



EL CAMINO COMMUNITY COLLEGE DISTRICT

16007 Crenshaw Boulevard, Torrance, California 90506-0001

Telephone (310) 532-3670 or 1-866-ELCAMINO

www.elcamino.edu

May 10, 2012

Board of Trustees
El Camino Community
College District

Dear Members of the Board:

I trust you are preparing for the last push to finals and Commencement. As you know, Commencement will be held on Thursday, June 7, 2012, 5:30p.m. at the Compton Center and on Friday, June 8, 2012, 4 p.m. at El Camino College. In preparation for going forward, I would like to present an update on a couple of issues for you.

Thank you for your participation in various activities during the month of April. In preparation for our May Board meeting, Mr. Beverly has asked for an agenda item to discuss and direct on the Collegial Consultation presentation at the April 3, 2012, Board meeting. In light of that, attachments A, B and C are included for your consideration. Attachment A includes random notes from the beginning of the presentation. Attachment B includes notes from the presentation and attachment C shows notes from the question and answer period. These are not official notes but a combination of Kathy Oswald's and my understanding of each session.

Additionally, this packet includes:

1. Memo from Dr. Francisco Arce, May 3, 2012, regarding five- or six-week courses;
2. Response to questions at the April Board meeting about purchase orders;
3. Reminder letter from Dr. Barbara Beno, April 13, 2012, regarding the Follow-Up Report due to the Commission by October 15, 2012;
4. Letter from Dr. Susan Clifford, Accrediting Commission, April 17, 2012, regarding contract with Universal College of Beauty;
5. Letter from Dr. Barbara Beno, April 23, 2012, regarding alleged fraudulent activities at the Compton Center;

6. Letter to Mr. William Fleischman, April 24, 2012, regarding the possibility of an endowed chair;
7. E-mail from Chris Gold, May 10, 2012, inviting faculty to attend the May 21, 2012, Board meeting.
8. E-mail from Chris Gold, May 10, 2012, responding to a question from Jeffrey Cohen regarding the Senate Resolution of No Confidence;
9. Santa Monica Community Update, April 2012, regarding state budget shortfalls;
10. "State's Kids Going (Farther) Away for College, Daily Breeze, May 8, 2012, courtesy of Trustee O'Donnell;
11. Letter from Mr. Richard Smith, April 6, 2012, recalling his days at El Camino College and offering his support for today's students.

If you have any questions, comments or concerns about any of the issues presented above, please feel free to contact Kathy or me. Our next Board meeting will be held on Monday, May 21, 2012.

Sincerely,

A handwritten signature in cursive script, appearing to read "Tom Fallo", with a long horizontal flourish above it.

Thomas M. Fallo
Superintendent/President

TMF/kao

Cc: Vice Presidents, Director of Community Relations

EL CAMINO COLLEGE Office of the President
Special Board Meeting, April 3, 2012
Notes from Collegial Consultation Presentation

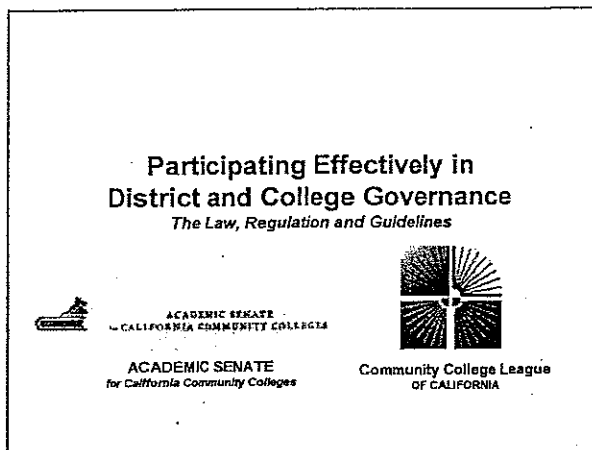
Beverly: Normal rules of the Board. Natural manner. Objective is for everybody to have all questions answered.

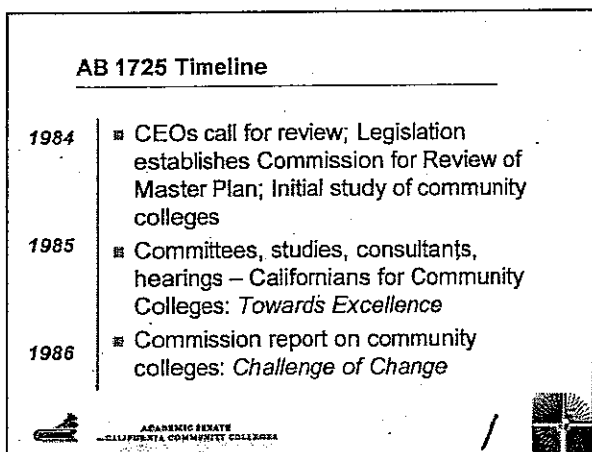
Michelle Pilati – New York. Half year as Academic Senate President; term limit two years. Will address how things should work locally. Should not be called shared governance. Participatory governance. Have their perspective considered as part of the decision making process. Collective bargaining led to new-found structure.

Scott Lay, President, Community College League of California. In the east students don't go to a community college and then transfer. In California, it is a unique stepping stone. Notice this is not called "shared governance." That is a misnomer. Community colleges came from K-12 districts. "Good will." Serve students and community. Rely primarily; reach mutual agreement. Board establishes policy. Board has an "out." Title 5 regulations of the Ed Code include classified staff. Union always has a seat at the table when decision making.

Lay: There are not many lawsuits regarding this issue; nobody wins. Judge can slap your hand. Spoke of a case where Academic Senate and some individuals were out quite a bit of money. District could go back and do what they wanted to by having better documentation.

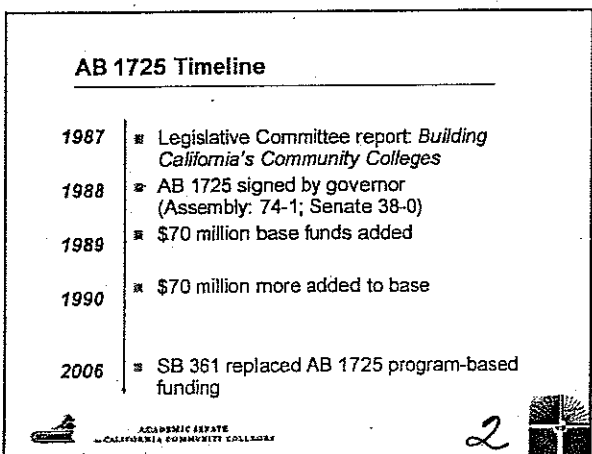
Participating Effectively in District and College Governance





K-12 Origin.

University Model with faculty leadership.



Broken promise—funding for two years

AB1725 Concerns

Mission

- Priorities set
- Common transfer core
- Remedial limits
- Fund for Instructional Improvement

Governance

- State and local delineations
- Eleven point accountability
- Decision-making



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1725
Bilateral governance.

AB1725 Concerns

Funding

- Program based funding (later replaced in SB 361)
- Program improvement fund (19 areas)



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75/25 part of AB 1725
with funding that did not materialize.

AB1725 Concerns

Faculty and Staff

- Credentials repealed (add minimum qualifications, local hiring criteria, faculty service areas)
- Tenure to four years
- Evaluation/peer review
- Administrator contracts
- Goals of 75% of credit hours taught by full-time
- Staff development
- Diversity goals



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More emphasis on university concept over
K-12 with credential elimination.

Intent of Reform

- Enhance community college image
- Increase support for more money
- Move from K-12 to higher education
- Develop more unified system
- Institutional renewal



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\$3 billion more would have come to community colleges. (wow)

Definition

Participating effectively in district and college governance is shared involvement in the decision-making process.

- It does not imply total agreement;
- The same level of involvement by all is not required; and
- Final decisions rest with the board or designee.



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Shared involvement.

May be that the Board is the final decision maker.

Value

- Expertise and analytical skills of many
- Understanding of objective/decisions
- Commitment to implementation
- Leadership opportunities
- Promotion of trust and cooperation
- Opportunities for conflict resolution
- Less dissent



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More people included, more understanding of decisions.

Future leaders from Academic Senate.

Last three are more difficult.

When working well, last three are present.

Challenges

- Participation by individuals with limited expertise
- Time away from other duties
- Can require considerable time for decision
- Shared accountability
- Differing expectations and understanding
- Potential conflict if board/designee rejects recommendation



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Added on top of other duties.

Time invested at the front end is time saved on the back end.

Volunteer to take a leadership role with pay.
Tough decisions.

Many wear multiple hats.

Going to be disappointed about final decisions.

Good will is the bottom line.
All have one goal to help students.

All about good will and not turf battles.

Three levels of law in California:

Constitution

Codes – Laws adopted by legislature

Regulation in Title 5 adopted by Board of Governors.

Participatory Governance

... not a simple process to implement – goodwill, thoughtful people, a willingness to take risks and the ability to admit problems exist – can go far toward establishing a positive environment...

The central objective should be creation of a climate where energy is devoted to solving crucial educational tasks and not to turf battles over governance."

CCCT/CEOCCC Policy Paper, December 1989



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The Law

Board of Governors shall establish "minimum standards" and local governing boards shall "establish procedures not inconsistent" with those standards to ensure:

- Faculty, staff and students the right to participate effectively in district and college governance and
- The right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

Education Code Sections 70901 and 70902



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Title 5 – minimum standards; participatory governance part of minimum standards.

Accrediting Commission takes participatory governance seriously.

Ultimate breakdown of participatory governance means college no longer receives money.

Regulation: Academic Senates

- (a) The governing board shall adopt policies for appropriate delegation of authority and responsibility to its academic senate.

...providing at a minimum the governing board or its designees consult collegially with the academic senate when adopting policies and procedures on academic and professional matters.

Title 5 §53203



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Pilati is fourth President to work with Lay; this is Her fourth presentation.

Consult collegially.

Curriculum and academic standards.

Regulation: Academic Senates

Academic and professional matters means the following policy development and implementation matters:

- Degree and certificate requirements
- Curriculum, including establishing prerequisites and placing courses within disciplines
- Grading policies
- Educational program development
- Standards or policies regarding student preparation and success
- District and college governance structures, as related to faculty roles
- Faculty roles and involvement in accreditation processes, including self study and annual reports
- Policies for faculty professional development activities
- Processes for program review
- Processes for institutional planning and budget development, and
- Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

Title 5 §53200



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“Pretty specifically” delegated!!

New programs should come from the faculty or They should be at the table.

Flex agenda—should be directing agenda.

Question

One of the ten areas of “academic and professional matters” is “processes for institutional planning and budget development.” Does this regulation relate to the institutional plans and budgets themselves, or only to the process by which plans and budgets are developed for presentation to the board?



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Processes in academic and professional matters.

Regulation: Academic Senates

"Consult collegially" means:

Relying primarily upon the advice and judgment of the academic senate; or

Reaching mutual agreement between the governing board/designee and representatives of the academic senate.

Title 5 §53200



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Consult collegially.

Board decides (Do in consultation ideally.)

Question

Who decides which of the two processes in the regulations, "rely primarily" or "mutual agreement," should be used on a given issue?



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Question

The regulations list ten areas defined as "academic and professional matters." The local board must adopt procedures identifying how it will "consult collegially" in these ten areas. Those procedures include either to "rely primarily upon the advice and judgment of the academic senate" or to "reach mutual agreement."

Must a local board select only one procedure for addressing all ten of the identified academic and professional matters, or can there be a different approach used for the different matters?



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Could have different in ten plus one.
Curriculum is generally rely primarily.

Regulation: Academic Senates

(d)(1) Governing board action: Rely Primarily

- recommendations of the senate will normally be accepted
- only in exceptional circumstances and for compelling reasons will the recommendations not be accepted
- If not accepted, board/designee communicate its reasons in writing, if requested

Title 5 §53200



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What does that mean?

Regulation: Academic Senates

(d)(2) Governing board action: Mutual Agreement

- If agreement not reached, existing policy remains in effect unless
 - exposure to legal liability
 - or substantial fiscal hardship.
- If no policy or existing policy creates exposure to legal liability or substantial fiscal hardship
 - board may act if agreement not reached
 - if good faith effort first
 - only for compelling legal, fiscal, or organizational reasons

Title 5 §53200



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Stays the same!!!!

Question

If the governing board chooses the option to "rely primarily" on the advice of the academic senate in any of the ten defined areas of "academic and professional matters," is the board required to accept the recommendation of the senate?



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No.

"Out" for Board is exceptional circumstances and compelling reasons.

Question

A district governing board which chooses the "rely primarily" procedure is normally supposed to accept recommendations of the senate in any of the ten defined areas of "academic and professional matters" unless there are "exceptional circumstances" and "compelling reasons." What do these mean?



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Not a clear understanding of what this means.

Question

A district governing board which chooses the "mutual agreement" procedure is supposed to reach written agreement with the senate in any of the ten defined areas of "academic and professional matters." When may a board act if it is not able to reach mutual agreement with the academic senate?



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Board has an "out."

Clear if the type of reason and opt not to agree.
Substantial hardship. Exposure to legal liability.

Other Legal Provisions

Curriculum Committee: Established by mutual agreement of administration and senate

Title 5 §55002

Administrator Retreat Rights: Process agreed upon jointly; board to rely primarily upon the advice and judgment of the academic senate to determine that the administrator possesses minimum qualifications for employment as a faculty member

Ed Code §87458



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N. If in Ed Code, you have to have mutual agreement.

Other Legal Provisions

Equivalencies to Minimum Qualifications:

Process, criteria and standards agreed upon jointly by board designee and academic senate

Ed Code §87359

Faculty Hiring: Criteria, policies and procedures shall be agreed upon jointly by board designee and academic senate

Ed Code §87360



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Joint agreement.

Cannot get out of with fiscal hardship or substantial exposure.

Other Legal Provisions

Collective Bargaining

- Decision-making policies and implementation cannot detract from negotiated agreements on wages and working conditions
- Academic senate and bargaining representatives may establish agreements as to consulting, collaborating, sharing or delegating (Title 5 §53204)
- In those districts where the following are collectively bargained, the exclusive bargaining agent shall consult with the academic senate prior to engaging in bargaining on: Faculty Evaluation (Ed Code §87663), Tenure (Ed Code §87610.6) and Faculty Service Areas (Ed Code §87743.2)



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Staff can develop recommendation.

Who is staff? Generally non-academic; not administrator.

Exclusive union representative must be at the table.

Inclusion is side to err!!

Regulation: Staff

- Governing boards adopt policies and procedures that provide staff opportunity to participate effectively in district and college governance.
 - formulation and development of policies and procedures, and
 - processes for jointly developing recommendations
 - that have or will have a significant effect on staff.
- Board shall not take action on matters significantly affecting staff until the recommendations and opinions of staff are given every reasonable consideration.

Title 5 §51023.5



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District or Board does not have to consult with the Senate when bargaining.

Calendar is a collective bargaining issue, therefore, the committee comes to

N. Implies the Senate drives the bus with staff and student to follow them!

Regulation: Students

• Governing board adopt policies and procedures that provide students opportunity to participate effectively in district and college governance on formulation and development policies and procedures and processes for jointly developing recommendations that have or will have a significant effect on students.

• Board shall not take action on a matter having a significant effect on students until recommendations and positions by students are given every reasonable consideration.

Title 5 §51023.7



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Regulation: Students

Policies and procedure that have a "significant effect on students" include :

- (1) grading policies
- (2) codes of student conduct
- (3) academic disciplinary policies
- (4) curriculum development
- (5) courses or programs which should be initiated or discontinued
- (6) processes for institutional planning and budget development
- (7) standards and policies regarding student preparation and success
- (8) student services planning and development .
- (9) student fees within the authority of the district to adopt
- (10) any other district and college policy, procedure or related matter that the district governing board determines will have a significant effect on students

Title 5 §51023.7



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1, 2, 5, 6, 7 and 10 overlap with Academic Senate.

Other Legal Provisions

(c) policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.



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Students have right to provide recommendations for hiring and evaluation policies and procedures.

Question

Does the term "rely primarily upon the advice and judgment of the academic senate" mean that the governing board should not receive and consider the advice and judgment of others on issues of "academic and professional matters?"



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The staff and students are in concert with the decision maker.

That may be part of the compelling reason to respond in writing.

Question

Should the advice the judgment of the academic senate be accorded greater weight than the advice and judgment of other groups and constituencies in connection with "academic and professional matters?"



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Question

Do these regulations have the force of law?



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Minimum standards.

Nobody wins with a lawsuit.

Judge says go back and do it right.

Senate sued the District.

Even the District could have gone back and let the

Question

What powers do the Board of Governors have to enforce Title 5 Regulations such as the ones on strengthening local senates?



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Summary

Faculty | Students | Staff

Law and Regulation

- Level of Participation
- Areas of Participation
- Consideration of Recommendations



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Thank You

Michelle Pilati
Academic Senate
for California Community
Colleges
www.asccc.org

Scott Lay
Community College League
of California
www.ccleague.org



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LAW	REGULATIONS LEVEL OF PARTICIPATION	REGULATIONS AREAS OF PARTICIPATION	REGULATIONS CONSIDERATION OF RECOMMENDATIONS
FACULTY *Right to participate effectively *Academic Senate right to assume primary responsibility for recommending on: <ul style="list-style-type: none"> Curriculum Academic standards 	*Local boards shall: <ul style="list-style-type: none"> Consult collegially on Academic and professional matters 	*Academic and professional matters <ol style="list-style-type: none"> Curriculum Degree Grading Program development Student standards Faculty role in governance structures Accreditation Professional development Processes for program review Processes for planning & budget Other 	*Consult collegially <ul style="list-style-type: none"> Reach mutual agreement Rely primarily on advice and judgment of academic senate
STAFF *Right to participate effectively	*Provided opportunity to participate in formulation of: <ul style="list-style-type: none"> Policies, Procedures, and Processes that have a Significant effect on staff. 	*Significant effect on staff	*Given "every reasonable consideration"
STUDENTS *Right to participate effectively	*Provided opportunity to participate in formulation of <ul style="list-style-type: none"> Policies, Procedures and Processes that have a Significant effect on students. 	*Significant effect on students <ol style="list-style-type: none"> Grading Codes of conduct Academic discipline Curriculum Education programs Processes for budget & planning Student standards Student services planning & development Fees Evaluation & hiring Other 	*Given "every reasonable consideration"

EL CAMINO COLLEGE Office of the President
Special Board Meeting, April 3, 2012
Notes from Collegial Consultation Presentation – Questions and Answers

Beverly: Questions only. No debate.

Emily Rader: Has a lot of questions. Come back if time. One thing I was not familiar with was thing about mutual agreement or rely primarily on advice of Academic Senate. Off my radar. Wonder if Board or designee established which are used in various areas where Senate has primary voice?

Beverly to Fallo: Do we have a policy. Fallo: Board policy states mutually agree. It does not delineate for each one but implication was for all of the ten plus one items.

Beverly: We have ability to individualize and separate and can discuss in future.

Rader: Analyzing the process of collegial consultation. Everybody aware there has been disagreement between faculty and staff and the administration about whether collegial consultation is taking place all the time. Phrase has not been defined. That is key; important.

Lay: What is law on participatory governance? It can become a spectator sport in better years. When grappling with decisions like now, it oftentimes requires a more formal process. Did it go through process or not? Makes sense to have a paper trail. Form with dates on line showing when each group discussed. Each college defines culture and level of trust. No obligation, but questionable to call a meeting with short notice and then say students have been given an opportunity.

Pilati: Opportunity to participate and be heard but does not mean everything goes your way. Need process in place so appropriate voices are at the table. If decision goes in a way they are comfortable with, they understand why. A lot about communication and assurance that the process is followed and there is appropriate communication. They understand why instead of no; here's why or no and could we do this. Give and take so that all parties feel they have been heard. Needs to be clear processes. Process that is clear and allows participation.

Chris Wells: Academic Senate, Professor of Communication Studies. In 2004, Academic Senate wrote a paper on the role of department chairs. What is role of those persons in this process?

Lay: Department chairs are Academic Senate members. Up to Senate if they are representing Senate viewpoint or department only. Important for Senate to clarify as to whether or not they are proper persons to represent position.

Wells: Decision whether or not to have Department chairs.

Lay: At Contra Costa, chairs were converted to dean positions. That is a gray area. Difficult one.

Ali Ahmadpour: Role of citizens and voters? How can they be involved?

Lay: For decisions made by the Board, there is an opportunity for public comment on that item and accountability at the ballot box. No formal role for citizens who are not faculty and staff. Citizens have opportunity to speak at every Board meeting.

Jackie Sims, Mathematics. All voices heard? No decisions to a particular voice. Opinions never valued.

Pilati: Process where all voices can be heard. Correspondence. Understood. Important that there be an understanding of what is happening. Understand you are there but never having an impact. That is unfortunate.

Lay: Best governance processes we find are well integrated into Master Planning and Board Goals. In advance, agree upon our values in good times and bad. Evaluate each decision based on how it fit into pre-agreed upon values. Right now, very few decisions you like. Best you can do is cause pain for someone else. Better way to evaluate which decisions should be made.

Janet Young: Scenario. No air conditioning. Staff decision; faculty decision; everybody decides the air conditioning should be on and then the President says financial crisis—costs \$100; can't afford so makes recommendation not to turn on air conditioning. Thank you for your input, etc. I am going to make this decision. Financial crisis. Is that collegial consultation?

Lay: Not a matter of the ten plus one. Not about conclusion of opinions. Listened? Yes. Not measure compelling collegial consultation. If it is ten plus one such as discontinuing a program rather than pointing out too much air conditioning, weigh reasons—are there compelling fiscal reasons? Rely primarily says do it in writing. I say always do in writing. Put in Board minutes is the easiest way. Decision maker can impose will on most big issues facing us these days. Doing all the time is stupid. You will have Board coming after you. College President pounding on door. Want a give-and-take process. Feelings or questions and opportunity to discuss alternatives. Do you have ideas for saving \$100 somewhere else? Make process seem friendlier.

Young: If it stops at no, not following process. If this is why there is a sense of....

Lay: Only when ten plus one.

Young: Second piece. This is why. Then faculty learn why decisions are made. We do not know what goes on behind scenes. This happens and there is a domino effect. I think we would benefit.

Lay: Hope this example has no application locally. College has a custom of leaving lights on fields and people use for soccer. Budget decision to turn off lights. Significant effect on staff and students who use fields. Not the ten plus one. Goal of participatory governance in things like this so it doesn't come as a surprise. Run through process. College Council members say that makes sense. Or when a significant decision, members need a month. May ask for months.

Jeff Cohen: College has final exam week. Explore, implement. Ten plus one?

Pilati: Union and Senate. This bleeds into other areas in the ten plus one. How to teach. Curriculum. How much time you have.

Lay: Effects students and staff.

Cohen: One or two scenarios. Faculty and staff explore, survey, pools, research. All constituents make decision to change. Decision is made not to follow with no explanation. Is that collegial consultation? I would say it is not. What is productive course of action for faculty to take?

Lay: I don't say it has to be done in writing. There is fiscal hardship. Has to be interaction. This is why decision was made. Here is evidence that leads to decision being made.

Cohen: What is productive course of action? A productive way to proceed and move forward? Example happens over and over. Result is complete breakdown of process. Conflict. What is productive way to proceed to better results? Not getting what you want but no feedback about work you did. No understanding of why that was not chosen. Different from I don't know why. What is productive way to proceed? That is perception. Decision makers side probably does not perceive same way; other side does not know.

Lay: Don't get what you want; get what you need. Good will. Colleges and districts with least number of issues with collegial consultation have give and take. Extent of friendship and collegiality. All sides know they will win some; lose some. Art of politics administration and Board know so people can feel they won some. Don't want a long losing streak. Try to think a little about politics so everybody believes they are getting what they need.

Pilati: Ask for explanation. Starting point.

Beverly: In terms of process, if explanation is not satisfactory, is there some in practical recommendations you have?

Cohen: Productive way.

Lay: Decision made by CEO or Superintendent/President. Academic Senate has right to place issues on the Board agenda and that needs to be communicated. Issues regularly being decided against mutual agreement with Senate, you bring to Board. If Board is decision maker, remind them Senate has a different take on a particular issue. So often communication breakdown. Could have been solved with communication.

Pilati: Could be more questions.

Christina Gold, Academic Senate President. Thank you for coming today. Two mechanical questions touch on larger issues. Faculty members have been asking about ten plus one which looks clear on your slides. Gray area. Union/Senate. Calendar, Study Abroad. Are there mechanisms other colleges use to determine what is going to be in ten plus one?

Pilati: Working on finding out if people have that. Don't know of place where that has been done. Don't know if colleges are working out if they arise. Sent message and will share. Effectively participating in all groups. Maybe group, a particular committee, doesn't have to follow Brown Act. Good to follow anyway as Brown Act principles make sense. Interest is in having campus participation. Broad range. Effective participation. May not be ten plus one but doesn't mean you can't have participation.

Lay: Look behind you (at Board members). Fine to leave resolve to those we elect. Don't mean every issue that is ten plus one has to go through an elaborate process. You can be at College Council and yield. Building good will. Not trying to occupy space over issues and say stay out. Some you will want to fight; others totally reasonable. We are fine.

Gold: Written response required? Or expected? Under what conditions required or expected? How extensive? Talk more about written response.

Pilati: Written responses required if requested?

Lay: The law is for districts with "rely primarily" only. Mutually agree is stasis. Rely primarily is we are listening to you. I say good practice in writing. Paper trail. In my opinion, it can be reflected in Board minutes or memo stating why recommendation is not accepted.

Beverly: Add 12, 13, 14, 15 subjects. We would elicit or seek input from all groups. Are we bound by any standard acceptance recommendation or free to choose standard?

Lay: If ten plus one, you don't want to set a higher standards. You can set up whatever under ten plus one. That said, sometimes informal process and not have formal procedures for everything.

Beverly: If plus one. Or some other matter. Selecting type of flowers to plant.

Lay: Yes, students could vote.

Beverly: Then ignored or accepted.

Dillan Horton: Concrete definition "given all possible consideration." What would you define as parameters?

Lay: No legal definition. Some understanding that other constituents had different opinion and it was recognized. If I were CEO, I would tell the Board regarding a ten plus one issue, that the Academic Senate wants to do this but staff and students are both against decision. That is communicating to decision maker that there is a different opinion out there before decision is made. More complicated when Superintendent/President and Board; they are communicating with themselves. Best when communicated back.

Horton: More subjective.

Scott: Reasonable. Court of law. That is why we have judges and juries to say "did somebody act reasonably here?"

Luukia Smith: Question regarding make up of committees. Ideally, if committee is one staff member, faculty union representative, academic senate, student and police officer, for five committee members and five members are Presidential picks. Is that typical make up of a committee? We still come out of that committee with no recommendation. Then simple to say no recommendation; this is what I want to do. Is that effective? If so, how do we who want to participate, how do we then do it differently? Collegial consultation committees. Ten plus one or something that will have a significant effect on staff.

Lay: If counting votes, you have gotten past good will. One college had twenty-three members on a college council and anybody could raise a red card. All about numbers on committees right? Not right issue. How are we solving problems? Who has ability to get ideas out? Voting is filter point.

Pilati: You are on a committee to solve a problem not to express your view point. Solve problem. Common goal. How do we get there? Not stalemate. If dichotomous, two sides need to get to the middle.

Lay: We sit on system-wide consultation council. Provide input to state chancellor and Board of Governors. Certain issue I know how administration feels but this is a Senate issue. We never vote. It can be clear where decision is going. You see where going. Similar to how it will operate at a college. Decision maker needs to listen. At times give deference to Academic Senate and get to the best decision. There are political consequences for disregarding opinions.

Board: Beverly gave four questions to Gen:

Gen to Lay: I have heard you say wasn't a court case deciding on official definition of collegial consultation, mutually agree, rely primarily or participate effectively. Oh, darn. Those phrases are linchpins of all controversies and that is where crux lies. Things not solvable or feels are hurt. Goes awry at those phrases. Groups define in different ways to get what they want. Committee solves problems instead of representing your side. Can you comment on how to reconcile those four terms? Nitty gritty of those terms that it falls apart.

Lay: Community colleges unique in California. The fact is that these same issues on four-year university campuses. Same vague language--deference, rely, reasonableness, comes down to getting people in leadership roles who can tackle problems. Master planning. Know why we make decisions and values guide decisions. To extent people have those values, you can get to decision quicker rather than starting anew. Vague. Good will. Coming together, reasonable. It's politics. Decisions determine whether or not people will have jobs and if students who leave will get jobs. Serious. Can be guided with mission focus. Board's job is stewardship. Hold employees accountable to mission and focus. All of you who take part in decision making are guided by principles you all agreed to in strategic planning.

Pilati: When decision wanted by a group, they are not concerned about process. Important to look at process. Not reverse, but look at ways process can be such that news can be delivered more effectively. Explanation for why a recommendation was not accepted. Looking for those compromises. Good will. It may seem nice to have more clear definition but you would still have problems—just different.

Gen: In your experience statewide, have you ever seen a college hold their accreditation hostage by not participating or not going along during a visit or with a process to write report. If so, what happened? Were they sorry? Glad?

Lay: Knows of a college where Academic Senate leader, in a forum like this, said best thing possible is for us to lose accreditation. Not exactly a lot of jobs in the area as alternative. There is an affirmative obligation to participate. If Academic Senate refused to appoint, then that is willful disengagement. Administration declares there is a compelling reason; we need to make decision. Not saying can't. No ability to stop a process.

Pilati: Not unusual for senates to want sanctions. They do feel effective. Brings outside interest. Senate refused to sign.

Gen: Did that work?

Pilati: I think they did believe things were happening because of sanction.

Lay: Accreditation findings can be good for institution. In many cases, vast majority of sanctions are very constructive guidance how to provide qualitatively better education for students. Commission does want to see effective governance. Commission will not hold back criticism for not fostering environment of collegial governance.

Moon Ichinaga: Would you describe other technical services offered by CCLC and under what conditions would you recommend them to be requested?

Lay: This is usually first step--giving information. Then you need a chance to go back to governance processes and talk about what you have learned and try to apply it. Second step gives scenarios regarding what is in ten plus one. Some scenarios spend entire day. Interview and provide constituent feedback. Advise ways process can improve.

Ichinaga: What conditions would you recommend?

Lay: Governance groups to decide that. We only accept mutual request when Academic Senate, Administration, Boards and other groups make request. Vast majority of colleges don't need more help.

Beverly: Go back and try to implement

Sean Donnell: Union boss. Participatory governance not a nice thing, it is a necessary thing. Energy to vote. Not turf but sometimes it comes down to that. I have served on hiring committees that worked well and some that have not worked so well. What does working with Academic Senate mean? Is this before or after process? How are we going to do this? Not so much problem solving through this. Maybe missing the boat. Ten plus one. Talking about Planning and Budget Committee? Insurance benefits?

Sometimes working collegially. Sometimes we get, "this is what we are going to do."
(Insurance is not ten plus one.)

Pilati: Separate issues.

Beverly: You sound a little more like giving a speech.....Sean: Yes, to me too.

Donnell: Sometimes collegial consultation. Here is problem; get input. Sometimes here is what we are going to do. What do you think? I am wondering if we have a problem or normal?

Lay: It is normal. Most people serve on committees on top of their regular jobs. Administrative leaders are spending all their hours on solving problems. Their eight to ten hours a day are spent solving individual problems. Difficult to say, OK, we need to solve a problem in this area, we'll give it to the Academic Senate. More often slower. People bring different roles to collegial consultation and it will come off that decision has been made. Roles people bring to process.

Pilati: Not communicating effectively. But it is what happens. Happens backwards. Not too late to take that proposal and begin at a different starting point. You know what they want the ending point to be, but you have opportunity to mull around and come up with another solution.

Beverly: Key to administrator, how to do that without jamming down throat. Might be modify or substitute.

Lay: And, share ownership. Sometimes turf battle and opposition develops with employees because one person's idea is not another's.

Jimmy Macareno liked the focus on mission. Where we were and where going. Long-term or short-term goals?

Lay: Ideally, long-term goals that can accommodate good times and bad times. At another college, faculty and staff knew about 6% budget cuts in long-term plan. Everybody knew.

Macareno: Have been hiring ten-month employees. When it does get better will we go back to twelve months? What are our mission and goals?

Lay: Board discussion regarding priorities.

Cohen. Trying to understand difference between rely primarily and mutually agree. Rely primarily on holds a lot more at stake and has teeth.

Lay: yes.

Pilati: Rely primarily means just about all of the time what faculty recommends will go. Mutually agree means we need to come to agreement. Not this is yours. We decide together. Muddled because in both, the Board has the ability not to take recommendation. Criteria for not taking is higher for mutually agree than rely primarily. When Board wants "out," it is easier to get out with rely primarily.

Lay: Stasis under mutual agreement under mutual agreement unless mutual agreement to change it. Rely primarily unless... If a decision maker really wants to make a decision in these times almost anything falls under legal or fiscal.

Cohen: We have just learned we have mutually agree. What do other colleges have?

Pilati: For ten plus one, rely primarily makes sense.

Lay: I can argue both sides. Actually relatively small matter.

Cohen: Yes, if it is working, who cares?

Beverly: Thank you to Michelle and Scott. Beverly thanked those who took time out of their busy lives and schedules to attend. Best attended meeting. Glad you were all here. Thanks to staff and administrators who have recorded meeting and set up the room. All extra duties. We heard this is a complex, amorphous system with the objective of arriving at good decisions. Seems like that was the message. At times rely primarily on advice of other people who know more about teaching and curriculum; other times we rely on those who have fiscal expertise. Must listen to everybody. Need to feel you are heard. Let's see if we can go back and put some of your good knowledge into practice to make El Camino Community College District the best community college district in the state of California.



EL CAMINO COLLEGE

Office of the Vice President – Academic Affairs
May 3, 2012

TO: President Thomas Fallo

FROM: Francisco Arce *FR*

SUBJECT: Response to Trustee Gen

In response to Trustee Gen's question regarding whether we could imbed a winter session, or five week courses, into the fall and spring semesters -- the answer is yes, though it may be a non-issue. We do not have plans at this time to increase the number of 5-6 week courses during the primary terms because we believe the eight week short term sections are serving student scheduling needs. The most common short term courses during the fall and spring terms are the first and second eight week courses. We offered 116 such sections in the fall and 113 sections in the spring. Like winter, the success rates are higher than in full term courses.

The higher success rates in the winter session are due to the type of student that enrolls, transfer bound continuing students, and the lower unit load. The majority of winter students carry an average of 3.5 units allowing for greater study time. During the primary terms, students enroll in an average of 9 units, consequently increasing their course and study load resulting in a lower GPA than in the winter session. The difference is natural due to the higher course load and enrollment of all types of students.

We included two separate tables for your review. The first table breaks down the section offerings by fall and spring terms and the length of all courses offered in each term. Ninety percent of all sections in the primary terms are offered in the 16 week schedule. As noted above, the rest of the sections are offered as first and second eight week courses with a sprinkling of other schedule lengths. The second table was prepared by the Office of Institutional Research and gives the success rates by course length. While in the eight week courses students are more successful, more study is needed to draw stronger conclusions about the students enrolled in short term courses.

The current scheduling program meets student needs and supports the integrity of the curriculum. Based on preliminary analysis, it would appear that the current scheduling arrangement in fall and spring is serving students' needs; however, if you would like me to do more research on the type of students enrolled in first and second eight-week courses, I can ask the Office of Institutional Research for more data analysis.

**El Camino College
Section Duration Type
2011-2012**

	Full-Term Sections	Short-Term Sections		Total Number of Sections
Term	16 Weeks	Starting in the 1st Eight Weeks	Starting in the 2nd Eight Weeks	
Fall 2011	1,759	135	58	1,952
1 Week		4	0	
4 Weeks		3	3	
6 Weeks		2	2	
8 Weeks		63	53	
10 Weeks		4	0	
12 Weeks		7	0	
13 Weeks		8	0	
14 Weeks		43	0	
15 Weeks		1	0	
% of Sections	90%	7%	3%	
Spring 2012	1,689	119	72	1,880
1 Week		0	12	
4 Weeks		3	5	
6 Weeks		2	1	
8 Weeks		59	54	
10 Weeks		1	0	
12 Weeks		11	0	
13 Weeks		8	0	
14 Weeks		35	0	
% of Sections	90%	6%	4%	

Please note: some Spring 2012 sections starting late in the 2nd Eight Weeks are subject to cancellation.

El Camino College

Success Rates by Course Length

The following study compares success rates by course session length for Fall 2010 and Spring 2011, with an additional course-to-course analysis of rates for courses that are both 16 and 8 weeks in length. Overall, performance is higher for 8-week classes than for 16-week classes by a margin of eight percentage points for both terms. Course to course comparison was more variable but favored the 8-week format in most cases. It should be noted that most courses under the 8-week columns below represent one or two sections only. Some sections were excluded from the analysis due to small grade or section counts. Online courses also were excluded at all levels of analysis.

Success Rates by Course Length

Fall 2010

Length (in Weeks)	Sections	Grades	Success Rate
18	10	583	91.3%
16	1,654	57,637	66.7%
14	37	1,373	69.3%
13	16	418	84.9%
12	9	147	85.0%
8	111	2,862	75.1%
4	6	148	81.1%

Spring 2011

Length (in Weeks)	Sections	Grades	Success Rate
18	8	476	91.8%
16	1,668	57,948	66.2%
14	12	464	67.7%
13	8	216	90.3%
12	7	134	78.4%
8	119	2,902	74.1%
4	6	117	80.3%

Success Rates by Session Length (for Same Course)

Fall 2010

Course	16 Weeks		8 Weeks		Difference
	Grades	Success	Grades	Success	
ART-1	626	66.1%	42	95.2%	-29.1%
CDEV-112	42	92.9%	37	73.0%	19.9%
CDEV-114	52	82.7%	52	94.2%	-11.5%
COMS-1	748	73.5%	36	94.4%	-20.9%
COMS-12	76	68.4%	94	70.2%	-1.8%
COMS-3	227	90.3%	72	69.4%	20.9%
DANC-1	266	66.5%	113	70.8%	-4.3%
ENGL-82	852	60.0%	34	79.4%	-19.4%
ENGL-84	1,004	67.9%	35	85.7%	-17.8%
ENGL-A	1,849	62.4%	35	91.4%	-29.1%
ENGL-B	471	61.6%	34	94.1%	-32.5%
JOUR-1	74	48.6%	36	69.4%	-20.8%
MUSI-11	401	63.8%	56	53.6%	10.3%
RE-11	70	51.4%	28	57.1%	-5.7%

Spring 2011

Course	16 Weeks		8 Weeks		Difference
	Grades	Success	Grades	Success	
ART-1	597	63.1%	41	73.2%	-10.0%
CDEV-104	52	71.2%	46	84.8%	-13.6%
COMS-1	862	70.1%	69	81.2%	-11.1%
COMS-12	147	71.4%	34	100.0%	-28.6%
COMS-3	253	85.8%	98	80.6%	5.2%
DANC-1	236	78.8%	101	58.4%	20.4%
ENGL-1A	2,168	64.1%	28	82.1%	-18.0%
ENGL-1C	1,275	75.3%	42	81.0%	-5.7%
FILM-1	97	85.6%	49	71.4%	14.1%
JOUR-1	60	45.0%	38	97.4%	-52.4%
MUSI-11	395	56.2%	49	24.5%	31.7%
PE-135ABCD	55	58.2%	29	82.8%	-24.6%
RE-11	95	46.3%	24	66.7%	-20.4%

Source: Chancellor's Office; El Camino College (Datatel Colleague)

-----Original Message-----

From: Bonura, Rocky

Sent: Tuesday, April 17, 2012 10:07 AM

To: Higdon, Jo Ann

Cc: Warriar, Shobhana

Subject: FW: PO 502520; 502472

Here is the information that the Board member asked about last night. Please note that the scanner (PO502520) should have been coded as equipment, however, the budget transfer has not been done.

Regarding PO 502472, the vehicle was rented by Joe Weichman, a casual employee working for Jose Anaya with the CACT program. He drove to Sacramento for a conference re: CACT and grants. Jose could provide you more details of the conference.



El Camino Community College District
Purchasing Division
16007 Crenshaw Blvd.
Torrance, CA 90506
(310) 660-3593 ext. 3376
Fax (310) 660-3378

PURCHASE ORDER

P.O. NUMBER

P0502472

VENDOR PLEASE MAIL INVOICES TO:
EL CAMINO COMMUNITY COLLEGE DISTRICT
ATTN: ACCOUNTS PAYABLE DIVISION
16007 CRENSHAW BOULEVARD
TORRANCE CA 90506
accounts payable@elcamino.edu

PACKING LIST MUST ACCOMPANY
ALL SHIPMENTS CHANGES IN
CONDITIONS OR PRICES MUST BE
APPROVED BEFORE SHIPMENT
DO NOT SUBSTITUTE

Enterprise Rentals
18151 Beach Blvd
Huntington Beach CA 92648

MAR 08

DATE OF ORDER	DELIVERY DUE DATE	F.O.B	PURCHASING BUYER	TERMS
03/07/12	02/14/12		Ms. Linda Mobley	

ITEM	QUANTITY	UNIT	DESCRIPTION	UNIT PRICE	EXTENSION
01	1	EA	Driver's Name: Joseph Weichman	\$282.74	\$282.74

Pickup Date & Time: March
19, 2012 at 8:30 AM
Return Date & Time: March
23, 2012 at Noon.

Type of Vehicle: Premium,
Toyota Avalon or similar

Enterprise location for
vehicle pickup: Glendale

ACQUISITIONER/ LOCATION	Darling Garcia	TOTAL	\$282.74
GL #	12_55210_00_684000_6469	AUTHORIZED SIGNATURE	

NO CHANGES ARE PERMITTED ON THIS ORDER WITHOUT PRIOR AUTHORIZATION FROM DISTRICT PURCHASING

NOTICE TO VENDORS: Vendor agrees, by supplying the product(s) and/or service(s) in this purchase order, to defend, indemnify and hold harmless the District, its officers, employees and agents from any and all

P0502520

CDW-G
75 Remittance Drive
Suite 1515
Chicago IL 60675-1515

El Camino College Receiving
3400 W. Manhattan Beach Blvd
c/o IT/Public Relations & Mark
Torrance CA 90506

03/13/12 03/16/12 Destination

Mr. Rick B. Yatman Net 30

01	1	EA	#661175 Scanner, Color Flatbed Graphic Arts Expression 10000XL - Epson #E10000XL-GA	\$2,200.00	\$2,200.00
----	---	----	--	------------	------------

Confirming order and
pricing per Rodrick
Thomas @ 800-594-4239

Reference quote #CPXC505
dated 3/13/12

FOB Destination
Freight Prepaid
El Camino College
Torrance CA 90506
Freight Free

Faxed P.O. Required

California Sales Tax - LA Cnty

192.50

Beverly Rouse

\$2,392.50

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**ACCREDITING
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for COMMUNITY and
JUNIOR COLLEGES**

*Western Association
of Schools and Colleges*

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TELEPHONE: (415) 506-0234
FAX: (415) 506-0238
E-MAIL: accjc@accjc.org
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NORVAL WELLSFRY

April 13, 2012

RECEIVED APR 19 2012

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

Dear President Fallo:

This letter is to remind you that El Camino College is scheduled to submit a Follow-Up Report **due by October 15, 2012**. The report will be followed by a visit by Commission Representatives.

The Commission may require a Follow-Up Report at any time between comprehensive visits. This report includes a narrative analysis and evidence that describes the resolution of deficiencies identified in the Commission action letter; verifies that the Eligibility Requirements, Accreditation Standards, and Commission policies are met; and affirms that the changes/improvements have been/will be sustained.

The Follow-Up Report shall include appropriate evidence to document the information provided in the report.

The Commission publication, Guidelines for Preparing Institutional Reports, is found on the Commission's website at www.accjc.org/college-reports-accjc. Within these general guidelines the college is free to organize the report in ways which are useful to the institution. The Commission values brevity and clarity in these reports.

Please note that the institution is required to **send three copies** of its report to the Commission **plus an electronic version in MS-Word**. In addition, the Commission requires evidence that the report was reviewed by the Governing Board.

Please don't hesitate to contact us if we can provide assistance.

Sincerely,

A handwritten signature in cursive script that reads "Barbara A. Beno".

Barbara A. Beno, Ph.D.
President

BAB/tl

cc: Dr. Jeanie Nishime, Accreditation Liaison Officer

Enclosure



**ACCREDITING
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CORRECTED LETTER

February 1, 2012

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

Dear President Fallo:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting January 10-12, 2012, reviewed the Midterm Report submitted by El Camino College. The purpose of this review was to assure that the recommendations made by the 2008 comprehensive evaluation team have been addressed and resolved by the institution and that the college had also addressed the self-identified planning agendas which were included in the institutional self study. The Commission took action to require that the College complete a Follow-Up Report. That report will be followed by a visit of Commission representatives.¹

The Commission requires that the Follow-Up Report be submitted by **October 15, 2012**. The Follow-Up Report should demonstrate that the institution has addressed the recommendations noted below, resolved the deficiencies, and now meets Accreditation Standards.

Recommendation 1: As cited in previous (1990, 1996, and 2002) accreditation recommendations the college should complete the full implementation of its process for tracking planning, program review, budgeting, and evaluation process and complete the cycle to assure that all the departments and sites (including the ECC Compton Center) of the college participate in the program review process, and that the results of program review clearly link to institutional planning and the allocation of resources. (I.B.3; I.B.3; II.A.2.e; II.A.2.f; III.B.1; III.B.1.a; III.B.2.a; III.b.2.b).

¹ Institutions that will be preparing and submitting Midterm Reports, Follow-Up Reports, and Special Reports to the Commission will want to review the new publication *Guidelines for the Preparation of Reports to the Commission*. This publication contains the background, requirements, and format for each type of report and presents sample cover pages and certification pages. It is available on the ACCJC website under College Reports to ACCJC at: (www.accjc.org/college-reports-accjc).

Dr. Thomas Fallo
El Camino College
February 1, 2012
Page Three

The Commission requires that you give the Midterm Report and this letter appropriate dissemination to your College staff and to those who were signatories of your report. This group should include campus leadership and the Board of Trustees.

The Commission also requires that the College make all reports and action letters available to students and the public by placing them on the institution's website. The Midterm Report will become part of the accreditation history of the College and should be used in preparing for the next comprehensive evaluation. Should you want an electronic copy of the report, please contact Commission staff.

Please note that the next comprehensive evaluation of El Camino College will occur in **Fall 2014**.

Commission Reminder: The Commission expects that institutions meet Standards that require the identification and assessment of student learning outcomes, and the use of assessment data to plan and implement improvements to educational quality, by fall 2012. The Commission reminds El Camino College that it must be prepared to demonstrate that it meets these Standards by fall 2012 (Standards I.B.1, II.A.2.e, II.A.2.f, II.B.4, II.C.2, and III.A.1.c).

On behalf of the Commission, I wish to express continuing interest in the institution's educational quality and students' success. Professional self-regulation is the most effective means of assuring institutional integrity, effectiveness, and quality.

Sincerely,



Barbara A. Beno, Ph.D.
President

BAB/tl

cc: Dr. Jeanie Nishime, Accreditation Liaison Officer
Board President, El Camino Community College District



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RECEIVED APR 23 2012

April 17, 2012

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

Dear President Fallo:

Commission staff has been informed that the contractual agreement between El Camino College (ECC) and the Universal College of Beauty to offer off-site Cosmetology classes to serve students attending the El Camino Compton Center will not be renewed after the 2011-12 academic year.

The process for program discontinuance has been well planned and will not affect students completing the program because the first class was not offered during fall 2011, and enrolled students will be able to complete the program at the ECC Cosmetology Program.

Thank you for bringing this to the Commission's attention. On behalf of the ACCJC, I wish to express continuing interest in the institution's educational programs and services. It remains the College's responsibility to inform the Commission of any program change. Professional self-regulation is the most effective means of assuring integrity, effectiveness and quality.

Sincerely,

A handwritten signature in dark ink, appearing to read "Susan B. Clifford".

Susan B. Clifford, Ed.D.
Vice President

SBC/mg

Cc: Dr. Jeanie Nishime, V.P., Student and Community Advancement/ALO
Ms. Martina Fernandez-Rosario, U.S. Department of Education



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RECEIVED APR 27 2012

April 23, 2012

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

Dear President Fallo:

The Commission has received your letter dated April 20, 2012, regarding the El Camino Community College District's investigation of alleged fraudulent activities at Compton Center. Your letter details two separate events that occurred in 2009 and 2011, the subsequent investigation of those events, and the actions the El Camino Community College has taken to address student fraud and employee misconduct.

In the 2009 event, three instructors were accused of providing grades to foreign students for courses in which the students did not complete the coursework. Your letter indicates that the institution has dismissed the employees involved and is examining through established academic processes whether the grades awarded through the fraudulent practices will be changed on official student transcripts. In the 2011 event, your letter indicates that an employee was alleged to have provided fraudulent assessment test results for a student in exchange for money, that the employee has confessed to this misconduct and has resigned from employment with the College.

Thank you for providing this information to the Commission. The Commission has a number of follow-up questions to your letter. At your suggestion, Commission staff will contact Dr. Nishime to discuss those questions within the next week.

The Commission's Policy on Institutional Compliance with Title IV, and federal regulations (34 CFR Section 602.27(a)(6)) requires the Commission to report to the Secretary of Education the name of any institution that the Commission believes is engaged in fraud or abuse, or is failing to meet its responsibilities under Title IV of the HEA, and the reasons for such concerns. The Commission may therefore be contacting the Department of Education after the discussion with Dr. Nishime and receipt of any additional information from El Camino Community College that is pertinent to the academic integrity of the Compton Center of El Camino Community College.

The Commission will retain your April 20, 2012 letter in its files for El Camino Community College and for the Compton Center.

Sincerely,

A handwritten signature in cursive script that reads "Barbara A. Beno".

Barbara A. Beno, Ph.D.
President



EL CAMINO COMMUNITY COLLEGE DISTRICT

16007 Crenshaw Boulevard, Torrance, California 90506-0001

Telephone (310) 532-3670 or 1-866-ELCAMINO

www.elcamino.edu

April 20, 2012

Dr. Barbara Beno
President
Accrediting Commission for
Community and Junior Colleges
10 Commercial Boulevard, Suite 204
Novato, CA 94949

Dear Dr. Beno:

In response to your letter of April 10, 2012 regarding fraudulent activities at Compton Center, the following report is provided:

Summary Report of Student Attendance Investigation

I. Background

During the fall of 2009, an administrator at California State University San Bernardino, Cindy Shum, Assistant Director of International Admissions, notified the El Camino College Compton Center (Center) about potential grade fraud occurring at the Center. On October 29, 2009, a conference call was held involving Ms. Shum, El Camino College (College) and Center administrators. During the call, Ms. Shum stated that a student who had previously attended the Center informed her that several international students who had enrolled at the Center would take courses with particular instructors, pay those instructors for their final grades, and not have to attend class. However, during this conference call, no actual evidence was provided, other than the hearsay statements of Ms. Shum.

In addition, during the conference call, a particular student was discussed who had purportedly taken higher level mathematics courses at the Center, but then failed the California State University Entry Level Mathematics exam. The student had completed his application with the College stating that he was a US citizen and claiming to be a resident of California; however, Ms. Shum confirmed he was listed on their records as a foreign student. The instructor in whose class that student was enrolled at the time is one of the instructors who would later come under investigation.

To follow up regarding the student's residency status, Keith Curry, Dean of Student Services,¹ contacted Department of Homeland Security (DHS). The DHS contact was Special Agent Joseph Borg. On December 10, 2009, Agent Borg requested information regarding all foreign students then enrolled at the Center, which was provided to him. However, despite DHS having better investigatory tools than those available to the District, the DHS provided little or no meaningful assistance.

II. The District's Investigation

Having been alerted that foreign students were possibly paying for grades at the Center, and given the need for confidentiality, a small group of Center administrators quickly began an investigation into the matter. For this purpose, and to pursue any administrative and/or legal remedies, the Compton CCD (District) assigned the law firm of Atkinson, Andelson, Loya, Ruud & Romo, who in turn contracted with the forensic auditing firm of Vicenti, Lloyd & Stutzman, LLP. Together, these firms launched an investigation beginning in or about January 2010 into the alleged grade fraud.

The investigation began by studying the enrollment patterns of international students at the Center. Three particular instructors had an unusually high number of international students enrolled in their classes. For each instructor, one class was identified which had suspiciously high numbers of international students. The investigators then had an opportunity to closely observe the classroom attendance in each of those classes. Based on the observed lack of attendance by certain international students, it became clear that a number of international students, who were on the instructors' rosters, never attended classes, did not do assigned work, or take exams. They did, however, receive grades from the three instructors. When the instructors submitted final rosters and grades at the end of the Spring 2010 semester, which included attendance and grades for the international students, the investigators were fairly confident the instructors had engaged in fraudulent conduct in reporting attendance and issuing grades for the absent international students.

¹ Dr. Keith Curry is currently Interim CEO of the Compton Community College District.

The investigation of one of the instructors continued through the 2010 summer session, and revealed that the conduct observed during the Spring semester continued into the summer session.

While it could be inferred that the instructors would not engage in this conduct if they were not getting something in return, and despite making every effort to find evidence that in fact students were paying the instructors for grades, this portion of the investigation did not provide any facts to support this conclusion.

III. Disciplinary Action Against Students and Instructors

A. Students

After students suspected of being involved in obtaining fraudulent grades were identified through the District's investigation, the District moved to discipline the students. In late August 2010, the affected students were charged with dishonesty under the El Camino College Board Policy 5500: Academic Honesty & Standards of Conduct. They were notified that they were suspected of having engaged in academic dishonesty and told that they should contact Dr. Curry to discuss the allegations. Transcript records were placed on hold pending their interview with Dr. Curry. However, legal action taken by some students prevented the College from holding transcripts beyond Fall 2011. Transcripts that were sent to requested institutions were accompanied by a letter from the Director of Admissions & Records stating that the student's grade for a particular class was under investigation and that a new transcript would be issued upon completion of the investigation. Transcripts with the letter were issued for three students.

B. Instructors

Similarly, the instructors suspected of having fraudulently issued grades and credit to students in exchange for money were placed on paid administrative leave on August 26, 2010. One of the instructors when confronted with the facts entered into a settlement agreement in November 2010, allowing him to resign for retirement effective December 31, 2010. The other two instructors denied all of the allegations and were suspended without pay pending their dismissal.

The faculty discipline process provides to both the faculty member and the District the same rights of discovery that are afforded to parties in civil litigation, including the ability to subpoena records, make requests for admissions, propound interrogatories and take depositions. Once the dismissal cases were commenced in November 2010, the District had a greater ability to investigate that portion of the allegations relating to the students having paid for grades.

The District began its discovery strategy by attempting to schedule depositions of a number of the students who were served with the disciplinary notices mentioned above. However, this proved to be a difficult undertaking. No doubt having been alerted by those notices that their academic misconduct had been discovered, a number of those students avoided service of process by failing to update their addresses with the College, moving to distant cities or states, and in at least two cases, leaving the country. In any event, out of a total of approximately thirty students possibly involved in the grade fraud across all three classes, the District was only able to take depositions of a total of six students.

The first students who were deposed maintained that they did not pay any of the instructors any money for grades, and in fact, asserted that they had completed assignments in exchange for their grades. These students maintained that they had been allowed to take the classes on an "independent study" basis by their instructors. Indeed, the instructors themselves, during a pre-disciplinary due process hearing to which they were entitled prior to being suspended,² stated that they had not engaged in any grade fraud and that they had simply allowed the students in question to take the classes as independent study. This explanation was patently false; the instructors had not attempted to go through the proper channels for offering their courses as independent study, and did not explain why the students were marked as present on their rosters when the students were clearly not in attendance. However, at this point the District still did not have admissible evidence that students were actually paying for grades.

² The pre-disciplinary "hearing" is known in California as a *Skelly* conference.

In January 2011, the District made contact with one of the students who had received a disciplinary notice. During an initial interview, the student admitted to having paid one of the instructors for his grade and to never having attended the class, as he lived in San Diego. However, during subsequent interviews and during his deposition, the student recanted his story and asserted that he had taken the class as an "independent study" course, and had not paid the instructor for the grade but had merely offered him a "gift" at the end of the semester. As a result, the District was left, at this point, with only one witness who had admitted to paying for his grade, but then, when under oath, had recanted.

In March 2011, the District unsuccessfully tried to gain the assistance of the Los Angeles County District Attorney's office, as well as the U.S. Attorney's office in Los Angeles.

The investigation and preparation for the dismissal hearings continued, and during the spring of 2011, two other students came forward to state that they had paid one of the instructors for a grade in a class and to not have to attend the class. Both students were credible; however, as witnesses, both their credibility would be seriously questioned since they would not talk until the District agreed to drop the disciplinary proceedings against them. Ongoing efforts to find and depose other students continued throughout the spring and summer of 2011, but proved to be fruitless.

The dismissal hearings against the two instructors were scheduled for September and October of 2011. Thus, as the District prepared for the administrative dismissal hearings for each instructor during the summer of 2011, the District had at best unreliable evidence of the instructors having been paid for grades. At around the same time, counsel for the instructors, who were both represented by the same law firm, made overtures to settle the cases.

IV. Settlement

When the instructors broached the subject of settlement, the District needed to assess its options in terms of whether to obtain the certainty of dismissal by settlement against the cost and uncertainty of proceeding to the hearings. The District knew that if it were unsuccessful at the dismissal hearings, it would have to reinstate the instructors with back pay from the date they were suspended without pay in November 2010, or approximately a full year of salary, and continue paying its own attorney's fees. While the District had good evidence that the students did not attend the classes, but were nevertheless marked as present and issued grades, the evidence regarding payments for grades was relatively weak in the sense that the students were constantly changing their testimony, and the District could not be certain of getting these students to testify at the hearing. Weighing these factors, and with advice of counsel, the District decided to enter into complete settlement and release agreements with the instructors. The agreements were finalized in August of 2011 and the instructors resigned their employment with the District.

V. Subsequent Actions

When the College took action to change the fraudulent grades awarded to students by the three instructors, we found that our policy only had provisions for student initiated grade changes. As a result, it was necessary for the College to revise its grade change policy and procedures to provide recourse for the administrative initiation of a grade change petition upon discovery of fraud. The El Camino College Board of Trustees passed Board Policy 4231 on February 21, 2012, which incorporated the phrase "Upon determination by the District that a grade in a course was given as a result of fraud, the District may change or remove the fraudulent grade from the student's transcript of record based on the recommendation of a faculty committee. Such action may be initiated upon determination of the fraud without regard to the time limits imposed on other grade appeal actions."

The grade change process for the implicated students is currently in progress. Upon review and recommendation by a faculty committee, all transcripts will be revised and reissued to institutions that have received transcripts with fraudulent grades.

Summary of assessment testing fraud investigation

I. Background

In September 2011, the College Chief of Police, Mike Trevis, was informed by the Center Director of Admissions & Records that he was in receipt of fraudulent letters regarding student assessment scores. He informed the Chief that he suspected an employee at the Center was possibly selling assessment scores. The Chief assigned Campus Police Detective Wendell Haynes to the case. Chief Trevis and Detective Haynes met with the Los Angeles County DA, Public Integrity Unit in October 2011. Deputy District Attorney Sean Hassett agreed to prosecute, if we could find witnesses/victims.

II. Investigation Timeline

October 2011 through February 2012: Detective Haynes attempted to locate people who allegedly paid the employee for assessment scores. The individuals were last known to reside in Los Angeles, Orange and San Bernardino Counties. Detective Haynes collaborated with DHS Agent, Joseph Borg, since it was believed that these individuals were foreign students.

January 2012: Detective Haynes and Agent Borg located two individuals. One said that they bought the employee lunch in exchange for a favorable assessment score. The other said that he paid \$300.00 to the employee for an assessment score.

March 2012: Detective Haynes interviewed the suspect (Employee) who confessed to bribery and fraud. The employee resigned effective March 28.

March 2012: The case was submitted to the District Attorney's office for criminal filing.

April 2012: The Employee surrendered himself to the District Attorney Office and is awaiting court trial. The employee was arraigned on April 18, 2012 in Division 30 at the Los Angeles Criminal Courts Building.

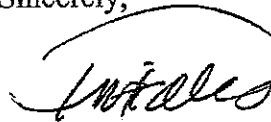
Dr. Barbara Beno

April 20, 2012

Page 8

If further clarification or information is needed regarding these two incidents, please contact me at (310) 660-3111, or Dr. Jeanie Nishime at (310) 660-3471. Dr. Nishime will be in contact with you regarding any further action the College should take to fully disclose our actions regarding these incidents.

Sincerely,

A handwritten signature in cursive script, appearing to read "T. Fallo", with a large, sweeping flourish above the name.

Thomas M. Fallo
Superintendent/President

TF/mre



**ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES**

10 COMMERCIAL BOULEVARD
SUITE 204
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FAX: (415) 508-0238
E-MAIL: accjc@accjc.org
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NORVAL WELLSFRY

April 10, 2012

RECEIVED APR 14 2012

Dr. Thomas Fallo
President
El Camino College
16007 Crenshaw Blvd.
Torrance, CA 90506

Dear President Fallo:

A few weeks ago, Special Trustee Tom Henry informed me that the Compton Center of El Camino College discovered in 2010 that some faculty or staff had allegedly offered desirable grades or assessment test results to students in exchange for money, that the Center had addressed the issue at that time, that the United States Department of Education and possibly Homeland Security were involved, and that a news article might be published soon about this matter.

After I phoned you to discuss this, you indicated you had only recently learned about the matter.

The statements in Mr. Henry's communication to me suggest that the Compton Center's academic integrity was at risk or was compromised. In such situations, where the U.S. Department of Education, or another federal agency such as Homeland Security, are involved in a matter that includes institutional and academic integrity, the Commission asks that it be informed by the accredited institution. Even in cases where an institution believes it has successfully addressed and resolved the breach of integrity, the Commission may be contacted by the federal agency and asked to provide information on the institution's compliance with accreditation standards. If the institution has not informed the Commission of the breach of integrity and any remedial action taken, the Commission is not able to vouch for the institution's quality.

Please send the ACCJC a report on the incidents, identified above, including the date of the incidents, what the institution discovered, the remedial actions taken by the institution and the dates of those actions. Please provide the report by April 20, 2012.

Please call if you have any questions.

Sincerely,

A handwritten signature in cursive script that reads "Barbara A. Beno".

Barbara A. Beno, Ph.D.
President



EL CAMINO COMMUNITY COLLEGE DISTRICT

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

April 24, 2012

Mr. William Fleischman
W/F Investment Corp
1900 Avenue of the Stars
Suite 2410
Los Angeles, CA 90067

Dear Mr. Fleischman,

Thank you for joining us on campus last week. We appreciated the chance to meet, share our mutual concerns, and discuss opportunities to enrich our partnership. El Camino College and Pioneer Theatres have a strong connection and we value the relationship.

I want to assure you our goal is to offer as much support as possible to you through additional parking as it is available, support for the Radium in the community, and by keeping you apprised of future facilities projects as it relates to campus parking.

Your recent support of the Osher Scholarship Endowment and establishing the *Radium Scholars* scholarships is confirmation of your commitment to education. Your positive and open response to the idea of establishing an endowed chair is further evidence that Pioneer Theatres is a vital part of the South Bay community, and is willing to step forward and lead the way in an innovative and historic public/private partnership.

This would be an historic gift. Not only would it be the first endowed chair for El Camino College, it would be the first university model endowed chair for a California community college. Endowing a chair at El Camino would provide a model for our colleges and send a resounding message to the South Bay community, and throughout the state, that a public/private partnership such as this is necessary to secure the future for our students.

An endowed chair is among the most important gifts to higher education and is a vital tool to ensure faculty excellence and consequently the excellence of the institution and the success of the students. For the distinguished faculty who hold such positions, an endowed chair represents leadership, profound responsibility, and prestige – a distinguished prestige that continually honors the name of the donor. It is one more way to reinforce the donor's dedication to education.



EL CAMINO COMMUNITY COLLEGE DISTRICT

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

We discussed the possibility of endowing a chair in the Business division and with the opening of the new Mathematics, Business and Allied Health building in the fall, we would have the ideal setting for announcing this extraordinary contribution and the legacy that would be established.

There are many different ways to implement an endowed gift such as this, and I would like to continue our discussion, hear your thoughts and ideas and see if we can make history in Torrance.

Sincerely,

Thomas M. Fallo
Superintendent/President
El Camino Community College District

cc: El Camino Community College District Board of Trustees
El Camino College Foundation Board of Directors

Cost for endowing a chair

04/01/2008 Thanks to a pledge of \$3 million from USC trustee, philanthropist and community activist Carmen Warschaw (B.A., social work, '39), a new endowed chair will be established in the political science department of USC College.

09/29/2011 **Patrick Soon-Shiong**, the billionaire founder of Abraxis Bioscience, has made a "multi-million" dollar donation to the **University of Southern California**, to endow a new chair at the USC Viterbi School of Engineering.

10/03/2011 The USC School of Cinematic Arts honored the legacy of Cecil B. DeMille by establishing the Cecil B. DeMille Chair for the Study of Silent Film. The new chair was funded by a major gift from CeCe DeMille Presley. On display in the Hugh Hefner Exhibition Hall is a large collection of DeMille memorabilia, including objects from "The Ten Commandments" film and the headress worn in "Joan the Woman" film.

To date, UCSD has 110 endowed chairs. The current cost is \$500,000 plus a one-time 4% gift fee.

02/10/2010 MU – College of Engineering - Alumnus Glen Barton and the Missouri Asphalt Pavement Association gave a \$1.1 million donation last November to establish an endowed chair in flexible pavement technology — that is, asphalt.

02/29/2012

Duke University **Faculty Chairs:**

- \$1,000,000 will establish an endowed chair to support a visiting professor.
- \$1,500,000 will establish an endowed chair to support an assistant or associate professor.
- \$1,500,000 will establish an endowed chair to support a professor of the practice.
- \$2,500,000 will establish an endowed chair to support a full professor.
- \$3,000,000 will establish an endowed chair to support a university professor with appointments in more than one discipline.
- \$5,000,000 will establish an endowed chair to support a faculty member holding the distinguished designation of dean.

Pepperdine University, Florence Educational Center \$1,500,000 Endowed Chair

04/11/2012 UCLA Engineering establishes endowed chair in chemical engineering with \$2M gift

William O Fleishman is associated with Pioneer Theatres, Inc. with the role of *President*.

Estimates show Pioneer Theatres, Inc employs 110 people and has an annual revenue of \$7,800,000.

<http://www.manta.com/g/mm2nqx6/william-fleischman>

William Warnick is associated with Pioneer Theatres, Inc. with the role of *Vice-President*. William Warnick has 3 known relationships including William O Fleishman, L Dale Gasteiger and Christina Weaver and is located in Torrance, CA.

Source: Dun & Bradstreet last refreshed 12/23/2011

L Dale Gasteiger is associated with Pioneer Theatres, Inc. with the role of *President*.

Christina Weaver is associated with Pioneer Theatres, Inc. with the role of *Controller*.

From: Gold, Christina
Sent: Thursday, May 10, 2012 11:29 AM
To: ECC Faculty
Subject: Senate Resolution of No Confidence
Importance: High

Dear ECC Faculty,

On April 3, 2012 the Academic Senate passed a Resolution of No Confidence in the Implementation of the Collegial Consultation Process at El Camino College, Torrance Campus. This resolution concludes with a resolve that "the ECC Academic Senate and faculty have no confidence in the implementation of the collegial consultation process at El Camino College."

The resolution also requests that President Fallo work together with the Senate to improve our collegial consultation process by jointly requesting the problem-solving, issue resolution service from the Community College League of California and Academic Senate of California Community Colleges technical assistance program. This service would provide fair and neutral feedback regarding our collegial consultation process and would offer suggestions (NOT directives) about how to improve our processes. On April 3, representatives from this service delivered an general overview presentation regarding collegial consultation, and now we are requesting that President Fallo work alongside the Senate to request that they return for the issue resolution service.

The resolution will be on the Board of Trustees agenda for Monday, May 21st. I encourage faculty to attend the meeting to hear and participate in this important discussion.

The resolution is attached. It contains an appendix with extensive evidence to support the resolution. It also contains a description of the services offered by the CCLC/ASCCC technical assistance program.

Please feel free to email me with any questions or concerns.

Chris Gold

From: Gold, Christina
Sent: Thursday, May 10, 2012 11:42 AM
To: Cohen, Jeffrey; ECC Faculty
Subject: RE: Senate Resolution of No Confidence

The request to move on to a problem-solving service was made in College Council.

At this point, President Fallo believes that we will be able to take the information from the presentation, apply it to our situation at El Camino College, and make any necessary changes ourselves. He has indicated that he does not want an outside party to impose themselves into the situation.

However, the presentation was made over a month ago and other than one lively conversation about it in College Council, there has been no action taken in response to the presentation. In addition, minor requests by the Senate and ASO to improve the consultation process, such as taking votes in collegial consultation committee meetings, briefly noting our mutual agreement process in board policies, and keeping more detailed minutes in College Council, have been refused.

Dr. Christina Gold
Professor, History Dept.
Academic Senate President

From: Cohen, Jeffrey
Sent: Thu 5/10/2012 11:34 AM
To: Gold, Christina; ECC Faculty
Subject: RE: Senate Resolution of No Confidence

Has the President responded to the request for the problem-solving, resolution service?

Jeffrey Cohen
Professor of Mathematics
El Camino College
310-660-3593 ext3226

From: Gold, Christina
Sent: Thursday, May 10, 2012 11:29 AM
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Subject: Senate Resolution of No Confidence
Importance: High

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Chris Gold

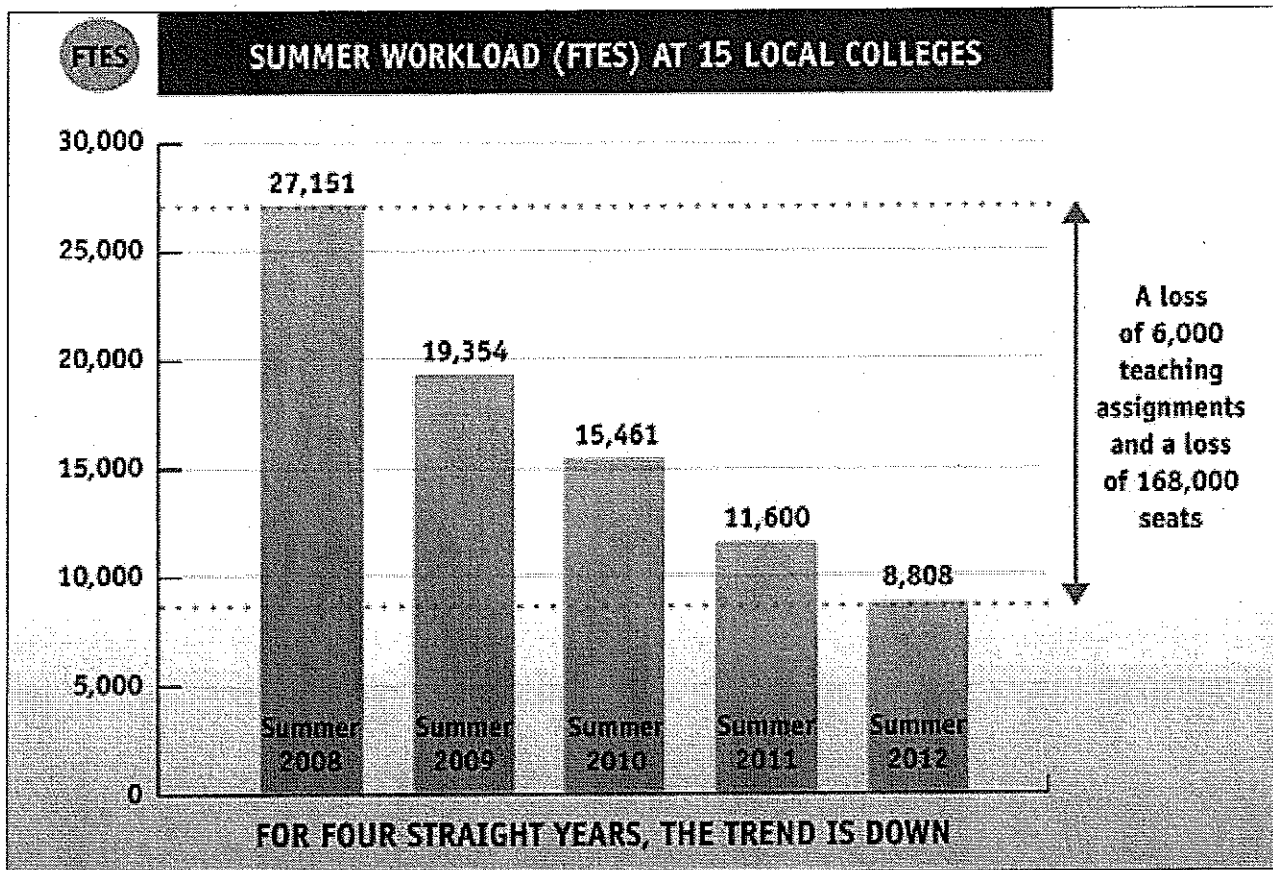
**COMMUNITY**April
2012***Update***

Special Report

Recent state budget shortfalls have harmed students. The most dramatic change has been the reduction in classes for the Summer and Winter intersessions. With total statewide community college revenue down 14 percent since 2007-08, and state general fund support down by 23 percent, colleges have reduced Summer and Winter the most.

This special report focuses on Summer 2012 at 15 area community colleges. Since Summer 2008, the number of class sections is down two-thirds.

That's a loss of about 168,000 classroom seats compared to Summer 2008 and about 6,000 teaching assignments.



Summer Classes at Local Colleges Slashed by Two-Thirds Since 2008

This is what students at SMC and at fourteen of its neighboring community colleges are facing: four years ago, there were 252,000 classroom seats available during the summer. Now, there may be as few as 84,000 seats.

Summer 2008 is considered the last "normal" year in terms of class sections offered. Together, the fifteen local community colleges listed on the right reported a Summer 2008 workload of 27,151 Full-Time Equivalent Students (abbreviated as FTES). Roughly speaking, 3 FTES equals a 3-unit class of 28 students.

In Summer 2009, the drop in FTES was just under 30 percent. In Summer 2010, the drop was 20 percent. In Summer 2011, the drop was 25 percent. This year, for Summer 2012, the drop will be about 25 percent.

Cumulatively, SMC and its neighboring colleges will be offering in

Summer 2012 only a third of the courses offered in Summer 2008, or about 8,800 FTES. That's a loss of roughly 6,000 teaching assignments and the loss of about 168,000 classroom seats compared to Summer 2008.

Options Decreasing for Area Students

Here is a summary of how Summer 2012 at fifteen nearby community colleges, including at SMC, is shaping up. Information is current as of April 24, 2012, as reported online or by phone.

Credit programs, offering students the classes needed to make progress on certificates, degrees, and transfers, are cancelled at six area community colleges (City, Harbor, Mission, Southwest, Valley, West), and all but cancelled (fewer than 50 sections) at two others (Pierce, Trade Tech). A few nursing classes for credit are being offered at City and West. The program at Long Beach is reduced by one-half compared to last year and the program at East reduced by one-third. The programs at Compton, El Camino, Glendale, Pasadena, and Santa Monica are roughly the same as last year, but reduced significantly from prior years.

In addition, a few noncredit continuing education courses in basic skills and ESL, funded by grants, are being offered at City and Trade Tech.

A complete list is provided below.

SMC's Proposal Offers a Local Solution

Given the extraordinary drop in class availability, SMC proposed to make available 50 additional self-funded classes this summer at a cost of \$180 a credit unit, along with making financial aid and scholarships available. About 25 percent of the students enrolling in this program would do so at no cost.

The actual cost for Santa Monica College to deliver a semester credit unit is \$180. Students currently pay \$46 for a unit and state and local taxpayers pay the rest. For SMC to offer a credit unit at its cost of

\$180 compares favorably with self-funded alternatives such as UCLA Extension (varies, roughly \$200 a unit), CSUN Extension (\$295 a unit), private and for-profit institutes (\$400 to \$600 a unit), and private universities (\$800 and up).

SMC has postponed its proposal for self-funded classes to provide for further discussion, in particular, to gain an increased understanding of current and potential uses of federal Pell Grant funds, and to review alternatives.

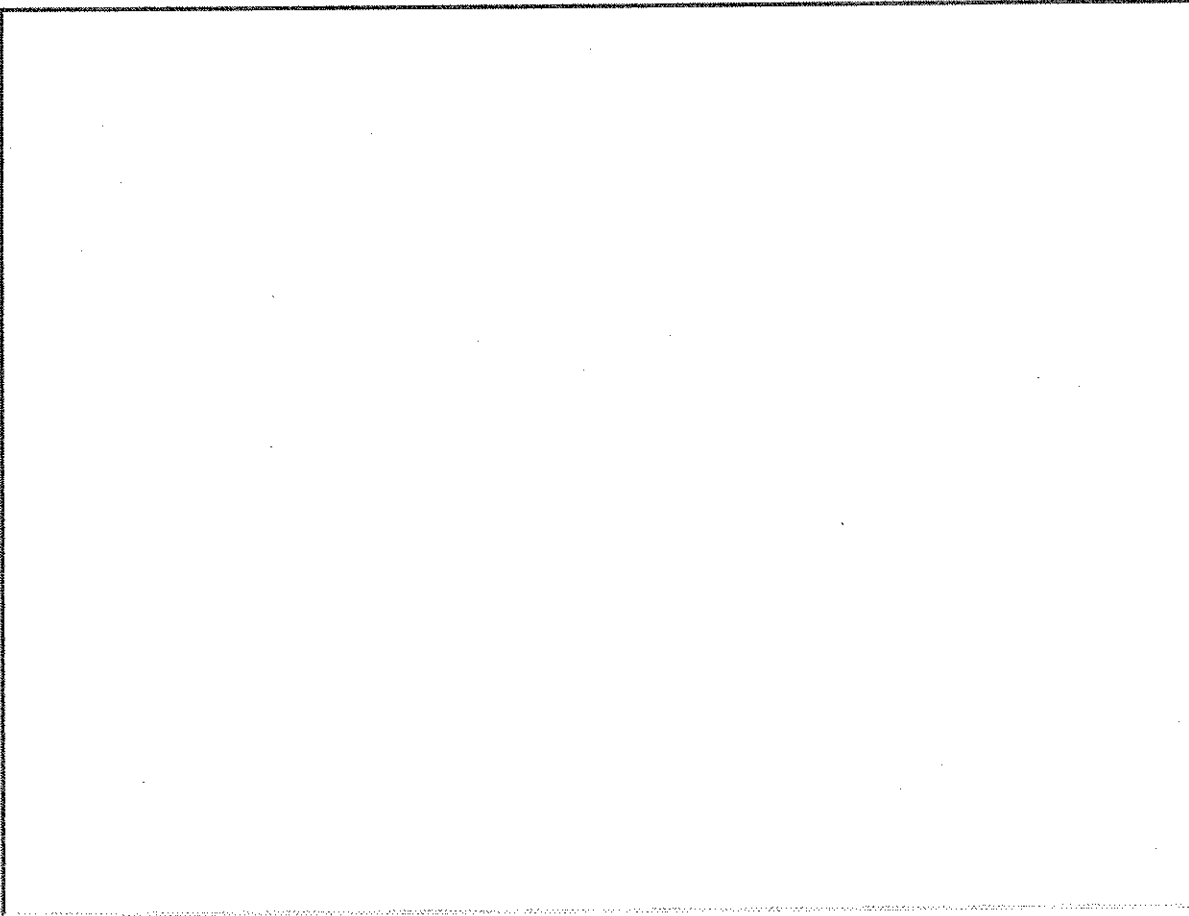
For-Profits Are Thriving on Pell Grants; Community Colleges Are Not

Federal Pell Grants are a form of needs-based financial aid available to full-time and part-time low-income undergraduate students attending qualifying colleges and universities. The Pell Grant is not a loan and does not have to be repaid. The maximum award at present is \$5,550 during an award year, and grants may be used for up to a maximum of 12 semesters or equivalent.

Students may use Pell Grants for tuition, books and supplies, transportation, and certain living expenses.

The program has exploded in size over the last decade, from \$7.2 billion in FY 2000 to \$29.9 billion in FY 2010.

Students on federal Pell Grants are increasingly attending for-profit colleges, from 13 percent in 2000, to 25 percent in 2010, while declining from 35 percent to 32 percent at community colleges, according to the U.S. Department of Education.



Intake of federal Pell Grant dollars, by higher education sector

In California, two factors come into play.

One is that community college students receive the Pell Grant at lower rates than community college students across the nation. The Institute for College Access and Success, which reports on financial aid issues regularly, estimates that if California students were to apply at the same rate as the national average, an increase of over \$100 million in Pell Grant funds would then become available to California's economy.

The second is that tuition at California community colleges is much lower (indeed, the lowest) than that charged by other states. As a result, the typical amount granted is lower than the funding available. The California Legislative Analyst over the years has suggested that hundreds of millions of dollars of additional community college costs could be covered by the federal government (instead of by California's General Fund) if tuition fees were increased.

The Students Being Turned Away Face Bleak Educational Alternatives

The for-profit education industry has approached the crisis of California's community colleges as a growth opportunity, fueled by the availability of Pell Grants and student loans.

As noted, low-income students on federal Pell Grants are increasingly attending for-profit colleges, from 13 percent in 2000 to 25 percent in 2010.

Students who leave community colleges to enter for-profits do so because they cannot access the classes they need to make degree progress. Many view immediate enrollment in a for-profit program as preferable to long waits for the classes they need to make degree progress or the uncertain chances of obtaining a spot in a vocational training program.

Yet few students that enroll in for-profits are well served by that decision.

Graduation rates are lower and default rates on loans are higher at for-profits.

- The National Center on Education Statistics finds that baccalaureate graduation rates for students in for-profit institutions are less than one-half those for students enrolled in public universities.
- Nationally, for-profit colleges spend less than one-third of what public universities spend per student yet charge an average of twice as much.
- And, while for-profits enroll only ten percent of post-secondary students, forty-five percent of the students who default on federal loans attended for-profit institutions.
- Recent cuts to offerings and services at the community colleges have disproportionately impacted underrepresented students. Statistics from a six-year outcome study of California community

college students show that underrepresented students are leaving community colleges to attend for-profit institutions in disproportionate numbers.

- Among transfer students originally enrolled at community colleges in Los Angeles County, the percentage who went on to enroll in for-profit institutions was 6 percent for White students, 7 percent for Asian/Pacific Islanders, 19 percent for Blacks, and 16 percent for Hispanics.

For-profits are now taking in \$6.6 billion annually *more* in Pell Grants than in FY 2000. Clearly, the scale of Pell Grants is such that these funds could provide significant relief to the shortage of class sections that California community college students now face.

Nine Alternatives for More Summer and Winter Classes

Santa Monica College's Office of the President has compiled various possibilities to address the shortage of seats for Summer and Winter classes, either here at SMC or system-wide, that are presented for further discussion.

1 – The Default Alternative – Rationing. The default alternative to restoring or adding seats is rationing due to insufficient funding from the state for local community colleges. The consequences are fewer teaching jobs and fewer graduates. The societal need for higher education is greater than the public funding available. As we have learned recently from the U.S. Census release of data, in 1940 only 5% of the U.S. population had Bachelor's degrees. In 2010, 28% had Bachelor's degrees. The demand will only increase.

2 – The Additional Rationing Alternative. In various forms, strategies to further ration community college enrollments are actively being discussed. Proposals have already reached the status of legislation that would mandate a focus on students who already have college skills, would prioritize enrollment for those who have already established their goals, and would financially punish institutions for sticking with students who are having trouble

completing their progress.

3 – The Status Quo Alternative. The status quo is causing low-income and underrepresented students to abandon community colleges for courses at for-profit institutions. Yet graduation rates are less than one-half of students in public institutions and default rates on student loans are higher at for-profit institutions. Forty-five percent of students at for-profit institutions default on their loans. For-profit colleges spend less than one-third of what public universities spend per student yet charge an average of twice as much.

4 – The “It’ll Get Better” Alternative. The intent of those who argue to “stay the course” is to work to restore the California community college to its original ambition set forth in the California Master Plan for Higher Education established in 1960. Any deviation or compromise is seen as abandoning entirely an extraordinary system of nearly unlimited access and virtually free higher education. Funding is cyclical, and better days will come, is the belief. Of additional concern, any evidence that the system can “manage its own affairs” will be taken by the State Legislature to the extreme, who will (or at least the fear is that they might) eliminate all or most State support. The ability to do this is, of course, restricted by Proposition 98, a State constitutional amendment approved by voters in 1988, which requires a minimum percentage of the state budget to be spent on K-14 education.

5 – The Special Contract With Faculty Alternative. In Summer 2011, Glendale Community College, faced with that year’s state budget cuts, negotiated a one-time arrangement with its faculty to teach the Summer 2011 program at a pay rate that was 40% less than otherwise required by contract. The action, combined with a cut of classes by 40% compared with Summer 2010, saved the cash-strapped district about \$1 million. The action was reported in the Los Angeles Times on April 23, 2011.

6 – The Private Fundraising Alternative. Pasadena City College has announced recently the launch of a private fundraising campaign, named The Graduation Fund, to support the college’s ability to offer high-demand classes needed by that college’s

students for graduation. The goal is \$1 million, and the campaign starts with 10% of its goal secured.

7 – The “From Two-Tier to Frontier” Alternative.

Representatives of the Santa Monica College Associated Students have made a presentation, titled “From Two-Tier to Frontier – How to make self-funded education accessible and equitable.” The presentation focuses on financial assistance strategies for students, having a greater system of accountability and involvement, addressing the issues of both cost and quality at the state level, raising funds and reducing costs, and utilizing the community college system to provide a self-funded program to serve currently enrolled UC and CSU students, and to serve students at community colleges who have taken more than 90 units.

8 – The Raise Fees and Gain More Pell Grants Funding Alternative.

The State Legislative Analyst has advanced this approach. The notion is to raise the per unit fee across the board, to a level that maximizes the use of Pell Grant awards by eligible low-income students. However, the recent results of raising fees from \$26 a credit unit to \$36 a credit unit had the counter-intuitive result of less revenue from student fees available to the community college system, as many more students used the very generous fee waiver provisions (called the Board of Governor’s Waiver, or BOG Waiver for short), and the system ended with over a \$100 million shortfall in revenue.

9 – The Self-Funded and Gain More Pell Grant Funding Alternative.

A number of different structures could be employed by which community colleges would provide students with additional classes, over and above the classes now being funded by the state, at cost. Many California K-12 school districts are now offering fee-based summer school programs through affiliated non-profits in the face of state cutbacks, including locally here in Santa Monica and Malibu. The Santa Monica College model proposed earlier this year would have made available 50 additional self-funded classes this summer at a cost of \$180 a credit unit, along with making financial aid and scholarships available. About 25 percent of the students enrolling in this program would do so at no cost.

List of Area Colleges and Status of Summer Classes as of April 24, 2012

LA City / all credit classes cancelled, except for 7 allied health sections; 87 noncredit continuing education sections

LA Harbor / cancelled

LA Southwest / cancelled

LA Mission / cancelled

LA Valley / cancelled

LA Pierce / all but 45 credit sections cancelled; 17 noncredit continuing education sections

West LA / all credit classes cancelled, except for 15 allied health sections

LA Trade Tech / all but 31 credit and noncredit sections cancelled; 49 noncredit continuing education sections

Long Beach / 158 credit and noncredit sections

Glendale / 215 credit and noncredit sections

Compton / 270 credit and noncredit sections

Pasadena / 328 credit and noncredit sections

El Camino / 329 credit and noncredit sections

East LA / 349 credit and noncredit sections

Santa Monica / 745 credit and noncredit sections

Courtesy Trustee O'Donnell

State's Kids Going (Farther) Away for College

Posted: 05/08/2012 10:53:31 AM PDT Daily Breeze

Updated: 05/08/2012 11:36:44 AM PDT

California universities' class cutbacks and tuition hikes are having an effect that any freshman economics student could have predicted: More and more high school graduates are choosing to go out of state to attend college.

The trend is detailed by The Sacramento Bee, which reports the number of Californians starting college out of state rose 90 percent from 2000 to 2010. Almost three times as many left California for college than came here from other states in 2010. More and more, California's smartest young people can be found at places like Boise State, Arizona State and the University of Oregon.

This underscores earlier forecasts that by 2025, California's brain drain will leave the state with one million fewer college graduates than its economy will require. Of course, many of those students going out of state will come home to enter the workforce. But will they make up for the number of, say, foreign students attending universities here who will return to their countries after graduation?

Recently, there was the startling report from the San Jose Mercury News that it now costs the average student more to attend Cal State East Bay in Hayward than to attend Harvard. The illustrations of the problems of California's public university system keep coming. They should prompt state officials to make solving these problems one of their highest priorities. [here](#)

Richard Smith

Ms. Katie Gleason, Foundation Executive Director
El Camino College Foundation
16007 Crenshaw Blvd.
Torrance, CA 90506

April 6, 2012

Dear Ms. Gleason,

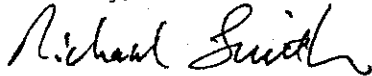
I was horrified to see students pepper sprayed at Santa Monica junior college yesterday for the "crime" of protesting budget cuts and tuition hikes. While the war criminals running our national government squander the national treasury on imperial wars abroad they're gutting social services, schools, healthcare and more to pay for their wars and to hand out subsidies to criminal bankers and the rich who already have too much money.

When I graduated from high school in 1964 I was not ready for college and my high school grades were not good enough to get me into university. But when I was ready, El Camino College and its terrific and dedicated faculty helped me to become a successful student. I benefited from small classes, brilliant teaching, and a supportive environment. To this day I fondly remember one of the best classes I ever had in any college – Intro Physics with Professor Julius Sumner Miller (who once worked with Einstein and also did a children's science television show in the 1960s -- "Professor Wonderful"). With his wild hair and piercing eyes, he really looked the part of the "mad scientist" and was a demanding but also fabulously entertaining teacher. His was one of the toughest and most rewarding classes I ever had. I started as a freshman at El Camino in 1966, got top grades, then transferred to UCLA in 1969 where I got my BA in 1972 (magna cum-laude) and then went on to get a PhD in history, also at UCLA.

When I attended El Camino there was no tuition at all, just a \$7.50 registration fee. I came from a working class family that had no money. So for two and a half years I worked the night shift at Safeway three nights a week (first in Watts, then Manhattan Beach) from midnight till 8AM, then went to classes at El Camino in the morning. I also worked in construction during the summers to save a bit. But those were different times. One could actually pay the rent on part-time work, keep a car and, thanks to the wonderful California Junior College system, get a debt-free start in life with a free college education. No more. It breaks my heart to see the endless budget cuts at the California college system and to see deserving young people denied access to education that in a decent society, ought to be free. So I would like to do what I can to help. I would like to

establish a small scholarship fund to help some deserving students. If possible I would like to dedicate this fund to the support of students interested peace studies, social justice, history, ecology and environmental studies. We can talk later about how to set this up but I want to get you a check right now -- and dedicate this small contribution to those students throughout the California college system who are rightly demanding a debt-free start in life and a better, more just and more equal world.

Yours truly,

A handwritten signature in cursive script, appearing to read "Richard Smith". The signature is fluid and stylized, with a long horizontal flourish extending from the end.

Dr. Richard Anthony Smith