



EL CAMINO COMMUNITY COLLEGE DISTRICT

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

May 14, 2008

Board of Trustees
El Camino College

Dear Members of the Board:

Welcome to your May 19th Board agenda packet and the last Board meeting before final exams and our Commencement ceremonies on Thursday, June 5th at Compton Center and Friday, June 6th at El Camino College. I trust you are diligently studying for success.

The May agenda is extensive with important informational items:

- A. Academic Affairs includes the first public viewing of our draft Accreditation Report. This is not the final report nor is it presented for adoption, however, you may discuss the report or the process during this meeting.
- B. Fiscal Services includes:
 - 1. First reading of the Tentative Budget. This budget will be presented for recommended adoption at the June meeting which will enable the District to begin the July 1st fiscal year. As you are aware, the May Revision of the State Budget will be published today, Wednesday, May 14, 2008, and we hope to have an update on the community college fiscal situation in an oral presentation to the Board on May 19th.
 - 2. New food services contract for El Camino College. We are encouraged and excited about the prospect of upgraded services in the next Academic Year.
 - 3. Your packet also includes a statement concerning the 2006-2007 Compton Community College District Audit with a hyperlink to the 2006-2007 Compton Community College District Audit. I will make comments during the Board meeting.
- D. Measure E includes two change orders associated with the multi-story parking structure which now looks like a farm of iron trees. The pace of construction is exciting.

- E. The Human Resources section includes numerous personnel actions and a resubmittal of the AFT faculty contract. Under separate cover you will find a confidential explanation from Interim Associate Vice President, Barbara Perez, attachment 1.
1. Memo from Interim Associate Vice President, Barbara Perez, explaining the adjustment to the salary schedules, attachment 2.
2. There are two personnel actions which you may want to adjourn to a closed session to discuss, however, confidential attachment 3 should explain the actions.

Although you have a large Board packet this should not be a long Board meeting.

Your reading includes a couple of memos from Vice President Nishime in response to questions at the last Board meeting regarding College vans and the First-Year Experience program.

As you know, this is an exciting time of year and we appreciate your participation in campus activities and an updated version of year-end events is enclosed. Please inform Kathy of your participation in these activities.

Also, in response to questions at the last Board meeting you will note the advertisement placed in the *Daily Breeze* and the *Los Angeles Sentinel* requesting applications and/or nominations for the Citizens' Bond Oversight Committee.

We continue to work with local superintendents to establish an evening event in our Humanities building.

I am sure you are aware that Senator Jack Scott has been selected as the next Chancellor of the California Community Colleges. Senator Scott is the former President of Pasadena City College and a great friend and supporter of education in general and community colleges in particular. We are eager to welcome him on January 1, 2009.

In a previous communication, I mentioned the need to schedule two training sessions. One is to review the District's Sexual Harassment Policy and the other is to review the District's Emergency Operations Center Plan. I will ask for your scheduling preferences in the President's section of the Board meeting.

Following items are presented for your information:

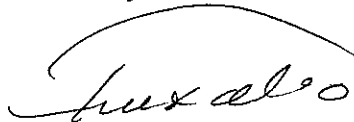
1. "Report: Compton Community College is Years From Accreditation," *Los Angeles Wave*, May 2, 2008;

2. "Healthy Boost in New Nurses Graduating in State Governor's Initiative Leads to 68% more RN Degrees than in '04," *SFGate.com*, May 10, 2008;
3. "Survey Finds Mismatch in Student Achievement and Parents' College Expectations," *The Chronicle of Higher Education*, May 2, 2008;
4. "Community Colleges in California Feel the Heat," *The Chronicle of Higher Education*, May 9, 2008;
5. "America's Most Overrated Product: The Bachelor's Degree," *The Chronicle of Higher Education*, May 2, 2008
6. "Budget Viewpoint: A Barometer of Fairness," Scott Lay, Community College League of California, April 24, 2008;
7. "Newsom Asks City Unions to Make Cuts; Contracts Would be Reopened in Attempt to Reduce Payroll," *SFGate.com*, April 23, 2008;
8. "Cal State-Long Beach Investigates Allegations of Bogus Claims in Professors' Bios," Thomas Bartlett;
9. \$50-Million Pledge Is Meant to Spur More Giving to California's 2-Year Colleges, Beckie Supiano,
10. "Academic March Madness," *LA Times*, April 5, 2008;
11. "State's Politicians Suffer From Truth Deficit," *DailyBreeze.com*, April 22, 2008;
12. "Back to the Table," *Daily Breeze*, April 22, 2008;
13. "Community Colleges in California Feel the Heat," *The Chronicle of Higher Education*, May 9, 2008;
14. "College Hiring Freeze Starts Today; 2 Percent Cut Pending Romo, Sullivan, Preview Impact of State Budget Cuts," *The Channels Online*, April 16, 2008'
15. "Rose-Hulman Institute of Technology," *The Chronicle of Higher Education*, April 18, 2008;
16. "L.A. Harbor College Sprouts Additions," *Daily Breeze*, April 27, 2008;
17. President's Newsletter, April 17, 2008 and May 1, 2008;

18. Note from former Trustee Dr. Patrick Scott, April 23, 2008;
19. Letter from Allen Murakoshi, President, Ellison S. Onizuka Memorial Committee, April 17, 2008;
20. Letter from Essay Contest winner Kevin Spiekermann ;
21. Letter from Parker & Covert, April 28, 2008, Important Litigation Regarding the Public Records Act;
22. Memo from Scott Lay, May 6, 2008, regarding the 2008 CCCT Board Election;
23. AFT Perspective, March 2008.

As mentioned previously, the semester is rushing to an end. Excitement abounds throughout the Compton Center and El Camino College campuses and we are eager to celebrate student success with you and our community. I look forward to greeting you in my office at 3 p.m. prior to our Monday, May 19, 2008, meeting.

Sincerely,

A handwritten signature in cursive script, appearing to read "Fallo", with a large, sweeping arch over the name.

Thomas M. Fallo
Superintendent/President

TMF/kao

Cc: Vice Presidents, Provost, Director of Community Relations



El Camino College
Office of the Vice President – Student Services
Jeanie Nishime, Vice President

May 13, 2008

TO: Board of Trustees

SUBJECT College Vans

Board Policy 4300, Field Trips and Excursions, addresses instructional field trips only. In fact, item #6 states, "The following activities do not come under the scope of this policy and must be coordinated with the Area of Student and Community Advancement: athletic activities, field trips in the Counseling Division, activities in which student organizations, clubs, etc. participate and all non-District sponsored events." In order to protect the safety of students, excursions which are "instructionally-related social, education, cultural, athletic, or band activities" (Title 5, §55220) will need to be incorporated into this policy or its procedures.

Changes to the policies and procedures will consider the use of college vans for out-of-state excursions, who should be authorized to drive college vans, and the approval process for all excursions. Revisions will go through the collegial consultation process and the policy brought back to the Board for approval in the fall.



El Camino College
Office of the Vice President – Student Services
Jeanie Nishime, Vice President

May 13, 2008

TO: Board of Trustees

SUBJECT: First Year Experience Program

The First Year Experience (FYE)/Learning Communities (LC)/ Supplemental Instruction (SI) programs are designed to assist new students in successfully transitioning from high school to college and attaining their educational goals. These programs were originally funded by a Title V – Hispanic Serving Institution (HSI) grant from 2000 to 2005. The goal was to establish a comprehensive program linking services, courses, interpersonal experiences, and a collegial environment that will provide students the best opportunities to succeed in the pursuit of their educational and career goals.

FYE/LC/SI programs accomplished this by providing over 2000 students and faculty opportunities to expand and enhance teaching and learning methodologies, student support services, learning communities, and faculty and staff development activities. The program includes first year learning communities (cohorts), linked developmental and transfer classes, Supplemental Instruction, peer and faculty mentors, intensive orientations, intrusive counseling, freshmen interest groups (FIGs), and service learning.

The results for students in the FYE/LC/SI programs are impressive. A longitudinal study completed in 2004 found that student persistence and pass rates for FYE students were 10% to 30% higher than the comparison group. In addition, the data showed that FYE students' progression through an English course sequence outperformed their comparison group at every level, including developmental classes. The findings showed that FYE students do much better in retention, success rates, and completion of course sequences for English classes at all levels. The same, and subsequent studies, showed that students participating in SI had a 24% to 47% higher success rate in Basic Skills classes. Supplemental Instruction is provided in several math and English classes as well as a limited selection of other disciplines.

EL CAMINO COLLEGE
Office of the President
Listing of Year-End Events

May 6, 2008 – 11:00 a.m., Compton Provost Luncheon

May 7, 2008 – 12:00 p.m., Del Fox Luncheon

May 9, 2008 – 5:30 p.m., ECC EOP&S Care Recognition Dinner

May 12, 2008 – 6:00 p.m., Compton Spring Athletic Banquet

May 15, 2008 – 5:30 p.m., ECC Project Success Awards Dinner

May 16th & 17th – State Track Meet – Cerritos

May 18, 2008 – 3:00 p.m., Compton Academic Awards Tea

May 21, 2008 – 5:00 p.m., ECC Academic Awards Ceremony

May 22, 2008 – 9:00 a.m., Compton “Education by Any Means Necessary” Male Conference

May 22, 2008 – 4:30 p.m., ECC Honors Transfer Awards Ceremony

May 23, 2008 – ECC Welcome Senior Day

May 27th and 28th – 6:30 p.m., ECC UC and CSU Admit Celebrations

May 28th – 5:00 p.m., ECC MESA Transfer Dinner

May 30, 2008 – 12:00 p.m., ECC Mathematical & Natural Sciences Awards Ceremony

May 30, 2008 – 7:30 p.m., ECC Fashion Show

May 31, 2008 – 9:00 a.m., Compton ESL Conference

May 31, 2008 – 10:00 a.m., ECC Part-Time Fire Academy Graduation

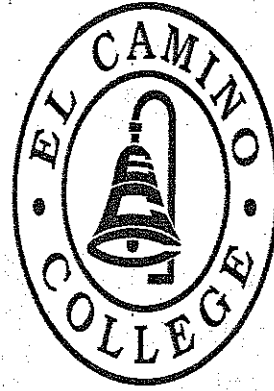
June 4, 2008 – 6:00 p.m., Compton Nursing Pinning Ceremony

June 5, 2008 – Compton Commencement (Mr. Tommy Lasorda)

June 6, 2008 – El Camino Commencement (Dr. Mildred Garcia)

June 6, 2008 – 6:00 p.m., El Camino Nursing Pinning Ceremony

June 10, 2008 – 6:00 p.m., Compton High School Reception



On behalf of El Camino College, we once again thank our community for supporting our college by passing Measure E, our facilities bond measure, in 2002.

Upon passage of Measure E, a Citizens' Bond Oversight Committee was established.

El Camino College is currently accepting applications for positions on this committee that have expired. The open positions include:

- representative from the community-at-large
- representative from a bonafide taxpayers' association

This committee annually reviews and publishes an Annual Report informing the community about the progress of our facilities program.

If you are interested in applying, please send a letter of intent (no more than one page) and a one-page resume outlining your qualifications, to:

Thomas M. Fallo
Superintendent / President
El Camino College
16007 Crenshaw Boulevard
Torrance, CA 90507

**Applications must be
received no later than:
Friday, May 23, 2008 at 4:30 p.m.**

CC: Bd

For more information, or if you have questions, please call
(310) 660-3406 or e-mail agarfen@elcamino.edu

D. Breeze
5/11/08



CALIFORNIA COMMUNITY COLLEGES SYSTEM OFFICE

For Immediate Release

Contact: Tod Burnett
916-445-4434 Office
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tburnett@cccco.edu

May 8, 2008

Senator Jack Scott Selected as Next Chancellor of California Community Colleges

SACRAMENTO, CA - After concluding an extensive national search, the Board of Governors of the California Community Colleges unanimously selected State Senator Jack Scott to be the 14th Chancellor of the state community college system.

Dr. Scott will officially assume his new role as Chancellor of the 109-college system on January 1, 2009 after completing his Senate term at the end of 2008.

"His extraordinary experience and demonstrated commitment to our community colleges is unsurpassed," said Lance Izumi, President of the Board of Governors. "Our entire board is extremely gratified to have somebody with Dr. Scott's stature leading the California Community Colleges."

"I am very pleased to have this wonderful opportunity to lead the largest higher education system in the nation. I spent 23 years working in the community colleges before coming to the Legislature. I look forward to continuing as an advocate for this remarkable educational institution," Dr. Scott said in accepting the position. "The future of our state economy and even the California dream are tied to increasing the number of Californians who both enter and complete their college education. That is why the community colleges are so important. They can provide California a competitive edge in the global economy."

A member of the State Legislature since 1997, Dr. Scott authored 86 bills in the Senate and 72 bills in the Assembly that were signed into law. From the beginning, he has been a champion of education issues and was successful in authoring several key bills important to the community colleges that were signed into law. Senate Bill 361, a landmark community college financing measure, was authored by Senator Scott and signed by the Governor in 2006. Also in 2006, Senator Scott led the charge in passing Senate Bill 1309 that helped address the state's nursing shortage. Senator Scott worked with Governor Schwarzenegger in 2005 to pass Senate Bill 70, a measure that strengthens career technical education programs between K-12, community colleges, and the business sector.

“While in the Senate, Jack Scott has worked tirelessly to protect higher education,” said Senate President pro Tem Don Perata (D-Oakland). “No one is better equipped to lead the California Community College system. California’s students are lucky to have such a passionate and knowledgeable leader on their side.”

Senator Bob Margett (R-Glendora) stated, “Senator Jack Scott is a respected and exceptional leader. His professional and legislative experience is an enormous asset in the higher education community. He will have the support of Republicans and Democrats.”

Dr. Scott will be succeeding Interim Chancellor Diane Woodruff who came out of retirement to take this important post until a permanent Chancellor could be appointed. “Chancellor Woodruff has done an exceptional job in the short time she has served and we are grateful for her effective leadership over the past several months,” said President Izumi. Chancellor Woodruff will remain Interim Chancellor until Dr. Scott takes over on January 1, 2009.

“I am ecstatic that Senator Scott has been chosen as the next Chancellor of the California Community Colleges. There is nobody I know who has a better background and experience to be successful in this position. He has not only served in the Legislature for 11 years and knows everyone in the Capitol, but he also has been a California Community College President at two different colleges so he knows our system well. In addition, he is a wonderful person and a beloved figure in our system. His heart has never left the community colleges and we are all so happy to welcome him back. I look forward to working closely with him so we can have a seamless transition,” said Interim Chancellor Diane Woodruff.

As Chancellor, Dr. Scott will receive an annual salary of \$198,500 plus a standard fringe benefit package afforded state employees. In addition, he will be provided a state-owned vehicle and reimbursement for reasonable and necessary business expenses.

Dr. Scott is currently the State Senator from the 21st District which includes Pasadena, Glendale, Burbank, a portion of the city of Los Angeles, and other surrounding cities and communities. He serves as Chair of the Senate Committee on Education, which considers all legislative measures dealing with K-12 education and the state’s colleges and universities. His committee has legislative oversight for a wide range of issues dealing with education.

Senator Scott is also Chair of the Senate Budget and Fiscal Review Subcommittee on Education, which oversees approximately 48 percent of California’s state budget. Among his other committee assignments, Senator Scott is Vice Chair of the State Allocation Board for Education.

Senator Scott has been named Legislator of the Year by many organizations, including the California Federation of Teachers, Association of Independent Colleges and Universities, Association of California Community College Administrators, Association of California School Boards, California State University, California Association of Health Facilities, California Trucking Association, and American Nursing Association.

Dr. Scott also received an honorary doctorate from Pepperdine University in 1991. In 1993 he received the Harry Buttmer Award, given annually to two distinguished administrators in the

California Community Colleges. He was named the Alumnus of the Year at Claremont Graduate University in 2000 and at Abilene Christian University in 2003. He was also presented Lifetime Achievement Awards from the Faculty Association of the California Community Colleges in 2008 and California Community Colleges in 2006.

Dr. Scott is a past president of the Association of California Community Colleges Administrators and the former chair of the Accrediting Commission of Western Association of Schools and Colleges.

Prior to being elected to the State Legislature, Dr. Scott was President of Pasadena City College beginning in 1987. The hallmark of Dr. Scott's presidency was the launching and completion of a \$100 million master plan to meet the college's needs into the 21st century. Although state funding declined during Dr. Scott's presidency, the college balanced its budget, laid off no members of its faculty or staff, and maintained an educational program of high quality. Pasadena City College had reserve funds of more than \$6 million when he retired in 1995.

Dr. Scott is a Distinguished Professor of Higher Education at Pepperdine University and is the first person to be honored as President Emeritus of Pasadena City College.

Previously, Dr. Scott was a teacher and administrator at Pepperdine University for 10 years before he became the Dean of Instruction at Orange Coast College in 1973. Five years later, in 1978, he became the President of Cypress College.

Dr. Scott was born in Sweetwater, Texas, and graduated from high school there. He met his future wife, Lacreata, while they were students at Abilene Christian University. They were married after Dr. Scott received his Bachelor's degree. He later earned a Master of Divinity degree from Yale University, as well as a Ph.D. in American history from Claremont Graduate University.

Senator Scott and Lacreata have five children: Sharon Mitchell; Sheila Head; Amy Schones; Greg Scott; and their fifth child, Adam, who died at the age of 27. They also have ten grandchildren.

The California Community Colleges are the largest system of higher education in the nation comprised of 72 districts and 109 colleges in every area of the state with more than 2.6 million students per year. Community colleges offer 175 degree and certificate programs, prepare students for transfer to four-year institutions, provide opportunities for personal enrichment and lifelong learning, and train the workforce that sustains California's economy. The System Office provides leadership, advocacy, and support under the direction of the Board of Governors of the California Community Colleges. For more information about the community colleges, please visit www.cccco.edu.

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Los Angeles Wave

May 2, 2008

Report: Compton Community College is years from accreditation

BY LEILONI DE GRUY, Staff Writer 01.MAY.08

COMPTON — Compton Community College may not regain accreditation for several years, a six-month progress report shows. Since the Fiscal Crisis and Management Assistance Team, a California-based group, conducted its initial comprehensive review in April 2007, very few strides have been made, the progress report said.

A memorandum of understanding, signed in August 2006, sealed a partnership between Compton Community College District and El Camino Community College District giving El Camino oversight responsibilities of Compton College.

According to the progress report little has changed. The report said a concise financial standing could not be determined due to the delayed results of an installed database, communication between the colleges has been mostly disconnected, personnel have either vacated their positions, been suspended, or have been reintroduced into El Camino College's staff, the roles and responsibilities of the remaining staff and student body have yet to be structured, textbooks are not accessible, water mains and sewers pose contamination problems and many buildings lack equipment, electricity and are not up to code.

Ignacio Alvarez, president of the Associated Student Body at El Camino College Compton Community Educational Center, the school's official name, said "All we want is what other students in community colleges have, such things as [clean] running water, a gym that's not a hazard when you go in there and work out. ... The students at any other college do not go without a bookstore."

In order for Compton College to regain its former standing, the college must meet a subset of standards for two consecutive academic years and must be on the road to recovery that complies with its future sustainability. The Accrediting Commission of Community and Junior Colleges, which withdrew Compton Community College's accreditation in August 2006, will make a separate assessment to determine whether it will be accredited.

Of the 335 standards, set forth by the ACCJC, 186 were selected for assessment. The areas to which they cover are mission and effectiveness, student learning, human resources, physical resources, technology and financial resources, and leadership and governance. Each is calculated on a scale of 1-10. The average rating of the subset of standards must reach a level six, with no single standard dropping below four. Standards scoring below six, must then show signs of progress.

In an initial review of these areas, conducted by FCMAT under Assembly Bill 318 in 2007, only two standards surpassed a score of two but had not gone past two-and-a-half. As of January 2008, five of the six areas received more than two, but still had not reached three.

Compton College is the first of California's public community colleges to lose accreditation and have a \$30 million loan given to keep it operative and investigate its shortcomings. It, too, is the first to have its elected governing board suspended by the state chancellor of community colleges.

"I think times are changing for accreditation of institutions," said Doris Givens, provost/CEO of the college. "We were really amazed when we got the list of all of the colleges in the state that are being placed on watch. ... There are different requirements to achieve accreditation. Now we have to back up everything we say with numbers, with proof, with documentation and that's a real challenge and a huge change in how we do business."

Healthy boost in new nurses graduating in state Governor's initiative leads to 68% more RN degrees than in '04

Victoria Colliver, Chronicle Staff Writer

Saturday, May 10, 2008

California nursing programs are projected to graduate nearly 10,400 registered nurses this year - a 68 percent increase since the 2003-04 academic year, according to a study released Friday by the state Labor and Workforce Development Agency.

The study attributes the increase to the California Nurse Education Initiative, an effort started by Gov. Arnold Schwarzenegger in April 2005 to address the nursing shortage.

The program has led to the creation of 23 nursing education programs and a 24.7 percent increase in nursing students. The state's community colleges account for about 70 percent of registered nurse graduates.

The initiative centers on a \$90 million public-private partnership between community colleges and industry to expand enrollment capacity. Nineteen community colleges have received program grants. The California State University system received \$2.6 million last year to add 445 students to its bachelor's and master's programs.

California has 647 registered nurses per 100,000 residents, according to a September 2007 study by the Center for California Health Workforce Studies at UCSF. This is an increase from 589 RNs per 100,000 residents in 2005. The state study projects California will surpass the national average of 825 RNs per 100,000 residents by 2022 if current efforts to expand nursing education are sustained.

Experts say the growth in enrollment is not necessarily linked to California's law covering nurse-to-patient staffing ratios, which began to go into effect in 2004 and is still the only such law in the country.

"We've had such a backlog of people wanting to become nurses for many years - before we even knew what the ratios would be," said Joanne Spetz, associate professor at the UCSF School of Nursing.

Spetz said it's premature to suggest the nursing shortage is ending. "If those grants go away, all the gains we've had in enrollments go away," she said, adding that 30 percent of enrollments are funded through grants and donors.

The Chronicle of Higher Education

May 2, 2008

Survey Finds Mismatch in Student Achievement and Parents' College Expectations

By PETER SCHMIDT

Washington

The Education Department released a report last week that offers new insights into the factors influencing whether parents expect their children to enroll at four-year colleges. It suggests that many young people who could succeed at such institutions are not being encouraged by their families or schools to apply.

Although other studies have similarly looked at families' expectations that children attend college, the new study, based on a 2003 survey of the parents of about 6,800 students in grades 6 through 12, breaks relatively new ground in teasing out how far parents expect their children to progress in higher education.

The parents of nearly two out of three students expected them to earn at least a bachelor's degree, the report says. But some segments of society are much likelier than others to believe their children will enroll in four-year institutions, with expectations varying substantially, based on their incomes and marital statuses and on their children's races, ethnicities, genders, and academic performances.

Asian-American parents, for example, were much more likely than white, black, or Hispanic parents to expect their children to earn at least bachelor's degrees. When it came to having enough information about college costs or being able to chip in toward their children's college educations, however, white parents appeared to have an edge over those from other racial and ethnic groups.

In addition to reaffirming a large body of research that shows a strong correlation between college expectations and parental income and education, the study also found that children from single-parent families appeared to be at a significant disadvantage. They were substantially less likely than those from two-parent families to have parents who expected them to go to college, planned to help pay their college costs, or reported having enough information to begin planning to finance a college education.

Unfounded Expectations

Among other key findings, the study suggests that many parents' college expectations are not accurate reflections of their children's academic potential. While 86 percent of students reported to earn mostly A's were expected by their parents to get at least bachelor's degrees, that

proportion fell to 64 percent for B students, even though an overwhelming majority of four-year colleges will admit students with B averages. At the other end of the achievement spectrum, 24 percent of students reported to earn mostly D's and F's had parents who expected them to earn bachelor's degrees.

Sylvia Hurtado, director of the Higher Education Research Institute at the University of California at Los Angeles, said the difference in the college expectations of A- and B-students' parents may be due less to perceptions of their children's academic abilities than to parents' beliefs about the likelihood of their children's getting merit-based scholarships.

Meanwhile, among the parents who expected low-achieving children to earn bachelor's degrees were probably some whose children are in middle school and still have time to get on track, and some who hope their children can turn themselves around at community colleges.

To the extent that there was a correlation between children's grades and parents' college expectations, this hardly was the only area where grades mattered. For students in general, the higher their reported grades were, the more likely their parents were to report getting good information on college planning from their schools and having enough information about college costs.

Education-policy analysts who reviewed the report said its findings highlighted the need to offer more guidance to parents to help ensure that all children — including those from disadvantaged backgrounds — reach their full potentials.

"If you were to ask parents if they want their children to have a good job, one that is going to allow them to support themselves and their families, they would say yes," said Daria L. Hall, an analyst of elementary- and secondary-education policy for the Education Trust, based in Washington. "What we need to do," she said, "is to make sure all parents understand how critical postsecondary education is in attaining those aspirations."

Patrick M. Callan, president of the National Center for Public Policy and Higher Education, said the report appears to reaffirm his and other research organizations' finding that "high achievers from low-income families and low achievers from high-income families have similar chances of making it to college."

But, Mr. Callan said, "like most public-opinion data, it raises as many questions as it answers," one being how much of the variation in parental expectations is a reaction to college costs.

The report cautions that its findings are based entirely on the parents' subjective responses to questions about their children and about their experiences in planning for college. Moreover, because it includes only the parents of students, the survey fails to account for young people who have dropped out of school.

Mr. Callan said the survey's inclusion of the parents of middle schoolers, while helping make it more extensive than previous studies with a high-school focus, may cause it to paint an excessively bleak picture in some areas. For example, the report itself notes that the parents of

older students were much more likely than the parents of younger ones to say they were getting good advice on college from their children's schools. As a result, including the parents of middle schoolers in asking about such guidance almost certainly makes it appear that more families are going without it than ultimately will be the case.

Ambitious Arrivals

In keeping with the results of other research dealing with the education of immigrants, the survey found that people who were born outside the United States were substantially more likely than those born here to expect their children to earn at least bachelor's degrees. Similarly, people who mainly spoke a language other than English at home were more likely than English speakers to have such high aspirations for the education of their children.

When it came to their perceptions of how much help they were getting in planning for college, however, both the non-native and linguistically unassimilated respondents seemed polarized in their views. The two populations, which have substantial overlap, were more likely than others to say either that schools were doing a very good job of providing them with information, or that schools were not providing them with any such information at all.

Ms. Hurtado, of the Higher Education Research Institute, said those who report being highly satisfied with the guidance they are receiving may not know enough English to evaluate it critically or may be happy simply to be getting any help at all.

When it comes to financial planning for college, the report found that non-English speakers were less than half as likely as English speakers to report having enough information.

The report also examined differences in parental expectations based on the types of schools the children attended. It found that the parents of home schoolers had lower expectations for their children than the parents of either public- or private-school students, and that the parents of private-school students had the highest expectations of all.

Michael J. Petrilli, who has researched the home-schooling movement for the Washington-based Thomas B. Fordham Institute, expressed skepticism about the survey's findings with respect to home-schooling parents.

"Any survey of home schoolers is by its very definition unreliable," he said. "Within the home-schooling movement, there is a lot of distrust of the government and other sources of authority, so it makes it very difficult to collect even basic statistics."

Copies of the new Education Department report, "Parent Expectations and Planning for College," are available online.



THE CHRONICLE OF HIGHER EDUCATION

Government & Politics<http://chronicle.com/free/v54/i35/35a00102.htm>

From the issue dated May 9, 2008

Community Colleges in California Feel the Heat

Accreditors penalize cash-starved system

By PAUL BASKEN

More than two years after Education Secretary Margaret Spellings stood on a podium in Washington and announced the formation of her Commission on the Future of Higher Education, some of its most powerful effects so far have been on a belt of community colleges nearly 3,000 miles away.

In the past year, at least 14 California community and junior colleges have been placed on a probationary or warning status by their accreditor, the Western Association of Schools and Colleges' Accrediting Commission for Community and Junior Colleges. In many cases, the colleges are being cited for their failure to prove the quality of their performance.

Ms. Spellings's panel issued an unambiguous call for such accountability, and her department has sought to enforce it by imposing more-rigorous reporting requirements on colleges as a condition for the accreditation that makes them eligible for federal student aid. The burden of that requirement has begun to show most prominently in California, where the cash-strapped system of community colleges is struggling to keep up.

At the College of the Redwoods, in Eureka, for example, leaders acknowledge that, under budgetary pressure, they failed to complete the required self-assessment reports. The college was placed on probation last June by the Accrediting Commission for Community and Junior Colleges.

"To be very candid, the commission was absolutely correct in placing us on probation," said Tom K. Harris, interim president at the College of the Redwoods. "Because we just hadn't completed the work in the satisfactory manner."

California's challenging budget climate — along with other factors that have strained its colleges' finances, such as historically low tuition and a promise of universal access — has been cited by college officials and policy makers as a reason why the state's institutions are the first to show strains from tougher accreditation standards.

California may be just the start. The majority of community colleges across the country are expecting cutbacks from their states, according to survey results presented at last month's annual meeting of the American Association of Community Colleges. That suggests the problems with maintaining accreditation could soon spread, as more colleges may find they can't afford the staff and attention necessary to produce mandatory self-assessment reports, said George R. Boggs, the association's president.

cc: Bd.

In California, with tuition typically covering less than 5 percent of institutions' costs, most of the state's community-college system relies on state and local money. Economic troubles forced California in 2002-3 to cut the state's share of community-college budgets for the first time in a decade, to \$4,443 per student, according to a report by the nonprofit Public Policy Institute of California.

And conditions are expected to worsen. Gov. Arnold Schwarzenegger, seeking to balance the state's budget, has proposed a 10-percent, across-the-board reduction in all state spending, which would cut about \$1-billion from higher-education budgets.

After being combined with increases in funds from other sources such as local property taxes, that scenario would leave community colleges with only a 1-percent increase at a time when the colleges, which the state requires to accept all applicants, expect 3-percent enrollment growth each year, according to a report last month by the Campaign for College Opportunity, a nonprofit advocacy group.

Such a budget, which is still being debated by the Legislature, would force California's community colleges to absorb a loss of state funds equal to about 50,000 full-time students, according to community-college officials.

Successful College Struggles

The College of the Redwoods, with three campuses set amid forests in Northern California, is among California's more-successful community colleges. It ranks at the top of its peers in both "student progress and achievement rate" and in the percentage of students earning at least 30 credits, according to a January report by the state's community-colleges system. It is also renowned for a woodworking program founded by James Krenov, the Swedish-trained craftsman whose cabinets are found in museums worldwide.

Yet the Western Association's accrediting commission placed the College of the Redwoods on warning status in January 2006 and put it on probation in June 2007, citing its failure to produce required self-assessment reports in areas such as long-term facility planning.

The college, under financial pressure, made some bad decisions over the past few years that may have worsened its situation, Mr. Harris said. They included creating strict policies that angered students, such as those that prohibited class changes after the first day and canceled students' registrations if their fees were not paid 30 days before the start of each semester, he said.

"So people were just walking away and — I'll be very crude — giving us the finger," Mr. Harris said.

The college realized those mistakes and corrected them, quickly gaining sharp increases in enrollment, which rose this year by about 7 percent, Mr. Harris said. That helped the college's cash reserves swell from 1.5 percent of the college's budget to 7 percent. But the newly reinforced demands from its accreditor showed that the college had made another error during its budget struggles, when it went 10 years without hiring the staff researcher necessary to produce its accreditation reports, he said.

The hiring decision was part of an overall "lack of administrative leadership in getting the accreditation report completed accurately," said Mr. Harris, who received the accreditor's probation notice on his first day on the job in July 2007.

The College of the Redwoods is not alone. Long before Ms. Spellings formed her panel and began pressing colleges to be more accountable, the Western Association's commission for community

colleges began making similar demands on its members. The commission, whose parent association is one of the nation's six major regional accrediting agencies, introduced new standards in 2002 that set clearer expectations for colleges to define their own measures of success and learn from the process.

The practice of accreditation was begun by colleges a century ago as a voluntary system of self-improvement. The federal government became involved in the 1960s, requiring that colleges secure approval from a government-recognized accreditor before students could receive federally financed grants and loans.

After introducing its tougher standards in 2002, the Western Association's commission for community colleges began finding some of its members caught in a pattern of promising they would produce the more-extensive reviews of academic programs without actually following through.

"The commission believed their claims in the past that they were doing it, or they were going to do it, or they had started to do it and had done some programs and would do the rest," said Barbara A. Beno, president of the community-college commission. "And then the colleges really dropped the ball."

Federal Pressure Increases

The federal government soon noticed what was happening. The National Advisory Committee on Institutional Quality and Integrity, the federal panel that evaluates whether an accreditor deserves government recognition, last year began citing the Western Association's Commission for Community and Junior Colleges for failing to ensure that its member colleges produced their required reports within two years.

Faced with the prospect of losing its federal recognition, the commission responded. After placing 32 colleges on warning or probationary status during the previous three years, it added another 11 to the list this past January.

Those placed on a warning status include Cañada College, in Redwood City; College of San Mateo; Cuesta College, in San Luis Obispo; Imperial Valley College, in Imperial; Marymount College, in Rancho Palos Verdes; MiraCosta College, in Oceanside; San Joaquin Valley College, in Visalia; Shasta College, in Redding; Sierra College, in Rocklin; and Solano Community College, in Fairfield.

Others sanctioned included Modesto Junior College, which was placed on probation for its failure to develop comprehensive plans for staffing, services, and programs. The college, in a written statement to *The Chronicle* explaining its probationary status, cited the fact that the accrediting agency "started enforcing the two-year rule."

The accrediting commission did begin enforcing the rule in response to pressure from the Bush administration, Ms. Beno said, though the underlying requirements have been in place since 2002.

"The colleges often have a perception that when they don't meet the standards, that the commission has changed itself," she said. "It's a way of avoiding the idea that they're not meeting the standards."

As happened at the College of the Redwoods, institutions facing budgetary pressures sometimes divert attention from their accreditation duties, said Steven Bruckman, executive vice chancellor for California's community-colleges system.

But the increased attention to accreditation at the federal level isn't allowing the colleges to make that

trade-off any longer, said Mr. Bruckman, who serves as his office's representative on the accrediting commission led by Ms. Beno. He said the agency was requiring colleges to be more introspective, to provide a greater research base for their conclusions, and to be more data-driven.

In the past, colleges pledged attention to self-improvement and accreditors accepted those promises "more at face value," Mr. Bruckman said. "And now we're requiring them to really prove what they're saying."

<http://chronicle.com>

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The Chronicle of Higher Education

May 2, 2008

OPINION

America's Most Overrated Product: the Bachelor's Degree

By MARTY NEMKO

Among my saddest moments as a career counselor is when I hear a story like this: "I wasn't a good student in high school, but I wanted to prove that I can get a college diploma. I'd be the first one in my family to do it. But it's been five years and \$80,000, and I still have 45 credits to go."

I have a hard time telling such people the killer statistic: Among high-school students who graduated in the bottom 40 percent of their classes, and whose first institutions were four-year colleges, two-thirds had not earned diplomas eight and a half years later. That figure is from a study cited by Clifford Adelman, a former research analyst at the U.S. Department of Education and now a senior research associate at the Institute for Higher Education Policy. Yet four-year colleges admit and take money from hundreds of thousands of such students each year!

Even worse, most of those college dropouts leave the campus having learned little of value, and with a mountain of debt and devastated self-esteem from their unsuccessful struggles. Perhaps worst of all, even those who do manage to graduate too rarely end up in careers that require a college education. So it's not surprising that when you hop into a cab or walk into a restaurant, you're likely to meet workers who spent years and their family's life savings on college, only to end up with a job they could have done as a high-school dropout.

Such students are not aberrations. Today, amazingly, a majority of the students whom colleges admit are grossly underprepared. Only 23 percent of the 1.3 million high-school graduates of 2007 who took the ACT examination were ready for college-level work in the core subjects of English, math, reading, and science.

Perhaps more surprising, even those high-school students who are fully qualified to attend college are increasingly unlikely to derive enough benefit to justify the often six-figure cost and four to six years (or more) it takes to graduate. Research suggests that more than 40 percent of freshmen at four-year institutions do not graduate in six years. Colleges trumpet the statistic that, over their lifetimes, college graduates earn more than nongraduates, but that's terribly misleading. You could lock the collegebound in a closet for four years, and they'd still go on to earn more than the pool of non-collegebound — they're brighter, more motivated, and have better family connections.

Also, the past advantage of college graduates in the job market is eroding. Ever more students attend college at the same time as ever more employers are automating and sending offshore ever more professional jobs, and hiring part-time workers. Many college graduates are forced to take some very nonprofessional positions, such as driving a truck or tending bar.

How much do students at four-year institutions actually learn?

Colleges are quick to argue that a college education is more about enlightenment than employment. That may be the biggest deception of all. Often there is a Grand Canyon of difference between the reality and what higher-education institutions, especially research ones, tout in their viewbooks and on their Web sites. Colleges and universities are businesses, and students are a cost item, while research is a profit center. As a result, many institutions tend to educate students in the cheapest way possible: large lecture classes, with necessary small classes staffed by rock-bottom-cost graduate students. At many colleges, only a small percentage of the typical student's classroom hours will have been spent with fewer than 30 students taught by a professor, according to student-questionnaire data I used for my book *How to Get an Ivy League Education at a State University*. When students at 115 institutions were asked what percentage of their class time had been spent in classes of fewer than 30 students, the average response was 28 percent.

That's not to say that professor-taught classes are so worthwhile. The more prestigious the institution, the more likely that faculty members are hired and promoted much more for their research than for their teaching. Professors who bring in big research dollars are almost always rewarded more highly than a fine teacher who doesn't bring in the research bucks. Ernest L. Boyer, the late president of the Carnegie Foundation for the Advancement of Teaching, used to say that winning the campus teaching award was the kiss of death when it came to tenure. So, no surprise, in the latest annual national survey of freshmen conducted by the Higher Education Research Institute at the University of California at Los Angeles, 44.6 percent said they were not satisfied with the quality of instruction they received. Imagine if that many people were dissatisfied with a brand of car: It would quickly go off the market. Colleges should be held to a much higher standard, as a higher education costs so much more, requires years of time, and has so much potential impact on your life. Meanwhile, 43.5 percent of freshmen also reported "frequently" feeling bored in class, the survey found.

College students may be dissatisfied with instruction, but, despite that, do they learn? A 2006 study supported by the Pew Charitable Trusts found that 50 percent of college seniors scored below "proficient" levels on a test that required them to do such basic tasks as understand the arguments of newspaper editorials or compare credit-card offers. Almost 20 percent of seniors had only basic quantitative skills. The students could not estimate if their car had enough gas to get to the gas station.

Unbelievably, according to the Spellings Report, which was released in 2006 by a federal commission that examined the future of American higher education, things are getting even worse: "Over the past decade, literacy among college graduates has actually declined. ... According to the most recent National Assessment of Adult Literacy, for instance, the percentage of college graduates deemed proficient in prose literacy has actually declined from 40 to 31 percent in the past decade. ... Employers report repeatedly that many new graduates they hire are not prepared to work, lacking the critical thinking, writing and problem-solving skills needed in today's workplaces."

What must be done to improve undergraduate education?

Colleges should be held at least as accountable as tire companies are. When some Firestone tires were believed to be defective, government investigations, combined with news-media scrutiny, led to higher tire-safety standards. Yet year after year, colleges and universities turn out millions of defective products: students who drop out or graduate with far too little benefit for the time and money spent. Not only do colleges escape punishment, but they are rewarded with taxpayer-financed student grants and loans, which allow them to raise their tuitions even more.

I ask colleges to do no more than tire manufacturers are required to do. To be government-approved, all tires must have — prominently molded into the sidewall — some crucial information, including ratings of tread life, temperature resistance, and traction compared with national benchmarks.

Going significantly beyond the recommendations in the Spellings report, I believe that colleges should be required to prominently report the following data on their Web sites and in recruitment materials:

- Value added. A national test, which could be developed by the major testing companies, should measure skills important for responsible citizenship and career success. Some of the test should be in career contexts: the ability to draft a persuasive memo, analyze an employer's financial report, or use online research tools to develop content for a report.

Just as the No Child Left Behind Act mandates strict accountability of elementary and secondary schools, all colleges should be required to administer the value-added test I propose to all entering freshmen and to students about to graduate, and to report the mean value added, broken out by precollege SAT scores, race, and gender. That would strongly encourage institutions to improve their undergraduate education and to admit only students likely to derive enough benefit to justify the time, tuition, and opportunity costs. Societal bonus: Employers could request that job applicants submit the test results, leading to more-valid hiring decisions.

- The average cash, loan, and work-study financial aid for varying levels of family income and assets, broken out by race and gender. And because some colleges use the drug-dealer scam — give the first dose cheap and then jack up the price — they should be required to provide the average not just for the first year, but for each year.
- Retention data: the percentage of students returning for a second year, broken out by SAT score, race, and gender.
- Safety data: the percentage of an institution's students who have been robbed or assaulted on or near the campus.
- The four-, five-, and six-year graduation rates, broken out by SAT score, race, and gender. That would allow institutions to better document such trends as the plummeting percentage of male graduates in recent years.
- Employment data for graduates: the percentage of graduates who, within six months of graduation, are in graduate school, unemployed, or employed in a job requiring college-level skills, along with salary data.
- Results of the most recent student-satisfaction survey, to be conducted by the institutions themselves.

- The most recent accreditation report. The college could include the executive summary only in its printed recruitment material, but it would have to post the full report on its Web site.

Being required to conspicuously provide this information to prospective students and parents would exert long-overdue pressure on colleges to improve the quality of undergraduate education. What should parents and guardians of prospective students do?

- If your child's high-school grades and test scores are in the bottom half for his class, resist the attempts of four-year colleges to woo him. Colleges make money whether or not a student learns, whether or not she graduates, and whether or not he finds good employment. Let the buyer beware. Consider an associate-degree program at a community college, or such nondegree options as apprenticeship programs (see <http://www.khake.com>), shorter career-preparation programs at community colleges, the military, and on-the-job training, especially at the elbow of a successful small-business owner.
- If your student is in the top half of her high-school class and is motivated to attend college for reasons other than going to parties and being able to say she went to college, have her apply to perhaps a dozen colleges. Colleges vary less than you might think (at least on factors you can readily discern in the absence of the accountability requirements I advocate above), yet financial-aid awards can vary wildly. It's often wise to choose the college that requires you to pay the least cash and take out the smallest loan. College is among the few products that don't necessarily give you what you pay for — price does not indicate quality.
- If your child is one of the rare breed who knows what he wants to do and isn't unduly attracted to academics or to the *Animal House* environment that characterizes many college-living arrangements, then take solace in the fact that countless other people have successfully taken the noncollege road less traveled. Some examples: Maya Angelou, David Ben-Gurion, Richard Branson, Coco Chanel, Walter Cronkite, Michael Dell, Walt Disney, Thomas Edison, Henry Ford, Bill Gates, Alex Haley, Ernest Hemingway, Wolfgang Puck, John D. Rockefeller Sr., Ted Turner, Frank Lloyd Wright, and nine U.S. presidents, from Washington to Truman.

College is a wise choice for far fewer people than are currently encouraged to consider it. It's crucial that they evenhandedly weigh the pros and cons of college versus the aforementioned alternatives. The quality of their lives may depend on that choice.

Marty Nemko is a career counselor based in Oakland, Calif., and has been an education consultant to 15 college presidents. He is author of four books, including The All-in-One College Guide: A Consumer Activist's Guide to Choosing a College (Barron's, 2004).

Date: April 24, 2008

To: Thomas Fallo

From: Scott Lay, Community College League of California

Re: Budget Viewpoint: A Barometer of Fairness

As you probably know, the Legislature took a series of actions in February aimed at reducing current year spending. As part of this process, community college leaders identified \$31 million in funds that could be returned to the state without affecting any existing programs.

The K-12 budget was similarly trimmed, finding funds that were unused in prior years and substituting some of them through an accounting move for other spending in the current year. The University of California was cut \$1.5 million for a new welfare policy center at Berkeley, and the California State University was spared from cuts.

Essentially, no education segment had an actual mid-year cut that affected their bottom-line budget—until now.

Community colleges are facing a cut that will likely exceed \$100 million, or 2% of per-student general revenues, without a vote of the Legislature. This is because the revenue assumption made by the Legislature and Governor in last year's budget overestimated the amount of property tax revenue that would be collected for community colleges.

K-12 schools are facing a similar shortfall in property taxes, but the state is providing them an automatic backfill. The University of California's is getting the money promised them in the budget, as is the California State University. Only community colleges are being faced with this inequitable cut.

The Legislature can act by quickly passing AB 2277 (Eng) as soon as possible. Decisions are being made by colleges right now as to which courses and services to offer during the summer, and significant cutbacks are likely if this budgetary promise is broken.

Over the last several years, political leaders have promised that community colleges will be treated fairly. Sometimes it's difficult to measure fairness, but this has offered a perfect barometer.

Either AB 2277 is quickly passed—making the community college budget whole like that of each of the other education segments—or, once again, California's workhorse of higher education will be shortchanged.

Legislative inaction will result in the only substantive current year cut to

education, and it will be applied only to community colleges.

Will the Legislature act? Will the promise of fairness be met?

Community College League of California
2017 O Street, Sacramento, California 95814
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SAN FRANCISCO

Newsom asks city unions to make cuts

Contracts would be reopened in attempt to reduce payroll

Wyatt Buchanan, Chronicle Staff Writer

Wednesday, April 23, 2008

(04-22) 20:13 PDT San Francisco -- San Francisco Mayor Gavin Newsom is calling on labor unions representing city employees to renegotiate their contracts to help reduce the massive \$338 million budget deficit projected for next year.

Newsom sent a letter to labor leaders Tuesday asking for "assistance and cooperation" in reducing the city's total cost of labor contracts by 3 percent. That amounts to a total of \$57 million in reductions, according to the city controller.

He suggested the unions consider mandatory furloughs, wage deferrals and possibly changes in work rules or contract provisions to meet the 3 percent goal.

City leaders are still working to bridge the rest of the \$338 million deficit, which is likely to come from a variety of cuts, including layoffs of city employees, according to the mayor.

"While some layoffs will be unavoidable, we share your interest in preserving our public services and the jobs of dedicated employees who provide those services," Newsom wrote to the labor leaders.

Tim Paulson, executive director of the San Francisco Labor Council, said unions are willing to discuss changes to negotiated contracts, with one condition.

"If there are no layoffs, we are more than willing to work with the mayor on those issues," Paulson said. Labor has no legal obligation to renegotiate, but not doing so could leave city officials with having to make draconian cuts to the workforce.

The mayor already has eliminated 301 vacant positions of the city's 27,000-person workforce, which saved about \$29.5 million, according to the mayor's budget office. He also has ordered midyear cuts of about \$16.3 million.

Those cuts, with some others, would account for about \$155 million of the total deficit, leaving \$183 million to go. If the unions accept the cut asked for by Newsom Tuesday, it would still leave the deficit at about \$126 million.

Under the city charter, Newsom must present a balanced budget to the Board of Supervisors by June 1. The supervisors have one month to discuss, alter and ultimately pass the budget.

Board President Aaron Peskin said he is supportive of the mayor's efforts.

"Tough times call for tough solutions, and the majority of the city's operating costs are for payroll," Peskin said. "Everybody has to be part of the solution."

The last time the city asked labor unions to reduce negotiated contracts was during Mayor Willie Brown's administration. Peskin said he hopes Newsom had "been laying the groundwork" as Brown did for the cuts, by working closely with supervisors to prepare for new negotiations.

Supervisor Sean Elsbernd, who sits on the board's budget committee, said he did not know the mayor had sent the letter to labor leaders.

"I'm not surprised by it at all, though," Elsbernd said. "If there's any surprise, it's that the letter went out (Tuesday) instead of a month ago."

Last year, the city negotiated pay increases with several unions, including police officers, firefighters and nurses. Police, whose contract renewals coincide with mayoral elections, received a 25 percent pay increase over four years.

The city's tax revenues are projected to increase by \$114 million next year, but that is offset by cuts in state funding, which still could increase, and one-time budget fixes from previous years that have to be paid every year.

If the \$338 million deficit is not fixed with on-going or long-term solutions, one-time fixes this year will be added directly to the projected budget deficit for 2009-10, which as of now is \$45.9 million.

"To the extent that one-time solutions are used to bridge ... the problem, it pushes it on to the next year," said City Controller Ben Rosenfield.

Cal State-Long Beach Investigates Allegations of Bogus Claims in Professors' Bios

By THOMAS BARTLETT

An essay by a film professor at California State University at Long Beach that questions the credentials of his colleagues is stirring controversy on the campus—and sparking investigations.

The essay, written by Brian Alan Lane, an associate professor of film, accuses three of his colleagues in the department of film and electronic arts of having "outright lies or misleading statements of fact" in their online biographies. Mr. Lane said he was pursuing the matter because the university seemed reluctant to do so. He doesn't name names, but, upon closer inspection, at least one of his colleagues listed credentials that don't seem to check out.

Last week Michael I. Berlin's online university bio listed him as a "graduate from Columbia University's master's program"—though it didn't specify which master's program. Two searches of the National Student Clearinghouse database—a service Columbia and many other universities use for degree verification—turned up no Columbia degree for Mr. Berlin. In an interview on Wednesday, Mr. Berlin stood by his claim, saying that he had earned "the equivalent of a master's" from Columbia while completing his doctorate in educational administration at Yeshiva University.

Mr. Berlin's bio also listed him as a psychologist and a member of the American Psychological Association. An official in the membership department of the association, which has 148,000 members, could not find any record of the professor. Mr. Berlin admitted that he is not a member of the association. He also acknowledged writing his online bio. When asked last Wednesday how the credential could have been inserted, Mr. Berlin responded: "You know what? I don't know."

On Friday, Mr. Berlin's online bio was changed. The references to the American Psychological Association and to being a "clinical psychologist" were both removed. As for his Columbia degree, Mr. Berlin's bio now says he "took courses" at Columbia. In a brief second interview on the same day, Mr. Berlin said that university officials had told him not to answer any more questions and then hung up.

Accusations of Inflated Credits

Inaccuracies, or even fabrications, in online bios are nothing to take lightly, said Craig Smith, chairman of the university's film department. Mr. Smith declined to specifically comment on Mr. Berlin's situation, but he did acknowledge that investigations were being

conducted by the university's academic-affairs office. "Students may decide to come to this department based on what they read in those bios, and in that case, we may be getting into something like fraud," Mr. Smith said.

Another professor is being investigated for possibly fabricating teaching experience, according to a source familiar with that inquiry, who asked not to be named because the investigation is in progress. In addition, film professors have been accused of inventing or inflating their professional credits on movie and television projects, according to Mr. Lane, who serves on the television-credits policy committee for the Writers Guild of America.

The university's provost, Karen Gould, confirmed that investigations into the credentials of professors in the film department were under way but declined to offer further comment

Mr. Lane, whose essay has spread via e-mail on the Long Beach campus, said he had felt compelled to do something because of what he considered foot-dragging by the university. And he said more revelations were likely. "This is the tip of the iceberg in terms of how this university has mishandled these cases over the years," he said.

A spokeswoman for the university, Toni Beron, rejected that notion. "I think it's very interesting to make an accusation that the university is covering up something that it is investigating," Ms. Beron said.

In the end, Mr. Lane argued, credentials really do matter. "There's right and there's wrong," he said. "We're betraying our fundamental compact with the students if we're not who we say we are."

\$50-Million Pledge Is Meant to Spur More Giving to California's 2-Year Colleges

By BECKIE SUPIANO

The California Community Colleges system will receive up to \$50-million from the Bernard Osher Foundation to use for scholarships at its 109 colleges, the system's foundation announced today. The pledge, which is very large for one made to a community-college group, is designed to spur other donors to give to those institutions.

The Osher foundation is giving the system \$25-million upfront to create an endowment that will provide \$1,000 scholarships for students who have already earned 24 credits or more. The system will provide those scholarships to 1,250 students beginning in the fall of 2009.

Up to \$25-million more will be added to the endowment on a matching basis, \$1 for every \$2 the system raises, over the next three years. The matching strategy is meant to raise the profile of community colleges as worthwhile recipients of gifts.

"We hope people throughout California and beyond will contribute to trigger the full amount of the Osher pledge," said Mary G.F. Bitterman, the Osher foundation's president. "We really want to hearten philanthropists to invest in these institutions."

Receiving large gifts remains very unusual for community colleges. "We haven't been at the table when it comes to philanthropy for years," said Paul I. Lanning, president of the Foundation for California Community Colleges. "To me, it changes things for community colleges nationwide, tells the public community colleges want support."

The Bernard Osher Foundation provides college scholarships, with a special focus on students re-entering higher education. It also operates lifelong-learning centers at more than 100 colleges.

Concurrent with its gift to the community-college system, the Osher foundation is providing \$20-million to campuses in the University of California and California State University systems that it does not already support in some way. The universities will use the money for scholarships for students transferring from community colleges.

Although the cost of attending a community college in California is low—\$26 a unit—students still are in need of scholarships, said Diane Woodruff, the system's interim chancellor. Many of the system's students work full or part time, and they have to shell out hundreds of dollars for textbooks and deal with California's high cost of living.

Students who receive the new Osher scholarships will be able to use them for books, laboratory fees, and other educational expenses, as well as tuition.

Turning a Corner

Ms. Woodruff said it has always been her dream to build the community colleges an endowment like that of a four-year college. She was surprised to discover that the founder of the charitable group, Bernard Osher, shared her desire. The gift will mean a "whole transformation of fund raising at our state level and our colleges," Ms. Woodruff said.

"Community colleges, in fund-raising operations, are today where public universities were 20 or 30 years ago," said John Lippincott, president of the Council for Advancement and Support of Education. For a long time, fund raising was almost exclusively the domain of private colleges, but today public ones have practically caught up, Mr. Lippincott said. And now, he said, community colleges are hoping to make similar strides.

They will need to. Community colleges are finding that the present economic and political climate is squeezing their budgets. "Community colleges have always prided themselves on providing quality and affordability—that affordability is challenged by state cuts," Mr. Lippincott said. "That's why the Osher gift is such a fabulous gift: It helps community colleges ensure they can continue to uphold affordability and quality of education."

Fund raising can be more difficult for community colleges than for four-year colleges, in part because community colleges do not dedicate as many resources to it.

Another challenge is that community colleges have a different relationship with their alumni than four-year colleges do. Many community-college students live off campus, and they may also have divided loyalties when it comes to giving if they earn an associate degree at one college and a bachelor's at another.

For this reason, community colleges rely on gifts from foundations more than their four-year counterparts do, Mr. Lippincott said.

"We'd really like our Osher challenge to launch a new chapter in higher education in California," Ms. Bitterman said.

LA Times

Academic March Madness

April 5, 2008

By Lindsey Luebchow and Kevin Carey

If you've watched any of the televised men's college basketball tournament this year, you've been bombarded by NCAA commercials that declare: "There are 380,000 NCAA student athletes ... and just about every one of them will go pro in something other than sports."

It's an uplifting tagline, but there's a catch. In order to "go pro in something other than sports," that athlete needs a college degree. And far too many male athletes in top-tier Division I basketball programs never graduate.

The teams that played in the Sweet 16 this year have some of the worst academic records in the country, particularly the top-seeded teams such as UCLA, where, on average, only 29% of men with basketball scholarships graduate within six years of enrolling. At the University of Memphis, which UCLA plays today in the Final Four, that number is 30%. Very few of those are dropping out to enter the NBA draft.

If Sweet 16 victories were based on the graduation rates tracked by the federal government -- the percentage of scholarship players who enrolled from 1997 to 2000 and graduated within six years -- who would come out on top?

The results are not the Final Four matchups happening in San Antonio. In fact, only one of the top seeds -- the University of North Carolina, with a 60% graduation rate -- would make this academic Final Four.

The University of Kansas and Memphis wouldn't have made it even to the Elite Eight. UCLA would have been knocked out by Xavier University's 67% graduation rate, meaning Ben Howland's Bruins wouldn't be headed to the Final Four for the third straight year. Instead, Xavier or Stanford University would be headed to the championship game, where they would play Davidson College.

Even more disturbing are the graduation rates of African American players at many of these elite basketball schools. At UCLA, for example, the graduation rate for black players is only 20%, in comparison to 100% for white players. These coaches and universities have a responsibility to ensure that all of their athletes are given the tools to graduate.

Amid the spectacle that is March Madness, it's hard to keep this other kind of scoreboard in mind. But we need to applaud those teams that support the development of true student

athletes, and rethink our glorification of those that simply use their players for tournament success.

Lindsey Luebchow is a policy analyst at the nonpartisan New America Foundation. Kevin Carey is research and policy manager at the Education Sector, an independent think tank.

State's politicians suffer from truth deficit

By Dan Walters

Article Launched: 04/22/2008 06:36:51 PM PDT

When the Securities and Exchange Commission leveled civil fraud charges against five former San Diego city officials this month, accusing them of lying to lenders about public pension obligations, it underscored two separate but equally bothersome aspects of contemporary California politics.

The first is that those officials apparently were misleading their voters and taxpayers as well. But lying to the public, unlike lying to bond buyers, is not a violation of law. And California politicians routinely lie about the condition of public finances, most spectacularly on the deficit-ridden state budget.

Governors and legislators, with straight faces, will claim to have balanced the chronically unbalanced budget after adopting rosy, and sometimes fictitious, revenue estimates and ignoring liabilities.

It's been scarcely a year, for example, since Gov. Arnold Schwarzenegger claimed to have closed the state's "net operating deficit" by using numbers that someone conjured out of thin air and that evaporated just as quickly. Last summer, he made a similar budget-balancing claim when he signed a long-delayed budget that everyone knew was badly out of whack.

More recently, Schwarzenegger and legislators claimed to have found "solutions" to close roughly half of the current deficit, even though what they enacted was mostly borrowing more money and deferring certain payments to another fiscal year.

The San Diego case revolves around financial condition statements city officials signed in seeking \$262million from lenders. The SEC alleges they consciously omitted details about the city's rapidly escalating costs for providing pensions and health benefits to retired city workers. When the omissions were revealed, it resulted in a shake-up of city government, including the mayor's departure, and a welter of criminal and civil investigations.

The San Diego experience was echoed this year when Vallejo's city government came close to filing for bankruptcy protection because the extravagant pledges it had made to fire and police unions outstripped its revenues.

This raises the second aspect.

The state and many local governments have acceded to the demands of politically powerful public-employee unions, especially those representing public-safety workers, for enhanced pension and health care benefits whose long-term financing is problematic.

The governor's predecessor, Gray Davis, signed big increases in pension benefits on assurances from the union-controlled California Public Employees' Retirement System that its investment profits would cover them with no cost to taxpayers. But after the stock market tanked a couple of years later, the state was left with billions of dollars in extra costs, no small factor in the current deficit.

Schwarzenegger and lawmakers haven't a clue about how to close the current deficit - with less than three months remaining before another fiscal year begins. By rights, the gap should be widened by another \$6 billion because that's what the state should be setting aside each year to cover its health care obligations to retirees under new government accounting rules.

"We have obligated ourselves for too much," the governor said the other day during his budget reform tour of the state.

Well, yes, we have. But acknowledging it is one thing. Doing something about it is another. Schwarzenegger was burned badly when he attempted to scale back retirement benefits three years ago and appears disinclined to tackle them, or the looming health care obligations, for fear of alienating the unions.

The state's politicians will continue to mislead their constituents about public finances. But as long as they don't lie to bankers, they apparently won't pay any penalty. Maybe we voters really don't want to know the truth.

DailyBreeze.com

Back to the table

Daily Breeze editorial

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Although his budget plan contains tough calls for layoffs and furloughs for city workers, Los Angeles Mayor Antonio Villaraigosa knows that neither is likely. Even if he could get the City Council to approve such drastic measures, lawsuits from the public-employee unions would invariably follow.

Which is why, Villaraigosa admits, the purpose of these proposals is less to get them enacted than to force the unions back to the bargaining table.

Good luck with that.

In truth, the mayor and the council never should have approved a 23 percent pay increase for city workers that will cost L.A. \$255 million over five years.

Villaraigosa claims that if he knew then (October) that the economy would tank and revenues go flat, he never would have agreed to the huge pay raises for the country's highest-paid municipal workers.

But the truth is that those pay increases came at a time when city revenue growth began to fall sharply.

Still, when city officials were selling Los Angeles voters on the new telephone tax a few months ago, they warned that if revenues drop, the contracts could be renegotiated.

As Karen Sisson, the city's chief administrative officer, put it: "(The unions have) all reaffirmed their commitment to me that if the city's finances are in jeopardy, they will be open to talking."

With the city facing a \$407million deficit, finances are certainly in jeopardy - and the time to talk is now.

Villaraigosa understands that the unions are under no legal obligation to accept a less-generous deal. But he also knows that his threat of layoffs could spur some willingness to negotiate.

And if it doesn't, the interest of the city should. With Los Angeles city residents facing dramatic fee hikes and cuts in the city's most basic services, it's time for the unions to make an effort to help the city they serve.

It's time to go back to the table.

The Chronicle of Higher Education

May 9, 2008

Community Colleges in California Feel the Heat

Accreditors penalize cash-starved system

By PAUL BASKEN

More than two years after Education Secretary Margaret Spellings stood on a podium in Washington and announced the formation of her Commission on the Future of Higher Education, some of its most powerful effects so far have been on a belt of community colleges nearly 3,000 miles away.

In the past year, at least 14 California community and junior colleges have been placed on a probationary or warning status by their accreditor, the Western Association of Schools and Colleges' Accrediting Commission for Community and Junior Colleges. In many cases, the colleges are being cited for their failure to prove the quality of their performance.

Ms. Spellings's panel issued an unambiguous call for such accountability, and her department has sought to enforce it by imposing more-rigorous reporting requirements on colleges as a condition for the accreditation that makes them eligible for federal student aid. The burden of that requirement has begun to show most prominently in California, where the cash-strapped system of community colleges is struggling to keep up.

At the College of the Redwoods, in Eureka, for example, leaders acknowledge that, under budgetary pressure, they failed to complete the required self-assessment reports. The college was placed on probation last June by the Accrediting Commission for Community and Junior Colleges.

"To be very candid, the commission was absolutely correct in placing us on probation," said Tom K. Harris, interim president at the College of the Redwoods. "Because we just hadn't completed the work in the satisfactory manner."

California's challenging budget climate — along with other factors that have strained its colleges' finances, such as historically low tuition and a promise of universal access — has been cited by college officials and policy makers as a reason why the state's institutions are the first to show strains from tougher accreditation standards.

California may be just the start. The majority of community colleges across the country are expecting cutbacks from their states, according to survey results presented at last month's annual meeting of the American Association of Community Colleges. That suggests the problems with maintaining accreditation could soon spread, as more colleges may find they can't afford the staff and attention necessary to produce mandatory self-assessment reports, said George R. Boggs, the association's president.

In California, with tuition typically covering less than 5 percent of institutions' costs, most of the state's community-college system relies on state and local money. Economic troubles forced California in 2002-3 to cut the state's share of community-college budgets for the first time in a decade, to \$4,443 per student, according to a report by the nonprofit Public Policy Institute of California.

And conditions are expected to worsen. Gov. Arnold Schwarzenegger, seeking to balance the state's budget, has proposed a 10-percent, across-the-board reduction in all state spending, which would cut about \$1-billion from higher-education budgets.

After being combined with increases in funds from other sources such as local property taxes, that scenario would leave community colleges with only a 1-percent increase at a time when the colleges, which the state requires to accept all applicants, expect 3-percent enrollment growth each year, according to a report last month by the Campaign for College Opportunity, a nonprofit advocacy group.

Such a budget, which is still being debated by the Legislature, would force California's community colleges to absorb a loss of state funds equal to about 50,000 full-time students, according to community-college officials.

Successful College Struggles

The College of the Redwoods, with three campuses set amid forests in Northern California, is among California's more-successful community colleges. It ranks at the top of its peers in both "student progress and achievement rate" and in the percentage of students earning at least 30 credits, according to a January report by the state's community-colleges system. It is also renowned for a woodworking program founded by James Krenov, the Swedish-trained craftsman whose cabinets are found in museums worldwide.

Yet the Western Association's accrediting commission placed the College of the Redwoods on warning status in January 2006 and put it on probation in June 2007, citing its failure to produce required self-assessment reports in areas such as long-term facility planning.

The college, under financial pressure, made some bad decisions over the past few years that may have worsened its situation, Mr. Harris said. They included creating strict policies that angered students, such as those that prohibited class changes after the first day and canceled students' registrations if their fees were not paid 30 days before the start of each semester, he said.

"So people were just walking away and — I'll be very crude — giving us the finger," Mr. Harris said.

The college realized those mistakes and corrected them, quickly gaining sharp increases in enrollment, which rose this year by about 7 percent, Mr. Harris said. That helped the college's cash reserves swell from 1.5 percent of the college's budget to 7 percent. But the newly reinforced demands from its accreditor showed that the college had made another error during its

budget struggles, when it went 10 years without hiring the staff researcher necessary to produce its accreditation reports, he said.

The hiring decision was part of an overall "lack of administrative leadership in getting the accreditation report completed accurately," said Mr. Harris, who received the accreditor's probation notice on his first day on the job in July 2007.

The College of the Redwoods is not alone. Long before Ms. Spellings formed her panel and began pressing colleges to be more accountable, the Western Association's commission for community colleges began making similar demands on its members. The commission, whose parent association is one of the nation's six major regional accrediting agencies, introduced new standards in 2002 that set clearer expectations for colleges to define their own measures of success and learn from the process.

The practice of accreditation was begun by colleges a century ago as a voluntary system of self-improvement. The federal government became involved in the 1960s, requiring that colleges secure approval from a government-recognized accreditor before students could receive federally financed grants and loans.

After introducing its tougher standards in 2002, the Western Association's commission for community colleges began finding some of its members caught in a pattern of promising they would produce the more-extensive reviews of academic programs without actually following through.

"The commission believed their claims in the past that they were doing it, or they were going to do it, or they had started to do it and had done some programs and would do the rest," said Barbara A. Beno, president of the community-college commission. "And then the colleges really dropped the ball."

Federal Pressure Increases

The federal government soon noticed what was happening. The National Advisory Committee on Institutional Quality and Integrity, the federal panel that evaluates whether an accreditor deserves government recognition, last year began citing the Western Association's Commission for Community and Junior Colleges for failing to ensure that its member colleges produced their required reports within two years.

Faced with the prospect of losing its federal recognition, the commission responded. After placing 32 colleges on warning or probationary status during the previous three years, it added another 11 to the list this past January.

Those placed on a warning status include Cañada College, in Redwood City; College of San Mateo; Cuesta College, in San Luis Obispo; Imperial Valley College, in Imperial; Marymount College, in Rancho Palos Verdes; MiraCosta College, in Oceanside; San Joaquin Valley College, in Visalia; Shasta College, in Redding; Sierra College, in Rocklin; and Solano Community College, in Fairfield.

Others sanctioned included Modesto Junior College, which was placed on probation for its failure to develop comprehensive plans for staffing, services, and programs. The college, in a written statement to *The Chronicle* explaining its probationary status, cited the fact that the accrediting agency "started enforcing the two-year rule."

The accrediting commission did begin enforcing the rule in response to pressure from the Bush administration, Ms. Beno said, though the underlying requirements have been in place since 2002.

"The colleges often have a perception that when they don't meet the standards, that the commission has changed itself," she said. "It's a way of avoiding the idea that they're not meeting the standards."

As happened at the College of the Redwoods, institutions facing budgetary pressures sometimes divert attention from their accreditation duties, said Steven Bruckman, executive vice chancellor for California's community-colleges system.

But the increased attention to accreditation at the federal level isn't allowing the colleges to make that trade-off any longer, said Mr. Bruckman, who serves as his office's representative on the accrediting commission led by Ms. Beno. He said the agency was requiring colleges to be more introspective, to provide a greater research base for their conclusions, and to be more data-driven.

In the past, colleges pledged attention to self-improvement and accreditors accepted those promises "more at face value," Mr. Bruckman said. "And now we're requiring them to really prove what they're saying."

College hiring freeze starts today; 2 percent cut pending Romo, Sullivan preview impact of state budget cuts

By: Alexandra Wilcox

The Channels Online

Wednesday, April 16, 2008

College leaders have ordered an immediate hiring freeze and budget cuts up to 2 percent in every department across campus.

Also, student fees could increase by \$6 a unit, jumping to \$26 per unit.

Superintendent-President John Romo told the Board of Trustees Thursday that City College needs to brace itself for tight times. He and Joe Sullivan, vice president of Business Services, previewed the possible impact of \$483.5 million in cuts proposed by the governor for California's 109 community colleges.

City College is anticipating about a \$4 million shortfall-about 5 percent of the total operating budget-for the 2008-2009 fiscal year.

This estimate may change, come the Governor's budget revision, due in mid-May.

"We're working with scenarios," Romo told The Channels. "It's all very hypothetical."

The college is preparing for the shortfall and already is looking for ways to cut expenses.

During Thursday's Board of Trustees study session, Romo advised that the college move "conservatively" into the situation. He proposed a 2-percent cut in departmental funds, to be determined by the respective vice presidents.

They will evaluate programs and target areas with the least impact to faculty and student services, but "all programs will have to ultimately make some cuts," Romo said.

The vice presidents already have begun to examine spending and will present their findings at the April 24 Board of Trustee meeting.

Romo and Sullivan Thursday laid out what they see as the main impacts of the pending budget crises.

They include the following:

1. **A hiring freeze.** Romo said that no positions not already in the hiring process would be offered or filled until May.

Romo said that he does not anticipate layoffs in the 2008-2009 fiscal year-which begins July 1-and that the board will "do everything it can do to avoid layoffs."

Part of the college's budget development principles, developed after the 2002 fiscal crisis, places employee compensation as one of its highest priorities. The college might need to eliminate some hourly positions, Romo said.

2. **No employee salary increases for all employees for the 2008-09 academic year.** Because no cost-of-living nor money for adding extra students is expected next year from the state, no money will be available for raises. There are no plans to cut salaries at this time.
3. **Slow down current spending.** For the three months left of the current fiscal year, officials will reduce allocations for equipment repair and maintenance, from \$1.8 million to \$500,000.
4. **Eliminate \$1.2 in allocations for construction projects.** Current projects, such as installation of portables on East Campus, will continue. But all projects set for 2008-09 will be unfunded unless Measure V passes in June.

If passed, the ballot measure will provide \$17 million for construction projects and postponed maintenance projects and will fill in this year's gap.

5. **Higher student fees.** Per-unit enrollment fees could rise, Sullivan said.

In her analysis of the governor's budget, the California Legislative Analyst Elizabeth Hill recommended raising the community college per-unit fee from \$20 to \$26, its previous amount in 2006. The Legislature lowered the fee to \$20 per unit less than a year ago.

"It took so much effort to get it down, and now it's bouncing back up," said Desmond O'Neill, president of the Board of Trustees, at Thursday's meeting.

The fee increase is not expected to increase revenue because the state would adjust how it is distributed, Sullivan added.

6. **Less-than-expected property taxes.** Adding to City College's economic woes was a mid-fiscal-year \$1.1 million cut from the state, which they learned of in March. Miscalculated property tax revenue left an \$84.4 million shortfall for community colleges. Community colleges are funded

from combination of both money from the state's General Fund and local property tax revenue.

K-12 schools are expected to experience a similar shortfall, but any deficit in property tax revenue will be backfilled by the state's General Fund, not the case for community colleges.

7. Romo said that the college was able to absorb the cut because of one-time unexpected income, but the shortfall is likely to carry over into the next fiscal year. The college has factored this possibility into its deficit estimate.

"We are expecting it will probably get worse," Romo said.

The Chronicle of Higher Education

April 18, 2008

By PAUL BASKEN

Terre Haute, Ind.

A decade ago, the Rose-Hulman Institute of Technology had a few simple goals. It wanted to sharpen its educational mission, broaden students' skills, improve graduates' job-placement rates, and give the institution better ammunition for proving its worth to accreditors.

It turned to the "electronic portfolio," becoming one of a small but growing number of institutions using an old idea — the long-term compilation of student classwork — in a new computerized format that lets Rose-Hulman directly score student performance campuswide on a list of specific skills.

And now, as the Bush administration and Congress press colleges to do more to prove their worth, the concept is being seized upon by institutions as a way to provide quantitative proof of how they help students learn while keeping the right to define their own missions.

"Electronic portfolios are a way to generate learning as well as document learning," said Barbara Cambridge, a co-director of the Inter/National Coalition for Electronic Portfolio Research, which organizes case studies by participating institutions. "And that's one of the most exciting things about them."

Hundreds of colleges use some type of electronic system for assembling and storing student work. But a few dozen, acting without federal direction and with little other outside coordination, have developed more sophisticated versions that guide assessment and curriculum development. They include both small institutions, such as Thomas College in Maine and Kapiolani Community College in Hawaii, and large ones, such as Minnesota's state colleges and the University of Washington.

It's not a simple or cost-free decision. Even supporters agree that making full use of electronic portfolios — computerized compilations of written assignments and exams, and even videos or artwork — can often be difficult, time-consuming, expensive, and fraught with frustration for faculty members and students, who may have to enter codes that indicate the portions of their work that satisfy various institutional requirements.

Some colleges "jump into them, [and then] they say, 'Oh my gosh, how are we ever going to manage or afford this,' and they back out of them," said Lynn E. Priddy, director of education and training at the Higher Learning Commission of the North Central Association of Colleges and Schools, one of the nation's six regional accrediting bodies.

As part of a well-designed program, however, an electronic portfolio can "really produce excellent information about what students are learning and how well," Ms. Priddy said.

An Early Adopter

The Rose-Hulman Institute, which is known for its undergraduate science and engineering programs, is one of the nation's earliest adopters of electronic portfolios and one of their most fervent advocates. The institute has designed three different versions of its own RosE Portfolio system over the past decade for its students to submit and store their class work and materials electronically.

Rose-Hulman's 1,800 students learn traditional technical skills in such subjects as chemistry, civil engineering, mathematics, and physics. The college has also established a series of "professional skills" it wants students to master in areas that include leadership, teamwork, communication, and ethics.

The process involves asking faculty members to consider all opportunities for incorporating those professional skills into existing courses. One assistant civil-engineering professor, James H. Hanson, asked students in his structural-mechanics class to consider ways of rebuilding New Orleans after Hurricane Katrina. But rather than calculate the optimal design for a new levee system, Mr. Hanson wanted his students to evaluate how various repair options might affect culture, economics, and public opinion in the storm-ravaged city.

At the end of each academic year, Rose-Hulman administrators gather faculty members who volunteer to work in two-person teams to review students' electronic portfolios and determine how well the college did in each of 25 separate criteria that define the desired professional skills.

Because the portfolio software allows students to flag the portions of their work that apply to each criterion, the faculty reviewers can quickly find only those portions of the assignments — perhaps as little as a sentence or two — that apply to the criteria assigned to their team.

The results allow Rose-Hulman officials to see how effectively the college is teaching each of the skills and to revise its approach as necessary as the college seeks to establish a unified campuswide vision of what a Rose-Hulman education means.

Before Rose-Hulman adopted its electronic portfolio system, in 1997, departments and faculty members pursued separate missions, said Arthur B. Western, vice president for academic affairs and dean of the faculty. They operated, he said, like "independent contractors connected by a common plumbing system."

Federal Pressure

Getting colleges to establish more systematic ways of setting goals and measuring their progress has been a key objective of Education Secretary Margaret Spellings. The secretary, in response to recommendations from her Commission on the Future of Higher Education, last year suggested a specific set of tests and other measures to judge and compare colleges. Under pressure from colleges, she later made clear that she believed each institution should define its own mission, as long as it developed clear methods for measuring that success.

Electronic portfolios give colleges that very opportunity, said Ms. Cambridge.

The tasks of setting institutionwide goals and overseeing faculty practices and curricula "are now more in potential for alignment than they probably have ever been," she said. "And part of that is because we now have the evidence that can be collected and shared in e-portfolios."

Electronic portfolios simplify the process of setting learning objectives and meeting them, said Peter T. Ewell, vice president of the National Center for Higher Education Management Systems. And as the advantages of electronic portfolios become clearer, he said, he expects more institutions to begin to use them.

Many already have. Institutions that use such systems as part of a comprehensive approach to measuring self-improvement include Alverno College, George Mason University, Indiana University-Purdue University at Indianapolis, and the for-profit, online Capella University chain.

Other colleges are trying it on a more-limited basis, such as within a particular academic discipline. Electronic portfolios are being used in programs of writing at the University of Georgia, psychology at Clemson University, and education at Virginia Tech and the University of Nebraska at Omaha.

Such colleges report various advantages of electronic portfolios, some of which mirror the reasons that elementary and secondary schools and colleges pioneered the use of paper-based portfolios to track student work a century ago.

In addition to the institutionwide benefits, research is suggesting additional direct benefits for students. In recent reports to the Inter/National Coalition on Electronic Portfolio Research, institutions describe the process of keeping a portfolio as fundamental for promoting in students deeper self-reflection and deeper understanding of their subjects.

Bowling Green State University submitted a report to the coalition showing that, on average, undergraduates using electronic portfolios had higher grade-point averages, credit hours earned, and retention rates than a comparable set of students who did not use the system.

LaGuardia Community College found that its students, about 70 percent of whom are immigrants, began writing their assignments with greater care and clarity, understanding

that the electronic format meant family members in foreign countries might sometime be able to read them. "That taps into an intrinsic motivation" for students to submit their best work, said Kathleen Blake Yancey, an English professor at Florida State University who serves as co-director with Ms. Cambridge at the research coalition.

Portfolios of student work have long played a role in helping graduates find jobs in fields like art and engineering, and the ease of using an electronic version could help expand that use to other fields. A theater major at Winona State University, in Minnesota, helped himself win a human-resources job by including in his electronic portfolio a video of himself directing a stage rehearsal to show his management skills, Ms. Cambridge said.

At least two institutions, Florida State University and the University of Waterloo, in Canada, ask prospective employers what skills they would like to see reflected in an electronic portfolio presented by job applicants so the institutions can incorporate that information into their designs, she said.

Colleges Doing It on Their Own

Much of this work is being done at institutions without help from the federal government or outside groups. The Spellings commission, while recommending colleges adopt standardized tests or measures such as the Collegiate Learning Assessment and the National Survey of Student Engagement, never mentioned electronic portfolios in its 76-page final report in 2006.

The commission's chairman, Charles Miller, said he would want colleges using electronic portfolios to also use a common tool like the Collegiate Learning Assessment but agrees that the portfolios could be a valuable additional method for a college to prove its worth. It "could be a revolutionary thing," he said.

It wasn't until last fall that the U.S. Education Department announced its first expenditure related specifically to electronic portfolios. The department is giving \$2.4-million for national college associations to study various assessment tools, with about a third of that money devoted to electronic portfolios.

The electronic-portfolio part of the study is being handled by the Association of American Colleges and Universities, which plans to compile a list of the most commonly used criteria in areas such as writing, oral communication, and critical and analytical thinking, and then test the use of those criteria at a group of 12 colleges.

In the meantime, colleges and their accreditors are moving ahead — and businesses and other groups are beginning to crop up to help them. Several colleges are working with the Minnesota-based eLumen Collaborative to develop a system that goes beyond the electronic portfolio model by having professors record their assessments of student performance based on institutional criteria, rather than ask the students to code their own work. Liaison International, in Massachusetts, is developing a product to help colleges present their performance data to accreditors. Accreditors such as the North Central

Association and the Western Association of Schools and Colleges have been helping both their member institutions and their own program-review officers understand and use electronic portfolios.

Obstacles remain to making electronic portfolios work smoothly. Even at Rose-Hulman, barely half of faculty members require their students to participate in the RosE system. Some professors abstain because they prefer to use paper and blackboards, while others are so technologically advanced that they have developed their own Web sites and aren't eager to make them conform to the university's system, said Julia M. Williams, the college's chief of planning and assessment.

Such experiences may be daunting for other colleges, given that Rose-Hulman's faculty and staff members and students have spent incalculable amounts of time and money developing the process. University officials said they would not offer even a ballpark figure of the total cost, in part because of nondisclosure agreements they signed with software companies that helped them build their system.

"It takes deep understanding on the part of the administration, a willingness to experiment and innovate on the part of the faculty," said Ms. Priddy, whose commission accredits Rose-Hulman. "And, many times, lots of money."

In structuring its portfolio system, Rose-Hulman began knowing what it hoped to accomplish and then built the technology to fit it, Ms. Priddy said. Too many other colleges are starting out "using technology in search of a problem," she said. Colleges motivated more by a desire to show results externally, rather than promote positive change internally, will probably end up paying for a system that produces only limited benefits, Ms. Priddy said.

Practical Uses

Joel M. Anderson, who graduated from Rose-Hulman last year and now works as an apprentice structural engineer in Arizona, has a sense of what a well-designed electronic portfolio system could mean for students.

When Mr. Hanson, the engineering professor, gave his junior-year class the Hurricane Katrina assignment, Mr. Anderson found it bothersome.

"The course alone didn't necessarily need to have anything to do with ethical questions," recalls Mr. Anderson, who works for HDR Inc. in Phoenix. "I guess as a student, I was a little bit annoyed that we had to do this work that didn't seem to have too much to do with the course."

Mr. Anderson and other students also say they were troubled, especially in the early years of the RosE system's development, by having to tediously code passages in their class assignments so that faculty members could track the criteria they evaluate at the end of the year.

But now that he has entered the job market, Mr. Anderson says he understands that Rose-Hulman was trying to promote qualities such as leadership, teamwork, and ethical decision making that can help him in his career just as much as his ability to calculate the strength of a levee in New Orleans.

Among Mr. Anderson's biggest regrets now is that the electronic-portfolio system wasn't more developed by the time he graduated. Many engineering firms around his hometown, near Indianapolis, would only hire civil engineers with master's degrees, forcing him to find his first job more than 1,700 miles away. If he had had an electronic portfolio in a format that could have been presented to a prospective employer, he believes he could have proven himself as talented as a candidate with an advanced degree, and might not have had to leave his home state after graduation.

"There's a possibility that if recruiters were familiar with this e-portfolio system and I showed it," he said, "then maybe they would have looked more at it."

L.A. Harbor College sprouts additions

By Megan Bagdonas Staff Writer

Article Launched: 04/27/2008 10:03:59 PM PDT

Los Angeles Harbor College will get a new look - and 32 new classrooms - when two modern-style "green" buildings open for students in the fall.

The completion of the technology and student services buildings will allow the campus to expand enrollment by nearly 13 percent - to 9,000 students - and is part of the larger \$220 million remodeling project that began in 2001.

However, proposed state budget cuts in higher education have school officials concerned that enrollment rates could decline.

"With these new additions opening up, we'll have the buildings to accommodate more students, but will we have the budget to accommodate them? Right now it looks like we won't," said Linda Spink, the school's president.

Gov. Arnold Schwarzenegger's proposal to slash more than \$1 billion - or 10 percent - of higher education funding could prompt community colleges across the state to reduce spending, cut classes and increase tuition, which is currently \$20 a unit.

Spink said economic slumps and rising unemployment usually signal an increase in community college enrollment. However, raising student fees could counter the trend.

"This is when the work force needs to gain more valuable skills," Spink said. "But raising student fees may mean the number of students enrolled will go down."

Student demonstrators last week in Los Angeles and Sacramento promised to battle legislators and the governor over education spending. Schwarzenegger is expected to release a revised budget in May.

In preparation for steep funding losses, the nine Los Angeles community colleges are curbing their spending by not hiring replacements for retiring teachers and imposing travel restrictions, among other cost-saving methods, according to Mark Drummond, chancellor for the Los Angeles Community College District.

But Drummond remained optimistic that Harbor College's new additions would not go to waste.

"That college really needed new facilities," Drummond said about the campus that was built in two phases, in 1949 and 1959.

"Those new buildings will last for decades, so even if higher fees discourage enrollment for a while, they will soon be fully utilized."

In addition to the new classrooms and facilities opening in the fall, the school expects to break ground on a child development center and physical education center this summer. When those buildings are completed, the school will have the capacity for 12,000 students.

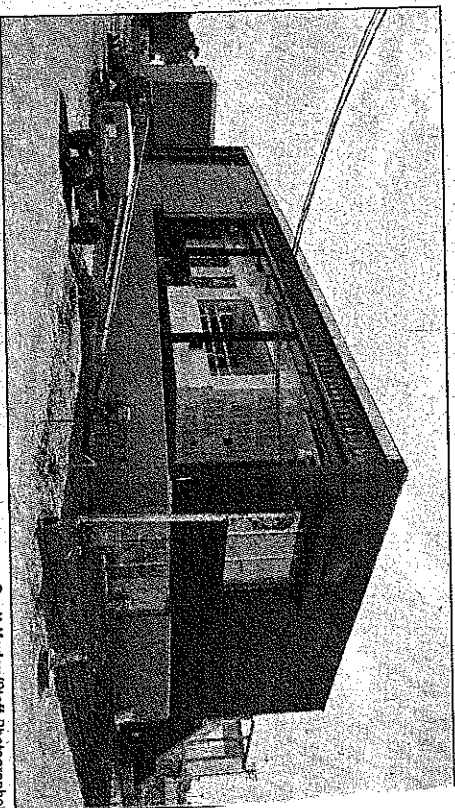
And with an energy-recycling plant on campus, the school expects to reuse up to 20 percent of its energy starting this fall and become self-sustainable within five years.

"It's amazing," Spink said. "It will be very exciting."

The only drawback to the new construction is parking, she said. The school is about 500 spaces short.

"Parking is a real challenge for us right now," she added. "But we will eventually overcome that problem."

L.A. Harbor College sprouts additions



Scott Varley/Staff Photographer

Construction continues on two multistory buildings on the campus of Los Angeles Harbor College. The new technology building, above, is going up near the center of campus. The other, also a modern "green" design, will house student services.



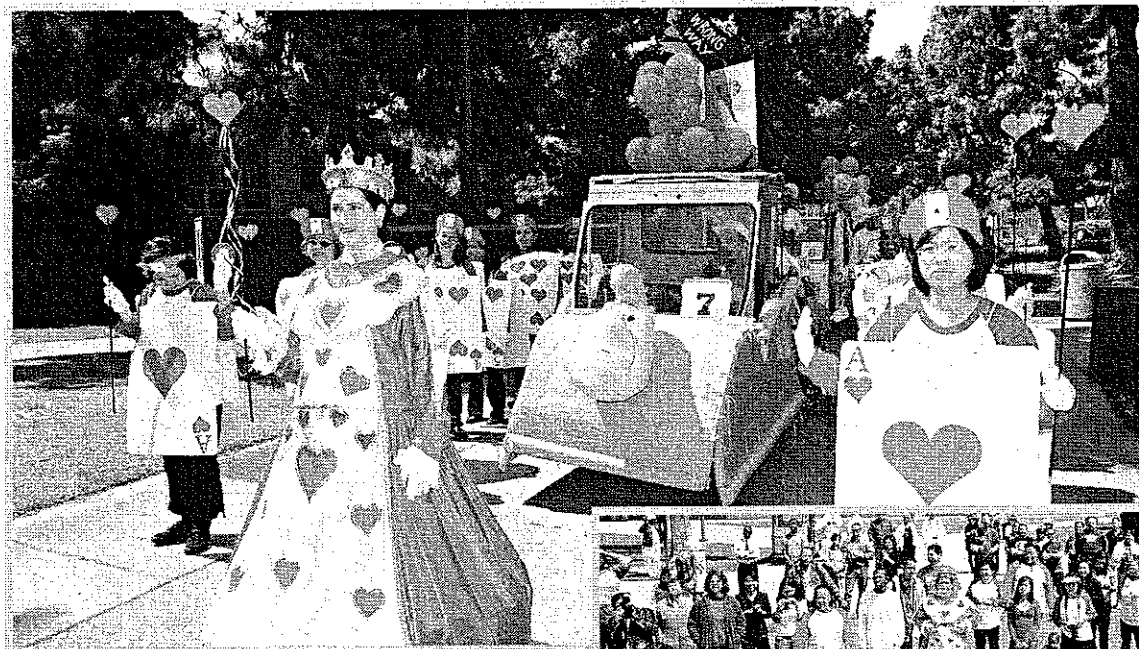
NEWSLETTER

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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."



Third Annual Electric Cart Parade Winner "Alice in Wonderland" by Financial Aid pictured above. Crowd pictured at right.



We Love a Parade!

Pirates, surfers, golfers and wild animals – the Third Annual Electric Cart Parade had it all, and we didn't even mention the skateboarders, chefs, and a crime-fighting canine. Of course, what would a wacky parade be without an appearance from Elvis? He was there, too, taking care of business.

With 16 carts in all, the parade made for a fun day and everyone outdid themselves with fantastic, creative, and over-the-top entries.

The spectacular "Alice in Wonderland" electric cart swept both the First Place and the People's Choice awards! Complete with Tweedle Dee and Tweedle Dum, the Queen of Hearts and a handful of playing cards (hearts, of course), the entry even had the famous Alice and the Mad Hatter.

Second Place went to Staff Development with "Wild About You." Anita Martinez, Jane Richmond and Theresa Clifford performed a great dance routine to "The Lion Sleeps Tonight."

Fiscal Services garnered third place with "Cooking the Books...Just Kidding!" This group had a very clever menu and a big "steaming" pot of budget books.

Other entrants and their themes included: Bookstore, "It's Good To Be Green;" Community Advancement, "Elvis Presley & the BTC – Taking Care of Business;" Compton Center CalWORKs, "Smart Car: Big Things Come in Little Packages – Smart Choice;" El Camino College EOPS/CARE/CalWORKs, "S.O.S. – Serving Our Students;" Compton Center Facilities, "Lifting the Community," "Keeping It Green, Keeping It Clean;" and M&O Department, "Recycling;" Facilities, Planning & Services, "Under Construction;" Human Resources, "Sweet On You;" Information Technology Services, "Surf's Up;" VP/Administrative Services, "Pirate;" ECC Bowlers, "Strike' Up New Friendships;" Campus Police, "Crime Prevention;" and Health Science and Athletics, "Let's Play Golf!"

The parade was a highlight of our Classified Professional Development Day, "Fun, Food, and Learning." A delicious barbeque lunch and an informative keynote speaker rounded out the event. Thank you to all who worked to make this day a success, especially the Staff Development Department and planning committee. Kudos to all of our parade entrants!

ARCC Report

The results are in and the news is good! The 2008 Accountability Reporting for the Community Colleges (ARCC Report) was recently released and shows definite progress in many areas at El Camino College.

Continuing improvement shows on several of the accountability measures noted in the report, especially regarding the college's persistence rate, and pre-collegiate course success and improvement rates. Our efforts to improve basic skills in English and math, through innovative classroom techniques implemented via our recent Title V grant are credited for this success.

Our considerable improvement rate in basic skills, an area of intense focus at the college, increased steadily during this past year. Compared to other colleges similar to ECC, we are above average on persistence rate, basic skills course success, and ESL improvement rate.

Our commitment to continuous improvement of instruction and services to ensure student success shows in the majority of the accountability measures in the report. We plan to keep working toward our mission of helping traditional and adult students prepare for transfer, vocational, technical and other career training.

State Budget

The projected budget deficit for 2008-09 continues to fluctuate, making it difficult for community colleges to plan for final budget numbers. For example, the Legislative Analyst Office recently released an analysis of the Governor's 2008-09 proposed budget. This analysis projected a larger deficit - \$16 billion vs. the Governor's \$14.5 billion - at the conclusion of the 2008-09 fiscal year absent corrective action. Both of those figures were substantially reduced when the Legislature and Governor took immediate action to reduce current year expenditures;

and the state deficit is now proposed to be about \$8 billion.

Additionally, last month, the Community Colleges System Office revised the First Principal Apportionment and estimated community colleges will be hit with an \$84.4 million deficit attributed to an unforeseen property tax shortfall. It is important to note however that, this is a preliminary estimate, and this number could also change in the coming months.

To protect community colleges from facing the fallout from future property tax shortfalls, AB 2277 has been introduced into legislation.

AB 2277 amends the Education Code to do the following:

- Requires county auditors to submit estimated property tax receipts for the prior year by November 15th of each fiscal year.
- Requires county auditors to submit actual property tax receipts for the prior year by April 30th of each fiscal year.
- Appropriates \$80 million dollars in the current year to backfill a property tax shortfall amount identified in the 2007-08 fiscal year.

We plan to present a first proposed budget for 2008-09 to the Board of Trustees at their May meeting.

Accreditation – Watch for Final Draft!

All of the hard work will pay off when the 2008 Accreditation Report Final Draft is released later this month. The final draft will be posted to the Portal by the end of this week. Everyone is encouraged to review and comment!

Thank you to everyone who helped put this important document together!

CAMPUS CALENDAR

April

- | | |
|----|---------------------------------|
| 19 | Onizuka Space Science Day |
| | Fire Academy Graduation |
| 21 | Board of Trustees Meeting |
| 22 | Evening Transfer Fair |
| 23 | Annual Career Expo |
| | Majors Fair |
| 24 | Historically Black College Fair |
| 25 | Local Author Luncheon |
| 26 | TEP Guest Speakers' Symposium |



NEWSLETTER

Volume 20 • Number 6

May 1, 2008

President's

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

A Celebration of Students

The end of our academic year is fast approaching, making this a great time to stop and reflect on our students' achievements! We have much to celebrate – scholarships are being awarded and receptions are being planned on behalf of programs, departments, clubs, and other groups. Thank you to all faculty and staff who helped organize these celebrations in honor of our outstanding students.

Each student is a success story. We are proud to be a part of their future – whether they are heading toward a rewarding career or transferring to the college or university of their dreams.

Check out our Campus Calendar on page two of this newsletter and the event calendar on our El Camino College Web site. There are many opportunities to meet some exceptional students and participate in student recognition festivities.

Welcome to Commencement 2008



*Photo Credit:
California State
University.*

We welcome Dr. Mildred García, president of California State University, Dominguez Hills as our guest speaker for the 61st Annual El Camino College Commencement Ceremony.

Dr. García assumed the presidency at Dominguez Hills in August 2007 and became the university's first female president and the first Latina president in the 23-campus California State University system. She is the university's seventh president, following James E. Lyons Sr., who retired last year after seven years at CSUDH.

Dr. García's career in academia spans more than 30 years of higher education leadership. She was previously president of Berkeley College, a private institution with seven campuses in New York and New Jersey, and served in various administrative capacities at Arizona State University, Montclair State University and Hostos Community College of City University of New York.

Considering herself an educator foremost, Dr. García began her teaching career as an instructor of business and technology at LaGuardia Community College in New York. She continues to produce scholarly work focused on issues of equity in higher education.

Dr. García holds a bachelor's degree in business education from Bernard M. Baruch College, a master's degree in business and higher education from New York University, a master's degree in higher education administration from Columbia University – Teachers College, and a doctorate in education from Columbia University – Teachers College.

Her commitment to ensuring equitable access to higher education is well served at CSUDH, a university considered one of the most ethnically and culturally diverse in the western United States.

El Camino College Commencement is scheduled for 4 p.m. June 6 in Murdock Stadium. Parking and admission are free – no reservations required. All are welcome to attend this wonderful celebration of student success!

Accreditation – Final Draft Posted Online!

We encourage everyone to be a part of our accreditation process. The final draft of the 2008 Accreditation Self-Study is available on the Portal (*MyECC*) for viewing. All comments are welcome on these draft documents. Please send all notes to Dr. Susan Dever, sdever@elcamino.edu and Dr. Arvid Spor, aspor@elcamino.edu.

Logging in is not required – the link is on the front page on the right-hand side in the box titled “Resources & Comments.” You can also click on: “Accreditation Self Study 2008.”

We encourage everyone to read the entire document and to provide feedback!

State Budget Update

The property tax shortfall continues to increase, severely affecting this year’s state budget. AB 2277 has been introduced to amend the Education Code to include the following:

- County auditors must submit estimated property tax receipts for the prior year by November 15th of each fiscal year.
- County auditors are required to submit actual property tax receipts for the prior year by April 30th of each fiscal year.
- Appropriates \$80 million dollars in the current year to backfill a property tax shortfall amount identified in the 2007-08 fiscal year.

Under current law, general fund apportionments to K-12 districts automatically adjust for changes in property tax revenues. The law does not provide for a similar adjustment for community college districts; therefore, when the property tax receipts are lower than estimated in the fiscal year, the only means for adjustment is a reduction in community college funding.

On March 21, the State Chancellor’s Office revised the First Principal Apportionment and estimated that community colleges will be hit with an \$84.4 million deficit attributed to the property tax shortfall – the largest property tax shortfall in

history. The cut reduces funding to local community colleges by \$72 per full-time equivalent student, or about 1.5% of each college’s general per-student funding.

It is important to note that this is a preliminary estimate. Given the continuing economic downturn affecting the housing sector, the property tax shortfall could worsen as property tax receipts continue to come in.

READ Poster Celebrities 2008

Congratulations to our annual READ Poster “celebrities” for 2008! The recent unveiling in our library lobby introduced Maria Brown of the Behavioral and Social Sciences Division, and Laurie Pelayo of the Library/Cataloging Department.

The event is part of the library’s annual celebration of National Library Week, and part of our tradition to honor local “celebrities” with our READ Poster program.

The celebration also offered flex credit to all faculty who attended, and a chance to check out who is “hanging around” the library!

CAMPUS CALENDAR

May

- | | |
|-----|---|
| 1 | Athletic Hall of Fame Banquet |
| 1-4 | ECC Dance Concert |
| 2 | 21 st Annual Athletics
Golf Classic
Fourth Annual Transfer
Conference |
| 3 | EOP&S Empowering
Parents Conference |
| 4 | ECC Women’s Choir Concert |
| 8 | International Food Fair |
| 9 | Last Day to Drop with a “W”
EOP&S Banquet |
| 12 | ECC Dance Band
Student Art Show |
| 17 | ECC Concert Choir & Chorale |
| 18 | ECC Concert Band |
| 19 | Board of Trustees Meeting |
| 21 | Academic Awards Reception |





RECEIVED

APR 28 2008

CALIFORNIA STATE UNIVERSITY, LONG BEACH

GRADUATE CENTER FOR PUBLIC POLICY AND ADMINISTRATION

April 23, 2008

Dear Tom:

I want to thank you and the Board of Trustees for allowing me the use of your newly renovated board room for my seminar, The Urban Crisis And The Public Administrator, on February 9, March 9 and April 12.

The seminar is part of the Master's program in Public Policy and Administration at California State University at Long Beach.

The majority of my guest speakers are from the South Bay so many prefer to come to El Camino instead of the University.

The following persons were at El Camino this semester: - Karley Katona - Deputy for Sup Burke, Ellis Stanley, Sr - Director for Disaster Preparedness to Angeles, Lee Ann Pehlman, Director of the L.A. Ethics Commission, Steve Kykendall - former Congressman, Jack Van Der Linden - Deputy Public Works Director in Torrance, Sheri Pepp - Carson Planning Director, Pat Sheron - Habitat for Humanity, and Mary Lynn Eklundson - Rancho Santa Margarita, California.

This will be my last seminar as I am retiring from teaching at Long Beach and U.S.C. for 32 years as a part-time lecturer.

I want to thank you staff for their assistance in reserving the dates, providing parking passes and maps of the campus.

Hope things are going well with the college.

I know the budget restraints will be difficult to deal with this year. Sen Alan Lowenthal from Long Beach indicated he thinks the budget cuts will be 5% and then they will try and find some loop holes to close and some additional fees to charge to make up the difference.

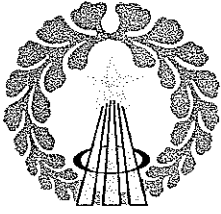
Good luck and God Bless you and El Camino in all your good works.

Sincerely

Patricia Scott

RECEIVED

APR 30 2008



Astronaut Ellison S. Onizuka Memorial

13423 East Park Drive, Cerritos, California 90703, (562) 926-2530

April 17, 2008

Dr. Thomas M. Fallo
Superintendent/President
El Camino Community College
16007 Crenshaw Boulevard
Torrance, California 90506-0001

Dear Dr. Fallo,

On behalf of the Ellison S. Onizuka Memorial Committee I would like to thank you and members of your staff for the success of Space Science Day 2008. This was evident by the enthusiasm of the students and the many positive comments made regarding this event.

Kudos to your staff for doing an outstanding job in organizing this event. Many thanks to Jean Shankweiler, her planning staff and all of the El Camino personnel supporting this event. Barbara Perez continues to be involved in this endeavor for which we are very grateful.

In addition, thank you for allowing the Board to be partners with your college as we work to perpetuate the legacy of Astronaut Ellison S. Onizuka.

Sincerely,

A handwritten signature in dark ink, appearing to read "Allen Y. Murakoshi". The signature is fluid and cursive, with the first name "Allen" and last name "Murakoshi" clearly distinguishable.

Allen Y. Murakoshi
President, Ellison S. Onizuka Memorial
Committee

cc. Jean Shankweiler

cc: Board

RECEIVED

APR 25 2008

April 22, 2008

Dr. Thomas M. Fallo
Superintendent/President
El Camino Community College
16007 Crenshaw Boulevard
Torrance, CA 90506-0001

Kevin Spiekermann
324 Calle De Andulucia
Redondo Beach, CA 90277

Dear Dr. Fallo,

I really appreciate winning the essay contest about becoming an astronaut and going into space. The plaque I received was very nice. I am going to hang it on my wall. Please thank everyone at El Camino College, and also the 2008 Onizuka Space Science Day Committee.

I had a lot of fun meeting Astronaut Tracy Caldwell. It was great to sit with her during dinner. She answered my many questions about space and astronauts. The dinner was very tasty and the whole evening was very memorable. Thank you for a very special evening.

Sincerely,

Kevin Spiekermann

Kevin Spiekermann

cc Board, D. Veda

RECEIVED

APR 30 2008

SPENCER E. COVERT*
JOHN E. HAYASHIDA
HENRY R. KRAFT
JONATHAN J. MOTT
MICHAEL Y.M. TOY
DOUGLAS N. YEOMAN*
CYNTHIA A. YOUNT
STEVEN MONTANEZ
NANCY FINCH-HEUERMAN
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PC-26

Writer's E-mail
scovert@parkercovert.com

April 28, 2008

El Camino Community College District
16007 Crenshaw Boulevard
Torrance, CA 90506

Attention: Dr. Thomas M. Fallo
Superintendent/President

Re: Important Litigation Regarding the Public Records Act

Dear Dr. Fallo:

The purpose of this correspondence is to provide you with critical information regarding the pending litigation which may have a significant impact upon college operations.

In *Tracy Press, Inc. v. Superior Court of San Joaquin County*, the Third District Court of Appeal is reviewing a Petition for Writ of Mandate concerning a Public Records Act request filed by a newspaper company seeking the e-mails of a city council member. The issue is that the requested e-mails were sent by the city council member from her personal e-mail account on her personal computer, that were not prepared, owned, used or retained by the city. However, the e-mails apparently directly involved city business.

The newspaper company claims a right to the e-mails under the CPRA because they pertain to public business. The city, on the other hand, successfully argued to the trial court that because the city did not prepare, own, use or retain the e-mails, they were not subject to the CPRA. Should the Court of Appeal grant the newspaper publisher's argument, public entities, including school districts, would be required to search through all the private computers of their public officials and employees in order to respond to Public Records Act requests.

cc: Board

PARKER & COVERT LLP

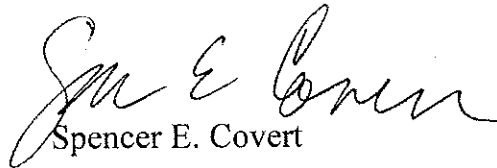
Dr. Thomas Fallo

April 28, 2008

Page 2

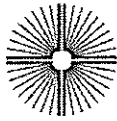
Oral argument is currently scheduled for May 20, 2008, and the Court of Appeal is expected to issue its opinion by July or August. We will update you on the status of the case when it has been decided.

Very truly yours,

A handwritten signature in cursive script, appearing to read "Spencer E. Covert".

Spencer E. Covert

SEC/es



**COMMUNITY COLLEGE LEAGUE
OF CALIFORNIA**

DATE: May 6, 2008
TO: California Community College Trustees
FROM: Scott Lay, President and Chief Executive Officer
SUBJECT: 2008 CCCT BOARD ELECTION

Please join me, Past-president Rebecca Garcia, and the CCCT board in expressing our appreciation to Manny Ontiveros, Millie Rodriguez, and Wanden Treanor, who were appointed by the president, served as tellers and counted the ballots for the 2008 CCCT board election. The ballots were counted on Saturday, May 3 at the CCCT conference in Palm Springs and the following results posted:

1. Katherine "Kay" Albiani	53
2. Isabel Barreras	50
3. Paul Fong	49
4. Judi Beck	46
Charles Meng	46
6. Mary Figueroa	45
Edward Ortell	45
8. Anita Grier	43---Not voted for by ECC
9. Carolyn Batiste	42
10. Bill McMillin	20---Not voted for by ECC

Eva Kinsman	19---Voted for by ECC
John Rodgers	17
Nancy Chadwick	16
Brian Conley	16
A.C. "Tony" Ubalde	14
Janet Chaniot	11
Bob Hughlett	10
Andrew Walzer	10
Donald Nelson	5
Bernard "Bee Jay" Jones	4

The top ten vote-getters will serve two-year terms. Congratulations to the winners and thanks to all of you for showing a strong interest in the work of your association.

The first meeting of the new CCCT board will be held June 20 - 21, 2008, in Sacramento. A meeting announcement will be mailed approximately one month prior to the meeting.