



EL CAMINO COMMUNITY COLLEGE DISTRICT

16007 Crenshaw Boulevard Torrance, California 90506-0001
Telephone (310)532-3670 or 1-877-ECAMINO

February 12, 2009

Board of Trustees
El Camino Community College District

Dear Members of the Board:

President Fallo is attending the Association of Community College Trustees National Legislative Summit in Washington, D. C. this week and will return for the next Board meeting on Tuesday, February 17, 2009. The campus will be closed on both Friday February 13 and Monday, February 16, 2009, in honor of Lincoln's Birthday and President's Day.

The links to the Evaluation Report from the Accrediting Commission for Community and Junior Colleges, along with a letter from the Commission dated February 3, 2009, on the El Camino College web site were sent to you earlier this week. I will make a brief presentation to the Board regarding Accreditation at Tuesday's meeting.

The agenda for Tuesday's meeting is highlighted by the following:

- A. The Student and Community Advancement section includes spring semester field trips, changes in the Community Education program; requests the Board's acceptance of two grants and presents the Policy 4300 - Field Trips and Excursions for first reading.
- B. Along with routine contracts and purchase orders, the Administrative Services section seeks Board authorization for the District to participate in the issuance of a mid-year Tax and Revenue Anticipation Note if necessary.
- C. The Measure E section presents the budgets and balances for the Bond fund and explains the need for several change orders.
- D. Human Resources includes personnel actions for the start of the spring semester.
- E. You will note that a Committee of the Whole is scheduled to allow discussion of Board Policy 2431 – Superintendent/President Selection. In addition to the outline on the Agenda, an excerpt from the Community College League of California Trustee Handbook is included with this letter and may be helpful in your considerations.

F. A Closed Session is also scheduled.

Additional items for your review include:

1. *President's Newsletter*, February 10, 2009
2. California Community Colleges Chancellor's Office 2009 Federal Legislative Talking Points, February 2009;
3. Memo from Ann Garten to President Fallo, February 10, 2009, regarding contacts with Legislators along with schedule for meeting Legislators on January 26th and talking points for the meetings;
4. Memo from Vice President Nishime dated January 20, 2009, regarding F-1 Visa and Non-Resident Students, January 20, 2009;
5. Excerpt from *College Planning and Management*, January 2009, featuring the El Camino College Humanities Building.

President Fallo will be in his office on Tuesday, February 17, 2009, at 3 p.m. if you wish to visit prior to the Board meeting.

Sincerely,

A handwritten signature in black ink, appearing to read "Francisco Arce", written in a cursive style.

Francisco Arce, Vice President
Academic Affairs

FA/kao



NEWSLETTER

Volume 21 • Number 1

February 10, 2009

Welcome to Spring Semester 2009!

ACCREDITATION UPDATE

The Accrediting Commission for Community and Junior Colleges (ACCJC) reviewed El Camino College's Self-Study and the report from the evaluation team which visited our campuses in October 2008.

El Camino College received commendations in the following areas:

1. Extending assistance, support and training to the faculty, staff, administration, and community of the Compton CCD to retain access to a community college education within their community.
2. The efforts made between ECC and the Compton Center to integrate very different organizations to work toward common goals and direction to meet accreditation standards.
3. The dialogue between the faculty and staff at El Camino Torrance and the Compton Center and the collaboration taking place to bring the Center into compliance with the Commission standards
4. High degree of coordination taking place between the Torrance campus and Compton Center in the delivery of student services programs

El Camino College received nine recommendations for improvement, two which raise the sanction level to a Warning status. We are surprised at this status, since our prior interim visit report indicated that we had satisfied the planning and program review recommendation from our last accreditation visit. A Warning is issued when the commission finds that an institution has pursued a course of action which deviates from the Commission's accreditation standards.

The accreditation status of El Camino College continues during the Warning period.

El Camino College is required to complete two follow-up reports: first, the college's plan to address recommendations 1 and 3 is due by April 1, 2009; and second by October 15, 2009, the college must submit a report demonstrating

how the remainder of the recommendations have been resolved. Thank you to all at both campuses who have pledged to work together to ensure the college's accreditation is reaffirmed by June 2009.

Nine recommendations are presented in the report:

1. The college should complete its process for tracking planning, program review, budgeting, and evaluation, and complete the cycle to assure that all the departments and sites participate in the program review process, and that the results of program review clearly link to institutional planning and the allocation of resources.
2. A timeline should be immediately published to determine how the college will develop and implement student learning outcomes at the course, program and degree levels. Systems should also be established to assess student learning outcomes and use the results to make improvements in the delivery of student learning.
3. College curriculum should be reviewed consistently - the college should revise its curriculum review processes and cycles to assure currency of the curriculum; and integrate curriculum review and program review processes.
4. The college needs to assure that online courses and programs are consistent in meeting the same level of rigor as on-campus programs, that all services available on campus are available online, that student learning outcomes are incorporated into these offerings and that this information is clearly communicated to students taking these courses.
5. The Student Learning Outcomes assessment needs to be integrated into the faculty evaluation process.
6. A fiscal management plan must be developed at all sites and matched to revenues, to assure the fiscal soundness of the institution.

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."

7. The college must develop a staffing plan for all sites which assures the effectiveness of human resources, includes written criteria for all personnel, and assigns individuals to duties appropriate to their expertise and the needs of the institution.
8. A facilities master plan must be developed for all sites, linked to educational planning, and the plan needs to be linked to the overall planning process.
9. The Board of Trustees must include in its code of ethics a clearly defined policy for dealing with behavior that violates this code.

The accrediting commission noted that recommendations 6, 7, and 8 will require El Camino College to work with the Special Trustee at Compton Center to ensure that El Camino College has the appropriate authority over the Compton Center to assure the quality of the Center.

The letter from the ACCJC and the full report are available online:

February 3, 2009 letter from Accreditation Commission:

www.elcamino.edu/includes/Letter%20from%20Commission.pdf

November 2008 Accreditation Report:

www.elcamino.edu/includes/Eval%20Team%20Report%2011-08.pdf

State Budget News

The state budget process continues, with little progress. The state's unprecedented cash crunch is now having major impacts - billions of dollars of public construction projects are frozen and some payments are delayed, including tax returns, some Cal Grants, and certain vendor claims. Further delay will be devastating in terms of shutting down programs, services, and local governments.

Though there are no details, it is rumored that the legislature will meet this week to vote on a budget plan. It is anticipated that significant cuts and some new revenues will be part of the package. No specifics related to the community colleges are known at this time. We will continue to keep the college community informed as new information becomes available.

Financial Audit

At their January meeting, the Board of Trustees accepted an annual financial audit report which gave an unqualified opinion on its financial statements for 2007-08 and an unqualified opinion on its federal and state programs. The audit covered the 2007 and 2008 academic years.

The college is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts and grants applicable to federal and state programs.

Enrollment Report

Following a strong Fall 2008, enrollment continues to grow at El Camino College, with spring numbers up by 10 percent over this time last year. This increase is higher than originally expected, but is similar to the growth that many other community colleges are experiencing. When the final counts are tallied, El Camino College expects 2008-09 to achieve the highest enrollment levels in at least the last five years.

These skyward numbers led to El Camino College's ranking as *Community College Week's* 41st fastest-growing community college in the nation, and follows an impressive fall semester, when enrollment grew by about 9 percent. At that time, most of the growth was found among younger (ages 17-18) full-time students, enrolling in El Camino College right out of high school. Student enrollment also showed strong growth among the 23-29 and 50-64 age groups.

Enrollment for the Spring 2009 semester at El Camino College follows this trend, with figures suggesting that a higher percentage of transfer-oriented students are enrolling.

We Have Parking!

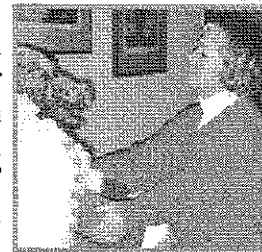
Students, faculty, and staff are welcome to park in 350 just opened spaces in the new parking structure from 7 a.m. to 4 p.m. beginning this semester. Access is available from the south side of the Redondo Beach Boulevard overpass; the Stadium Way entrance to the campus will remain closed.



Dancing for a Cause

Thank you to all who danced into the holiday spirit and took a twirl with a 5-foot robotic "Dancing Santa" teddy bear at a fun event that raised about \$500 for the El Camino College Foundation.

Guests encouraged participation by pledging donations to have their friends and co-workers dance with the bear. Adding to the festivities, guests could also pledge to NOT dance with the bear, if the donation was higher than the original.



The CEO Search

Many experts on boardsmanship believe one of a college board's most important responsibility is the selection and appointment of the district's chief executive officer. The CEO occupies the central role in a community college district. As the agent of the board and the embodiment of its authority, she or he is the most powerful and influential individual in the campus community, as well as the primary representative of the district's values and mission in the general community.

Board Responsibilities

- Determine and oversee the search process.
- Hire the consultant, if a decision is made to use one.
- Determine the type of leadership needed.
- Define the important characteristics for the job description.
- Make the final contract and hiring decisions.
- Orient and support the new CEO.

The Search Process

A good search process is developed and directed by the board, involves appropriate constituencies in the institution and community, and is based on district goals and priorities. Because the outcome of the selection process is so important, the process must never be taken lightly or conducted in haste. A successful search results in the selection of a person that the board can fully support.

The steps in the process are:

Assessment. Assess the college district and the type of leadership needed. This is one of the most important steps in the process and requires trustees to clarify their assumptions and expectations about where the district should be headed and what leadership characteristics are needed to get it there.

Consultant. Decide if and how to use a consultant. Consultants are often used to help design the search process, recruit candidates, assist and advise the board throughout the steps in the process, do reference checks, and assist in appraisal of district leadership needs.

Search Committee. Establish a search committee consisting of key college personnel and community members. This committee may assist the board in designing the search process and defining the leadership needs and should be thoroughly educated about board expectations and criteria. The committee usually screens the initial set of applications, selects people to interview, and forwards names to the board for further consideration. (In multi-college districts, search committees for college presidents will forward the names to the district chancellor).

Support. Allocate sufficient personnel and funds to the process to ensure that it is professional as possible and enhances the image of the institution. Costs vary depending on the extent of the search and use of a consultant, but can easily be tens of thousands of dollars.

Timeline. Create a schedule that allows adequate time for recruitment, thought, and the involvement of important stakeholders, and avoids long delays. Decisions must be made promptly to protect the candidates and the district's interests.

Interim. If necessary, appoint an interim CEO. Decide in advance if that person will be eligible to apply for the position.

Job Description. Based on the assessment of the needs of the district, define the expected duties and responsibilities, qualifications and personal qualities, and salary range and benefits. The job announcement will be based on these board-defined criteria.

Recruit, Screen, and Interview. After planning the search, widely recruit candidates, screen applications, and conduct an initial set of interviews. These steps are usually the responsibility of the consultant and the search committee.

Make the Final Selection. This is the board's responsibility. It will interview the candidates forwarded to it by the committee and assure thorough reference checks are done. It is best, of course, if trustees can come to a unanimous decision. However, if that is not possible, every effort should be made to make an offer only after all board members have agreed to support the new CEO.

Contracts. The contract the board has with the CEO provides security and stability to both parties and clarifies the mutual understanding of all aspects of the employment relationships. Elements in the contract include the duties, term, salary, benefits, other compensation, extension provisions, and evaluation processes. Benefits and other compensation may address annuities, retirement packages, insurance, housing allowances, moving expenses, auto expense, memberships, retreat rights, rights to engage in outside consulting, and leaves and sabbaticals. The major parameters of the contract should be decided at the beginning of the search process so there are no major surprises in contract negotiations. However, early decisions should allow some flexibility so that the district doesn't lose an outstanding candidate.

After the Selection

After the CEO is selected, the board continues to play an important role to create an environment for success and ensure the success of the CEO. Some strategies are:

- Announce the selection and introduce the CEO. The board may wish to sponsor news conferences, press releases, and receptions. A number of colleges inaugurate the president sometime during the first year of the term.
- All board members should take responsibility to introduce and welcome the new CEO to the community, using their community links.
- Hold a retreat workshop with the CEO to discuss expectations and establish first year goals.
- Schedule regular informal evaluation sessions throughout the first months of the new CEO's term to discuss and clarify expectations and provide support where needed. Ensure that a formal evaluation process is completed at the end of the first year.

Common Mistakes in CEO Searches

A professionally conducted search reflects well on the district and the board. Boards hurt themselves and their colleges when they act hastily and make the following common mistakes:

- Don't give adequate thought to organizational needs.
- Don't thoroughly explore the type of leadership needed by the district.
- Don't involve key constituencies or communicate with the campus community about the process.
- Fail to communicate with the candidates about the timeline, particularly after people are invited for interviews.
- Skimp on allocating sufficient funds and personnel to the search.
- Delay in making an offer. Lengthy intervals between interviews and decisions may result in the withdrawal of excellent candidates.
- Fail to make an extra effort to communicate expectations to and support the new CEO.

Summary

Selecting the chief executive officer of the district is the most important decision that a board will make. A well-designed search process reflects well on the board and the district. However, one of the most important factors in attracting outstanding candidates is for the board to be known as a strong, supportive board and for the institution to be operating in a sound fashion with a clear set of mission, vision, and goals.

Good candidates will want to work for a board that is cohesive, provides clear direction, respects the position of the presidency, delegates sufficient responsibility and flexibility to the CEO, and has the best interests of the community and institution as its priority. Many potential candidates will not apply for positions at colleges where the board is divided and dysfunctional.

Therefore, the best way for a board to begin a search process is for the board itself to ensure that it is operating effectively and cohesively. Outstanding candidates are eager to work with boards that provide clear direction to, work with, and support the CEO.

Resources

The League has prepared a set of resource materials for boards that are faced with the need to conduct a CEO search. These materials include a more detailed description of the steps in the search process, a directory of consultants, and a list of districts that have recently hired new CEOs. The League also maintains a file of CEO contracts, which can be used as examples in drafting a new contract.



California Community Colleges Chancellor's Office
2009 Federal Legislative Talking Points
February 2009

The California Community Colleges are a strategic resource for the state's workforce development and economic recovery efforts. As such, the colleges are actively engaged in advocating for greater support from the Federal Economic Stimulus package known as the American Recovery and Reinvestment Act of 2009. The following highlights key features of the stimulus package that benefit the California Community Colleges. Please note, the legislation continues to move on a fast track and is still subject to change.

Federal Economic Stimulus

1. ***Keeping Pace with Demand for High-Skilled Job Training.*** Both the House and the Senate bills provide significant new job training funding. The House provides \$4 billion and the Senate provides \$3.6 billion. In addition, the Senate measure permits the Workforce Investment Boards to provide "full cost" funding for community colleges to provide job training. Retention of this language is critical for community colleges to receive significant new funding to support high-cost, high-demand programs, particularly in allied health and green technology job fields.

The California Community Colleges support the funding level contained in the House legislation, but support the language in the Senate bill that permits the Workforce Investment Boards to provide community colleges "full-cost" recovery for providing job training programs.

2. ***Providing State Relief.*** The stimulus plan provides \$79 billion in new resources as part of the State Fiscal Stabilization Fund. Sixty-one percent or \$39 billion are directed to education. California is poised to receive about \$7.8 billion from this fund to restore K-12 and higher education funding to 2008 levels.

To maximize the benefit of this new funding, California community colleges support waiving the Maintenance of Effort requirements and giving the states flexibility to use these funds to address critical education priorities.

3. ***Investing in College Infrastructure.*** Both stimulus bills provide new funding for higher education facilities modernization. The House measure provides \$6 billion for this purpose, while the Senate bill provides \$3.5 billion in funding. The Senate measure includes extremely favorable language that guarantees community colleges a minimum share of funding at the state level equivalent to their relative FTES.

Community colleges strongly support the language in the Senate bill guaranteeing community colleges a minimum share of funding at the state level based on their per FTES. The colleges also support the funding level in the House measure.

4. **Increasing Student Affordability.** The federal stimulus package contains several important initiatives that make college more affordable for community college students.

- College Tax Credit Overhaul--Both House and Senate bills include variations of President Obama's "American Opportunity Tax Credit." This proposal would create a \$2,500 higher education tax credit (including tuition, fees, textbooks and materials) that is available for the first four years of a student's college education. The House measure provides a tax credit that is 40% refundable, while the Senate bill provides a 30% refundable tax credit.

The California community colleges strongly support this proposal, but seek a modification that would allow students to claim the same eligible expenses used for federal student aid programs. This provision is particularly important for low income students in California, which has a particularly high cost of living.

- Pell Grant Funding increases--The House legislation provides a \$500 increase in the Pell Grant maximum for the next two years, bringing the maximum for the upcoming year to \$5,350. The Senate bill provides smaller increases of \$281 for 2009-10 and \$400 for 2010-11. The program currently serves more than 2 million low-income community college students nationwide. California community college students represent about 265,000 or 15 % of Pell Grant recipients in the country. Demand for Pell Grants is also on the rise. The number of California Pell Grant students has grown by about 30,000 recipients or 10% in the past 5 years. The Pell Grant program is critical to maintaining college access for the poorest community college students.

Community colleges urge the Senate to maintain a commitment to increase Pell Grant funding similar to the funding level contained in the House version of the bill.

Making the Local Connection

1. Spend time sharing best practices and innovative programs administered at the member's local college campus or campuses. This is a good time to talk about federally funded programs, such as TRIO, GEAR UP and Career Technical Education, new business partnerships, enrollment demand for high-skill training and other important developments.
2. Invite your Congressional member to your campus and talk about joint activities in which the campus and member can participate together.
3. Take photos with your member of Congress and include in local media, your local campus newspaper and other college publications.

PUBLIC RELATIONS AND MARKETING DEPARTMENT

DATE: FEBRUARY 10, 2009
TO: THOMAS M. FALLO
SUPERINTENDENT/PRESIDENT
FROM: ANN M. GARTEN,
DIRECTOR, COMMUNITY RELATIONS
RE: CONTACTING LEGISLATORS

Per your request, I have contacted Senators Boxer and Feinstein on behalf of El Camino College, requesting their opposition to the proposed cuts to Pell Grants; and to request their support of H.R. 1, which includes provisions to fund higher education and job training programs.

I am continuing to follow both federal and state legislation and make the appropriate phone calls or send emails and letters on issues that would positively or negatively impact El Camino College and community colleges in general.

As you know, this is the practice we have utilized for the last several years. I will continue to keep you apprised of legislative issues and any follow up on behalf of El Camino College.

BD

MEETINGS WITH STATE LEGISLATIVE OFFICES

Monday, January 26

- 10:00 a.m. Office of Assemblymember Warren Furitani
 (Asm. Furitani might be there—he is heading to the CCLC conference)
 Eric Guerra, Leg. Director
 Room 3126
 916.319.2055
 Contact: Eric Guerra
- 11:15 a.m. Office of Senator Jenny Oropeza
 Tomas Duenas, Ed. Policy
 Room 5114
 916.651.4028
 Contact: Tomas Duenas
- 1:15 p.m. Senator Alan Lowenthal
 Assemblymember Hector De La Torre
 Room 2032
 916.651.4027
 Contact: Nicole Anaya
- 2:15 p.m. Assemblymember Isadore Hall
 Room 6025
 916.319.2052
 Contact: Yolanda Sandoval

Talking Points for Sacramento Visits January 26, 2009

- *Compton Center enrollments continue to increase* — for spring 2009 enrollment is currently up nearly 10% in students over spring 2008 for the same point in the registration process, and FTES (full-time equivalent students) is up 15% over the same point from spring 2008. (Registration for spring continues through the first week of the spring semester which begins February 14.) Our fall 2008 FTES was up 40% over fall 2007, and more than 4000 students were enrolled that term.
- *The partnership with El Camino continues to mature and is steadily improving* — In October, an accreditation team visited El Camino, spending time at both the Torrance and Compton campuses. While the report will probably contain several recommendations, a few of which relate directly to Compton, we anticipate a generally favorable outcome. At their exit interview, the team stated that they were impressed with the progress made so far between the two organizations (El Camino Community College District and Compton Community College District). We should have the formal report from the Accrediting Commission by the end of January.
- *Growth funding is critical for Compton* — Our core strategy has been to increase enrollment rapidly while restoring the institution to full health. The alternate approach of rapidly bringing on-going expenses into strict alignment with on-going revenue would have decimated the district and required major lay-offs and substantial reductions in classes and services. We are planning for expenditure reductions of at least \$1 to \$1.5 million next year, but if the system cannot continue to fund substantial growth at Compton, the district will quickly encounter *very serious* financial problems. Those problems could potentially put Compton's entire future at risk.



El Camino College
Office of the Vice President – Student & Community Advancement
Jeanie M. Nishime, Vice President *JM*

January 20, 2009

TO: President Thomas M. Fallo
SUBJECT: F-1 Visa and Non-Resident Students

Title	Number enrolled	Location	Projected Disbursement
*Cal Grants (Spring 2009) – Projection	Cal Grant B = 124 Cal Grant C = 3	Compton Center	\$60,000
Cal Grants (Spring 2009) – Projection	Cal Grant B = 1,739 Cal Grant C = 165	El Camino College	\$1,030,031

*The delay in the apportionment from the State may affect Cal Grant disbursements. The number of students and dollar amounts are indicated above.

Definitions:

F-1 Visa Student -

F-1 visa student is a non-immigrant exchange student who has come to the United States to study for a specific period of time under the sponsorship of a government approved agency. The foreign student must have a valid educational purpose for coming to the United States and be a full-time student. It is not possible to be a part-time student on an F-1 Visa. The student can stay in the United States for as long as he/she is enrolled in school. The student visa is normally issued at a U.S. Embassy or Consulate in the student's home country.

Non-resident Student -

A non-resident is a person who does not meet the residency requirements of the state of California or who is a citizen of a foreign country and holds only temporary status in the United States. (A resident is defined as a citizen of the United States or a person who holds a status which allows him/her to establish residency in the United States, and can provide evidence of physical presence in the state of California for at least one year prior to the residency determination date, and evidence of intention to make California his/her permanent home.)

Title	Enrolled (Fall –2008)	Enrollment Fee	Tuition	Rep. Fee	Health Fee	Capital Outlay Fee	Insurance (6/Mos)
F-1 Visa- ECC	676	\$20	\$181	.50	\$14	\$14	\$360
F-1 Visa - Compton	129	\$20	\$181	.50	\$14	\$14	\$360
Non-Resident-ECC	187	\$20	\$181	.50	\$14	0	0
Non-Resident-Compton	47	\$20	\$181	.50	\$14	0	0

J. Nishime

COLLEGE

Planning & Management

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January 2009

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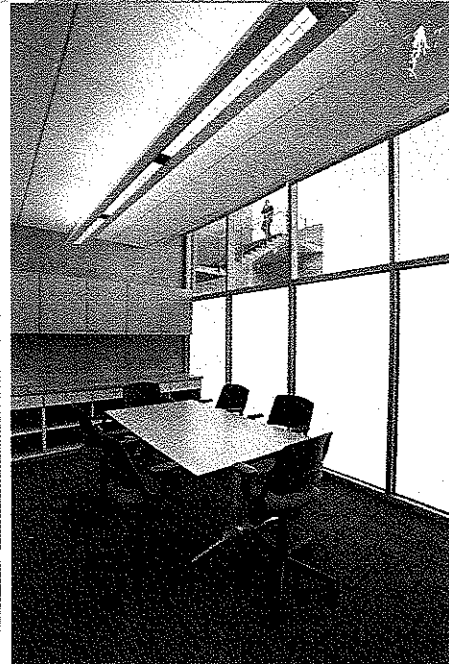
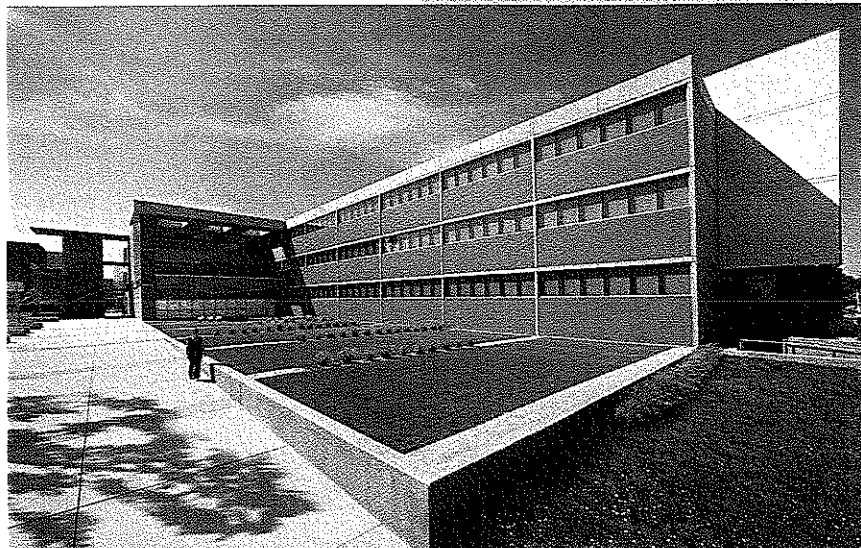
The Campus
NOW...
And In The
FUTURE.

The Experts Predict What's Next

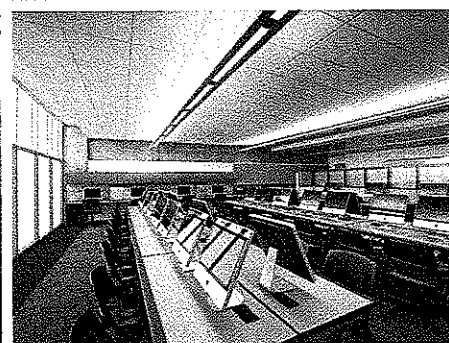
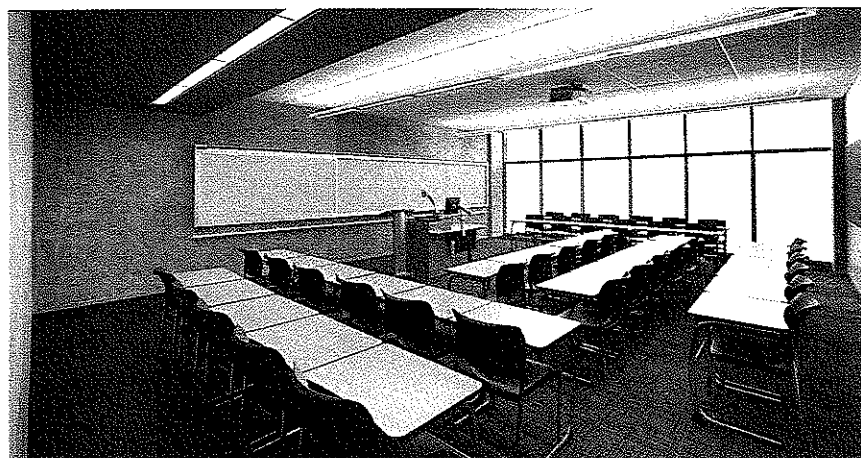
**UPGRADING ACCESS
CONTROL**

IMMERSIVE TECHNOLOGY

**TRANSPORTATION DEMAND
MANAGEMENT**



Photos © Christian D. Costea/Costea Photography, Inc.



El Camino Community College

Humanities Building

Developed as part of an extensive campus upgrade for El Camino Community College District in Torrance, CA, the new Humanities building is a sustainable answer to a modern blend of inviting, artistic, and functional architecture.

The 83,900-sq.-ft., three-story structure solves the problem of insufficient teaching space by providing more classrooms and a new home for communications, journalism, foreign language, and English departments, and adds another thread in the modern principles prevalent in the fabric of the campus' buildings. Designed by sustainability experts at LPA, Inc., the high-profile Humanities building, located at the main entrance, also serves as a gate-

way to the campus.

El Camino College was originally founded on 80 acres in 1947, and during the past 61 years, the simplicity of the campus buildings have remained intact, providing a clear and beautiful representation of Mid-Century architecture.

LPA worked with the District to develop a tailor-made, sustainable design that would seamlessly adhere to the campus' existing framework while melding the college's need for high-quality academic space.

An efficient design and the use of a concrete structural system minimized floor-to-floor heights, saving the district money by reducing exterior building materials. The concrete remains exposed on the interior and exterior, expressing one

of three common building materials on the campus, namely brick, concrete, and cement plaster.

The new classrooms are spacious while still retaining a cozy, comfortable feel and provide superb soundproofing to reduce outside noise. Daylight fills the classrooms and offices, further enhancing the campus' character through simple and efficient details that are housed in a building that is 23 percent better than California's Title 24, the strictest energy code in the country.

Special building features include a cast concrete structure with infill walls, allowing for future expansion of classrooms; translucent glass panels with diffusion panels to limit distractions; suspended recycled wood ceilings; and a faculty lounge deck.