



EL CAMINO COMMUNITY COLLEGE DISTRICT
16007 Crenshaw Boulevard, Torrance, California 90506-0001
Telephone (310) 532-3670 or 1-866-ELCAMINO
www.elcamino.edu

January 11, 2012

El Camino Community College District
Board of Trustees

Dear Members of the Board:

Happy New Year! I trust your holidays were joyful and your New Year's resolutions are still in effect.

As you are aware, Governor Brown unveiled his 2012-2013 state budget last week. While considerable press has been devoted to fiscal planning, many of the details are still in analysis and by our Tuesday, January 17, 2012, Board meeting, I trust we will have updates for you. Simply stated, the Governor is relying on tax increases to support the declining state fiscal situation which provides, in the best case, no COLA, no growth and increased fees for community colleges.

Our January meeting agenda is relatively straight forward and is highlighted by the following:

1. Presentation of the Foundation's Annual Report by Foundation President, Mr. Steve Napolitano;
2. Presentation by Ms. Irene Graff on student success and fact book updates which are included in your packets as attachment 1 and may be seen electronically at [http://www.elcamino.edu/administration/ir/docs/eccprofile/ECC%20Annual%20Factbook 2011 revised.pdf](http://www.elcamino.edu/administration/ir/docs/eccprofile/ECC%20Annual%20Factbook%202011%20revised.pdf)
[http://www.elcamino.edu/administration/ir/docs/eccprofile/COM%20Annual%20Factbook 2011 revised.pdf](http://www.elcamino.edu/administration/ir/docs/eccprofile/COM%20Annual%20Factbook%202011%20revised.pdf)

Highlights of the Consent Agenda include:

- A. Academic Affairs proposes Curriculum changes for the 2012-2013 academic year.
- B. Administrative Services presents the annual financial audit. Please see attachment B, Audit Letter and Audit Findings from Vice President Higdon. Following is link to the audit.
[http://www.elcamino.edu/administration/board/agendas/2008/Audit June 30 2011 ECCD.pdf](http://www.elcamino.edu/administration/board/agendas/2008/Audit%20June%2030%202011%20ECCD.pdf)

- C. Contracts, Item 6, Public Opinion Strategies, is a recommendation to conduct a survey and provide analysis regarding potential extension of the Measure E Bond. Please see attachments 3 and 4 for related information paralleling activities of Measure E in 2002.
- D. Administrative Service, Measure E, item E, recommends a Unilateral Change Order to Taisai Construction Corporation to remedy the shade fins on the Math, Business, Allied Health project.
- E. The Superintendent/President's agenda includes the calendar for the Boundary Review Committee. Today, Wednesday, January 11th, under separate cover, Ms. Garten sent the Boundary Review Committee and the Board of Trustees the most recent information for consideration at the Committee's meeting on Wednesday, January 18th.
- F. The Non-Consent agenda features a recommendation for Tax Revenue and Anticipation Notes in the 2011-2012 fiscal year not to exceed \$20 million as the District's response to state apportionment deferrals.

The meeting will be concluded with an extensive closed session agenda.

Your reading includes:

- 1. Memo to President Fallo from Vice Presidents Arce, Higdon, Nishime, Perez and Solomita, dated January 9, 2012, responding to recent allegations;
- 2. Memo to President Fallo from Dr. Nishime, dated January 11, 2012, responding to questions posed by Student Trustee Casper;
- 3. Memo to President Fallo from Dr. Arce, dated December 6, 2011, giving update on FTES Goals and Local Service Area Policy, CSULB;
- 4. Sabbatical Leave Reports 2011;
- 5. "Do Kids Need College," March 2011, Courtesy of Trustee O'Donnell;
- 6. Memo from Compton Community College District Special Trustee Thomas Henry to California Community Colleges Chancellor Jack Scott, dated December 12, 2011, giving an update on various items.

The Board meeting will be held in the Board Room, Administration Building. Trustee parking will be available on the Crenshaw side of the MBA building close to the Administration Building.

If you have any questions, comments or concerns, please feel free to contact Kathy or me. I look forward to greeting you from 3 p.m. on in my office on Tuesday.

Sincerely,

Thomas M. Fallo
Superintendent/President

Cc: Vice Presidents, Director of Community Relations



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January 12, 2012

TO: President Fallo

FROM: Jo Ann Higdon, Vice President, Administrative Services

RE: Audit Letters and Audit Findings

The audit report, findings and letters are included in the January Board packet materials. We are pleased the "audit report letter" indicates what is commonly known as a "clean opinion" letter.

The audit findings for FY 2010-11 begin on page 68 of the audit report. There are eight audit findings--most of which are the result of compliance testing by the auditors. Many of the compliance testing items are required to be reported by the auditors, regardless of the dollar amounts of those particular findings. A brief summary of these findings are:

1. Audit finding that our cash reconciling items contain items that are outdated. These items need to be researched and adjusted. Fiscal services staff have begun the required research.
2. The auditors point to the fact that the Child Development Fund has required considerable fiscal support from the Unrestricted General Fund. The District is aware of this use of funds and has supported the continuation of this service to date. The District does continue to carefully monitor this situation and adjusts budgets to the extent possible.
3. Return of Title IV funds was discussed at our last Board meeting. In order to provide our students an early disbursement of financial aid funds, there are instances when the students receive an initial payment without attending a class. In these instances, the District becomes liable for the repayment of those funds to the Federal government within a 45-day period. In their sample testing, the auditors found instances where the District had failed to make those returns within the 45 day time period. Since this is a repeat finding, the District will be questioned by the applicable Federal agency on our plan to respond to this finding. This is a high priority correction for the Financial Aid Department.
4. Reconciliation of the direct student loans to the detailed loan records is a new federal requirement. The auditors found that our financial aid department was not

in compliance with this new requirement. The financial aid department is taking steps to implement this new requirement.

5. The auditors found that the quarterly reporting of our Small Business Development Center Service Agreement (Agreement) to our lead agency is not being reported in a timely manner. Our Community Advancement unit will prepare this report on a timely basis as prescribed in our Agreement or in a timely manner determined and provided in writing by the lead agency.
6. Material fees for classes must be clearly specified as to whether they are required or recommended (optional) instructional materials. The auditors found that one course was not appropriately labeled as optional. Staff are making the appropriate changes in our publications that will allow our students to understand the optional nature of these instructional materials.
7. An apportionment (FTES) finding on one of our fire technology course resulted from the newly state-required in-depth FTES portion of our audit. Deficiencies were noted in our "instructional service agreements" with other public agencies as well as attendance accounting report deficiencies. Possible adjustments on the record keeping on this course is undergoing further discussions.
8. This apportionment (FTES) finding is on the same fire technology course. The auditors found this course did not meet the requirements that allow a course to be counted for FTES. The District will work with the Chancellor's Office to appropriately amend our 320 Attendance Report. Additionally, the District will be working with the Chancellor's Office as well as the local applicable agencies to ascertain the correct future delivery system for this course offering.

The internal control improvement audit letter recommends:

1. Validates that our District has not, in prior years, correctly reported our AB 540 students. This correction was made in our 320 Attendance Report for FY 2010-11.
2. That our cash reconciling items in our smaller accounts undergo review and be performed on a more timely basis. Fiscal Services staff will begin that shortly.



Jo Ann Higdon



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M E M O R A N D U M

January 11, 2012

To: President Thomas M. Fallo

From: Ann M. Garten
Director, Community Relations

Re: Community Survey for El Camino College

The Board agenda includes a contract with Public Opinion Strategies (POS), to conduct a research survey on behalf of the El Camino Community College District with regard to a possible upcoming bond extension informational campaign.

Public Opinion Strategies will conduct a 20-23 minute survey of 400 to 600 likely voters residing within the El Camino Community College District. POS recommends a minimum of 400 likely voters be interviewed, as this will enable the firm to provide a thorough analysis of the various groups and geographical areas within the El Camino Community College District.



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MEMORANDUM

January 11, 2012

To: President Thomas M. Fallo

From: Ann M. Garten
Director, Community Relations

Re: Facilities Bond – Working Plan

Per your request, attached is the detailed timeline from the 2002 El Camino Community College District facilities needs “Working Plan”. The attached is the original document utilized by the El Camino Community College District to plan for the informational campaign/activities associated with El Camino College’s facilities. The dates, activities and responsible party listed on the attached have not been changed from the original document. As you can see, we are roughly at the same point in the process for the informational activities as we were at this time in 2002.

Please let me know if you need any additional information regarding an informational campaign/activities for ECC’s facilities needs for 2012 and beyond.

**FIRST WORKING DRAFT III
GENERAL OBLIGATION BOND
WORKING PLAN
2001-2002**

TASK AND POINT PERSON	FUNCTION
1. Educational Master Plan College Council	Development of an overall Educational Master Plan for El Camino College. Initiate: December, 1998 Completion: Ongoing
2. Capital Construction Plan College Council	Assessment and plan for construction needs at El Camino College. Initiate: December 2000 Completion: Ongoing
3. Facilities Needs Report Hanson	Work with consultant to review and assess the facilities needs and priorities based on the information from the Facilities Needs Report. Initiate: April, 2001 Completion: Ongoing
4. Survey other districts Garten	Survey community college districts and local K-12's that have conducted bond campaigns. Learn what worked and what didn't and what strategies they utilized for their campaign, and what types of consultants they used. Initiate: August, 2001 Completion: Ongoing
5. Hire a public opinion research firm Board Garten	Select a research firm to conduct a survey of voters in the district. This will tell you how likely the bond is to pass, how much you should go for, and what types of projects will sell to the voters. Initiate: October, 2001 Completion: November, 2001
6. Communication Plan I Garten	ECC informational campaign to create awareness and support of the college in general. Initiate: November, 2001 Completion: Ongoing
7. Assess potential for using Foundation Funds Caldwell	Apply for 501(h). Get legal opinion regarding how much college Foundation monies can be used to finance bond. Initiate: December, 2001 Completion: February, 2002

TASK AND POINT PERSON	FUNCTION
8. Assess community groups and opinion leaders' support level Board Caldwell Fallo Hata	Begin conversations with community groups and all elected officials, K-12 parents, business community, unions, chambers, K-12 Superintendents, etc., to determine if they will support your bond campaign. Develop talking points for all staff. (Focus Groups) Initiate: December, 2001 Completion: Ongoing
9. Assess potential to raise money to finance campaign Fallo	Talk with key potential contributors to secure contributions to provide and help raise money for bond campaign. Initiate: January, 2002 Completion: Ongoing
10. Assess political support Board Fallo	Assess ECC Board support for Bond. Make phone calls, do mailers, organize community events, and get community and business leaders' support. Initiate: January, 2002 Completion: Ongoing
11. Facilities Master Plan Hanson	Update Facilities Needs Report: Using information from Facilities Needs Report, facilities consultant and polling survey, determine what projects will be included in the bond. Initiate: January, 2002 Completion: March, 2002
12. Community Forums Hata Caldwell Garten	ECC staff and students speak to community groups about the value of bond monies to El Camino using informational Power Point presentation. Hold forums on campus, as well (e.g., College Council, etc.). Initiate: January, 2002 Completion: Ongoing
13. Hire Financial Advisor Hanson	Develop a financing plan in coordination with El Camino's Facilities Plan. Initiate: January, 2002 Completion:
14. Hire Underwriter Hanson	Works to find entities to underwrite cost of bond sales. Initiate: January, 2002 Completion
15. Hire bond counsel Hanson	Bond counsel will work on the legal end of the bond and assist with appropriate campaign activities. Initiate: January, 2002 Completion

TASK AND POINT PERSON	FUNCTION
16. Informational Session Caldwell	Include Board, union leadership, and other key staff members who will assist with bond information. Initiate: February, 2002 Completion: Ongoing
17. Organize Campaign Committee Board Hata	Campaign committee activities; college students, foundation, and community volunteers who work to get support for passage of the bond, and determine who will raise money. Organize community events, and get community and business leaders' support. Initiate: March, 2002 Completion: Ongoing
18. List of projects College Council Board	A list of the projects to be funded by the bond must be provided to the voters. Prop. 39 requires that the ECC Board must also certify that safety and information technology have been considered in developing the list of projects prior to placing on the ballot. Initiate: March, 2002 Completion:
19. Hire political campaign consultant Campaign Committee	Campaign committee should retain campaign consultant; consultant will have day-to-day responsibilities for overseeing all aspects of the campaign. Get out the vote. Initiate: April, 2002 Completion:
20. Form Fundraising Committee Campaign Committee	To focus on fundraising. Initiate: April, 2002 Completion:
21. Board approval Board	Two thirds of the Governing Board must approve placing a bond issue on the ballot. The Board must formally decide whether to seek approval at the 2/3 level or the 55% level. The board must approve no less than 88 days prior to the election. August 9 is 88-day deadline to be on November ballot. Initiate: July 22, 2002 Completion: July 22, 2002
22. Volunteers (All students, faculty staff, Board, community)	Need college and community volunteers to work on voter registration drives, get out the vote, phone banks, mailings, etc. Letters asking for support from faculty groups and student groups. Initiate: July 23, 2002 Completion: Nov. 5, 2002

TASK AND POINT PERSON	FUNCTION
23. Delivery of Election Order Fallo Oswald	Deliver Election Order to Registrar-Recorder and County Superintendent of Schools (at least 88 days prior to election date). [Education Code Section 5322] Initiate: Completion: August 9, 2002
24. Notice of Election Fallo Oswald	Notice of the election/published one time in an authorized newspaper. [Education Code Section 5363 and Elections Code Section 12112] Initiate: Completion: Aug. 16, 2002
25. Arguments for/against Bond Proposition Garten Fallo	Last day to submit Districts argument in favor of Bond Proposition, together with verification of argument. [Elections Code Sections 9162, 9163, 9501 and 9502.] Registration of Voters mails copy of each argument to the authors of the opposing arguments. [Elections Code](typically 78 th day prior) Initiate: Completion: Aug. 19, 2002
26. File Tax Rate Statement Garten Fallo	Tax Rate Statement to be filed with Registrar-Recorder. [Elections Code Section 9401](typically, same day as argument) Initiate: Completion: Aug. 19, 2002
27. Impartial Analysis of Bond Measure Garten Fallo	County Counsel prepares and submits an impartial analysis of at Bond Proposition to be printed in the ballot pamphlet and mailed to all registered voters. [Elections Code Section 5321 and 9500.](typically 68 th day prior) Initiate: Completion: Aug. 29, 2002
28. Rebuttal Arguments Garten Fallo	Last day to submit ballot arguments in rebuttal to arguments against Bond Proposition [Elections Code Section 9504.] (typically, 68 th day prior) Initiate: Completion: Aug. 29, 2002
29. Election Materials including Tax Rate Statement Garten Fallo	District officials to ensure all election materials have been prepared. [Elections Code Section 901 and 9402.] Initiate: Completion:
30. Public Inspection of Election Material Garten	Registrar-Recorder or County Clerk makes available for public inspection all election materials. [Elections Code](at least ten days before pamphlet is printed) Initiate: Completion:

TASK AND POINT PERSON	FUNCTION
31. Inspection of Rebuttal Materials Fallo	[Elections Code.] Initiate: Completion:
32. Sample Ballot Garten Fallo	Sample Ballot to be prepared by Election Division (at least 29 days prior to election). [Elections Code Section 13300.] Initiate: Completion: Oct. 7, 2002
33. Voter Materials Garten Fallo	Registrar-Recorder mails sample ballot and other voter materials including Tax Rate Statement (not more than 40 nor less than 21 days prior to election date). [Elections Code Section 13303.] Initiate: Aug. 27, 2002 Completion: Oct. 15, 2002
34. Election Day Garten Fallo	Election regarding Bond Proposition. Initiate: Completion: Nov. 5, 2002
35. Canvass of Votes Garten Fallo	Registrar-Recorder canvasses votes and certifies results to District. (within 15 days) Initiate: Completion:
36. Certification of Election Results Garten Fallo	District Board certifies results of election; provides certified copy to Board action to County Superintendent of Schools. [Education Code Section 15124.] (Next Board meeting) Initiate: Completion:

POST BOND ACTIVITIES

2002

1. Victory celebration!
2. Communication Plan II - Develop and implement post-bond communications plan to keep public informed of project progress and to meet Proposition 39 requirements.
3. Preparation of internal marketing materials.
4. Preparation and distribution of Official Statement (Offering Document) for the bond Issue.
5. Oversight Committee - Within 60 days of the election certification of passage of a bond, the Board must appoint an Oversight Committee.
6. Required audits - The ECC Board must conduct an annual, independent performance audit to ensure that funds have been expended only on the specific projects listed.
7. The ECC Board must conduct an annual, independent financial audit of the proceeds from the sale of bonds until all funds have been expended for the facility projects.
8. Coordination of all aspects of credit rating agency/bond insurance company presentations and trips undertaken by the District.
9. Assistance with any research necessary to ensure that district has every opportunity to obtain highest credit rating possible.
10. Document review and due diligence.
11. Market evaluation for timing of sale.
12. Negotiate interest rates with District, County and underwrite the bonds.
13. Closing of Transaction and delivery of funds.
14. Hire Project Manager for construction projects.



**EL CAMINO COLLEGE
HUMAN RESOURCES OFFICE**

DATE: January 9, 2012

TO: President Thomas M. Fallo

FROM: Lynn Solomita, Francisco Arce, JoAnn Higdon, Jeanie Nishime,
Barbara Perez

SUBJECT: Response to Allegations

In recent months there have been emails and statements made in conjunction with the faculty negotiations process and the November Board of Trustees vote to impose the contract in accordance with the neutral factfinder's report. Following are clarifications of several of those recurring statements.

- A. Allegation: The El Camino Community College District Board of Trustees and District have dismissed, ignored and marginalized the legitimate concerns of the faculty and students.

FACT: The El Camino Community College District and Board of Trustees have spent many hours carefully listening to comments, allegations and threats from faculty and students regarding the winter intersession, counselor's work year, medical insurance benefits and the college budget. Regarding the winter intersession and the District budget, the recommendation of the Superintendent/President on the budget was modified following discussion and input from faculty and students at a board meeting; and the calendar was referred back to the administration after discussion and input from faculty and students at another board meeting.

The Board of Trustees accepted the recommendations of the neutral factfinder at the conclusion of the factfinding process once those recommendations were made public, and after comments by all faculty, staff and students were heard and considered. The recommendations and decisions on these important issues were not made easily, but were made on the basis of the long-term interests of the college in these difficult and uncertain economic times.

B. Allegation: Vice President positions have grown from two to five.

FACT: There have been 3 Vice President positions since at least 1986. The VP of Human Resources was created in July 2008 at which time the Associate Vice President of Human Resources was abolished. The VP Compton Education Center is responsible for Academic & Student Affairs at the Compton Center. The salary for that position is funded primarily by the Compton Community College District.

C. Allegation: Many faculty members at ECC have received no salary increases for many years, whereas top administrators have received enormous increases.

FACT: No employee group has received an increase in their base pay since January, 2008. At the August 2007 Board meeting, the Board approved a 5% COLA increase effective January 1, 2007 and a 3% COLA increase, effective January 1, 2008 for all employee groups. All employees have continued to receive step and column increases for which they are eligible. Stipends continue to be paid to faculty, classified and management for additional work outside of their normal assignment. By far the largest dollar amount spent for stipends goes to faculty members.

D. Allegation: The President has received a 34% raise during the past 4 years.

FACT: President Fallo has not received a raise since 2008 when all El Camino College employees received a COLA. The President turned down a pay increase in March 2009.

E. Allegation: Not too long ago, ECC had two Vice Presidents; now there are five. One position, Director of Human Resources, has morphed into four; two VPs of Human Resources, an Assistant to the VP of Human Resources, and a Director of Human Resources.

FACT: Human Resources has one Vice President and one Director, plus a Staff Development Coordinator. The number of management employees assigned to HR has remained consistent for more than 14 years.

F. Allegation: ECC has more Vice Presidents than other community colleges.

FACT: ECC has four Vice Presidents, plus a partially funded VP for Compton Center. This compares with six Vice Presidents at Santa Monica College; seven Vice Presidents at Pasadena City College; seven Vice Presidents/Associate Vice Presidents at Long Beach City College; four Vice Presidents at Cerritos College;

six Vice Presidents/Associate Vice Presidents at Glendale College; and five Vice Presidents/Associate Vice Presidents at Mt. San Antonio College.

- G. Allegation: There was insufficient information provided regarding the proposed changes to employee medical benefits.

FACT: The Insurance Benefits Committee (IBC) is comprised of members from each college constituency group. These members are responsible for disseminating information to their respective constituents. Human Resources sent emails to all ECC employees on more than 13 occasions. Negotiations teams all discussed medical costs and proposals. Brochures which included specific information regarding proposed cost increases were distributed during open enrollment to each division for dissemination to each employee. El Camino College requested and received permission to extend the open enrollment period due to the factfinding process and timing. In addition, all employees were informed of the rescission opportunity. Every effort was made, through several modes of communications, by the District and bargaining units to ensure employees were aware of proposed changes.

- H. Allegation: El Camino College now has a thoroughly top-down authoritarian decision-making approach, where any vestige of "shared governance" is more of an illusion without substance, and any meaningful participation by faculty, staff or students has been marginalized and largely ignored.

FACT: IBC, PBC, Calendar Committee and College Council all involve extensive disclosure with faculty, staff and management. Collegial consultation does NOT mean that a majority vote rules. Each of these committees make recommendations to the Superintendent/President, who in turn makes a recommendation to the Board of Trustees who have the final authority (except IBC prior to 11/28/11).

- I. Allegation: The District has made a decision to compare itself with other, quite possibly subpar districts.

FACT: The ring of colleges to ECC – Santa Monica College, Long Beach City College, Cerritos, Pasadena, Mt. Sac, Glendale and Rio Hondo are not considered sub-par districts and would no doubt take exception to being considered such. All are in ECC's general geographic area in LA County, and are single college districts as is ECC. Comparability is an important consideration in the negotiations and factfinding process. (Government code 3548.2)

- J. Allegation: There are fewer and insufficient counseling hours available to students.

FACT: A strict comparison of how many counseling hours a full-time counselor would work during their contract would support this statement; however, it does not take into consideration the salary savings which would provide funding to hire additional staff to increase the number of counseling hours available to students.

K. Allegation: There has been a large discrepancy between the budgeted spending and the actual spending.

FACT: El Camino College has not hidden the fact that the budgeted deficit is often more than the actual deficit. This fact is disclosed at PBC, College Council, during negotiations, in letters to the Board, and in oral presentations around campus. A reconciliation between budgeted and actual deficits was prepared and distributed to PBC, College Council and the Board of Trustees. Two more recent contributions to the lower deficit include the state funding growth that everyone, including PBC, agreed should not be budgeted and the success of President Fallo negotiating additional revenue with the Chancellor's Office.

L. Allegation: Board Policy 4231, Grade Change Policy, was not put through the process of full collegial consultation.

FACT: The grade change policy did go through the consultation process, including approval by the Academic Senate in June 2011. It was placed, and subsequently pulled, from the August 15, 2011 Board Agenda. The latest version will be presented to College Council January 17, 2012.

M. Allegation: Every administrator on campus has assigned parking.

FACT: Once per year administrators are offered the opportunity to PURCHASE an assigned parking space. Not all administrators choose to do so; those that do not pay for a reserved parking space are not entitled to, and do not have, assigned parking.



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

January 11, 2012

TO: President Thomas M. Fallo

SUBJECT: Response to Question Raised by Student Trustee Joshua Casper

Below are answers to questions posed by Student Trustee Casper at the November 2011 Board of Trustees meeting:

1. *Why should we make ourselves comparable to other colleges rather than raising the bar?*

Your questions grow out of the fact finding process that occurred in October and November 2011. The subject of “comparability” is an important consideration in the fact finding process (Gov’t Code 3548.2). The impartial chair based his recommendations upon the testimony that was presented to him at the hearing in October.

2. *How many counseling hours and appointments are available to students under the current (expired) contract? Please show the counseling hours split between full and part-time counselors.*

Please see attached Grid A. The presentation is for full-time counselors only since the number of part-timers varies from semester-to-semester.

3. *How many appointments and counseling hours are available to students due only to changes proposed in the contract? Again, split them between full and part-time counselors.*

Please see attached Grid A. The presentation is for full-time counselors only since the number of part-timers varies from semester-to-semester.

4. *How many counseling appointments and hours would be accessible to students in the faculty proposal made to the District in the Nov. 16th negotiations meeting?*



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


The grid answers part of this question. It should also be stated that the November 16th negotiation's meeting took place following the receipt of the recommendations from fact finding. At that time, the Federation presented a lengthy "package proposal" that included various items related to wages, hours, and working conditions. It included not only a counseling proposal but, as part of the Federation's package, increases pertaining to faculty salary schedules, COLA adjustment, and restrictions on reopening negotiations in 2012 and 2013. The District was not able to accept the package that was presented by the Federation on November 16th.

5. *I would like a written explanation for why my second and fourth questions are less favorable to students than the District's proposal in the resolution.*

Please see Grid A.

6. *If we already had this analysis done during negotiations, then why wasn't it shared with everyone? If it had not been done prior to or during negotiations, why did we decide to move forward with this resolution without having done all the research done on the effects of the proposals?*

As you are aware, labor negotiations are conducted between two bargaining teams. As such, each team has the responsibility for doing its own preparation, including the ability to make proposals and counter proposals. In addition, the administration conducted its own review which included counseling options at El Camino and other community colleges as well. Issues that the District included in its review concerned various workloads, student contact hours and the impact of paid vacation for one segment of the faculty.



Jeanie M. Nishime, Ed.D.
Vice President
Student & Community Advancement

Attachment: Grid A



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

GRID A

By working three hours per week overload during the semester and additional days during the intersessions (5 days for 11 months and 25 days for 10 months), counselors would be available to see more students than they currently do under the 12-month contract.

Counselor Assignments (19 full time general counselors)	12 months	11 months	10 months
Days assigned	242	197	175
Vacation days	22(avg.)	0	0
Total work days	220 (44 weeks)	197 (39.4 weeks)	175 (35 weeks)
@26 weekly student contact hours	998 individual appointments per week		
Total possible appointments for the year	43,912	39,312	34,930
Additional 6-hour days (during intersession)	0	5	25
Additional Appointments Available	0	1,140	5,700
Additional 3 hours per week OL (36 wks)	0	4,104	4,104
Total Appointments Possible	43,912	44,556	44,734



EL CAMINO COLLEGE

Office of the Vice President – Academic Affairs

December 6, 2011

TO: President Thomas M. Fallo

FROM: Francisco M. Arce *FMA*

SUBJECT: BOARD INFORMATION ITEM – FTES Goals and Local
Service Area Policy (CSULB)

Attached is the following information for the Board:

1. CSULB's Admittance Rate for Top California Community Colleges, Fall 2007-2010
2. Local Admission Areas
3. Letter to President Thomas Fallo from Chancellor Charles Reed, dated 4/21/11
4. Letter to Chancellor Charles Reed from Presidents Thomas Fallo and Linda Lacy, dated 5/24/11

Attach. 4

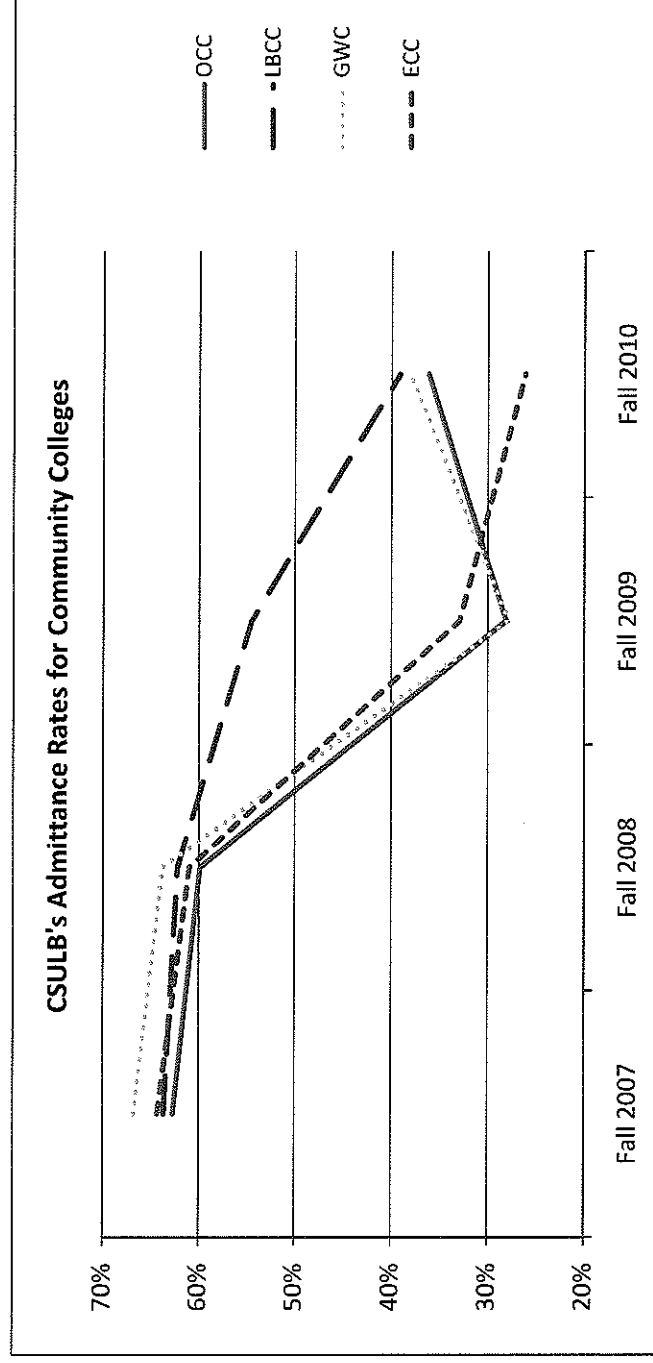
CSULB's Admittance Rate for Top California Community Colleges **Fall 2007-2010**

	Fall 2007		
	Applied	Admitted	Admit Rate
OCC	901	565	62.7%
LBCC	663	422	63.7%
GWC	425	284	66.8%
ECC	703	452	64.3%

	Fall 2008		
	Applied	Admitted	Admit Rate
	947	567	59.9%
	656	408	62.2%
	704	449	63.8%
	433	264	61.0%

	Fall 2009		
	Applied	Admitted	Admit Rate
	1107	311	28.1%
	897	489	54.5%
	543	151	27.8%
	908	299	32.9%

	Fall 2010		
	Applied	Admitted	Admit Rate
	1564	565	36.1%
	1039	406	39.1%
	643	245	38.1%
	1095	286	26.1%



Source: CSULB Institutional Research and Assessment

Note: LBCC received "Local Area" designation in Fall 2009; Coast district colleges (OCC, GWC) received this designation in Fall 2010. State budget-based enrollment restrictions were enacted at CSUs beginning in Fall 2009.

Local Admission Areas

CSU Long Beach

First-Time Freshman The following school districts: ABC, Anaheim (Cypress and Oxford only), Bellflower, Compton, Downey, Huntington Beach, Long Beach, Los Alamitos, and Paramount

Upper-Division Transfer 30 units of coursework from Long Beach City College and/or Orange Coast, Golden West or Coast Community College

CSU Los Angeles

First-Time Freshman All high schools located East to 605 freeway and the Los Angeles County Line, West to 405 freeway, South to Highway 42 (Firestone Blvd.), and North to LA County Line

Upper-Division Transfer Majority of coursework from or in combination with these community colleges: East LA College, Glendale City College, Los Angeles CC, Los Angeles Trade Tech, Pasadena City College, Rio Hondo College, Santa Monica College, Los Angeles Southwest College, and West Los Angeles College

CSU Fullerton

First-Time Freshman All high schools in Orange County, Chino, Corona/Norco, Walnut, Whittier, and Alvorad School District

Upper-Division Transfer Majority of courses from or in combination with each of the community colleges in Orange County

CSU Dominguez Hills

First-Time Freshman State of California

Upper-Division Transfer State of California

Legislative Analysts Office. *The Master Plan at 50: Guaranteed Regional Access Needed for State Universities:*

https://mail.elcamino.edu/exchange/cgold/Inbox/RE:%20Local%20area%20admissions.EML/regional_accessLAO_021411.pdf/C58EA28C-18C0-4a97-9AF2-036E93DDAFB3/regional_accessLAO_021411.pdf?attach=1

THE CALIFORNIA STATE UNIVERSITY
OFFICE OF THE CHANCELLOR

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APR 25 2011

April 21, 2011

BAKERSFIELD

CHANNEL ISLANDS

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EAST BAY

FRESNO

FULLERTON

HUMBOLDT

LONG BEACH

LOS ANGELES

MARITIME ACADEMY

MONTEREY BAY

NORTHRIDGE

POMONA

SACRAMENTO

SAN BERNARDINO

SAN DIEGO

SAN FRANCISCO

SAN JOSE

SAN LUIS OBISPO

SAN MARCOS

SONOMA

STANISLAUS

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

Dear Superintendent Fallo:

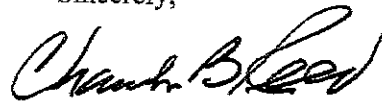
We received your request to change local jurisdiction status of El Camino Community College from California State University, Dominguez Hills to California State University, Long Beach. Unfortunately, like many other similar requests, we are unable to accommodate this change at this time for a number of reasons. The proximity of CSUDH to your campus is approximately 6 miles and CSULB is nearly 20 miles. This clearly places El Camino Community College as one of the closest campuses to CSUDH.

Within the last two years, three neighboring community colleges were added to local jurisdiction to CSULB which has placed substantial enrollment pressures on the campus, resulting in many additional programs moving to "impaction" or more restrictive admission requirements. Numerous additional community colleges have also requested to be considered in local jurisdiction to CSULB and some of those institutions are much closer to the Long Beach campus than El Camino.

Due to the budgetary pressures and uncertainty that we are facing from the state, we are very concerned about our ability to maintain local status for many community colleges throughout the state to our CSU campuses. Given all these reasons, changing local status at this time would be very problematic for CSUDH and CSULB.

With kind regards,

Sincerely,



Charles B. Reed
Chancellor

c: President F. King Alexander, CSU Long Beach
President Mildred García, CSU Dominguez Hills

4-25-11 cc VP, Curry, Hartman



EL CAMINO COMMUNITY COLLEGE DISTRICT

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

May 24, 2011

Dr. Charles B. Reed, Chancellor
The California State University System
401 Golden Shore, Suite 641
Long Beach, CA 90802-4210

Dear Chancellor Reed,

Thank you for your April 21, 2011 response to El Camino College's (ECC) request for Local Service Area (LSA) designation to CSULB. However, we request further analysis.

In your letter, you indicate that over the past two years CSULB added three neighboring community colleges to its local jurisdiction. Those colleges reside within the Coast Community College District which already had LSA status with CSU Fullerton. By adding the Coast District to CSULB's LSA, students attending those institutions have preferential admissions not only to CSUF and CSULB but also to CSUDH, by virtue of its statewide designation. Students attending ECC and Cerritos College, on the other hand, have no LSA designation and have priority only at CSUs with statewide designations. Why would a community college receive LSA status with two CSUs when there are community colleges with no designated LSA designation?

You also mention the issue of proximity to a CSU. However, that too is a rather nebulous criterion. ECC is 16.2 miles and Cerritos College 11.2 miles from CSULB; whereas, Orange Coast College is 16.6 miles. Cypress College, which is a LSA for CSUF is 9.6 miles from CSULB but 13.3 miles to CSUF.

Another problematic issue is the LSA designation to CSULB for some of the high schools in our service area (Compton, Paramount, ABC, Bellflower and Downey Unified School Districts), which are negated if the student chooses to attend ECC, the ECC Compton Center, or Cerritos College. North Long Beach, which is outside of our service area, is actually closer to the ECC Compton Center than to Long Beach City College but students would lose their preferential admissions if they attend the ECC Compton Center rather than Long Beach City College.

Dr. Charles B. Reed
May 24, 2011
Page 2

El Camino College and the ECC Compton Center represent a greater headcount of underrepresented (African American and Hispanic) students than Orange Coast and Golden West Colleges combined. The Hispanic students at Cerritos College also represent a larger number than the combined populations at Orange Coast and Golden West Colleges. The LSA priority further minimizes the educational opportunities available to these students and their ability to complete their higher education.

The most egregious issue is the limited transfer majors at CSUDH as compared to CSULB. Of particular concern is the absence of a robust offering of STEM majors. There are no engineering majors and only general and/or education options in mathematics and physics offered at CSUDH. ECC is in the process of building a STEM Center, with the support of various industry partners, to address industry's desire to prepare an adequate workforce. Our engineering students face much more competitive admissions criteria at any CSU within a reasonable distance because of the lack of LSA designation.

There are many other majors not offered at CSUDH which disenfranchise our students. The absence of a Speech Communications major is another notable example. This year, ECC's speech team received a ranking by the National Parliamentary Debate Association as the number one Community College in the nation. These outstanding students would be an asset at any CSU but will be severely limited in their transfer options without a LSA designation. Just examining the listing of BA/BS degree options at CSUDH versus CSULB presents a glaring picture of the disparate treatment to which our students will be subjected.

We recognize that CSU faces enormous enrollment pressures. However, the passage of SB1440 and the admissions guarantee afforded to community college graduates to a CSU with which they have a LSA designation places ECC and Cerritos College students at a distinct disadvantage. We would welcome the opportunity to discuss these issues in a face-to-face meeting.



Thomas M. Fallo
Superintendent/President
El Camino College

Dr. Linda L. Lacy
President/Superintendent
Cerritos College

Office of the Vice President
Academic Affairs

Fall 2010 Sabbatical Leave Reports

Ann Cummings
Traci Granger
Inna Newbury
Emily Rader
Evelyn Uyemura

SABBATICAL LEAVE REPORT 2011: ANNE CUMMINGS

In spring 2011, I was away from El Camino College for my sabbatical. As a foreign language teacher, I requested and was granted permission to go to the countries where the languages I teach are spoken: France and Italy.

In April, I began my sabbatical with a one-month stay in Paris. My husband and I rented an apartment in the 11th arrondissement, near the Bastille. It is a neighborhood that we know well, having spent a month there in the summer of 2010. The main advantages to this location are easy metro access (there are four stations within easy walking distance of the apartment) to be able to get around Paris, excellent shopping streets within two blocks of the apartment, and a variety of outstanding little bistros and cafés where I could go to practice speaking the language. I was gratified to be mistaken for a native French speaker on many occasions, all the while learning new vocabulary or brushing up on forgotten idioms, such as the use of the term “bémol”, which is a musical term for a flat. In everyday context, it refers to a “downer” or “sour note”, as in the phrase “The only sour note during our dinner was that the dessert we wanted had run out.” Another term that kept popping up was “Spéculos”, which, it turns out, is a brand-name for a cookie that is used as a flavoring in ice cream and crème brûlée or as an accompaniment to your after-dinner espresso.

On this visit to Paris, I was able to take advantage of leisurely visits to museums and points of cultural interest, spending long hours instead of making quick visits since I knew that I would be there for a month. For example, I went to the Pantheon, which is the final resting place of many of France’s most iconic figures. Pierre and Marie Curie’s tombs are there (although I must add that it took until 1995 for Marie’s body to be interred beside her husband, since women were apparently not considered worthy of the honor of being buried there!). Writers such as Voltaire and Alexandre Dumas join great men of science and learning as well. One relatively new section of the Pantheon is devoted to “ordinary” citizens who had the special quality of being brave enough to challenge the Nazi deportation of Jews during World War II by helping to hide, adopt or forge papers for those who were destined for the death camps. Many of them lost their own lives in the effort to help their fellow Frenchmen who had the misfortune to be the target of Nazi hatred. There is a special hall dedicated to the “Righteous” who stood up against the instigators of the Final Solution.

A couple of other places in Paris also acknowledge the Jews who were deported during the war. For the first time, while strolling through neighborhoods with elementary schools, I noticed marble plaques attached to the wall near the entryway to the schools. On each of these plaques is the number of Jewish students who were hauled away from their Parisian schools, never to return. Some of the numbers are quite shocking: 500 from one school, 870 from another and so on, all throughout the city. According to one source at the Pantheon, NONE of the young people sent to the camps survived their incarceration.

A Monument to the Deported is located just behind Notre Dame Cathedral. After visiting the church and "Point zéro, the point in front of it from which all roads are measured in France, we stopped by to see the memorial that is located near the Seine. Access is limited to a few visitors at a time to preserve the feeling of solemnity. On the interior walls of the monument, lit only by candlelight, are excerpts of poetry written especially to acknowledge and remember the 200, 000 Jews that never returned from the death camps. Over the door the words "Forgive, but do not forget" are inscribed in the stone.

You might think that these museums, plaques and memorials are of special interest to me because I am Jewish. In fact, I was raised Catholic, as were the majority of French citizens who claim a religious background. What is striking to me is how little most French citizens really know about the Holocaust, and how important it is that the knowledge about this shameful episode of history be preserved and shared. I know that I will be sharing this information with my students at the appropriate time in class.

Other time in Paris was spent taking walks to neighborhoods with which I was not so familiar, such as the area around the Parc Monceau. This is a beautiful park located in an area similar to Beverly Hills, with high-end shops, clothing stores and boutiques. In the park itself, beautifully groomed and dressed babies and toddlers are on parade with foreign nannies keeping a watchful eye on them. Walking around the Luxembourg Gardens, home to the French Senate, gives an entirely different vibe, with elderly couples walking hand in hand, students celebrating passing the end-of-the-year exams, tourists getting a glimpse of fountains and plants reminiscent of Italian formal gardens (which shouldn't be surprising, since they were designed for a homesick Italian-born queen, Marie de Médicis).

During my stay in Paris, I was also fortunate to be able to sit in on a language class at the Sorbonne, one of the oldest universities in Europe. I asked to visit a beginner's language class since that is what I teach each semester at El Camino. While visitors are generally frowned upon, I was able to arrange a classroom observation through a friend of a friend. The host teacher greeted me before class, provided me with her hand-outs, and then got down to the business of conducting class with students from around the globe. Class was conducted entirely in the target language, and students seemed eager to participate in the discussions and activities. Many of the same techniques that we use in the United States were also used here: reading aloud paragraphs, explanation and discussion of vocabulary, answering of true-false and short-answer questions and so on. The biggest difference I noted was that students asked more questions about "everyday" vocabulary since they had to go out, as our ESL students do, and use it to take care of their daily needs.

After the classroom visit, I took my husband to "brunch", which has gained popularity in Paris. Restaurants offer their idea of what an American-style brunch would be, with sometimes hilarious results. For example, our brunch included orange juice and coffee, scrambled eggs and sausage and bacon, but also had a baked potato and carrot salad, items that I would not generally expect on a brunch menu. The price could be a bit shocking as well: 27 euros (about \$40!) at some places!

After my Paris sojourn, I was fortunate to be able to travel to northern Italy with a friend. We flew from Paris to Milan, even though we had planned to use our Eurail passes, because the trains we wanted to take were already fully booked. Upon arrival at the airport, we searched for and located the bus that would take us from the airport to the central train station. I got a quick refresher course in Italian swear words when the bus driver got into a shouting match with a driver that had blocked the exit lane for the bus. It was really quite comical to hear both of them ranting and raving about who was the dumbest blankety-blank on earth as I gave a blow-by-blow translation to my friend. Our stay in Milan was a pleasant one, including visits to the incredible Gothic cathedral, La Scala Opera House, the Sforesco Palace, etc. We also took a full day to visit Lake Como, which turned out to be harder to find than we expected. Most of my students will know that George Clooney has a house on one of the islands in the lake, although they may not know about the history of the area. I will do my best to share more than George's addresss with them!

Our next stop in Italy was to Bologna, affectionately nicknamed "The Fat One". Why? Because some of the best food in Italy is found in Bologna and the surrounding region. It is also home to the oldest university in Europe. The famous arcades under which tourists and natives alike stroll were originally set up as student "dorms", simple shelters under which students would sleep on straw when done with their studies for the day. Nowadays, there are real dorms, but the arcades remain to shelter pedestrians from the heat or rain. If you have ever been to Malaga Cove in Palos Verdes, you also might recognize the Neptune Fountain located in the center of Bologna. It was the model for the fountain that sits up on the hill in Palos Verdes.

Torino was our last stop in Italy before returning to the south of France. There are many amazing things to see in Torino, including the Mole Antonelliana, a tower that was built by an architect originally commissioned to build a synagogue. What the people that commissioned the synagogue didn't know was that the architect was mentally ill and that the only part of their building to be executed was this huge tower. Later, the synagogue was built elsewhere, but the tower remains as a point of interest, both for its architectural value and because it houses the national cinema museum. Other activities worth pursuing are beautiful walks along the Po River and meals that include the Torinese specialty of agnolotti, a small stuffed pasta.

A final Italian adventure was trying to find a way out of Italy since the trains were on strike the day of our departure. Here I really got to practice my Italian, arguing with an employee in the about getting another train or a refund. Much to my chagrin, I received the same treatment as nearly everyone in the line and was told to take the train another day or "take a hike". Hmmph, so much for friendly Italians! I always make sure to teach my students the word "sciopero", which means "strike" because the Italians are very fond of staging them on a regular basis. Unlike in the U.S., they may last for several hours or days, but generally are just to make a point and disrupt things to let management know the workers are upset.

The final leg of my sabbatical was in southern France, which is quite different from Paris. The pace in the south is much more leisurely as a rule, without the frenetic pace of the big city. We were able to visit Nice and Aix en Provence, a beautiful university town known for its hundreds of fountains. The cuisine here is also different from the north, with an emphasis on olive oil, tomatoes and garlic, and fish from the Mediterranean. People find it hard to believe, but as I tell my students, it is not unusual to actually lose weight when on a trip like this, in spite of the great meals. I have come to believe that part of the secret is that so much of the food is local, fresh and organic, and part of it is simply getting out of our cars!

Another thing that most of my students are unaware of is the rich Roman history throughout southern France. In Arles, Orange and Nîmes we visited amphitheaters, temples, aqueducts and other antiquities that date back to the time when the Roman empire extended across Europe. I plan to show them photos of the various structures when I lecture on French history.

During my time in southern France, I was able to have myriad conversations in French because we stayed with my family in Nîmes. Each day we were incredibly lucky to visit with cousins ranging in age from 80 years to several months old, and got to hear about jobs and education, social issues such as PAX, which many young people are choosing instead of marriage, and politics, including the Dominique Strauss-Kahn affair and who might be the next French president.

Overall, the sabbatical experience was incredible, allowing me to renew my language skills and cultural knowledge, which I plan to share with my students in the coming semesters. I am truly grateful to have had this opportunity.

To: Dr. Francisco Arce and Sabbatical Leave Committee
From: Traci S. Granger
Date: February 7, 2011
Content: Sabbatical Report

I would like to thank Dr. Arce and the Sabbatical Leave Committee for granting me the opportunity to participate in a sabbatical. This was a new experience for me, I had a lot of work to do, and I thoroughly enjoyed myself. I took three courses at California State University, Long Beach:

- Principles of Epidemiology
- Advanced Environmental Health
- Health for Secondary Teachers

I was, to say the least, stressed long before my sabbatical ever started. I tried to enroll months before my classes started, but I found out that since I wasn't a matriculating student, that wasn't possible. I then spoke with individuals from a variety of offices on campus (Admissions, Health Sciences Department Graduate Division, and Open University) and I found out the only way I could enroll in a course was through "Open University". This meant that I had to wait until the day the class actually started, go to the class and if there was room then the instructor would make the decision to add me. This was totally unacceptable!

I was also told that because of the budget cuts statewide, that not one extra student could be added to any class. So I tried calling and emailing some of the professors of the courses I was interested in, and not one would answer me. I

decided my next step would be to drive down to CSULB and try and find the Dean or Department Chair for some advice and help. It took me two trips before I finally caught up with Dr. Mohammed Forouzesh who is the Graduate Program Director of the Health Science Department. He told me he would help me, but I couldn't get into a class before the first class meeting. He also said that the first session of summer school started that day for a few of the classes that I was interested in and that there were still a few open seats. So I decided that I had better take classes when I could get into them. We compared the summer schedule with the courses I was teaching at the time (El Camino College still had 2 weeks of spring semester), and I signed up for a class that started two hours later, in the last available seat (Principles of Epidemiology). I thought that it might make it easier to enroll for fall semester if I took a summer school class. I got my enrollment form filled out and signed by the Program Director, paid my fees, bought my textbook, found out about parking, and I was ready for class two hours later. I had done it! Stressed for 3 months about getting into classes, and now I was finally enrolled in my first class.

H SC 500 – Principles of Epidemiology

Many of the students in the class asked me why I was taking this particular class, and I told them that I thought it sounded interesting; they all informed me that it was very hard! (nice choice, Traci) I had a lot of reading to do, homework assignments, three examinations, and a group (2 people) descriptive epidemiologic presentation. I knew from the beginning that I had my work cut out for me. The course covered:

- The history of epidemiology, which is the study of groups or populations who are affected by health and disease, morbidity, injuries, disability and mortality.
- Diagnosing the health of communities; the working of health services, operations, contributing factors, identifying syndromes, the complete clinical picture of disease, searching for causes of health and disease
- Measures of morbidity and mortality, measuring the occurrence and trends, evaluating interrelations designed to decrease disease frequency
- Descriptive epidemiology as related to person, place and time
- Where are the sources of data coming from? WHO, CDC, NIH, FDA, etc.
- Different types of study designs – ecologic, cross sectional, case-control, cohort, experimental
- Measures of effect and relative risk
- Data interpretation
- Screening for disease in the communities- screening vs. diagnosis, multiphasic
- Worldwide infectious disease

This class was fascinating to say the least! We discussed topics ranging from flare-ups of supposed new diseases to illnesses on cruise ships to intentional spread of pathogenic microorganisms through acts of terrorism. All of this information blends with information that I use when I teach first aid, health, and primary prevention of cardiovascular disease. This was a great class!

When fall semester began, I was lucky enough to enroll into two classes that I thought would greatly enhance my teaching knowledge, Advanced Environmental Health and Health for Secondary Teachers.

H SC 528 – Advanced Environmental Health

The instructor made this class what it was, GREAT! He was the Orange County Director of Environmental Health and he brought a lot of practical knowledge and applications to class discussions. We discussed the interaction of individuals and the community with the environment, the impact on health of environmental agents, and specific applications of environmental health. The series of topics ranged from environmental epidemiology, toxicology and environmental policy. Environmental diseases (microbial agents, ionizing and nonionizing radiation), and applications of environmental health (water and air quality, food safety, waste disposal, and occupational health).

I am much more observant now about environmental issues that are occurring on a worldwide scale. We should all be concerned about the potential impact of dramatic incidents on the global physical environment and the health of the world's population. Knowledge of environmental health issues leads to an appreciation of we humans' connection with the earth and the precious balance between human activities and environmental resources.

There was a lot of reading for this class, and we had to pick an environmental topic to write a research paper on that was a minimum of 15 pages. I chose to write about pesticides.

H SC 411B – Health Science for Secondary Teachers

This class sounded interesting as well as being a great source of information that was applicable to the first aid and contemporary health classes that I teach. It is evident that our California students aren't getting the health education that they should be in primary or secondary school. They think that they know everything, but in reality they know very little of even the basics concerning cardiovascular disease, diabetes, fitness, cancer, and infectious disease.

H SC 411B emphasized coordinated school health, integrating health content into other subjects, drugs, sexuality, nutrition, child abuse prevention, violence, community and human ecology. All information was based on the California Department of Education *Health Framework of California Public Schools*.

I had a lot of work to do in this course, from researching websites, federal statutes, education codes, legal laws and research documents; to reading the textbook; taking exams and quizzes and completing three projects.

Dr. Matza, (who attended El Camino College forty years ago), was the perfect instructor for this course. He was not only a high school health teacher for forty years, but he has a Doctorate in Public Health, is a Certified Health Education Specialist (CHES), and he is one of the contributing authors of the *Health Framework for the California Public Schools*. He was very knowledgeable about a variety of health issues and he has taught health for close to 50 years.

Summary

I have many comments about my sabbatical.....

- I had fun and enjoyed myself, now that I look back at the classes I took.
- I had a great deal of work to do in all of my classes. It was nice to not be working at the same time. I have done that in the past and it was hard trying to find time to do both, there aren't enough hours in the day for sanity.
- I should have known that since I tend to be a perfectionist, I would work hard to do well in the classes I enrolled in.
- I enjoyed being a student again and interacting with the students.
- It was nice to see the handouts, outlines, etc. that the instructors gave to us to compare to mine and get ideas from.
- It was interesting to see how they ran their classes to compare to my own.
- I have ideas of some things that I want to incorporate into my classes.
- I got a feel of what other instructors do when their students are late, turn in late work, and no show for class. (I never missed class because I was too anal about missing out on my attendance points)
- I had forgotten what a unique college experience was about: enrolling in a course, paying tuition fees, buying textbooks, finding parking, turning in assignments and finding classrooms and offices.

I thoroughly enjoyed this new experience and I hope to bring some of the total package into my teaching while I am at El Camino College. I can't say that I was burned out and that it will revive my teaching, but I hope that it gives me a little spark. If you have any questions or need further justification, please let me know. To Dr. Arce and all of the committee members who approved this, I thank you once again because I had fun, enjoyed myself immensely, and had to work darn hard in the process!



The main thrust of my Fall 2010 Sabbatical Leave Project involved taking six units of rigorous masters level courses at California Statue University, Long Beach: Engl-510 Theories of Literacy and Engl-435 Teaching Composition. Although my proposal reflected only my plan to take these classes, I ended up working on two other related projects last fall, with the course work being the first prong of my efforts. Working diligently in my classes with the personal standard that nothing less than my best was acceptable, I spent many hours researching online, reading reams of literacy research articles, and writing multiple drafts of weekly assignments. I found the university experience mentally challenging, but as a social creature, it was also extremely isolating; thus I looked to other projects to meet the need for purposeful and meaningful connections. I met regularly with colleagues to share my ideas and collaborate on our related project: to help our students understand the reading process, the crux of our curriculum. I also rediscovered my passion for pouring into leaders and started a pilot project of Strengths-Based Leadership, utilizing T. Rath's *Strengths-Finders 2.0* and Gallup's online survey to help current and potential leaders discover their strengths and do what they do best instead of allowing their natural talents to go untapped while they simply worked where they were needed. Bo Morton had encouraged me to keep records of this project and consider it a pilot for a future grant to adopt this approach with faculty and staff at El Camino.

In my coursework for Engl-510, Theories of Literacy, I was able to gather research to hone our process-based literacy curriculum and authentic assessments my colleagues and I had developed based on our constructivist pedagogy: the theoretical framework holding that learning builds upon prior knowledge or schema, and learning is most effective when students are actively engaged in the learning process rather than passively receiving

information. Over the years we have utilized a variety of methods, relied on guided discovery and eschewed direct instruction by choosing to lead our students through questions and activities to discover, discuss, appreciate and verbalize the reading process. During my sabbatical I was able to gather research-based theories demonstrating the need for and the timeliness of this innovative holistic approach.

My initial purpose for taking the second class, Engl-435 Teaching Composition, was to be better prepared for teaching English courses other than prebaccalaureate reading and writing. However, I discovered over the semester that reading is my passion, but incorporating more writing into my English 82 and my new English 7 (Speed and Power Reading) course was satisfying to me and beneficial to my students. Both university courses provided me an opportunity to read widely in literacy and learn from the giants in the field, and having the semester to read and write as a student was both refreshing and challenging, since I place high standards on all my work and my grades were affirming of my effort. But the greatest satisfaction was in meeting regularly with my colleagues to apply what I was learning. We continue working on our ideas, honing our curriculum, and adopting attitudes and practices that sponsor students into the literacy club and help them develop fluency in academic discourse.

I investigated the master-apprentice relationship that J.P. Gee encourages and that we reading/writing specialists foster with our student apprentices, wherein we scaffold their growing ability to say, do, believe, and value academic discourse, through demonstrating our mastery and supporting theirs even when it barely exists. I had the time to explore the theories, hunches and assumptions inherent in our classroom experiences and the methods we chose, confirming that what we are attempting truly is research-based. By identifying what

works and where we might have strayed, we can now change and adapt our ideas to better immerse students in literary experiences and model academic discourse to prime our students for success in transfer level classes and encourage lifelong learning – a grand goal for sixteen short weeks.

The third project of my sabbatical is ongoing. During the summer and fall of 2010, I developed a Strengths-Based Leadership Team to identify potential leaders, help them discover their talents using Gallup's online assessment and book, and provide them with a better understanding of how they can utilize their strengths in teams – instead of focusing on shortcomings or wasting time fixing their weaknesses. Since Gallup has studied human strengths for almost fifty years and surveyed more than ten million people over the past decade to arrive at a list of thirty-four most common talents that help employees be more positive and productive at work, we used their book and online survey to direct volunteers and paid staff toward work in a variety of leadership positions at Light and Life Christian Fellowship in Downey.

This idea would be a beneficial project for El Camino faculty, since the current fashion is to simply expect new faculty to do any and all projects until they gain tenure, burn out, or get cynical. If, instead, we provided this training so that their strengths guided their activities, Gallup's research proves they would be six times more likely to be engaged in their jobs, projects or committees and three times more likely to report having an excellent quality of life overall. I can only imagine how those who are currently disengaged or extremely negative could again contribute to the learning climate at ECC.

However, whether we actually attempt a strengths-based focus at ECC or not, my experience with this pilot has encouraged me to adopt the attitude of “pouring into” my

students as future leaders instead of seeing them as remedial or developmental students burdened with weaknesses. This semester I am training them to be class leaders, offering opportunities to lead class discussions, take charge of a special project, teach a lesson they have learned, and prepare and guide weekly Socratic discussions. One result of my work with leaders and my research was having my students construct their grading rubric instead of using the faculty-developed measure for grading their annotated articles. After analyzing a model annotation, they and actively invented their grade measure based on a standard far above the department's pass/no pass policies.

In reflecting on how my teaching has changed this semester, I am extremely grateful for my sabbatical leave. I certainly returned to the classroom with a renewed zeal and a clear direction for teaching and communicating with students and colleagues. In discovering my strengths: relator, strategic, activator, arranger and empathy, I can see why I continue to work as a change agent at El Camino. I deeply care about my students, my colleagues and this campus, but strategically, I now choose projects that match my passion and can be institutionalized. It was for those reasons I began the semester recruiting faculty and serving as co-coordinator of Learning Teams for our latest Title V grant. Once the soft money disappears, this project will still be a grass roots movement that ignites faculty because they will be doing what they do best while moving out of their silos and enjoying the synergy collaborating with their colleagues provides.

I believe my students, my department and the campus will benefit in the next ten years from the enlightenment I received and from the on-going projects initiated during my sabbatical.

Sabbatical Leave Report
by Emily Rader
March 2011

During the past ten to fifteen years, two historical topics have attracted much-needed attention: Native Californian histories and Southern California environmental history. Research by Native Californians, historians, anthropologists, botanists and horticulturalists and many more continues.

My research project was designed to give me time to delve into those two topics, building on a foundation of knowledge I had already been acquiring over the past ten years. My broad topic was the natural and human histories of the Los Angeles basin in the time period from about 1800 to about 1870. I chose this time period because there seemed to be a gap in historical research: the Mission period (especially from the 1770s to the early 1800s) and the modern Los Angeles (post-1875) have both been relatively well studied.

In the course of my research, I searched in published and unpublished materials, chose a geographical focus, determined where my research could best fill a gap in existing historical inquiry, and created a list of questions to guide the next stages of my ongoing research (after the end of the leave).

The early months of research were somewhat disorienting. First and most important, I found that a few recently published and some older books already existed on Gabrielino/Tongva history and culture, and that work was continuing, so there was no need for me to conduct primary research. My research into the Native people of the L.A. basin then shifted to these published works. I realized that the photographic component (my own photos) was premature: What should I photograph if I didn't yet have a geographical or environmental focus? So I decided to postpone this part of my project.

At the same time (late summer and early fall) I decided to begin archival research at two locations: Rancho los Cerritos and the Huntington Library. At Los Cerritos, the materials that seemed most useful to my project were mainly maps and plats of Long Beach showing the shift from the ranchos to the beginning of urban development. At the Huntington, after looking at a number of collections with materials from prominent American and English settlers who came to the L.A. area in the 1830s-1850s, I settled on the Henry Dalton Papers.

The Dalton Papers are loaded with the kind of information I was looking for: descriptions of the land in part of the San Gabriel Valley from the time it was owned by the original Californio rancheros, and well into the period when Henry Dalton and his family transformed Rancho Azusa de Dalton into a working farm and also tried to "develop" it into a small town. There are numerous maps, plats and drawings showing changes in the landscape, as well as written descriptions of Dalton's efforts to grow profitable crops. He recorded his interactions with Cahuilla Indian workers, travels to Los Angeles and San Gabriel for commercial, social and political affairs, and vagaries in the flow of the San Gabriel River.

As a result of my research at these two archives, I realized that my research had acquired a geographical focus, which I initially defined as the area between these two rivers, from the north (Los Angeles and Azusa) to the south (Long Beach). Rancho Azusa (now the city of Azusa) lies near the headwaters of the San Gabriel River; Long Beach lies between the mouths of the San Gabriel and Los Angeles Rivers. A visit to Azusa and a portion of the San Gabriel River in the mountains above Azusa, though, caused me to sharpen my geographical focus even more, to the San Gabriel River and the communities it flows through. I visited the headquarters of the San Gabriel and Lower Los Angeles Rivers and Mountains Conservancy and learned that there are many local conservation groups and government agencies that are working to preserve and restore parts of the San Gabriel River, but without getting the kind of media exposure that such efforts along the Los Angeles River have received in the past decade or more. In terms of my project, I would have access to a great deal of information, and my research might contribute to the efforts of the Conservancy and its many member organizations.

The last task of my sabbatical leave project was putting together some of the information I have gathered for use in my classes. I have been able to fill in some of the gaps in my knowledge of specific topics that I cover in one or more of my courses. I can now provide much more knowledge and insight about the history and culture of the Gabrielino/Tongva people and their interactions with neighboring tribes, such as the Cahuilla. I can convey a deeper understanding of the activities and motivations of Americans and English (along with other Europeans) moving into the Los Angeles area in the early and mid-1800s. Finally, I can explain ways that they began the transformation of the region that set the stage for the bigger and faster changes that created modern Los Angeles. At this time, this new information exists in lecture note form, accompanied by a small number of images (which I plan to increase).

An unexpected and exciting impact on my teaching from conducting archive-based research and reconfiguring some of my plans for my project, is that it has reminded me of many elements of the historical method that I teach my students. In my classes, I have been increasingly teaching students to "think like a historian," which includes asking lots of questions, working with historical sources, and making connections between specific historical events and the larger historical context. This approach is used by growing numbers of educators. My own experience with the research project has provided me with renewed insights into "historical thinking," which then helps me convey these methods more clearly and immediately to the students.

February 14, 2011

Sabbatical Report

Fall, 2010

Evelyn Uyemura

Humanities Division/ESL Department

My sabbatical project was the preparation of a textbook for publication. In Fall 2009, I was approached by an editor from Kendall-Hunt, an academic publisher, inquiring whether I had any ideas for a textbook. Several years prior to this, several colleagues and I had submitted a proposal for a pronunciation textbook to Oxford University Press, and they had expressed considerable interest. However, after sending the material to several reviewers, they decided not to proceed with the project. So I knew that we had some materials and ideas ready to go. After consulting with two of my colleagues (Nitza Llado and Debra Mochidome) and meeting with the editor, we signed a contract and began work. However, with the press of teaching, it was difficult to make sufficient progress on developing and editing a 300-page textbook. Thus, as the lead author, I applied for and was granted a one-semester sabbatical for Fall 2010.

Even before the sabbatical began, I created a thorough outline and schedule. The title of our book was originally *Pronunciation Party*, but after considering the possibility of this book being used in an international context, where Professor Llado has many contacts, we decided to change the title to *Pronunciation Celebration*. The premise of the book is to provide instruction in all the sounds of American English in an upbeat context. We recognized that working on one's pronunciation can be stressful and threatening to many English language learners, and we felt that creating a relaxed and enjoyable atmosphere would lower many of the psychological barriers to better pronunciation. A person's language is a very intimate part of self-identity, so creating a playful, game-like atmosphere can give

students the opportunity to experiment with a new identity as a confident user of English.

With that in mind, we developed 35 chapters focusing on individual sounds, using the International Phonetic Alphabet (IPA). Each chapter has a humorous title, such as “The Whale’s Tail” for the long ā sound, which also highlights the possible spellings of the sound in English. Each chapter is illustrated with clip art, which not only adds a light touch but also aids in vocabulary development. We began each chapter with listening without repeating, giving students an opportunity to notice the sound as it occurs in various contexts. Then we move on to active production of the sound in controlled practice, followed by game-like activities. (For example, in practicing the sound /ɹ/, students discuss situations that were “awesome” or “awful,” and suggest ideas for which “There oughta be a law.”) Each chapter concludes with discussion topics on a wide variety of human interest, cultural, and controversial topics.

We also included an introductory chapter called “You, Me and Arnold Schwarzenegger,” which encourages students to improve their pronunciation without feeling intimidated by the inevitable accent that all mature learners of a second language will have. The focus is always on what students *can* do, not what limitations they may have. In addition, there are chapters explaining the origin of English spelling, the importance of stress and intonation, and some technical matters on voiced and unvoiced sounds.

The last section of the book consists of 10 class projects that move students beyond just practicing sounds to gaining experience in using English effectively in personal and academic contexts. Students write and share movie reviews, interview an American, conduct a survey, role-play a job interview, and participate in a debate or panel discussion and a Reader’s Theatre presentation based on a hero from American history. Finally, the prepare and present a five-minute speech on a topic of personal interest.

My role in bringing this book to fruition required many hours of work. After creating the outline and schedule, I assigned chapters to my two co-authors. Each month, after writing two or three chapters each, we met for 4 to 6 hours to read through each other's chapters, making suggestions for revisions and changes. Then each person re-submitted the chapter to me for editing. I spent at least 10 hours creating each chapter that I authored, as well as approximately 3 hours doing the final edits and formatting of each chapter authored by my colleagues. It was important to maintain consistency in every aspect of the book and to avoid repetition or redundancy, which was not easy in a book that was written by 3 people over the course of 15 months. An important part of my role was to achieve that consistency and voice.

I was also the contact person with the publisher. I communicated with them frequently, answering their questions and asking them about anything we were unsure about. In addition, I searched for and inserted images from Shutterstock to illustrate each chapter, which entailed 30 minutes to an hour per chapter. Even more important, I worked with the publisher's Permissions Editor to find the copyright holder for everything in the book that was derived from other published materials. When the Permissions Editor was unable to find the copyright holder for several items, I made phone calls and did Google searches, locating the widow of an author whose story was originally published in the 1950s, for example.

Although all three of us (Nitza Llado, Debra Mochidome, and myself) wrote approximately one-third of the chapters of the book, I think they would agree that there is no way the project could have been completed without the time I had available to shepherd the whole process along. I am proud of the fact that we were able to work together smoothly, without any conflicts or disagreements, and that the finished manuscript was delivered to the publisher a week ahead of schedule. There is still more work to be done in the current semester, when the page proofs are completed and sent to us for review. But we are eagerly looking forward to seeing our textbook in print.

The primary way this sabbatical will benefit other faculty members and students is that the department will have available a textbook that was written specifically for our ESL 51B class. Instead of needing several textbooks, students will save money by having a single book that matches the SLO and objectives of our course. Also, I hope that as the book finds a market at other community colleges and even abroad, it will add to the reputation of El Camino College.

In the process of working through this project, I have learned many skills that will make me more efficient and competent as a member of the ECC community. I feel that this project has improved my leadership skills and re-awakened my sense of creativity. It was a new experience to oversee the work of several colleagues and to maintain steady progress towards a long-term goal. I believe that these skills will be extremely useful in my work as co-chair of accreditation in the coming years. It was also valuable as a writing instructor to have to spend so much time writing. I especially enjoyed and profited from researching and writing the chapter called "Scenes from American History." I found this work so stimulating that I have sent a proposal to several publishers for a second book, and if I find a publisher, I will work on that during summer and winter breaks.

I also used my time to submit proposals to the CATESOL conference, to be held in Long Beach in April, where I and my co-authors will do three presentations. In addition, I revised my English 1A journals topics, planned my syllabus for a course I have not taught in several years, and updated my course web pages. And I developed an in-depth hand-out on avoiding run-ons and fragments based on an article I read in a professional journal, which I will share with members of my department.

While I was working on the textbook, I was mostly in town, so I was able to attend several professional development opportunities, including a session of the Community College League conference chaired by Barbara Beano, aimed at preparing me for my responsibilities as accreditation co-chair. I also was able to spend 10 days visiting my parents in Maine in October. It

was wonderful to be able to work on writing and editing while also spending time with my Dad, who is in the early stages of Alzheimer's and my Mom, who has mobility problems. Other than that, I did not travel during my sabbatical.

I return to teaching revitalized and refreshed. I am ready and eager to take a leadership role in division and college-wide committee work. I look forward to working on accreditation and other shared governance responsibilities. I deeply appreciate the opportunity I have been given and I will use what I have learned to contribute to my students, my colleagues, and the college community.

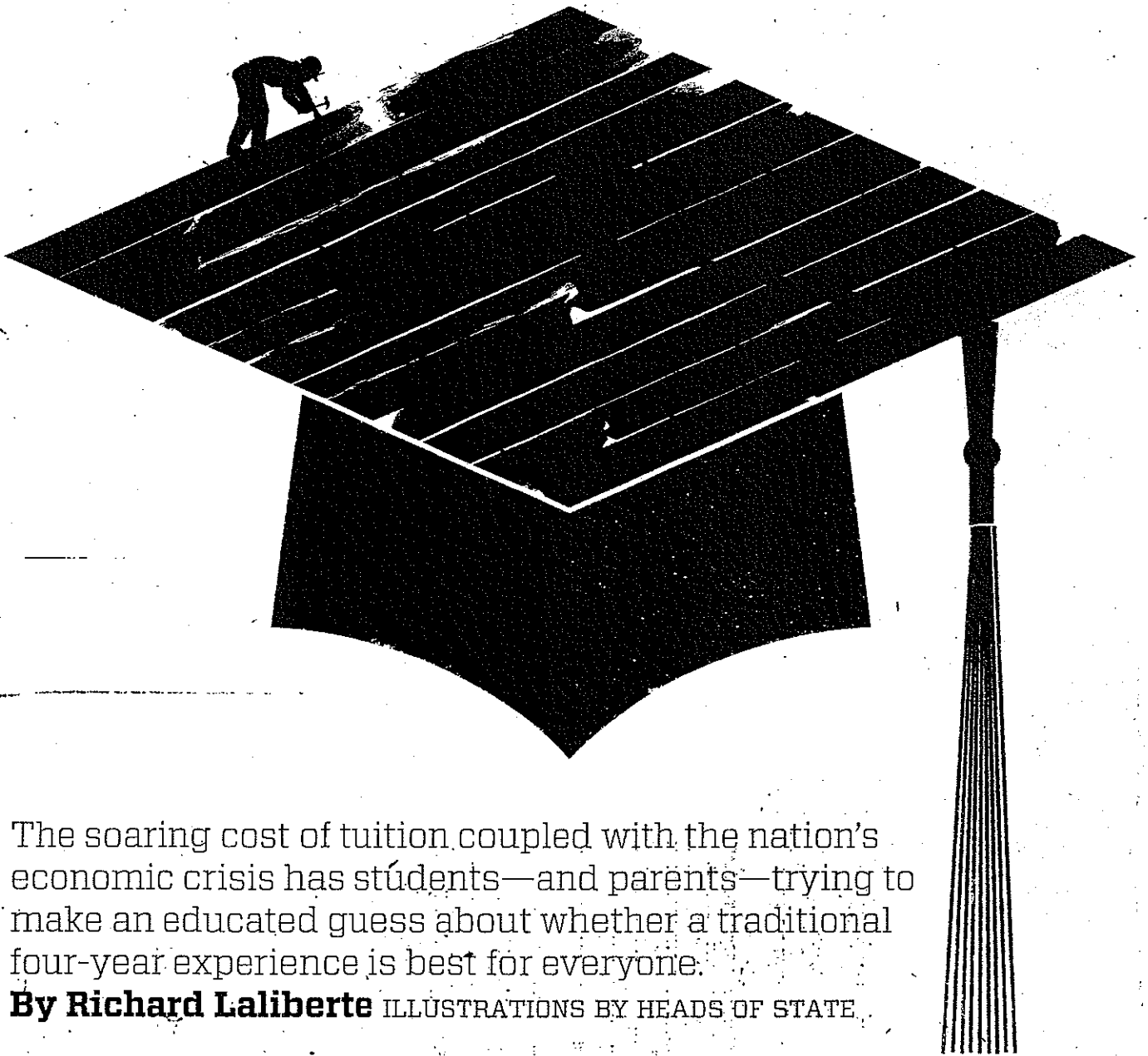
Submitted by:

Evelyn Elwell Uyemura

Attached: Table of Contents and two sample chapters

Courtesy of Trustee O'Donnell

DO KIDS NEED COLLEGE?



The soaring cost of tuition coupled with the nation's economic crisis has students—and parents—trying to make an educated guess about whether a traditional four-year experience is best for everyone.

By Richard Laliberte ILLUSTRATIONS BY HEADS OF STATE

♦ It takes until
age 33
for the average
student who
borrows money
for college to
repay loans and
recoup funds
lost from not
working for those
four years.

I recently made a bank deposit for a few months' worth of freelance work, then wrote a huge tuition check to my son's college. Afterward, instead of hunkering down again and getting back to work to bring in more money, I felt like having a stiff drink.

"Paying for college is a bigger deal than it used to be," says economics professor Richard Vedder, Ph.D., director of the Center for College Affordability and Productivity at Ohio University. "Higher-education costs are rising faster than inflation, as well as family income." Years ago sending a kid to college might have taken 10% to 12% of household earnings, Vedder says. Today it's more like 25% to 30%. Average costs for attending a private four-year school are close to \$30,000 a year, while in-state public universities run approximately \$20,000—and expenses are rising 4% to 6.5% a year.

The limping economy has made the burden heavier while pushing higher education further out of reach for many people. The fix? "Families are borrowing," Vedder says. Two-thirds of graduates from four-year colleges carry substantial student loan debts—up 27% since 2004, according to the Project on Student Debt, an independent nonprofit group. Seniors at private schools graduate with \$27,650 in student loan debt, while public school grads owe about \$20,000. And many parents shoulder an added layer of "shadow debt," deficits not reflected in official college-cost reports. They may shortchange retirement funds, take out large home equity loans or put off major repairs like a new roof or furnace.

Yet conventional wisdom says college is an essential investment in your child's future. The vast

majority of parents assume their kids are headed that way, and teens, in large part, are living up to expectations: Almost 72% enroll in some form of advanced schooling right after twelfth grade—an all-time high. But the triple whammy of dwindling or (nonexistent) family savings, crushing debt and an uncertain job market has parents asking an unsettling question: Is college really worth it?

KIDS AREN'T CREATED EQUAL

President Obama has set a national goal for the United States to have the world's highest college graduation rate by the end of the decade. A key component of the initiative is providing academically gifted but disadvantaged kids with opportunities. But an underlying assumption of the program is that a four-year school should be automatic for every student—even those who aren't interested or may not be right for it. "Some kids just aren't college material," says Joe Lamacchia. He doesn't mean that as a put-down: Lamacchia is a landscaper and the voice of *Blue Collar and Proud of It* (HCI), a book and website celebrating the rewards of working in a trade. He has become a spokesperson for the blue-collar grassroots movement. "We're not all cut out for sitting at a desk, whether it's in a classroom or a cubicle," he says. "Individuals like me are driven to move and build and create." Society needs people to call when cars break down or roads are full of potholes or faucets are leaking—services that are necessary even during an economic downturn. In fact, many of these jobs are recession-proof. "There are ways to make a good living without a bachelor's degree," Lamacchia says, "but people are told the only way to succeed is by going to college. I once met a mom whose son was always fixing things and taking doors off hinges. He built a workshop in the basement.

Percentage of parents who said it's likely their kids will attend a community college and then transfer to a four-year school:

2010 / 33%

2008 / 13%

Is four more years in class the only option for a kid like that?"

For a smarter approach, ask your teen if he knows what he wants to do, then brainstorm potential career paths. "A teen's future should be tailor-made to his talents, likes and dislikes, and financial situation," Vedder says. For example, if a kid wants to be a hairstylist or chef, a trade school or two-year program may be a good choice. "Culinary classes are very popular at community colleges," Vedder says. And getting on-the-job training as a line cook or in some other trade can jump-start a career while providing valuable "real world" experience, which students exiting a four-year college bubble might lack.

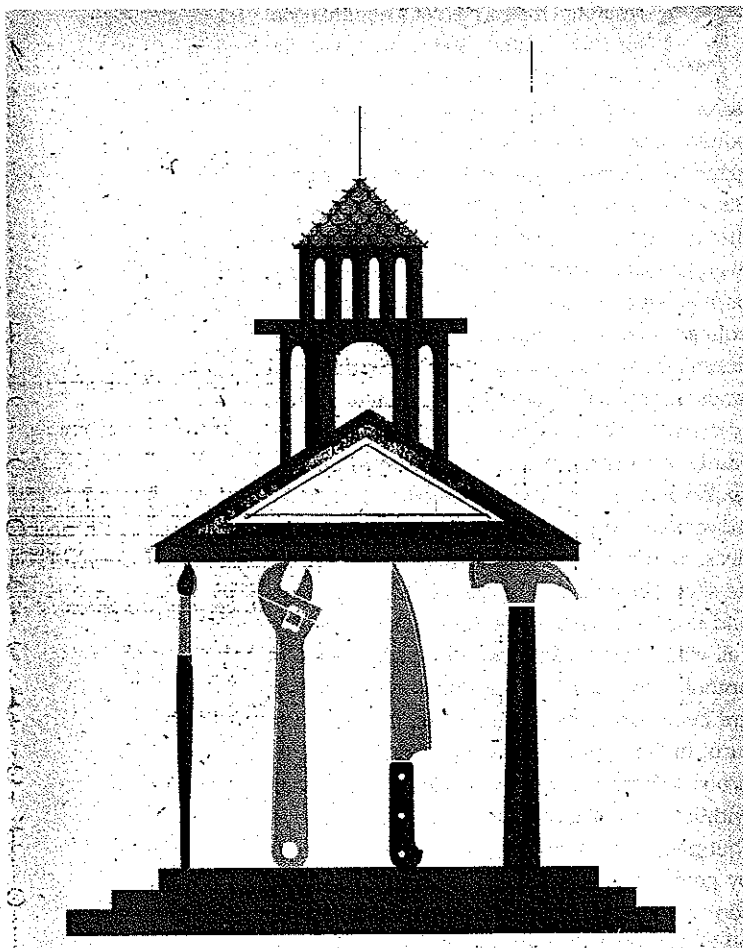
Even if your teen's dream of being an artist or musician doesn't pan out, school as an option won't suddenly disappear. And a person who enrolls a few years later with a sense of purpose and an idea of what to study as a foundation for a meaningful career is likely to be better off than someone who discovered college wasn't the right choice—at the unfortunate expense of thousands and thousands of debt dollars.

NO GUARANTEES

We need to give kids better advice," says James Rosenbaum, Ph.D., professor of sociology, education and social policy at Northwestern University. "It's not about kids going to college, it's the actual completion of a degree that counts—and many students don't succeed in that." Which is why, some experts say, it may not make sense for every 18-year-old: Only 57% of kids who enter an undergraduate institution for a bachelor's degree actually obtain one, according to the National Center for Education Statistics. The other 43% don't just miss out on the degree; they've also squandered a huge investment. Plus, they've lost potential wages—and work experience. Students who take five or six years to graduate instead of the traditional four spend even less time in the labor market. Not to mention the kids who aren't really cut out for the rigors of academia. "Low-achieving students aren't told they may have to do an enormous amount of remedial work to get up to speed. It can be expensive—especially if the classes don't count as credit toward a major," Rosenbaum says. "For some, that's not a sensible strategy."

There's another overlooked problem: Kids who earn degrees aren't always better off. "A bachelor's degree used to mean a person was highly educated and skilled, and his occupation would reflect that," says Vedder. "But we have 17 million college-educated people in jobs that require a high school education or less. Recently I had a tree cut down by a guy with a master's degree in history. He was working beside a guy who hadn't finished high school." College equips students in many ways, Vedder says. "But a lot of colleges provide only modest amounts of job training—and liberal arts schools, almost none."

The fact is that kids often graduate with no clue of what they want to do next. Some may figure it out at school, but not all. There are other ways to find inspiration. While taking a "gap year" of work or travel, for example, doesn't usually lead to a career path, it can make for a more focused college experience. "In a gap year kids meet new people, have varied experiences and sometimes discover places they'd like to live or professions they'd like to explore," Vedder says. "The passage of time makes them more mature, independent and better at making smart decisions—all important qualities." Military service can also offer those benefits, along with self-discipline, technical skills, leadership training and money for school.



THE EARNINGS CHASM

Proponents of academia cite the "truism" that, on average, people with a bachelor's degree earn about a million dollars more over a lifetime than those who have only graduated high school. New research, though, suggests such estimates are overblown. A recent study by PayScale for *Bloomberg Businessweek* finds the figure to be closer to \$627,000. When adjusted for the fact that more than half of graduates take six years, the earnings gap falls to just \$393,000. Even more surprising, 20% of men and 16% of women who complete college earn less than the average wage of someone who only finished high school, according to the College Board. "Unemployment is high even among university graduates," Vedder says. "They're having a tough time finding traditional white-collar jobs."

Still, it can't be denied that some jobs require a bachelor's degree just to interview or advance. The majority of college alumnae do make more money—even if hired for the same position as someone with just a high school diploma. And once in a job, college grads continue to be given priority. "Money for on-the-job training mostly goes to people with at least a bachelor's degree," says Nicole Smith, Ph.D., senior economist at Georgetown University's Center on Education and the Workforce. "They're the ones employers choose to invest in." When young people show up for interviews, there are few ways for employers to measure critical thinking—a trait that indicates trainability. "They use diplomas and transcripts," explains Smith, "as indications of potential."

WHAT LIES AHEAD

Ultimately, even for kids who don't feel cut out for college, education beyond a high school diploma is essential. Many high-growth careers over the next decade—including network systems analyst, financial examiner and exercise trainer—will continue to require some type of schooling. But it's

◆ **Average family income has gone up about 15% since the early 1990s, while costs for private and public four-year colleges have soared by around 50% and 65%, respectively.**

REPORT CARD

ALTERNATIVE OPPORTUNITIES FOR STUDENTS OF LIFE—AND WHAT THEY'LL LEARN.

COMMUNITY COLLEGE

FIELDS OF STUDY » Accounting, hotel management, paralegal studies, computer science, education, health care, and technology careers such as drafting, design and electrical engineering.

WHY IT WORKS » Average tuition and fees for public two-year programs culminating in an associate's degree or professional certificate are \$2,544 a year—about a tenth of the cost of a private college. Some community colleges even provide free tuition for students with good grades. "Kids get valuable credentials in a short time and can progress from there," says James Rosenbaum. Junior colleges can be a cost-effective way to fulfill general education requirements before a student decides on a specific field of study and transfers to a university. And if a student's high school grades aren't strong, two years of community college can open doors to better four-year schools. Rosenbaum's research finds that 54% of students who earn associate's degrees continue on with their schooling, and 35% get a four-year degree, usually applying two-year credits toward their bachelor's. Some statistics even suggest that over the next decade occupations requiring only an associate's degree will grow faster than those requiring a bachelor's.

TECHNICAL INSTITUTE

FIELDS OF STUDY » Carpentry, welding, computer maintenance, Web design, cosmetology, dental technology, culinary arts, electronics, printing, engine repair, plumbing and heating/air conditioning.

WHY IT WORKS » At a trade school, students get vocational and career training for tuition costs that are usually comparable to those of a community college. But unlike junior colleges, tech schools require fewer general education classes, so students with a poor academic record aren't forced to do as much remedial work. Program schedules may be consistent from one semester to the next so working students don't have to rearrange their lives every few months. "These schools focus on professional certification and have their ears to the ground for local jobs," Nicole Smith says. "Of students who get licenses and certificates, 43% make more money than people who get a bachelor's degree."

FOR-PROFIT COLLEGE

FIELDS OF STUDY » Business administration, accounting, contract management, criminal justice, information systems and marketing.

WHY IT WORKS » The schools' emphasis on career training—as well as the convenience of nighttime or weekend classes and online coursework—makes them a legitimate alternative for some working students, Richard Vedder says. Most offer certificates or diplomas for two-year programs and are well connected to local job markets—though they're usually more expensive than community colleges. According to the General Accounting Office (GAO), enrollment at for-profit colleges has more than tripled in recent years. "You won't find the country club amenities of some colleges," Vedder says. "These schools may be headquartered in an office building near a highway. But they're geared toward the needs of students—rather than professors seeking tenure—and they're gaining popularity because of that." But buyer beware: An investigation by the GAO found deceptive practices among recruiters, such as exaggerating graduates' income potential.

From: tom@edmac.org [mailto:tom@edmac.org] **Sent:** Monday, December 12, 2011 6:06 PM
To: Jack Scott **Cc:** Curry, Keith; Fallo, Thomas; Faye James; Erik Skinner
Subject: CCCD Bond and Accreditation

Dear Chancellor Scott:

The following information and attachments are being provided to you as an update and means for you to share this information with other concerned stakeholders. If you or any other concerned stakeholder has any questions regarding this information, I would like to offer an opportunity for a meeting with Dr. Curry, CEO of the Compton Community College District. A reading of this information without an opportunity for further explanation and purpose by Dr. Curry would be insufficient. Please let me know if you, your staff or any other individual, would like to meet with me or Dr. Curry regarding this update and attached information.

CCCD Bond Fund Accounting

In November of 2002, the CCCD voters approved Bond Measure CC with 76% voting yes. Measure CC authorized CCCD to issue up to \$100 million in general obligation bonds for facilities and improvements. The first issuance was for \$41 million in 2003, and a second issuance of \$15 million in 2008, for a total of \$56 million.

Of that \$56 million, CCCD currently has \$12 million available for projects and a remaining \$44 million for future projects. These remaining balances will be used to complete the following projects:

- Learning Resource Center
- CCCD's Matching Requirement/State Funded Projects (Infrastructure Replacement Phase 1 and 2, and the Allied Health Building Renovation)

In Dr. Curry's/CEO's, attached November, 2011 Newsletter, the CEO provides an update to the CCCD campus community on the state-funded facilities projects. Dr. Curry is also working on a 2011, bond fund outreach document, that will be shared with the CCCD residents and with the Citizens' Bond Measure CC Oversight Committee. This document will include a list of all bond projects since 2003, including funding amounts and project completions dates. Attached is also a copy of the last bond outreach document that was completed in 2009. This document is currently on the CCCD website as well. The 2011 bond fund outreach document will be ready for public review during the month of January, 2012.

In a separate and independent oversight role, the CCCD's auditors will be conducting an annual financial audit of the CCCD bond funds. The CCCD expects that this audit will be completed by February, 2012.

Plan for Accreditation

Attached is the El Camino College Compton Center Eligibility Status Report which was presented at an open forum at the Compton Center in October, 2011. The attached document includes a summary of accreditation eligibility application criteria, supporting documents, and the Accrediting Steering Committee's (ASC) assessment of each criterion for the El Camino College Compton Center. Due to the complexities of the partnership and various matters impacting progress, a time line has not been formally established for this ultimate outcome.

Please let me know if Dr. Curry or myself can provide you with any further information regarding these important matters.

Best Regards, Tom Henry, CCCD, Special Trustee

**Compton Community College District
Measure C Facilities Bond Update**

In November 2002, the Compton Community College District voters approved Measure C with 76% voting yes. This facilities bond measure authorized the Compton District to issue up to \$100 million in general obligation bonds for infrastructure and facilities improvements to the campus.

The first issuance of \$41 million in general obligation bonds took place in 2003. Three building projects were already in process when Measure C was approved: the Stadium Seismic Renovation Project, the Learning Resource Center and the Child Development Center. These three projects had each secured substantial funding from the State Capital Outlay Program, with the understanding that local matching funds would also be utilized for the projects. Measure C provided the Compton District with the required matching funds.

The Compton District Board of Trustees approved all initial bond allocations for 29 projects. The District Special Trustee has subsequently approved any adjustments in funding for the initial 29 projects. Of these 29 Board approved projects, eleven have been completed; six are currently under construction or in the pre-construction process; and twelve are awaiting the next issuance of bond funds for the planning and work to begin.

The accompanying expenditure listing outlines funds spent as of June 30, 2008 from Measure C, and where applicable, State Capital Outlay funds spent through the same time period. Below is a brief description of what each project includes.

Administration Building Remodel: \$13,000 – Equipment and electrical upgrades

Cafeteria Renovation: \$29,125 – **Completed** - Equipment upgrades and repairs

Campus Grounds: \$59,920 – Landscape design and installation for areas immediately adjacent to the new LRC

Campus wide Technology Upgrades: \$4.3 million – Technology systems upgrades throughout campus

Certificates of Participation: \$5.3 million – **Completed** - Debt retirement from previous projects

Child Development Center: \$4.9 million – Construction completed May 2006

Compton Park (Hoffman Gardens): \$87,370 – **Completed** - landscaping and hardscaping improvements to the northern “park” area of campus

Energy Management: \$2 million – **Completed** – improvements to the Central Plant and the buildings it serves

Football Field Upgrade: \$59,711 – **Completed** – Track replacement and purchase of equipment

Instructional Equipment Upgrades: \$996,053 – Instructional equipment, software and technical support provided

Learning Resource Center: \$17.4 million – Original construction completed November 2004; building has not been accepted by the Compton District pending correction of design and construction defects

Little Theatre Reconstruction: \$87,537 – Partial design and architectural services

Locker Room Renovations: \$40,000 – Architectural fees

Maintenance and Operations: \$89,460 – **Completed** – Includes new and refurbished equipment for maintaining the campus facilities and grounds

Master Planning: \$45,120 – Aerial and boundary surveys of the campus

Math Science Building Retrofit: \$529,865 – Miscellaneous repairs and upgrades to building heating, ventilation, air conditioning (HVAC) systems

Non-Instructional Equipment: \$106,228 - **Completed** – Sound systems for gymnasium and student union, and equipment for non-instructional support offices

Performing Arts Center: \$628,015 – Architectural fees

Program Management: \$5.3 million – Professional Construction management of planning, design and construction activities related to Measure C and State Capital Outlay-funded projects

Program Support: \$250,248 – Overall equipment and services costs related to program management

Protocol System: \$1.7 million – Various computer software systems

Stadium Seismic Renovation: \$1.09 million – **Completed** – Seismic and accessibility upgrades to existing building

Miscellaneous Utility Infrastructure Enhancements: \$6.2 million – **Completed** – Miscellaneous repairs and replacement of utility (water, sewer, electrical, etc.) and data/communication infrastructure; and extension of services to new facilities

Vocational/Technology Building Retrofit: \$322,200 – **Completed** – Miscellaneous repairs and upgrades to existing building systems, including electrical and fire alarms

Student Center: \$37,050 – Architectural fees

Central Plant Upgrade: \$58,307 – See Utility Infrastructure item

C-wing Remodel: \$8,224 – Architectural assessment

Total Measure C funds spent as of June 30, 2008:	\$39,539,051
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Total State Capital Outlay Funds spent as of June 30, 2008:	\$12,514,834
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Total of Measure C and State funds spent as of June 30, 2008:	\$52,053,885
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Compton Bond BRJ

				Bond	
		Expenditures	State	Fund	
		through	Reimbursements	Expenditures	
S/N	Project Description	June 30, 2008	June 30, 2008	June 30, 2008	
1	Administration Building Remodel	13,000		13,000	
2	Cafeteria Renovation	29,125		29,125	
3	Campus Grounds Upgrades and Signage	59,920		59,920	
4	Campus-Wide Technology Upgrades	4,379,924		4,379,924	
5	Certificates of Participation	5,327,523		5,327,523	*
6	Child Development Center	4,919,209	2,361,414	2,557,795	
7	Classroom Renovations	0		0	
8	Compton Park (Hoffman Gardens)	87,370		87,370	
9	Energy Management	2,058,145		2,058,145	
10	Football Field Upgrade	59,711		59,711	
11	Instructional Equipment Upgrades	996,053		996,053	
12	Learning Resource Center	17,483,970	8,822,688	8,661,282	
13	Little Theatre Reconstruction	87,537		87,537	
14	Locker Room Renovations	40,000		40,000	
15	Maintenance and Operations (Campus Wide Equipment and plant)	89,460		89,460	
16	Master Planning	45,120		45,120	
17	Math/Science Building Retrofit	529,865		529,865	
18	Non-Instructional Equipment	106,228		106,228	
19	Outreach Services	0		0	
20	Performing Arts Center	628,015	391,643	236,372	
21	Program Management	5,340,741		5,340,741	
22	Program Support	250,248		250,248	
23	Protocol System	1,737,873		1,737,873	
24	Social Science/Fine Arts Building	0		0	
25	Stadium Seismic Renovation	1,097,768	939,089	158,679	
26	Misc. Utility Infrastructure Enhancements	6,261,299		6,261,299	
27	Vocational/Technology Building Retrofit	322,200		322,200	
28	Student Center	37,050		37,050	
29	Central Plant Upgrade	58,307		58,307	
30	C-Wing	8,224		8,224	
	Total	52,053,885	12,514,834	39,539,051	
	*Subject to additional review				

Compton Bond BRJ

	Bond Proceeds and Interest Earned			
	2003-2004 Proceeds from Bond Sales			41,000,000
	2003-2004 Interest Earned			167,984
	2004-2005 Interest Earned			539,087
	2005-2006 Interest Earned			436,656
	2006-2007 Interest Earned			532,995
	2007-2008 Interest Earned			167,927
	Total Proceeds and Interest Revenue			42,844,649
	Bond Fund Ending Balance 6-30-2008			3,305,598

NOVEMBER 30, 2011



MESSAGE FROM INTERIM CEO

DR. KEITH CURRY

I trust everyone had an enjoyable Thanksgiving Holiday and celebrated the many things for which we have to be thankful.

In keeping with the holidays and appreciating what we have, please join your colleagues for the "Staff Appreciation Pancake Breakfast" on December 9, 8:00 –9:30 a.m. Breakfast will be served in the Student Lounge Patio area. Come by and watch the members of Compton District Cabinet flip a few flap jacks!

Beginning December 1, 2011 Lend Lease Construction, Inc. will be serving as the construction management company responsible for Compton Community College District's state funded projects (allied health, infrastructure one and two, and the instructional building replacement). The project executive is Randy Hartman. Please join me in welcoming Lend Lease and Randy Hartman to our team.

Most of you have probably noticed the work that has taken place in recent weeks on the LRC building. All of the glass panels on the barrel vault have been secured. There are some additional finishing items that must be completed on the building before it begins the process of state review and approval. We do not have a date yet for when it will open, but as soon as there is solid date, I will share that information with all of you.

In other facilities news, projects that have been included in the revised Facilities Master Plan are listed below. All but one of these projects are jointly funded with Measure CC bond funds and state capital outlay funds.

Allied Health Renovation: Reprogramming of the existing Allied Health building; complete renovation of enclosure, structural, mechanical, electrical, security and equipment. **Measure CC Funded: \$2,000,000 / State Funded: \$8,946,000**

Infrastructure Replacement Phase 1: Replacement of infrastructure at the south half of the campus; includes construction of a new Central Plant. **Measure CC Funds: \$5,024,000 / State Funds: \$31,180,000**

Infrastructure Replacement Phase 2: Replace/upgrade the utility infrastructure; install new data communications and security electrical backbone. **Measure CC Funds: \$1,448,000 / State Funds: \$17,248,000**

Instructional Building 1 Replacement: New academic building will be approximately 20,000 square-feet; two-stories; will replace all or portions of the D, E, F and G building as shown in the Phase 2 of the Facilities Master Plan Bridge document. **Measure CC Funds: \$ 3,404,000 / State Funds: \$13,871,000**

MIS Building Server Array Replacement: Reprogramming and improvements to the MIS building to provide for technology growth and data needs at this campus.

Measure CC Funded: \$ 1,300,000 / State Funds: \$1,107,000

Music Building (Little Theatre): Significant renovation of the existing Little Theatre including: upgrades to almost all systems, code compliance and the installation of modern lighting and sound systems. **Measure CC Funds: \$1,400,000 / State Funds: \$0**

It's hard to believe that December 1st is upon us and the fall semester is winding down. As we go about the end of the semester business, please remember that every student is a success story – or has the potential to be, and with our help each student we serve will succeed.

As always, my Open Door is on Tuesdays from 2-4 p.m., unless otherwise noticed. Please feel free to meet with me if you have any questions, concerns or stories of success to share.