Vista); and University of San Diego.

**San Fernando Valley and Lancaster:** Antelope Valley College; Los Angeles Valley College.

**Ventura County:** Moorpark College; and Ventura College.

## **ABOUT KAISER PERMANENTE**

Kaiser Permanente is committed to helping shape the future of health care. We are recognized as one of America's leading health care providers and not-for-profit health plans. Founded in 1945, our mission is to provide high-quality, affordable health care services to improve the health of our members and the communities we serve. We currently serve 3.3 million members in Southern California. Care for members and patients is focused on their total health and guided by their personal physicians, specialists and team of caregivers. Our expert and caring medical teams are empowered and supported by industry-leading technology advances and tools for health promotion, disease prevention, state-of-the-art care delivery and world-class chronic disease management. Kaiser Permanente is dedicated to care innovations, clinical research, health education and the support of community health. For more information, go to: [www.kp.org/newscenter](http://www.kp.org/newscenter).

*(Editor's Note: To make arrangements to interview students and schools in your area, contact Marie Lemelle, 626-405-5384).*



RECEIVED

NOV 16 2009

November 4, 2009

**TO:** Superintendents and Presidents  
Governing Board Members  
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:** Los Angeles County Committee on School District Organization-  
Election Results

The annual election of members to the Los Angeles County Committee on School District Organization (County Committee) was held in conjunction with the Los Angeles County School Trustees Association fall workshop on October 24, 2009. The County Committee appreciates your support and wishes to thank the school and community college districts that submitted nominations and all who participated in the election process, either as candidates or as governing board voting representatives.

This bulletin is to apprise you of the results of the election.

### **Election Results**

#### Second Supervisorial District (two vacancies)

**Ms. Maria Calix** was re-elected to this seat and will serve as the representative of the Second Supervisorial District through October 2013.

Ms. Calix has served on the County Committee for the past four years. She is a former board member of the Lennox School District (SD).

**Ms. Joan Jakubowski** was re-elected to this seat and will serve as the representative of the Second Supervisorial District through October 2013.

Ms. Jakubowski has served on the County Committee for the past eight years. She is a former board member of the Culver City Unified SD.

Third Supervisorial District (one vacancy)

**Mr. AJ Willmer** was re-elected to this seat and will serve as the representative of the Third Supervisorial District through October 2013.

Mr. Willmer has served on the County Committee for the past 11 years. He is a former board member of the Beverly Hills Unified SD.

This bulletin is posted on the LACOE Web site at the following address:

[www.lacoe.edu/bas](http://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 have any questions regarding the election or this bulletin, please feel free to contact me at (562) 922-6144.

Approved:  
Melvin Iizuka, Director  
Division of Business Advisory Services

DGV/AD:mb

Info. Bul. No. 156  
BAS-71-2009-10

## Centering on progress

*El Camino answers questions on Compton Center; accreditation protocol explained*

The Compton Bulletin



Assemblyman Isadore Hall III, D-Compton, far right, takes El Camino College President Thomas Fallo, second from left, to task during a town hall-style meeting Thursday, Nov. 12, about Compton Center and the relationship between it and El Camino. Hall hosted the event on behalf of Concerned Citizens of Compton, the local branch of the NAACP and Pastors for Compton. Also pictured are state Sen. Roderick Wright, D-Inglewood, far left, and Compton Center Provost Dr. Lawrence Cox. —*Photo by Shon Smith of D'Angelo's Photos*

**By Cheryl Scott**

Bulletin Staff Writer

What could have been a confrontational session between opposing factions turned into an informative meeting of stakeholders with mutual interests last week.

Members of the Compton community gathered at a meeting hosted by Assemblyman Isadore Hall III, D-Compton, last Thursday, Nov. 12, at Mount Pilgrim Baptist Church for an update on the progress being made by El Camino College toward the re-accreditation of Compton Center, formerly Compton Community College.

El Camino College President Dr. Thomas Fallo and Compton Center Provost and CEO Dr. Lawrence Cox, along with staff members, attended the meeting and answered questions posed by

Hall and select others (the audience was not permitted to ask questions) on the status of efforts to re-establish the accreditation of the Compton campus.

Also present were Sen. Rod Wright, D-Inglewood, who facilitated the meeting with Hall, members of the Compton Community College Board of Trustees, members of the Concerned Citizens of Compton, Los Angeles Metropolitan Churches, Pastors for Compton and the Compton NAACP. It is estimated that a total of 150 attended.

The wording on a flier advertising the meeting hinted at an adversarial tone, imploring those attending to demand an accounting of the \$650 million in bonds voters approved for the college district before its accreditation was yanked; insist that El Camino College do nothing to impede the progress toward accreditation; and demand that all operations expenditures reflect the needs of the Compton community.

“We were very happy to answer the questions that arose at the meeting,” Cox told The Bulletin. “Everything we have done and are doing is completely transparent and open to the scrutiny of the public and all stakeholders in the college.”

However, El Camino officials could not answer questions relative to the bond money because it was passed before El Camino became involved with the Compton campus.

“That money is the responsibility of the Compton Community College District Board of Trustees,” Cox said. “They are the only ones who can say definitively how much of the money has been spent and what it was spent on.”

Approximately \$42 million has been expended on a variety of minor campus projects, improvements and repairs.

A hot topic was the current timeline for the re-accreditation process.

“That’s a very complex subject,” said Cox. “It’s often misunderstood. We feel that the meeting gave us a chance to clear up some of the misunderstandings about the process for accreditation.”

The school will be applying for accreditation, not re-accreditation, as many believe.

“It’s an important distinction,” he said. “At this moment Compton Community College does not exist. But the Compton Community College District and its board of trustees do exist. The board will be the body that will apply for accreditation when the time comes,” not El Camino.

While the board of trustees exists, its duties and powers are relegated to Special Trustee Peter Landsberger. Before it can apply for accreditation, the board must have its powers restored.

Cox said the accreditation process has three separate stages.

“First, the board must apply for eligibility for candidacy. Then it has to apply for candidacy, and, finally, it must apply for accreditation,” he said.

Each phase takes a minimum of two years.

During this process, the board will apply to have the college placed back under local control, meaning the board's governing powers must be restored and doing away with the special trustee.

"The timing of these steps is tricky," Cox said. "Basically, it amounts to compliance with the requirements of the Fiscal Crisis and Management Assistance Team, which are updated every six months after the team visits the campus."

Although the college's accreditation was not revoked for academic deficiencies, El Camino oversees the school's curriculum and academic operation.

It was the questionable and illegal activities of certain college district trustees, gross fiscal mismanagement and politics that led to accreditation being revoked.

"It is interesting that the academic operation has been placed under the auspices of El Camino, but the reasoning is that the fiscal mismanagement that had been taking place for an extended period of time ultimately would affect the academic side of the college."

The complexities of operating a college without a functioning board of trustees will make the accreditation process even more complex than it normally would be, but Cox said that all parties are working together to bring it into compliance with all FCMAT requirements.

A plan of action is being developed to serve as a roadmap toward that end. But the process is slow, and the compliance aspect takes considerable time, as well.

"Meetings like this are very good for the community and everyone concerned with the wellbeing of the college," Cox said. "This meeting could have gotten out of control quite easily because of the complex nature of the accreditation process. There is a great deal of misunderstanding out there about various aspects of the situation. We believe we were able to bring about a greater understanding of the requirements and timeframe."

"We hope that we can have regular meetings like this," he continued, "so that we can update everyone as we move toward the college gaining accreditation under its own name."

## **San Jose area community college chancellor enjoyed big benefits as class offerings shrank**

**[www.mercurynews.com](http://www.mercurynews.com)**

By Lisa M. Krieger

[lkrieger@mercurynews.com](mailto:lkrieger@mercurynews.com)

Posted: 11/23/2009

Even as community colleges are being forced to cut classes and eliminate programs, the outgoing chancellor of the San Jose/Evergreen Community College District has been richly rewarded for her work.

In the four years since Rosa Perez took over the cash-strapped district, her salary has jumped 48 percent to \$293,000 a year, with a \$147,000 bonus to boot. She also has charged the district and its foundation for lavish perks that included overnight stays at San Jose's luxury Fairmont Hotel, a tour of El Salvador, and airfare to Scotland. Perez's partner, Bayinaah Jones, a district administrator hired two months after Perez, has seen her salary climb 35 percent to \$122,688.

The bountiful spending and benefits are detailed in hundreds of documents made available to the Mercury News by KGO-TV, which obtained them through the Public Records Act. A highly critical civil grand jury report blasted San Jose/Evergreen's and other districts' excessive spending, singling out Perez's bonus.

"Despite the draconian budget cuts facing the schools in the coming months," the report said, "there appears to be little inclination on the part of the Districts to reduce or even limit the amounts paid to Chancellors" and other administrators.

Neither Perez — who recently announced she would be retiring for health reasons — nor acting Chancellor Jeanine Hawk would comment.

The district said in a prepared statement that it had hired an outside investigator to review questions about Perez's spending. "Until we have had an opportunity to review the findings, we will not make any assumptions, and so have no further comment," the district said.

The documents turned over to KGO reveal spending in contrast to the modest goals of the community college system. For about \$800, a student can earn a certificate in a program such as cosmetology or dental hygiene. Perez spent twice that much in district money at the Bombay Company to furnish the office in her Bernal Heights home in San Francisco.

Perez also billed the district \$140 for a business dinner at Sacramento's Fox & Goose restaurant and \$107 for a business dinner at San Francisco's 2223 Restaurant. She spent \$600 last year for



rooms at San Jose's Fairmont Hotel — one after graduation, one after a late board meeting — and \$1,500 in February for a room during a conference at San Francisco's Hilton.

Perez billed a \$350 annual fee for American Airlines' Admirals Club, and \$100 a month for membership, plus initiation, parking and late fees, to the Silicon Valley Capital Club, a private dining club.

The foundation or college district also paid Capital Club dues for Carole Cassidy, executive director of the district foundation; David Coon, president of Evergreen Community College; and Michael Burke, president of San Jose City College.

Using \$2,575 from the San Jose/Evergreen Valley Community College Foundation, Perez traveled with Jones, other college administrators and faculty for a "Service Learning Trip" to El Salvador — the country where she spent her early childhood. Because one-third of the district's students are Latino, "traveling to Latin America can provide a more profound understanding of our Latina/o Student Population," according to a trip proposal. The trip, based at San Salvador's Radisson Hotel, featured a stop at a rural elementary school — but also tours of an indigo farm, a coffee farm, the National Theatre and a handcraft market.

In addition, the district paid for two \$1,125 tickets in 2007 for a 10-day trip to Edinburgh, Scotland — one for Perez and one for Jones, director of a district program called Research & Institutional Effectiveness. District documents show the trip was intended to learn how Scotland runs a program for elementary and high school students.

Also among her district paperwork were reservations for an airplane ticket for her son to accompany her on a trip to Los Angeles. The records also show an unexplained air ticket to Boston, where her son attended school.

Perez spent \$3,700 in district funds to buy a painting at San Francisco's Paul Mahder Gallery by a Salvadoran artist titled "La Raza Cruzando (The Race Across)" or "Crossing The Delaware," featuring Latinos in a crowded boat, with the American flag as a rucksack. It now hangs outside the Evergreen College student center.

In contrast, Perez's roots were modest.

Born in San Francisco, she was raised in a pueblo in El Salvador before returning to the Bay Area at age 8. The first in her family to graduate from high school and college, she worked at menial jobs from the time she was 15 to help her mother, a single parent, support their family. She graduated from Stanford and at age 25 was the youngest person to be appointed dean of a California community college, at City College of San Francisco.

As chancellor, she has helped boost enrollment and graduation rates at the district, according to the district board of trustees.

Budget cuts have forced the cancellation of 18 classes at Evergreen Valley College and 20 classes at San Jose City College, such as Air Conditioning and Machine Technology. Funding

has been cut in half for its Disabled Students Program. Also cut are programs for low-income students and working parents. More cuts are planned for next year.

The cuts come at a time of unprecedented demand to enroll in community colleges because of unemployment and enrollment reductions at California's universities.

In a Sept. 14 rebuttal to the grand jury report, Perez and the district board rejected all six of its recommendations, which focused on tighter spending controls. The board defended the on-the-job travel and conference costs as an appropriate expenditure of public funds. It also defended Perez's salary, saying it reflects the square mileage of the district, and her bonus, awarded for achieving four years of work.

"The Board of Trustees has reviewed the employment agreement with its chancellor and sees no areas where reductions are appropriate," they wrote.

The KGO report will air on its newscasts Monday and Tuesday.

Dr. Jack Scott, Chancellor  
California Community College  
Community College League of California Conference  
San Francisco, California  
November 19, 2009

CC Bd  
Elec.

Pres Report

Ⓜ p. 8

### Living in Difficult Times

Scott Peck begins his well-known book, *The Road Less Traveled*,  
with these arresting words:

Life is difficult. This is a great truth, one of the greatest truths. It is a great truth because once we truly see this truth, we transcend it. . . . Because once it is accepted, the fact that life is difficult no longer matters. . . . Life is a series of problems. Do we want to moan about them or solve them?

This statement is not meant to be pessimistic, for Peck would affirm that life has its joys as well as its problems.

Yet, if you have lived very long, you know this truth, that life is difficult. Most of us have experienced serious difficulties such as the loss of a loved one, harsh financial reversal, a failed marriage, or a chronic illness. And just as problems occur in our personal lives, so also do problems arise in our professional lives. That is why I have titled my speech "Living in Difficult Times."

There is no question that 2009-10 is an extremely challenging time for California community colleges. This year we experienced a huge 8% cut in our state allocation. My experience in California community colleges dates back to 1973, yet I have never seen a reduction of this magnitude.

Ironically, at the same time our funds have been reduced, our enrollments have surged. The students still came. This fall, our enrollment increased by 3% over last fall. Colleges report that at registration time this fall, 95% or more of their course sections were completely filled, with many students on waiting lists and some—sadly—turned away with no classes at all.

At the same time that the colleges have increased enrollment, they have been forced to decrease the number of classes that they offer. This fall, colleges cut classes, most by 10% or more. This reduction certainly made economic sense since our colleges were experiencing a severe cut. Furthermore, most colleges are over their enrollment cap; thus, they are educating many students for which they receive no remuneration.

In one sense, this overcrowding is good news because it demonstrates our popularity. Why are community colleges so popular? Let me cite some reasons.

First, in a time of high unemployment—more than 12% in California—people flock to our colleges for job retraining. Our excellent career technical programs offer great training for job opportunities in a relatively short instruction time.

Second, our transfer programs are filled to capacity. Some students are there because the University of California and the California State University have reduced their enrollments. However, for many, the community college is their first choice because students know they will receive quality education from dedicated teachers at a reasonable cost.

After all, we are the college of the open door. Where else will the person from a low-income family, the beleaguered single mother, or the immigrant seeking language skills go? Our willingness to educate all who come explains why 2.89 million students enrolled in California community colleges in 2008-09, an all-time record for the largest system in higher education in the world.

And in terms of continued high enrollment, the future looks very bright. The California Post-Secondary Education Commission (CPEC) recently did a study of future enrollments in California community colleges. The title of this document is "Ready or Not, Here They Come." CPEC concluded that community college will grow by an additional 222,000 students in the next decade. They also warned that as many as 400,000 students could be turned away in the next two years because of our financial crisis.

So the conclusion is clear: we have more than enough customers. Not only in California, but also nationally the community colleges are riding a wave of popularity. President Obama recently announced a \$12 billion federal initiative for community colleges. A few months ago, *TIME* magazine published an article suggesting that community colleges may be the key to leading us out of the recession.

Never have I known the community colleges to be held in higher esteem than now. In a recent statewide survey, released last week by the Public Policy Institute of California, respondents gave community colleges an approval rate of 65%, an approval rate higher than either the University of California or the California State University.

But there is still the indisputable fact that we are woefully short of funds. I firmly believe that the state of California is making a huge mistake by failing to educate the students that are vital to this state's future. And, realistically, we cannot hope that 2010-11 will be any better than the present year. In the last two years, the revenues of the state government have dipped by 18%. Furthermore, the state revenues in the first quarter of 2009-10 year are one billion dollars below budget projections. Just last week, Governor Schwarzenegger predicted that the budget deficit in 2010-11 will be fourteen billion dollars. So we must prepare for a tough two years ahead.

I can assure you that the Chancellor's Office will fight fiercely for just a share of state funds in the upcoming budget process for the 2010-11 year. We will join the League, the Board of Governors, faculty groups, and other interested parties in budget advocacy. And I encourage each of you to become a community college lobbyist in your community. Go to your legislators' offices, invite them to your office, and impress upon them the invaluable education you are providing to their constituents.

Once again, I return to the question, "How can we live in difficult times?" We can simply moan and complain and point out how unfairly

we have been treated. Or we can start to turn on one another and engage in the blame game--faculty against administration, staff against the board—and engage in this intramural battle *ad nauseum*. Someone has well said, “The manners get bad when the food gets scarce.” But the truth is that neither moaning and complaining nor turning on each other is profitable; in fact, they are self-destructive. Rather let me suggest three successful approaches we can take in this time of crisis. I call this “A Blueprint for Success.”

First, we must prioritize. What would you do if your personal budget were cut by 8%? I am sure you would look carefully at your expenses and determine what is essential and what could be eliminated. You would continue to pay the mortgage but probably eliminate expensive vacations and frequent dining out. And so, each college must determine what must be kept and what can be removed.

Let’s be honest. In the past, in our rush to serve the needs of many, we may have initiated classes and programs that we now can get rid of. We have engaged in what I call “mission creep.” We did some good work, but not essential work. Now we can use this crisis to better ourselves. As I have often quoted a statement by Stanford economist Paul Romer: “A crisis is a terrible thing to waste.”



I read where one of college presidents simply explained one of the college's class cuts this way: "We cannot maintain an aerobics class for seniors and cut transfer classes for recent high school graduates." I think he is exactly right. And the public will support us in these reductions.

You recall that last spring in the budget discussions that there was one proposal to reduce funding for all physical education classes to non-credit funding. We fought that proposal, pointing out that many P.E. classes are transferable, and some are even vocational requirements for such careers as physical therapy and coaching.

Fortunately, we won that battle, but it may not be over. For when the legislature granted us the ability to reduce our class sections by 3.39%, a statement of legislative intent was inserted that community colleges should emphasize transfer, career technical, and basic skills courses.

So now is the time to eliminate courses that are primarily avocational, or, in some cases, to move such courses to self-supporting community education. It is not our job to provide physical exercise for adults who don't want to pay the fees to join an athletic club or provide a course for those who want to learn quilting.

In other words, prioritize. Explain to disappointed constituents or unhappy staff that we have no choice because of this fiscal crisis. If one is ever going to downsize to essential classes and services, now is the perfect time to seize this opportunity.

Second, we should aggressively seek funds to supplement state dollars. This is an ideal time to become entrepreneurial. In 2008, the Osher foundation gave California community colleges the largest gift in the history of community colleges. That donation was \$25 million for scholarships for needy students. Furthermore, the Osher Foundation has promised an additional \$25 million to our colleges if we raise \$50 million by June 30, 2011. Recently I attended a fund-raising event at El Camino College that raised over \$600,000 for this cause, simply meaning that this sum will immediately increase to \$900,000 as a result of Osher's generosity. If we as a system succeed in fully meeting the Osher foundation challenge, we will have established a \$100 million endowment that will provide over 5,000 scholarships to community college students each year, in perpetuity.

But let's not stop there. We can aggressively seek donations of equipment for our career technical programs. Some of you are already doing this, but you can redouble your efforts. Car dealerships can

provide cars for our auto servicing programs; hospitals can give equipment to our health care training, and the list goes on and on. We can also seek gifts from our alumni and other businesses in our community. We should also step up our grant applications for the federal money that will become available in this year and in the coming years. I pledge that our office will seek these grants on a system-wide basis and support you in your own applications.

And we can explore new and innovative ways to generate revenues. Just a few ideas are the use of land for swap meets and other activities, rental of facilities for events, and exploration of joint-use with cities and other entities. This is an ideal time for the expansion of our contract education program. The Cuyagoha Community College, located in Cleveland, Ohio, now has three corporate colleges serving industry in that city. These institutions are built strictly on contract education. These corporate colleges not only are self-supporting, they actually turn a profit.

You recall the old saw: "Necessity is the mother of invention." Forcefully make your case to the public. Remember, you are serving your community. Now is the time to let the community know that you need their help.

Third, I want to suggest another bold approach. Now is the time to innovate. You may object and say, "How can we innovate when we have no money?" Yes, there are new programs and services that cost money; frankly, we will have to forgo these approaches at this time. But there are innovations that don't cost money or may even save money. And now is the time to explore these innovations.

Let me suggest five possible areas of innovation to consider during this fiscally stringent time. I don't claim that this list is exhaustive; actually, I want these suggestions to be an impetus to many other fruitful ideas that our inventive faculty and staff can initiate.

For one, I believe that there are many ways that technology could improve instruction, counseling, and other student services. Too often in the past, computerized instruction was used only as an add-on to classroom instruction. This addition may have enriched instruction, but rather than decreasing costs, it simply increased expense. Now we have on-line courses; such courses need to be further developed since our on-campus facilities are often stretched to the max.

But what about courses that are a mixture of lecture and computerized instruction? One of the major reasons that America's productivity sharply increased in the 1990s was the explosion of

computerization in industry. We need to have that kind of innovation in higher education. For instance, we could consider putting some portion of basic skills instruction in math or writing centers. These could be self-paced activities that do not require the assistance of a credentialed faculty member.

And increased technology could be a big boost to counseling. Although our present counselor-student ratio is woefully inadequate, a lack of funding will not permit us to hire large numbers of new counselors. We can, though, analyze information and determine what can be given to students through technology and reserve face-to-face counseling for those times when personal counseling is necessary.

For example, the program ASSIST now furnishes comprehensive transfer information about individual universities to interested students. The Student Services Division in the Chancellor's Office is now helping guide this program through an ambitious technology rebuild called ASSIST: Next Generation. This will be a decided improvement for providing transfer students the information they need. If we carefully analyze other student services, perhaps we can determine other innovative ways that technology can help.

Second, let me make another suggestion involving student services. Recently, I learned that in Connecticut, all community college students who seek financial aid are given information on the financial aid that would be available if they would attend college full-time even if they are part-time students. Why is that an advantage? This information encourages students to go full-time when possible. And all studies indicate that students are more likely to complete their goals if they are full-time students.

Three, let's work on common assessment. Presently we have 110 \* assessment measures for 110 colleges. This means that students who transfer from one community college to another often are forced to be re-assessed. We in the Chancellor's Office are working with experts in assessment in our colleges to produce a common assessment test. Not that colleges will be forced to use this test, but this can save colleges money since individual colleges can then use this test and have it scored at about one-half the cost of the present assessment process. Not only will this save money, but this also has the decided advantage of many colleges having a common assessment test.

Four, there are now promising breakthroughs in developmental education. We all know the unfortunate attrition in our present

developmental (i.e., remedial) education. Of those who begin at the lowest levels of developmental English or math, fewer than 10% make it to the freshman level.

Last week I heard exciting presentations by Diego Navarro of Cabrillo College, Tom deWit of Chabot College, and Deborah Harrington of the Los Angeles Community College District. Each of these faculty members described approaches to accelerating developmental education into one semester. These intensive approaches produce more successful outcomes than our traditional two or three-level developmental courses. The students are happier; the results are better; and the expense is not greater. It is amazing what can be done when we think outside the box. ✓

Five, we must improve the transfer process. Presently, the average community college transfer to a California State University graduates with 150 units when only 124 units are ordinarily required for graduation. I understand that some of the excess units occur because students change their majors or some community college students deliberately take courses of interest that they know will not transfer. But many of these units do not transfer because of inadequate articulation between community colleges and CSU.

Articulation must be done on a system wide basis rather than college by college. Think of the difficulty of each college articulating transfer agreements with each California State University. There are 110 community colleges and 23 CSUs in the state. If there were an agreement between each individual college and each CSU, that would be 2,530 agreements. ✓

Therefore, I hope that the recently formed task force with five representatives from UC, CSU, and the community colleges will come up with solid recommendations, including a comprehensive transfer arrangement. The failure of comprehensive transfer arrangement costs students much time and money and the state of California literally millions of dollars.

As I said, these are only five suggestions. I am confident that the present dynamic combination of trustees, faculty, administrators, and staff has many more innovations to bring forth. Now is the time to innovate; a crisis is a perfect time of receptivity.

We are in difficult times; one would be a fool to deny that. But I am convinced we can not only survive, but also we can emerge from this time both leaner and stronger.



What is it that undergirds and strengthens people in difficult times? I firmly believe that it is a belief in the importance of the mission.

Over 200 years ago, our nation was engaged in a life and death struggle for its independence. We were pitted against the most formidable military nation of that era, Great Britain. In the winter of 1776, the American troops under George Washington had suffered several stinging defeats in this struggle. In December of that year, Thomas Paine would write: “These are the times that try men’s souls.”

Yet America triumphed against almost impossible odds. Seven years later they had defeated Great Britain and emerged as a new nation—the United States of America.

Why? Because of the belief in their mission of freedom. In the Declaration of Independence they enunciated their belief in freedom. This mission sustained them in bleak and trying times, and eventually it led them to victory.

In like manner, we will survive these tough times because of our important mission. We transform thousands of lives; we are institutions of hope. UC and CSU have their unique missions, but only the

community colleges can serve the vast majority of Californians that seek higher education in our state.

I feel most fortunate to serve as the Chancellor of this great system; it is humbling to give leadership and support to 110 community colleges in California. Today I have suggested a blueprint for success in difficult times: prioritize, seek additional funds, and innovate. I am confident that these approaches can assist us this challenging time.

But the real key is to rally the vast array of talent in our institutions—trustees, faculty, administration, and staff—to serve these students. Let nothing deter us from the fulfillment of our important mission.