



EL CAMINO COMMUNITY COLLEGE DISTRICT

16007 Crenshaw Boulevard Torrance, California 90506-0001
Telephone (310) 532-3670 or 1-866-ELCAMINO

June 12, 2008

Board of Trustees
El Camino College

Dear Members of the Board:

Congratulations. The students of the Class of 2008 successfully completed their course of study and are now alumni of El Camino College. The joy expressed by the graduates, families, friends and the community should fill your hearts.

As a reward for such great stewardship, in your Trustee capacity, we have an extensive agenda for the June 16th Board meeting. The meeting starts with the Oath of Office for our new student member, Ms. Elise Yurelian, and a number of recognitions and presentations including student athletes, academic award recipients and Dr. Johanna Nachev's presentation on Global Experience Through Technology activities.

The consent agenda is highlighted with the usual important recommendations:

- A. Academic Affairs recommends Board approval of the Accreditation Report, a bound copy of which is included in your packet, and a link to the on-line version is in the Board agenda item.
- B. Student and Community Advancement, Item E, recommends the expulsion of a student. Additional information is included in your confidential packet. If you would like to have a private discussion of this item, you may remove it from the consent agenda for a discussion in the Closed Session. The Board would have to reconvene after closed session and take action.
- C. Administrative Services includes the final approval of the Compton Community College District/El Camino College contractual agreement and the Tentative Budget included in your reading packet. The link to the budget is on the Board agenda.
- D. Human Resources includes a number of significant employment activities including resignations, promotions and new hires.
- E. Superintendent/President's section includes an appointment to the Citizen's Bond Oversight Committee. We also plan to change the Bylaws of the committee at a future date to amend the public notification process for new applicants.
- F. After the consent agenda, a Committee of the Whole will include a presentation on safety and security by Chief Steve Port. His presentation will be similar to the two campus forums held last week

G. The Closed Session includes evaluation of the Superintendent/President. My self-evaluation is a confidential document which is included under separate cover. Ms. Oswald will include any private letters to the Board regarding this item.

As you can see, we have the potential for a fairly long Board meeting. Please budget your energy appropriately.

You have been informed previously of the appointment of Dr. Cox as CEO/Provost at Compton. He starts on July 1, 2008. The campus announcement of his appointment is included in the memo from Peter Landsberger and me dated June 5, 2008.

The El Camino College Compton Community Educational Center, Faculty Development Planning Project, by The California Collegiate Brain Trust, May 5, 2008, refers to a professional development activity at the Compton Center. The report also contains individual professional development plans which are not public information at this time. An amalgamation of faculty concerns and complaints are highlighted in the report.

The following items are enclosed for your review:

1. Letter from United States Senator, Barbara Boxer, informing us of her appointment to the Senate's Community College Caucus;
2. Letter of resignation, May 29, 2008, from Jeff Marsee;
3. Letter from Special Trustee, Peter Landsberger, Compton Community College District, May 14, 2008, to Vice Chancellor Erik Skinner, regarding Amendment to Budget Bill, Capital Outlay, California Community Colleges;
4. Memo from Dr. Marsee to me, June 11, 2008, giving a campus security update along with the June 3, 2008 bulletin to campus regarding On-Going Safety and Security Measures;
5. "Two Men Sought In ECC Assault," *The Daily Breeze*, May 28, 2008,
6. "Nineteen-year-old Student Sexually Assaulted at El Camino College," *The Daily Breeze*, May 27, 2008,
7. "El Camino College Releases Sketch of Sexual Assault Suspect," *The Daily Breeze*, June 4, 2008;
8. "Oh Brother, Mom's a Grad, Too," *The Daily Breeze*, June 6, 2008;

9. Letter from David C. Biggs, Redondo Beach Assistant City Manager, May 15, 2008, regarding El Camino College Workplace Learning Resource Center;
10. "Three Vie For Post Seen As Key to College's Future," *Los Angeles Wave*, May 27, 2008;
11. "Information Under Tight Control at Compton Center," *The Compton Bulletin*, May 14, 2008;
12. "College Hot Topic at NAACP, Concerned Citizens Candidates Forum Outburst by College District Special Trustee Aimed at Dymally, Author of AB 318 and Candidate for the 25th Senate District," *Compton Bulletin*;
13. "Forum Features Final Three Eyeing Compton Center Provost Position; The Search for a Permanent Provost/CEO is Nearing Its End, and Officials Say New Leader Should be in Place by July 1," *Compton Bulletin*;
14. "New Opportunity for Young Entrepreneurs at El Camino; New Program Offers Training for Prospective Businessmen and Women, Ages 14-27," *The Compton Bulletin*, May 21, 2008;
15. Invitation to attend the Paramedic Training Institute Graduation Ceremony on July 29, 2008, 3 p.m.;
16. *President's Newsletters* of May 15, 2008 and June 2, 2008;
17. "Access Without Support Is Not Opportunity," *Inside Higher Ed.com*, June 9, 2008;
18. "Dan Walters: S.F. Shows How to Cure Budgetary Headache," *Sacramento Bee*, June 2, 2008;
19. "A Focus on Safety and Services," *The Daily Breeze*, May 21, 2008;
20. "Accessible, Honest, Analytical," *The Daily Breeze*, May 22, 2008;
21. "Candidate Essay: He Knows City From Inside Out," *The Daily Breeze*, May 20, 2008;
22. "Daniel Weintraub: California Budget 101: What Went Wrong, When," *Sacramento Bee*, May 25, 2008;
23. "Boomers Becoming Coeds: Older Students; Application on Rise," *The Fresno Bee*, May 14, 2008;

24. "Facebook, Meet Backboard," *Inside Higher Ed*, May 14, 2008;
25. "California Nursing Programs Cut Into Shortage, New Study Finds," *California Healthline*, May 12, 2008;
26. "CSU Committee Approves 10 Percent Tuition Hike," *The Sacramento Bee*, May 14, 2008;
27. "Financial Promises-Assembly Bill 2277 May Solidify Present and Future Financial Promises," *The Roundup Online*, May 14, 2008;
28. "High-Dollar Projects Put Emphasis on Future," *SignOnSanDiego.com*, May 18, 2008;
29. "As Campuses Crumble, Budgets Are Crunched," *The Chronicle of Higher Education*, May 21, 2008;
30. "Colleges See Big Funding, Slow Progress," *SignOnSanDiego.com*, May 19, 2008;
31. "CSULB May Boost Enrollment," *Press Telegram*, May 13, 2008;
32. "Ethics Code for Community Colleges," *SignOnSanDiego.com*, May 26, 2008;
33. "Researches Worry About Inflated Measures of Student Engagement," *The Chronicle of Higher Education*, May 28, 2008;
34. "Colleges Mine Data to Predict Dropouts," *The Chronicle of Higher Education*, May 30, 2008;
35. Report regarding the Business Training Center, June 4, 2008;
36. *Myriad*, 2008;
37. *Warrior Life*, Spring 2008.

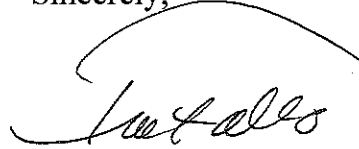
Again, I request that the Board set up times for to review of the District's Sexual Harassment Policy and to review the District's Emergency Operations Center Plan.

Your non-agenda reading materials are not quite as voluminous as usual this time, however, I would like to direct your attention to the *Myriad* and *Warrior Life* publications. Quite impressive.

Summer session at Compton Center started on Monday, June 9 and the El Camino College summer session will start on Monday, June 16th. I hope you have your plan of study. We know you can be a successful student.

I look forward to greeting you in my office at 3 p.m. prior to our Monday, June 16, 2008, Board meeting. In the meantime, please contact Kathy or me with any questions, comments or concerns.

Sincerely,

A handwritten signature in cursive script, appearing to read "Tom Fallo", with a large, sweeping flourish above the name.

Thomas M. Fallo
Superintendent/President

Cc: Vice Presidents, Provost, Director of Community Relations

MEMORANDUM FROM SPECIAL TRUSTEE AND SUPERINTENDENT/PRESIDENT

DATE: 6/5/2008
TO: ALL COMPTON CENTER AND EL CAMINO COLLEGE EMPLOYEES
FROM: PETER J. LANDSBERGER AND THOMAS M. FALLO
RE: EL CAMINO COLLEGE COMPTON CENTER ANNOUNCES PERMANENT PROVOST

El Camino College Compton Community Educational Center and the Compton Community College District have appointed a new permanent Provost/CEO for the Compton Center.

Dr. Lawrence M. Cox will serve as the new Provost/CEO, overseeing daily operations at the Compton campus. Cox, most recently the provost of Stark State College of Technology in Ohio, begins his new post July 1.

"Dr. Cox is a proven leader in academic administration and strategic planning," said Thomas M. Fallo, El Camino College Superintendent/President. "His skills and strengths are well-suited for the Compton Center provost position and we welcome him to the Compton campus."

Cox was selected from a group of three finalists for the provost position. A search firm recruited qualified candidates nationwide, working with a Compton Center provost search committee representing faculty, students, staff, administrators, and the Compton Community College District, as well as one Equal Employment Opportunity representative.

After a "paper screening" process, candidates were invited to interview with the entire search committee. Three finalists were selected and invited to participate in a public forum. Each candidate had the opportunity to introduce himself and answer questions. All three forums were video recorded.

Before the final selection, President Fallo and Compton Community College District Special Trustee Peter Landsberger interviewed the three finalists, with the search committee members and two of the Compton District elected trustees present.

"Trustees Cervantes, Jones, Ramos and I all believe Dr. Cox is the right person for the Provost/CEO position. We're confident he will guide Compton Center and the Compton Community College District toward a successful future," said Peter Landsberger.

Cox has more than 25 years of academic experience and leadership. He has served as an educational and research consultant; from 1995-2002, he was president of Olive-Harvey College in Chicago; and from 1990-94 he was president of Shelby State Community College in Memphis.

He received his bachelor's degree in education, his master's in educational psychology and his doctorate in sociology, all from Southern Illinois University at Carbondale. Cox is a graduate of the Institute for Educational Management at the Harvard Graduate School of Education, and has participated in the Yale School of Management for Leadership and the American Association of Community Colleges Leadership Academy.

"I am eager to begin my assignment at Compton," said Cox. "I look forward to working with students, faculty, staff, administrators and our communities as we rebuild the institution, ensure student success and continue on our path toward full accreditation."

Cox joins Compton Center as enrollment continues to grow. Vocational education course success rates have increased over the past few years, and expanded course offerings are making a college education even more accessible to area residents. The Compton campus has been serving the community since 1927.

Cox will replace Dr. Doris P. Givens, who served as interim provost since 2006, when Compton Center was established. After Compton College lost its accreditation, an agreement was reached between the El Camino Community College District and the Compton Community College District to provide accredited instructional and related support to the Compton campus, with the primary intent toward recovery and full accreditation. At the Compton campus, the Office of the President/Superintendent was replaced by the Office of Provost/Chief Executive Officer (CEO).

Through the agreement between the El Camino and Compton districts, residents of the Compton community continue to have access to university transfer and vocational education opportunities, as well as financial aid, basic skills courses and related support services in their own neighborhood.

###

El Camino College

Compton Community Educational Center

**FACULTY DEVELOPMENT
PLANNING PROJECT**

By

**The California Collegiate Brain Trust (CCBT)
A Consulting Division of McCallum Group, Inc.**

May 5, 2008

OBSERVATIONS ON THE
FCMAT
FIRST SIX-MONTH PROGRESS REPORT

In January of this year FCMAT submitted its first Six-Month Progress Report. One section of the report was entitled Academic Achievement and provided a summary of their assessment of the instructional programs at the Compton Educational Center. The assessment was primarily based on information collected from their on-site visit from October 29 to October 31, 2007.

While the Faculty Development Project team was assembled for the purpose of collaboratively developing individual faculty development plans, it also seemed to provide a unique opportunity to assess the comments of the Academic Achievement section of the FCMAT report. In fact, there has probably never been such a comprehensive outside examination of a college's instructional program as was provided by the efforts of this project team. As stated earlier, the project team was composed of 24 faculty consultants, all are exemplary faculty members in their own discipline. They in turn met on a one-to-one basis with each of the Compton Center full-time faculty members in their related disciplines. Every Compton Center full-time faculty member was included in the project and the consultants' interactions included document review (program reviews, course outlines and class syllabi), classroom observations and individual meetings. Obviously, this was a much more comprehensive assessment than was possible by the FCMAT team and is the reason that the consultant observations are so important.

As one might expect, there are areas in which the consultants agreed and supported the FCMAT commentary and areas in which the consultants disagreed. For purposes of this report, the areas of disagreement are probably the most important. The most critical disagreement is with the statements in the FCMAT report which directly and indirectly impugn the competency and performance of the Compton Center classroom faculty. These comments are included in the "Status" section with statements like "Still, the center is faced with major problems including the quality of classroom instruction..." and most of the commentary in the "Instructional Strategies" section. It was the consensus of the 24 consultants that these denigrating comments were not valid. Where limitations do exist, it is because of the lack of institutional support for classroom activities (e.g. limited or no technology in many classrooms) but not because of the lack of competency, commitment, performance or dedication of the faculty.

This issue is such a critical part of the institution's assessment that it needs to be underscored by direct quotes from the consultants. While it would probably be possible to quote all 24 of them, here is a representative sampling.

Susan Sterr, English Department Chair, Santa Monica College said, "All in all, I am deeply impressed by these Compton instructors and would be happy to have any one of them on the English faculty at Santa Monica College. They are dedicated to and caring of their students, professional, talented, and remarkably resourceful. In all cases, I found their rapport with students to be excellent and their knowledge and skill in their subject matter superior. In every case, I saw teachers consciously employing active learning strategies, as well as pacing classroom activities and choosing materials to engage students. Syllabi were complete and

thorough in outlining course objectives, classroom procedures and expectations, class calendars and due dates. These are faculty who know what they are doing and love what they do. All of them are fully invested in Compton and believe in its potential to serve the best interests of the community.”

Greg Gilbertson, Art Professor, Pierce College said, “My observation of Wednesday’s April 16th Art History class confirmed that the instructional limitations in this instance are not due faculty instruction but rather to the lack of technological and other material resources. I found the instructor’s lecture and visual slide presentation informative and engaging as students asked relevant questions and made comments confirming their understanding of the material.”

Perviz Sawoski, Theatre Arts Department Chair, Santa Monica College said, “During my class observation and participation, I found the instruction as good as any professional or college dance studio. The class progressed from warm-ups and basic techniques to movement progressions, to choreographed material in a smooth manner. The students were at different levels, and were attentive and interested.”

Robert Martinez, Math Department Chair (and Academic Senate Vice President of Academic Policy), Pierce College said, “It is my report from what I observed that whatever led to the non-accreditation of Compton College did not have to do with the Math faculty and the learning experience in the classroom, but rather, there must have been problems at the administrative level. So concerning the FCMAT report, I would disagree with the criticism of the faculty and the criticism of the learning environment in the classroom.”

Diane Young, Business Administration Professor Emeritus, Glendale College said, “The four Business Administration faculty I observed were every bit as competent as my colleagues at Glendale College. Each of the four was clear, organized, and engaged students in the learning process. They brought in real business examples and current business events that tied in with the subject and encouraged student questions. Technology was used effectively by three of the four instructors. Given the circumstances at Compton, it is amazing that the faculty have created and preserved such a positive learning environment.”

Donna Accardo, English Department Chair, Pierce College said, “It was a gratifying experience to meet and confer with the faculty at Compton Education Center. Based on my consultations and observations, I found no evidence to confirm the findings of the FCMAT Academic Achievement Report. The fact that there is quality and inspiring instruction at Compton is a tribute to the faculty. These dedicated teachers continually demonstrate their commitment to the school. They are teaching successfully despite woefully inadequate facilities, lack of technology, an inaccurate schedule, new curriculum and little or no shared governance. Despite these challenges, each instructor is deeply involved with the center, committed to professional development, and passionate about student success. They are an inspiration to any teacher, and once their prodigious efforts are both recognized and supported, the goal to re-gain Compton’s accreditation will be possible.”

Jeff Shimizu, Vice President of Academic Affairs (and former Director of Athletics), Santa Monica College said, “Overall, the instructor is an outstanding faculty member. I would hire

him immediately at Santa Monica College. He coached major sports for over 20 years and still has the enthusiasm and passion to motivate his students to succeed. He has internal pride in the College and the Compton community.”

Susan Aminoff, Sociology Professor, Pierce College said, “FCMAT alleges that faculty were on cell phones during class, and that students were inattentive and not displaying behavior consistent with the student role. After spending time with the instructor, and participating in her class, there is nothing to indicate that she is anything but a dedicated instructor, modeling and requiring professionalism of herself and her students.”

Lesley Kawaguchi, Social Sciences Professor (and Academic Senate Past President), Santa Monica College said, “In terms of Instructional Strategies, if FCMAT team members attended classes not only in the community colleges, but also the CSUs and UCs, they would discover that the vast majority of instruction in general education courses is exactly as they found at Compton – the traditional lecture format or lecture with PowerPoint. Some disciplines lend themselves better to small group discussions; others lend themselves better to integration of technology. The vast majority of history and political science courses in California and the United States are taught exactly as I observed them – and the ones at Compton were in fact above average. Overall, my assessment of the Compton College social science faculty and their program is that more community college faculty throughout the state should be looking to them for teaching techniques that serve basic skills students.”

While the aforementioned quotes represent nine of the twenty-four consultants, comparable quotes could be provided from all of them.

The other major area of disagreement between the consultant assessments and the FCMAT Report has to do with the course outlines and the absence of adequate student learning outcomes within the course outlines. When Compton College lost its accreditation and became an educational center of El Camino College, the entire faculty of Compton was required to jettison their own course outlines and teach classes according to El Camino course outlines. Therefore, any inadequacy of those course outlines is the responsibility of El Camino College and is more appropriately addressed by the Accreditation Commission during El Camino’s next reaffirmation of accreditation and is outside the domain of FCMAT’s work with the Compton Center. At most, the faculty are only contributors to necessary changes in the El Camino course outlines and it is clearly outside their designated authority. Therefore, they should not be held accountable for correcting these problems.

The consulting team was fortunate to have as one of its members (Lesley Kawaguchi) a faculty member who is part of the statewide academic senate’s task force on SLOs. For that reason, it is useful to include her analysis of this issue. She said, “With regard to Curriculum, the FCMAT report is misleading. The entire issue regarding student learning outcomes should be placed in context. Because of its relationship with El Camino College, Compton Center is using El Camino College’s course outlines of record and therefore, any SLOs developed need to be worked on mutually by both entities. As a member of the Academic Senate for California Community College’s (ASCCC) ad hoc team, which included Janet Fulks, considered a lead faculty person in the state of California regarding SLOs and assessment, I worked with Compton

faculty to develop their own SLOs and began the discussion on assessment back in 2005. Compton Center's faculty members have not moved appreciably beyond these initial discussions and attempts, not because of any failure on their part, but rather because of subsequent events, including their relationship with El Camino College. If the Compton faculty have not moved forward with assessment measures and data, I would conclude El Camino faculty may not have moved very far either ..."

"In terms of the course outlines of record and course syllabi containing specific information regarding assessment, the statewide Academic Senate Accreditation and Student Learning Outcomes Committee has recommended that it is up to individual colleges to determine how they will house their SLOs (on the course outlines of record or separately) and their assessment results. While course syllabi can state student learning outcomes, the process of instruction, particularly for critical thinking skills which these three disciplines seek to develop in students, is not formulaic. Finally, the FCMAT report misses the larger goal of SLOs and curriculum. The process is iterative – not final. If Compton and El Camino are only beginning the process, the other elements should eventually appear, and then will be reexamined and reevaluated. The Compton faculty do place the course learning objectives into their syllabi, which could then be linked to SLOs and assessment. However, I would like to see the Compton faculty provided with some best practices in the essential elements that should be included in a course syllabus."

"Finally, in terms of Assessment and Accountability, the FCMAT reliance on the standards, while important in gauging the state of Compton Center faculty and their curriculum, needs to be applied to El Camino as well. I would have recommended professional development in this area, but as long as Compton's faculty are considered part of El Camino, then it is up to El Camino faculty to work with the Compton faculty to establish SLOs, means of assessment, best practices for course syllabi, etc., not the Compton faculty alone. Moreover, the FCMAT conclusion that syllabi 'revealed little evidence of the use of authentic assessment techniques' such as journals, portfolios, student presentations, and problem-based projects are not necessarily best practices for students in transfer-level general education courses, such as history, political science, and philosophy, where the typical CSU and UC upper division courses in these disciplines rely on research papers, essays, and in-class midterm and final essay exams."

"In short, FCMAT used a checklist or template to determine the adequacy of instruction, curriculum, assessment and accountability, not the actual academic and professional work that is typically done in distinct areas of academia."

While these two areas represent major areas of disagreement with the FCMAT Report, there were also areas of agreement. While many of these areas of agreement are discussed in greater detail within the section of the project report that discusses institutional issues, those areas should still be referenced here. The team agrees with the frustration over the Center's failure to occupy the new library and LRC which has perpetuated problems in both of the old facilities. Furthermore, the team agrees that the part-time bookstore is inadequate. The consultants from vocationally related disciplines also support the FCMAT recommendation to hire a vocational counselor and they will be heartened to learn from the counseling consultants that such a hiring is in process. Hopefully, the implementation of this project's recommendations will resolve the FCMAT concerns over professional development for faculty. However, probably the most

vehement consultant support for the FCMAT recommendations is in the area of technology. As the report cited, "...technological approaches in the teaching and learning process occurred consistently only in those areas where technology was the primary learning tool." There is a serious shortage of technology in the other classrooms. It is not just the necessity to create more "smart classrooms" but even many of the rooms lack rudimentary technology (e.g. an overhead projector and a screen). Unfortunately, because of the consternation created by the FCMAT comments on Compton Center faculty competency and the FCMAT criticism of the course outlines, it was difficult for the institution to hear the areas of agreement with the FCMAT Report.

FACULTY DEVELOPMENT INSTITUTIONAL SUPPORT CONCERNS

The project consultants were very impressed with the quality of instruction occurring in Compton Educational Center classrooms. The Compton Center faculty knows its student population and understands that an overwhelming majority of these students are at the basic skills level. As a result, many faculty members have developed appropriate learning strategies to address the needs of this population and effective classroom management techniques to deal with behavioral issues that normally would not be predominant in college classrooms. These Compton Center faculty seemed surprised to learn from the consultants that other institutions are struggling to serve, in rapidly growing numbers, the same student population and that the expertise of the Compton faculty could be of great value to faculty members at these other community colleges.

Several consultants observed that Compton Center faculty members are less in need of professional development than basic instructional support. In fact, an impressive number of these faculty members have pursued relevant professional development opportunities at their own expense and on their own time. However, most Compton Center faculty members are functioning in the classroom without even the minimum level of instructional support colleagues at other institutions would find acceptable. In the words of one consultant:

...these instructors are providing quality instruction in an environment that provides little or no support to either faculty or students... It is incomprehensible how any student could obtain an education under such dire circumstances, yet the instructors I met with continue to inspire and motivate their students to do just that.

Basic Instructional Support:

In some cases, faculty members are not issued keys for assigned classrooms that are kept locked because of equipment stored inside. One consultant who had come to observe a class waited a full thirty minutes with the instructor and students outside a locked classroom until a dean with a key could be located to unlock the door. According to that instructor, this has been a frequent occurrence. Another consultant experienced a similar delay in beginning a class because maintenance work had been scheduled in the classroom without regard to the fact that a class was scheduled during that time. Again, a dean had to be summoned to correct the situation. These are but two of several situations consultants observed in which the inability of instructors to access assigned classrooms significantly impacted instruction.

Consultants also observed that most instructional departments have little clerical support, and many faculty do not have ready access to copiers and office equipment for use in preparing classroom materials. Some vocational programs lack much needed instructional support positions to assist faculty with various equipment and safety issues. Most classrooms are not equipped with basic audio/visual equipment, even when the classes assigned to these rooms regularly require it. (For example, the instructor teaching Music Appreciation uses his own "boom box.") Some classrooms even lack screens for use with overhead projectors. Faculty members with occasional audio/visual needs find it difficult to locate operable equipment.

Consultants found instructional supplies, both generic and specialized, to be inadequate. Many departments apparently have no budgets for instructional supplies, and faculty members seem unaware of a process through which supplies and materials can be requested. Instructional equipment is all too often inoperable, and there seems to be no standardized process through which it can be repaired.

Facility Issues:

Consultants found that classrooms often appeared neglected and in a state of disrepair. All too often, actively used classrooms and other instructional spaces are also being used for storage of furniture and equipment. Safety upgrades are needed in the Physical Education and the Automotive Technology facilities, and it appears that hazardous waste disposal procedures have not been followed in the Automotive Technology area for some time. There are significant heating/air-conditioning issues in classrooms, and some classrooms were found not to have all of the lights working. Electrical upgrades are needed in the Library so that all of the computers can be used simultaneously and in the Physical Education area so that already purchased fitness equipment can be installed. With all of these existing classroom issues, it is very difficult to promote a culture in which the various occupants take responsibility for the cleanliness and security of the spaces they share.

In addition to the classroom problems, consultants found some faculty offices to be in very bad condition. (Apparently, faculty members have been expected to be responsible for cleaning their own offices.) In some cases, restrooms were found to be dirty, to have plumbing problems, and to be inappropriately used for storage of discarded furniture and equipment. Some faculty and students expressed concern that lighting on the campus is inadequate at night.

Technology Issues:

All of the consultants were startled by the lack of technology or even technological support in Compton Educational Center classrooms. It is not at all surprising that many of the individual faculty development plans include training to develop online classes and to incorporate technology into the classroom. Yet, with the exception of a few specialized classrooms/laboratories (Business Administration, CIS/COT, Music Technology), Compton Center classrooms do not have the appropriate infrastructure to support use of technology. Not only do they lack either wired or wireless Internet access, but many of them do not have adequate electrical outlets in terms of number and/or location. Consultants observed several instances in which faculty members who had brought their own laptops and projectors for PowerPoint presentations struggled to find electrical outlets in appropriate locations. In order to serve the current "media-obsessed" generation of students effectively, investing in the infrastructure and equipment to create a reasonable number of "smart" classrooms needs to be an institutional priority.

Unless the issues described above are addressed, the institutional benefit derived from an investment in professional development is likely to be quite limited. When taken together, these issues and the absence of existing processes through which faculty may address them tend to

create the impression of a dysfunctional institution that does not value student learning—the exact opposite of what consultants observed happening in Compton Educational Center classrooms.

Library/Learning Resources Issues:

Central to the future of instructional support at the Compton Educational Center is the campus mystery regarding the status of the new Library/Learning Center building. Beyond the fact that there are legal issues surrounding its construction, consultants were able to get no information as to when the building might open. Since the current Library/Learning Center facility is inadequate in very fundamental ways, accurate information regarding the new building's status is crucial in determining whether modifications of the current facility should be considered. Consultants were quite surprised to find the current Library/Learning Center to be underutilized, given the needs of the Compton Center student population. The attraction of new libraries—particularly those that provide significant access to technology—for students has been well documented. The current facility has just sixteen computers, only eight of which can be used at one time without blowing fuses. This is surely a contributing factor to its underutilization.

The relationship with El Camino College has been particularly beneficial for the Library, and the Compton Center librarians expressed great appreciation for the increased electronic database access and other enhancements this relationship has produced. However, consultants could find little evidence that there was faculty and student awareness of these enhancements. Also, a letter from a library staff member informing faculty of an opportunity to purchase a significant number of new books for curriculum support and reading enrichment was apparently never distributed to the faculty. Consultants were left with the impression that there is a disconnect between the Library and the teaching faculty and that there is little faculty encouragement for students to take advantage of the Library and Learning Center.

Although tutoring services in the Learning Center are underutilized, there are a number of mini-labs on campus to support specific student populations. While this sort of arrangement is quite common among colleges today, it constitutes a duplication of services that markedly increases staffing costs over those in a centralized system. It also tends to confuse faculty and students in terms of what types of services are available to which students in which location. Consultants found teaching faculty not to be well aware of the tutoring services offered on campus, although some expressed the need for tutoring in specific disciplines. If tutoring services are to support instruction effectively, there needs to be a consistent dialogue between the faculty and Learning Center staff. This seems to be a critical element in resolving the apparent contradiction between faculty wanting more tutoring while existing tutoring resources are apparently underutilized.

Student Services Issues:

The merging of the student services operations of the Compton Educational Center and El Camino College has been a monumental task which, on the whole, El Camino College seems to have accomplished admirably. The issues of avoiding unnecessary duplication of services and staffing realities on both campuses had to be carefully balanced with meeting the needs of students at both locations. Although this has been achieved in the general sense of making the Compton Center services operational, consultants found that there are some areas for which the specific

needs of Compton Center students should be more carefully considered. Currently, students with learning disabilities must be referred to El Camino College to be assessed. Since this seems to be a fairly large population, consideration should be given to providing this service on the Compton Educational Center campus. Faculty are concerned that students must go to the El Camino College campus for math assessment and that the El Camino assessment plan for student placement may not adequately serve the Compton Center student population.

Now that El Camino College policies and procedures have been implemented, Compton Center counseling staff need more consistent, reliable methods of receiving information in areas, such as student graduation petitions, for which El Camino counseling staff have assumed responsibility. Compton Center counselors expressed great appreciation for the various information sessions and trainings that have been provided by El Camino College. In particular, they cited articulation updates and IGETC training provided by the El Camino College articulation officer. Compton Center counselors are hopeful that these types of exchanges will continue and expand to other topics.

Project consultants were pleased to learn that the hiring of a vocational counselor to assist with outreach, recruitment, and community relations is in progress (although there was some question as to why the vocational counselor might only be a part-time position). The Compton Center also has a dedicated transfer counselor. The consultants absolutely support the hiring of counselors with specialized expertise. However, given the small size of the counseling staff at the Compton Center, they highly recommend that the department engage in cross-training to ensure that all counselors are able to provide basic information in these specialized areas to students. This should reduce the instances in which students must be referred to other staff or other locations. Consultants also observed that locations of student services are scattered across the campus. This is problematic in serving a student population that tends to be reluctant to access needed services.

Campus Community Support Issues:

The lovely Compton Educational Center campus has long been considered a jewel of the community, and project consultants commented on the number of community members they observed walking or jogging through the campus. Ironically, little is currently being done to keep students (or, for that matter, faculty and staff) on campus beyond the time they absolutely must be there. The only food service available is provided by a truck that is there for only limited hours. The bookstore is open only for limited hours in the first few weeks of the semester, so students waiting for financial aid or otherwise unable to purchase required texts within this narrow window can be simply "out of luck" for the semester. There is no place on campus to purchase needed supplies much of the time. Students who are forced to leave campus after their classes to have lunch or purchase supplies are unlikely to return to visit the library, see a counselor, or seek tutoring. This is further exacerbated by the fact that a large number of Compton Center students use public transportation to get to and from the campus. All of these factors contribute to the fact that student services and learning resources seem to be underutilized on a campus with a student population that very much needs to take advantage of them.

The Compton Educational Center can further support the professional development of its faculty by actively encouraging meaningful interaction with faculty colleagues at other community colleges. First and foremost, relationships with El Camino College faculty need to be nurtured in those disciplines where they have begun to develop and encouraged in the discipline areas where they have not. In addition, the relationships established with the consultants in this faculty development project have resulted in many possibilities for interaction with Los Angeles Community College District and Santa Monica College faculty members.

GENERAL INSTITUTIONAL CONCERNS

The project consultants established an excellent rapport with the Compton Educational Center faculty. Even those faculty members who were initially reticent about participating in the project were eventually quite candid with the consultants in sharing their thoughts on institutional issues they consider important. Faculty expressed their opinions with the understanding that the issues they shared would be summarized and communicated through this report. The consultants are very much aware that some of the issues may be just perceptions, but it was not their role to investigate the validity of the various statements or make judgments regarding them. They have simply honored their commitment to the faculty to bring forward all issues faculty members found important enough to discuss with them. In the life of an institution, perceptions and realities become difficult to distinguish over time. Striving for institutional improvement demands that both be addressed.

Communication Issues:

Communication is a major problem for the Compton Educational Center. Project consultants experienced this at the very beginning of the project when some consultants had great difficulty making initial contact with the faculty members assigned them, both via e-mail and phone. (Eventually, they were forced to seek the assistance of Compton Center administrators and faculty leaders just to make contact with these faculty members.) Although there was some reference to problems with the e-mail system, it was never made clear whether this is a system or a human problem. As the project continued, it became quite clear that this was not an isolated situation. There does not seem to be a dependable channel of communication that is accepted and universally used.

Project consultants observed communication difficulties among Compton Center faculty, between faculty and Compton Center administrators, between the Compton Center and El Camino College in general, and between specific departments at the Compton Center and the corresponding departments at El Camino College. Most, if not all, of the institutional issues brought forward in this report are either rooted in or have been exacerbated by communication issues. Since these communication difficulties appear to be longstanding, clarifying the facts surrounding the various issues and debunking myths may require a "town hall" approach.

Compton Educational Center Administration Issues:

The faculty expressed to the consultants a need for permanent administrators who are committed to the Compton Educational Center. Their discussions with the consultants were much less focused on criticism of individuals than on their despair over a seemingly endless parade of temporary administrators, often retired individuals, who have come in, "put out a few fires," worked on a few initiatives consistent with their particular charge or areas of interest, and exited after a short time, only to be replaced by individuals with completely different styles and goals. Most have not stayed long enough to build relationships or truly enact change. This has led to a belief of the faculty that even those changes perceived as positive would not be lasting, and it seems that this has often been the case. The rules have changed so often that there has been a tendency

to simply ignore them until they change again. The faculty long for administrative stability and the opportunity to forge true partnerships with committed administrative leaders to plan and build a successful future for the institution. The current ongoing processes for selecting a permanent provost and chief instructional officer provide a golden opportunity to make this happen for the Compton Educational Center.

Faculty also expressed concern about the reorganization of disciplines and departments that resulted in the elimination of some departments. There seemed to be understanding of the need for consolidation addressed through the reorganization. However, there is concern over the large size of some divisions (such as the Social Sciences and Fine Arts Division) and, in particular, the loss of a discipline-specific faculty "voice" within the divisional structure. There is a desire for some sort of officially acknowledged "lead faculty" designation to ensure this "voice" for all disciplines. Counseling and library faculty would like to have similarly designated faculty leaders, both to assist the deans in the daily operations of their departments and to represent their interests in faculty governance matters.

Class Scheduling Issues:

The project consultants found that no other single topic generated as much comment as the Schedule of Classes. Faculty members provided a multitude of examples of the current schedule's fundamental inaccuracies—classes not listed accurately, some classes not listed at all, incorrect or missing times and locations, room conflicts, etc. It is not surprising that such inaccuracies create significant confusion for students who often experience great difficulty in locating their classes. An example was given of a student who had wandered the campus in search of a class from the beginning of the semester and had expressed great relief in finally locating it upon the third class meeting.

Faculty expressed great dissatisfaction with the current scheduling process. Not only do they feel that they do not have adequate involvement in the process, but also that they receive insufficient communication during the process. Some discipline areas claimed that, after participating in two "runs" of scheduling recommendations, the dean made significant changes in times and locations that were not communicated to them before the printed schedule was distributed. Faculty claim that they have never received an explanation of the reasons for these changes, and their frustration is increased by the fact that a number of these changes resulted in classes being cancelled for low enrollment. They also feel that the class time patterns developed for El Camino College do not necessarily meet the needs of Compton Educational Center students. For example, the 4:45 p.m. start time for evening classes seems too early for students wishing to attend classes after work.

Cancellation of classes with low enrollments has also been a significant issue, both in terms of the process and the decisions themselves. Although faculty completely understand contractual provisions regarding minimum class size, they question whether, in the current "FTES forgiveness" mode, such strict adherence to these provisions is consistent with the need for the Compton Center to build its enrollment base. It is their impression that the decisions are made strictly "by the numbers," and impacted students are simply told to take the class they need at El Camino College. Faculty question whether appropriate consideration is being given to retaining a course

offering of sufficient size and variety to enable students to complete the requirements toward degrees and certificates in a timely manner. They worry that students will simply lose confidence in the Compton Center's ability to meet their needs and either go elsewhere or abandon their educational pursuits altogether. Project consultants were quite surprised to learn that, at least in some situations brought to their attention, faculty members whose classes are cancelled are not given alternative assignments. Since they are being fully compensated anyway, it would seem far more reasonable to either allow them to teach the smaller classes or reassign them to projects to address some of the many departmental and institutional needs.

Relationship with El Camino College:

Project consultants found the Compton Educational Center faculty to be genuinely appreciative of any and all outreach efforts of El Camino College faculty. There were many positive comments about inclusion of the Compton Center faculty in El Camino departmental discussions of student learning outcomes for the courses they now share and various professional development opportunities made available to them on the El Camino campus. Many Compton Center faculty reported that the interactions between the two faculties have been positive and collegial. However, there were some notable exceptions in isolated areas. At this point, the level of communication between faculty members on the two campuses varies significantly from discipline to discipline, ranging from fairly frequent to practically nonexistent. The Compton Center faculty would like to see even more frequent communication, with less variation among disciplines. They would also very much appreciate having more of the joint meetings and activities scheduled on the Compton Center campus.

In dramatic contrast to the generally positive experiences on a faculty-to-faculty level, Compton Educational Center faculty seriously question the motives of El Camino College and feel that there is no real partnership between the two institutions. Many seem to feel that El Camino College is just "in this for the money" and to build its own FTES. In the words of one project consultant:

There's a lot of frustration with El Camino College... Even more, there's a sense that El Camino will be the death of Compton... They believe that ECC will let it decline to the point that proves it's unsalvageable, a drain, and not worth the resources that would be required to make it go. The state will then shut it down.

While, on the surface, this belief may seem extreme, one does not need to delve too deeply into the recent history of Compton Community College to understand the degree of neglect and betrayal experienced by its faculty. Considering this, it is not at all unreasonable that this faculty would approach being "taken over" by the large and successful neighboring district that has been an historical competitor with fear and trepidation.

Unfortunately, project consultants were given many examples of individual acts, events, and practices that have reinforced this underlying apprehension and suspicion. As previously noted, Compton Center students whose classes have been cancelled are routinely referred to El Camino College. One faculty member shared with a consultant an El Camino recruitment letter targeted

at Compton Educational Center students, seemingly encouraging students to “come to El Camino instead.” The faculty member brought this letter to the attention of the Compton Center administration, but never received an explanation. A VTEA allocation intended for the Compton Center reverted to El Camino College, and the faculty who thought they had submitted their proposals for its use in a timely manner were told that they had missed the deadline. (It was later learned that a Compton Center dean had failed to submit the proposals in time.) Consultants heard frequent complaints from faculty members about a vertical, “top down” approach that minimized their ability to be involved or even consulted in decisions and policies that directly affect them.

It is clear that the dramatically different cultures and traditions of the two institutions have contributed to the obvious communication difficulties that have characterized this partnership. While there may be logical explanations for the various “symptoms” that support Compton Center faculty suspicions, such communication has either not occurred or has been inadequate. Until El Camino College addresses this and clearly articulates a partnership plan for the future of the Compton Educational Center, this basic underlying distrust is likely to continue. Getting past the differences in institutional cultures and the communication challenges to collaborate on the implementation of such a plan can only be of benefit to both entities.

Curriculum Issues:

El Camino College is to be commended for accomplishing the enormous task of establishing equivalencies between its own courses and those of Compton Community College within a timeline that was beyond challenging. Likewise, Compton Educational Center faculty members are deserving of praise for adapting their courses by substituting the El Camino College course outlines for those they had developed and used for many years. Project consultants found these efforts to be quite successful, particularly with the standard general education course offering. As would be the case with almost any two community colleges in the state, establishing common developmental course sequences has proven more difficult. In one instance, a Compton Center faculty member felt that the El Camino reading sequence did not include a lower level course needed for the Center’s student population. This faculty member developed such a course and gained approval for it through the El Camino College curriculum process. This particular course is now being offered on both campuses. Compton Center ESL faculty who feel that higher level credit ESL courses are needed in the Compton ESL program may need to follow the same process.

Project consultants found that not all vocational programs being offered at the Compton Center seem to match the corresponding programs at El Camino College, even though the course descriptions and course outlines of record would indicate that they are the same. For example, it was not at all clear that the two Automotive Technology programs are the same. The merging of the two ADN nursing programs has been difficult, and a consultant observed a “gap in ownership” of the El Camino College nursing curriculum by the Compton Educational Center nursing faculty. The two programs are markedly different in terms of available resources, and the pressures of meeting the requirements of the external accrediting agencies have created added tensions. Consultants found little consistency among vocational programs in terms of complying with the requirement for active advisory committees. In some cases, the Compton advisory committees had not met for years, and the level of participation of the Compton Center vocation-

al faculty in the corresponding El Camino College advisory committees varied from program to program. Minutes of vocational advisory committee meetings could not be located at the Compton Center.

Educational centers in the community colleges are developed for two primary reasons—to serve a community geographically remote from the main campus and to offer programs to meet the specific needs of that community. Certainly, the origin of the Compton Educational Center is highly unusual in that it did not develop organically from a parent campus. Instead, El Camino College “adopted” a mature, troubled institution that is now an educational center. As such, the Compton Educational Center now needs to focus on serving the unique needs of its community. In terms of vocational programs, this means considering restoration (or better, reinvention) of programs formerly offered at Compton Community College, provided that these programs are judged to be viable according to current labor market needs (see the new course offering suggestions listed for many “departments” in the following section of the report). In addition, the development of new programs that will prepare students for employment opportunities offered through the burgeoning business and industrial development in the Compton area needs to be facilitated. Achieving a unique identity in terms of meeting local employment needs is important for success as an educational center and absolutely essential if the Compton Educational Center is to develop into a college again.

Enrollment, Public Relations, and Marketing Issues:

Project consultants did not find current scheduling and enrollment management practices indicative of any kind of plan to build the enrollment base of the Compton Educational Center. Building the enrollment base is absolutely critical, not only for the success of the Center, but also for the continued health of El Camino College. Implementing a successful enrollment development plan will require the leadership and support of El Camino College and the unwavering commitment of the Compton Educational Center faculty and administration.

In addition to correcting ineffective scheduling and enrollment management practices, alternative course delivery methods need to be explored. These might include more online and hybrid course offerings, short term/late start course offerings targeted to specific student populations, off-campus offerings in the community, and an evening offering (and perhaps restoration of a Weekend College) especially tailored to the needs of working adults. (It should be noted that all of these examples were suggestions made by Compton Educational Center faculty in their interviews with project consultants.) A full-blown student recruitment effort is desperately needed, with faculty fully involved in its planning and implementation. This should include meetings with faculty and counselors at feeder high schools and encouragement of concurrent enrollment of high school students.

El Camino College has a very effective marketing plan, but the Compton Educational Center is not included in its current campaign. Consideration should be given to either including the Center in its marketing for the main campus or developing a separate strand that is specific to the Compton Center. Given the high profile of past negative publicity for Compton Community College, it is particularly important for the Compton Educational Center to create positive public relations opportunities through the celebration of notable accomplishments. For example, the

recent success of nursing students on the NCLEX should be publicized. The location of Major League Baseball's first Urban Youth Academy on the Compton Educational Center campus could be the source of major positive public relations opportunities.

All of the consultants have come away from this faculty development project with ultimate respect for the Compton Educational Center faculty. Despite all of the storms these faculty members have weathered and a current environment that provides shockingly little support, they provide instruction of high quality and exhibit an unparalleled commitment to an institution that is absolutely essential to the community it serves. As one consultant states:

I can't help but think that a talented faculty with so much commitment to their students is the strongest asset any college might have. If faculty can be empowered and inspired, they will be a major force in remaking Compton College.

DEPARTMENT, PROGRAM AND CURRICULUM SUGGESTIONS

While the primary purpose of the project was to develop individual faculty development plans for each full-time faculty member at the Compton Education Center, an inevitable ancillary product from these one-on-one faculty conversations was a series of suggestions for department, program and curriculum improvement. It became clear from the consultant reports that the distinction between a "department issue" and an "institutional issue" was in many cases ambiguous. As a result, there is a redundancy between many of the department issues and the institutional issues. Also, it should be noted that the use of the term "department" is used to describe a collection of related disciplines, not necessarily an administrative organizational unit at the Compton Center.

Many of the suggestions are very specific (e.g. a suggestion to add a specific course or program) and is the reason that the content of this section is virtually a direct extract from the consultant reports. However, it should be noted that there were a number of concerns or recommendations that occurred in many of the reports. Briefly, those common threads are as follows:

Facilities and Equipment

- ability to use technology in the classroom;
- unused, unrelated equipment and furniture should be removed;
- working computers, copy machines and clocks in each classroom.

Curriculum

- new courses needed in several areas; certificate programs to be developed in vocational areas;
- reinstate courses specifically designed for and targeted to Compton students and local businesses;
- update course outlines to reflect currency in the field.

Advisory Committee

- all vocations mentioned needing an active committee.

Recruitment and Partnerships

- develop new programs with surrounding businesses or feeder schools;
- reinstate the weekend college;
- advertise existing programs.

Communication

- within the departments, with administration, and with colleagues at El Camino College.

Scheduling

- allow faculty and departments to schedule courses convenient to the student population.

Only a brief outline of these common threads has been provided here because the suggestions are described in greater detail in the following sections as well as in the Institutional Issues part of this report.

Automotive Technology

Instructor Certifications: Auto tech instructors should become familiar with NATEF standards and the department pursue NATEF Certification.

Curriculum: The auto tech staff should rewrite curriculum to meet today's industry needs. New curriculum should include new short term certificates of achievement.

Advisory Committee: Advisory committee must be assembled now with meetings to be held at Compton College with staff and administrators actively involved.

Program Certification: The auto body program must strive to become I-CAR (International Collision Auto Repair) Certified. This almost happened until Compton College lost its accreditation. Compton College must support the auto body department in achieving I-CAR Certification. According to one instructor, a certificate in auto body can be earned in six semesters; four semesters of auto body, one of machine tool and one of welding. It is recommended that the auto body department develop these short term skill-sets.

Business Administration

New courses: There is a need for a customer service course. This course should be included in the existing certificate programs in order to be successful. Given the proximity to the Alameda corridor and the number of businesses within the immediate area, a customer service course is critical and would lead to immediate employment.

A separate ethics course or inclusion of ethics instruction in various business courses is also needed. The department should review course outlines to determine whether ethics can be incorporated into existing courses or whether a new course needs to be developed.

In addition, home inspection and appraisal curriculum need to be developed. These are specialized areas within real estate that will lead to immediate employment upon passage of the state exams. Funding for an adjunct faculty to teach these courses and money for the guideline resource books are required.

Three insurance-related courses (90X, 91X, and 92X) are in the Compton Catalog and should be reinstated at the Compton Center. The Los Angeles area has been designated as one of three insurance hubs in the state of California. These courses, even though they have not been approved by and are not taught at El Camino College, should be offered at the Compton Center as a viable vocational program that will lead to immediate employment. Some courses that meet the needs of the student population served by the Compton Center should be approved/reinstated

and appear in the El Camino College catalog. In addition to offering these insurance courses, a complete insurance certificate program (similar to the one offered at Glendale College) should be developed and offered.

Advisory Committee: The Advisory Committee for the Business Department is non-existent and needs to be re-instated and active in order to maintain vocational funding. It is difficult for individual faculty to make and maintain the community contacts necessary for a successful Advisory Committee. It is recommended that the new Vocational Dean and a new vocational counselor take the lead in addressing this issue with input and participation by the business faculty. In addition, the department might look at combining efforts with other vocational programs in having one larger committee meeting.

Certificate Programs/Sheets: During campus visits, department faculty were asked about copies of the vocational certificate sheets. None were provided. In fact, one instructor told me to ask the dean at El Camino College for copies. The vocational certificate sheets should be available in the hallway, in the department office, with counselors, and with each individual business faculty member at Compton College to use for recruitment and counseling purposes. Students should see the programs available and receive help in planning their schedules to complete programs in a timely way.

Scheduling Classes: To aid in recruitment and retention, it is recommended that additional late-start classes and short-term (6- and 8-week) classes be added to the schedules. In addition, online or hybrid courses should be offered to help in recruitment efforts. Evening accounting classes are important to meet the needs of the working adults and others in the community. Every effort needs to be made to schedule and maintain evening accounting classes. Real estate professionals needing enhanced training would be a ready source of students for online or hybrid real estate courses.

Communication with Feeder High Schools: Part of effective marketing should be to communicate with faculty and counselors at the feeder high schools. A meeting once a year with high school business faculty and counselors and/or an invitation to bring high school students to the campus should be done by the new Vocational Dean with input and participation by the business faculty.

Chemistry

Recruitment: Currently the only chemistry course being taught is one serving as a prerequisite for the nursing program. In order to be able to offer additional courses, which the faculty would like to do, recruitment of students would need to take place. Because of the poor high school preparation in chemistry of most students and since El Camino has a chemistry assessment exam for entry into college general chemistry, the most likely class to offer first is a preparatory chemistry class (Chemistry 4- Beginning Chemistry). As the population in this class grows, the chance of having enough students to offer general chemistry, as was done several years ago at Compton College, will increase.

Department Collegiality: The Math/Science department is a broad one containing many disciplines and many of those disciplines contain only a small number of faculty. That can lead to a sense of isolation. More activities to bring these faculty together to discuss their goals and come up with solutions to their common issues, ex. recruitment, student success, curriculum expansion, use of technology, low morale, etc. should be scheduled. The department, as a group, could discuss some common professional development goals that they would like to see addressed and then participate in to support the activities together. Open dialog will be important in ensuring that all disciplines in the department are heard and represented. This is particularly important given that the chair and a majority of the faculty in the department are in math.

Child Development

Department Coordinator: The program used to have departmental status but now reports to a dean rather than a Department Chair. It would be helpful for the department to have a designated coordinator, or to explore other means by which the department can have a more cohesive unit and designated leadership within the department, perhaps as its own department with its own chair. One instructor would like to see a greater degree of autonomy and the opportunity to bring the program back to where it was before the merger with El Camino. For example, she states there was a very successful off campus evening program in Gardena which she believes should be revived.

Partnership: Faculty would like to see a partnership between the Compton school district and the Child Development program in training classroom aides.

Facilities: One instructor would like to see the Child Development resource room cleaned, stacks of stored boxes removed, the room refurbished and equipped with up-to-date, functional equipment.

CIS and COT

Scheduling Classes: El Camino College should permit the CIS/COT faculty at the Compton Educational Center to schedule their classes at the reasonable times that they anticipate Compton students will attend. Scheduling changes made by the dean appear very arbitrary to the Compton faculty and have been a big hindrance in building enrollment. In fact, the afternoon hours that the dean frequently forces them to teach actually sets the department up for failure by preventing enrollment and causes the cancellation of classes.

Enrollment/Recruitment: Reinstate the Weekend College to help to promote enrollment. The CIS/COT faculty are more than willing to teach on the weekends to promote their department's success.

Advisory Committee: Establish a strong advisory committee to keep the department current about technology in industry and business, and support and advise the CIS/COT faculty about new innovations and needed courses.

Marketing/Promotion: Increase the department's budget so that attractive brochures, flyers, and handouts can be developed and are available for students to promote the programs and be a guide for students to achieve certificates and degrees. These brochures, flyers, and handouts will be very useful for outreach and recruitment purposes. If the VTEA budget permits, develop a promotional video of the department to be used for recruitment at the feeder high schools, linked to the college Web site, and for general recruitment purposes.

Course Offerings: Instead of confining Compton's CIS/COT Department to only offering the limited courses mirroring El Camino's curriculum, permit Compton to offer the curriculum that worked well when the college's enrollment was flourishing prior to Compton College's loss of accreditation. The loss of accreditation was due to factors outside of the classroom, and the narrow allotment of permitted curricular offerings is hampering the department's growth and innovation.

Counseling

The counseling consultants experienced a very positive reception from, not only the counselors, but also the Dean of Student Services. He initiated the visitations by inviting consultants to a staff meeting to meet with all of the counselors at once. He continued his support by stressing the importance of this project and asking the counselors to give priority to requests. The following summary is based on several conversations with each of the faculty members in the department and a brief review of provided materials. (There may be other considerations that consultants are not aware of that might affect these recommendations.)

Staffing Needs: One of the primary problems observed in the counseling department is the lack of a CEC Counseling Chair. Alternatively, there could be a counseling department representative. A chair or representative needs to represent the interests of the counselors to the ECC and CEC administration. In order for counseling to have a substantial voice in shared governance and among other campus disciplines, a chair or faculty representative **also** needs to regularly attend the senate and union meetings.

This same representative (in consultation with the Dean) should plan schedules, coordinate reassigned time, be involved in budgeting and assist in counseling department policies and procedures. Having the Dean perform what are historically the functions of an elected chairperson represents a conflict of interest and does not give the counseling faculty the professional representation that other disciplines on campus are afforded.

Several CEC counselors have expressed a desire for more autonomy and more opportunity to dialogue as a faculty discipline. Perhaps staff meetings could include time for faculty-only discussions. The Chair could report back items of concern to the appropriate administrator or the appropriate administrator could attend staff meetings for the second half to disseminate information as needed. This recommendation was voiced by many of the CEC counselors and strongly agreed to by the consultants from Santa Monica College.

Conferences and Flex Activities: All California community college counselors should attend UC and CSU conferences as well as specific training in specialized areas as needed (such as Career, special resources, technology updates etc). CEC counselors should be allowed release time to attend conferences. Funding for each full time counselor to attend conferences or professional development activities should be a line item in the budget. This is the only way to keep up-to-date on rapidly changing critical information. Also, attending campus-wide or institutional flex activities should be mandatory for all full-time faculty members. There should be written policy regarding this mandate and office coverage can be arranged by hiring adjunct counselors.

Teaching/ Counseling Preparation: It appears that negotiation with the local union has been initiated to reinstate preparation time for Counseling faculty. We agree that this needs to be a priority. Preparation time is necessary to give each course the commitment to succeed. Prep time is needed for lecture development, preparing handouts, obtaining speakers, grading assignments and office hours for students in the class. A minimum of one hour for each hour of weekly class time should be granted for prep time. In addition, when counselors are teaching a course for the first time, there should be release time for training and syllabus development prior to the start of the class. Scheduled preparation time is necessary not only for instructional duties, but also for counseling duties, such as research and follow-up of student questions and requests, regular monitoring of e-mail, consultation with instructors and other campus services and returning phone calls.

Instruction: Human Development 8, Orientation to College Learning, is a well-developed and valuable course for all CEC students. Completing this course would assist students in the successful completion of academic goals. We recommend adding more sections, developing a strong publicity campaign to increase enrollment and giving administrative support to continued development of this course. Short of making it mandatory, all counselors and other faculty could be given course information and be asked to support this course to all students. Strongly encouraging students to take the course could be another method of increasing retention and persistence of all students. It is currently only mandatory for EOPS students.

Training: Although the transition to ECC policies and procedures has been implemented, the CEC counselors need more reliable and consistent methods of receiving information from counselors/staff at ECC. For example, several counselors mentioned that CEC student graduation petitions have to be submitted to ECC for processing. Once the petition is submitted, the CEC counselor has no way of knowing when the petition has been processed or what the result is for each student. In order to find out the status of their graduation petitions, CEC students have to wait for a confirmation letter from ECC. Additionally, there needs to be a way for CEC counselors to access a student data bases that separates CEC students from ECC students for tracking and follow-up purposes. The matriculation services counselor, for example, regularly needs access to a database of exclusively CEC students who are on probation or dismissal status.

In order to improve storing and access of shared information between the counselors, we suggest an electronic procedures manual that could be regularly updated. Also, setting up electronic public folders that all counselors could access would provide categorized information that may be changed and updated regularly as new information comes in.

One of the counselors did mention that it has been very helpful to regularly receive articulation updates from the ECC articulation officer. The counselors also mentioned the ECC articulation officer was providing an IGETC training to the CEC counselors on Tues, April 1.

We believe that there is a strong need for continuation of these positive types of exchanges between CEC counselors and ECC counselors. Several counselors felt that this kind of exchange was strongly encouraged and regularly provided in the beginning of the transition, but these exchanges have gradually lessened as time has passed.

Transfer Counseling: Presently, there is one CEC counselor designated as the "Transfer Counselor" and this counselor is asked to perform transfer counseling duties in an alternative location. In actuality, all CEC counselors provide transfer counseling to some extent and this is the most effective practice to follow. Transfer counseling issues tend to arise in all areas of counseling, so expecting students to see one designated person is not practical or efficient, nor will this practice serve the entire population. Every counselor should be required to attend transfer conferences or a few can rotate attending the conferences and then provide training to the entire group upon return.

Frequently and regularly, counseling meetings should be devoted to updating transfer information: IGETC changes, CSU admissions updates, USC Business and scholarship information are some examples. To improve the transfer rate at Compton, counselors and students need access to up-to-date transfer information. Counselors should be familiar with all the various transfer information and it should be discussed bi-weekly or monthly in counseling meetings.

Evaluators on Campus: In the last counseling program review presented in 2006, it was suggested that a CEC evaluator position be created and situated in the admissions office so that a local staff member can handle graduation, CSU and IGETC certification requests. It truly is cumbersome and not practical for all evaluation requests to be delivered to the ECC location for processing. If a local evaluator position cannot be established at CEC, then ECC should send an evaluator to CEC on a regular basis to do on-site evaluations and work with counselors, training for preliminary evaluations.

Communication: There needs to be more clear communication concerning the goals of the CEC leaders as they work towards regaining accreditation and reestablishing the Compton Center as Compton College. Faculty members in all disciplines at CEC need to understand the overall goals and how these goals relate to their specific discipline. Faculty members in counseling appear to be enthusiastic and interested in helping the CEC progress towards regaining its independent identity as a community college and we believe they have invaluable insight to contribute.

Within the counseling department, all counselors need to be informed, either via e-mail or in staff meetings of all new initiatives before they are implemented so that input into initiatives is considered. Counseling Policies and Procedures need to be clearly outlined in written format for everyone.

Additionally, counselors should be part of all counseling hire committees. All counselors should be allowed to request schedules and administration and the department chair/representative should allocate hours based on student demands, counseling seniority and schedule requests.

It is important that counselors are able to reserve time for regularly occurring obligations, for example, regular campus committee meetings. In addition, counselors should be consulted concerning the appropriate amount of appointment time needed to carry out specific counseling duties. Educational planning, for example, requires at least a half hour appointment in most cases.

More collaboration and discussion needs to occur between counseling and admissions, especially concerning common areas for both departments. This is essential in providing the best possible service to students.

Physical Environment: Counselors should have a counter or barrier outside the offices to provide better security and privacy for appointments. Students should not be able to walk into offices. This issue is currently being addressed but it should be a priority. This was also a problem in the counseling department at SMC and we installed a barrier to prevent student from bypassing the check-in counter and interrupting counselors.

Additional Student Services Professionals Needed:

- Part time Psychologist hours: There is a need for on-campus access to a local psychologist at the CEC.
- Full Time Assessment Center Coordinator: There is a need for a full time assessment center coordinator/specialist. Apparently, the present lead person for the assessment center has to split time between the assessment center and other areas on campus.
- Part time learning disabilities specialist: At the present time, prospective students who may have learning disabilities have to go to the ECC campus to receive assessment and referral to services for learning disabilities. This is neither practical nor desirable. Students need access to someone on campus who can assist in diagnosing their disability and recommending the appropriate accommodations and interventions to increase their chances for academic success.

Perhaps future curriculum development could focus on expanding class offerings designed to serve students with learning differences on site. At the ECC campus, there is an entire curriculum available for these students, Educational Development 9A-50. In Spring 2008, only the Educational Development course 3 labcd was offered at CEC, which provides support for mathematics classes.

Most of the department recommendations are standard practices at Santa Monica College and other community colleges.

English and ESL

Observations and interactions with Compton faculty lead to the suggestion that Compton faculty have deep knowledge and understanding of their student population and could be the starting

point in articulating the campus's mission, defining its programs, and shaping a curriculum responsive to community needs. The campus is a jewel in the community, with the potential to be a transformational force within it. Compton must be allowed some space to remain "outside the box" and to develop uniquely. Although it will always share with sister colleges the important goal of providing an avenue to university transfer, perhaps non-credit and bridge programs, occupational partnerships, and vocational programs will have more central vitality here than on some other community college campuses.

Scheduling: Compton faculty need to have the freedom to define time patterns that meet the needs of their student body, even if those time patterns do not match those of El Camino College's main campus. Reading teachers believe that more frequent class meetings of shorter duration (as existed before the alliance with El Camino) better serve their basic skills students, who are developing academic discipline and classroom attention. Perhaps college data supports this; if not, a trial would be simple enough to implement. Also, start times for evening classes might better coincide with the working lives of a student population that is so dependent on bus transportation. As one teacher observed, a two-hour class that starts at 4:45 p.m. is neither an evening class nor an afternoon class, but both.

Classrooms and instructional support: To support student learning, scheduling must be sensitive to classroom instructional needs.

- Whenever possible, classes that have lab components should be scheduled in classrooms that are adjacent to the labs.
- Whenever possible and instructors make the request, classes should be scheduled close enough to instructor offices so that instructors do not experience hardship in bringing materials to classrooms.
- Instructors should have access to the classrooms in which they teach. If classrooms are locked, instructors need keys!
- When possible, instructional technicians should be on hand or on call to assist in computer classroom labs, such as those in the Vocational Technology building. If no technology support staff is available or scheduled to staff classroom computer labs, instructors should be trained to fully utilize the hardware and to access the internet and software programs in that lab.

Curriculum: Compton's demographics may differ from El Camino's; its students may have needs outside of or in addition to those addressed by El Camino's curriculum. For example, when Compton's Reading teachers felt that their students needed a more basic reading class than El Camino's program allowed, Compton teachers collaborated with El Camino faculty to develop English 80 and to move it through the curriculum approval process. There has been a reciprocal benefit; the course is now also being offered on the El Camino main campus. Compton faculty might come together to define other such areas where students would be served by new courses or occupational programs not currently within the El Camino's curriculum—courses or programs that may not find the same interest at El Camino.

As long as course outlines and outcomes are adhered to, Compton faculty should also be given some latitude to tailor their syllabi and to choose course materials to best meet Compton students' needs.

Technology: Simple problems of infrastructure such as working computers, copy machines, and faculty office chairs for students pose a significant problem. There is a lack of infrastructure to provide technology for web pages, smart classrooms, or adequate time and space in writing and language labs. There has been no reimbursement for copy costs incurred by the faculty who are compelled to go off campus.

Clerical Support: A support person for the division head of English/ESL programs is needed. Currently there is no clerical assistance, and the division chair supervises 5 other programs.

Release Time: The division chair has only partial leave from her own teaching load to deal with the challenges of all of these intricate and vital programs. More release time is needed to ensure multiple programs are working efficiently and serving the needs of the students and faculty.

Community Relations: A community partnership task force might be formed of faculty who are interested in and see potential on the campus in developing relationships with local businesses that might provide internships, scholarships, and job training for students

Geology and Geography

Adequate Budget and Budget Clarity: Faculty must have available the resources to support their needs. Standard supplies (pens, paper, etc.), easy access to photocopying, and discipline specific supplies and equipment should be provided. Given the extra layer of bureaucracy now existing at Compton, department heads and all faculty at Compton should be given a clear understanding, in a timely fashion, of what their budget allocation is, how to access it and how to make requests for future budget needs. In such a large and multi-disciplinary department as this one, a breakdown of the budget for the various disciplines would help to add clarity to the process. The budget must be adequate to provide the proper technology (hardware and software), training, and technical support needed to allow faculty to incorporate its use into the academic program. It should also be made clear as to how broken equipment can get repaired. The instructor was not happy with some of the rock samples that he ordered and didn't know how to go about returning them and replacing them with better samples.

Department Collegiality: The Math/Science department is a broad one containing many disciplines and the two faculty met with for this project are the only full-timers in their disciplines. This can lead to a sense of isolation. More activities should be scheduled to bring these faculty together to discuss their goals and come up with solutions to their common issues, ex. recruitment, poor student preparation, curriculum expansion, use of technology, low morale, etc. Some of these discussions may already be happening through the various grants that I've heard the department is writing, but it is important that the department's faculty support each other in each of these endeavors. This will increase the likelihood of success. The department, as a group, could discuss some common professional development goals that they would like to see addressed and then participate in the activities together.

Learning Resource Center

Communication: Classroom faculty encouraged their students to take advantage of the resources offered by the LRC. Students find it difficult just to make it to class and, without the added incentives or encouragement offered by their instructors, few students have the motivation to use the LRC.

Compton has integrated an Early Alert process into their teaching activities; tutoring was listed prominently on the form that is give to students receiving an early alert notice. The students bring the form with them to the LRC, but few students receiving a form recommending tutoring actually make it to the LRC. Perhaps the classroom faculty issuing these forms could continue to encourage their students to go to the LRC.

The LRC used to have “tracking” software that enabled the LRC to gather usage statistics. For a reason unknown to staff, this software was removed and no replacement was provided. Statistics on LRC users would be useful in promoting the LRC and measuring effectiveness of the services provided and it is recommended that the institution explore implementing a tracking system.

Library

Staffing Needs: It is critical for the Library to have a lead position overseeing the day-to-day operation. There are daily schedules that need to be created, changes in these schedules when someone is out ill, material orders to be submitted, unruly library users to address, etc. The lead librarian position was eliminated in a recent re-organization. The Compton library has been able to operate without this position because one faculty has stepped up to the plate and continued to perform these activities without official recognition. The library employees recognize this and are appreciative of the role she is playing. Neither the library nor the LRC can move forward without a lead person who has the recognized authority that goes with the position.

Database Changes: Compton Library has a number of electronic databases, but currently each of the databases requires students to use a password to access them from off-campus. This situation is currently being looked into, but it is strongly recommend that institutional support be given to have these databases set up using authentication software to enable students to access databases without the use of passwords. (This makes it easier for students to use the resources while staying within the licensing agreements of the database vendors.)

Life Science

Curriculum Revisions: The departmental course offers, at the Compton Center, are limited, but they do serve the primary need to prepare students for careers in Allied Health Sciences and to fulfill the need for the General Education “laboratory science” required for transfer. Therefore, there doesn’t appear to be a need to expand or diversify current course offerings. However, faculty should consider revising Biology 10, Anatomy 32 and Physiology 31 curricula.

Course outline for Biology 10, for example, is dated. Cell-molecular biology and molecular genetics receive little attention. Inordinate amount of time is spent with phylogenetic taxonomy, a topic that does not prepare students for Anatomy, physiology or microbiology. Faculty should meet to review course content to be certain that lower-level courses are preparing students for upper-level courses, for example, Anatomy is adequately covering histology so those who teach Physiology do not have to spend too much time covering this topic. Currently, there appears to be significant redundancies in Anatomy and Physiology.

Curriculum changes are “flex day” activities that can result in meaningful changes that would positively impact student success. Because four of the five faculty teach the same course and all have indicated a willingness to revise curriculum, this should be given high priority.

The department should also consider making a request to El Camino’s Life Science faculty to consider making Biology 10 a pre-requisite for Anatomy or Physiology and Microbiology. By doing so, students would be provided a stronger theoretical foundation for these upper level courses.

Scheduling: The department might want to take a closer look at the number of sections offered for their courses. The sections of Biology 10 and Physiology 31 observed, were less than half full. Although these courses were several weeks into the spring semester, the numbers should have been much higher. Some of the faculty indicated that the sections were actually full, but the attendance was a problem.

Tutoring: Students would be better served if the department could initiate and implement a plan to offer peer tutoring. The faculty enthusiastically supported this idea and some of the faculty had a few outstanding students they could recommend. Most of these student tutors could receive funding from Work Study or Financial Aid. There does not appear to be a viable mechanism for students to review lab/lecture materials outside the regular class hours. Peer tutoring opportunities, with some faculty oversight, would certainly help create an atmosphere of teacher-student involvement and establish of a culture of caring. The faculty do care about the success of their students, but it would be great if there were additional mechanisms for teacher-student interaction.

Facility Needs: There is general agreement among the Life Science faculty the department needs the following: 1) one additional laboratory room; 2) a functional set (one for each student) of microscopes for Biology 10 and Anatomy 32; 3) internet access in lecture and laboratory rooms; 4) microscope slide sets (Histology) for Anatomy 32; 5) adjunct office (shared) in the Math-Science building; 6) Scantron machine (located in the Math-Science building).

Instructional Improvement: One suggestion for all of the faculty using PowerPoint: Sometimes faculty rely too heavily on publisher’s PowerPoint presentations that they do not modify them to better suit their own personalities and student population. The lectures observed lacked imagination and energy, although the students appeared to be engaged. It should be mentioned that one instructor did use some visual aids—some human skulls—to augment his PowerPoint lecture. But few faculty used the board, even though it would have been appropriate during parts of the lecture.

Collegiality: Several of the full time faculty are quite busy teaching at other colleges. The impression given was that these faculty were adjunct and it was surprising to discover they were full time at the Compton Center. Faculty were not asked how many hours they were on the Compton Center campus, but it appears there is faculty isolation in this department. There isn't a strong sense of cohesiveness in this building. The faculty might look to ways of encouraging more teacher-student interaction. As mentioned earlier, priority should be to provide the faculty with offices in the Math/Science building.

Mathematics

Scheduling: Compton College faculty members have not been directly involved in the scheduling of courses, possibly leading to inappropriate numbers of section for some courses. The dean did the scheduling last year and some classes were not scheduled at optimum times as would have been known if the chair was scheduling. This semester, faculty were told by the dean that low enrolled classes (~ 10 students) would be kept open for the first two weeks of the semester to see if they would pick up enrollment. That, in fact, didn't occur. Classes were cancelled and students advised that they could take the courses at ECC. Instructors believe that additional consultation with faculty on the development of the schedule would decrease the number of cancelled classes. Students also voiced the concern that the college was too quick to cancel classes.

There is a need for off campus classes to be taught by full-time faculty.

SI Program: The department has learned of the Supplemental Instruction program (S.I.) and is very enthusiastic about implementing it in several classes and levels. The institution should support this program financially.

Tutorial Software: There is a strong need for Tutorial software for addition and multiplication tutorial for students.

Facilities/Classrooms: Classrooms either do not have computers for instructor use or the computers aren't in working order. The classrooms are designed with spaces for student computers. There are none. No one seems to know what happened to the ones that were there.

Although classrooms have video monitors and a control central, they are in disrepair. They needed to be upgraded. In addition, computers with projection systems should be available in each classroom. Instruction in the use of these devices should be provided.

Tutoring: Additional tutoring for math students is needed.

Department Web Pages: Develop a faculty webpage to use as an information link for students. (Faculty need training/assistance with this.)

Music

Facilities: The Compton Center Music Department needs the following:

- a Theatre/Recital Hall; there is no official performance space
- more classrooms – Y99 needs to be repaired
- practice rooms need to be emptied of ‘storage’ and equipped with playable pianos
- 15 guitars
- audio/visual system for the Music Appreciation class in M82

Curriculum: Because Compton is under the El Camino curriculum currently, add only courses that are feasible at this time.

Nursing

Syllabi: It seems that the syllabi for the Compton Center are solely El Camino’s. Only one instructor had a cover sheet with her name on the course syllabi that had all LATTC’s info, including the name of the Chair and a faculty member that are no longer at LATTC. The other two faculty members had the EL Camino syllabi without any evidence of their names, office hours, location or any indication that they were at the Compton Center. The faculty from both campuses should collaborate in the development of each course syllabus and tests if the same syllabus and test must be given or allow the faculty teaching the course to develop their own syllabus in congruency with the course outline of record and method to evaluate the students knowledge (tests). The El Camino syllabi seemed to be ‘out of place’ at the Compton Center even though the faculty did lecture according to that syllabi.

Facilities/Equipment: The concern about the students taking the exam in one instructor’s class is that the classroom clock wasn’t working and it was a timed exam. She had to set the Exam time by her own watch. None of the classrooms or the nursing labs visited had operational clocks.

Compton Center Nursing Program is not a self-contained program. Apparently, their nursing building has flood damage and has not been restored. The nursing classrooms are separated from the nursing labs which are used as lecture rooms, the clocks don’t work, and the LVN classroom is inside the Child Care Center next to the kitchen. There may be a violation there. Even though the nursing classes are small in number, the labs should be used solely for clinical skills and not as classrooms.

Compton Center Nursing needs its own designated classrooms to function as a unified Program that is under another umbrella. By having their own space rather than jumping from one building to another, students would benefit by having all the nursing classes in a definite location.

The circumstances under which Compton Center Nursing Program had to be forced over to El Camino to stay accredited was shocking yet the students at Compton need a Nursing Program with the resources and faculty to accommodate their needs. The Nursing Lab at El Camino was

utilized, they had a 'lab person' the equipment looked well-used and clinically current, and the entire 'atmosphere' at El Camino looked as if the students were valued. Compton's Center Nursing was very different. The lab was closed for some consultant visits; the lab hours were posted but closed on some hours and days when they should have been opened. The Nursing lab was being used as a classroom rather a lab. The students at Compton were required to go to El Camino for tutoring for a required exam but then they were told the tutor wasn't there. There's a definite disadvantage to the Compton Center students in not having the required resources at Compton Center.

Compton Center is an extremely clean campus with no graffiti or trash; and everyone was friendly and welcoming. There was a much different feel at El Camino.

Communication: The Compton Center Nursing Program Dean, who is classified as an Assistant Director at El Camino, was very welcoming and involved with student success. The tutorials she holds for students were posted at various places and she explained some of the dynamics of the relationship and coordination concerns with the El Camino Nursing Program staff. The staff meeting attended at El Camino and the atmosphere was very different from Compton's. The dynamics between the faculty from El Camino and Compton was bothersome. There was a lack of respect when the Compton faculty spoke and not much interaction between them. The issue was brought up that the NLN was going to visit the Compton Center in three weeks and nothing was ready for the visit. The El Camino faculty was concerned that if Compton Center doesn't meet the NLN criteria for accreditation, then their (El Camino's) accreditation will be jeopardized. The El Camino Director did not seem supportive of the Compton faculty and it felt as if the Compton Center was a deterrent to El Camino's Nursing Program. There needs to be an intervention for the Compton Center faculty to be respected and accepted by the El Camino staff. Students will suffer due to the discord and lack of unity. Compton's Nursing Director is a dedicated, hard working professional. She cares for the students, cares about the success of the nursing program and is concerned about the lack of communication between El Camino and Compton Center Nursing.

The El Camino Nursing Department and their Curriculum need to orient the Compton Center Nursing faculty to the specifics of the curriculum with a more 'user friendly' method in order to teach to El Camino's objectives and syllabi. Orientation to the El Camino curriculum might have been done when the partnership started but there seems to be a large gap in the ownership of that curriculum by Compton Center faculty. It seems that there's no unity within the faculty and they are two separate entities. The Nursing Program, which should be **one** Program at two different campuses, seems to be operating as 2 separate departments at 2 separate campuses with one syllabus for both campuses. This was evident at the El Camino/Compton Center staff meeting when the issue of NLN accreditation came up. The perception was that "if Compton fails, there goes our accreditation". The stress of the short notice for the NLN visit surprised all faculty and due to Spring break, they only had three weeks to work on the tedious standards that needed to be addressed. The Director of the Nursing Program did not take a proactive lead in explaining the NLN's process and criterion which seem to be foreign to the Compton Center faculty. An email sent ahead of time with various items to be addressed at the meeting may have been beneficial (and maybe it was but it wasn't evident to me that Compton knew what was going on). The manner in which the Lead Instructor for Psych I at both campuses was ignored

when asking questions showed no respect for that position. The El Camino Director did not silence the rudeness of the El Camino faculty while she was trying to speak.

Compton Center Nursing Program needs the following:

- Nursing advocacy group to foster success: this can include onsite nursing tutors, nursing computer labs with nursing specific software, nursing library with current journals, on-line nursing resources
- Nursing student group counseling on site lead by non-Compton Center RN to help nursing students deal with the nursing school stress and develop strategies for communication, collaboration, discussion, etc. A former student of the consultant, Diane Alvy, RN, MFCC, offers nursing student group counseling to help students survive the stress of nursing school and is in the process of testifying in Washington DC to mandate this in all nursing schools. Her nursing group process has the backing of the American Nurses Association.
- Computer literacy for the faculty and computer for each faculty member
- Nursing complex with all the nursing Program classrooms, labs and faculty offices in same building
- Community Advisory Group that will foster Compton Center's success and support their educational efforts
- Full time faculty that teach lecture and clinicals together; adjunct faculty that meet regularly with Lead Instructor...this is probably already happening at Compton Center
- NCLEX-RN review class for every graduating class
- Mentoring program for the students with community RNs who are willing to devote time to the student's success
- Nursing student organization that will foster community involvement: host health fairs, blood pressure monitoring, etc.
- Affiliation with the Multicultural Nurses Association, Black Nurses Association and the Hispanic Nurses Association to mentor students, recruit faculty and attend yearly conferences
- Unifying strategies/Team building with the El Camino Nursing Department led by an outside agency at an off-site meeting place to foster collegiality and partnership
- Curriculum building strategies to incorporate El Camino's nursing curriculum as the Compton Center's own curriculum
- Team building meetings between the El Camino Nursing Director and leaders to involve the Compton Center nursing leaders

Physical Education

Department Reassignment: The Department is currently housed with the Vocational Education programs where, it is believed there are problems with class assignments, curriculum and faculty hiring. Consider reorganizing Physical Education with another instructional unit (Note: the anticipated hire of a permanent Dean of Voc Ed may help in overall organization).

Curriculum: Update Recreation Curriculum and create a revised certificate program (maybe under Hospitality and Tourism); convert Recreation curriculum to online platform by 2009. HPE

would like the opportunity to offer a wider range of classes to meet the needs of their current students.

Communication: Continue to work on communication with colleagues and administration

Facilities/Equipment: The department needs support for hiring faculty and basic equipment/supplies. Scheduling continues to be a challenge and the PE facilities are in need of safety upgrades. The Department has purchased new fitness equipment; however their current facility needs to have electrical upgrades in order to develop this teaching station.

Social Science

Curriculum: The preferred courses for the CSUs are now in World History or Civilization. The department should consider developing the courses. In looking over the Compton Center catalogue, they do not offer World History.

Spanish

Funding for Courses: The department needs to be funded appropriately so that it can schedule the courses that it offers. Transfer to UC campuses should be an option for students at all California Community Colleges. They should be able to fulfill a UC transfer language requirement at Compton if they desire to do so.

Class Size: One 11am class has over 40 students and is comprised of fluent heritage speakers, non-natives whose first language experience is that class, and continuation high school students who are part of a dual enrollment program. This isn't a recipe for success. The class size needs to be reduced, and students with more similar academic needs should be grouped in the same class.

Textbook: A careful review of the textbooks for the First-year Spanish program should be done to find a text that uses a communicative approach and offers lessons that are accessible to the students in Compton's first-year program. If necessary, the faculty members need to create supplementary materials to assist the students with their language acquisition.

Speech

Curriculum: The speech discipline needs to expand its course offerings. Currently, only two speech courses are being taught: public speaking and group discussion. Expanding the speech course offerings would benefit students. Additional communication courses could provide students with the skills necessary for their academic and professional lives. In addition to public speaking and group discussion, courses in argumentation, intercultural communication and interpersonal communication should be developed and offered.

There are plans to begin offering intercultural communication, based on a recommendation from El Camino College. Living in the Los Angeles area, the ability to communicate with folks different than ourselves is crucial.

Offering paired courses could enhance students' educational experience. Pairing a public speaking class with a history class or an English class, could help with retention and student success.

Forensics Team: The Speech professors used to be heavily involved in the forensics (speech and debate) community. Together two speech professors built a strong forensics team. The Compton forensics team represented Compton College well. They had several award winning students, and the team brought positive press to the campus and the community. One of those two professors is no longer teaching at Compton.

Due to limited resources and a lack of administrative support, the Compton forensics team had to be disbanded. Though the professor may not want to take on that responsibility again, she could provide the leadership to help a new faculty member re-establish a new team. There would need to be a commitment by the institution to provide the resources necessary for a forensics team. Speech and debate is a wonderful, enriching experience that can help the college meet its mission in serving students.

Staffing Needs: Having only one full time speech instructor makes curricular development and the revision of the Forensics team difficult. It is recommended that another full-time speech teacher with a background in Forensics be hired.

Speech Club: The Compton Center currently has a speech club, which one professor advises. The institution needs to provide the support needed to keep this positive club going.

Theater Arts and Dance

Budget: The budget for productions is minimal. Capital is also needed to bring equipment and facilities up to an acceptable standard. Please refer to the budget recommendations in the hard-copy program review.

Curriculum: The curriculum offerings should reflect what this particular community needs. Faculty should be allowed to develop and offer programs which have the potential for success in this community. Examples would be to add Ethnic Theatre and Playwriting courses to the curriculum.

Visual Arts

Facilities: The Art program is suffering from a scarcity of materials, lack of dedicated physical space for different disciplines and non-existent technology in the classroom. All of the studio classes are offered in one small room that seems to double function as an instructional space and

as a storage facility for a few easels, several drawing benches, a workbench, two light tables and several ceramic throwing wheels, a new but non working ceramic kiln; all of which are stacked along the walls. There seems to be just enough of any one thing to suggest the idea of studio/classroom functionality but not enough to fully address the needs of students. Desks and chairs crowd the center of the room to accommodate an Art History class. The lighting conditions are poor for viewing projected imagery. Slides are shown from an old projector on a roll down screen located near the door.

The Department needs the following:

- a digital projector and laptop coupled with a new screen installed in the center wall, away from the door;
- Separate and dedicated spaces for two-dimensional and three dimensional studio practice and a nearby storage facility for materials and supplies;
- An outdoor concrete pad to allow for the installation of the new ceramics kiln. This one item of equipment could revitalize the three dimensional/ceramics discipline and augment other studio courses.

Budget: Further compounding the challenges to the program is a departmental budget reduced to zero dollars.

Enrollment/Prerequisites: Enrollment challenges were mentioned in our conversations. Several studio courses offered at the Compton Center require prerequisites. These prerequisites are only offered at the El Camino Campus, making it difficult to recruit those students to take the subsequent course at the Compton Center.

Welding

Certificate Program: The instructor has the equipment, network and know-how to start a welding certification program on campus. Compton College and El Camino College should work with the welding instructor and support the creation of the program.

Facilities: The welding facility is in need of some repairs. For example, there are three welders that do not work and an uncovered wide ditch, about three feet deep, in the back. It is unclear what the plans are for that part of the facility.

MAY 23 2008

COMMITTEES:
COMMERCE, SCIENCE,
AND TRANSPORTATION
ENVIRONMENT
AND PUBLIC WORKS
FOREIGN RELATIONS

United States Senate

HART SENATE OFFICE BUILDING
SUITE 112
WASHINGTON, DC 20510-0505
(202) 224-3553
<http://boxer.senate.gov/contact>

May 16, 2008

Thomas Fallo, President
El Camino College
16007 Crenshaw Boulevard
Torrance, CA 90506-0002

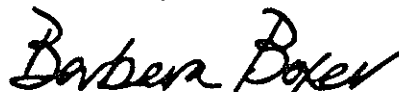
Dear President:

I am pleased to let you know that earlier this year I joined the Senate's Community College Caucus. With more than 100 campuses in California offering services to over 2.5 million students each year, community colleges are a vital part of our system of higher education.

When I visit community colleges across California, I always think of how much the campus population reflects the population of California itself. Young people are starting their college careers, workers are gaining workforce training and certification to enhance their earning capacity, and seniors are gaining the opportunity for lifelong learning. In fact, the breadth of services offered at community colleges is remarkable.

If I can be of service to you with matters of importance to you campus, I hope you will feel free to be in touch with Gina Semenza, my Field Representative, in my Los Angeles office. I look forward to working with you.

Sincerely,



Barbara Boxer
United States Senator

CC: Board.

RECEIVED

MAY 29 2008



May 29, 2008

Dear Dr. Fallo:

It is with mixed excitement and sadness that I submit this letter of resignation as the Vice President of Administrative Services effective June 30, 2008. As you know, I have accepted the position of President/Superintendent at the College of the Redwoods located in Eureka, California beginning July 1, 2008.

It has been a pleasure to have been able to work these past three years under your supervision and leadership. The support of the Board of Trustees, managers, staff and faculty has been wonderful. Being able to work at the college that my father and family have been so closely associated with was an opportunity of a lifetime for which I will always be grateful.

I trust, as I begin this next chapter in my career, that our paths will continue to cross and our association with each other as professionals and friends will be beneficial to our respective colleges and communities.

Sincerely,

A handwritten signature in cursive script that reads "Jeff Marsee".

Jeff Marsee

RECEIVED

JUN - 2 2008



Serving the Communities of
Carson, Compton, Lynwood,
North Long Beach, Paramount
and Willowbrook

1111 East Artesia Boulevard
Compton, CA 90221-5393
Phone: (310) 900-1600
Fax: (310) 900-1696
www.compton.edu

DORIS PICHON GIVENS, Ph.D.
Provost/CEO

PETER LANDSBERGER
Special Trustee

May 14, 2008

Erik Skinner
Vice Chancellor
College Finance & Facilities Planning
California Community Colleges
1102 Q Street
Sacramento, CA 95811-6549

Re: Amendment to Budget Bill Item 6870-303-6049, Capital Outlay,
California Community Colleges

Dear Vice Chancellor Skinner:

I understand the request to increase Item 6870-303-6049 of the State budget by \$31,198,000 to fund the preliminary plans, working drawing, and construction phases of El Camino College Compton Center's infrastructure project was presented to the Assembly Budget Subcommittee on Education Finance last week. It is also my understanding that the Committee held the matter open and asked for more information about "who is in control at Compton?"

As it relates to the Infrastructure Replacement Phase 1 (H&S) project proposed at El Camino College Compton Center ("Compton Center"), the answer is simple. The proposed project will be funded through the El Camino Community College District, El Camino College Compton Center. Therefore, El Camino will have the responsibility to ensure the project stays within scope and budget as it progresses through the construction process. However, it is the intent of all parties that there will be a cooperative relationship between Compton Community College District and El Camino staff, not only to ensure the success of the project but to create a model for Compton staff to use for future projects.

The broader answer to the question "who is control at Compton?" is also quite straightforward — however, the circumstances under which Compton is currently operating are unprecedented and unique, and therefore often perplexing to outside observers. Education Code Section 71093, as added by Chapter 50 of the Statutes of 2006 (A.B. 318), authorizes the State Chancellor to:

"...assume, and delegate to [a] special trustee, those powers and duties of the Board of Trustees of the Compton Community College District that the chancellor determines, with the approval of the board of governors, are necessary for the management of that district." [Educ. Code § 71093(c)(1)]

The Chancellor has exercised this authority and, in the appointment letter the Chancellor signed when the current Special Trustee was named, delegated to the Special Trustee "...all of the powers and duties necessary to manage the Compton Community College District...including but not limited to all of the power and duties of the District's Board of Trustees...."

The Special Trustee, therefore, manages the affairs of the Compton Community College District in the place of its elected board: he approves its budgets, contracts, and other legal commitments; delegates appropriate authority to its administrators, faculty and staff; and adopts, modifies or repeals district rules, regulations, policies, and practices.

However, because Compton Center also lost its accreditation in August, 2006, it can no longer offer an accredited program of instruction to its students and must therefore partner with an accredited community college that can provide that service. For that reason, the Compton Community College District entered into an agreement with the El Camino Community College District under which El Camino College established an educational center (the "El Camino College Compton Center") on the Compton campus in Compton, California. The educational program and student support services offered at the Center are programs and services of El Camino College. As a consequence, as required by Accrediting Commission standards, El Camino retains full authority over all aspects of those programs and services, including for example, curriculum development and approval, program review, student assessment, and faculty and staff qualifications and evaluation of performance.

To summarize, there is a clear division of labor between Compton and El Camino under the terms of their partnership agreement. The Special Trustee is "in control" of the Compton District and all of its business, legal, financial, and related affairs; El Camino is "in control" of the educational program and student support services offered at the El Camino College Compton Center. Implementing this partnership has been a learning experience for both districts and their joint venture is still evolving. As it does, the effectiveness of the partnership is steadily improving, particularly as the roles of each district become more clearly defined and the path to Compton's recovery becomes increasingly evident.

If you need any further information about the status of the Compton District or the nature of its relationship with El Camino College, I would be pleased to provide it.

Sincerely,



Peter J. Landsberger
Special Trustee

To: Fallo, Thomas
From: Marsee, Jeffrey
Sent: Wednesday, June 11, 2008 10:44 AM
Subject: Update on Campus Security

The following is an update concerning the assault on a student that was initiated outside the Women's Gym last May 23rd. As noted in the press release on May 26th and the preceding Daily Breeze article, the student was accosted by two male persons at approximately 5:40 p.m. The student did not report the crime to the Campus Police until approximately four hours later.

The student was processed and interviewed at the Little Company of Mary Hospital and released thereafter. Evidence was sent to the Orange County Sheriff's laboratory. We contracted the service to expedite the analysis. The results from the analysis showed no usable DNA evidence.

She was interviewed a second time with a composite drawing of the primary perpetrator released to the press and college community. The victim has also participated in a review of selected criminal photo review sessions and remains cooperative through the investigation process. At this time, we have not identified a specific person(s) but several leads are being pursued.

The following are security steps that we have taken or continue to monitor these past two weeks:

1. Email communication sent by Ann Garten to the campus employee group on two separate Mondays--May 26 and June 2nd;
2. Operational Task Force reviewed and implemented action plans (including camera surveillance) on May 28th;
3. Public forums on June 3rd and 5th with a total attendance of approximately 75 employees and students;
4. Profile released to the public by the ECC Police Department on June 5th;
5. Cable infrastructure for cameras was placed at critical points at campus entry points and the gym areas on Saturday, June 7th;
6. Camera set-ups to include 360 degrees around Women's Gym, north-south "Mall" walk-way (from the Marsee to the Student North side of the Student Center) and the entrance to the campus from the direction of the bookstore; and
7. The Board approved security system (expanded cameras, text messaging capabilities and building locking system) RFP has been scheduled for an early Fall, 2008 release.

The ongoing security programs continue to be monitored and updated, including:

- Weekly verification that all blue poles are working;
- Minimum required officer time on foot or bike patrol (20% being assessed);
- Facilities reviewing the campus' current lighting to determine if additional intensity is needed and available;
- Campus police ride assistance program to be updated to include additional carts and a more standard pickup and delivery route schedule;
- Permanent posting of officer/cadet at the Women's Gym during late afternoon and early evening hours; and
- A stronger presence where clusters of students are gathering in high traffic areas on campus--e.g., Activities Center and "Mall Walkway" outside the pool/Gym area.

Long-term active projects:

- Current installation of upgraded telephone system that has the capacity to provide emergency "intercom" communication and provides location 911 feedback to the Police Station.
- Text messaging to provide automatic notification to participating students and employees if there is an emergency.
- Building card key locking system that also identifies who is in the building during off-hours and whether the building has been properly locked.
- Expanded camera surveillance that would place cameras in the "Blue Emergency" poles as well as additional key areas around the campus--e.g., parking.
- All new buildings will include high security surveillance and motion detector technology.



El Camino College

Campus Safety and Security Update

June 3, 2008

On-going Safety and Security Measures

- Visible police and cadet presence via patrols in marked police vehicles, bicycles, and on foot continues. Each officer has a minimum amount of time that is spent on foot or bicycle patrol during each shift.
- *Code Blue Police Emergency* phones are located strategically throughout the campus. Continuous and weekly inspection and testing of these phones is conducted by the ECC Police Department.
- Regular campus walk-throughs are conducted by staff members from Administrative Services to inventory and report any lighting deficiencies across campus.
- The Grounds Department regularly trims trees campus-wide to prevent overgrowth from interfering with campus lighting.
- Light fixtures that have lost effectiveness are immediately replaced and repaired as identified.
- During our construction activities, the contractors have been instructed to temporarily replace all lighting that has to be removed during the construction.
- Courtesy shuttles are provided on a regular basis from 6:00 p.m. to 10:30 p.m.; and on an on-call basis 24-hours per day to all members of the campus community. Flyers and announcements are posted throughout campus with shuttle information.
- When an incident occurs on campus, an email is sent to all staff email listservs, posted to the ECC Web and the ECC Portal. Alert flyers and notices are posted through out the campus and in all buildings to inform and alert everyone about the incident, and to remind everyone of the important safety measures we all need to take to be safe.
- Two *Sexual Assault Prevention Education Program* sessions were held in January 2008 for all students and staff. The sessions were conducted by representatives of the Sexual Assault Crisis Agency in Long Beach. Sessions included factual information about sexual violence; teaching practical prevention strategies; and how to get help if you have been affected by sexual assault, sexual harassment or stalking. These sessions will be repeated again during the 2008-09 academic year.

May 28, 2008

2 men sought in ECC assault

CRIME: One man sexually attacked a student on Friday while another acted as a lookout, officials say.

By Larry Altman, Staff Writer

A man sexually assaulted a female student at El Camino College while an accomplice acted as a lookout, campus officials disclosed Tuesday.

The attack occurred Friday evening, but campus officials did not issue word of the crime to the media until the Daily Breeze inquired about it Tuesday.

Two men confronted the 19-year-old woman at 5:50 p.m. outside the east entrance to the women's physical education complex, according to a written statement issued by campus spokeswoman Ann Garten.

After one of the men threatened the student, they walked her inside the complex. Inside, one sexually assaulted her while the other served as the lookout.

Both took off, leaving the woman behind.

On campus Tuesday, students found fliers posted about the crime.

Police Chief Steve Port said the victim, who had attended a class, was treated at a rape crisis center and will return to aid police in the investigation.

Although he had no indication the attack was committed by outsiders, Port said he is looking into what events were happening on campus at the time to attract people to the school.

One assailant was described as black, 18 to 20 years old and about 5 feet 5 inches tall. He had a dark complexion, a medium build, short black hair and was clean-shaven. He wore a white T-shirt and blue jeans.

The second man was black, 18 to 22 years old, with a light complexion and short hair. He wore blue jeans.

Friday's sex crime was the second in the same area on the campus since November.

A 20-year-old woman was sexually assaulted Nov. 13 outside the women's gym. A man dressed in black clothing and a ski mask confronted her at knifepoint, assaulted her and fled, leaving her on the ground.

That assailant was described as 5 feet 8 inches tall, in his 20s, wearing black sweat pants, a hooded sweat jacket and ski mask, and one dark-colored glove. His race was unknown.

That case remains unsolved.

El Camino officials urged students to be aware of their surroundings while walking on campus, walk with a buddy, and keep their keys in their hands before walking to parking lots.

The police operate a courtesy shuttle from 6 to 10:30 p.m. and emergency phones are located throughout the campus.

Anyone with information about Friday's crime is asked to contact police at 310-660-3100.

May 27, 2008

19-year-old student sexually assaulted at El Camino College

By Larry Altman Staff Writer

A man sexually assaulted a female student at El Camino College while an accomplice acted as a lookout, campus officials disclosed today.

The attack occurred Friday evening, but campus officials did not issue word of the crime to the media until the Daily Breeze inquired about it today.

Two men confronted the 19-year-old woman at 5:50 p.m. outside the east entrance to the women's physical education complex, according to a written statement issued by campus spokeswoman Ann Garten.

After one of the men threatened the student, they walked her inside the complex. Inside, one sexually assaulted her while the other served as the lookout.

Both took off, leaving her behind.

On campus today, students found fliers posted about the crime.

Police Chief Steve Port said the victim, who had attended a class, was not badly injured.

She was treated at a rape crisis center and will return to aid police in the investigation.

Port said he is looking into what other events were on campus at the time to attract people to the school.

One assailant was described as black, 18 to 20 years old, about 5 feet 5 inches tall. He had a dark complexion, a medium build, short black hair and was clean shaven. He wore a white T-shirt and blue jeans.

The second man was black, 18 to 22 years old, with a light complexion and short hair. He wore blue jeans.

Friday's sex crime was the second in the same area on the campus since November.

A 20-year-old woman was sexually assaulted Nov. 13 outside the women's gym. A man dressed in black clothing and a ski mask confronted her at knifepoint, assaulted her and fled, leaving her crying on the ground.

That assailant was described as 5 feet 8 inches tall, in his 20s, wearing black sweat pants, a hooded sweat jacket and ski mask, and one dark-colored glove. His race was unknown.

That case remains unsolved.

El Camino officials urged students to be aware of their surroundings while walking on campus, walk with a buddy, and keep their keys in their hands before walking to parking lots.

The police operate a courtesy shuttle from 6 to 10:30 p.m. and emergency phones are located throughout the campus.

Anyone with information about Friday's crime is asked to contact police at 310-660-3100.



DailyBreeze.com

June 4, 2008

El Camino College releases sketch of sexual assault suspect

By Larry Altman, Staff Writer

Investigators on Tuesday released a sketch of a short, dimpled young man who recently sexually assaulted a 19-year-old El Camino College student on campus.

Police hope some of the assailant's distinctive features - acne above his left brow, crooked teeth and a large, fake round diamond earring and prominent dimples - help to identify him.

The victim helped detectives create the sketch on Monday. She described her assailant as black, 18 to 22 years old, with a dark complexion.

He is about 5 feet 5 inches tall, with a medium build, short black hair in a fade cut and clean shaven.

He wore a white T-shirt and blue jeans and had his earring in his left earlobe.

Steve Port, the campus's interim police chief, said investigators re-interviewed the student and obtained "a good amount of information" about the crime.

Police do not think the May 23 attack at the women's physical education building was related to the unsolved sexual assault of another student in November.

"We do not believe the suspects are the same," Port said at a campus safety and security program Monday attended by about 50 El Camino employees and students.

Additionally, he said, the latest attack does not appear to be similar to any others in the area.

"It appears to be an isolated incident," Port said.

Port held the safety forum to respond to student and employee concerns about campus security in the wake of the two sexual assaults.

In the latest attack, two men confronted the victim shortly before 6 p.m. outside the east entrance of the physical education complex. One forced her inside the building and sexually assaulted her while the other watched.

Port revealed Tuesday that the student did not report the attack until 2 hours later. She went to class afterward and then home. The student told her mother, who sensed something was wrong.

At the forum Tuesday, students, faculty and staff members voiced concerns about campus lighting and heavily landscaped areas, and they asked whether electronic surveillance and police foot patrols could be added.

"We've been taking a look at cameras," Port said. "Cameras are a higher and higher priority."

Six to eight cameras already are being installed. Fiber optic lines are also being installed for emergency phone systems that will identify their location when someone picks up the receiver, he said.

Jeff Martinez, a 21-year-old student from Lomita, asked whether young men could help provide security for women.

"Maybe we can encourage some of the guys to walk with some of the ladies," Martinez said. "I don't think that this would have happened if there was another guy around."

Port called Martinez's idea a good suggestion, but said some women might fear the well-intentioned escort was an attacker.

He urged students to use the campus escort and shuttle services.

Regina Smith, El Camino's dean of counseling, suggested a self-defense class for women and said officers walked through buildings in the past.

"That was very effective," Smith said.

Campus officials released a list of security measures already under way.

They include:

High-resolution cameras that will be installed by the end of the month.

A foot-patrol officer in the gym area in the late afternoon and evening.

Workshops on self-defense techniques.

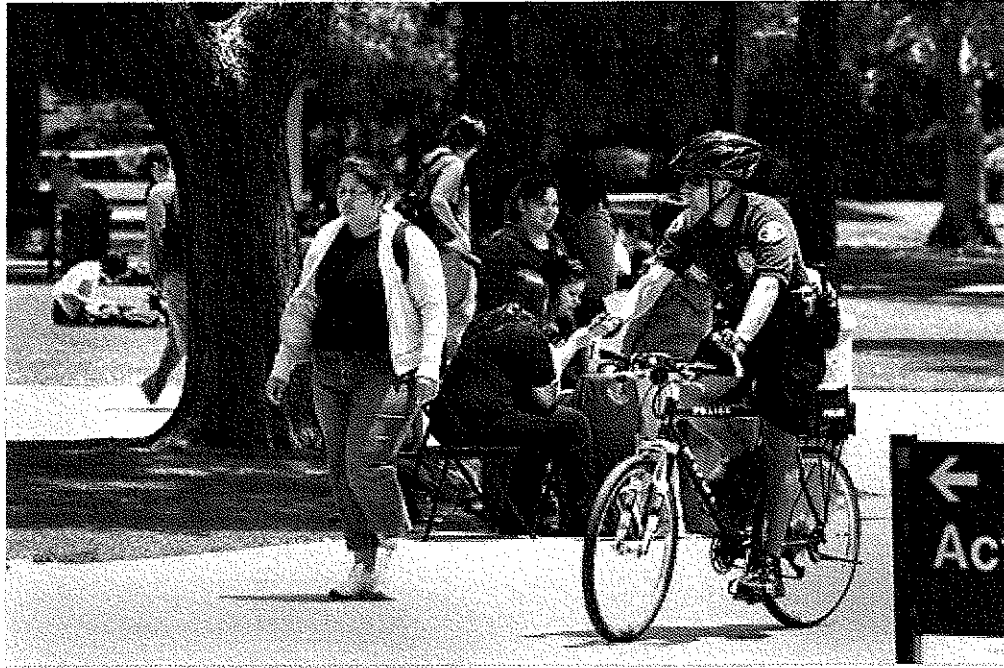
A phone system that turns every telephone into a loudspeaker in the event of an emergency.

A "reverse 911" system that can play a recorded message to multiple phones at the same time.

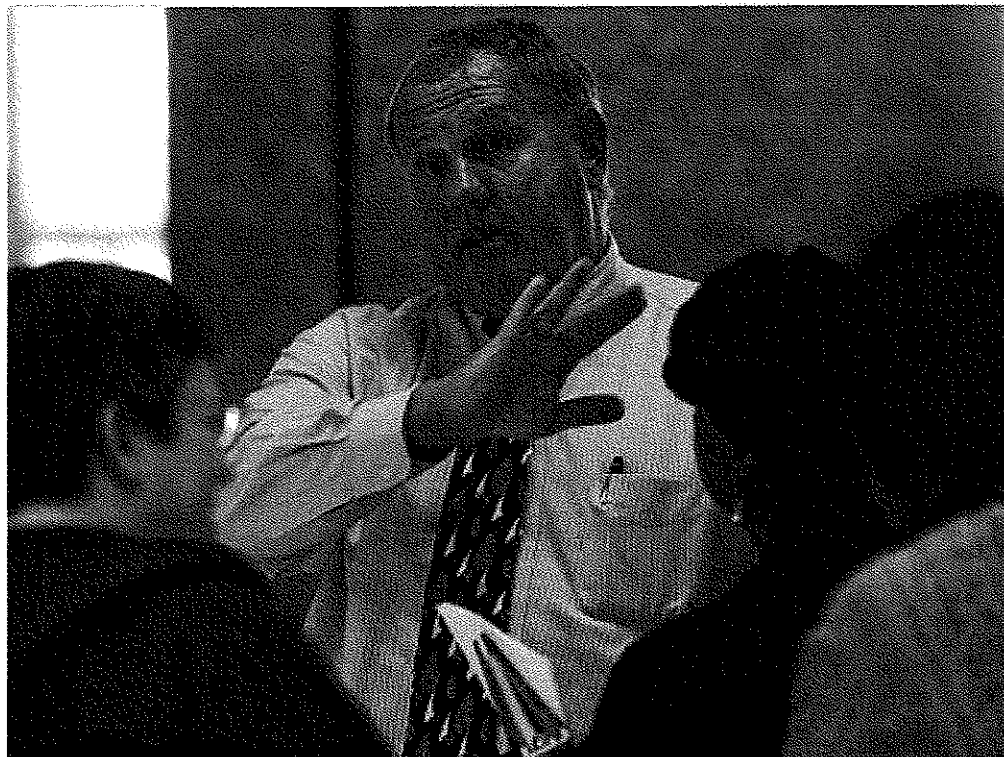
An El Camino College e-mail address for students beginning in 2009 that will allow them to receive e-mails about major incidents. Students also will be asked to provide their cellular telephone numbers to receive text messages.

HOW TO HELP

Anyone with information about the sexual assault on May 23 is asked to contact campus police at 310-660-3100.



At El Camino College Sgt. Dal Toruno patrols on bicycle through the campus. A sexual assault on May 23 has brought campus security on alert. (Brad Graverson/Staff Photographer)



At El Camino College, campus Police Chief Mike Port discusses campus safety in light of a sexual assault on May 23. (Brad Graverson/Staff Photographer)

The Daily Breeze

June 6, 2008

Oh brother, mom's a grad, too

By Shelly Leachman, Staff Writer

There was a time Lisa Youngworth thought she'd never graduate from college. The Redondo Beach resident definitely never expected to be doing so at the same time as her kids.

But on Friday she did both, receiving the degree she started and stopped pursuing 20 years ago, right alongside the twin boys she raised alone in the interim.

Youngworth, 46, and sons Nicolas and Andrew Lippa, 20, were bestowed associate of arts degrees from El Camino College during afternoon graduation ceremonies at the campus near Torrance.

"It's really wild," Youngworth said of the three-way feat. "It's really exciting and I'm really proud of them. And I feel like I accomplished something, too."

Graduating from high school in 1979 in Massachusetts, Youngworth eventually ended up in Redondo Beach by way of Texas. She "took a few classes" at El Camino in the 1980s, she recalled recently, but quit after giving birth to her twins.

Soon thereafter getting divorced and finding herself a single mom, Youngworth went to work and never looked back.

"After the boys came along, for years I never thought about (school)," she said. "I had a great job, my dream job, without a degree, so I didn't necessarily need it. But then I started thinking, 'Why not?'"

Inspired by some Toyota Motor Sales colleagues who were returning to seek their own degrees - the company offers tuition and book reimbursement - Youngworth decided to take the plunge and re-enter academia, squeezing night classes into an already packed schedule.

It was 2004. Nicolas and Andrew were 16, in their junior year at Redondo Union High School, where the former was a standout in water polo and the latter a competitive surfer.

"I remember when she went back. I thought, 'Wow, what a big step for my mom,'" Andrew Lippa said. "Being a single parent and working full time and having the motivation to go back to school is kinda inspirational. I'm proud of my mom to see her go back to school and better herself. Education is a great thing."

He ought to know.

Little more than a year after Youngworth enrolled in El Camino, her sons followed suit after graduating from Redondo Union in 2005.

Once itching to get to a four-year school, the brothers instead followed their mom's lead, agreeing to start first at the community college.

"Being a single parent, it's a good value," Youngworth said. "Plus I got to keep them at home a couple more years. I wasn't ready for them to go."

Turns out, neither were they.

"Honestly, staying home the extra two years and being at the community college - there's so much good support there it's almost impossible to fail as long as you try," Nicolas Lippa said of his El Camino experience. "All you have to do is apply yourself. And want it. Now I'm about to turn 21 and I know beyond a shadow of a doubt that I'm ready."

"The transition to college is a big one. I like the route we took and I would suggest it to anyone."

The Lippa brothers' route is next leading them to the University of California, Santa Cruz - a school they agree might never have accepted them without their two-year pit stop at El Camino.

The handsome look-alikes have since become big advocates of community colleges, especially as tuitions are ever-higher and top schools are ever-tougher to get into.

"When you're in high school trying to go straight to a university, it's so competitive now," Andrew Lippa said. "With the community college route, you get good grades and you get first pick of where you want to go. That's how it felt for us anyway, and now we're going to the school of our dreams."

So in September it's off to Santa Cruz they'll go. Both plan to study cultural anthropology and Andrew, the surfer is looking forward to taming Northern California's notoriously tumultuous breaks.

But first the Lippa brothers intend to enjoy their summer, teaching swim lessons at their former high school, lifeguarding at Seaside Lagoon and hanging out with friends.

As for their mom, Youngworth has no specific designs on an advanced degree. But as "someone who considers herself a lifelong learner," she said, "if something piques my interest, I'll definitely sign up and take the class."

And she recommends the same for absolutely anyone else who's considering it but somehow hesitant - especially other single moms who don't think they can swing it.

"Just try. Try even one class. Go one class at a time," Youngworth urged. "The thing is, time's gonna pass anyway. You can take one class and at least you're making steps toward a goal."

Youngworth's own immediate goal is to enjoy these last few months with her sons, building more memories as a trio before the twins start their new chapter in Santa Cruz.

Graduating from El Camino College together will be among their many recent great memories, the three said Friday morning as they joked before readying themselves for the ceremony.

But all agreed that the two classes they actually shared - music appreciation and art appreciation - will likely take the cake.

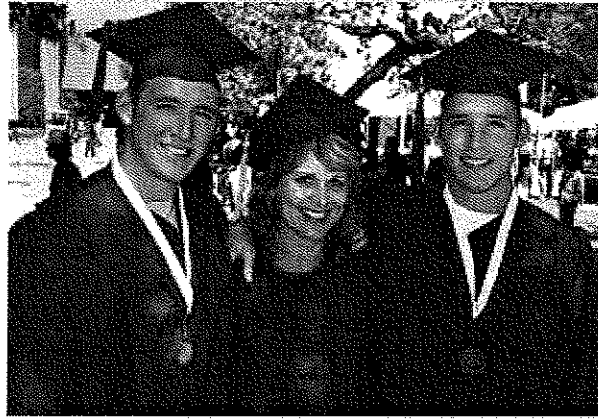
"The funny thing was, even being in class with them I was still the mom," Youngworth related. "It was, 'Mom, do you have a Scantron?' or 'Mom, do you have a pencil?' At break I'd go get them a snack."

"I don't know how they got by without me in their other classes," she joked.

As for the twins' take on the experience: "At first I was like, 'Aww man, I'm going to class with my mom? I'm not gonna be able to pick up on any girls. The guys are gonna think I'm a dork,'" Nicolas Lippa recalled.

"It ended up being really cool. We always had a good relationship and this reinforced it. Turns out she's still got it, you know. She's pretty with it, she's still hip."

"She didn't cramp my style at all," he added. "And my mom, she's a better student. It helped keep us on track. We were like, 'If she's gonna get an A, we better get an A.'"



Graduation from El Camino College is a family affair for Lisa Youngworth of Redondo Beach and her twin sons Nicholas, left, and Andrew Lippa, 20. (Robert Casillas/Staff Photographer)



Office of the City Manager

415 Diamond Street, P.O. Box 270
Redondo Beach, California 90277-0270
www.redondo.org

tel 310 372-1171
fax 310 379-9268

May 15, 2008

Thomas M. Fallo
Superintendent/President
El Camino College
16007 Crenshaw Boulevard
Torrance, CA 90506

Dear Superintendent/President Fallo:

The City of Redondo Beach has partnered with the El Camino College Workplace Learning Resource Center to provide customer service training to all 500 of our full-time City employees. We are nearing the end of the 80 hours of training for our first group of 100 employees and are looking forward to starting our next group through later this year. The training being provided through the Public Sector Customer Service Academy is first rate and has been tremendously well received by our employees.

Our employees are not only learning and refreshing their customer service related skills in order to provide better customer service to our residents and the business community, but to enhance internal customer service. The overall goal of the project is to effect a "cultural change" in the city's operation and increase interdependence of departments by opening lines of communication among its departments and employees. While it is still early on in the training, the evaluation comments from the first modules confirm that interdepartmental communication is improving along with employee motivation and morale.

We believe that the Economic and Workforce Development Program assists the community college system to be more market responsive, creates career pathways for the current and future workforce and fosters California's competitiveness. California will never be a low cost business location, but we can differentiate ourselves in other ways that will make us attractive from an economic development and workforce perspective. Our customer service training initiative in Redondo Beach is just one such example.

Thank you for the excellent resources being provided by El Camino College through our contract for training. Once all of our current employees are trained, we will be offering the Customer Service Academy annually for new employees and those employees who might like a refresher.

Sincerely yours,

David C. Biggs
Assistant City Manager

xc: Phil Sutton, Director, El Camino College Workplace Learning Resource Center

cc: Bd.

Supplemental Board Information - 6-16-08

Page 64

May 27, 2008

Three vie for post seen as key to college's future

BY LEILONI DE GRUY, Staff Writer 22.MAY.08

COMPTON — Three finalists for the job of provost at El Camino College Compton Center participated last week in a candidate's forum, where educators and students were invited to hear from those seeking to lead the campus once known as Compton Community College.

The three remaining contenders — Monte Perez, vice president of student services at Golden West College in Huntington Beach; Charles Abasa-Nyarko, vice president of academic affairs at Bunker Hill Community College in Boston; and Lawrence Cox, a veteran educator and two-time college president — are vying to replace interim provost Doris Givens.

Reporting to El Camino superintendent/president Thomas Fallo, special trustee Peter Landsburger and a board of trustees, the position of provost/CEO acts as the campus' academic and operational administrator, as well as the Compton Community College District's chief executive officer.

Held in the student lounge on campus, the forum was attended by faculty members and a small number of students, who listened as each hopeful answered questions about his vision for the campus' future. Taking part in the forum one at a time, each candidate received the same questions, most of them concerning a recent evaluation by a state-appointed fiscal crisis team, showing that the troubled campus, whose accreditation was stripped in 2006, was likely years from having its academic and financial status restored.

Also of heavy interest were perceived communication gaps between the Compton Center and Torrance-based El Camino, which assumed control of the campus nearly two years ago. According to the forum's moderator, the Compton Center may not regain its stability for up to 10 years, based on information in a report released earlier this year by the state's Fiscal Crisis and Management Assistance Team.

Said Perez: "I have looked at the recovery plan. There's a lot to be done but its all doable, ... and I think working as a team and collaborating together we'll get it [done] sooner than 10 years."

To increase enrollment, Abasa-Nyarko suggested that "one of the things we can do is work with the high schools and student learning programs ... talk about the programs we have and then sell what we are doing and what our accomplishments are." He added that making scholarships and funding more accessible would also entice more students to enroll.

Communication gaps could be addressed, said Cox, by having an administration that holds regular meetings with students and faculty, and maintains an overall open-door policy. "We need to let people know that there is a face they can talk to," he said, later adding: "The entire staff needs to make sure that as the word happens in these meetings, everybody gets to talk to their

constituent body and find out what those words mean.”

Several faculty in attendance declined to speak to the Wave about their impressions of the candidates. But interviewed after the forum was completed, two instructors said they were most impressed by Cox’s presentation.

“Not only does he have the experience, he knows the weightiness it takes to be a leader at an institution [that] has similar issues,” said Laura Atchison, a vocational specialist in the industry/technology department. “He answered on the spot without hesitation. He walked around the campus ... and knew what it’s needs were. Things that weren’t in his expertise, [he acknowledged that and] was able to turn it around.”

Fred Lamm, an automotive instructor, said he liked Cox “because he knew the community’s needs [and] ... it looks like he’s going to fight for this community.”

But Ignacio Alvarez, the campus’ student body president, said that any of the three would be acceptable from his standpoint. Last month, he took part in a demonstration at Compton City Hall to rally support for the campus and its quest to regain accreditation.

“I believe any one of those three would be excellent. They all seem very qualified and would exemplify leadership,” Alvarez said. “I actually paid attention to their answers and they all focused on communication and listening to student and faculty needs.”

Over the past four years, CCCD has had three interim provosts, a position that officials want to make the position permanent. Working with the El Camino College Compton Educational Center Provost Search Committee, a national search was conducted by the firm Community College Search Services.

Committee members consisted of two administrators, one from each campus; five faculty members, four from the Compton Center and one from El Camino; two students and two staff members from the Compton Center; a CCCD representative; and a representative from Equal Employment Opportunity Commission.

Following the forum, each candidate will have a final interview, at which point CCSS will perform reference checks. The final decision will be made within 10 days after that, and the newly-selected provost could begin work as early as July 1, according to special trustee Peter Landsburger.

Givens, who has held the position since summer 2006, said, “They [candidates] face the same issues that any community college faces ... issues dealing with the budget, enrollment numbers, that sort of thing.”

Asked whom she feels is the best of the three candidates, Givens replied: “That’s very difficult for me to answer.”

Information Under Tight Control at Compton Center

Bulletin's attempts to interview campus personnel deflected

By Cheryl Scott
Bulletin Staff Writer

It seems that there is an embargo on information about the former Compton College, now known as El Camino College Compton Center.

Calls to faculty and administrators are consistently referred to Community Relations Director Ann Garten at El Camino. Individuals at the Compton campus who formerly were available to the press now refer The Bulletin's calls to the community relations office.

However, Garten is frequently not available for days at a time, and calls to that office are often not returned. When calls are returned it is frequently after a delay of several days.

In an attempt to research a story about the Learning Resource Center, still unused despite the fact that the building appears to be finished and ready for occupancy, newspaper staff tried repeatedly to speak to Provost Doris Givens and others at the Compton Center. All of our calls were referred Garten, who is located on the campus of El Camino College in Torrance.

The fact that all calls are referred to the same person bears the appearance that information is under tight control.

Lorraine Cervantes, Compton Community College District trustee, told The Bulletin that she believes there is information that is being kept hidden from the public.

"The board of trustees has been stripped of its power by the terms of AB 318," she said. "From the beginning we were told that it would take approximately seven years for us to become accredited again under our own name. At a recent town hall meeting we were told that the estimate is now 11 to 13 years. Why is that?"

AB 318 is the legislation crafted by Assemblyman Mervyn Dymally that allowed the college to remain open as a satellite facility of El Camino College. The bill also installed a special trustee to operate in lieu of the elected board of trustees. The board of trustees still exists, but is not empowered to vote on issues related to the operation of the college.

"In order for us to get our accreditation back we have to have a fully operational board of trustees," Cervantes said. "But how can we ever fulfill that obligation if we are not allowed to function?"

The Accrediting Commission for Community and Junior Colleges (ACCJC) withdrew

accreditation from Compton Community College in August 2006. In 2004 the state took control of the college's administration, citing longstanding fiscal mismanagement and weak administrative leadership. In the previous fiscal year, 2002-03, the college had projected a deficit of \$275,000.

"An audit done right after they took over control of the college showed that there was no deficit," said Cervantes. "There is a deficit now, but it has been incurred since El Camino took over."

AB 318 also cleared the way for a \$30-million loan that will be used to reimburse and compensate El Camino College for expenses incurred by the operation of the Compton Center. The partnership arrangement originally was to continue for a minimum of five years, with a three-year extension at the discretion of the California Community Colleges Board of Governors.

According to the terms of the agreement El Camino is required to offer instruction to Compton Community College students at the Compton campus beginning in August 2006.

Since that time there have been many complaints from students about the closure of classes at the Compton Center. As many as 40 classes have been cut from the Compton Education Center's curriculum this semester, forcing some students to go to the El Camino College campus in Torrance to meet the requirements for their degrees. Many of the closed classes are vocational courses that have always been a mainstay at the college.

The loss of classes could hinder the efforts of the Compton Community College District (CCD) to restore the college's accreditation in the future by reducing the student population to a number that is untenable.

Cervantes says that El Camino College needs to operate the Compton Center in a way that will fulfill the needs in Compton. "Our community is completely different from the community of Torrance. We need more vocational courses. I think that El Camino is starting to understand that we have different course requirements."

The transition at the college has been difficult and confusing because of unclear lines of communication and other operational challenges inherent to the situation. The college is now being managed by administrative personnel of the El Camino Community College District. There is a perception, at least, that decisions are being made that are more advantageous to El Camino than to Compton.

There is another perception that information about operations at the college is being closely guarded.

College Hot Topic at NAACP, Concerned Citizens Candidates Forum
Outburst by college district special trustee aimed at Dymally, author of AB 318 and candidate for the 25th Senate District

By Allison Jean Eaton
Bulletin Staff Writer

COMPTON – There were fireworks of sorts at a recent candidates forum held at the transit center after a Compton Community College District special trustee took offense to remarks made relative to the loss of accreditation at Compton Center.

Each candidate running for State Assembly and State Senate was asked what he or she would do would to revise or reverse AB 318, the piece of legislation authored by current 52nd District Assemblyman Mervyn M. Dymally that paved the way for the current partnership with El Camino College.

Dymally is being termed out and is running for the 25th Senate District seat.

During his response, Special Trustee Lorraine Cervantes stood up from her seat in the crowd and yelled out, accusing Dymally of playing a role in what many view as the college's demise.

“That’s not true,” she exclaimed passionately as Dymally explained that the college lost accreditation due to corruption among past board members. “You killed the college,” she waged. “We lost accreditation because of AB 318.”

The bill effectively stripped the board of trustees of its powers and provided for a bond-financed loan to restore fiscal solvency to the college district. Had it not been passed, the school very likely would have had to close its doors. This, Dymally said, would have left Compton taxpayers with such a tremendous amount of debt that he said their children would end up paying as well.

Accreditation was lost after the school failed a make-or-brake evaluation by the Accrediting Commission for Community and Junior Colleges.

Later, as Dymally exited the forum, Cervantes called out at him again.

“He’s a liar and a backstabber,” she yelled angrily before being held back by several other attendees.

Dymally's only comment on Cervantes' remarks was: "I love her."

Earlier during the forum, he said that people should to stop "escaping the truth" relative to what happened to the college.

The forum was hosted by the Compton branch of the NAACP, Concerned Citizens of Compton, National Association for Equal Justice in America and UCLA.

Questions ranged from plans to reinstate all services at King-Harbor and getting Compton College back to plans for crime reduction and resolving the state budget crisis.

During the first portion of the forum, microphones were not provided to the candidates, only to the individuals asking questions. This angered some in the crowd because they could not clearly hear the candidates, some of whom are soft-spoken. It took several frustrated requests from the audience before candidates were permitted to borrow the lone microphone.

Several residents said they were disappointed in the way the forum was held and the questions being asked.

"This is ludicrous. This whole shenanigan is ludicrous," said Compton resident F.C. Herbert. "They selectively did not address my questions to specific candidates."

Forum Features Final Three Eyeing Compton Center Provost Position
The search for a permanent provost/CEO is nearing its end, and officials say new leader should be in place by July 1

By Allison Jean Eaton
Bulletin Staff Writer

COMPTON – The field of candidates aiming to lead the city’s flagship educational center down the murky, monotonous path of re-accreditation has been whittled down to three, and the finalists recently fielded questions from school officials, students and residents at a forum.

Hosted in the Student Lounge on the former Compton College campus, the May 15 meet-the-candidates forum was held to give stakeholders a voice in the final selection and attracted roughly 65 people.

The three provost/CEO candidates are: Dr. Charles Abasa-Nyarko, Dr. Lawrence Cox and Dr. Monte Perez.

The initial selection process began earlier this spring with a nationwide search conducted by a professional search consultant. Out of a pool of about 35 candidates, roughly a dozen semi-finalists were selected by a search committee after a thorough application review.

The committee is comprised of two administrators, one from Compton Center and one from El Camino; five faculty members, four from the center and one from El Camino; two center classified employees; two center students; one representative from the Compton Community College District; and one Equal Employment Opportunity representative, said Special Trustee Peter Landsberger.

Only about seven of the semi-finalists accepted an invitation to be interviewed by the search committee, said Landsberger. Of those, the final three were selected and invited to participate in the public forum.

The provost will report to El Camino President Thomas Fallo, Landsberger and the Compton Community College District Board of Trustees while leading the college back to legitimacy.

Dr. Charles Abasa-Nyarko

Abasa-Nyarko currently serves as vice president of Academic Affairs at Bunker

Hill Community College, a multi-campus urban college near Boston.

The Ghana native received his B.A. degree in political science with economics in 1979 from the University of Ghana, his M.A. in political science from Brigham Young University in 1984 and his Ph.D. in international studies in 1988 from the University of South Carolina.

He has previously served as vice president of academic and student services at Gloucester County College in New Jersey; dean of arts and sciences and co-chief academic officer at Muskegon Community College in Michigan; and associate dean of English, library, social and behavioral sciences at South Suburban College in Illinois. He has worked with Norfolk State University in Virginia as director of the Center for the Prevention of Crime, Illiteracy and Poverty, taught for eight years at Livingston College in North Carolina and was an assistant professor at Elizabeth City State University in North Carolina.

Dr. Lawrence M. Cox

Cox has more than 25 years of academic experience and leadership. He received his B.S. degree in education, M.S. in educational psychology and Ph.D. in sociology all from Southern Illinois University at Carbondale. He is a graduate of the Institute of Management at Harvard and has participated in the Yale School of Management for Leadership and the American Association of Community Colleges Leadership Academy.

Most recently, Cox served as provost at Stark State College of Technology in Ohio. He has also served as an educational and research consultant. From 1995-2002, he served as president of Olive-Harvey College in Chicago and from 1990-94 as president of Shelby State Community College in Memphis. As a teacher, he earned tenure and rank of associate professor at both schools.

He has proven leadership in administration, institutional research, strategic planning, fundraising and resource development, state and federal relations, information and communication systems, budget planning and fiscal management, foundation management, auxiliary enterprise management, facility planning, construction management, intercollegiate athletics, collective bargaining and human resources and affirmative action.

Dr. Monte Perez

Perez currently serves as vice president of student services at Golden West Community College in Huntington Beach.

Born and raised in East Los Angeles, he earned his B.A. degree in social science government from Cal State Los Angeles and his M.A. and Ph.D. in public policy and administration from USC. He has served as assistant director of admissions at Stanford and director of the Educational Opportunity Program and Student Support Services at Cal State Los Angeles, where he also taught political science and Chicano studies.

Perez was selected as a policy fellow with the U.S. Department of Education (DOE) and was a senior policy analyst for the secretary of the DOE. He was then appointed director of community and organizational relations for the educational testing western regional office, eventually becoming director of the office.

He also served as director of institutional research, provost and vice president of academic affairs respectively for the National Hispanic University in San Jose, where he was successful in securing Western Association of School and Colleges accreditation as the first Latino nonprofit independent senior college on the West Coast.

Tough Questions

In addition to predetermined questions read by a moderator, attendees were allowed to submit questions for the candidates, which were each given roughly 50 minutes to share a little about themselves and field questions.

Inquiries ranged from what each candidate would do about strained race relations and how they would improve communication between the center and El Camino to how they would get the library and bookstore up and running and reestablish the school's foundation to whether or not they had any personal ties to El Camino, WASC or ACCJC.

Perez, who assisted in building National Hispanic University from the ground up and lead the way toward that school's eventual accreditation, he said he has pertinent experience in the accreditation, or in Compton's case, re-accreditation arena.

"Having gone through that, I identify with what is ahead of us here at Compton Center," he said. "I've gone through the accreditation process and worked with minority populations all my life.

"I have looked at the recovery plan," continued Perez. "There's a lot to be done,

but it's all doable... and I think working as a team and collaborating together, we'll get it (re-accreditation) sooner than 10 years.

"The sooner we roll up our sleeves, the sooner we'll get there."

Hosting monthly forums and regular meetings with the special trustee are key to breaking down the communication barriers both between the center and Torrance-based El Camino as well as between the educational institution and the community, said Abasa-Nyarko.

To boost enrollment, which has recently seen a slight upturn after several semesters of decline, Abasa-Nyarko said he would step up outreach to local high schools and community organizations as well as increase the availability of scholarships.

"We need to talk about the programs we have and then sell what we are doing and what our accomplishments are," he said.

Cox, who described himself as being big on shared governance and collaboration, said the college can't just spruce up the campus before each visit from the state Fiscal Crisis and Management Team – it's something that needs to be maintained daily.

"It takes what it takes, of course, and I'm not a very patient person... but I'll make sure that things get done. Accreditation to me is not something that takes 10 years – it happens every day," he said.

He added that not just opening a bookstore, but finding ways to provide students with cheaper books, would be one of the issues at the top of his list if selected to assume control of the center.

Following the forum, Associated Student Body President Ignacio Alvarez said he was pleased with all three candidates.

"I think they're all excellent candidates and that they're all overly qualified," he said, adding that he was especially impressed with Cox.

Asked if he was surprised that current Interim Provost/CEO Dr. Doris Givens was not among the final three candidates, he said "not necessarily."

“She hasn’t been very student friendly or community friendly, and given the scores FCMAT has given us, where we are now from a year ago is not much different,” Alvarez said.

At last week’s college district board meeting, Joseph Lewis, who heads the campus’ classified employees union, said that the classified employees took a vote and have decided to endorse Cox.

“Not that we didn’t enjoy Dr. Givens and we are disappointed that she was not in the final three,” he said.

The anticipated start date for the new provost/CEO is July 1. Between the forum and then, Special Trustee Landsberger and El Camino President Fallo will conduct final interviews, and the candidates’ references will be checked.

5/21/08

New Opportunity for Young Entrepreneurs at El Camino
New program offers training for prospective businessmen and women
ages 14 – 27

By Cheryl Scott
Bulletin Staff Writer

El Camino College is offering an opportunity at its Hawthorne campus for young, would-be entrepreneurs to get training from experts in their field of interest as well as financing for starting their businesses.

The Young Entrepreneurial Program will hold its first Summer Buzz on Biz Academy at the El Camino College Business Training Center, 13430 Hawthorne Blvd., next month. The deadline for applications is June 13.

The program is open to anyone between the ages of 14 and 27 who is interested in starting a business.

“Our young people face so many challenges and obstacles that the best way for them to proceed with their professional life is to become entrepreneurs,” said Alex Vaughan, director of the program. “We have successful people from all fields of business who will be working with the students and providing them with opportunities to see what goes on behind the scenes in various businesses.”

One field trip scheduled for the academy is a 90-minute tour of the Port of Long Beach that will be made possible by a program adviser who is employed with port management. Another will be a trip to observe the sound check for the Grammy Award show arranged by someone in the recording industry.

The program was developed by Vaughan and Program Manager Dr. Giovanna Brasfield.

“The program is designed to give students real-world experience in five high-growth businesses, which include food, technology, entertainment, fashion and services. It is open to anyone from 14 to 27 from a wide area that includes Compton, Inglewood, Watts, Gardena, Torrance and Hawthorne. It’s also free.”

A prospective participant need not have concrete plans for starting a specific business, Brasfield said. “We have resources that will help them to transfer their area of interest into a plan for getting into a particular business. We will help them focus their passion to develop a business idea. Many enterprising young people have the talent and organizational skills to operate a

business, but they are choosing the wrong activities. For instance, a drug dealer on the corner may be a businessman waiting for an opportunity. Someone who babysits may be an excellent candidate for starting a business in child care.”

The program is funded for two years, but sponsors from the private sector are being sought to be used as resources if government funding should stop.

“We are working with the financial and loan industry,” said Vaughan. “We are also developing resources that could fund start-up businesses through loans. Our program will teach all aspects of business, from the development of a business plan to marketing and sales. Once a student has graduated from the program, he will be qualified to speak in business terminology to professionals in the field of finance for the purpose of securing a loan to start his business venture.”

The application process for the academy involves an entry essay in which the applicant explains why he should be accepted into the program. “For those under 17, we require parental permission,” said Brasfield.

“We are hoping to get 100 participants in our 2008 Buzz on Biz Academy,” said Vaughan. “We already have 25 signed up. We are hoping that out of the 100 participants 60 or so will sign up for another year.”

Brasfield has been with El Camino College since October. She works with a Caltrans program that encourages minority and women business owners by offering contracts for services it needs.

“Caltrans has a child care service for its employees,” Brasfield said. “So it has contracts available for vendors to provide that service. It also has a large real estate and property management division that deals with the acquisition of property for future projects and the management of those properties until they are used.”

This experience has given her experience in guiding entrepreneurial-minded people in starting their own businesses.

Vaughan is an adjunct professor at Long Beach City College. “I was in the private sector for 22 years,” she said. “I worked for Johnson Publications, which was the parent company for several nationally distributed magazines, cosmetic lines and high-end department stores.”

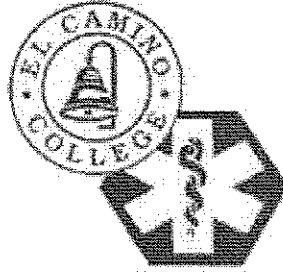
As a professor teaching marketing, advertising and management, she has developed a curriculum that has been folded into the Young Entrepreneurship Program.

The academy will run for 10 weeks beginning June 21. In October a graduation ceremony, to be called the “Academy Awards,” will be held at a venue to be determined during the summer.

An orientation for the program will be held on Saturday, May 31, at the Hawthorne location at 3 p.m.

The Young Entrepreneurial Program is offered under the auspices of the Small Business

Development Centers, which are funded by the Small Business Administration and the California Economic Workforce and Development Program.



**EL CAMINO COMMUNITY COLLEGE DISTRICT
PARAMEDIC TRAINING INSTITUTE**

El Camino Community College
and the Paramedic Training Institute
cordially invite you to attend
the 206st Paramedic Class' graduation ceremony.

**When: Tuesday, July 29, 2008
Time: 3:00 p.m.**

**Where: El Camino College – Campus Theatre
16700 Crenshaw Blvd, Torrance, CA 90506**

Please RSVP to DZAVALA@elcamino.edu



NEWSLETTER

Volume 20 • Number 7

May 15, 2008

President's

"The mission of El Camino College is to meet the educational needs of our diverse community and ensure student success by offering quality, comprehensive educational opportunities."

Mercedes Thompson and Patricia Witherall Named 2008 Distinguished Faculty and Staff

Our congratulations to Mercedes Thompson and Patricia Witherall, two outstanding members of our El Camino College community who will be honored for their exemplary work on behalf of our college at the 11th Annual Faculty and Staff Appreciation and Recognition reception. The reception runs from 1 to 2 p.m. May 22 in the cafeteria's east dining area.

This annual event is a great tradition and a wonderful way to thank the members of our campus community for their dedication to the college and the students we serve. Please join us at this reception in honor of Mercedes and Patricia.



Dr. Mercedes Thompson, a professor of Spanish and Chicano/Latino literature, is widely known as a dedicated advocate for students, a consummate professional in her field, and an inspiration to all students who enter her classroom.

"Mercedes is a teacher who gives 110 percent of herself without wanting anything in return except for us to accomplish our dreams," wrote one of her students.

In her 24 years at ECC, Mercedes has never ceased to work on projects that benefit students and the college. For example, her research was instrumental in creating the foreign language department's first computer-assisted instruction lab. She has also been a Puente Project mentor since the program began, and was the faculty coordinator for the Honors Transfer Program during its formative years. She is a 2002 El Camino College Women of Distinction Award winner, is a member of the Academic Senate Council, and is on the faculty development and library committees.

Beyond ECC, her many awards include: Outstanding Foreign Language Educator from the California Foreign Language Teachers Association, and the Hayward Award for Excellence in Teaching from the Board of Governors for the California Community Colleges. Mercedes' original contributions in her field have earned her a Fulbright-Hayes Grant to take ele-

mentary school and community college faculty to Mexico for a month, a National Endowment for the Humanities grant to study Spanish and indigenous cultures in Mexico and New Mexico, and a Rotary Foundation grant to study culture in Ecuador.

Her commitment to students extends to the community, where she is an active participant in her local PTA, Girl Scouts, Boy Scouts, Little League and the Manhattan Beach Sister City Committee. Professionally, Mercedes is an active member of the Modern and Classical Language Association and recently coordinated its annual conference. She is also director of the area's California Foreign Language Project, and on the board of the California Language Teacher Association.

Mercedes has a doctorate in Spanish-American literature from the University of Colorado, a master's degree in school management and administration from Pepperdine University, another master's in Spanish/Latin-American studies from the University of Colorado, and a bachelor's degree in English from Douglass, Rutgers University.



Patricia Witherall is known by many as the "voice of El Camino College." As our lead PBX operator, Patricia is often the first contact many have with El Camino College. Her friendly manner immediately welcomes callers and visitors to campus,

assuring all guests that they will find the assistance they need.

“Pat’s positive attitude and work ethic are admirable qualities,” wrote one co-worker.

“She always goes above and beyond to help our students,” said another. “She is pleasant, professional and courteous to all.”

Pat’s dedication to excellence and enthusiasm for “a job well done” ensures that each caller or visitor who approaches her with a question will find an appropriate answer. If she is not able to personally assist, she will quickly find someone who can. In her dedication to help students, Pat is extremely sensitive to the workload of others and makes an effort to learn exactly what is required, knowing that the question might arise again.

Well-known for her kindness beyond her work duties, Pat goes out of her way to make sure students have had a bite to eat or change for the bus. Her generosity is seen in many ways – she often does not participate in the various social events on campus, instead insisting others attend and offers to cover phones and greet visitors in their absence.

Pat attended Chandos School for Girls in Harrow, Middlesex, England – her native country. Former employment positions in London also covered PBX duties, but we are grateful that she has called El Camino College “home” for the past 32 years.

All of us in our campus community are beneficiaries of Pat’s many courtesies. Her laughter is contagious – time spent with Pat leaves everyone with a smile. We are proud that Pat introduces El Camino College to the community in such a positive manner. Her care and goodwill leave a lasting impression on all those who meet her.

Student Success

Our students continue to make us proud. As many move on to the university of their choice or a successful career, we are honored to be a part of their academic achievement. Our Honors Transfer Program is number one in admission rate increases to UCLA. ECC is the only college that increased the percent of students admitted to UCLA; and many area colleges saw a decrease in their UCLA admission rate. This is particularly impressive since the number of TAP applications to UCLA has soared 20% during the last year.

Another reason to be proud: one of our forensics students is nationally ranked – a

standout on a powerhouse team that has secured three championships in four years!

Celebrate the success of our students! All employees are invited to join the Class of 2008 at the 61st commencement ceremony scheduled for 4 p.m. June 6 in Murdock Stadium. Retirees will also be recognized at the annual Graduate and Faculty Reception scheduled from 1 to 3 p.m. on the Library Lawn. Congratulations to the Class of 2008!

President Evaluation

The El Camino Community College District Board of Trustees invites letters commenting on Superintendent/President Thomas M. Fallo’s effectiveness during 2007-08, as well as suggestions for the direction the college should take in the upcoming academic year.

This is the annual evaluation time in which the board reviews all suggestions to assist in directing the college’s future. Please send your comments marked “confidential” by May 30 to Board President Mrs. Mary E. Combs, in care of Kathy Oswald in the President’s Office. Your comments will be forwarded, unopened, to board members for review.

CAMPUS CALENDAR

May

- | | |
|-------|---|
| 17 | ECC Concert Choir & Chorale |
| 18 | ECC Concert Band |
| 19 | Board of Trustees Meeting |
| 21 | Academic Awards Reception
Citizens’ Bond Oversight
Committee Meeting |
| 22 | Faculty and Staff
Appreciation Reception
HTP Awards Banquet |
| 23 | High School Senior Day
Inter-Club Council Banquet |
| 23-24 | <i>Psycho Beach Party</i> |
| 24 | Scholarship Awards Banquet |
| 26 | Memorial Day -
Campus Closed |
| 28 | MESA Transfer Dinner |
| 30 | ECC Fashion Show
Math & Science Awards
ECC Jazz Band
<i>Psycho Beach Party</i> |
| 31 | South Bay Youth Orchestra
Family Concert |





NEWSLETTER

Volume 20 • Number 8

June 2, 2008

President's

"The mission of El Camino College is to meet the educational needs of our diverse community and ensure student success by offering quality, comprehensive educational opportunities."

Commencement 2008

Congratulations to the Class of 2008! We encourage and welcome everyone to participate in commencement day activities, set for June 6. A reception is planned for 1:00 p.m. on the ECC Library Lawn for graduates, family and friends, ECC faculty and staff. Complimentary refreshments, entertainment and the opportunity to mingle round out this special event.

The commencement ceremony begins at 4:00 p.m. in Murdock Stadium - congratulations to all of our graduates!

Flex Day - August 21

Mark your calendar! Flex Day, the required on-campus attendance day, is scheduled for August 21. This is an opportunity to greet old friends and welcome new members to El Camino College.

The Flex Day general session begins at 9:00 a.m. but, get to campus early to enjoy a variety of morning refreshments starting at 8:00 a.m. After the general session, division meetings are scheduled, followed by lunch.

Have a great summer - we'll see you at Flex Day!

Accreditation-Final Approval

We are nearing completion of our Accreditation Process – thank to all who contributed to this important endeavor.

The first reading of the 2008 Accreditation Self Study was presented to the Board of Trustees on May 19. The final reading is set for the June 16 board meeting. We still want to hear from you! We encourage everyone to review the document – and send all comments to Arvid Spor by May 30.

Save the date! The accreditation visiting team will be on campus October 9-12.

Retiring Faculty and Staff

We wish all the best to our retiring faculty, staff and administrators who have served El Camino College and our students.

Faculty retirees and their departments are as follows:

Cheryl L. Beverly,
Counseling

Nicholas A. Chirinos,
Music

Jolene S. Combs,
Journalism

Amy LaCoe,
Counseling

Raymond R. Lovell,
*Education Development,
Physical Disabilities
Specialist*

Robert G. Pielke,
Philosophy

John E. Tyo,
English, Reading

Robert Young,
*English as a
Second Language*

Susan W. Zareski,
Nursing

Staff retirees for 2007-08 include:

Alana Angel,
Library Media Tech II

Levell Bennett,
Custodian

Robert Fernac,
Custodian

Marguerite Fisher,
A&R Supervisor

Lloyd King,
Production Specialist I

Barbara Grover,
Administrative Assistant II

Nancy Hammond,
Lead Accounting Technician

Glenda Harvey,
Custodian

Richard Hummell,
Custodian

Laura Landry,
Program Coordinator

Doris Miles,
Student Services Specialist

Marianne Montgomery,
Administrative Assistant II

Alan Nelson,
Facilities Systems Supervisor

Susan Nickle,
Student Services Specialist

Arthur Woolen,
Electrician

Farewell - Jeff Marsee

We wish the best to Vice President, Administrative Services Jeff Marsee, who will leave El Camino College to become president of the College of the Redwoods beginning July 1. Dr. Marsee joined the ECC community in Summer 2005, after serving as a vice president and vice chancellor of academic affairs and fiscal services at community colleges in California, Texas, and New York.

In addition to his duties as vice president, Jeff will be remembered for his introduction of the popular and wildly wacky electric cart parade on the ECC campus!

Jeff is dedicated to student success at El Camino College, just like his father, Dr. Stuart E. Marsee, the college's second president. We wish Jeff Marsee well in his new position.

Welcome New Police Chief

We welcome Michael J. Trevis as our new chief of police! Chief Trevis comes to El Camino College after more than 30 years of law enforcement experience. He most recently served as police chief for the city of Huntington Park, overseeing a department of 120, including sworn police officers and civilian staff.

He was also the assistant police chief in Maywood, and held other leadership positions in the Bell Police Department, including chief. Trevis served as a police officer early in his career, and has worked in the Los Angeles Unified School District and the Pasadena Unified School District, where he was chief of police.

Trevis earned an associate degree in administration of justice from East Los Angeles College; as well as a bachelor's degree in public administration and a master's degree in organizational leadership, both from the University of La Verne. Trevis is also a graduate of the FBI National Academy and a second-year doctoral student of public administration.

Chief Trevis begins his assignment at El Camino College on July 1.

Safety Reminders

During this busy time of year, everyone is reminded to take extra care when it comes to safety whether at El Camino College or anywhere in our communities.

Tips to Remember:

- Have keys in hand before walking to your car.
- Always be aware of your surroundings - remember the use of iPod devices and cell phones may distract you.
- Don't walk alone - use the buddy system.
- Learn the location of "Code Blue" POLICE phones located throughout campus. These phones are directly linked to the college Police Department and are considered 911 priority lines. Use these phones for any emergency.
- Use ECC Courtesy Shuttle operated by ECC Police from sunset to 10:30 p.m.
- Use one of the POLICE phones located throughout campus, or call campus police 310-660-3100 for this service.
- In an emergency contact campus police by using one of the POLICE phones on campus; calling 911 from any pay phone on campus; or by calling 310-660-3100 from a cell phone.
- Night students and faculty are encouraged to park in the same general area as other faculty or students with night classes in their building; this provides the opportunity for a group of students and faculty to walk to their cars after dark.
- Immediately report any suspicious activity to campus police.
- Be alert!
- Be prepared!

CAMPUS CALENDAR

June

1	Psycho Beach Party ECC Community Choir & Orchestra
5	Compton Center Commencement
6	El Camino College Commencement ECC Nursing Pinning Ceremony
13	Crossing the Bridge - CDC Pre-School
16	Board of Trustees Meeting



Access Without Support Is Not Opportunity

But scratch beneath the surface of this apparent success and the story about access and opportunity in American higher education is much more complex and a lot less hopeful. As access has increased so too has stratification of participation by income. For too many low-income students the door to higher education is only partially open because financial constraints limit their choices of where and how they attend college. This is most noticeable in shifting patterns of attendance at two vs. four-year institutions. In 1973, the first year of the Pell Grant program, the percentage of Pell Grant recipients enrolled in four-year colleges and universities was 63 percent. By 2006 it had shrunk to about 40 percent.

Understandably, some measure of the difference in participation can be attributed to well documented differences in levels of academic preparation of low and high-income students and the impact of recent policies that have restricted access to four-year institutions for students with substantial academic needs. There is little question that academic preparation matters and that differences in preparation among students continue to pose daunting challenges to our ability to promote greater equality in college. But even among students with similar levels of academic skills, low-income students are still less likely to attend four-year institutions than are high-income students. Even when they do, they are less likely to attend elite institutions than are high-income students. Indeed there is even less income diversity than racial or ethnic diversity at the most selective colleges. Whereas roughly three quarters of the students at highly selective colleges come from families in the top quartile of the socioeconomic scale, just 3 percent come from the bottom quartile.

Why does such stratification of participation matter? It matters because where one goes to college influences the likelihood of college completion, in particular the attainment of a four-year degree. Data from a six-year national longitudinal study of students who began college in 1995-6 bears testimony to this fact. Whereas 6 in 10 students who entered a four-year institution earned a bachelor's degree within six years, only a little more than 1 in 10 public two-year college entrants did so. Even within institutions income matters. Of those who began higher education in a public four-year college or university in 1995-6, only 48 percent of low-income students earned their four-year degree within six years while 69 percent of high-income students did so. Among those who started in a public two-year college only 7 percent of low-income students earned a bachelors degree while over 26 percent of high income students did so. The net result is that while 6 in 10 high-income students who began higher education in 1995-6 earned a bachelor's degree within six years, only 1 in 4 low-income students did so.

The facts are clear. Though access to higher education has increased and gaps in overall access decreased, gaps between high and low-income students in college completion generally and four-

year degrees in particular remain. Indeed the achievement gap in the completion of four-year degrees is now greater than ever. For too many low-income students the “open door” to American higher education has become a revolving door.

What is to be done? What can we do to more effectively translate the opportunity access promises to low-income students to meaningful opportunity for success in college? Clearly there is no simple or single answer. That being said, it is clear that our nation will not be able to close the achievement gap unless we are able to effectively address student needs for academic support in ways that are consistent with their participation in higher education and do so in the community colleges. Simply put, our success depends on community colleges’ success. But closing the achievement gap will be not achieved by practice as usual, by add-ons that do little to change the experience of low-income students in college. What is required is a more serious and substantial restructuring of student experience especially for the many students who enter college academically under-prepared.

This morning I want to focus on three initiatives that in different ways restructure the way we go about the task of helping academically under-prepared students succeed in college. The first of is supplemental instruction. Community colleges, such as El Camino College in California and Santa Fe Community College in Florida among many others have been employing supplemental instruction with great success. Unlike so many academic support programs that are stand-alone entities disconnected from the activities of the classroom, supplemental instruction is connected directly to the classroom. Its goal is to help students succeed in that one class. Least we forget the great majority of low-income students work while in college and many attend part-time.

Unlike the more privileged students in residential universities, many low-income students do not have the privilege of spending time on campus after class. Once class is over they leave campus to attend to other obligations. If we do not reach students in the classroom and align our actions to reshape their experience in the classroom, we will miss the great majority of students who need our support. As importantly, though academic researchers speak of student success as arising in the first year of college or perhaps in the second year, low-income students typically approach success one course at a time. They seek to succeed in one course, then move on to the next. The object of supplemental instruction is to help students achieve that goal, one course at a time. It is important to note that the success of supplemental instruction depends upon the degree to which the activities of the supplemental study groups are aligned with those in the classroom to which they are attached. This is the case because alignment enables the students to immediately apply the support they receive in the supplemental groups to the task of succeeding in the class to which the groups are attached, one class at a time. This typically arises because the supplemental group leaders, sometimes students, sometimes learning center staff, frequently meet with the instructor of the class and/or sit in the class.

This principle of alignment also helps explain the effectiveness of a second initiative that deserves our attention, namely basic skills learning communities. Rather than restructure support to just one course, as is the case of supplemental instruction, basic skills learning communities restructure support to two or more courses by restructuring the curriculum taken by academically

under-prepared students. To do so they require students to enroll together in two or more courses that are in content and activities linked so that what is being learned in one course can be applied to what is being learned in another. At the same time, they provide a vehicle for academic support to be connected to all the courses that make up the learning community.

My colleague Cathy Engstrom and I at Syracuse University have just completed a four-year study of basic skills learning communities on 19 campuses across the country of which 13 were two-year colleges. With funding from the Lumina Foundation for Education and the William and Flora Hewlett Foundation we surveyed nearly 7,000 students in basic skills learning communities and in comparison classrooms using a modified version of the Community College Survey of Student Engagement and tracked their persistence over three years. At the same time, we carried out case studies of five learning communities of which three were in two-year colleges in California and New York. We interviewed over 400 students, some over three years to better understand their experience.

Rather than take up our time telling you about our findings, suffice it to say that basic skills learning communities improve student performance and persistence. They do so, in part, because of the way the courses that comprise the learning communities are aligned in their actions so that what is learned in a basic skills course can be applied in the other course or courses that make up the learning community. Listen to the voice of one student who reflected on her experience:

“The relationship in classes between accounting and ESL is helping a lot because the accounting professor is teaching us to answer questions in complete sentences ... to write better. And we are more motivated to learn vocabulary because it is accounting vocabulary, something we want to learn about anyway. I am learning accounting better by learning the accounting language better.”

Basic skills learning communities proved to be particularly effective when the faculty and staff changed the way they taught the courses. Rather than rely on lecture and drill, they employed pedagogies of engagement such as cooperative learning and problem-based learning. As a result, students not only learned the material of the courses in a connected manner, they also learned that material together. As one student told us, “We learn better together.”

The net effect is that students not only do better, they come to feel better about their capacity to succeed in the future. Listen to another student who reflected on how being part of a basic skill learning community shaped his sense of his abilities:

“It has benefited me because I have gotten to know people. I am not alone anymore. It has helped me feel more comfortable, more confident. The more confident I feel, the better I do.”

Then he adds: “I think I have gotten smarter since I have been here. I can feel it.”

The movement to employ other pedagogies in addressing the needs of academically under-prepared students is reflected in a third initiative that is now underway in California and in several other states to restructure the teaching of basic skills. Let me draw your attention to one

initiative funded by the Carnegie Foundation for the Advancement of Teaching entitled Strengthening Pre-collegiate Education in Community Colleges (SPECC). A multi-site action-research project involving 11 California community colleges, SPECC focuses on teaching and learning in pre-collegiate mathematics and English language courses that make up the great bulk of basic skills courses taught in California. On each campus, collaborative faculty inquiry groups are exploring different approaches to classroom instruction, academic support, and faculty development. Their inquiry into the effects of these approaches engages a wide range of data, including examples of student work, classroom observations, and quantitative campus data. As one participant in the project noted “teaching basic skills is anything but basic.”

Though it is too early to gauge the success of this important initiative, it is apparent that some colleges such as Laney College and Pasadena City College have improved the success rate of their basic skills students. In the latter case the success rates in pre-algebra classes jumped from 53 percent to 74 percent. And all the result of a collaborative process of faculty inquiring into their practice. Can you imagine what changes we might achieve if we were all willing to use evidence to reconsider our own practices and together think differently about what we do. That, as you may know, is one of the primary goals of the Achieving the Dream initiative funded by the Lumina Foundation for Education.

By describing these initiatives, I hope to make a rather simple point — namely to address the needs of academically under-prepared students, a disproportionate number of whom are from underserved groups and from low-income backgrounds, we must stop tinkering at the margins of institutional life, stop our tendency to take an “add-on” approach to institutional innovation, and stop marginalizing our efforts and in turn our academically under-prepared students and take seriously the task of restructuring what we do.

The fact is that many colleges speak of the importance of increasing the retention of low-income students and sometimes invest considerable resources to that end. But for all that effort most institutions do not take the student success seriously. They treat it, like so many other issues, as one more item to add to the list of issues to be addressed by the institution. They adopt what Parker calls the “add a course” strategy in addressing the issues that face them. Need to address the issue of diversity? Add a course in diversity studies, but do not address the underlying climate on campus that marginalizes low-income and under-represented students. Need to address the issue of student retention, in particular that of new students? Add a course, such as a Freshman Seminar, but do little to reshape the prevailing educational experiences of students during the first year. Need to address the needs of academically under-prepared students? Add several basic skills courses, typically taught by part-time instructors, but do nothing to reshape how academic support is provided to students or how those courses are taught. The result is that efforts to enhance student retention are increasingly segmented into disconnected parts that are located at the margins of institutional academic life.

Therefore while it is true that there are more than a few retention programs on our campuses, most institutions have done little to change the nature of college life, little to alter the prevailing

character of student educational experience, and therefore little to address the deeper roots of student attrition.

To be serious about the success of academically under-prepared students, institutions would recognize that the roots of their attrition lie not only in student backgrounds and the academic skills they bring to campus, but in the very character of the educational settings in which students are asked to learn, settings that are the product of past decisions already made that can be changed if we are serious in our desire to translate the promise access offers to low-income students to real opportunity for success.

Nowhere does such change matter more than during the critical first year when student success is so much in doubt and the classrooms of that year where student first engage in learning. It is for that reason that there is much to be gained from a rethinking of the character of those courses and the development of coherent first-year programs whose purpose it is to ensure that all students receive the support they need to learn and persist beyond that year.

Though we have made progress in providing low-income increased access to higher education, we have been less successful in increasing their attainment of four-year degrees. If anything, the achievement gap between high-income and low-income students has increased over time. It is not enough to provide low-income students access to our universities and colleges and claim we are providing opportunity if we do not construct environments that effectively support their efforts to learn and succeed once access has been gained. Simply put, access without effective support is not opportunity.

Vincent Tinto is Distinguished University Professor at Syracuse University. This essay is adapted from his keynote address in May at the annual conference of the National Institute for Staff and Organizational Development, of the University of Texas at Austin.

On the surface America's public commitment to provide access to any individual who seeks entry to postsecondary education seems to be working. Our higher education system enjoys one of the highest participation rates in the world. More than 16 million students currently enroll in public and private two and four-year colleges and universities in the United States. In the past 20 years, enrollments have grown over 25 percent; the proportion of high school graduates entering college immediately after high school has increased from 49 percent in 1980 to over 68 percent today. More importantly, the gap in access between high and low-income youth has shrunk as greater numbers of economically disadvantaged students have enrolled in college; the number entering college immediately after high school having increased by over 60 percent since 1970. By any count, access to higher education for low-income students is greater today than ever.

Dan Walters: S.F. shows how to cure budgetary headache

Published 12:00 am PDT Monday, June 2, 2008

Were state budgeting a straightforward financial process rather than a political exercise, the whopping deficit that befuddles Gov. Arnold Schwarzenegger and legislators would be increased by another couple of billion dollars.

That's what they should be setting aside to begin covering an estimated \$48 billion unfunded liability for the health care benefits that retired state employees enjoy, the biggest chunk of the \$118 billion retiree health bill facing state and local governments. Schwarzenegger, however, is ducking the health care time bomb once again, even as he endorses recommendations that his blue-ribbon commission offered.

The governor doesn't include any money for the health care debt in his current budget and, instead, has directed his underlings in the Department of Finance and the Department of Personnel Administration "to report back to him by Sept. 30, 2008, with options to pay down the ... obligation that do not include raising taxes or dipping into the state's general fund" and "also urged local governments to undertake a similar process with respect to their \$70 billion obligation."

Under new government accounting rules, state and local governments must begin carrying actuarial estimates of future retiree health care costs on their books, although there's no obligation to actually begin setting aside money, as they do for pensions.

State and local governments and school districts have amassed nearly a half-trillion dollars in pension trust funds over the past 60 years.

"Now we need to do the same thing to meet health care promises," said Schwarzenegger, although how that will be done without impacting a deficit-riddled general fund is a mystery that he may leave to his successor to solve.

The state's quandary on health benefits is duplicated in hundreds of local governments and school districts. Some have begun to face their liabilities squarely. But many have not and continue to finance those costs as they occur year after year – even though they must know that underlying medical costs are rising and with the looming retirement of baby boom generation employees, the potential bill is bound to escalate.

The liberal bastion of San Francisco might seem to be the last place to discover hardheaded realism on public employee pensions and health care, but if Proposition B on Tuesday's ballot is endorsed by city voters, it may point the way for other entities.

Mayor Gavin Newsom and Supervisor Sean Elsbernd hammered out an agreement with city employee unions that freezes wages for two years and sharply tightens eligibility for retiree health care benefits for future employees in return for a fairly modest increase in city pension benefits – and then won a unanimous vote by the city's notoriously fractious Board of Supervisors to place it on the ballot.

San Francisco's pension benefits are markedly less generous than those of many other cities, largely because any change must be ratified by voters. With that restriction, San Francisco politicians were unable to boost benefits sharply when the stock market boomed in the 1990s, as the state and many local governments did. As a result, the city's pension fund enjoys a healthy surplus.

Current city employees can obtain fully paid lifetime health benefits after only five years on the payroll, but under the agreement affecting future workers, it would take 20 years on the job to get full benefits. And new employees would also have to pay, through payroll deductions, two-thirds of the cost of those future benefits.

"We can't afford not to do it," Newsom said in February as the deal reached the Board of Supervisors. "This is about the financial security of the city. This is much bigger than the discussions we tend to have around here about the budget."

DailyBreeze.com

May 21, 2008

A focus on safety and services

By Donald 'Don' Pyles

I am a lifelong resident of Torrance, having attended Hickory Elementary School, Torrance High School and El Camino College. I am a graduate of UCLA, holding a bachelor of arts in geography and the environmental studies.

For my thesis paper, I developed an index for determining water quality in California streams. After college, I entered employment with the Torrance Unified School District as a middle school aide, and later decided to procure a teaching credential. I now hold a California teaching credential as an instructional specialist for students with mild learning disabilities, completed through the College of Education at California State University, Dominguez Hills.

My four children were born in Torrance, attended Torrance schools, participated in Little League and AYSO and were active in the Scouts. They have blessed me with three grandchildren

My community involvement began in 1972 at the age of 17 when I began attending council meetings. A year later, I was appointed legislative intern to then-Councilman Jim Armstrong. In 1990, I ran for Torrance City Council, addressing Measures A and B regarding the regulation of the Mobil Oil refinery, and Measure C regarding Torrance Airport. I received approximately 6,000 votes out of the 20,000 votes cast.

In 1995, I was appointed to the Torrance Water Commission, eventually serving two terms, a total of eight years. Highlights of my tenure included significant replacement of water mains, diversification of water resources and the addition of a new well and storage tank.

In 2003, I was appointed to the Torrance Airport Commission, serving until 2007. Major issues included upgrading airport security, rate structure of the hangar tenants, noise abatement and the sale of jet fuel.

The current campaign for Torrance City Council has provided candidates with a number of vital issues. Major issues include traffic, noise abatement, safety, services, development, schools and the city budget. I will attempt to address each of these issues briefly.

Our traffic issues are embedded in the layout of South Bay cities, with high-density beach cities to the west, the Peninsula to the south and a daytime Torrance population triple the number of our bedroom community, compounded by a lack of synchronization of signals controlled by Caltrans, and further exacerbated by cut-through traffic into residential neighborhoods.

Noise abatement is being addressed by a system of monitoring stations for overhead aircraft and by not allowing jets to refuel at Torrance Airport.

While the safety record of Torrance is impressive by today's standards, we can never allow ourselves to be drawn into a sense of complacency but must endeavor to support the police by increasing the number of officers by 20 percent over the next five years.

Services for seniors must be maintained and improved upon, including upgrades to public transportation, such as on-demand curbside shuttle service, tax benefits and free Wi-Fi access (wireless Internet connection).

The city of Torrance and the school district would benefit greatly by utilizing a Governmental Relations Office Workshop. Synergistic benefits could be experienced by merging the Maintenance Department of the school district with the city's Public Works Department, along with a consolidated office for bids and contracts, and a dedicated grant writer for public funds, programs and contributions available to the city and the school district.

DailyBreeze.com

May 22, 2008

'Accessible, honest, analytical'

By Gavin Hachiya Wasserman

"Who is Gavin Hachiya Wasserman, what kind of council member will he be, and where does he stand on the issues that matter to me?"

I am a lifelong resident of Torrance. I have two family businesses in Torrance, and my wife, Linda, and I are proud homeowners and expectant parents.

I graduated from West High and I have actively served the community since childhood. I try to give back and follow the example of my mother, Fumiko Hachiya Wasserman, a former Torrance teacher who served as president of the Torrance school board. I am a former Torrance commissioner, and I serve on the county Risk Management Advisory Committee. I have actively served with many Torrance organizations, including on the Board of Managers of the Torrance YMCA and the Switzer Learning Center.

I helped the Torrance High alumni establish a memorial honoring Torrance's World War II Medal of Honor recipient Sgt. Ted Tanouye. We created an educational experience for and about Torrance history. (Watch for "Citizen Tanouye" on PBS.)

I hope to serve on our council to preserve and improve our quality of life because every decision by the council alters Torrance forever.

I aspire to be the kind of council member I would vote for: accessible, honest, analytical, hard working, independent and with a passion for Torrance. That's why I don't just ask for a vote when I knock on a door. I try to make better neighborhoods. I am proud to be helping form Neighborhood Watch groups, walking folks through the process of getting unsafe sidewalks fixed and empowering neighbors.

To keep Torrance the home we love, I will work every day to:

Keep our streets safe. Safety is my No. 1 priority. If you aren't safe in your home, school or business, nothing else matters. Even in the leanest times, I will make sure police and fire have the resources to keep us safe.

Fix our Torrance infrastructure. Parks and streets need to be maintained for safety. I will work to accomplish this without raising taxes.

Reduce traffic. There is no "magic wand" to take away traffic, but we need to fight harder. We need to get out of the back seat on regional traffic planning and control of our streets. We absolutely cannot approve development that will leave our cars at a crawl.

Strengthen our schools. Parents come here for the schools, and we all enjoy strong property values. I will bring people together so that the city and school district can partner for everyone's benefit.

Keep our promises. The Hillside Overlay protecting views and privacy should be enforced according to the letter and the spirit of the law, and exceptions cannot keep swallowing the rule. Likewise, promises to residents about airport noise will be kept under my watch. And the city needs to take the lead in protecting residents from environmental hazards, known and unknown.

I am endorsed by former Gov. George Deukmejian, Supervisor Don Knabe, Sheriff Lee Baca, District Attorney Steve Cooley, Assemblyman Ted Lieu, former Assemblyman and Councilman George Nakano, El Camino College trustee and former Councilwoman Maureen O'Donnell, and current and former Torrance school board members Heidi Ashcraft, Gary Kuwaraha and Al Muratsuchi. As a balanced leader, I am proud to be endorsed by both the Torrance Area Chamber of Commerce Political Action Committee and the Los Angeles County Federation of Labor.

Please visit www.votegavin.com, or call me at 310-212-5316. I would be honored to receive your vote on June 3.

Candidate essay: He knows city from inside out

By Gene Barnett, Torrance City Council candidate
Article Launched: 05/20/2008

My family moved to Torrance in 1954. A product of the Torrance Unified School District, I attended El Nido, Crenshaw, Arlington and Hamilton elementary schools before graduating from North Torrance High School. I attended El Camino College and then transferred to California State University, Long Beach, where I earned both a bachelor's and master's degree.

I met my wife, Linda, in high school and we have been married for 40 years. We have three daughters, all of whom attended Torrance public schools, and six granddaughters. We have been Torrance homeowners for the past 27 years.

I was hired by the city of Torrance Parks and Recreation Department in 1972. After a series of promotions, I was appointed director of the department in 1980, a position I held until my retirement in May 2007.

I am very proud that under my leadership and guidance, the city was able to develop cultural, recreational and educational facilities, including the Torrance Cultural Arts Center, Charles H. Wilson Park and Sports Center, the Torrance Art Museum, the Madrona Marsh Preserve and Nature Center, Columbia, Descanso, Sur La Brea, Greenwood, Miramar, Discovery and Lago Seco parks, the ATTiC Teen Center and expansion of the Bartlett and Tillim senior citizens centers. These facilities support programs that benefit our youth, families and older adults and contribute to an improved quality of life for all Torrance residents.

During my long tenure as a city department head, I attended more than 1,200 City Council meetings and have seen, firsthand, how local government works. Based on my experience, my ability to work with many of our city's homeowner associations and city commissions, building consensus and solving problems, and my knowledge of city operations, I was appointed to the Torrance City Council on June 26, 2007, to fill the seat vacated by Councilwoman Pat McIntyre upon her retirement.

Serving on the City Council over the past nine months has motivated me to run for office so I can continue to work hard to keep Torrance the safe, well-run and family-oriented community we all love to call home.

Regarding the issues I am most concerned about, maintaining a safe and secure community is my highest priority. I will continue to support proper funding for Torrance's public safety services to provide crime prevention, law enforcement, fire, paramedic and other vital emergency services; and assure that the city is prepared to respond to local and regional major emergencies.

Additionally, I will continue to work to create solutions that address traffic flow and congestion on our local streets; support the commitment of city capital funds necessary to improve the condition of our roads and to make necessary infrastructure improvements to our sewers, water mains and storm drains; work to preserve single-family neighborhoods and ensure that Torrance remains a "balanced city" by limiting future growth to a level that is right and smart for the city; and advocate for, and support, the acquisition and preservation of open space and the development of new neighborhood parks.

Beyond public safety, the well-documented state budget crisis and the potential loss of a portion of the city's utility users tax (\$6 million to \$8million), which is also before the voters on June 3, make funding to resolve any of these important issues problematic at best.

As I am currently serving on the Finance and Governmental Operations Committee, I am uniquely qualified to deal with what promises to be a very tight city budget over the next two years and perhaps beyond.

May 25, 2008

Daniel Weintraub: California Budget 101: What went wrong, when

When Gov. Arnold Schwarzenegger signed the state budget last summer, he all but declared "mission accomplished" in his administration's biggest battle. The spending plan not only eliminated the state's perpetual deficit, he said, it also boasted a record \$4 billion reserve. The state was fully funding education and public safety and repaying debt earlier than required, all without raising taxes.

"I applaud the Republicans for pushing us to take the operating deficit down to zero this year," Schwarzenegger said as he signed the document after a seven-week stalemate. "And I applaud the Democrats for being willing to compromise while sticking to their principles to get the budget done. It was a difficult process, but in the end, this is a good budget for California."

Even as Schwarzenegger spoke, however, trouble was looming. The tax projections on which the spending plan was based already were proving to be overly optimistic. And spending, especially in the state prison system, was heading higher than expected, thanks mainly to court-ordered payments for inmate medical care.

Now, nine months later, the governor is back in the fiscal swamp. His reserve has been wiped out, and projections for the end of the current year and the next fiscal year combined showed a potential shortfall of \$17 billion if Schwarzenegger and the Legislature were to do nothing more to avert it.

This month, as the governor released a revised spending proposal, readers reported to me that they did not understand how the state got itself into this predicament. As citizens, they said, they can't be expected to assess the relative wisdom of budget cuts, tax hikes, gimmicks or borrowing without a fuller explanation of the dimensions of the problem those remedies are meant to solve. This column begins to answer that question in a very abbreviated and simplified form.

So, what went wrong?

The latest trouble is partly the result of the sluggish economy. Employment growth flattened. Corporate profits sagged. The crash in the housing market slowed consumer spending. Tax revenues that last summer had been expected to total more than \$102 billion now figure to come in under \$98 billion for the year.

Spending is up, too, though. The forecast for the current year was about \$102 billion. The latest figures now put the cost of the state's commitments at more than \$104 billion.

But the economic issues only worsened a basic, structural problem in the state budget: Spending is programmed by law to grow each year at a rate that is generally faster than tax revenues can

match. Current state law would push general fund spending to \$113 billion next year if nothing is done to slow it, according to the Schwarzenegger administration. Revenues, meanwhile, are projected to decline further, to about \$95 billion. The budget Schwarzenegger celebrated last summer would have bridged the gap for one year at best.

Since Schwarzenegger has been governor, the state's revenues have grown by 25 percent. But spending has grown even faster – far faster than population growth and inflation combined. The spending increase totals about \$26 billion, starting from a base of \$77 billion.

Where did all that money go? Most of it went to education, health and welfare programs, and prisons, with a good-sized chunk for transportation.

The state today reports spending \$13 billion more on kindergarten through 12th grade education than it did the year before Schwarzenegger took office, an increase of nearly 50 percent. That number overstates the growth in education spending because of accounting changes and the changing relationship between state and local finances. A better way to measure it is to look at state and local tax dollars combined for schools. But even by that yardstick, spending per pupil has still increased by 29 percent, from \$6,624 per student to \$8,564.

Health and welfare programs have grown at the same rate, 29 percent, or \$6.6 billion since 2002-03. The biggest cost driver there has been health care for the poor, which took about half the gain. The other half of the growth was split mainly among services for people with mental illness, help for the developmentally disabled and assistance to the elderly and the disabled in their homes.

Prison costs also have escalated rapidly, gobbling up about \$4 billion of the overall increase. Their rate of growth – 74 percent – has been by far the fastest among the state's major programs. Thanks to tough sentencing measures and a parole system that sees 70 percent of ex-cons going back to prison within three years of their release, the number of inmates behind bars has grown from about 160,000 to 169,000 on Schwarzenegger's watch. Correctional officers also got a 37 percent pay raise spread over five years that began just before Schwarzenegger took office. And the courts have ordered hundreds of millions of dollars in new costs for inmate health care.

The state is also spending a lot more on transportation, mainly building roads, bridges and public transit systems. Most of that increase – about \$1.3 billion – is money from sales tax collections that the voters redirected to transportation programs when they passed Proposition 42 in 2002. Spending on higher education has grown in step with population and inflation, about 25 percent, or \$2.3 billion.

So if you want to roll back spending, those are the places that have to be cut. If you want to slow the growth in government, then education, health and welfare, and prisons are the places to look for the big bucks. And if you are asked to consider raising taxes, those are the programs that are going to benefit most from the increased revenues.

That's a bare-bones explanation. But I hope it helps.

State spending increases

State general fund spending has increased by \$26 billion, or 34 percent, in the five fiscal years since 2002-2003. During that same period, California's population grew by 2.4 million, or 7 percent, while inflation over that period totaled 17 percent. The chart below shows that K-12 education and health and human service programs got the biggest increases in raw dollars. Among the largest programs, the prison system got the biggest percentage increase. Some of the reductions shown here are the result of the state shifting programs from the general fund, which is supported by broad-based taxes, to special funds backed by narrowly targeted fees.

State general fund spending, in millions of dollars

	2002-03	2007-08	Change	Percent change
Business, Transportation, Housing	\$206.4 million	\$1,501.7 million	\$1,295.3 million	628%
Youth and Adult Corrections	\$5,836.5	\$10,132.6	\$4,296.1	74%
Resources	\$1,147.2	\$1,874.2	\$727.0	63%
Legislature, Judicial, Executive	\$2,459.4	\$3,893.3	\$1,433.9	58%
K-12 Education*	\$28,788.4	\$42,112.1	\$13,323.7	46%
Health and Human Services	\$23,059.6	\$29,636.2	\$6,576.5	29%
State and Consumer Services	\$467.5	\$596.6	\$129.1	28%
Higher Education	\$9,487.9	\$11,817.5	\$2,329.6	25%
Labor and Workforce Development	\$177.2	\$104.4	-\$72.8	-41%
Environmental Protection	\$169.8	\$87.9	-\$81.9	-48%
General Government	\$5,636.7	\$1,785.8	-\$3,850.9	-68%
Technology, Trade and Commerce	\$45.4	0	-\$45.4	-100%
Total	\$77,482.1 million	\$103,542.5 million	\$26,060.4 million	34%

*The growth in the education budget is inflated by two accounting changes during the period and by the interaction between state and local finances. Measured another way, dollars per pupil grew from \$6,624 to \$8,564, an increase of 29 percent. The same accounting changes are responsible for most of the reported decrease in general government spending.

Source: Legislative Analyst's Office (www.lao.ca.gov)

Sacramento Bee

Boomers becoming coeds: Older students' applications on rise

By M.S. ENKOJI

The Fresno Bee

Wednesday, May 14, 2008

College acceptance letters aren't going out to only new high school graduates. More than ever, it's their parents waiting for that letter.

The number of California college students between the ages of 50 and 64 rose 61 percent between 1986 and 2006. Among people ages 40 to 49, enrollment increased 32 percent. Overall enrollment climbed 33 percent during the same two decades.

Like the wave of college students that washed into schools on the GI Bill after World War II, baby boomers could create a ripple of their own.

Often, baby boomers return to school for economic necessity. Some are single parents; others are raising their grandchildren.

But they also enroll because they choose new careers after years on the job, possibly less physically taxing ones.

"There are a heck of a lot of these people and they're going to be out there for a while," said Jim Blackburn, director of enrollment management services with the California State University system.

Some schools, particularly public and community colleges, already offer flexible hours, urban campuses and targeted services to accommodate nontraditional students.

"I need to get over that age thing," said Elizabeth Hall, 48, a Granite Bay, Calif., mother of two and a new college student.

Hall scrambles from behind her office desk when students wander in for help on the American River College campus.

She'll give directions to another office. She answers questions about parking passes. Her main job is to help returning students who haven't been in school for a while, students like her.

She first attended the two-year Sacramento, Calif., college in the early 1980s, before she married, had children, then found herself divorced and in need of a career.

When she returned to school in the spring 2007 semester, she worried about her studying skills and how she would fit in.

"I was afraid I would be treated like an old lady," she said.

When other students sought her as a team member for a group project, she relaxed.

"They found me as an asset," she said. "I just feel like part of the team. I love it. I really love it."

The 23 campuses of the state university system were designed for a diverse student body, said Blackburn, where more than 10 percent of students are 35 or older.

"We have never specialized in the 18- to 21-year-old that goes Monday through Friday," he said. "We've been into the adult market before it was cool to be in the adult market."

Still, higher education is not as hospitable as it could be for the anticipated onslaught of baby boomers, Blackburn said.

For example, federal and state financial aid tends to favor traditional students, he said.

At California State University, Sacramento, the number of students between the ages of 50 and 64 grew by 76 percent from 1986 to 2006.

When the economy falters, returning adult enrollment seems to rise, said Ed Mills, associate vice president of student affairs at Sacramento State.

"The nice part is it really diversifies your classroom. It brings a nice breadth to the classroom than if it was all 18-year-olds," Mills said.

There's another reason for older students to pick Sacramento State: any student 60 or older can enroll for about the price of a latte. For \$3 a semester, older California residents can take all the classes they want.

The Los Rios Community College District, with its four campuses in the Sacramento region, experienced a 204 percent increase in students ages 50 to 64 between 1986 and 2006. During the same time, total enrollment increased 85 percent.

Computers and other technology invaded the workplace during the same two decades, driving many workers back to school, said Susie Williams, a spokeswoman for the district.

"I do think it's a little less threatening coming to a community college," she said. "When you walk into class, you see a real mix of ages. That's real comforting."

The idea of higher learning later in life is fueling a rapidly growing retirement option: university retirement communities.

"This is one of the fastest growing segments of the senior industry," said Andrew Carle, director of assisted living and senior housing administration at George Mason University in Virginia.

The retirement home edging the golf course is not necessarily the baby boomers' favored option, Carle said. Intellectually stimulating and intergenerational experiences are what new retirees will seek, he said.

Communities near or adjacent to campuses offer living quarters and access to activities such as performing arts, athletic events and classes, generally for a move-in fee that is at least partially refundable, and a monthly fee.

Carle, who crisscrossed the country to study the several dozen schools with retirement villages, said there are at least another three or four dozen in planning stages.

Carle believes the communities that provide facilities for independent living all the way to skilled nursing will be the most popular with retirees.

It's a new idea with a promising future, he said.

"It started 10 years ago, but it's taking off and it's just going to double and double and double," he said.

Facebook, Meet Blackboard
Inside Higher Ed
Andy Guess
Wednesday, May 14, 2008

Blackboard, the course management giant, is hoping that a Facebook application will help it reach students even when they're trying to avoid studying.

Deploying a central fact of students' work life into Facebook could be tricky business, but the social networking behemoth did start out as a college-oriented site complete with a popular course-schedule display, after all. The application, called Blackboard Sync, certainly raises questions about what a course-enabled Facebook would do: Send constant News Feed updates that "Adam received a B+ in Introduction to Statistics" or "Robyn dropped out of Intermediate Microeconomics"? Add the ability to "poke" one's professor? Remind students not to forget their homework?

The answer, so far, is none of the above. The [Facebook app](#), released today, mainly replicates the functionality of colleges' (and high schools') Blackboard sites, where students can log in, download course materials, post to message boards, upload assignments and check grades. Rather than add social networking functionality to the existing interface, Blackboard's strategy is to bring its services where the students already are and capitalize on Facebook's ubiquity and collaboration capabilities.

In doing so, the company is implicitly conceding that students are less inclined to flip through Blackboard pages to kill a few spare minutes. "This is specifically to take advantage of the fact that college students spend a tremendous amount of time on Facebook," said Karen Gage, Blackboard's vice president of product strategy. "I think that what we know is that socializing with your friends is more fun than studying."

"Let's face it," the app's introduction page says. "You would live on Facebook if you could. Imagine a world where you could manage your entire life from Facebook — it's not that far off!"

But there's one exception: "You have to access a different system to get your course information and you don't always know when something new has been posted or assigned, so it's difficult for you to stay on top of your studies. We get it. That's why Blackboard is offering Blackboard Sync™, an application that delivers course information and updates from Blackboard to you inside Facebook."

When it was still open only to college students, Facebook profiles often featured users' course schedules with links to their classmates. Sync offers similar

functionality, but within the private space of the application itself. In other words, it doesn't show up on profiles at all.

"It's a private application, so there's sensitive information there that you wouldn't want published to all your friends," Gage said. Still, she said Blackboard hopes that students will use the application to connect with classmates and form study groups in what Michael L. Chasen, Blackboard's president and CEO, referred to as "a new kind of social learning community" in the company's announcement.

Sync comes at a time when colleges and other players in the education arena are looking to connect with students while they're enrolled — and beyond — in ways that are more personalized. Some colleges are experimenting with proprietary social networks for fund raising purposes, among other reasons, and Web designers are thinking more about Web 2.0 features when redesigning their institutions' online presence. Blackboard's gambit represents an acknowledgment that so far, at least, no independent effort to capture the impulses fed by Facebook (and, to some extent, MySpace) has shared its success.

Meanwhile, technology companies — including Facebook — are beginning to realize that the key to expanding social networking's reach is to open such connections to other platforms and to bring content to where users already are, rather than add to a growing number of Web sites (with their own usernames and logins) with separate profiles and lists of friends.

The application is part of a larger Web 2.0 initiative, Blackboard Beyond, that also includes the Scholar social bookmarking tool. Sync integrates with Scholar, allowing students to post relevant links to share with classmates. Some of Sync's other features include integration with Blackboard's message boards, access to grades and a page with announcements and recent course updates — viewable only to the student who's both logged on to Facebook and enrolled in the given courses.

California Nursing Programs Cut Into Shortage, New Study Finds
California Healthline
Monday, May 12, 2008

California nursing programs are expected to graduate nearly 68% more nurses this year than in the 2003-2004 academic year, according to a study released Friday by the state Labor and Workforce Development Agency, the *San Francisco Chronicle* reports.

The study attributed the increase to the five-year, \$90 million California Nurse Education Initiative launched by Gov. Arnold Schwarzenegger (R) in April 2005. The initiative created a task force to oversee the expansion of registered nurse training programs.

The initiative has provided 19 community colleges with grants and has provided \$2.6 million to the California State University system to add 445 students to its bachelor's and master's programs (Colliver, *San Francisco Chronicle*, 5/10).

Since the launch of the task force, 23 new nurse education programs have started, and 74 California community colleges have expanded their nursing programs.

Community colleges train 70% of the nurses statewide (Goldeen, *Stockton Record*, 5/10).

Projections

If current efforts to expand nursing education are maintained, the study projects that California will surpass the national average of 825 registered nurses per 100,000 residents by 2022.

The state currently has about 647 nurses per 100,000 residents, according to a Sept. 2007 study from the Center for California Health Workforce Studies at UC-San Francisco.

Joanne Spetz, associate professor at the UCSF School of Nursing, said it is premature to say the state's nursing shortage has been resolved, noting the link between the grants and the expanded capacity of California nurse education programs (*San Francisco Chronicle*, 5/10).

CSU committee approves 10 percent tuition hike
The Sacramento Bee
Wednesday, May 14, 2008

LONG BEACH -- The cost of attending a California State University campus is likely to go up again in the fall.

A committee of the CSU Board of Trustees on Wednesday authorized raising yearly undergraduate tuition by \$276, or 10 percent. The increase means that undergraduates will pay an average of \$3,797 next year, twice as much as what a CSU school cost in fall 2000.

The 23-campus system is under orders from Gov. Arnold Schwarzenegger to reduce campus spending to help make up a statewide budget deficit. Several trustees said they had to ask students and their families to shoulder some of the burden.

The proposal approved by the Board of Trustees' finance committee is scheduled to be considered by the 23-campus system's full board late Wednesday.

Financial promises

Assembly Bill 2277 may solidify present and future financial promises.

By: Morgan Liggera

The Roundup Online

Wednesday, May 14, 2008

The funding provided to California Community Colleges has rarely been the amount promised, but Assembly Bill 2277, introduced by Assemblyman Mike Eng, hopes to lay the groundwork that will prevent future shortfalls.

This bill has been put on the state's "suspense file," but will be reconsidered this month, according to the Community College League of California.

This year's budget was a little under \$80 million, but that amount wasn't realized until the end of February, said Theresa Tena, director of fiscal policy for the CCLC.

Tena indicated this could mean some serious consequences for community college students across the state, such as fewer course offerings in the summer, larger class sizes, fewer part-time instructors and possible reductions in student services, all of which could mean a longer stay at community colleges before transferring or receiving a degree.

On the contrary, Pierce College President Robert Garber indicated that in the short term, impacts of the budget shortfall will be few. Pierce has lost \$935,000 in the current year's budget, but because Pierce is growing, it is carrying a positive budget balance of \$5 million.

"The college is taking steps to reduce budgets through some hiring restrictions and spending caps, but there will be no reduction in class offerings or the availability of services for students," Garber wrote in an e-mail.

The possibility of a fee increase in the future is worrisome. If per-unit fees were increased from \$20 to \$26, that would be a 30 percent increase.

"In hard times, they raise fees and it drives away students," Tena said.

In November, each county in California collects property taxes, which make up a significant portion of the state's budget for education.

"The shortfall was masked by misreporting by county assessors," Tena said, adding that initially, it appeared they were on target.

Tena said that in April, revised information showed the budget to be short \$92 million 10 months into the fiscal year, which begins July 1.

This also brings up the issue that not only are community colleges not receiving the promised funding, but they are also being "caught with end-of-the-year surprises," Tena said.

Proposition 98 passed in 1988, which divided up the state funding for education between K-12 schools - which would receive 89 percent - and community colleges, which were to receive 11 percent. Since 1988, community colleges have received the full percentage only once, according to Tena.

This is because legislators are allowed to vote on re-proportioning the community colleges' share, and with a two-thirds vote, can overrule the guidelines set by Prop 98.

Tena emphasized that this is an issue of fairness, saying that not only is money being taken out of the budget by legislators, but in K-12 schools, any shortage in funding is automatically backfilled by the state's general fund.

No such measure exists to ensure funding for community colleges, and this is exactly what AB 2277 proposes.

"We need to communicate that we support this bill," Tena said.

Warren Furutani, assemblyman for the 55th district which includes Los Angeles, is a co-author of the bill and strongly supports it, said Dean Grafill, Furutani's chief of staff. Furutani was a member, and later the president, of the Los Angeles Community College District board of trustees until he was elected to the California State Assembly in February.

Those involved with the community colleges can support his piece of legislation by contacting Furutani or other assembly members, according to Tena.

"It's important to pick a position," Tena said. "Our schools should have the resources that are promised to them."

High-dollar projects put emphasis on future

By Eleanor Yang Su
STAFF WRITER

May 18, 2008

The days are long gone when community college officials were satisfied with campuses lined with modest, single-story classroom buildings.

Multimillion-dollar fitness centers, bookstores and cafeterias – amenities traditionally associated with four-year universities – are now the norm across the state.

San Diego's three community colleges are in the process of spending \$1.5 billion in taxpayer dollars to upgrade campuses, including:

- A \$66 million cafeteria and bookstore at Mesa College.
- A \$34 million cafeteria, bookstore and student center at Miramar College.
- An \$11 million gym renovation at City College.

The projects were among dozens that voters approved in 2002 and 2006 when they decided to tax themselves to update San Diego Community College District facilities.

District officials say the new buildings will better accommodate growing student enrollments. They will also be ideal places for students to make friends and connections that can help them stay in school – and graduate.

“We're trying to build comprehensive campuses,” district Chancellor Constance Carroll said. “The old facilities are antiquated and dreadful.”

But big price tags raise the issue of limited resources. Is spending millions of dollars on gyms and cafeterias the best way to improve learning?

“You get the sense that the primary purpose of the bonds is to improve the quality of faculty and staff lives,” said Richard Rider, chairman of the San Diego Tax Fighters group and a vocal critic of the management of the bonds. “These projects have nothing to do with what we can do to get students to achieve a better education.”

District officials say the bulk of the bond money – more than \$800 million – will be spent on newly designed or renovated classroom buildings.

Nearly every new classroom is designated a “smart classroom,” equipped with a DVD player, a VCR, ceiling speakers, LCD projectors and Internet access, though not wireless access.

Many of the buildings will include features rarely seen at community colleges.

A math-and-science building at Mesa College, for example, will have an astronomy observation room with a retractable roof, and computers in every lab so students can analyze data simultaneously during experiments.

With a \$98 million price tag, the building is the most expensive bond project. It far surpasses the \$6 million it cost to build the Mesa College campus in 1964, which would be \$41.3 million in today's dollars.

The Chronicle of Higher Education

May 21, 2008

As Campuses Crumble, Budgets Are Crunched

By SCOTT CARLSON

When state officials, university administrators, or other visitors come to talk to Jack Baker about the challenges he faces with a backlog of maintenance at the University of Maryland's campus here, it helps to have tangible evidence. Rattling off a number like \$620-million — the estimated cost of repairs needed at College Park — just doesn't convey the need like a rotted chunk of a building.

So on his windowsill, he keeps a foot-size piece broken off one of the many stately white columns on Maryland's Georgian campus. Termites have chewed the inside of the piece to a sawdusty pulp.

The bill for repairing that single item: \$11,000. Mr. Baker, director of operations and maintenance at the university, says it took ages to find a woodworker with the skills for the job, which is now under way.

It is just one of many backlogged maintenance projects on this campus, where problems reach crisis stage now and then. To hear Mr. Baker describe it, his job consists of trying to figure out which of many bad problems is the worst, and doing what he can to fix that while — maybe — patching the rest. All the while, he worries that a long-deferred project will suddenly turn into a complete catastrophe, which will suck down money the university doesn't have.

"It's a shell game — we are constantly moving money around, trying to deal with the latest crisis," he says. "As bad as it is now, it truly is coming to a place where something has got to give."

It may be coming to that place for institutions all over the country. Colleges have always struggled with deferred maintenance, but several factors might make that struggle especially challenging in the future. Colleges grew rapidly in the postwar years and have a generation of 1960s or 70s buildings that need major repair or replacement. In the past 10 years, colleges went through another building boom, adding to the square footage they need to support. Many of those new buildings are more costly and complicated to maintain than buildings of the past.

To make things even more difficult, colleges face a money crunch. A looming energy crisis and an unstable economy, combined with infrastructure repairs needed in other public spaces, may squeeze the state budgets that public colleges rely on. Tuition-dependent private colleges might not be better off. In coming years, colleges will very likely vie for fewer students, even as their buildings play a major role in the admissions sales pitch.

In short, without drastic intervention, many campuses may be on a track toward steady deterioration.

The Less-Glamorous Commitment

Harvey H. Kaiser, who is well known for advising colleges on deferred maintenance, has seen "shining examples" in North Carolina and Massachusetts, where lawmakers have pushed for billions to fix state-college infrastructures. But so many other state universities and small colleges "just didn't address the problem while they were building new buildings," he says in a telephone interview from Florida.

"I see the institutions here keep rolling out grand schemes and new buildings, ... and they set aside the less-glamorous commitments — what I call the stewardship commitment," he says. "It's going to start to spiral downward again to a huge backlog." College leaders will go to donors and legislatures for new buildings, he says, but when it comes to the more difficult task of getting money for maintenance, "they either don't have the stomach for it or they don't think it is glamorous enough for their watch."

Donors typically don't want to put their names on pieces of sewer pipe, so the unglamorous but very necessary maintenance money usually comes out of the operations budget. But getting more money for operations is always a difficult task, says Matt Adams, another prominent facilities consultant.

If colleges can't support their existing buildings yet continue adding new ones, he says, they risk operating in what the facilities industry calls "run-to-failure mode" — in other words, running buildings into the ground. "Certainly within 10 to 12 years, systems that were meant to last 30 years will start failing," he says. "They will have unplanned maintenance and breakdowns happening in the middle of the night, when overtime is required. That further destroys their maintenance budget."

Those are some of the very challenges Mr. Baker faces at the University of Maryland, where fixing old buildings is balanced against building new ones to attract students and star professors. "Since I've been here, we've torn down two chicken coops and a World War II dance theater," he says. "And we have built several million square feet of space. There has got to be a point of no return."

As he walks around the campus, he points to some of his everyday challenges. A visitor would readily see doors with peeling veneer, rotting single-pane windows, and antique heating and cooling equipment, but some of the most troublesome problems are hidden underground. Storm-water systems around the campus are clogged, he says, pointing to plastic drainage pipes that snake around buildings and carry water away from foundations. Some buildings have flooded repeatedly in recent years, each time costing tens of thousands to remove moldy drywall and carpet. A buckling, sagging section of sidewalk has been fixed again and again, costing thousands every time, because a corroded section of underground storm line beneath is collapsing.

Mr. Baker's job is often one of weighing costs and risks. Digging up a water line and clamping or temporarily patching it might cost \$10,000, but replacing the line would cost \$900,000. Mr. Baker has gotten to a point of "putting clamps on clamps." One section of pipe has failed six times in the past year, he says.

A water main broke on the campus recently. The first indication that something was wrong was a power outage in one of the buildings, as water flooded into an electrical room. The building had to be shut down, affecting research and offices inside, the cost of which Mr. Baker estimates was in the "hundreds of thousands." The water also nearly destroyed the electrical equipment, which would have cost another \$200,000 or so. After that incident, Mr. Baker realized that the university had dodged a bullet, and he had the water main replaced.

Of all the war stories Mr. Baker tells, one seems to unsettle him more than the rest. A line in the cooling system on top of a building broke recently, sending water down several floors. As floods go, it was a minor one, but it destroyed the data of a doctoral student, whose work was lying in a pile of wet pulp. The cost and merit of a repair, he says, have different values depending on where one sits — literally.

Facing the Backlog

Deferred maintenance is often measured with a "facilities condition index," calculated by dividing the value of the backlog — or the past-due, immediate maintenance concerns — by the replacement value of buildings and systems. A 5-percent backlog is considered healthy, but 10 percent to 20 percent is more typical.

The last major nationwide survey of deferred maintenance was conducted in 1995 by APPA, an organization for facilities managers. But one can find comparisons of deferred maintenance between various institutions in some reports. For example, a study conducted last year at the State University of New York (which has an average facilities-condition index of 11 percent) compared that university system with the University of Texas (6 percent), the Minnesota State Colleges and Universities (12 percent), Oregon University (18 percent), and the University of California (23 percent).

But be wary of comparisons like those, says Terry W. Ruprecht, a contributor to a recent book about college-maintenance challenges called *Buildings ... the Gifts That Keep On Taking*. Institutions calculate their backlogs differently, he says, and they often tweak those numbers to serve political agendas. Mr. Ruprecht is also director of energy conservation at the University of Illinois at Urbana-Champaign, which has about \$500-million in deferred maintenance, up from \$350-million in 2001. Mr. Ruprecht says about 50 percent of that is tied to outdated energy components, like lighting and heating and cooling systems. If those were replaced, the university would see a payback in energy bills.

There are well-known ways to deal with deferred maintenance, even before a building is built, but those strategies are tall orders. One is to raise additional money to endow lifetime maintenance. When Michael Aiken, a former chancellor, arrived on the Urbana-Champaign

campus in the early 1990s, Mr. Ruprecht got Mr. Aiken to agree to establish an endowment for each new building.

But that endowment has to be equal to the cost of the building, at least in research-university settings. When Mr. Aiken started planning his first building and found that he either had to raise twice the money or cut the building in half, he immediately backed out of the agreement, Mr. Ruprecht says.

Another strategy is perhaps more difficult: Stop building until you catch up on maintenance. Almost no one finds that palatable, Mr. Ruprecht says. People get excited about the opening of a building, about the ribbon-cutting and architectural marvels. "You start talking about the maintenance and upkeep on that, and nobody — nobody — wants to talk about that," he says. "You have all this help when it comes to soliciting funds for a new building. There is no help when it comes to soliciting funds to maintain it."

Kevin Folsom, director of facilities and plant operations at Dallas Theological Seminary, has long warned his administrators and colleagues against building too much, too fast. "The facility growth and inventory are becoming so heavy that we are going to price ourselves right through the roof," he says. "At my school, if I start hearing people talking about building a new facility, I'm trying to talk them out of it. We need to focus on renewal."

Administrators have started listening, he says. The seminary did a \$3-million renovation of a \$6-million building, handling all the deferred maintenance in the process. Administrators, Mr. Folsom says, felt like they were getting a brand-new building at a bargain.

Major renovations of venerable campus buildings may be one of the few ways to get donors to pay for maintenance, says Joe Kender Jr., vice president for advancement at Lehigh University. Last year the university completed a spectacular renovation of its 19th-century library and completed some deferred maintenance in the process. "That is probably the only space where universities can be successful raising money for deferred maintenance," Mr. Kender says. "Most people who are giving money to an institution want to fund new buildings, new discovery, or new programs."

That leaves colleges to go begging and borrowing money for everyday renovations. Mr. Adams, the consultant, says institutions are more successful at getting money for maintenance when they identify the most-pressing needs. Many colleges lump together figures for their backlog with other renovation projects, winding up with a big red number that can intimidate governing boards and state officials in charge of doling out money.

"The more specific or transparent you can be about stating your needs, whether it be a board of regents or a state department of administration, the more effective you will be at getting the funds you need," Mr. Adams says.

The report produced by the State University of New York aimed to do just that — and it worked. The report found that SUNY had \$3.2-billion in deferred maintenance, with an additional \$2-billion in less-immediate renewal projects, out of a replacement value of about \$25-billion. The

report detailed the life cycle of buildings and the way maintenance would grow over the coming years.

The New York State Legislature responded by giving the system \$550-million for maintenance this year and pledging \$550-million a year the following four years.

Philip W. Wood, vice chancellor for capital facilities in the SUNY system, says lawmakers seem serious about handling the problem. But the money is merely promised and not guaranteed if the economy takes a nose dive or if other expenditures come up.

Fighting for Dollars

Across the country, state colleges will have to make their case against other infrastructure needs. Mr. Baker, at the University of Maryland, says he talks with counterparts in the state-prison system who face the same deferred-maintenance challenges. Then there are demands from public schools, railroads, highways, waterways, waste systems, and, in the disastrous example from Minnesota, bridges. In a report from 2005, the American Society of Civil Engineers said American infrastructure is in dire shape and estimated that the country needs to spend \$1.6-trillion to bring it up to good condition.

For small private colleges, the maintenance amounts might not reach the billions, but the costs are significant and the stakes are high. Rotting infrastructure is one of the cancers that can consume and eventually kill a small college. The overwhelming cost of dealing with the maintenance, combined with the loss of enrollment from unsightly facilities, can send a small college into a death spiral. Consider Antioch College, where spalling bricks, outdated classrooms, and grungy dormitories helped scare away prospective students. Mr. Kaiser opens his presentations with pictures of shuttered Bradford College, in Massachusetts. Deferred maintenance played a significant role in its demise.

Institutions like those haunt Edward F. Leonard, new president of tiny Bethany College, in Lindsborg, Kan. The college recently decided to tackle its decrepit facilities by borrowing \$6-million in bond money — the most the college, with its \$12.5-million annual operating budget, has ever borrowed.

Enrollment has been gradually declining over 20 years, and the college had a retention problem — in part because of the condition of the campus. "To say they let things go would be an understatement," Mr. Leonard says. About \$750,000 of that \$6-million will go to lights, roofs, and five boilers that have broken down in the past year. Three and a half million dollars will go to new residence halls that will replace outdated buildings. More than \$1-million will go to campus beautification, like new sidewalks and landscaping, to attract students back to the college.

"Since I am still trying to sell my house in Ohio," says Mr. Leonard, who came from Wilmington College there, "I tell people I know what curb appeal is all about."

After those repairs are made, the work won't be complete. The plan, Mr. Leonard says, is to fix up the campus to raise enrollment, get the fund-raising department running, then go back to the bond market to borrow more. There are parking lots to pave, athletics fields to repair, a boarded-up residence hall to tear down, and an old steam plant needing asbestos abatement.

Given what he faces, Mr. Leonard can't help laughing. "You catch up only to watch yourself fall behind again."

Colleges see big funding, slow progress

By Eleanor Yang Su
STAFF WRITER

Since 2002, taxpayers have entrusted San Diego community college leaders with \$1.5 billion to transform three campuses, modernize six adult education centers and expand academic programs.

So far, they have spent less than 15 percent of the money, constructing or renovating about a dozen buildings. *The San Diego Union-Tribune* analyzed thousands of district records and interviewed dozens of people and found that college officials missed many project deadlines and struggled with runaway costs for land and building materials.

Delays in acquiring real estate cost millions of dollars. In multiple instances, prices shot up by more than \$3 million between the time the college district approved land purchases and actually made them.

Officials with the San Diego Community College District acknowledge that they had problems managing the massive scope of work, and concede some mistakes as a result of inexperience. They say their primary mission is education, not construction.

In the past year, they have picked up the pace and improved performance. They accelerated the construction schedule to compensate for the effects of inflation. They have quadrupled the number of workers managing Propositions S and N.

Twenty-eight projects are under way, and construction of all 76 promised projects, including science laboratories, gyms and a \$38 million library at Miramar College, is expected to be completed by 2015.

“I would be the first to say that we got off to a slow start,” said Constance Carroll, chancellor for the district. “We ran into some problems with property acquisitions, and we had some challenges in terms of inflation and some other things. But on balance, I think we've done an extremely responsible job keeping true to the taxpayers' investment in us.”

Paying twice?

The San Diego Community College District educates about 175,700 students, making it the second-largest in the state after the Los Angeles Community College District. It instructs more students than the University of California San Diego and San Diego State University combined – with a significantly smaller operating budget.

The district serves a broad population. It prepares high school graduates for university transfer and teaches them in specialized fields, gives a second chance to high school dropouts, retrains workers and provides free recreational courses for thousands of older adults.

When district officials asked voters to raise property taxes to finance construction bonds, all of the campuses – City, Mesa and Miramar – were showing their age. Between 40 and 60 years had passed since they were built, and many were overcrowded and had leaky roofs and worn wiring.

Voters overwhelmingly decided in 2002 and 2006 to reinvest in the campuses. More than 63 percent supported both bonds, when only 55 percent was required.

District officials say they will complete nearly all projects promised with the money in hand – an uncommon feat in the state.

Three of the 76 projects originally proposed in the ballots have been dropped or dramatically changed: a 20,000-square-foot classroom building at City College in downtown San Diego, renovation of an adult education center in Logan Heights and the expansion of an adult center downtown.

Carroll said all three projects have been absorbed or replaced with others that will better serve the public.

The main reason the district will have money left after the projects are completed is because the two ballot initiatives included some of the same buildings. About half of the 30 projects listed in the 2006 campaign were in the first bond.

Some taxpayer advocates say that means San Diego property owners essentially are paying twice for projects.

Carroll said that is an oversimplification, and that the district had no way of predicting that in the early 2000s inflation would push costs at least 30 percent higher than estimates. She said many holdover projects have been expanded and improved to accommodate more students.

Property owners within San Diego, excluding Rancho Bernardo, Rancho Peñasquitos and Otay Mesa, are paying about \$27 per \$100,000 in assessed property value to retire the bonds. That means the average single-family home assessed at \$347,000 would contribute about \$3,500 over the estimated 40-year life of the bonds.

The tax rate will drop below the \$25 state-law limit next year to correct what district officials say was an error in oversight by the county assessor's office. They say the bonds will be retired on time.

Some positive reviews

Estimates show that the district should end up about \$48 million under budget. The recent slump in the economy and construction industry is helping. Construction bids for the most recent two projects came in \$4.5 million below estimates.

Money spent on completed projects was relatively close to budgeted amounts. In one tally provided by the district, 24 works in progress were budgeted at \$130 million. Change orders added about \$3.2 million, or about 2.5 percent.

External assessments of the district's bond management have been generally positive.

Independent financial auditors have reviewed the spending. In June, Standard & Poor's upgraded the district's bond rating to AA+, the highest among the more than 40 California community college district bonds the company rates.

A report published in March by the San Diego County Taxpayers Association gave the district positive marks for its bond management and sharing of public information.

But those inquiries were limited in scope and depth. The S&P bond rating was based more on the district's ability to pay off its debt than on whether it has met project deadlines and budgets, said Gabriel Petek, an S&P analyst who last upgraded the district's bond rating.

Other financing experts are not as impressed.

"I would think there ought to be more buildings up," said Anthony Fulton, a former San Diego State University administrator who consults with colleges about bond management. "Time is money. The big issue is cost escalation."

All but four projects have missed scheduled completion dates, one by more than a year, according to a district report in October. Several of the biggest buildings on the bond list were started, and in some cases completed, before the first bond measure passed. They count as bond projects because their debts were refinanced with bond money.

One reason for the district's sluggish pace initially was the small staff it assigned to tackle a huge management task.

Lou Smith, who oversaw the San Diego Unified School District's \$1.51 billion Proposition MM for four years, said that is a rookie mistake.

"What happens is well-meaning people try to do the right thing and they don't realize the work is just beyond them," Smith said.

When the first community college bond passed in 2002, about 15 district and contract employees were involved in overseeing the work. Today, 59 workers manage the bond projects, collect data on costs and make sure construction companies are on schedule. Three-quarters of the team are outside contractors who have been paid more than \$2.6 million.

“They were a little slow in getting out of the blocks, but they're seriously accelerating the program now,” said Harvey Goodfriend, a member of the district's independent bond oversight committee and a board member of the San Diego County Taxpayers Association. “It's a much-improved situation.”

Lots of upgrades

Take a walk around Miramar College in Mira Mesa, and you will notice more portable buildings than permanent ones. Newly built structures look almost out of place.

At Mesa College, the contrast between the old and new is even more dramatic. The Kearny Mesa campus was built in 1964 for about \$6 million, or \$1,757 per student enrolled – estimated at the time to be the least-expensive community college construction in the state.

“If you build a college like Mesa for the lowest possible cost, you're going to have glorified Quonset huts,” Carroll said. “Now they will be upgraded and students will see a major difference in the instructional experience and quality.”

Throughout the district, most of the bond money will be used to bring campuses into the 21st century, with new classrooms equipped with Internet access, LCD projectors and DVD players.

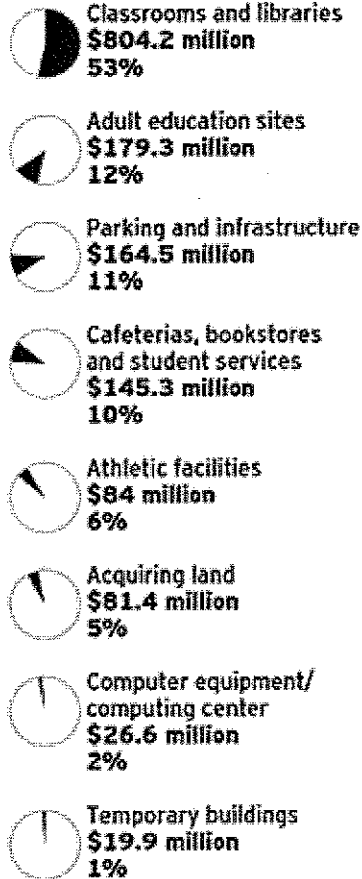
Some popular academic programs, including nursing, math and science, will move into larger buildings. By the time all construction is completed, student enrollment is projected to grow 10 percent, to 193,600 students.

District officials have not set specific academic goals tied to the bond money, but say they are confident it will have an impact.

“Students tend to thrive in comfortable, well-lit, well-ventilated environments,” said Marty Block, president of the district's board of trustees. “These necessary amenities will all be features in our new buildings. They will be environments where students can be productive.”

Community college spending

How taxpayers' \$1.5 billion will be spent:



SOURCE: San Diego Community College District

AARON STECKELBERG / Union-Tribune

BEHIND THE STORY

The San Diego Union-Tribune submitted more than a dozen public-records requests to the San Diego Community College District to find out how it is spending \$1.5 billion in taxpayer funds for construction projects.

The district provided several thousand documents, including bond budgets, property appraisals, environmental reports, change-order reports, contractor billing statements and facilities master plans, among other things. Some data took the district days or weeks to compile, but the district responded to all requests.

The newspaper interviewed more than 50 district employees, community college consultants, state officials, property investors, land-use attorneys and district contractors.

CSULB may boost enrollment

By Kevin Butler

Press Telegram

Tuesday, May 13, 2008

LONG BEACH - The California State University Board of Trustees today will consider raising the enrollment cap at Cal State Long Beach by 6,000 full-time equivalent students.

A board committee on Tuesday certified a state-required environmental impact report of a plan to boost enrollment of part-time and full-time students whose course loads equate to 31,000 full-time students.

The increase, projected to occur gradually over the next 15 years or so, is being sought to meet growing demand for entry to the popular campus, which this year received a record 72,500 applications.

As part of the plan, the university will build additional parking structures and student housing. The CSU also will ask the state to contribute about \$320,000 to the city of Long Beach for improvements at intersections around campus in order to help ease traffic impacts from the expanded enrollment.

The campus master plan also calls for replacing dated classroom and laboratory buildings.

The campus plan "allows for gradual growth over the years, with replacement of antiquated buildings and the addition of parking structures that will lessen significantly the impact to the campus and the surrounding areas," said CSULB spokeswoman Toni Beron.

The current cap of 25,000 was imposed as part of the campus' Master Plan in 1972, Beron said.

Since then CSULB enrollment has gradually increased to its current level - about 24,880 full-time equivalent students, she said.

"So it's taken a long time for us to get to 25,000 from 1972 to now," said Beron, adding that CSULB enrollment is projected next year to top 25,000 full-time equivalent students for the first time.

Fee increase weighed

The board today is also scheduled to consider a controversial proposal for a 10 percent student fee hike next academic year.

The board, meeting in downtown Long Beach, will consider the fee increase to help offset state funding reductions.

If approved, full-time undergraduate fees would increase by \$276, to \$3,048 per academic year.

Adding in the \$749 average campus-based fees students paid this year, students would pay \$3,797.

Full-time graduate students would see base fees rise \$342, to \$3,756 per academic year.

The fee increases are projected to bring in \$110million in revenue, one-third of which would be set aside for need-based financial aid to assist students with the fee increases.

The fee hike would be the fifth in seven years at the CSU, representing an 113 percent increase over that period.

Also today, the CSU board will consider a proposal by trustee John Garamendi - the state's lieutenant governor - to cap student fees and limit future fee increases to the rate of inflation.

SignOnSandiego.com

By Chris Moran

UNION-TRIBUNE STAFF WRITER

May 26, 2008

The county grand jury is expected to release a report tomorrow that will recommend an ethics committee establish and enforce an ethics code for local community colleges.

The report, obtained by *The San Diego Union-Tribune*, recaps a series of recent controversies at community colleges and recommends that the schools collectively provide \$500,000 to hire three people to run a countywide ethics office. The office would develop a uniform code of ethics for all five local community college districts, investigate whistle-blower complaints and monitor compliance with open government laws.

The grand jury believes that the cost could be partially offset through reduced legal fees resulting from the office's guidance.

The 17-page report is largely anecdotal and rarely mentions a specific person or even a specific college, except in three instances:

- MiraCosta College accepted the resignation of its president last year in exchange for a severance package of nearly \$1.6 million, exceeding the 18 months' salary permitted by state law.
- The employment contract of the chancellor of the Grossmont-Cuyamaca Community College District was changed without board approval in 2006. The chancellor deleted a clause that limited his severance pay to 12 months in the event of his dismissal. The clause was later re-inserted.
- The organization that accredited Southwestern College four years ago noted that the governing board tended to interfere too much in day-to-day operations. Since then, the college has had two interim and two permanent presidents and three of its four vice president positions need to be filled.

In addition to an ethics committee modeled on the city of San Diego's ethics commission, the grand jury recommends several community college reforms:

- Term limits. The report recommends limits of three four-year terms for college trustees.
- Campaign finance reform. The grand jury recommends that a trustee disclose the amount of any campaign contribution from a firm whose contract is on an agenda and recuse himself or herself from the vote. It also suggests a contribution limit of \$300 per source.
- Limit severance packages to no more than 18 months' salary and benefits.

The Chronicle of Higher Education

May 28, 2008

Researchers Worry About Inflated Measures of Student Engagement

By SARA LIPKA

As "accountability" has become a buzzword in higher education, measures of student engagement have attracted renewed attention. But, if only the most dedicated students respond to such surveys, how reliable are the results?

Not very, three researchers from Cornell University argue in a paper they presented this week at the annual conference of the Association for Institutional Research, in Seattle. The researchers used data about Cornell students to show that surveys of student engagement had low response rates—and that most respondents were women with good grades.

"There are nonignorable links between multiple dimensions of student engagement and the likelihood of responding to a survey designed to measure that student engagement," the researchers wrote.

Marin Clarkberg, associate director of Cornell's Office of Institutional Research and Planning and a co-author of the paper, said she and her colleagues began their research after noticing a contrast: Response rates to surveys of Cornell students were decreasing as reported levels of satisfaction were increasing.

"Is there a relationship?" Ms. Clarkberg asked. "We don't know."

So Ms. Clarkberg and the other researchers—Daniel Robertson and Marne Einarson, both senior research and planning associates at Cornell—set out to study the link between demographics and response rates in student surveys.

Their paper examines response rates of Cornell's class of 2006 as the students progress through the university. In the fall of 2002, the authors say, 96 percent of first-time, full-time freshmen responded to the Cooperative Institutional Research Program Freshman Survey, a paper-and-pencil questionnaire administered by the Higher Education Research Institute at the University of California at Los Angeles.

Drop-Off in Participation

But in similar surveys, given online in the students' freshman, sophomore, and junior years, the response rates were 50, 41, and 30 percent, respectively. A final survey of graduating seniors collected data from 38 percent of them.

Those who completed the follow-up surveys were predominantly women, the Cornell researchers say, and they had higher grade-point averages than those who did not respond. Black male students were less likely to participate, as were international students and members of fraternities and sororities.

Students who had considered themselves popular and partied at least three hours a week in high school—as they reported in the initial survey—also responded to subsequent surveys in disproportionately low numbers. But students who had tutored, attended music recitals, and participated in volunteer work in high school were more likely to respond to the surveys, the paper says.

"Our analysis of the data suggests that measures of student engagement may be profoundly affected by differential survey response patterns," the authors wrote.

In one example of how survey responses might not be representative, they noted an institutional estimate that 45 percent of juniors engaged in binge drinking. They concluded, however, that "49 percent may be a more realistic figure."

The authors caution against generalizing too widely from their findings, but they urge other researchers to try to increase students' response rates—even if the more-accurate results may be less favorable to their institutions.

Missing Reality Check

The paper, however, does not present any measures of student engagement from the given institution's surveys. The researchers said they were interested only in explaining why students did or did not respond, and not in the "content" of their responses.

That exclusion troubled some experts in the field. Low response rates are a fact of administering surveys, said David Radwin, principal analyst in the Office of Student Research at the University of California at Berkeley. "The issue, though," he said, citing reports by his institution, "is that there doesn't seem to be much of an effect on the things that we care about."

"It's great to ask the question, Does response bias affect our results? But it's very hard to prove that it is affecting the results," Mr. Radwin said. In voter surveys, he said, researchers can compare polling data to actual election results, but there is no comparable reality check for data on student engagement.

Two reports in the past six years by the Center for Postsecondary Research at Indiana University at Bloomington, which administers the National Survey of Student Engagement, support a common understanding among statistical researchers, said George D. Kuh, who directs the center.

For that survey, whose response rate was 30 percent last year, "respondents and nonrespondents just aren't that different," Mr. Kuh said.

Still, "that doesn't mean that in an isolated instance on a given campus, you might not find something there," he said. "You want to unpack your data and know who's responding."

Low response rates to student surveys are an increasingly pesky problem, experts said, and finding ways to require students to complete them may be the best solution.

But Mr. Radwin is less concerned about response bias than he is about respondents' tendency to say what they think is socially desirable.

Institutional researchers do not pay enough attention to that, he said. "If you don't focus on a hundred other biases, you're kind of missing the big picture."

Ms. Clarkberg said her team's findings revealed the need to keep the results of student surveys in context.

"That's the red flag we're trying to raise," she said. "When you start making sweeping, very simplistic comparisons across campuses, there's danger. You have to be able to take that data with a grain of salt."

The Cornell paper, "Engagement and Student Surveys: Nonresponse and Implications for Reporting Survey Data," is available [online](#).

The Chronicle of Higher Education

May 30, 2008

Colleges Mine Data to Predict Dropouts

Computer analysis seeks to identify students at risk

By CATHERINE RAMPELL

When students log into the course Web site for Purdue University's freshman biology laboratory class, they see an image of a traffic light. Green means they're doing well, yellow means they're faltering, and red means they might fail.

So who's the traffic cop?

It's not the professor, and it's not the teaching assistants. Rather, it's a sophisticated computer algorithm that predicts when students are at risk of failing, based on their preparation going into the class and their behavior on the course's Web site.

Several colleges and universities like Purdue are mining data they have about students to try to improve retention. The institutions analyze years' worth of data on which students did well and which did poorly, and what variables — whether they be SAT scores, financial-aid status, or attendance at the dining halls — correlate with those successes or failures. Using those data, colleges try to predict which students are likely to drop out — and intervene before the students themselves even know they're in trouble.

At Purdue the risk algorithm is based on academic variables like GPA's and standardized-test scores, as well as how often students log into the course site. Students who have some combination of poor preparation and slack engagement with the Web site will see the red or yellow light on the course-management system and will also get a warning by e-mail asking them to meet with an instructor or seek outside help.

Purdue researchers found that students in the moderate-risk (yellow light) group who received the e-mail messages did better in the course than did their counterparts in a control group. Most of the students identified as being at highest risk (red light) still did not rectify their situations or take advantage of campus resources, however.

"It's toughest with students who are really just not engaged, who are not using the resources available at all even if you tell them to," says John P. Campbell, associate vice president of Purdue's Rosen Center for Advanced Computing, who is running the data-mining project.

"Where things get more interesting is that middle group that could slide either way," he says. "They could be B students, and they could be D students." Thanks to the early-warning system, he says, more of those students are sliding into the B group.

Secrets of Successful Students

At the State University of New York at Buffalo, a data-analysis project is tailored to engineering students. William G. Wild Jr., director of student-excellence initiatives at Buffalo's School of Engineering and Applied Sciences, has identified seven variables, including scores on standardized state math tests, that predict undergraduates' success in the highly demanding program.

Students scoring below a particular threshold on five of those variables are deemed to be at high risk of academic failure.

If they are accepted by the engineering school, those high-risk freshmen get a letter that encourages them to participate in extra-help sessions called "small groups," which are available to all engineering students. The at-risk students are not told that they have been identified as being underprepared in any way, Mr. Wild says, so that they won't feel stigmatized.

Different colleges have found different variables worth watching, and not all of them are academic. At the University System of Georgia, administrators worry about the "locus of control," a common personality-test measure the system uses to determine whether students feel they have control over their fates. At Slippery Rock University of Pennsylvania, administrators monitor how many visits students make to campus dining halls, where students have to swipe their electronic ID cards for admission. Dormitory staff members approach students who have not been to the dining hall in the first weeks of the semester to find out if they are having trouble adjusting to college life.

Some universities are looking to the students themselves for help in identifying which variables might be significant.

At the University of Alabama at Tuscaloosa, for example, students in a graduate course on data mining were asked to wade through years of raw data on incoming students and pick out factors that linked to retention using analytics software from SAS Institute Inc., a company that helped design the course.

Among their findings: Freshmen who lived off the campus were more likely to drop out.

University officials took the findings seriously and adopted a few policy changes as a result. For instance, the university began requiring first-year students to live on the campus.

Other universities have made similar decisions as a result of their data analyses. At South Texas College, a study of grade histories showed that students who enrolled late in courses frequently failed or dropped them. So, despite protests from students, officials did away with late registration.

"The data gave us the backbone to make a decision which was not very popular," says Shirley A. Reed, the college's president.

Refining Formulas

So far retention gains from the projects are modest — typically a few percentage points, according to officials. (Mr. Wild, at Buffalo, says the engineering school's graduation rate has increased by over a third, however.) They hope for greater gains as the new analytics-inspired policies are refined.

Of course, the predictive models are imperfect. They miss people who do not fit the typical mold of the at-risk student, and they sometimes catch students who do not need help, officials say. Rajaey Kased discovered that Buffalo's algorithm for at-risk engineering students — which he helped design and refine — would have identified him as an at-risk student, given his high-school preparation. But he says part of the reason he managed to excel — and be recruited for work on the risk algorithm — was that he voluntarily participated in the extra-help programs that the algorithm would have eventually referred him to.

Retention experts acknowledge that sometimes students who exhibit warning signs on paper overcome their statistical destinies.

"Many of the kids who are struggling have always struggled, and they know how to ask for help," says Jennifer B. Jones, director of academic retention at the University of Alabama. "Those who never struggled, and expected to get through college easily and can't, don't know what to do."

There are outliers in the other direction, too: students whose high-school records indicate they should succeed but who have done poorly or dropped out.

In the University of Central Florida's retention-focused analytics project, some of the students who are pegged as being at highest risk of dropping out are the ones with the strongest high-school résumés, stellar SAT scores, and high GPA's, according to Ronald H. Atwell, director of the university's office of assessment and planning. "We speculate that they get to the university and they're not challenged or not motivated," he says. The university is still figuring out how to better retain those students.

'Sounds Like Big Brother'

Students' reactions to these efforts to scrutinize them and predict their futures are unclear. In most cases, the students are unaware of the efforts, and in some cases the universities try to keep the students from finding out.

"I don't care what they think of the program; I only care if it improves their grades," says Laurie E. Iten, an associate biology professor at Purdue whose class is being used to test an early-warning system based on a risk algorithm. The university declined to put *The Chronicle* in touch with any students in the course because the students are unaware that they are being studied.

Another student in the department, however, questioned the decision to keep most students in the dark.

"I kind of feel like this is an intrusion of privacy," says Misha R. Ownbey, a junior majoring in biological sciences and a member of Purdue's Science Student Council. "We're supposed to be adults, and this sort of sounds like Big Brother's watching. Maybe there are some people who might like it, who are too shy or intimidated to ask people for help directly. For me, I don't feel that way."

She suggests that Purdue, which is expanding its automated early-warning system to several other courses in the fall, should obtain written consent from students who wish to have their demographic and behavioral data mined.

But administrators at other universities say students appreciate the interventions, whether or not data mining is involved, because the reactions can be so personalized.

"This is kind of like *in loco parentis* reincarnated," says Cameron S. Cruickshank, vice president for enrollment management at Tiffin University, which assigns students who have been identified by a risk algorithm to "success coaches," or mentors, who help students manage their time and communicate with professors.

"These are not impersonal drill sergeants," he says. "It doesn't take long for students to figure out that this school really cares about them."