

# EL CAMINO COMMUNITY COLLEGE DISTRICT

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

July 16, 2009

Board of Trustees El Camino Community College District

Dear Members of the Board

Welcome to the July Board letter and agenda. The good news is the weather is hot. Friday will be the fourth day Sacramento will have temperatures in excess of 100 degrees. Common thought is it takes temperatures of 100 degrees to get a State budget. Let us pray.

As you review the readings sent since the last Board meeting, you can't help but be concerned about the State's fiscal situation. Clearly, California's budget difficulties are a concern throughout the nation. As we currently understand community college proposals, we feel fairly well positioned with our Tentative Budget. Unfortunately, as we put the plans into action, we are beginning to see the effects of the financial restrictions. Nevertheless, student access continues to be strong even with rumors of 30 percent community college enrollment fee increase.

The July Board meeting, traditionally a short agenda plan, is highlighted by the following:

#### 1. Academic Affairs

- a. Presentation of a number of curriculum changes effective for the upcoming calendar year. Please note changes for Board presentation of curriculum changes will be addressed when the Academic Senate returns to full operation in the fall.
- b. Seven Board polices are presented for second reading and adoption after review through the collegial consultation process.

## 2. Student and Community Advancement

a. Presentation of grant application to the Department of Education for Title V funding in the amount of \$2,875,000 and acceptance of a renewal of a Small Business Development Center grant.

#### 3. Administrative Services

- a. Presentation of a five-year construction plan submittal to the State Chancellor's Office.
- b. A number of contract approvals
- c. An agreement to extend the parking lot lease to Pioneer Theatres for five years and an increase of \$60,000, 33%, for a yearly payment of \$240,000.
- 4. Administrative Services, Measure E, presents routine contract action.
- 5. Human Resources presents routine contract action.
- 6. The Superintendent/President's section includes
  - a. Travel authorized for the fiscal year.
  - b. Tabled from previous meeting, the Board Policy update for the Code of Ethics/Standards of Practice has agreed to in the collegial consultation process as recommended through the collegial consultation process.
  - c. Informative Board presentation for the November 2009 Board election.

There is no closed session scheduled.

Please note that Trustee Combs' alternate Board Policy, Code of Ethics, is presented in the public section of the agenda. Board members must determine how to manage the different Ethics Board policy options.

The following items are enclosed for your review:

- 1. Letter from Provost Cox to Trustee Cervantes, July 1, 2009, following up on items mentioned at the last Board meeting;
- 2. Editorial from the June 18, 2009, *Los Angeles Times*, "Real Benefit, No Real Cost-Community Colleges Could Double Their Fees, and Tax Breaks Would Cover Students' Added Expenses."
- 3. Assessment Test Results, New Students from High School, El Camino College, Fall 2004 to Fall 2008.

- 4. Letter from Dean C. Logan, Registrar-Recorder/County Clerk, June 25, 2009, showing Trustee Areas up for election in November 2009;
- 5. Memo from Bob Campbell, May 20, 2009, giving his Capitol Update;
- 6. Fall 2009 Transfers to UCLA along with data regarding Admissions Statistics for the Transfer Alliance Program sent by Judith L. Smith, Vice Provost for Undergraduate Education, University of California, Los Angeles, June 20, 2009;
- 7. 2008-2009 Field Trip Report from Vice President Nishime;
- 8. Letter from Jackie L. Fisher, Antelope Valley College, June 8, 2009, thanking El Camino College Fire Academy instructors for recent assistance with fire training.

In closing, I look forward to greeting you at 3 p.m. in my office prior to the Board meeting and toasting the hope of having a State budget agreement—we must hope. In the meantime, please contact Kathy or me with any questions, comments or concerns.

Sincerely,

Thomas M. Fallo

Superintendent/President

TMF/kao

Cc: Vice Presidents, Director of Community Relations



July 1, 2009

Serving the Communities of Carson, Compton, Lynwood North Long Beach, Paramount and Willowbrook Ms. Lorraine Cervantes 507 Oleander Compton, CA. 90220

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

LAWRENCE M. COX, PhD CEO, Compton Community College District Provost, El Camino College Compton Educational Center

PETER J. LANDSBERGER Special Trustee

#### Trustee Cervantes;

Thank you for attending the El Camino Community College District Board meeting on June 15, 2009. When you spoke to the El Camino Board of Trustees you acknowledged El Camino College for the help provided to Compton over the past few years and emphasized the need for the two Boards to establish a relationship of mutual respect and collegiality. In the course of your comments I recall you making some statements of fact that I – and others who were present – need to clarify and correct.

At one point, you stated that Compton is paying El Camino College \$5 million per year to serve as Compton's partner district. That is not, in fact, the case and I believe it is important for you to understand the financial arrangement under which El Camino serves as our partner district. There are members of our community who believe Compton's own financial resources are being used to compensate El Camino College for work as our partner and it is therefore essential that you, as a trustee, understand the facts so that you can describe and explain the relationship accurately.

As a partner district, El Camino College receives a total of \$4.5 million per year. The overwhelming majority of that funding – \$4 million – comes directly from the State of California as "extraordinary basic allocation base revenue" approved by the State Chancellor under Section 58771(i)(9) of Title 5 of the California Code of Regulations. This \$4 million is not Compton CCD funds and would not be revenue of the Compton CCD if the partnership did not exist. Only \$500,000 of the total amount El Camino receives as our partner comes from Compton in the form of an annual fee for services under our partnership agreement.

It is important that you also understand that, out of the \$4 million El Camino receives directly from the State, El Camino College has chosen to spend \$1 million on expenses directly related to support of operations at Compton Center. For example, over the past few years the salaries of Compton's Director of Maintenance and Operations and Director of Facilities Planning have been paid by El Camino College. Both positions are a part of Compton's organizational chart, both report, directly or indirectly, to me and both work exclusively on Compton matters.

Regarding your reference to President Fallo not attending the El Camino College graduation held at the Compton Center, it is important for you to know that Dr. Fallo was absent because he was meeting with members of the board for the accrediting commission at that same time. He was requesting consideration from the commission to provide adequate time for the Compton Center to fully address the Compton-specific issues as outlined in El Camino College's most recent accreditation report. I am pleased to report that President Fallo was successful on that front.

July 1, 2009 Page 2

Finally, if I recall your remarks to the El Camino Board correctly, you stated (or at least implied) that Compton would be in a position to apply for accreditation once a full complement of elected board members was in place. As you may recall from earlier conversations on this subject, the steps to establishing a newly accredited college in Compton are actually more complicated.

In order for El Camino College to apply for the El Camino College Compton Center to obtain accreditation, we must first establish eligibility by meeting twenty-one standards, which are listed on page two of the attached document. The Compton Center does not currently meet these criteria. El Camino College initially estimated that they would submit an eligibility application and supporting documentation requesting eligibility status for the Compton Center, no sooner than four years after the initial agreement was signed. If the ACCIC grants eligibility status to El Camino College Compton Center, El Camino College will be eligible to apply for candidacy status after two years by completing and submitting a Self Study Report describing and proving the Center meets the Standards for Accreditation. Following submission of the Accreditation Self Study Report, ACCJC will send a site visit team to visit the El Camino College Compton Center, after which time, the ACCIC may grant candidacy, extension, deferral, denial, or termination of candidacy. The El Camino College Compton Center will remain a candidate for accreditation for two to four years. Assuming all goes as planned, the El Camino College Compton Center application for initial accreditation as a college will be approved. Another Accreditation Self Study Report and accreditation team visit will again take place to evaluate the Center and accreditation status.

It is anticipated that Compton Center may be able to obtain initial accreditation status in 2013 at the earliest. Only after the Commission grants accreditation for a new college in Compton will we be in a position to transfer governance over the new college to the Compton Board of Trustees.

If I may answer any additional questions, let me know.

Sincerely,

Lawrence M. Cox

c: Dr. Thomas M. Fallo

El Camino Community College District Board of Trustees

Dr. Peter J. Landsberger

# OPIN

## EDITORIALS

# Real benefit, no real cost

Community colleges could double their fees, and tax breaks would cover students' added expenses.

The state has a thousand difficult budget choices ahead of it; here's an easy one: Raise community college fees. By a lot. In fact, doubling them sounds about right.

Let's pause for the predictable gasps of outrage. Raise fees for this cornerstone of California's Master Plan for Higher Education? Single out the most affordable route to job training and college degrees? Yes. Not only are community colleges overdue for a price hike, but thanks to recent changes in tax law, a higher per-credit charge doesn't need to cost anything extra for most students.

(California, the state in arguably the worst financial shape in the country, also has the nation's lowest priced community colleges at \$20 per unit, or about \$300 per semester for a full-time student. It could double that and still be close to the lowest. At a time when steady fee increases at the University of California have led to a drop in applications from middle-class families, the state cannot continue offering courses at the two-year colleges for substantially less money than the textbooks required to take them.

More important than keeping fees unrealistically low is retaining vital courses so that Californians can train for new jobs or advance to a four-year college. Students' living expenses are far higher than their fees; staying in school longer because they can't get into needed classes costs them more than higher per-unit prices.

A report from the state Legislative Analyst's Office makes this choice all the more obvious. It notes that the new American Opportunity Credit, a tax credit that takes effect this year, will cover \$2,000 in tuition and textbook costs for couples earning an adjusted annual income of up to \$160,000, or up to \$80,000 for an individual.

Students or parents earning more can afford the fees; the community colleges would remain one of the best higher education bargains in the country. For those who earn too little to get this kind of money back on their taxes, the community colleges have long had a generous fee waiver program. A married student who earns up to \$83,000 a year and who has a child, for example, need pay no fees. The state could easily extend this fee relief to those who fall between the cracks if it were collecting double the fees elsewhere.

Even a price increase might not make the community colleges whole after budget cuts. The state must look at restricting the colleges to their core education missions, which would not include the free enrichment classes now offered to senior citizens. But raising fees is one quick fix with real benefits at no real cost.

### Assessment Test Results New Students from High School El Camino College, Fall 2004 to Fall 2008

This report displays course placement rates for new high school graduate-aged students entering El Camino College (ECC) over 5 years. Because graduation date information is not complete and new students to El Camino College can be of any age, the "direct from high school" cohort is defined as students aged 17 or 18 with a recent test score. The report includes results for these students from tests administered between March 1 and the September census date of each year. Students aged 17-18 represent about half of all examinees who enroll in fall.

Assessment tests are offered in 5 subjects at ECC: Chemistry, Mathematics, Reading, Writing and English as a Second Language (ESL). The Math test consists of 3 different levels: Arithmetic, Algebra and College-level math. Students are diverted to different levels of the math test depending on performance on early test questions following a computer-based adaptive model. The ESL assessment places students into listening/speaking, reading and writing courses.

Table 1 highlights the number of students, regardless of age, taking each test or test level between March 1 and the September census date of each year listed. Students repeating the same test are counted only once. These test counts typically mirror fluctuations in college enrollment. The number of tests reached a low point in 2004 and has since climbed to a 5-year high in 2008, due to both ECC enrollment growth and the addition of Compton Center test administrations. Tests administered at Compton Community Educational Center are included beginning in 2006, but enrolled students (last row) represent only those enrolled at the main Torrance campus. See the associated Compton report for a breakdown of enrolled students at the Compton Center.

Table 1: Number of Students Taking Placement Tests by Test, March-September

	Cal	Number of Students Taking Each Test or Level *:						
Test	Subject	2004	2005	2006	2007	2008		
Arithmetic	Math	4,310	4,237	4,671	5,629	6,326		
Algebra	Math	5,742	5,967	6,621	7,707	8,684		
College-level Math	Math	1,389	1,518	1,688	1,872	2,061		
Reading Comprehension	Reading	5,601	5,826	6,514	7,706	8,506		
Sentence Skills	Writing	5,614	5,835	6,516	7,703	8,491		
English as a Second Language	ESL.	653	611	586	617	951		
Total Tests (duplicated)	23,309	23,994	26,596	31,234	35,019			
Students Tested (unduplicated	7,348	7,449	8,162	9,556	10,532			
Tested Students Enrolled in Fa	II	4,639	4,898	5,084	5,349	6,536		

<sup>\*</sup> Repeats of the same test by the same student have been excluded.

<sup>&</sup>lt;sup>1</sup> Results from the Chemistry test are excluded from this analysis.

#### Results

The Reading, Writing and Mathematics tests place students in a variety of levels depending on test performance, ranging from 3 to 7 levels of course work. For this study, placements are grouped into categories of similarly-leveled courses. These groups are 1) transfer-level courses that are transferable and equivalent to courses at a 4-year institution, 2) college-preparatory—courses that immediately precede transfer-level courses, and 3) basic skills—courses defined by El Camino College as developmental or basic skills courses. The specific ECC courses within each group and their levels below transfer level are listed in the appendix of this report.

Placement results for the 5 years of this study are summarized in Table 2 below by number and percentage in each subject and course group. In addition, charts tracking the placement percentages of each begin on page 3.

Table 2: Assessment Test Results by Test and Course Group \*

	200		200		200		200		200	
Test	(n=2,4	03)**	(n=2,648)		(n=2,800)		(n=2,879)		(n=3,215)	
	N	%	N	%	N	. %	N	%	N	%
Reading ***										
Transfer-level	985	43.9	987	38.9	979	36.5	1,085	39.5	1,215	40.0
College-prep	446	19.9	560	22.0	634	23.7	640	23.3	700	23.1
Basic Skills	813	36.2	993	39.1	1,066	39.8	1,024	37.2	1,121	36.9
Total	2,244		2,540		2,679		2,749		3,036	
Writing ***					2.00					
Transfer-level	832	37.1	939	37.0	942	35.1	896	32.5	975	32.1
College-prep	952	42.4	1,098	43.2	1,279	47.7	1,433	52.0	1,587	52.2
Basic Skills	460	20.5	504	19.8	459	17.1	425	15.4	476	15.7
Total	2,244		2,541		2,680		2,754		3,038	
Math										
Transfer-level	178	7.9	197	7.8	235	8.9	213	7.9	272	8.9
College-prep	1,046	46.6	1,311	51.8	1,422	53.6	1,502	55.8	1,705	55.7
Basic Skills	1,019	45.4	1,021	40.4	997	37.6	976	36.3	1,084	35.4
Total	2,243		2,529		2,654		2,691		3,061	

<sup>\*</sup> Specific courses under each "Course Group" are listed in the Appendix of this report.

<sup>\*\*</sup> The "n" figures at the top represent the total number of students aged 17 or 18 who took assessment tests between March 1 and the September census date in the year noted.

<sup>\*\*\*</sup> Transfer-level placements for Reading and Writing reflect only that portion of the test, and thus, general preparation in reading and writing. To qualify for *enrollment* in English 1A, examinees must achieve a qualifying score on both the Reading and Writing portions of the assessment test (see pages 3-4).

# Assessment Test Results New Students from High School El Camino College Compton Center, Fall 2006 to Fall 2008

This report displays course placement rates for new high school graduate-aged students entering El Camino College Compton Community Educational Center (Compton Center) over the last 3 years. Because graduation date information is not complete and new students to Compton Center can be of any age, the "direct from high school" cohort is defined as students aged 17 or 18 with a recent test score. The report includes results for these students from tests administered between March 1 and the September census date of each year. Students aged 17-18 represent about 30% of all examinees who enroll in fall.

Placements at the Compton Center are advisory only since no test validation has yet been conducted. Validation studies for all assessment instruments administered at the Compton Center are currently underway.

Assessment tests are offered in 5 general subjects at the Center: Chemistry, Mathematics, Reading, Writing and English as a Second Language (ESL). The Math test consists of 3 different levels: Arithmetic, Algebra and College-level math. Students are diverted to different levels of the math test depending on performance on early test questions following a computer-based adaptive format.

Table 1 highlights the number of students taking each test or test level at El Camino College or Compton Center between March 1 and the September census date of each year (separate location breakdown not available). Students repeating the same test are counted only once. These test counts typically mirror fluctuations in college enrollment. The number of tests reached a low point in 2004 and has since climbed to a 5-year high in 2008, due to both ECC enrollment growth and the addition of Compton Center test administrations. Tests administered at El Camino College are included for all years, but enrolled students (last row) represent only those at Compton Center.

Table 1: Number of Students Taking Placement Tests by Test, March-September

		Number of Students Taking Each Test or Level *						
l est	Subject	2004	2005	2006	2007	2008		
Arithmetic	Math	4,310	4,237	4,671	5,629	6,326		
Algebra	Math	5,742	5,967	6,621	7,707	8,684		
College-level Math	Math	1,389	1,518	1,688	1,872	2,061		
Reading Comprehension	Reading	5,601	5,826	6,514	7,706	8,506		
Sentence Skills	Writing	5,614	5,835	6,516	7,703	8,491		
Total Tests (duplicated)		22,656	23,383	26,010	30,617	34,068		
Students Tested (unduplicated)		6,921	7,072	7,817	9,200	10,258		
Tested Students Enrolled in Fall		n/a	n/a	447	954	1,491		

<sup>\*</sup> Repeats of the same test by the same student have been excluded.

<sup>&</sup>lt;sup>1</sup> Results from the Chemistry and ESL tests are excluded from this analysis. ESL results will be published later in a separate report.

#### Results

The Reading, Writing and Mathematics tests place students in a variety of levels depending on test performance, ranging from 3 to 7 levels of course work. For this study, placements are grouped into categories of similarly-leveled courses. These groups are 1) transfer-level courses that are transferable and equivalent to courses at a 4-year institution, 2) college-preparatory—courses that immediately precede transfer-level courses, and 3) basic skills—courses defined by El Camino College as developmental or basic skills courses. The specific ECC courses within each group and their levels below transfer level are listed in the appendix of this report.

Placement results for the 3 years of this study are summarized in Table 2 below by number and percentage in each subject and course group. Charts tracking the placement percentages of each begin on page 3.

Placements into English 1A (transfer-level) highlighted in both Table 2 and in further discussion below refer only to satisfactory preparation for English 1A in either reading or writing. A satisfactory score on both the Reading Comprehension and Sentence Skills (writing) portions of the English test is recommended in order to enroll in English 1A. The number and percentage of students who actually placed into English 1A is discussed in a special section below.

Table 2: Assessment Test Results by Test and Course Group \*

	200	06	20	07	2008	
Test	(n=13	80) **	(n=2	93)	(n=435)	
	N	%	N	%	N	%
Reading ***						gatorie ge References
Transfer-level	12	10.0	41	15.4	49	12.0
College-prep	19	15.8	47	17.7	73	17.8
Basic Skills	89	74.2	178	66.9	287	70.2
Total	120		266		409	
Writing ***						
Transfer-level	12	9.9	25	9.4	39	9.5
College-prep	54	44.6	147	55.1	188	46.0
Basic Skills	55	45.5	95	35.6	182	44.5
Total	121		267		409	
Math	MATERIAL SE			di filitari	ista (1 %)	5.00
Transfer-level	0	0.0	1	0.4	5	1.2
College-prep	27	22.9	60	22.1	123	30.6
Basic Skills	91	77.1	210	77.5	274	68.2
Total	118		271		402	

<sup>\*</sup> Specific courses under each "Course Group" are listed in the Appendix of this report.

<sup>\*\*</sup> The "n" figures at the top represent the total number of students aged 17 or 18 who took assessment tests between March 1 and the September census date in the year noted.

<sup>\*\*\*</sup> Transfer-level placements for Reading and Writing reflect only that portion of the test, and thus, general preparation in reading and writing. To qualify for *enrollment* in English 1A, examinees must achieve a qualifying score on both the Reading and Writing portions of the assessment test (see pages 3-4).



## COUNTY OF LOS ANGELES

## REGISTRAR-RECORDER/COUNTY CLERK

12400 IMPERIAL HWY. - P.O. BOX 1024, NORWALK, CALIFORNIA 90651-1024 www.lavote.net

DEAN C. LOGAN Registrar-Recorder/County Clerk

June 25, 2009

Dr. Thomas M. Fallo, Superintendent/President El Camino Community College District 16007 Crenshaw Blvd.
Torrance, CA 90506

Dear Dr. Fallo:

Thank you for completing questionnaire we mailed to you on April 2, 2009, pertaining to your upcoming General District Election scheduled to be held with the November 3, 2009 Consolidated Elections.

This follow up letter and enclosure will confirm the offices and office holders scheduled for election in 2009.

Please review the incumbent's names, division, trustee areas and office numbers (if applicable). If there are any discrepancies in this information, please call me at (562) 462-2626 or my assistant Belinda Navarro at (562) 462-2632 if you have any questions.

Thank you for your continued assistance.

Sincerely,

DEAN C. LOGAN

Registrar-Recorder/County Clerk

ALICE RIVERS, Head

**Election Coordination Section** 

**Enclosure** 

# **OFFICES TO BE FILLED**

# **School District**

NO. OF GOVERNING BOARD MEMBERS TO BE ELECTED

**DISTRICT** 

INCUMBENT

EL CAMINO COMMUNITY COLLEGE\*\*

2 Full terms

Trustee Area #4

Ray Gen

Trustee Area #5 Maureen O'Donnell

<sup>\*\*</sup> Nominated by Trustee Area - Elected At Large

510.236.5823 FAX 510.236.9260 CAPITOL 916.442.9243 FAX 916.442.1492 CMGOVACS@PACBELL.NET

May 20, 2009

To:

Ms Diane Henry, Pres

& Members of CCCPE

From: Campbell

Re: Report # 6.09 Capitol update.

Whenever I write a report to any person or entity there is always a hint of something positive in it because history has told me that in time things tend to get better. I am not so sure this will be the case in the short term because there are just too many things wrong with our government. While I do have some hint that things will get better on the national scene, I am not so sure about California's broken government.

What makes things even more difficult is the inability of legislators and those who work in state government to impart to the general public the reason why things are not working and hence why the Legislature and the Executive Branch of government can't get things done.

During previous decades the legislature would debate issues, the budget and the overall direction the state should take and then act and something would get done. This worked because each branch of government understood the powers and limitations of the other. The Governor knew that whatever was removed from his budget could not be put back in unless he negotiated with the legislature. The Legislature knew that the Governor had the ultimate control of what became law and what didn't, because he had the power of veto. In fact former Governor George Dukemejian (Republican) would say to the Legislature, "just send me the budget, I will take out of it what I don't want," and the budget would be on its way to his office.

Today, as witnessed by the last several years of budget gridlock in the Capitol, the need to have a two thirds vote to pass a budget and other major legislation has stymied the process to the point of debacle.

No where else in corporate America and only in very few other instances in government does it take a two third vote to approve issues. I can't imagine a large corporation Like Fireman's Fund Insurance Company, the Bank of America etc where you would tolerate having to secure a two thirds vote of its membership to approve an issue. In most democracies the winning side takes over the reins of its government and attempts to put into effect the platform on which it was elected. And if things don't go well they are removed from office.

What is happening in California is that the party in power can't put its plans and programs in place because the minority party exacts enormous power over those programs by the two thirds vote requirement. This one flaw in California's government causes great government inaction and hence the public wonders why "things can't get accomplished in Sacramento." The original designers of this country's constitution did its very best to make sure that our government did not work efficiently because of their very distrust of government that same philosophy prevails in some corners of our society to this very day.

Over the years (since the late 70's) our state budget has accumulated an ever increasing structural deficit; that is to say costs that are there but for which there are no funds. When I was first elected in 1980 (Jerry Brown was Governor) there was a structural deficit of a little over \$500 million and when Governor Brown left office in 1982 that deficit grew to \$1.5 billion. Today that deficit is between \$24 and \$28 billion.

Just five months ago the State faced a \$40 plus billion dollar deficit and although the Legislature and the Governor professed to have come up with a solution, most of us who have been a round government for a time knew that it was a bogus budget, based upon a whole bunch of faulty assumptions and expectations.

As of this writing it is almost certain that the Propositions on this Mays ballot will lose and even if they win there will still be a \$16 plus billion dollar deficit with which the Governor and Legislature must contend. With the Governor and the new Republican leadership in both houses pledging no new taxes, the only thing left on the table are cuts, borrowing and any new gimmicks (if there are any left).

This is a tough report for most of you who depend upon government funding. It is meant to be because there are not going to be any simple solutions and the Governor will be looking at every dollar that is spent to see where he can save a dollar. It will be your and our job to attempt to convince the legislature and the Department of Finance (Governor's agency) that your programs are more essential than others.

You have seen the projected cuts to Community colleges (see attached graph on proposed cuts) and they are significant. The one glimmer of hope for Community Colleges is, in my humble opinion, that the Presidents Stimulus package lends itself to one of the most important things that Community Colleges do, TRAIN AND EDUCATE WORKERS. If my assumption is correct and the state Chancellor's Office along with those who run the local community colleges is successful in garnering more stimulus dollars toward that endeavor, the community colleges could get back most of those cuts. The president's stimulus package is only for two plus years but there are hopes that the economy will be turning around by then.

I know most of you are concerned about the Governor's attempt at changing credit PE to non credit PE, as are others about changing other credit courses to non credit. The Department of Finance is estimating that this would save some \$120 million per year.

According to State Chancellor Dr. Scott, 90% of Community College PE is for credit courses, if this is correct the projected savings are grossly overstated.

I will be attempting to see if we can break out the cost savings for PE versus the non PE component of changing from credit to non credit. As of this writing I don't have an answer.

The State Chancellor's Office is on record of supporting keeping PE classes as for credit, how successful they will be I am not sure, it will depend upon if they are able to convince the Department of Finance on their numbers.

You will recall at your conference in Ontario the issue of advocacy was addressed and that each member of CCCPE ought to locate and identify the key legislative aides of their respective Assembly members and Senators and stop by and visit with them and continue to keep in touch. THE MESSAGE, WE ARE A PART OF THE SOLUTION TO THE PRESENT ECONOMIC CRISIS AND ARE FOR A HEALTHIER AMERICA... COMMUNITY COLLEGES WILL HELP TRAIIN TODAYS AS WELL AS TOMMORROWS WORK FORCE. 90% OF OUR PE CLASSES ARE REQUIRED FOR CERTAIN PROGRAMS (Transfer, nursing, physical therapy etc)

Try, as best you can, to have your individual campuses determine what this change would mean in dollars and cents and how many students will be affected and most importantly how other programs will be affected. If PE classes are changed or reduced to non credit status how will students be affected who need those classes for their program requirements.

You must also keep in mind because of the enormity of this fiscal disaster, every other county, city, special district and entity that depends upon state funding will be pleading their case with the Governor and Legislature. In essence all of these programs will be pitted against one another and entities that were once allies will be fending for themselves. There have been literally thousands of public employees laid off from all of the above, which has added greatly to the rolls of the unemployed.

Today the Legislature created its conference committee to begin looking at options for the ensuing year, they will begin meeting after today's election. We will also know how really bad things are for California once it is known how much it will receive in final stimulus dollars; a lot of this depends upon the success of those bidding for non directed stimulus dollars. Let's hope that CC's get their share. Like I said before I believe we have to make the case that we are part of the recovery solution.

What has made this election cycle so difficult is that most Californians are tired at having issues they feel the legislature should handle dumped back on their laps. In fact there is a whole segment of the California body politick that wants to see things get so bad that maybe, just maybe they will vote to allow a budget to be passed by a simple majority vote. It is a mess to say the very least.

For now. (end of memo)

## **FALL 2009 TRANSFERS TO UCLA**

TOP TRANSFER FEEDER COLLEGES TO UCLA								
College	Total Apps	TAP Apps	TAP % of Total	TAP Admits	Admit Rate %			
Santa Monica	1787	202	11.3	180	89			
Pasadena	768	59	7.7	50	85			
Orange Coast	586	48	8.2	36	75			
Glendale	483	57	11.8	49	86			
El Camino	454	121	26.7	103	85			
LA Pierce	444	92	20.7	77	74			

TOP TRANSFER ALLIANCE PROGRAM (TAP*) COLLEGES									
College	Total Apps	TAP Apps	TAP % of Total	TAP Admits	Admit Rate %				
Santa Monica	1787	202	11.3	180	89				
El Camino	454	121	26.7	103	85				
LA Pierce	444	92	20.7	77	74				
Mt SAC	389	82	21.1	63	77				
Foothill	292	71	24.3	57	80				
LA Valley	235	70	29.8	57	81				

<sup>\*</sup>TAP is an admissions agreement with UCLA open only to Honors Transfer program participants.

Of the six top feeder schools to UCLA:

- 1. ECC is the fourth highest in total applicants but second highest in TAP applicants
- 2. ECC has the highest percentage of TAP applicants in comparison to the total number of applicants among the top feeder colleges
- 3. ECC has the third highest TAP admit rate at 85% among the top feeder colleges and the second highest TAP admit rate among the top TAP colleges

#### Information needed:

- 1. Total number of admits to UCLA, TAP and non-TAP
- 2. Strategy to increase TAP acceptance rate to achieve the highest admit rate in the comparison group



SANTA BARBARA • SANTA CRUZ

Office of the Deans UCLA College • Letters & Science 2300 Murphy Hall Box 951438 Los Angeles, California 90095-1438

RECEIVED

June 10, 2009

JUN 15 2009

Dr. Thomas M. Fallo, Superintendent/President El Camino College 16007 Crenshaw Boulevard Torrance, CA 90506-0002

Dear Dr. Fallo,

UCLA has completed our latest admissions cycle, and I am pleased to provide you with the enclosed information regarding the admission of students from your Honors/Scholars Program who have been admitted to UCLA College to start Fall 2009. Your students continue to make excellent progress while at UCLA and contribute a great deal to the academic community through their academic work and extracurricular involvements. The preparation provided by your Honors/Scholars program enables them to be very successful at UCLA.

I also want to thank you for your continued support of the Transfer Alliance Program (TAP) in providing the necessary support and release time for the Directors, Coordinators and Counselors who work with your Honors/Scholars students. The work they do on your campus and their attendance at our Fall and Spring TAP Council Meetings is critical in helping your students get ready for transfer.

I ask that you not distribute this information other than to those faculty and staff who work directly with your Honors/Scholars Program in order to help protect the privacy of the students at the various colleges. Please feel free to contact me if you would like any further information regarding the TAP program.

Sincerely.

Kidith L. Smith

Vice Provost for Undergraduate Education

Enclosure (1)

Cc: Joe Holliday, Honors Transfer Program Director Kelsey Iino, Honors Transfer Program Adjunct Counselor Rene Lozano, Honors Transfer Program Counselor

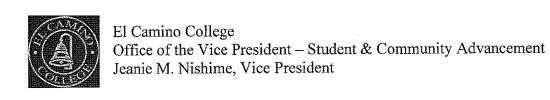
CC: Cabinet Board. 1 PAGE

UCLA UNDERGRADUATE ADMISSIONS RUNDATE: 06/03/09 RUNTIME: 02.59.07

### REPORT UG204T-3 UCLA: 09F ADMISSIONS STATISTICS FOR THE TRANSFER ALLIANCE PROGRAM EXCLUDING LIMITED STATUS

#### NUMBER OF APPLICANTS BY COLLEGE

•										
						TAP				
COLLEGE	TOTAL	TAP	TAP	TAP	TAP	NO	TAP	TAP	ADMT	ENRL
NAME	APPS	APPS	ADMIT	DENY	PEND	STATUS	SIRS	REG	RATE	RATE
			23	4	0	0	15	0	.85	.00
ANTELOPE VALLEY COLL	88 223	27 33	23 27	4	0	0	18	0	.82	.00
CERRITOS COLLEGE	11	33 4	3	1	0	0	1	ő	.75	.00
CERRO COSO CMTY COLL	59	13	9	4	0	Ö	4	ő	.69	.00
CHAFFEY COLLEGE	100	15	11	4	ő	0	7	ő	.73	.00
CITRUS COLLEGE CITY COLLEGE OF SAN	266	36	28	8	Ô	ő	16	ŏ	.78	.00
COLLEGE OF THE CANYO	207	44	29 -	14	0	ő	21	ŏ	.66	.00
COLLEGE OF THE REDWO	5	1.	1	ō	ŏ	Ö	0	ŏ	1.00	.00
CYPRESS COLLEGE	138	15	11	3	ŏ	ő	7	ő	.73	.00
EAST LOS ANGELES COL	251	15	14	í	ŏ	ŏ	8	ŏ	.93	.00
EL CAMINO COLLEGE	454	121	103	18	ŏ	ŏ	81	ŏ	.85	.00
FOOTHILL COLLEGE	292	71	57	13	ă	ō	40	ō	.80	.00
FULLERTON COLLEGE	256	52	39	12	ō	Ō	28	0	.75	.00
GLENDALE COMMUNITY C	483	57	49	8	ŏ	Ō	40	Ō	.86	.00
IRVINE VALLEY COLLEG	251	41	36	5	Ō	0	29	0	. 88	.00
LONG BEACH CITY COLL	138	26	22	3	ō	0	16	0	.85	.00
LOS ANGELES CITY COL	211	6	2	4	0	. 0	2	0	.33	.00
LOS ANGELES HARBOR C	58	16	14	2	0	0	10	0	.88	.00
LOS ANGELES MISSION	35	5	4	1	0	0	3	0	. 80	.00
LOS ANGELES PIERCE C	444	92	77	15	0	0	66	0	.84	.00
LOS ANGELES SOUTHWES	19	0	0	0	0	0	0	0	.00	.00
LOS ANGELES VALLEY C	235	70	57	13	0	0	42	0	.81	.00
LOS MEDANOS COLLEGE	29	4	3	1	0	´ O	3	0	.75	.00
MIRA COSTA COLLEGE	94	6	4	2	0	0	0	0	. 67	.00
MOORPARK COLLEGE	379	22	13	8	0	0	11	0	. 59	.00
MOUNT SAN ANTONIO CO	389	82	63	19	0	0	51	0	.77	.00
MOUNT SAN JACINTO CO	61	12	9	3	0	0	5	. 0	.75	.00
ORANGE COAST COLLEGE	586	48	36	11	0	0	26	0	.75	.00
PASADENA CITY COLLEG	768	59	50	9	0	0	43	0	.85	.00
RIO HONDO COLLEGE	75	21	19	2	0	0	15	0	.90	.00
RIVERSIDE COMMUNITY	178	6	4	2	0	0	ō	0	. 67	.00
SACRAMENTO CITY COLL	111	12	8	4	0	0	5	0	. 67	.00
SADDLEBACK COLLEGE	305	37	30	6	0	0	23	0	.81	.00
SAN BERNARDINO VALLE	23	4	2	2	0	0	2 2	0	.50 1.00	.00
SAN DIEGO CITY COLLE	52	9	9 7	0 2	0	0	4	0	.78	.00
SAN DIEGO MESA COLLE	141	9	2	1	0	0	2	0	.67	.00
SAN DIEGO MIRAMAR CO	34 65	16	14	2	0	, 0	9	0	. 88	.00
SANTA ANA COLLEGE SANTA BARBARA CITY C	375	22	13	9	0	0	10	Ô	.59	.00
SANTA MONICA COLLEGE	1787	202	180	18	ő	ő	145	Ö	.89	.00
SANTIAGO CANYON COLL	106	25	19	6	ŏ	ŏ	13	ő	.76	.00
SANTAGO CANTON COLL										
SKYLINE COLLEGE	47	19	14	5	0	0	3	0	.74	.00
WEST LOS ANGELES COL	85	10	6	4	0	0	5	0	. 60	.00
WEST VALLEY COLLEGE	100	21	16	5	0	0	10	0	.76	.00
TERM: 09F	10014	1409	1137	258	0	0	841	0	. 81	.00
v.										
			442-	256		_	044	_	0.4	0.0
TOTAL	10014	1409	1137	258	0	0	841	0	. 81	.00



# 2008-2009 FIELD TRIP REPORT

Date	Location	Club/Program	No. of Students	Mode of Transportation/Cost	Advisor
7/17/08	Cal State Long Beach, Long Beach	Early Start	20	School Vans	Crystal Fuentes
7/24/08	Museum of Tolerance, Los Angeles	Early Start	20	School Vans	Crystal Fuentes
7/31/08	Six Flags Magic Mtn., Los Angeles	Early Start	20	School Vans	Crystal Fuentes
8/10- 16/08	UC Irvine, Irvine	UCI/Compton Center Summer Transfer Institute	30	Bus. No cost	Elizabeth Martinez
8/30/08	LA County Museum of Art, Los Angeles	Puente Project	17	School Vans	Griselda Castro Nancy Fong Elise Geraghty
9/26/08	Loyola Marymount University, Los Angeles	Transfer Center	22	School Vans	Theresa Barragan Blanca Prado
9/27/08	Historically Black Colleges & Universities, Los Angeles Coliseum	Project Success	40	Bus - \$489	Brian Mims Elaine Moore Jonathan Harris
10/1/08	Disneyland, Anaheim	El Camino College Language Academy	50	Bus - \$1,500	Destyn LaPorte Steve Makanshanoff
10/7/08	Jet Propulsion Lab, Pasadena	Compton Center, Center for Applied Competitive Technologies	60	Bus - \$1,200	Eric Carlson & Ed Hofmann
10/11/08	AGS Southern Regional Conference, Long Beach, CA	Alpha Gamma Sigma	4	School Van	Harold Tyler
10/17- 19/09	Student Leadership Conference, San Diego, CA	California Community College Student Affairs Associations	12	School Vans	Harold Tyler
10/23/08	Inglewood Superior Courts, Inglewood	Career Center	22	School Vans	Van Nguyen
10/24/08	UCI Irvine, Irvine	Transfer Center	17	School Vans	Theresa Barragan Blanca Prado



Date	Location	Club/Program	No. of Students	Mode of Transportation/Cost	Advisor
10/24/08	Queen Mary, Long Beach, CA	History Club	6	School Van	Dr. Christina Gold
10/24- 25/08	Western Collegiate Roller Hockey League Regional Qualifier, San Jose, CA	Roller Hockey Club	10	Personal Vehicles	Maria Brown
10/24- 10/26/08	Fall 2008 General Assembly, San Jose, CA	Student Senate for California Community Colleges	4	Commercial Airline	Harold Tyler
11/1/08	Cal Poly Pomona, Pomona	Transfer Center	17	School Vans	Theresa Barragan Blanca Prado
11/5/08	Cal State Northridge, Northridge	Transfer Center	10	School Vans	Theresa Barragan, Blanca Prado
11/7/08	So. California Puente Transfer Motivational Conference, UCLA, Los Angeles	Puente Project	40	Bus - \$845	Griselda Castro Nancy Fong Elise Geraghty
11/7/08	UC San Diego, San Diego	Transfer Center	20	Bus - \$845	Theresa Barragan, Blanca Prado
11/7/08	Cal State University Northridge, Northridge	Project Success	40	Bus - \$468	Brian Mims Jonathan Harris
11/14/08	USC, Los Angeles	Transfer Center	48	Bus - \$652	Theresa Barragan, Blanca Prado
11/14- 16/08	Joshua Tree National Park, Joshua Tree, CA	Science Club	15	School Van Rental van - \$200	Sara DiFiori Chuck Herzig
11/14- 15/08	Cal State University Fullerton Journalism So Cal Conference, Fullerton	Journalism	12	Personal Vehicles	Gary Kohatsu Kate McLaughlin Lori Medigovich
11/15/08	CSU Dominguez Hills, Carson	Transfer Center	14	School Vans	Theresa Barragan, Blanca Prado
11/17/08	LA County Fire Department	Career Center	22	School Vans	Van Nguyen
11/19/08	Santa Ana Police Dept., Santa Ana CA	Career Center	17	School Vans	Van Nguyen



Date	Location	Club/Program	No. of Students	Mode of Transportation/Cost	Advisor
11/21/08	Orange County Sheriff Department, Santa Ana CA	Career Center	22	School Vans	Van Nguyen
11/21/08	UCLA Transfer Alliance Conference	Transfer Center	47	Bus - \$836	Theresa Barragan, Blanca Prado
12/5/08	Cal State University Long Beach Long Beach, CA	Transfer Center	24	School Vans	Kelsey Lino Blanca Prado
2/20/09	California African American Museum, Los Angeles	Project Success	25	Bus - \$468	Brian Mims
2/27/09	Mount St. Mary's College, Los Angeles	Transfer Center	20	Bus – No cost to the District	Blanca Prado
2/27/09	Santa Monica Police Department, Santa Monica	Career Center	15	School Vans	Van Nguyen
3/6/09	Cal Poly Pomona, Pomona	Transfer Center	22	School Vans	Junnette Fariolen Blanca Prado
3/6/09	UC Riverside, Riverside	Transfer Center	45	Bus - \$744	Nancy Fong Griselda Castro
3/7/09	CSULB Pow Wow	Native American Club	8	School Vans	Emily Rader
3/16/09	OTIS College of Art and Design, Los Angeles	Transfer Center	22	School Van	Junnette Fariolen Blanca Prado
3/20/09	Cal Arts, Valencia	Transfer Center	22	School Van	Junnette Fariolen Blanca Prado
3/21/09	Cal State San Diego, San Diego	Transfer Center	22	School Vans	Kelsey Lino Blanca Prado
3/25/09	Art Center, Pasadena	Transfer Center	22	School Vans	Junnette Fariolen Blanca Prado
3/30/09	USC Roski School of Fine Arts, Los Angeles	Transfer Center	22	School Vans	Theresa Barragan Blanca Prado
4/4/09	UC Santa Barbara, Santa Barbara	Transfer Center	22	School Vans	Theresa Barragan Blanca Prado
4/8/- 11/09	Pacific Sociological Association Annual Meeting, San Diego, CA	Sociology Club	8	Amtrak Train - \$60	Stacy Allen



Date	Location	Club/Program	No. of Students	Mode of Transportation/Cost	Advisor
4/13- 15/09	Northern California University Tour. Merced, Santa Cruz, Berkeley, Davis	Transfer Center	80	Bus - \$6,032	Griselda Castro, Nancy Fong Rene Lozano, Blanca Prado,
4/13- 17/09	Zion & Bryce Canyon National Parks, UT	Science Club	25	ECC Vans	Joseph Holliday Sara DiFiori
4/13- 17/09	Northern California University Tour. Berkeley, Santa Cruz, Davis, Sacramento, San Jose, San Francisco	ECC Compton Center	35	Bus, hotel, food, road tolls - \$5,197.64	Elizabeth Martinez Macheo Shabaka
4/17- 4/19	Cal Poly San Luis Obispo, CA (design competition)	Architecture Club	9	Personal Vehicles	Mike Stallings Dan Richardson
4/18/09	UC Irvine, Irvine	Transfer Center	22	School Vans	Theresa Barragan
4/18/09	CSU Dominguez Hills, Carson CA	Transfer Center	22	School Vans	Blanca Prado
4/24- 4/26/09	AGS Statewide Convention, Ontario, CA	Alpha Gamma Sigma	5	Personal Vehicles	Patty Servin
4/24/09	The Huntington Library, San Marino, CA	History Club	7	Personal Vehicles	Florence Baker
4/24/09	UCLA, Los Angeles	Transfer Center	45	Bus - \$887	Blanca Prado
4/25/09	CSU Fullerton, Fullerton	Transfer Center	22	School Vans	Theresa Barragan Blanca Prado
5/1/09- 5/3/09	Spring General Assembly, San Diego	Student Senate for CA Community Colleges	5	School Van	Harold Tyler
5/1/09- 5/3/09	California Conference for the Advancement of Ceramic Art, UC Davis	IDEAS Art Club	6	School Vans	Russell McMillin
5/10/09	Universal Studios, Universal City CA	ECLA	50	Bus - \$1,300	Destyn LaPorte
5/16/09	Southern California Indian Story Telling Festival, Palm Springs	Native American Club	9	School Vans	Emily Rader
5/22/09	Tour of CSU Long Beach	Transfer Center	34	Bus	Blanca Prado



Date	Location	Club/Program	No. of Students	Mode of Transportation/Cost	Advisor
5/29/09	Tour USC	Transfer Center	25	School Vans	Blanca Prado
6/7/09	Los Angeles Zoo	Science Club	12	School Vans	Daniel Wright, Thanh-Thny Bui



#### ANTELOPE VALLEY COLLEGE

## Office of the Superintendent/President

(661) 722-6301 • Fax (661) 722-6333

June 8, 2009

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

Dear President Fallo,

I would like to thank El Camino College Fire Academy instructors, Kevin Huben, Art Jimenez, and Craig Ross for assisting our academy instructors with liquid petroleum gas fire training at the Chevron Oil Refinery in El Segundo, California.

On Friday, May 29, 2009. Mr. Huben, Mr. Jimenez, and Mr. Ross, as lead instructors, conducted live LPG fire training for the Antelope Valley College Fire Academy. These men mentored and coached our five academy instructors through a day of training. I am grateful for the time, effort and the professionalism they displayed in providing this vital training. The opportunity for our students to witness first-hand live LPG fires and to actually participate in extinguishing them is immeasurable. Because of the assistance and expertise Mr. Huben, Mr. Jimenez, and Mr. Ross provided, our cadets can go forward with the confidence and experience that will prepare them to meet the challenges of LPG firefighting.

El Camino College instructor Kevin Huben played a vital role in scheduling and coordinating this training event with the Chevron Refinery. Without his efforts and assistance this training exercise could not have taken place. I am truly grateful for Kevin's cooperation, assistance, and support in working out the details with the Chevron Oil Refinery Fire Department to bring this training exercise to fruition for our students.

On behalf of the Antelope Valley College Fire Academy, our training captains, and myself, I would like to congratulate Instructor's Kevin Huben, Art Jimenez, and Craig Ross for a job well done. El Camino College is truly fortunate to have fire technology instructors of this caliber.

If I or Academy Coordinator Robert Falb can be of service to El Camino College in any way in the future, please do not hesitate to contact us.

Dr. Jackie L. Fisher, Sr., Ed D

Superintendent/ President

Cc: Bd.

Antelope Valley College. . . Imagine the Possibilities

Dr. Arce ' Antelope Valley Community Conege District ' 3041 West Avenue K • Lancaster, California 93536-5426 • (661) 722-6300