

## **A New Era Has Begun at Compton Community College Part One: The Past**

### **The Campus Herald**

**By: Dan Laget**

**Edition: 18 December 2009**

On Tuesday, 15 December 2009, three newly elected trustees were sworn-in at Compton College. For the first time in years there is a quorum on the Board of Trustees. The new group's first order of business was to elect a new president and vice president.

Things have not always gone so smoothly at Compton Community College.

The college's recent history has more drama and intrigue than a Perry Mason episode. As Daniel Hernandez of L A Weekly tells the story, the school's troubles began in 2004 when the state took over management and initiated an investigation of the school's officials for misuse of state money. Omar Bradley, although not connected to the school, was mayor of Compton at the time: he was sentenced to three years in prison. Compton College Trustee, Ignacio Peña, was convicted of pilfering over a million dollars from the school coffers and sentenced to four years in state prison.

Prior to the debacle, the college was autonomously governed by a board of five elected trustees. Afterwards, in part due to a bill sponsored by Assemblyman Mervyn Dymally, a sole "special trustee" was appointed to oversee the school's affairs. The bill effectively stripped all power from the elected trustees. Adding to the woes, three of the five trustee seats have been vacant for about four years.

In the midst of the fray, the state's Accrediting Commission for Community and Junior Colleges stripped Compton College of its accreditation. The school is currently being administered by El Camino College as a satellite "learning center." As Hernandez so eloquently put it in his article, "... there's a maddening Catch-22 at play: The commission says the college can't be accredited unless it's governed by a local board, but the state takeover nullified the powers of the local board. And the state says it won't leave Compton College until it helps it restore its accreditation, which can't happen until . . . and so on."

The college remains under the control of the special trustee, but the swearing-in this past Tuesday is the first step toward reaccreditation.

The three newly elected trustees are Charles Davis, representing Area 1 (Compton), Dr. John Hamilton, representing Area 2 (Carson) and Dr. Deborah Leblanc, representing Area 4 (Paramount). The new board elected Davis as President, replacing Lorraine Cervantes, and Dr. Leblanc as Vice President.

The next order of business was a presentation by Belden, Russonello & Stewart who is currently conducting market research for the school. Surprisingly, the study revealed that over half of the

local residents interviewed thought that the school should remain under the auspices of El Camino College. Not so surprisingly, nine out of ten residents surveyed thought that it was important for Compton to have its own college - regardless of who runs it.

The students surveyed said that the school was as good as or better than most colleges because they believed that a smaller school affords them more personal attention. Almost 64% of the students thought transferring from Compton to a four-year school would not be an issue.

Conversely, the overwhelming concern expressed by students was safety on campus and the area surrounding the campus. The students also cited bad guidance from councilors, the condition of some of the buildings, safety at night and the school's reputation.

The study, thus far, indicates that the five trustees have their work cut out for them. The safety issue might be illusionary inasmuch as the school is located on the border of Compton and Long Beach (Artesia @ Santa Fe Avenue off the 91 freeway) which has a considerably lower crime rate than the school's namesake. Nevertheless, as long as "Compton" is in the school's name, any negative news from the city will continue to attach itself to the school. Consequently, the demons of Compton sell the school: it is unlikely that sophisticated marketing will overcome the city's perceived image.

Clearly, the past has left its scar on Compton College, however, a scar forms only once the wound has healed. Moreover, catharsis begins with acknowledgement. Denying Watergate cost President Nixon his presidency: coming clean about Iran-Contra probably saved the Ronald Reagan Administration.

The new Trustee - President, Charles Davis, said "I believe that we have to be accountable for what we do. That's going to be the board's tone - accountability." Dr. Hamilton said "I have a good feeling about this. I think we have made it clear to ourselves and the state that we are looking for accountability and responsibility." Vice President Leblanc said "I know that this college is on the road to recovery. This is a hurdle that will be crossed: the best is yet to come."

Dr. Leblanc's felicitous optimism was shared by many local dignitaries who attended the swearing-in: Tim Lee, representing Congresswoman Laura Richardson's office, Compton City Councilman Willie D. Jones, Lestean M. Johnson, President of the Compton Chamber of Commerce and the Mayor of Paramount, Diane J. Martinez.

Will the new board turn the college around? Time will tell. We can nevertheless be absolutely certain of one thing: a new era has begun at Compton Community College.

# RPV crash victim was local professor

By Larry Altman Staff Writer

Posted: 12/21/2009 06:19:38 PM PST

Jamel Kammoun, 49, was a respected mathematics professor at Marymount College.

A man killed when a car spun out and struck him during his morning walk in Rancho Palos Verdes this weekend was identified Monday as a respected Marymount College mathematics professor who connected with his students.

Jamel Kammoun, 49, lived in Rancho Palos Verdes, worked at the small two-year private Catholic college on The Hill and also taught courses at El Camino College near Torrance.

"He was well-known by students for his enthusiasm in the classroom," Marymount spokeswoman Kelly Curtis said. "He was very engaging and could take a subject as intimidating as math and make it come alive for our students."

Students completed their final exams last week. Word spread quickly Monday through the remaining faculty and staff at the 800-student university that a popular professor had died.

Kammoun, a husband and father of three children - a newborn, a 2-year-old and a 4-year-old - had worked as an associate professor at Marymount's math and science department since 2001.

"He was a gentle man. He loved his family dearly," said Michael Semenoff, chair of the mathematics, science and computer science department. "He was a revered and dedicated professor of mathematics and physics."

Semenoff said Kammoun had an "easygoing manner and was prone to smile."

"He was a good colleague and friend," Semenoff said. "He liked to walk and think. He will be missed terribly."

Kammoun died Sunday at County Harbor-UCLA

Medical Center, shortly after he was struck by a car as he took his morning walk along Hawthorne Boulevard near Alta Vista Drive.

Sheriff's deputies said a 17-year-old driver with two high-school age passengers was speeding down the hill toward the Pacific Ocean at 7 a.m. when he lost control of the car and spun out.

The car rode up onto the curb and sidewalk, striking Kammoun, sideswiping at least six trees and taking out 30 feet of a 6-foot-tall block wall.

The car bounced back onto Hawthorne.

A teen in the back seat suffered a severe gash to his forehead.

The driver, who originally was reported to be 18 years old, was not arrested. Lomita sheriff's Sgt. Paul Creason said it is possible the driver will face vehicular manslaughter charges.

"The collision is under investigation and we are not ruling out that aspect," Creason said.

At Marymount College, meanwhile, the Rev. Mark Villano, the campus pastor, will hold a prayer service at 10 a.m. Wednesday for faculty, staff and students who have remained in the area over winter break.

A memorial service will also be held in February or March when students return for the spring semester.

Kammoun's body will be buried in his native Tunisia.

Curtis said Kammoun would have been featured in commercials she is producing for the university. She recently videotaped him in the classroom and watched him work.

She called him "an incredible educator, the type of guy that really made sure his students understood what he was teaching."

"This is a teacher," Curtis said. "You come across instructors every once in a while that really connect with students and it was just obvious he was loved."

# Officials clarify Compton Center accreditation process

## Details, timeline to be released this summer

By Cheryl Scott  
Bulletin Staff Writer

The complex process of accreditation for El Camino Compton Center is underway, but a timeline has yet to be established, officials told *The Bulletin* during a recent conference call held to clarify misinformation that was included in a recent *Bulletin* story.

Ann Garten, El Camino communications director, and Dr. Lawrence Cox, provost and CEO of Compton Center, told *The Bulletin* during that call that a plan, including a timeline, should be released this summer.

At a November meeting hosted by Assemblyman Isadore Hall, moderated by Sen. Rod Wright and initiated by the Concerned Citizens of Compton, Los Angeles Metropolitan Churches, Pastors for Compton and the Compton branch of the NAACP, El Camino officials explained the process and updated an audience of approximately 150 on the progress made so far.

There are two simultaneous efforts underway, which should both be completed at about the same time in a minimum of six years from now.

El Camino College, not the Compton Community College District, must apply for accreditation — not re-accreditation as has been previously reported by various news organizations over the past two-plus years — of the Compton Center as a separate entity.

"The accreditation process has three separate stages," Cox said. "First, El Camino College must apply for eligibility for (accreditation) candidacy. Then it has to apply for candidacy, and finally it must apply for accreditation."

Each phase takes a minimum of two years, officials said.

The completion of this process will result in accreditation of the Compton Center as a new college, but it will not automatically result in local control by the Compton Community College District Board of Trustees.

"That is a separate process, and it will be done under the auspices of the special trustee and the Compton Community College District," Cox said.

The Compton Community College Board of Trustees currently has no decision-making

power, but it is working closely with Special Trustee Peter Landsberger to address all of the issues enumerated by the state's Fiscal Crisis and Management Assistance Team, which visits the college regularly to check on its progress.

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

"El Camino College is working toward accreditation," said Garten. "The special trustee and the board of trustees are working toward regaining local control."

The college board cannot seek local control as long as the state has the special trustee in place. For this reason, the board and Landsberger are working together to address the FCMAT issues.

Once all FCMAT requirements have been met, the Compton College Board of Trustees would likely apply for local control. That decision will be made jointly by Landsberger, the directors of the state Department of Finance, state Department of Education and Fiscal Crisis and Management Assistance Team.

The college board will not be involved in the accreditation process, as *The Bulletin* reported in a Nov. 18 article on the recent meeting.

What exactly will need to happen in several years once El Camino is close to obtaining accreditation of Compton Center and the college district board is nearing the requisite FCMAT scores it must earn to warrant removal of the special trustee is not definitively known.

The process is made even more complicated by the fact that this has never happened before; Compton Center, formerly Compton College, was the first in the nation to have its accreditation revoked. The situation is unique and there are no clear precedents established for accreditation and return to local control, Garten and Cox said.

Additionally, widespread misconceptions within the community about the process and the incorrect belief that Compton Center will be re-accredited rather than accredited have further muddled the big picture as it relates to reinstating what was once, and for many continues to be, an institution that serves as a source of local pride.

"The college will be a new entity," Cox said. "We are all united in the effort to have an accredited college in the community of Compton that is a separate entity from El Camino College. That is the ultimate goal, and we are taking each step in the process with that goal in mind."

## **Nursing Tug of War Inside Higher Ed**

**January 7, 2010**

A new study by the Carnegie Foundation for the Advancement of Teaching recommends that the bachelor of science in nursing be required of all those seeking to work in the field.

Currently, many enter the profession with an associate degree in nursing. Instead of considering these community college graduates a part of the solution to the nursing shortage, the Carnegie study states they should not practice without first moving on to further study. Given its call to boost the minimum educational level for entry into the field, the study calls for those in the nursing profession “to agree on how to transform the current diverse pathways into a unified whole.”

Patricia Benner, director of the Carnegie study and professor emerita at the University of California at San Francisco School of Nursing, said such a change would hold community college nursing programs more accountable.

“The fact is that the minimum amount of time a student has to spend in these ‘two-year programs’ is actually three years,” Benner said of community college nursing programs. “And, most often, it takes students four to five years to complete them because of over-subscribed courses, underfunding and a year of prerequisites before entering the actual nursing coursework. Also, many of these programs have long waiting lists to get in. ... If the baccalaureate were made the minimum requirement for entrance into the field, I think the community college programs would at least have to be more honest about how much time it takes students to get through their programs and how much opportunity cost is there for them.”

Only 16 percent of community college nursing graduates go on to earn a baccalaureate degree, Benner noted. Since associate-degree nurses make up 60 percent of all nursing graduates, she argued that this makes for a severe shortage of nurses who are educationally qualified to seek advanced education and possibly become nursing faculty, of which there is currently a considerable deficiency.

“I’m not against community college nursing programs, and this is not a diatribe against community colleges,” explained Benner, herself a product of an associate degree program at Pasadena City College early in her career. “But something is out of whack when they get a degree that doesn’t allow them to go on to advanced practice. It’s just not adequate to meet current demands.”

The Carnegie study calls for community college nursing programs to seamlessly articulate their programs at the two-year mark with an affiliated baccalaureate nursing program. Benner noted that these transfer initiatives should enable nurses to complete baccalaureate degrees in about four and a half years.

“It would be difficult to lose the education capacity of the community college for nurses, but the current system is in need of radical reform and redesign so that nurses are better prepared for the current demands of their practice,” wrote Benner in an e-mail, adding that the Carnegie study also suggests that students be provided with more articulated pathways to earn the master of science in nursing within 10 years of earning basic nursing training.

Advocates for community college nursing programs, however, take issue with some of Carnegie’s policy recommendations.

“I teach in a rural setting and a main advantage of offering a two-year RN degree is that it puts the nurse graduate to work in a shorter amount of time so they can support their family,” wrote Kim Tinsley, a member of the National Organization for Associate Degree Nursing’s Board of Directors and a nursing professor at North Arkansas College, in an e-mail. “They cannot afford to attend four years of B.S.N. classes and not work. The A.D.N. student does sometimes take up to four years to complete their degree, but it is due to the fact that they are working (sometimes full time) and have a family to support. The average age of our student is 27. The majority of our students are either married with a family or are a single parent. They cannot afford the time nor resources to attend a four-year program.”

It is the official position of the N-OADN that a baccalaureate degree in nursing should not be required for “continued practice beyond initial licensure as a registered nurse.” Tinsley explained that any change to the status quo would violate the choice community college nurses have in whether they want to pursue further education.

“Access is a huge barrier,” Tinsley wrote. “We believe in continuing education but it should not be a mandatory requirement. The B.S.N. and the A.D.N. graduate take the same [National Council Licensure Examination] upon graduation. There is no valid research that shows a safety discrepancy between levels of education. Many A.D.N. graduates assume bed side nursing positions and provide direct patient care in a variety of settings, not just the hospital setting. They also fill management positions. There is no evidence that they are not prepared for current practice.”

Patricia Smart, secretary for the N-OADN board and nursing professor at Delgado Community College, echoed a similar sentiment. She expressed her displeasure with the Carnegie recommendations, arguing that requiring all nurses to have baccalaureate degrees “would cripple the nation’s supply of nurses at the bedside.”

Though acknowledging it is likely the most controversial recommendation in the Carnegie study, Benner said the Carnegie study does not dwell on the associate-versus-baccalaureate degree issue. Among other recommendations, it also encourages programs across the board to “broaden the clinical experience,” “vary the means of assessing student performance” and “redesign the ethics curricula.”

“We want to upgrade and improve the education of nurses whether they’re in associate or baccalaureate programs,” Benner said of the goals of the study’s authors.

— **David Moltz**



## **Beloved baseball coach dies**

### **The Beach Reporter**

**by Jim Leinonen**

January 13, 2010

El Segundo High School baseball coach John Stevenson, who completed his 50th season last year and won more games at that level than anyone in California history, died Monday due to an apparent heart attack. He was 76.

He was born in October of 1933 and attended Redondo Union High School. He graduated in 1951 and went on to play baseball at El Camino College and UCLA.

Stevenson went on to spend time in the Navy and when he got out, was looking for a job. He heard about a coaching vacancy at El Segundo, interviewed with his old junior varsity coach when he was at Redondo and got the job.

His first year was in 1960, which was the last year of President Dwight D. Eisenhower's term.

On March 3, 2007, in the second game of the season, Stevenson won his 1,000th game when El Segundo defeated Beverly Hills, 7-1, in the second round of the El Segundo Tournament on the field that was named after him.

He became the ninth high school coach to reach that milestone and the first west of the state of Texas.

"It's a result of doing something for 48 years," said Stevenson that year. "If you coach for 48 years and have good players that win championships, 31 league championships or 13 (CIF) finalists and seven champions, you've got all these good players, you're going to get some wins."

Records were never that important to Stevenson. He just was doing something that he loved.

"Obviously I like it here," said Stevenson last spring at practice. "I wouldn't be doing this if I wasn't enjoying myself. You don't do things for 50 years without having a lot of fun along the way and at age 75, which I am, you don't do anything that you don't enjoy, nothing."

His final career numbers were 1,059 wins and 419 losses for a .717 winning percentage. He finished seventh all-time in victories nationally.

He was inducted into the National High School Hall of Fame in 1998.

George Brett was the most successful player he ever coached. Brett went on to a long career with the Kansas City Royals and finished with more than 3,000 hits. Brett was inducted into the National Baseball Hall of Fame and Museum in 1999.

Stevenson was a baseball coach longer than he was married, which was 39 years.

“My wife knew what she was getting into,” said Stevenson last year. “When she married me she knew that she was marrying a baseball junkie, but she had no idea nor did I that I would still be at it at this period of time. It was never a goal for me to coach 50 years ever, it just happened.”

He sent nearly 50 players on to the Major League Baseball level.

Keith Erickson, who went on to play basketball for John Wooden at UCLA and was on two NCAA title teams, also played for Stevenson. He went on to play for the Los Angeles Lakers and was on the 1972 team that won a record 69 games at the time and had a 33-game winning streak that still stands.

Erickson, who played for the Eagles in 1963, surprised Stevenson when he was in attendance to see Stevenson win his 1,000th game.

“I wasn't expecting him to be there,” Stevenson said that season. “It was nice.”

He recalled that his 1972 team was probably the most talented team he ever had. Seven players went on to play Division I baseball or professionally, which included George Brett and pitcher Scott McGregor. McGregor pitched six consecutive shutouts that season, which is tied for the most in high school history in one season.

On Feb. 8, 1992, the field on which his teams played was named in his honor. It was renamed Stevenson Field at Recreation Park.

As for the biggest moment he ever had as a coach, it was an experience he had with his son.

“(It was) coaching my son in two CIF championship games (won in 1989, lost in finals 1990). Being able to give my son a hug after winning the CIF championship (was great). I think that is a moment that any dad would give anything to have that experience.”

Redondo Athletic Director Les Congeliere, who coached football with Stevenson at one time, spoke about his achievements when he reached 1,000 victories.

“He’s just a legend. John’s a legend, very solid, dedicated individual. (He) loves the game and loves kids.”

One person Stevenson always enjoyed competing against was another former Redondo graduate, Harry Jenkins, when he was coaching at West Torrance.

“I know that when you play for John Stevenson, you’re going to play ball,” said Mary Meick in 2007.

Meick is the grandmother of Austin “Augie” Meick, who was the starting pitcher in El Segundo’s last CIF title in 2005.

“You’re not going to fool around,” said Meick of playing for Stevenson. “You’re going to play ball. You be ready, run out on that field.”

Stevenson, who called himself a beach guy, never wanted to live anywhere else.

Stevenson is survived by one son, Eric; a daughter in-law, Sue-Jean; and a granddaughter, Allie.

His wife, Gail, died in September of last year at the age of 68 after a bout with cancer.

A public memorial will take place Jan. 23 in the El Segundo High School auditorium. El Segundo High School baseball coach John Stevenson, who completed his 50th season last year and won more games at that level than anyone in California history, died Monday due to an apparent heart attack. He was 76.

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## Ask the Administrator: Donations to CC's Inside Higher Ed

By Dean Dad January 14, 2010 10:01 pm

A longtime reader writes:

*My elite liberal undergrad institution, annual cost ~\$55K vs median annual U.S. income of \$50K, high in US News rating but never at absolute top, wants me to come back for the 20th anniversary of my graduation and write them a big check. Sustain excellence, don't you know. Fulfill mission, don't you know.*

*I want to persuade my fellow alums to write their "Class Gift" checks to a worthy CC or similar. I am wrestling with all of the data and arguments here, but I need to shape them into something that will persuade a bunch of Gen Xers looking back fondly. Have you any more ammunition for me? Papers? Essays? Recommended rhetorical strategies? Ways to ensure the CC we give to is actually worthy?*

Oooh, I like this question.

Community colleges typically don't have endowments, so they don't usually have the option of using the interest or investment earnings on accumulated donations to subsidize operations. I don't know if that's because they can't, or if it's just because they haven't, but I've never seen a cc that did.

(Endowments shouldn't be confused with reserves. Reserves are typically quite small, and are the equivalent of rainy-day funds. Over the last year or so, the utility of reserves has become painfully clear. The danger in letting reserves get too large is that legislatures see them as found money, and have been known to reduce appropriations on the theory that they obviously aren't needed. I've seen colleges make conscious decisions to spend reserves down on construction projects in order to fend off prospective cuts. It's the monetary equivalent of 'smoke 'em if ya got 'em'.)

Many cc's have foundations, though, through which donors give money that typically goes either to student scholarships or to equipment purchases. As with most colleges, extraordinarily large donations often give 'naming' rights, so you could endow the Big Muckety-Muck Science Building.

One of the biggest barriers to philanthropic growth in the cc sector is that people usually identify most strongly with the college to which they subsequently transfer. Since four-year schools are usually much more practiced at and attuned to 'development' – the approved euphemism for fundraising – it can be hard to catch up.

The perverse economics of philanthropic giving are that people like to give to success, rather than to need. That means that the Harvards of the world have a much easier time soliciting donations than do the cc's of the world, even though Harvard certainly needs it less.

There's no shortage of good arguments as to why cc's make good targets for donations, but from what I've seen, most donations aren't motivated by good arguments. They're motivated by relationships. Those relationships are cultivated quite intentionally by the savvy colleges, using everything from alumni associations to personal appeals to football. (A contact of mine at a respected private university told me last year that her uni is starting to retreat from the adjunct trend because it discovered that students whose professors came and went didn't feel as attached to the uni, and the administration was afraid of the consequences for future donations.) Colleges with more part-time students, no dorms, and no high-profile athletics are already disadvantaged at this game.

If you want to support a particular cc, my first recommendation would be to call its foundation office, if it has one. Let it know that you'd like to be supportive, and you'd like to see what you could do beyond just writing checks. Many cc's host local events – wine tastings, golf outings, silent auctions, etc. – on the theory that these events are twofers: you raise money directly through the event, and you build a brand loyalty that leads to future giving. I've seen people buy entire tables at events, and then recruit people to join them there; the idea is to start building a sense of identification. If you're in a position to help with an event, mention that. If you can help the foundation reach a new group of alumni or local people with money to give, mention that. If you can bring an entire table of new people to an event, that's huge.

The foundation office can also provide anecdotes indicating the quality of the school. (If it can't, that's a huge red flag.) Most cc's have particular traits or programs that are sources of special pride, whether it's the nursing program, the transfer pipeline, or its success with underrepresented groups. Interestingly, I've found that some very conservative people are often much more comfortable giving to community colleges than to many other causes, since the 'moral hazard' of 'charity' is mitigated by the fact that students have to work hard to get through the programs. Getting in is easy enough, but getting through takes real work. Rather than producing dependence, colleges produce independence. There's something gratifying, and socially useful, in that.

As far as arguments or rhetorical moves go, I'd go with terms like 'opportunity' and 'independence' rather than 'need.' 'Need' can connote helplessness or fecklessness, and even futility. We're about hope. Leave the 'need' appeals for where they make more sense, like Haitian earthquake relief. (I support Doctors Without Borders, but that's only one choice among many.) This is about building the capacities of the people in your hometown.

Some people like to set very specific terms on the use of their gifts. That's fine, if it meshes with what the institution needs, but over time those earmarks can lead to some weird imbalances. "Unrestricted" gifts are the gold standard, since they can be used for the areas

of greatest need, rather than whatever is fashionable or somebody's pet program. If you're happy either way, I'd strongly encourage specifying that your gift is 'unrestricted.' It will do much more good for the buck that way. Of course, if some sort of earmark is what the relationship is built on, the foundation office can work with you to craft the earmark to do the most good while still honoring your intentions.

I'll admit to having shifted my view of philanthropy in the cc context. A few years ago, I was concerned that it would give too handy an excuse to legislators to cut the budget. Now I'm convinced that that ship has sailed, and we need to diversify funding streams. When even solidly blue states are hacking away at the appropriations, it's time to put the misgivings aside and build sustainable alternative revenue streams. The students need opportunity now more than ever, and giving could fill that need.

Thanks for your interest, and good luck!

Wise and worldly readers – especially those with experience in philanthropy – what would you add or correct?



## **Labor College's Deal Questioned**

### **Inside Higher Ed**

**January 18, 2010**

At many faculty gatherings these days, one hears quips and complaints about for-profit higher education. Professors who value what they consider essential and eroding traditions -- a significant tenure-track faculty and the centrality of the liberal arts, for example -- resent the adjunct-heavy, career-education dominant model of higher education that is widely used in for-profit higher ed. As a result, many faculty advocates are skeptical not only about for-profit higher education, but about the growing number of alliances between nonprofit colleges and for-profit colleges. A common criticism of these partnerships is that they shift the focus away from traditional academic programs into areas that are seen as more lucrative (and that generally are more career-oriented).

So more than a few professorial eyebrows were raised by the news late Thursday that the latest nonprofit college to team up with a for-profit higher education entity was none other than the academic arm of organized labor: the National Labor College.

The college awards bachelor's degrees and provides other specialized training to the up-and-coming leaders of the labor movement. But the deal announced Thursday seeks to greatly expand that mission. With support from the AFL-CIO, the college wants to offer online degree programs for the rank and file of working class Americans and their families -- a target population of millions. While plans are still being developed, officials say that initial degree offerings could be in fields that haven't been the college's focus, such as business, health care and criminal justice.

To serve many more students, in fields in which the college doesn't currently offer degrees, the National Labor College has teamed up with the Princeton Review and the Penn Foster Education Group, two for-profit entities. The former is best known for its test-prep services, and it recently moved into distance education by buying Penn Foster, which runs online college and high school programs, with a focus on areas like business, health care and criminal justice, among others.

When *Inside Higher Ed* published an article about the alliance, the reaction that arrived (in comments and also in e-mail and phone calls suggesting more reporting) came from faculty members who, despite no direct ties to the labor college, Princeton Review, or Penn Foster, felt betrayed. And their anger came not from any specific criticisms of the individual entities involved, but from the idea that organized labor's college was turning to for-profits to expand.

The president of an American Federation of Teachers local posted a comment saying: "This is a sad day for the working class and a sad commentary on the state of organized labor & the institutions that allege to represent our interests."

The president of the labor college said in an interview that he and others took specific steps to make sure the new faculty members hired would be union members with outstanding working

conditions. And he described the process he took to check out Penn Foster's labor relations (which he said are excellent -- although his focus was on support staff and he acknowledged not knowing about the status of faculty labor). But he also argued that Penn Foster's role in the new partnership will be much more minimal than the announcement suggested.

Part of the reaction to the news comes from the fact that the president is William Scheuerman, who until two years ago was president of United University Professions, the faculty union of the State University of New York, and in that role was a national leader of the AFT's higher education division. As a union leader, Scheuerman gave speeches in which he took on tight-fisted administrators, budget-cutting politicians and the likes of David Horowitz.

In that role, he argued that for-profit higher education needs extra scrutiny. In an interview with *Inside Higher Ed* in 2005 after a "60 Minutes" expose about for-profit higher education, Scheuerman talked of the need for tighter regulation of the industry, and described efforts to lobby Congress to increase oversight.

Of for-profit colleges, he said: "They're in the business of turning a buck to show shareholders they're profitable. Education is a secondary consequence. Whereas in traditional institutions of higher learning it is the goal." His concerns then were not new. In 2004, he co-wrote an article (again, while he was a faculty union president) called: "Edubusiness Comes to the Academy: The Virtual University and the Threat to Academic Labor."

In an interview Saturday, Scheuerman acknowledged that it surprised some of his friends that he moved ahead with this deal. "I had calls saying, 'Hey. You are working with a for-profit?'"

He insisted that the deal the National Labor College made with the for-profit entities protects academic labor and academic values. A first distinction he made is that all academic decisions will, he said, be controlled by the National Labor College, not Princeton Review or Penn Foster. The announcement issued by the college and its partners had references to the relationship, which Scheuerman acknowledged could make it sound like the other entities will do more than marketing and providing technical help. The announcement also said that while the college will be "solely responsible for the integrity and quality of the programs of the new College for Working Families," that the agreement "will bring together the skills and significant financial resources of The Princeton Review and Penn Foster in development and delivery of the College's programs."

Scheuerman said Saturday that the main functions of the new partners will not be academic, but technical and marketing. "We need back-up support," given the expected growth of the college, he said. He said that "development and delivery" did not mean that Penn Foster was going to play a curricular or teaching role.

Asked whether Penn Foster might have more of a role, given that its academic focus is closer to the vision of the new college than is to that of the labor college, Scheuerman said that "obviously

we are going to talk to Penn Foster," but that faculty would be hired by the new college, controlled by the Labor College. "We're not going to use their faculty," he said.

The faculty who are hired, he said, will be unionized. Currently, the Newspaper Guild represents full-time, tenure-track faculty at the college and the AFT represents adjuncts. Scheuerman characterized the split on the faculty as about 50-50. (The guild's Web site reports that it has about 20 members at the college, including librarians and archivists, while the head of the AFT unit says that it has 45 members.)

Scheuerman said he didn't know how many of the new faculty jobs would be adjunct vs. tenure track, but he said that they would be represented by the relevant union when hired.

In selecting Penn Foster as a partner, he said that he and a few others from the college went to the company's Scranton headquarters and, among other things, met with the United Steelworkers local that represents service staff at Penn Foster. The labor college wouldn't have moved ahead, Scheuerman said, without verification that Penn Foster had good labor relations and that new hires for the new college could be union members. He acknowledged, though, that he did not know the arrangements under which Penn Foster hires faculty members -- and professors who questioned the deal said that they didn't know why a labor college would want to do business with an entity without first finding out how it treats faculty members on key issues such as having a tenure system, collective bargaining rights and so forth.

Tenure is largely unheard of in for-profit higher education (although many for-profit colleges offer multi-year contracts). A review of faculty job titles on Penn Foster's Web site suggests that there is a career ladder there for faculty members, as individuals are identified as being a grader, instructor, senior instructor or department chair. The current job openings listed by the college are all described as adjunct or part-time positions.

Officials at Penn Foster declined to say whether any faculty members there have tenure. The spokeswoman said that issue could be discussed only by the academic vice president. The academic vice president in turn said that the question -- even a yes or no question about whether Penn Foster has tenure -- could be answered only by the CEO, who did not respond.

Greg Giebel, who teaches union administration at the labor college and is president of its adjunct union, said that he had mixed feelings about the news. Giebel said that college leaders had told the union about plans for a major expansion, and assured the union that the new faculty would be unionized. Giebel said he applauded the idea behind the college expanding its offerings for working Americans beyond the current union-focused curriculum. Further, he said that many at the college have wanted to see it find ways to build closer ties to the AFL-CIO and that the new programs seem like an "encouraging" effort in that direction.

However, Giebel said that in the administration's discussions with the union about expansion, no mention was made of the Princeton Review and Penn Foster or of "the implications of doing it

with an outside party." Giebel said he learned of the role of for-profit entities with the college's expansion from news accounts, not from the college.

He said he assumes that the role for the outside entities will be subject to contract discussions as "it's a change in working conditions so they need to put it on the table."

For now, Giebel said he is waiting to learn more about the deal. While not criticizing Princeton Review or Penn Foster, he said that many faculty members nationally worry about the impact of for-profit higher education so "this is something we need to address." He added that "I absolutely understand that to some, it seems like a Walmart subcontracting to a third world, non-union provider, which is a very different model than the nonprofit higher education model."

Scheuerman said that he couldn't have briefed Giebel or other faculty members on details of the plans because the Princeton Review (and other entities with which the college had discussions) are publicly traded companies, so there would have been insider trading implications to discussing the deal in advance of its announcement. He also stressed that the final terms of the arrangements haven't been worked out yet, and that they would reassure those who are worried. "Come back in a year," he said.

— **Scott Jaschik**

## CalPERS' investments underperform in 2009

LA Times

January 20, 2010

The retirement system's portfolio earned only 11.8% in returns, trailing its internal benchmark of 21.2%, as its real estate holdings plummeted.

Reporting from Sacramento - Heavy losses in real estate holdings battered 2009 investment returns at California's giant public pension fund, although the portfolio overall rose in value for the year.

The California Public Employees' Retirement System earned an 11.8% return on its portfolio as global stock markets recovered from the collapse of 2008, the fund said Tuesday. The portfolio had dived 27.1% in 2008.

But the gain for 2009 was far below CalPERS' internal benchmark of 21.2%, which is based on the performance of broad indexes of investments similar to what the fund owns.

"That's massive underperformance," said Edward Siedle, an analyst with Benchmark Financial Services Inc., a boutique investment consulting firm in Ocean Ridge, Fla. "There's no justification for that."

CalPERS said its real estate holdings plunged 47.5% for the year, compared with a 15.4% drop for its benchmark index of property investment returns.

CalPERS has been hard hit in the last three years by large losses in real estate and in private equity investments, including venture capital and corporate buyouts.

The red ink has raised concerns about the ability of the country's largest public pension system to cover the cost of retirement for 1.6 million state and local government workers, retirees and their families.

Investment earnings are expected to pay for 75% of CalPERS' obligations, while the rest comes from contributions by government employers and employees.

The latest report on investment gains and losses was sent to members of CalPERS' board as they prepared to meet today in Napa for a semiannual review of the system's investment strategy.

The fund's assets reached \$203.3 billion at year's end, up from \$183.3 billion a year earlier but still down sharply from the 2007 peak of \$253 billion.

"The fund is returning to health," said CalPERS Chief Investment Officer Joseph Dear,

who started last March, when assets had fallen to about \$160 billion amid global stock markets' plunge to multiyear lows.

As stocks have resurged over the last 10 months, CalPERS said, it earned 27.8% on its U.S. stock investments for all of 2009, slightly trailing its benchmark of 28.1%.

By contrast, the average domestic stock mutual fund gained 29.9% last year, according to Morningstar Inc.

CalPERS' foreign-stock investments rose 43.3% for the year, better than the benchmark return of 43.1%.

The fund has about 54% of its assets in stocks. Most of the rest is in bonds, real estate and private equity investments.

CalPERS' private equity portfolio lost 6% for the year. That was drastically below the fund's internal benchmark, which showed a 45.2% gain. Results for private equity and real estate are as of Sept. 30 because of a lag in compiling data, the fund noted.

CalPERS' private equity investments have come under fire in recent months after the fund released disclosures from investment management firms that, over the last decade, paid more than \$125 million in commissions to sales intermediaries. Those go-betweens helped the managers win pieces of CalPERS' portfolio.

Dear acknowledged that he and his 250-person investment staff had much work to do to fix the fund's troubled real estate and private equity holdings.

"With real estate, we're trying to take our medicine and write down the portfolio values to the market today," he said. As a result, CalPERS has been reappraising a large portion of its property holdings.

A full-scale review of all real estate is aimed at coming up with a new CalPERS strategy that avoids debt-heavy, risky investments in raw land and residential communities in favor of "core" holdings in office buildings, Dear said.

"We want to decrease our exposure to opportunistic investments."

Some of the more notable CalPERS real estate losses in recent years included a write-off of about \$1 billion invested in a large tract of undeveloped residential property near Valencia called Newhall Ranch. In March, CalPERS also wrote down to zero a \$100-million stake in apartment conversion properties in Palo Alto.

And a \$500-million investment in Manhattan apartment buildings is threatened by a

default on loans by a partnership that includes CalPERS.

Those investment losses have prompted CalPERS to review "all of our external manager relationships," Dear said, warning that "there will be substantial numbers of terminations . . . in real estate and global equity and private equity, with the focus on improving the terms and conditions of our contracts."

High on the list of changes will be a general lowering of the fees that CalPERS pays to private equity managers and other investment firms, the fund says.

More than a dozen real estate and other investment managers could be fired by the end of March, Dear said.

Dear said he had confidence in CalPERS' long-term earnings potential even though the fund faces big challenges as the global economy recovers.

He said he still believed that CalPERS could earn its target long-term return of 7.75% a year on its mammoth portfolio. If the fund falls short of that goal, it could be forced to ask taxpayers to make up the difference, unless employee benefits are reduced.

"To make the 7.75% [a year] in the next 20 years does not require us to take undue risks," Dear said.

But some say CalPERS and other pension funds are overly optimistic about future investment returns.

"Benefits are unsustainable and are going to break the bank if we don't rein them in," said Jack Dean, vice president of the California Foundation for Fiscal Responsibility.

The group is backing a pair of initiatives being circulated for signatures that would cut costs to state and local governments by reducing pension benefits for new hires.

Gov. Arnold Schwarzenegger, in his recent State of the State speech, also called for cutting pension benefits for new state employees.

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## 'Desperate' UC students scurry to snag key classes

LA Times

January 20, 2010

Some courses have hundreds wait-listed as the new term begins. Many students fear they won't get the classes needed to graduate on time -- and with higher fees, may not be able to afford an extra year.

The Greek mythology class has long been popular at UC Santa Barbara, but never quite like this.

For the current term, 500 students are enrolled in Professor Apostolos Athanassakis' classics course, filling the lecture hall to capacity. And 300 others have tried, mostly unsuccessfully, to land a spot on the roster, he said.

Recent state funding cuts have translated to reductions in undergraduate course offerings across the beachside campus, sending students scurrying for classes such as Athanassakis' that fulfill various requirements.

The professor said it's "the most desperate" start to a winter quarter that he can recall in 41 years of teaching at UC Santa Barbara.

"There is confusion and fear. The students don't know what to do," said Athanassakis, whose course includes readings on battles, schemes and romances from Homer and Hesiod. "They're afraid they may not be able to graduate."

That story is being repeated across the University of California system as the new term begins. Students complain that fewer course offerings -- reductions of up to 11% on some campuses compared with a year ago -- will make it harder for them to graduate on time. And in an era of steep student fee hikes, finishing promptly or early is an urgent priority for many.

To compensate for a smaller course catalog, campuses are packing more students into remaining classes. They are studying ways to streamline graduation requirements or drop some altogether. And they are trying to provide alternatives for squeezed-out students, such as online viewing of chemistry lectures for 100 UCLA students who could not fit into the classroom.

Marcus Rochelle, a Santa Barbara sophomore, said he's only been able to sign up for three classes this term. So he has tried to crash several others, showing up unregistered in hopes of snagging a seat. But he is reluctant to buy books for those courses, and he fears he is falling behind.



"If the rest of my years here look like this, there's no way I can graduate in four years," said the political science major from Happy Valley, Calif. "I'm really hoping not to go into a fifth year because that will be an extra 10 grand I don't have."

UC officials say the cuts vary widely across the nine undergraduate campuses. Administrators insist that although the cuts are upsetting for students, most will be able to take a full load if they consider courses beyond their usual areas of interest and accept that horror of college life: the early morning class.

"It's a hard situation, it's frustrating for the students, it creates a lot of anxiety. But be persistent, be flexible," said Nina Robinson, UC's director of student policy. "If you see a class section that's open at 8 o'clock in the morning, grab it."

Recent UC undergraduates generally have managed to graduate more quickly than some previous classes. About 59% of those who started in 2004 finished in four years, compared with 36% of those who were freshmen in the early 1990s, UC data shows. About 78% of recent classes have graduated within five years.

With the course cutbacks, however, Robinson said students in some majors may need more time to fulfill requirements. "But I don't think we are going to see huge shifts," she said.

Higher fees may also make students more focused in choosing majors and classes to avoid a fifth year, she noted.

UC Santa Barbara junior Jake Elwood had hoped to graduate this summer, an early finish helped by high school Advanced Placement courses and UC summer sessions. But this term, the political science major from Berkeley was unable to enroll in some classes he needed, including a humanities requirement he had hoped the Greek mythology course would fill. He has just three courses, not the four he sought.

"The beginning of the quarter is usually a pretty exciting time. . . . But it's hard to have that same excitement when you are not sure which classes you are going to be in and which ones you're not," said Elwood, who now expects to stay a couple of extra quarters. "A lot of people are stressed out."

Professors say they are feeling the crush too.

Andrew Norris, an associate professor of political science at UC Santa Barbara, already had allowed 10% more students to register for his introductory political philosophy course this quarter. Nevertheless, a large number of crashers tried to get into the class, which has enrolled about 375. Students are now e-mailing him and making in-person appeals as he walks to and from class.

"They plead, they beg," said Norris. Some students try to woo him with their personal or financial troubles. "It breaks my heart," he said. But he said he cannot enroll more students and has urged them instead to ask the governor and legislators to restore UC's funding.

The situations vary among UC schools because of each campus' spending choices, enrollment and number of nontenured lecturers, whose classes are first to be cut.

UC Santa Barbara is offering 160 fewer undergraduate courses this winter -- an 8% drop from the same quarter last year. The situation is exacerbated because enrollment unexpectedly rose by about 1,000 students this year.

Some students worry that they may not have enough credits to meet requirements for financial aid or campus housing. But officials promised extra advising to help students search for appropriate courses and said no punitive action will be taken if students show that they are trying to meet the requirements. Nobody "will have the plug pulled on them," said David Marshall, executive dean of UC Santa Barbara's College of Letters and Science.

Marshall also said there could be a bright side as students learn about new subject areas "in great courses they just hadn't thought about at the beginning."

At UCLA, officials report a 6% drop in winter-term undergraduate classes and a boost in average class size from 49 to 53 students. UC Irvine reported a 4% decline in fall class offerings and a spokeswoman said she expects the winter numbers to be worse.

UC Santa Cruz reported an 11% drop in winter quarter courses. UC Davis had shortages in widely required courses such as chemistry and composition, but no major reductions.

Ricardo Gomez, a third-year student at UC Berkeley, is enrolled in just two classes as spring semester begins. The interdisciplinary major from Oxnard is on three waiting lists in hopes of snagging two more courses.

"I'm worried about this," he said. "It's hurting me because I will have to stay here longer and not get the experience I want in college if I don't get these classes."

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## COMPTON WELCOMES NEW BOARD MEMBERS

The Compton Community College District held a swearing-in ceremony for three newly elected trustees on December 4. Charles Davis, John Hamilton, and Deborah Sims LeBlanc took the official oath of office to serve on the Compton Community College District Board of Trustees. They join current Board members Andres Ramos and Lorraine Cervantes.

State-appointed Special Trustee Peter J. Landsberger is working with the new board and overseeing the Compton Community College District. Landsberger is currently bringing the board up to speed on ways to most effectively serve Compton's students and community.

The new board is responsible for attending all Board meetings and key Compton Center events. It also serves the Compton Community College District as an advisory panel, making recommendations on policy issues and participating in trustee education programs.

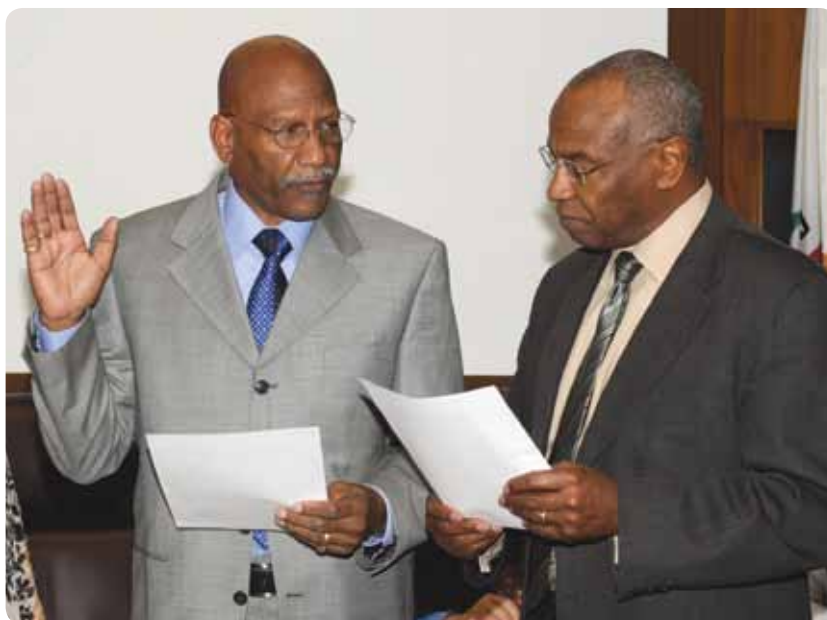
Since fall 2006, El Camino College has provided educational and necessary support services to residents of the Compton Community College District per an agreement between the two districts. Through this agreement, administration at El Camino College Compton Center is led by Thomas M. Fallo, Superintendent/President of El Camino College. Provost/CEO Lawrence M. Cox oversees daily operations at Compton Center, along with Landsberger.

The primary intent of the El Camino Community College District/Compton Community College District agreement is to assist with recovery and full accreditation. ■

**TOP: CHARLES DAVIS, COMPTON COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES AREA 1 REPRESENTATIVE, BEING SWORN IN BY CEO DR. LAWRENCE COX.**

**MIDDLE: DEBORAH SIMS LEBLANC, CCCD BOARD OF TRUSTEES AREA 4 REPRESENTATIVE, BEING SWORN IN BY DR. RAYMOND B. SIMS.**

**BOTTOM: JOHN P. HAMILTON, CCCD BOARD OF TRUSTEES AREA 3 REPRESENTATIVE, BEING SWORN IN BY CEO DR. LAWRENCE COX.**



**FOR IMMEDIATE RELEASE****Media Contact: Lois Pitter Bruce, (626) 302-2255****Southern California Edison Announces \$1 Million Green Jobs Education Initiative for California Community Colleges**

ROSEMEAD, Calif., Jan. 11, 2010 — Southern California Edison (SCE) has launched a \$1 million Green Jobs Education Initiative to fund sustainable or “green” education and job training at 10 California community colleges, solidifying a commitment to its core philanthropic priorities – education and the environment.

“The Green Jobs Education Initiative holds the triple crown in our philanthropic portfolio. It will support education programs for college students, encourage environmental sustainability efforts and prepare skilled employees for the growing green jobs workforce,” said SCE President John R. Fielder. “It also has the additional economic benefit of supporting students and colleges facing crippling financial pressures.”

SCE will provide \$100,000 to each of 10 selected colleges. Each college can then invest these funds in the California Community College Scholarship Endowment to receive an additional \$50,000 match from the endowment’s lead benefactor, The Bernard Osher Foundation. As a result, this match to SCE’s gift will total \$500,000 and be put to work supporting community college students in need across the state.

The 10 community colleges selected for Green Job Education Initiative funding are:

- Cerritos College, Norwalk
- Cerro Coso Community College, Ridgecrest
- El Camino College, Torrance
- Golden West College, Huntington Beach
- Long Beach City College, Long Beach
- Los Angeles Southwest College, Los Angeles
- Los Angeles Trade-Technical College, Los Angeles
- Rio Hondo College, Whittier
- San Bernardino Valley College, San Bernardino
- Ventura College, Ventura

The Green Jobs Education Initiative funding is designed to provide scholarships for dozens of students, each of whom will be awarded a \$1,000 scholarship each year for a minimum of two years. The funding will support students with financial need who are enrolled in green job workforce preparation. This includes training programs or study of solar panel installation, water and wastewater management, transportation and alternative fuels, biofuels production and farming, environmental compliance or sustainability planning.

## **SCE Announces \$1 Million Green Jobs Initiative for California Community Colleges**

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“Green jobs are an important emerging sector in our state,” said California Community Colleges Vice Chancellor of Economic Development and Workforce Preparation Jose Millan. “This public-private partnership is a great example of what the private sector can do to help the state at a time when public funding and resources are scarce. Southern California Edison is helping hundreds of community college students receive valuable training, which will put them in jobs, pump up the state’s economy, and make our planet cleaner. We strongly commend this organization for its leadership in the educational and environmental areas.”

For more information about the Green Jobs Education Initiative, visit [www.edison.com/greenjobs](http://www.edison.com/greenjobs). To learn more about SCE’s Community Involvement programs, or to apply for a grant, visit [www.sce.com/CommunityandRecreation/CorporateContributions/](http://www.sce.com/CommunityandRecreation/CorporateContributions/)

### **About Southern California Edison**

An Edison International (NYSE:EIX) company, Southern California Edison is one of the nation’s largest electric utilities, serving a population of nearly 14 million via 4.9 million customer accounts in a 50,000-square-mile service area within Central, Coastal and Southern California.

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# Students Face a Class Struggle at State Colleges

## NY Times

By KATHARINE MIESZKOWSKI

Published: January 23, 2010

At 2:29 p.m. on Jan. 12, Juan Macias, 19, a sophomore at San Francisco State University, sat in a cafe near the engineering firm where he works part time as an office assistant, staring at a laptop computer screen.

In one minute he would get a crucial opportunity to register for classes for the spring semester. “This is so nerve-wracking,” he said as he waited for the clock to signal that his assigned registration period had begun.

Hours earlier, scrutinizing the class schedule, he considered about 30 courses — then had to rule all of them out. They were full. The last slot on the waiting list for a 146-seat introductory physics class he has been trying to join for a year had disappeared minutes before, taken by another student with an earlier registration period.

“You’re trying to compete with all the other students, when we all want education,” said Mr. Macias, a business major. “It really makes me angry.” His classes — the ones that had an opening — begin on Monday.

Welcome to state-run higher education in California. Mr. Macias is just one of more than 26,000 students at San Francisco State, and now educational opportunities cost more and are harder to grasp and even harder to hold onto than ever before. Mr. Macias’s experience of truncated offerings, furloughed professors and crowded classrooms is typical.

Neither of Mr. Macias’s parents went to college; his father is a railroad conductor. One of his five siblings dropped out of California Polytechnic State University in San Luis Obispo to go to community college because of financial constraints.

Terry Hartle, the senior vice president of the American Council on Education, a trade association representing colleges and universities, confirmed that higher education in California has become akin to navigating an obstacle course.

“There are an awful lot of students in California who are having similar problems,” he said. “This is a potential tragedy for individual students.”

In 1960, he added, the state created “the gold standard in high-quality, low-cost public higher education. This year, the California legislature abandoned the gold standard.”

Because of state budget cuts to higher education, San Francisco State is now offering 3,173 course sections, 12 percent fewer than two years ago. From the university administration’s point of view, that is not as bad as it might have been: over \$1.5 million in federal stimulus money prevented more draconian cuts.

Among other things, oversubscribed classrooms can force a student like Mr. Macias, who must be enrolled full time to keep financial aid, to take courses that might have little to do with his progress toward graduation.

This semester, he is signed up for a biology class, but was unable to get into the companion laboratory class. His other courses are a workshop on the “history, aesthetics, mechanics and politics of rap music and hip-hop culture,” a class built around the campus radio station, KSFS, and a class called “The Origins of Rock,” which is supposed to be for upperclassmen.

He is on the waiting list for a humanities class called Style and Expressive Forms and a physics laboratory class, which he hopes will help him get into the physics lecture class. They are meant to be taken together.

But taking any class you can get into just to stay enrolled is no recipe for excelling academically. Last semester his grades suffered. “I’m taking these classes that I don’t care about, getting bad grades in these classes,” Mr. Macias said. “That’s affecting my G.P.A., at the same time that I’m fighting so that I can have grades. It’s really contradictory.”

And it is not just classes that he has to deal with this semester. He must also deal with the legal system. He faces misdemeanor trespassing charges as a result of joining last semester’s protests of the budget cuts.

Still, things could be worse. If he were a year younger, he would not be able to take classes at San Francisco State. This spring, cutbacks have largely ended the opportunity for community college students to move into the state university system, which enrolls 433,000 students. Mr. Macias transferred a year ago from Allan Hancock College, a community college in Santa Maria.

Also, in response to budget cuts, San Francisco State plans to reduce enrollment more than 10 percent for the 2010-11 academic year.

“These students are being told the doors to the university are closing,” said Kenneth Monteiro, dean of the university’s College of Ethnic Studies, where even the student resource center has been shuttered for lack of funds.

This academic year, the university lost \$38 million in state support. Student fees are 32 percent higher. Hundreds of lecturers lost their jobs; faculty and staff salaries were cut by 10 percent. Furlough days made the university’s schedule a chaotic patchwork of canceled lectures and shortened office hours.

The cutbacks enraged students. On Dec. 9, Mr. Macias was among the student activists who occupied the campus’s Business Building for 24 hours, canceling the classes held inside, including one he was taking. With a red sweater partially obscuring his face, he took to the roof with 11 other protesters, wielding a megaphone and leading chants.

When police broke up the occupation early the next morning, Mr. Macias, who had never participated in a protest before he went to San Francisco State, was arrested. On Jan. 26 he will go to court.

The chaos of trying to get into classes last fall spurred Mr. Macias. After budget cuts forced class cancellations, he had to take a week off work to attend 20 classes, as he tried to scrounge up enough units to keep his full-time status and maintain his financial aid.

In an oceanography class, the professor drew names at random to pick among the students trying to join the already-full class. Mr. Macias's name did not come up. His final course load included several that he took to ensure a full schedule, such as the Music of John Coltrane.

Mr. Macias also felt the cuts in the classroom. In the fall, Don Menn, a lecturer in the journalism department since 1999, had taken pity on many students who, like Mr. Macias, were seeking to join his introductory course, Journalism and Mass Media. He let them all in, teaching 190 in a lecture hall that seats 148. Some sat on the floor.

But with no budget for a teaching assistant to help with grading, Mr. Menn had to slash the syllabus, canceling the midterm exam and the 10-page research paper. While in the past he had frequently given essay tests, this year all quizzes and the final were multiple choice.

"This is supposed to be a critical-thinking type class," Mr. Menn said, "and here it was rote learning."

His students noticed the difference. "The classes are being dumbed down a lot," Mr. Macias said.

Next year, students like Mr. Macias may face a further increase in fees. Gov. Arnold Schwarzenegger's proposed budget for 2010-11 includes a 10 percent fee increase for students at the California State University's 23 campuses. He also proposed restoring \$305 million to the state university system.

Mr. Macias's education has already suffered. "Just worrying about having enough units to stay in school made me lose focus on my schoolwork," he said.



## **Green jobs initiative to help community college students**

### **LA Times**

January 22, 2010 |

California Community Colleges and Southern California Edison have launched a \$1-million green jobs initiative to help train financially needy students for jobs that benefit the environment.

The gift from the electric utility will provide \$2,000 scholarships to students at 10 colleges offering "green" education and job training in six key areas in which workforce demand is expected to grow. Those sectors include solar panel installation, water and waste water management, transportation and alternative fuels, biofuels production and farming, green building and energy efficiency, and environmental compliance, such as air quality and pollution prevention. It is the first time that Edison has aimed grants specifically at expanding job opportunities in eco-friendly technology, said SCE President John R. Fielder.

"It seemed to be a good fit with our focus on the environment and renewable energy and providing workers for Edison as well as other companies in the region," Fielder said. "We think we know a bit about the kinds of jobs needed."

Recent reports have documented a growing green economy, especially in California, where the number of green companies increased 45% from 1995 to 2008, according to Next 10, a nonprofit group based in Palo Alto, Calif. The Pew Charitable Trusts reported recently that the growth rate of green jobs nationwide was 9.1% from 1998 to 2007, compared with a 3.7% increase for all jobs during the same nine-year period.

The Edison initiative will provide \$100,000 to each of 10 grant recipients: Cerritos College in Norwalk, Cerro Coso Community College in Ridgecrest, El Camino College in Torrance, Golden West College in Huntington Beach, Long Beach City College, Los Angeles Southwest College, Los Angeles Trade-Technical College, Rio Hondo College in Whittier, San Bernardino Valley College and Ventura College.

Los Angeles Southwest College is developing a new associate's degree program in environmental science and technology with the first three courses offered this spring, said Alistaire Callender, an instructor who developed the program. "This [grant] is really helpful, especially when we're starting a new program," Callender said. "And in this economy, students can use every bit of assistance they can get."

-- Carla Rivera

# **ECC names new board officers**

## **Daily Breeze**

From staff reports

Posted: 01/25/2010 08:36:14 AM PST

### **Board officers selected**

Torrance. The El Camino Community College District Board of Trustees recently named new board officers for 2010. Trustee Ray Gen was appointed board president and Maureen O'Donnell will serve as vice president. Student Lisa Brown will be an advisory member. William Beverly was named secretary of the board. Mary Combs and Nathaniel Jackson will continue to serve as trustees.

## **El Camino College names new executives**

### **The Daily Breeze**

From staff reports

Posted: 01/25/2010 08:34:51 AM PST

ECC names new execs

Torrance. The El Camino College District board has named Barbara Perez as vice president of El Camino College Compton Center and Lynn Solomita as the interim vice president of human resources at El Camino College. Perez will serve as the chief academic and student services officer at the Compton school. Solomita previously served as the director of personnel services at El Camino College.

# Online Enrollment Up 17%

## INSIDE HIGHER ED

**January 27, 2010**

Fall 2008 online enrollments were up 17 percent from a year before, with about 4.6 million students taking at least one class online, according to the 2009 Sloan Survey of Online Learning.

With all higher education enrollments increasing only by 1.2 percent for the same time period, the share of students taking at least one course online reached 25.3 percent. As recently as fall 2002, not even 10 percent of students were taking at least one course online. The data reflect nearly 4,500 colleges and universities, with information gathered by the Babson Survey Research Group and by the College Board, and supported by the Alfred P. Sloan Foundation.

While the trends outlined in the survey are clearly positive for advocates of online learning, they also point to lingering challenges. A survey of chief academic officers indicated the growth in online enrollments has not been matched by consistent training programs so faculty members can learn how to teach virtually, and that many of these officers doubt that their faculties truly respect online learning.

The doubts appear to be greatest at private nonprofit institutions and least in for-profit higher education. (While this survey relied on chief academic officers to evaluate faculty attitudes, other surveys -- that have asked professors directly -- have found faculty doubts about online education, especially about whether institutions are serious about providing support for those engaged in it.)

Here are the numbers on enrollment growth, with online enrollment referring to every student who takes at least one course online.

### Growing Online Enrollments, Fall 2002 to Fall 2008

Year	Online Enrollment	% Increase From Previous Year	Online Enrollment as % of Total Enrollment
2002	1,602,970	n/a	9.6%
2003	1,971,397	23.0%	11.7%
2004	2,329,783	18.2%	13.5%
2005	3,180,050	36.5%	18.2%
2006	3,488,381	9.7%	19.6%
2007	3,938,111	12.9%	21.9%
2008	4,606,353	16.9%	25.3%

Despite that growth, the study also found that there is no assurance that faculty members are being trained to teach online.

In the survey of chief academic officers, they were asked (for the first time in the Sloan study) whether they provide training to those teaching online, and 19 percent said that they do not provide any training. Of the remaining institutions, many provide training in multiple forms, including internal training courses (at 65 percent of institutions) and informal mentoring (at 59 percent).

The chief academic officers were also asked whether their faculty accept "the value and legitimacy" of online education, and the results suggest something short of a strong endorsement of virtual learning. In the fall of 2009, only 30.9 percent of chief academic officers said that their faculty members do have such respect for online learning, while 51.8 percent were neutral and 17.3 percent disagreed. When asked two years earlier, a larger share of the chief academic officers (33.5 percent) agreed that their faculty members accepted online learning and a smaller share (14.6 percent) disagreed.

The Sloan report asks of this drop: "Does this recent drop indicate that the upward pressure to offer more online courses and programs that these institutions are experiencing is leading to increased 'push back' among their faculty? Future studies will need to track these results, paying particular attention to any possible relationship of perceived faculty acceptance to the rate of growth of online offerings at the institution."

The overall numbers of chief academic officers who believe their faculty endorse online learning would be lower if it were not for community colleges and for-profit higher education.

### **Percentage of Chief Academic Officers Reporting Their Faculty Accept 'Value and Legitimacy' of Online Learning**

By Control	
--Public	35.7%
--Private nonprofit	19.2%
--For-profit	44.9%
By Sector	
--Doctoral	20.0%
--Master's	20.2%
--Baccalaureate	11.1%
--Associate	44.4%
--Specialized	25.7%

— **Scott Jaschik**

# **El Camino names VP to lead Compton Center**

## **Compton Bulletin**

### **Restructuring shifts Cox to Compton college district, brings in administrator from Torrance campus**

Last updated 1/27/10

#### **From staff reports**

TORRANCE—Officials at El Camino College announced last week that a vice president has been selected to serve the school's Compton Center campus.

Barbara Perez, who has worked at El Camino since 1983, was recently named vice president of Compton Center by El Camino's board of trustees. She most recently served as El Camino's vice president of human resources.

In her new position, Perez will work under the direction of El Camino College Superintendent/President Thomas Fallo and serve as Compton Center's chief academic and student services officer.

The school's former provost, Dr. Lawrence Cox, has stepped away from the campus to focus solely on the Compton Community College District, of which he is CEO.

With Perez in place, El Camino can better focus on academic and students support because the new vice president answers directly to Fallo, whereas Cox did not.

Perez first joined El Camino's faculty as a chemistry professor and faculty coordinator for the Division of Mathematics and Physical Sciences. She was also a faculty coordinator for the Human Resources Department and Academic Affairs Division.

Perez was named dean of the college's Division of Natural Sciences in 2002. She was appointed interim associate vice president of human resources in 2006 and later was named vice president of human resources.

Over the last several years, Perez's leadership spanned several important campus projects. She provided oversight of the recent science complex renovation project, working with both division and college officials, and served on the initial task force to implement student-learning outcomes.

She also served on the Budget Development Task Force, the Division Advisory Committee, the College Council and was co-chair of the 2002 Accreditation Steering Committee. She continues to work on the El Camino College Staff and Student Diversity Advisory Committee, the Calendar Committee and the College Technology Committee.

Perez has bachelor's and master's degrees in chemistry, both from Cal State San Diego. She has also completed graduate coursework from the Community College Studies doctoral program at UCLA.

Her professional affiliations include memberships with the American Chemical Society, the Faculty Association of California Community Colleges and the American Association of University Women.

# **Statewide small business stimulus program comes to Compton**

## **Compton Bulletin**

Last updated 1/27/10

### **From staff reports**

COMPTON—Compton businesses will have the opportunity to participate in a free statewide program on Feb. 3 that will prepare them to access stimulus-funded contracts.

The free workshop is a half-day program called “Stimulus Opportunities for Small Business” and is affiliated with the El Camino College Small Business Development Center. It is being targeted toward small and women-, minority-, disabled- and veteran-owned businesses interested in learning more about working with the state and federal government on so-called shovel-ready projects.

“This stimulus workshop is an excellent way for local small businesses to learn about stimulus contracting opportunities and clear up misconceptions out there regarding stimulus funds,” said Star Van Buren, director of El Camino’s SBDC.

The event is presented by California Small Business Development Centers and Los Angeles-based nonprofit Business Matchmaking, in cooperation with the Small Business Advocate of the governor’s office.

Aside from capitalizing on stimulus opportunities, the workshop will connect area small businesses with free consulting aimed at helping entrepreneurs survive and thrive in the current economy.

Participants will get firsthand insight from state and federal government buyers and corporate representatives from the U.S. General Services Administration, Caltrans, Port of Los Angeles, U.S. Department of Veterans’ Affairs and Hewlett-Packard.

Stimulus Opportunities for Small Business will also offer updates for small businesses on new Small Business Administration bank loan guarantees and Workforce Development roles under the economic stimulus plan.

“Aside from learning how to capitalize on stimulus opportunities, these events compliment our free business advising and training for government contracting,” Van Buren said.

The workshop will run from 9 a.m. to 1 p.m. on Thursday, Feb. 3, at the Crystal Casino & Hotel, 123 E. Artesia Blvd. Space is limited, and registration is required by logging on to <http://californiasbdc.org/stimulus> or calling 310-973-3177. Information on El Camino’s SBDC programs can be obtained at the same number or by visiting [www.elcamino.edu/commadv/SBDC/](http://www.elcamino.edu/commadv/SBDC/).



Current and future entrepreneurs can better their business skills by enrolling in Career and Technical Education classes at Compton Center. According to the Bureau of Labor Statistics, the industries that have seen growth since 2007 include management; business and financial operations; professional and related occupations; service occupations; and installation, maintenance and repair occupations. A list of available classes can be found at [www.compton.edu](http://www.compton.edu).