

EL CAMINO COMMUNITY COLLEGE DISTRICT

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

November 12, 2008

Board of Trustees El Camino Community College District

Dear Members of the Board:

Welcome to the November 17, 2008, Board meeting agenda packet. Thanksgiving month always brings a number of changes—mid terms, trick or treat, the time change, Homecoming and, most important, Thanksgiving. I trust you and yours have much to celebrate.

The Board meeting is highlighted by the following:

- 1. Presentations from Ms. Irene Graff, Director of Institutional Research, on the Community College Survey of Student Engagement and the Community College Survey of Faculty Engagement.
- 2. As announced at the previous Board meeting, two public hearings on reopening negotiations for salary negotiations for both our classified and faculty collective bargaining agents are scheduled.
- 3. Academic Affairs includes routine class changes.
- 4. Student Services includes routine items and acceptance of the Department of Education "Improving Student Success in Science, Technology, Engineering and Mathematics (STEM) Transfer" grant. This grant, along with Mathematics, Engineering, Science Achievement (MESA) program, may become the building block to leverage Foundation contributions for a more expansive development throughout our community in these areas.
- 5. Authorization of international student recruiting. Please see Board letter attachment A.
- 6. Administrative Services and Measure E include routine items.
- 7. Human Resources presents a revised classification for Director Staff and Student Diversity and three new Director classifications for Center for Applied Competitive

Technologies, Contract and Community Education, and Workplace Learning Resource Center. The new classifications are a recognition that some Special Services Professionals are overseeing programs and should be part of the District Management team. If any of these programs were to lose funding, the incumbents in the new Director positions would no longer be needed by the District.

- 8. The Board will then recess to a Committee of the Whole discussion of its accomplishments of the previous years goals and a review of the self-evaluation questionnaire. Please note that your completed questionnaires for 2007-2008 and 2006-2007 are included in this packet as Board letter attachment B. Board letter attachment C includes two other Board of Trustees self-evaluation documents.
- 9. A closed session is scheduled for one personnel case and an evaluation of the Superintendent/President.

Also in your reading packet please note attachment D, Special Trustee Landsberger's November 3, 2008, Compton Update presented to the Board of Governors. During the President's report, I will comment on this and my testimony on AB 1725 regulations.

Attachment E explains the removal of the EDGE campaign recommendation from the Board of Trustees agenda.

Attachment F responds to the Board questions of the 2008 Forensic Team accomplishments.

Attachment G provides the Board members with Memoranda of Understanding for local high school districts.

Attachment H provides information on the antique swap meet questions from the last Board meeting.

Attachment I lists reported CSU and UC transfer counts for both El Camino College and the El Camino College Compton Community Educational Center.

Attachment J provides the requested information on the Roadium contract.

Attachment K provides information on El Camino College Measure E bond issuance status.

Attachment L provides more information regarding Transfer Studies Certificate CSU General Education Breadth Requirements.

Also enclosed is a compact disk from the Accreditation team exit meeting presentation on October 9, 2008, for your viewing and listening enjoyment. I will also make a brief presentation on Accreditation during the President's comments.

As we all know, international, national and state economies and financial systems are under great stress. The effect on California Community Colleges is unknown at this time. During the President's comments at the November meeting I will briefly discuss our current thinking. Attachment M outlines current state budget information.

If you have questions, comments or concerns about the Board meeting, please feel free to contact Kathy Oswald or me. I look forward to greeting you in my office at 3:30 p.m. on Monday, November 17, 2008.

Sincerely,

Thomas M. Fallo

Superintendent/President

Douald for Thomas M. Sa.

TMF/kao

Cc: Vice Presidents, Provost, Director of Community Relations

Overview: AEO Fall Tour 2008

September 11 - 28, 2008

The very weak US dollar continues to fuel an interest in American Education. The UK, Australia, and Canada are no longer bargains compared to the prices of a US education. Also some regional changes are making differences such as Oxnard Community College deciding to close its F-1 visa program, West LA College downsizing its program, and Santa Monica College limiting its International Student enrollment. On top that, the decision to pay marketing fees to educational advising agencies have begun to increase enrollment. All these factors are making El Camino College very attractive to international students.

During Fall 2008 semester we enrolled about 110 new students.

Among these students, 12 students came from AEO fairs:

- 5 from Hong Kong
- 3 from Vietnam
- 2 from Indonesia
- 1 from Thailand
- 1 from Malaysia

Manila, Hong Kong, Kuala Lumpur, Singapore, Jakarta, Penang, Bangkok

Twenty colleges participated in the AEO Fall tour. They came from 15 different states. As usual, diversity was maintained with 5 two year colleges from 3 different states, 5 state universities from five different states, and 10 private colleges and universities from 7 different states.

Manila

September 11-13, 2008

Fairs	<u>Attendance</u>
College Fair	840
School Visits Number of students seen on school visits	325
Total number of students seen in Manila	1165

Expecting 1 students from this city by Fall 2008

Hong Kong September 13-15, 2008

Fairs	Attendance
College Fair	504
Total number of students seen in Hong Kong	504
Expecting 10-15 students from this city by Fall 2008	
(Two students applied and two accepted for Fall 2008)	

Kuala-Lumpur, Malaysia September 18-20, 2008

Fairs	<u>Attendance</u>
College Fair	1102
School Visits	•
Number of students seen on school visits	480
Total number of students seen in KL	1214
Expecting 2-3 students from this city by Fall 2008	

Singapore

March 1 - 4, 2008

Fair	Attendance
College Fair	1017
School Visits Number of students seen on school visits	290
Total Number of Students seen in Singapore	1307

Expecting 2-4 students from this city by Fall 2008

Jakarta, Indonesia September 20-22, 2008

·	
Fairs	Attendance
College Fair	839
School Visits	
Number of students seen on school visits	260
Total number of students seen in Jakarta	1099
Expecting 3-4 students from this city by Fall 2008	
Penang	
September 22-25, 2008	•
Fairs	Attendance
College Fair	148
Total number of students seen in Penang	148
<u> </u>	-
Expecting 1 students from this city by Fall 2008	

Attendance

868

312

1180

Bangkok, Thailand September 25-28, 2008

Number of students seen on school visits

Total number of students seen in BKK

Expecting 1-2 students from this city by Fall 2008

Fairs

College Fair

School Visits

Public Comment

Each year the El Camino Community College District Board of Trustees Self-Evaluation process occurs across three monthly meetings. In October, the Board of Trustees is presented with the previous year's goals and a blank self-evaluation questionnaire.

In November, the Board of Trustees again receives goals from the previous year and the completed self-evaluation questionnaire. Also in November the Board of Trustees in a Committee of the Whole discusses its self-evaluation and recommends goals for the forthcoming year.

In the December Board of Trustees meeting the Board formally adopts the goals for the forthcoming year.

2007-2008 Board of Trustees Goals

- I. Attend events in the community.
 - a. Speak to community groups.
 - b. Make Board presentations.
 - c. Bring copies of community events and activities to other Board members.
- II. Participate in the operation of the College at Board Meetings.
 - a. Speak freely and opening on policy issues.
 - b. Solicit opinions of fellow Board members.
 - c. Present ideas during discussion section of Board Meetings.
- III. Continue a Trustee education program.
 - a. Attend a conference on Trustee responsibilities.
 - b. Submit materials from various sources to fellow Trustees.
 - c. Read Trustee education materials sent by various organizations.
- IV. Effect implementation of the 2007 Facilities Master Plan update.
 - a. Monitor and approve Measure E Fiscal updates
 - b. Implement construction program.
 - c. Monitor and approve construction program.
- V. Review Accreditation Standards
 - a. Receive and approve the 2008 Accreditation Self-Study.
 - b. Review at least two presentations during the development of 2008 Self-Study.
 - c. Participate in discussion and/or forums during the development of the 2008 Self-Study.
 - d. Review Accreditation manuals and guidelines.

VI. Fiscal Responsibilities.

- a. Monitor 2007-2008 Budget.
- b. Study, review and approve the 2008-2009 budget.
- c. Study, review and approve the 2007-08 annual financial audit.

VII.Student Learning Outcomes

- a. Study and review the Student Learning Outcomes model.
- b. Participate in two study sessions in Student Learning Outcomes.

EL CAMINO COLLEGE BOARD OF TRUSTEES SELF-EVALUATION QUESTIONNAIRE 2007-2008 - RESULTS

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Ind	Individual Trustees' appraisal of all members' activities.			gree	ngly gree	Suoas ON
ши	ividual Trustees appraisal of an inclinacis activities.	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
	D IDI	1	NI DD			
I	Priorities and Planning	MC, RG,	NJ, BB			
1.	Most of the issues occupying the Board's time and attention are	MO,				
	directly related to the mission and goals of the institution.	EY RG, EY				
2.	2. All members of the Board have a clear understanding of the vision		MC, NJ,			MO
	of the college.		BB			
3.	All members of the Board can articulate the vision of the college	RG,	MC, NJ,			EY
	to the diverse constituencies of the district.	MO	BB			
II.	Board and Chief Executive Officer Relations	MO,EY	RG	BB		MC
1.	The Board and CEO maintain optimum communications.					NJ
2.	The roles of the CEO and the Board are clearly defined.	RG,	MC, NJ,			EY
		MO	BB	211		77.7
3.	Trustees keep the CEO well informed of contacts with the	MO	MC, RG, BB	NJ		EY
	community.		-			> T - Y
4.	Trustees keep the CEO well informed of contacts with college		MC, RG	BB		N J EY
	employees.		KU			MO
III.	Board and College Relations	MO,	MC,			1110
1.	Trustees are knowledgeable about the college's history.	EY	RG, NJ,			*
			BB			
2.	Trustees are well versed concerning the college's strengths and	MO, EY	MC,			
	weaknesses.	EI	RG, NJ, BB			
3	Trustees are knowledgeable about the mission of the college.	RG,	MC, NJ,			
] ,	Trustees are knowledgedote deed are massen of the contege.	MO,	BB			
		EY		2.60		
4.	The Board is sensitive to the concerns of students.	RG,	NJ	MC		
		MO, BB, EY				
5	The Board is sensitive to the concerns of employees.	BB, EY	RG	MC		NJ
	The Board is sometive to the consents of employees.	,				MO
6.	The Board supports the college by attending various events.	MO,	RG, NJ,			MC
		EY	BB MC PP	NII		
IV.	Board and Community Relations	RG, MO	MC, BB EY	NJ		
1.	Trustees are well informed concerning the needs of the	1410				
	community.	D.C.	MC DD			NII
2.	Trustees fairly and assertively represent the communities they	RG, MO,EY	MC, BB			NJ
	serve.		MC DD			FXZ
3.	Trustees use their community ties to promote a positive image of	RG, NJ, MO	MC, BB			EY
	the college	IVIO				
V	Board Agendas	RG,	NJ	MC,		EY
1.	The Board Agendas always focus on policy issues.	MO		BB		
2.	The Board Agendas always allow sufficient time and attention for	RG, NJ	MC,			
	discussion of legislative and state policy issues.	EY	MO,			
		NG	BB			
3.	The Board Agendas are organized logically which facilitates	MC, RG, NJ,	MO			
	efficient use of time.	BB,EY				
		,				

						-
		Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
VI. 1.	Board Organization and Dynamics Definitions of the roles of the Board chair and other officers are clearly understood by the Trustees.	RG, NJ, MO, EY	MC, BB			
2.	The roles of the Board officers are conscientiously implemented.	RG, NJ, MO,EY	BB			MC
3.	All public meetings of the Board are conducted in compliance with the Brown Act.	MC, RG, NJ, MO, BB,EY				
VII.	Board Decision-Making Processes Trustees demonstrate respect for the opinions of others at Board meetings.	NJ, BB, MO,EY	MC, RG			
2.	Board meetings are structured to assure that all relevant information is considered before making a decision.	BB,EY	MC, RG, NJ, MO			
3.	Board members are provided with adequate information needed to fully understand the issues.	EY	MC, RG, MO,BB			NJ
VIII.	Trustee Development and Education Board members (including the Student Trustee) receive a thorough orientation to their roles and responsibilities.	RG	мо,вв	EY		MC NJ
2.	Board members have a thorough understanding of the district's mission and goals.	RG, MO	MC, BB	NJ		EY
3.	Board members are well informed and knowledgeable about legislative issues that may impact the college.	EY	MC, RG, MO			NJ, BB
4.	Board members are well informed and knowledgeable about state policy issues that may impact the college	EY	MC, RG, MO			NJ, BB
5.	Information about important issues is readily shared among Board members.	EY	RG, NJ, BB			MC
IX. 1.	Board Goals The Board prepares an annual set of written goals and objectives.	RG, EY	MC, BB	NJ		
2.	The annual objectives of the Board are measurable		MC, RG, MO	NJ, BB		MC EY
3.	The Board has a set of clearly defined performance standards.		RG, NJ MO			MC BB EY
4.	The Board's goals and objectives are clearly communicated to the college community.	EY	MC, BB,RG, NJ			MO
X. 1.	Board Evaluation The Board systematically identifies and reports its accomplishments.		MC, RG	NJ,BB		MO EY
2.	The Board provides ample opportunity for college employees and citizens of the community to evaluate its performance.	EY	RG, NJ, BB	MC		МО
3.	The Board takes appropriate measures to assure that its self- evaluation is objective, impartial and constructive.	MO,EY	RG, NJ, BB	MC -		

EL CAMINO COLLEGE BOARD OF TRUSTEES SELF-EVALUATION QUESTIONNAIRE 2006-2007 -RESULTS

Ind	ividual Trustees' appraisal of all members' activities.	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
I. 1.	Priorities and Planning Most of the issues occupying the Board's time and attention are directly related to the mission and goals of the institution.	МО	RS, RG, MC, NJ			BB
2.	All members of the Board have a clear understanding of the vision of the college.	RS	RG, MO, BB, MC, NJ			
3.	All members of the Board can articulate the vision of the college to the diverse constituencies of the district.	RS	RG, MO, BB, MC, NJ			
II. 1.	Board and Chief Executive Officer Relations The Board and CEO maintain optimum communications.	МО	RS, RG, BB, MC, NJ	RG		
2.	The roles of the CEO and the Board are clearly defined.	RS, RG, MO	BB, MC, NJ			
3.	Trustees keep the CEO well informed of contacts with the community.	RS, MO	ВВ, МС	RG, NJ		
4.	Trustees keep the CEO well informed of contacts with college employees.	МО	MC	RS, RG, BB, NJ		
III. 1.	Board and College Relations Trustees are knowledgeable about the college's history.	RS, MO	RG, MC, NJ	BB,		
2.	Trustees are well versed concerning the college's strengths and weaknesses.	МО	RS, RG, BB	MC, NJ		
3.	Trustees are knowledgeable about the mission of the college.	RS, MO	RG, BB, MC, NJ			
4.	The Board is sensitive to the concerns of students.	MO, BB	RS, RG, MC, NJ			
	The Board is sensitive to the concerns of employees.	MO, BB	RG, NJ	RS, MC		
6.	The Board supports the college by attending various events.	МО	RG, BB, MC, NJ	RS		
IV. 1.	Board and Community Relations Trustees are well informed concerning the needs of the community.	МО	RS, RG, BB, MC	NJ		
2.	Trustees fairly and assertively represent the communities they serve.	МО	RS, RG, BB, MC, NJ			
3.	Trustees use their community ties to promote a positive image of the college	RG, MO	RS, BB, MC, NJ	·		
V. 1.	Board Agendas The Board Agendas always focus on policy issues.	МО	RS, RG, MC, NJ	RG, BB,		
2.	The Board Agendas always allow sufficient time and attention for discussion of legislative and state policy issues.	RS, MO	BB, MC, NJ	RG		
3.	The Board Agendas are organized logically which facilitates efficient use of time.	RS, MO, BB	RG, MC, NJ			

			1	T		
		Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
VI.	Board Organization and Dynamics Definitions of the roles of the Board chair and other officers are clearly understood by the Trustees.	RS, MO	RG, BB, MC, NJ			
2.	The roles of the Board officers are conscientiously implemented.	RS, RG, MO	BB, NJ			MC
3.	All public meetings of the Board are conducted in compliance with the Brown Act.	RS, RG, MO, MC	BB	NJ		
VII.	Board Decision-Making Processes Trustees demonstrate respect for the opinions of others at Board meetings.	MO, BB	RS, RG, MC, NJ			
2.	Board meetings are structured to assure that all relevant information is considered before making a decision.	RG, MO, BB	RS, RG, MC, NJ			
3.	Board members are provided with adequate information needed to fully understand the issues.	RG, BB, MC	RG, MO	RS, NJ		
VIII. 1.		RS, MC	RG, MO, BB	NJ		
2.	Board members have a thorough understanding of the district's mission and goals.	RS, MO	RG, BB, NJ			MC
3.	Board members are well informed and knowledgeable about legislative issues that may impact the college.	RS, MO	BB, MC	RG, NJ		
4.	Board members are well informed and knowledgeable about state policy issues that may impact the college	RS, MO	BB, MC, NJ	RG		
5.	Information about important issues is readily shared among Board members.	RS, MO BB	RG, MC, NJ	RG		
IX. 1.	Board Goals The Board prepares an annual set of written goals and objectives.	RS, RG, MO	BB, MC, NJ			
2.	The annual objectives of the Board are measurable	RS	RG, MO	MC		BB, NJ
3.	The Board has a set of clearly defined performance standards.	RS		MC, NJ		RG MO BB
4.	The Board's goals and objectives are clearly communicated to the college community.	RS	MO, BB, MC	NJ, RG		
X. 1.	Board Evaluation The Board systematically identifies and reports its accomplishments.	RS	RG, MO, MC, NJ			BB
2.	The Board provides ample opportunity for college employees and citizens of the community to evaluate its performance.	RS, MO	BB, NJ	RG, MC	The state of the s	
3.	The Board takes appropriate measures to assure that its self- evaluation is objective, impartial and constructive.	RS, MO	RG, NJ	MC		BB

SECTION I: GOVERNANCE

BOARD POLICY NO.: 1.4.5

BOARD POLICY SISKIYOU JOINT COMMUNITY COLLEGE DISTRICT

Subject: Self-Evaluation of Board of Trustees

Adoption Date: 11/1/94 Revision Date(s): 2/11/03

3/4/03 **9/2/03**

Policy Basis: Ed. Code 70902

Policy Statement:

The Board of Trustees will annually evaluate their performance as individual Board members and as a Policy Decision Making Body.

Policy Elements:

- At an annual Retreat in June or July, the Board of Trustees will evaluate its performance in open session.
- II. Elements to be included in their evaluation will include at a minimum:
 - A. Policy role in establishing and ensuring compliance with policies.
 - B. Commitment to the oversight for establishing, approving and implementing District plans.
 - C. Commitment to diversity in staffing and service to students.
 - D. Delegation of authority for implementation to CEO and upholding that delegation.
 - E. Effectiveness of CEO evaluation process.
 - F. Oversight of financial health and budgeting.
 - G. Role as advocates in enhancing the public image of the College.
 - H. Assessment of its conduct regarding its legal requirement to act only as a unit and not as individuals.
 - I. Assessment of its effectiveness in directing concern through the appropriate channels agreed to by the Board.
 - J. Assessment of Board member behavior to support decisions made by the Board whether or not they agree with the decision.
 - K. Understanding and implementing its legal responsibilities including serving as a court of appeals.
 - L. Conduct analysis of Board meeting effectiveness.
- III. The Board will solicit input from other individuals who sit at the Board table prior to its self-assessment retreat.
- IV. The Board will annually identify seminars, conferences and topics of Board Retreats to upgrade their Boardsmanship skills.

BOARD OF TRUSTEES REQUEST FOR INPUT 2007

ELEMENTS	YES	NO	COMMENTS
1. Establishes effective policies			
2. Delegates authority to CEO	Antonio (
3. Conducts proper oversight of the financial health of the District	·		
4. Understands legal responsibilities			
5. Supports participatory/shared governance			
6. Has a clear understanding of issues and agenda items			
7. Conducts meetings and self with dignity and courtesy			
8. Other comments			

PALOMAR COMMUNITY COLLEGE DISTRICTAttachment C

ANNUAL SELF-EVALUATION OF THE GOVERNING BOARD 2006-2007

Instructions: Please complete the following evaluating instrument of the functioning of the Board as a whole by marking the appropriate response. Responses will be summarized verbatim and a copy of the summary will be provided to the trustees in preparation for further discussion.

ere		ard Organization/Leadership – A strong, effective Board helps ate a strong, effective institution by focusing on its own unique ponsibilities.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
	1.	In general, Board meetings are conducted in an orderly, efficient manner that allows for sufficient discussion, not to exceed two hours whenever possible.	0	0	0	О	0
	2.	The Board operates as a unit.	O	О	O	О	О
	3.	Board members uphold the final majority decision of the Board.	O	О	O	О	О
	4.	Meeting agenda items contain sufficient background information and recommendations for the Board.	О	О	О	O	О
	5.	The Board understands its roles and responsibilities.	O	О	O	О	О
	6.	The Board adheres to its roles and responsibilities.	O	О	О	О	О
	7.	The Board maintains confidentiality of privileged information.	O	О	O	О	О
	8.	The Board operates ethically without conflict of interest.	O	О	О	О	О
	9.	Board meetings allow appropriate input from staff, students, and community.	О	О	O	О	O
	10.	The Board works to achieve the District's goals and objectives.	O	О	O	O	О
	11.	Board meetings comply with State laws.	O	O	O	О	О
Co	mme	nts:					
							
		-					

Attachment C

В.		icy – The most important Board responsibility is to make d policy that provides guidance for District staff.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
	12.	The Board assures a systematic, comprehensive review of	0	0	0	0	0
	13	Board policies and the procedures that implement them. The Board focuses on policy in Board discussions.	0	0	0	0	0
		The Board recognizes the difference between its policy role and the roles of the Superintendent/President and staff.	0	0	Ο.	0	0
	15.	The Board, through the Superintendent/President, receives advice and recommendations from faculty, staff, and students in developing educational policy.	O	О	О	0	O
	16.	The Board is appropriately involved in defining the vision, mission, and goals.	O	О	0	О	O
	17.	The Board makes its decisions based on what is best for students and the community.	O	О	О	О	О
	18.	The Board recognizes and values staff and student diversity in policies and decisions.	O	О	О	О	O
	19.	The Board sets priorities in conjunction with the Superintendent/President.	O	О	О	О	O
	20.	The Board is familiar with the general strategic and master plans of the institution.	O	О	О	О	O
Cor	mme	nts:					

c.	gov	nmunity Relations/Advocating the District – The Board erns on behalf of the public and advocates on behalf of District.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
	21.	Board members act on behalf of the community.	О	О	О	O	O	
	22.	The Board actively seeks to understand community and regional needs and expectations and responds to them.	О	О	О	O	О	
	23.	Board members maintain effective relationships with community leaders.	О	О	О	O	O	
-	24.	The Board supports the development of educational partnerships with community agencies, businesses, and local government, where appropriate.	О	0	O	О	0	
	25.	The Board recognizes and celebrates positive accomplishments of the District.	О	О	О	O	O	
	26.	The Board actively supports the mission and values of the District.	O	O	О	О	О	
	27.	Board members support the District by attending various events.	О	О	О	О	О	
	28.	The Board helps educate the local community about community college needs and causes.	O	О	О	O	O	
	29.	Board members actively seek to understand state and national educational policy issues.	O	О	О	О	O	
	30.	The Board advocates District interests to regional, state, and national agencies and legislators.	O	О	О	О	O	
	31.	The Board actively seeks political and civic support for the District.	O	О	О	Ο.	O	
	32.	The Board works to build a positive image of the District in the community.	О	О	О	О	O	
	33.	Board members adhere to protocols for dealing with college and community citizens, and the media.	O	О	О	О	O	
Co	mme	nts:						

D.	Sup Boa	ard/Superintendent/President Relations – The perintendent/President is the primary agent of the ard, carries out Board policies, and provides acational leadership.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
	34.	The Board and the Superintendent/President have a positive, cooperative relationship.	O	О	O	О	0
	35.	The Board provides a high level of support to the Superintendent/President.	О	О	O	О	О
	36.	The Board maintains open communication with the Superintendent/President.	O	О	O	О	O
	37.	The Board annually develops goals and objectives that are used in the evaluation of the Superintendent/President.	О	О	O	О	О
	38.	The Board understands the role of the Superintendent/President as the link between the Board and staff.	O	О	O	О	О
Con	mme	nts:					

E.	The	ndards for District and College Operations and Performance – Board holds the District accountable and establishes a climate which learning is valued.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
	39.	The Board is knowledgeable about the educational programs and services of the District.	О	О	О		О
	40.	The Board understands the fiscal condition of the District.	O ₂	О	О	O	0
	41.	The Board understands the budget document.	О	О	О	О	О
	42.	The Board assures that budget is linked to planning.	О	О	O	О	О
	43.	The Board establishes clear parameters for collective bargaining and meet and confer with employee groups.	О	О	0	0	O
	44.	The Board demonstrates a concern for the success of all students.	O	О	O	О	О
	45.	The Board is involved in the accreditation process.	О	О	О	О	О

Palomar Community College District	Attachment C					
Annual Self-Evaluation of the Governing Board	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
46. The Board monitors performance related to its policies for facilities development, maintenance, and appearance.	O	О	О	О	O	
47. The Board monitors performance related to its policies on fiscal management.	O	О	O	О	О	
48. The Board understands the financial audit and accepts responsibility for implementation of its recommendations.	O	О	О	O	O	
49. The Board ensures that a collegial governance structure is used to provide access to and input from all constituencies so that decisions may be made in a timely manner.	0	О	O	О	0	
F. Board Education						
50. Candidates for the Board are educated about Board responsibilities and the college.	O	О	O	O	O	
51. New members receive a timely and individualized orientation to the Board and the institution.	О	О	O	О	0	
52. Board members are engaged in a continuous process of learning and development.	O	О	O	О	O	
53. The Board has an ongoing periodic Board development and subsequent study sessions.	О	0	О	О	Ο.	
54. The information requested by and provided to Board members does not put an undue burden on faculty and staff.	O	О	O	О	О	
55. Sufficient resources are allocated for Board members to attend conferences and other relevant educational opportunities.	О	0	O	О	O	
Comments:						

Open Ended Questions

	oard's greatest strengths?	
What are the ma	ajor accomplishments of the Board in the past year?)
What are areas	in which the Board could improve?	

	As a trustee, I am most pleased about
_	
	-
P	As a trustee, I have concerns about
_	
A	As a trustee, I would like to see the following changes in how the Board operates:
	•
ĺ	recommend that the Board has the following goals for the coming year:
_	
	-
_	

OVERALL COMMENTS:

Please provide any narrative feedback you would like included as part of this self-assessment.						
			-			
		Board Member Name	·			
April 2007						

Board of Governors California Community Colleges November 3, 2008

COMPTON UPDATE

3.1

INFORMATION AND REPORTS

Presentation:

Peter J. Landsberger, Special Trustee

Two important events in Compton's continuing effort to recover as a steady and effective institution occurred on July 1, 2008. First, a new long-term agreement governing the partnership between the Compton Community College District and the El Camino Community College District went into effect. That agreement builds on the parties' initial Memorandum of Understanding (MOU) and, like the MOU, defines the principal goals of the El Camino/Compton partnership, which are to:

- Provide the students and residents of Compton with access to accredited community college programs and services that address their educational needs and contribute to the overall welfare and development of the community;
- Specify the various rights and responsibilities of each party in providing those programs and services;
- Create the conditions under which Compton will have a genuine opportunity to establish a newly accredited college as an autonomous institution;
- Build effective, mutually respectful relationships between and among the faculty, staff and administrators of El Camino and Compton; and
- Simultaneously, safeguard El Camino's accreditation.

Also on July 1, Dr. Lawrence M. Cox arrived on campus to begin his service as Compton's first permanent Provost/CEO.

Two months earlier, in May, several FCMAT[†] teams visited Compton to begin preparing FCMAT's Second Six-Month Progress Report. The report concluded that:

At this second six-month progress review, incremental improvements have been noted in some operations of the Compton Community College District and the El Camino Community College Compton Educational Center. Ratings for many

^{*} This report was prepared by Peter Landsberger with the participation of the elected trustees of the Compton Community College District, Lorraine Cervantes, Willie O. Jones and Andres Ramos.

[†] Fiscal Crisis and Management Assistance Team

of the individual standards have increased, however, a few standards, particularly in the financial management area, have decreased. Overall, the average ratings of the standards within each ACCJC standard show slight increases, and fewer standards have individual scores less than four.

The recovery process for the Compton CCD and Compton Center requires much time, and improvement will be incremental. The partnership between the Compton CCD and the El Camino CCD remains strong, and the entities are more confidently navigating through this unique and complex circumstance. Some of the changes implemented at the Compton Center have been appropriate and appear to be progressing successfully; other changes less so. The partners have revisited the MOU and are considering a revised proposal.

FCMAT continues to expect that the Compton Community College District, with the assistance of its partner, the El Camino Community College District, will make the progress necessary to return to local governance and to reestablish its accreditation.

As the events in July and FCMAT's report reveal, Compton continues to make steady, but incremental, progress towards full recovery. As it does so, Compton remains focused on several key "overarching priorities:"

Enrollment

As soon as possible, restore enrollment to the level it was at before the college's accreditation was endangered.

With all deliberate speed develop a long-term strategy that identifies how the institution will continue to strengthen enrollment and remain genuinely responsive to the evolving needs and expectations of the community.

Build institutional capacity
 Fill strategic positions with knowledgeable, skilled, permanent employees.

Improve basic systems and processes.

Restore institutional credibility
 Make consistent, marked progress on implementing the recommendations contained in the FCMAT Comprehensive Assessment.

Consistently demonstrate that the district can meet the State's basic expectations of a regularly functioning community college district.

Build the Commission's confidence in the quality and integrity of the El Camino Compton Center.

Reacquaint the community with the institution and restore its pride in Compton as the community's local college.

This update summarizes some of Compton's recent progress towards achieving these priorities and the status of its efforts to restore institutional health and effectiveness.

Enrollment

As the fall term began in 2006, every single student who had registered for classes at Compton College had to be admitted to El Camino College and re-registered in El Camino classes offered at the new Center. Essentially, the Center started at zero without any students whatsoever. Since then enrollment — and FTES — have increased consistently and by double digit percentages between comparable terms:

* <u>a</u>	2006-2007	2007-	2008	2008-	2009
	<u>FTES</u>	FTES	% Change	FTES	% Change
Summer	343*	422	23%	489	16%
Fall	1,150	1,310	14%	<i>1,542</i>	18%
Winter	123	173	41%		
Spring	1,079	1,445	34%		

^{*} Compton College (final term)

Italicized figures represent projections

Build Institutional Capacity

In July 2006, virtually every administrator at Compton was serving in an interim or acting capacity. Before new systems could be put into place and effective processes implemented, knowledgeable, skilled, permanent administrators — people who are essential to managing the development and implementation those systems and processes — needed to be retained. The following table shows which positions the District has been able to fill with regular employees and which are still vacant or occupied by an interim or acting employee, as well as changes that have occurred during the last five months.

Position	Vacant Interim/ Regular Acting (Δ from May, 2008 to Oct. 2008)
Provost/CEO	• /
Administrative Dean, Academic Affairs	✓
Dean, Career & Technical Programs	• •
Dean, Academic Programs	✓
Dean, Student Services	✓
Director, Financial Aid	✓
Director, Relations with Schools	✓
Director, Admissions and Records	
Director, Trio Programs	✓

Position	Vacant	Interim/ Acting	Regular
Director, CalWorks, TANF, Gain	earn in	<u>.</u> .	
Athletic Director			✓
Research Analyst	V		
Dean, Human Resources	,		✓
Chief Business Officer		► ✓	"

As noted, Compton now has a Chief Business Officer (CBO), a position it has desperately needed to fill in order to begin the re-establishment of a fully functioning business services operation. The new CBO has developed a Business Service Strategic Recovery Plan and progress on implementing that plan has begun. While the current CBO is serving in an interim capacity, the district plans to launch a new recruitment effort soon and intends to fill the position on a permanent basis in the near future.

Restore Institutional Credibility

- On his very first day as Provost, Dr. Cox began to engage the community by attending the Compton City Council Meeting. He has continued to reach out to community groups and public officials in the area by meeting with mayors and city council members, school district superintendents, State and County officials, candidates for public office and religious leaders. He also held two campus wide meetings and a town hall meeting at Compton City Hall to discuss FCMAT's most recent report. In addition to better informing the community about Compton's challenges and the progress it is making, all of this work is beginning to generate active supporters and potential partners.
- FCMAT teams visited campus in May, 2008. Based on those visits FCMAT issued its Second Six-Month Progress Report in July, 2008. In general, for the several hundred standards FCMAT uses to evaluate Compton's performance, the district needs scores of at least "6," which indicates that "elements of the standard are implemented, monitored and becoming systematic." As measured during the May visits, in the six major areas covered by the report Compton achieved average scores ranging from 2.19 to 3.95 with individual scores on 124 standards (out of 186 measured) falling below 4.0. Comparable figures from the initial Comprehensive Assessment in 2007 were scores ranging from 1.35 to 2.32, with scores on 156 standards falling below 4.0.
- Because the Academic Achievement portion of FCMAT's First Six-Month Progress Report in January, 2008, expressed serious concerns about the quality of Compton's faculty and the acceptability of some of their practices, Compton launched a "Faculty Development Project." The first phase of the project was an evaluation of every full-time faculty member by a subject matter expert from another community college.

[‡] To conduct the evaluations, the district retained Rocky Young, former Chancellor of the Los Angeles Community Colleges, and Randy Lawson, Executive Vice President of Santa Monica College, who in turn

That phase was completed last spring and in the report they submitted in May, the external evaluators set forth a view about the quality of Compton's faculty that stands in marked contrast to the one expressed by the FCMAT Academic Achievement team.

While the Faculty Development Project team was assembled for the purpose of collaboratively developing individual faculty development plans, it also seemed to provide a unique opportunity to assess the comments of the Academic Achievement section of the FCMAT report....Every Compton Center full-time faculty member was included in the project and the consultants interactions included document review (program reviews, course outlines and class syllabi), classroom observations and individual meetings. Obviously, this was a much more comprehensive assessment than was possible by the FCMAT team and is the reason that the consultant observations are so important.

As one might expect, there are areas in which the consultants agreed with and supported the FCMAT commentary and areas in which the consultants disagreed. For purposes of this report, the areas of disagreement are probably the most important. The most critical disagreement is with the statements in the FCMAT report which directly and indirectly impugn the competency and performance of the Compton Center classroom faculty... It was the consensus of the 24 consultants that these denigrating comments were not valid. Where limitations do exist, it is because of the lack of institutional support for classroom activities (e.g. limited or no technology in many classrooms) but not because of the lack of competency, commitment, performance or dedication of the faculty. (Faculty Development Project Report, Chapter 2, Observations on the FCMAT First Six-Month Progress Report.)

With the evaluation phase of the project completed, Compton has moved into the second phase of the project, the implementation of an institutional professional development plan based on the recommendations of the external consultants.

As noted in FCMAT's Second Six-Month Progress Report:

The three elected members of the board are now sitting at the dais with the Special Trustee and Provost during meetings. While still lacking governing authority, the...board now has an official role in the meeting and can engage in the discussion of agenda items and provide feedback and commentary. The Special Trustee and board members,

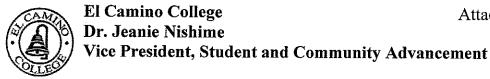
recruited twenty-four faculty members and administrators from surrounding colleges in the Los Angeles area. During March and April, those subject matter experts met with individual Compton faculty members, observed them at work, and prepared individual reports as well as overall recommendations for each discipline and the institution as a whole.

along with the Provost, have initiated a training agenda with a consultant from the Community College League of California to develop skills and reach common understanding of the expectations, roles, and responsibilities for the board. (FCMAT Second Six-Month Progress Report, July 2008, pg 30).

The elected trustees, the Special Trustee and the Provost are all committed to the program of continuing education on effective board governance they are pursuing with the help of the Community College League, and see it as one of several steps they are taking to strengthen the governance team at Compton and move towards the eventual return of formal authority to the elected Board. All of the parties concur with FCMAT that the training "demonstrates a positive step for the district."

Other Relevant Information

- During the second week of October, a team sent by the Accrediting Commission for Community and Junior Colleges (ACCJC) visited El Camino College to validate the college's 2008 Institutional Self-Study and to formulate a recommendation to the Commission regarding reaffirmation of the College's accreditation. As a significant part of the visit, the team spent considerable time in Compton to review that status of the El Camino College Compton Center. A formal report must still be adopted by the Commission at a future meeting, but the tenor of the visiting team's exit interview was generally positive about El Camino College and its Compton Center, and included explicit commendation for the commitment El Camino has made to Compton and the work it has done at the Compton Center.
- Investment in the physical plant at Compton remains a critical issue. Significant progress has been made on developing an overall facilities plan for the campus. That plan is being used to guide near-term facilities decisions and will serve as the basis for a formal facilities master plan once the institution's educational master plan (now in development) is completed. Important facilities projects that are proceeding under the plan include completion of the new Library/Learning Resources building, a very trouble project that was initiated long before the State intervened at Compton, and the initiation of an urgently needed \$40 million-plus Infrastructure Improvement Project that has received State approval thanks in part to substantial help from officials in the System Office. To help underwrite the local share of the project, Compton will need to issue \$15 million of general obligation bonds under the authority it received from local voters when they approve the District's facility bond measure some years ago. Because of turmoil in the financial market that is proving to be a somewhat complicated task.
- Finally, Compton anticipates that it will be exposed to new and very difficult challenges because of the State's current fiscal problems and the clear potential for significant cuts to the system's budget. Compton has now drawn down approximately \$13 million of the \$30 million line of credit provided under A.B. 318 and, the fact is, it still is not operating entirely within its current, on-going revenue.



November 11, 2008

TO:

Dr. Thomas Fallo

SUBJECT:

EDGE Campaign

A resolution to endorse the Education, Diversity, and Growth in the Economy (EDGE) campaign was brought to the Board in October. Upon further investigation, I recommend that the item be withdrawn from Board consideration. Although the campaign has been endorsed by a number of public agencies, it is unclear as to the impact such an endorsement will have on the public policy discussions across the State. If this resolution merits consideration in the future, I will provide additional information and bring it back for Board action.

Jeanie Nishime

From: Francesca Bishop, 10/24/2008 Subject: Forensics Team accomplishments

Thanks for your interest in the Forensics Team. So far we have competed at three tournaments, traveling 14-16 students each time. We have more students on the team, but budget constraints require us to limit the amount we take to each competition.

We have had the best start to a season that I can remember. So good, in fact, that our beginning debaters have to move up to junior this weekend; that doesn't usually happen until the spring semester, but they have won so much they have used up their novice eligibility! Here are the highlights:

CONCORDIA EAGLE INVITATIONAL

In debate, one gold, two silvers, one bronze. Courtney Draper was the #2 novice speaker at the tournament.

In individual events, we took 1st, 2nd, and 3rd place in novice extemporaneous speaking, 1st place in novice impromptu speaking, and 8 other students were finalists in various events.

We were Community College Sweepstakes Champions

THE AMAZING REEL (1st PART OF CALIFORNIA DOUBLE-UP)

In novice debate, 2 gold, 2 silver, one bronze. In open debate, one bronze, one silver. Robert Maxwell was the top novice speaker at the tournament, and Stirling McKenzie was #2. Every 2-person debate team we took to the competition medaled

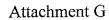
We won 2nd in over all Sweepstakes (they don't separate 2- and 4-year schools at this competition), and were Debate Sweepstakes Champions.

THE COUGAR CLASSIC (2nd PART OF THE CALIFORNIA DOUBLE-UP) In novice debate, one gold, two silvers. In open debate, one silver. Courtney Draper was again the #2 novice speaker at the tournament.

In individual events, Robert Maxwell was 2nd in novice extemporaneous speaking and 8 other students advanced to elimination rounds.

We were Parliamentary Debate Sweepstakes Champions.

I think we are on track to repeat as NPDA (National Parliamentary Debate Association) National Champions. If we do, it will be our third consecutive national title, and the fourth in five years. Let me know if you need further information. Francesca Bishop, Director of Forensics





EL CAMINO COMMUNITY COLLEGE DISTRICT

BOARD AGENDA ITEM REQUEST/INFORMATION SHEET

To: Business	Services Division		Date: 9/26/0	8
Subject: Be	oard Agenda Item for:	10/20/08	(Board Me	eeting Date)
From: Dr.	. Francisco Arce rea Vice President	Ext.:	3119	(Initial here)
Division Manage	er: Dr. Arvid Spor	E	xt. 3483	(Initial here)
Division Office_	Enrollment Servic	es		(Initial nere)
Contract Coordin	ator/Department Contact): _	Dr. Claudia Lee	Ext. 675	5 (Initial hore)
Please Check One	e: CONTRACT: x	PSA:	MEASURE	"E"
Insurance Require	ed: Yes No_X_			
CONTRACTOR	NAME: Envir	onmental Charter I	High School	
Date(s) of Service	e:2008 ·	- 2009 Academic ye	ear	
(a) Contract Amou Account No. (s)	unt \$0 Requi	sition No	/PO #	
Please complete	the following for NON-PO	DRIVEN Contract	ts:	
(b)Check one:	Income Generating	OR OR	No Cost:	X
Projected Income:	\$Projected Ex	penses: \$	Projected Net:	
Source of funding	(i.e., Grant, Partnership, Aga	reement, etc.):		
CONTRACTS; A	ACTS VALUED AT \$72,40 AND/OR "NO COST" CON THE UPCOMING BOAR	TRACTS WILL BE		TING
	OMPLETE THE FOLLOV ision/Dept. Program: High So	WING FOR ALL AC	GREEMENTS	· · ·
enefit to the Distri	vices: (Note: Provide a detail ict resulting from entering in aught at Environmental (to this agreement?)		at is the
== :				

Memorandum of Understanding Between Environmental Charter High School and El Camino College

Environmental Charter High School and El Camino College (ECC) have collaborated in the development of a Memorandum of Understanding (MOU) in support of the Environmental Charter High School participating in the El Camino College/High School Program in which El Camino College classes will be held at Environmental Charter High School.

Environmental Charter High School agrees to the following:

Student Registration

- 1. For every El Camino College class that is held at Environmental Charter High School, the minimum enrollment must be 70% of the maximum enrollment listed per class as designated and approved by the Dean in the respective area providing the class (Appendix B). If the minimum enrollment is not met at the end of the first week of classes, then the class will be cancelled.
- 2. All registration paperwork must be completed by the end of the first week of classes. If a student's paperwork has not been submitted by this time, the student will not be able to enroll in the class (this will affect the class remaining at the high school if the enrollment is below 70% of the maximum enrollment).
- 3. Any textbooks or supplies that students are required to have for the classes must be provided either by the students or the high school.
- 4. The Environmental Charter High School principal or designated counselor must monitor standards of student conduct in accordance with Environmental Charter High School Policy and ECC Board Policy 5506 (Appendix C), including consequences for unacceptable behavior.
- 5. Every student registering and enrolling in an El Camino College class held at the high school must obtain signatures from his/her parent <u>and</u> principal, counselor, or designated high school personnel on the ECC K-12 Concurrent Enrollment Application.
- 6. Additional information regarding high school student registration and enrollment can be found in Appendix A.

Class Selection/Requests

- 1. Environmental Charter High School must submit its requests for classes according to El Camino College deadlines for the Fall, Spring and Summer sessions as written in the Schedule Development Timeline distributed by the Office of the Vice President of Academic Affairs.
- 2. Environmental Charter High School is limited to having two (2) El Camino College classes located on their high school campus unless otherwise approved for additional classes by the El Camino College Vice President of Academic Affairs. (Any classes at the high school which are provided by a community college other than El Camino College must be approved by the El Camino College Vice President of Academic Affairs.)



- 3. After classes have been approved to be located at Environmental Charter High School, the high school must promote the El Camino College classes that will be offered on its campus in order to meet minimum enrollment requirements.
- 4. Students enrolled in the El Camino College classes will be deemed El Camino College students and must adhere to all El Camino College policies, including attendance.
- 5. Additional information regarding class selection/requests and instructors can be found in Appendix A.

El Camino College agrees to the following:

- 1. Environmental Charter High School will be informed of problems that occur with student applications so the student can correct any problems which may affect student and class enrollment.
- 2. If a student requests, El Camino College can issue the student a photo identification card as needed for labs, lectures and college discounts as long as the student has registered for and enrolled in an El Camino College class and has been issued an El Camino College identification number.
- 3. Environmental Charter High School will be given an El Camino College Calendar for the upcoming school year and a Schedule Development Timeline for class request deadlines.

Environmental Charter High School and El Camino College will make efforts to align their school calendars in order to maximize educational benefits for the students. To this end, when scheduling conflicts occur, the instructor will recommend adjustments in meeting times and days in coordination and with approval from the dean and the high school principal.

Indemnification

- a) ECC agrees to indemnify, defend and hold harmless Environmental Charter High School, its agents, officers and employees from and against any and all liability, expense, including defense costs and legal fees, and claims for damages of any nature whatsoever including, but not limited to, bodily injury, death, personal injury or property damage arising from the negligence of ECC's operations, or providing services hereunder.
- b) Environmental Charter High School agrees to indemnify, defend and hold harmless ECC, its agents, officers and employees from and against any and all liability, expense, including defense costs and legal fees, and claims for damages of any nature whatsoever including, but not limited to, bodily injury, death, personal injury or property damage arising from the negligence of Environmental Charter High School's operations, or providing services hereunder.

This MOU and its attachments represent the entire agreement of all involved parties and covers the period commencing with the 2008-09 school year and will be reviewed annually. This agreement will take effect upon approval by all parties which will include the Vice President of Academic Affairs, any other El Camino College representatives designated by the Vice President, and the Principal of Environmental Charter High School. This MOU will remain in effect until cancelled or amended by either party. Any cancellation of or amendments to this agreement must be submitted in writing to all parties and agreed upon by all parties prior to implementation.

In witness thereof, the parties have approved this agreement, executed in three original counterparts on this 2 4 day of Jope, 2008.

Environmental Charter High School

Print Name

Environmental Charter High School Principal

EL CAMINO COMMUNITY COLLEGE DISTRICT El Camino College

Print Name

Vice President of Academic Affairs

RANCISCO ARCS

Rocky Bonura

Director of Business Services

SEP 2.3 2008

to Booky - 9-19-08



Attachment G

BOARD AGENDA ITEM REQUEST/INFORMATION SHEET

EL CAMINO COMMUNITY COLLEGE DISTRICT

To: Business Services Division	Date: 20/20/08
Subject: Board Agenda Item for: $0/20/08$	(Board Meeting Date)
	3119 PMG
Area Vice President	(Initial here)
	t. 3483 (Inutal here)
Division Office GWWWent Sych	
Contract Coordinator/Department Contact):	Lee Ext. 6755
Please Check One: CONTRACT:PSA:	(Initial hers) MEASURE "E"
Insurance Required: YesNo	_
CONTRACTOR NAME: LAWNdale H.	<u> </u>
Date(s) of Service: 08-09 Wadowi C	year
(a) Contract Amount \$ Requisition No	
Please complete the following for NON-PO DRIVEN Contracts	
(b)Check one: Income Generating OR	No Cost:
Projected Income: \$Projected Expenses: \$P	rojected Net:
Source of funding (i.e., Grant, Partnership, Agreement, etc.):	
NOTE: CONTRACTS VALUED AT \$72,400 OR HIGHER; INCOCONTRACTS; AND/OR "NO COST" CONTRACTS WILL BE IN APPROVED AT THE UPCOMING BOARD MEETING	
PLEASE COMPLETE THE FOLLOWING FOR ALL AGE Description of Division/Dept. Program: SCHOOL CLASSES	REEMENTS
Description of Services: (Note: Provide a detailed description of the serbenefit to the District resulting from entering into this agreement?) 400 000000000000000000000000000000000	rvices/work. What is the

Memorandum of Understanding Between Lawndale High School and El Camino College

Lawndale High School and El Camino College (ECC) have collaborated in the development of a Memorandum of Understanding (MOU) in support of Lawndale High School participating in the El Camino College/High School Program in which El Camino College classes will be held at Lawndale High School.

Lawndale High School agrees to the following:

Student Registration

- 1. For every El Camino College class that is held at Lawndale High School, the minimum enrollment must be 70% of the maximum enrollment listed per class as designated and approved by the Dean in the respective area providing the class (Appendix B). If the minimum enrollment is not met at the end of the first week of classes, then the class will be cancelled.
- 2. All registration paperwork must be completed by the end of the first week of classes. If a student's paperwork has not been submitted by this time, the student will not be able to enroll in the class (this will affect the class remaining at the high school if the enrollment is below 70% of the maximum enrollment).
- 3. Any textbooks or supplies that students are required to have for the classes must be provided either by the students or the high school.
- 4. The Lawndale High School principal or designated counselor must monitor standards of student conduct in accordance with Lawndale High School Policy and ECC Board Policy 5506 (Appendix C), including consequences for unacceptable behavior.
- 5. Every student registering and enrolling in an El Camino College class held at the high school must obtain signatures from his/her parent <u>and</u> principal, counselor, or designated high school personnel on the ECC K-12 Concurrent Enrollment Application.
- 6. Additional information regarding high school student registration and enrollment can be found in Appendix A.

Class Selection/Requests

- 1. Lawndale High School must submit its requests for classes according to El Camino College deadlines for the Fall, Spring and Summer sessions as written in the Schedule Development Timeline distributed by the Office of the Vice President of Academic Affairs.
- 2. Lawndale High School is limited to having two (2) El Camino College classes located on their high school campus <u>unless</u> otherwise approved for additional classes by the El Camino College Vice President of Academic Affairs. (Any classes at the high school which are provided by a community college other than El Camino College must be approved by the El Camino College Vice President of Academic Affairs.)

- 3. After classes have been approved to be located at Lawndale High School, the high school must promote the El Camino College classes that will be offered on its campus in order to meet minimum enrollment requirements.
- 4. Students enrolled in the El Camino College classes will be deemed El Camino College students and must adhere to all El Camino College policies, including attendance.
- 5. Additional information regarding class selection/requests and instructors can be found in Appendix A.

El Camino College agrees to the following:

- 1. Lawndale High School will be informed of problems that occur with student applications so the student can correct any problems which may affect student and class enrollment.
- 2. If a student requests, El Camino College can issue the student a photo identification card as needed for labs, lectures and college discounts as long as the student has registered for and enrolled in an El Camino College class and has been issued an El Camino College identification number.
- 3. Lawndale High School will be given an El Camino College Calendar for the upcoming school year and a Schedule Development Timeline for class request deadlines.

Lawndale High School and El Camino College will make efforts to align their school calendars in order to maximize educational benefits for the students. To this end, when scheduling conflicts occur, the instructor will recommend adjustments in meeting times and days in coordination and with approval from the dean and the high school principal.

Indemnification

- a) ECC agrees to indemnify, defend and hold harmless Lawndale High School, its agents, officers and employees from and against any and all liability, expense, including defense costs and legal fees, and claims for damages of any nature whatsoever including, but not limited to, bodily injury, death, personal injury or property damage arising from the negligence of ECC's operations, or providing services hereunder.
- b) Lawndale High School agrees to indemnify, defend and hold harmless ECC, its agents, officers and employees from and against any and all liability, expense, including defense costs and legal fees, and claims for damages of any nature whatsoever including, but not limited to, bodily injury, death, personal injury or property damage arising from the negligence of Lawndale High School's operations, or providing services hereunder.

This MOU and its attachments represent the entire agreement of all involved parties and covers the period commencing with the 2008-09 school year and will be reviewed annually. This agreement will take effect upon approval by all parties which will include the Vice President of Academic Affairs, any other El Camino College representatives designated by the Vice President, and the Principal of Lawndale High School. This MOU will remain in effect until cancelled or amended by either party. Any cancellation of or amendments to this agreement must be submitted in writing to all parties and agreed upon by all parties prior to implementation.

In witness thereof, the parties have approved this agreement, executed in three original counterparts on this 3 rd day of Sept, 2008.

Lawndale High School

Vicente Bravo

Lawndale High School Principal

El Camino Community
College District

Print Name

Vice President of Academic Affairs

MANCISCO on ARCE

Rocky Bonura

SEP 23 2008

Director of Business Services



Attachment G

EL CAMINO COMMUNITY COLLEGE DISTRICT

BOARD AGENDA ITEM REQUEST/INFORMATION SHEET

To: Busin	less Services Division		Date: 9/26/08	· ·
Subject:	Board Agenda Item for:	10/20/08	(Board M	eeting Date)
From: Dr.	Francisco Arce Area Vice President	Ext.:_	3119	(Initial here)
Division Man	ager:Dr. Arvid Spor	· E	Ext. 3483	14-
Division Offic	ceEnrollment Service	ces	 	(Initial here)
Contract Coor	dinator/Department Contact):	Dr. Claudia Lee	Ext. 675	55
	One: CONTRACT: X			(Initial Here)
Insurance Req	uired: YesNo_X			
CONTRACT	OR NAME: Leuzir	nger High School		
Date(s) of Ser-	vice: 2008 -	- 2009 Academic yea	ar	
(a) Contract A Account No. (s	mount \$ 0 Requ	uisition No	/PO #	
Please compl	lete the following for NON-P	O DRIVEN Contrac	ts:	
(b)Check one:	Income Generating	OR	No Cost: _	X
Projected Incom	me: \$Projected E	expenses: \$	_Projected Net:	
Source of fund	ing (i.e., Grant, Partnership, A	greement, etc.):		
CONTRACTS APPROVED A PLEASE Description of I	CRACTS VALUED AT \$72,4 S; AND/OR "NO COST" CO AT THE UPCOMING BOAF C COMPLETE THE FOLLO Division/Dept. Program:	NTRACTS WILL BE RD MEETING WING FOR ALL A	E HELD UNTIL	
benefit to the Di	Services: (Note: Provide a detainstrict resulting from entering ites taught at Leuzinger H.	nto this agreement?)	services/work. Wh	

Memorandum of Understanding Between Leuzinger High School and El Camino College

Leuzinger High School and El Camino College (ECC) have collaborated in the development of a Memorandum of Understanding (MOU) in support of Leuzinger High School participating in the El Camino College/High School Program in which El Camino College classes will be held at Leuzinger High School.

Leuzinger High School agrees to the following:

Student Registration

- 1. For every El Camino College class that is held at Leuzinger High School, the minimum enrollment must be 70% of the maximum enrollment listed per class as designated and approved by the Dean in the respective area providing the class (Appendix B). If the minimum enrollment is not met at the end of the first week of classes, then the class will be cancelled.
- 2. All registration paperwork must be completed by the end of the first week of classes. If a student's paperwork has not been submitted by this time, the student will not be able to enroll in the class (this will affect the class remaining at the high school if the enrollment is below 70% of the maximum enrollment).
- 3. Any textbooks or supplies that students are required to have for the classes must be provided either by the students or the high school.
- 4. The Leuzinger High School principal or designated counselor must monitor standards of student conduct in accordance with Leuzinger High School Policy and ECC Board Policy 5506 (Appendix C), including consequences for unacceptable behavior.
- 5. Every student registering and enrolling in an El Camino College class held at the high school must obtain signatures from his/her parent <u>and</u> principal, counselor, or designated high school personnel on the ECC K-12 Concurrent Enrollment Application.
- 6. Additional information regarding high school student registration and enrollment can be found in Appendix A.

Class Selection/Requests

- 1. Leuzinger High School must submit its requests for classes according to El Camino College deadlines for the Fall, Spring and Summer sessions as written in the Schedule Development Timeline distributed by the Office of the Vice President of Academic Affairs.
- 2. Leuzinger High School is limited to having two (2) El Camino College classes located on their high school campus unless otherwise approved for additional classes by the El Camino College Vice President of Academic Affairs. (Any classes at the high school which are provided by a community college other than El Camino College must be approved by the El Camino College Vice President of Academic Affairs.)

- 3. After classes have been approved to be located at Leuzinger High School, the high school must promote the El Camino College classes that will be offered on its campus in order to meet minimum enrollment requirements.
- 4. Students enrolled in the El Camino College classes will be deemed El Camino College students and must adhere to all El Camino College policies, including attendance.
- 5. Additional information regarding class selection/requests and instructors can be found in Appendix A.

El Camino College agrees to the following:

- 1. Leuzinger High School will be informed of problems that occur with student applications so the student can correct any problems which may affect student and class enrollment.
- 2. If a student requests, El Camino College can issue the student a photo identification card as needed for labs, lectures and college discounts as long as the student has registered for and enrolled in an El Camino College class and has been issued an El Camino College identification number.
- 3. Leuzinger High School will be given an El Camino College Calendar for the upcoming school year and a Schedule Development Timeline for class request deadlines.

Leuzinger High School and El Camino College will make efforts to align their school calendars in order to maximize educational benefits for the students. To this end, when scheduling conflicts occur, the instructor will recommend adjustments in meeting times and days in coordination and with approval from the dean and the high school principal.

Indemnification

- a) ECC agrees to indemnify, defend and hold harmless Leuzinger High School, its agents, officers and employees from and against any and all liability, expense, including defense costs and legal fees, and claims for damages of any nature whatsoever including, but not limited to, bodily injury, death, personal injury or property damage arising from the negligence of ECC's operations, or providing services hereunder.
- b) Leuzinger High School agrees to indemnify, defend and hold harmless ECC, its agents, officers and employees from and against any and all liability, expense, including defense costs and legal fees, and claims for damages of any nature whatsoever including, but not limited to, bodily injury, death, personal injury or property damage arising from the negligence of Leuzinger High School's operations, or providing services hereunder.

SEP 23 2008

This MOU and its attachments represent the entire agreement of all involved parties and covers the period commencing with the 2008-09 school year and will be reviewed annually. This agreement will take effect upon approval by all parties which will include the Vice President of Academic Affairs, any other El Camino College representatives designated by the Vice President, and the Principal of Leuzinger High School. This MOU will remain in effect until cancelled or amended by either party. Any cancellation of or amendments to this agreement must be submitted in writing to all parties and agreed upon by all parties prior to implementation.

In witness thereof, the parties have appropriate counterparts on this day of	oved this agreement, executed in three original, 2008.
Leuzinger High School	EL CAMINO COMMUNITY COLLEGE DISTRICT El Camino College
Sonia Hiller	FRANCISCO M. ARCE
Print Name Soxia Miller	Print Name N N N N N N N N N N N N N
Leuzinger High School Principal	Vice President of Academic Affairs
	Print Name Print Name Director of Business Services

Oswald, Kathy

From:

Garten, Ann Marie

Sent:

Tuesday, November 11, 2008 5:19 PM

To: Cc: Fallo, Thomas Oswald, Kathy

Subject:

antique swap meet

Per your request for Board information, below is language from the ECC Facilities, Civic Center Rental Policy guide. This is what was used to make the determination that the Antique Swap meet fit within their current guidelines for Civic Center approval. I met with Bob, Bruce and June and we all agreed that for the future if there is a request that is new and/or seems "out of the ordinary" they will forward it to their VP for further consideration. As it stands now, the Antique Swap meet will not be able to use our facilities other than the one Sunday in December 2008, and 5 Sundays Jan. - May – as they will have used up their "monopolization waiver". All agreed that should they wish to have a more permanent agreement, it would have to go through the process for a contract that would go to the Board of Trustees.

I also have hard copies of the procedure if you want them.

Thanks

GENERAL PROVISIONS

1. MONOPOLIZATION: No use of facility shall be granted in such a manner as to constitute a monopoly for the benefit of any person or organization (Ed. Code Sec. 82537c). Requests for use of facilities for regularly scheduled rehearsals and practices will not normally be granted.

Statutes prohibit monopolization of any facility. The District has defined monopolization to be the use of a facility more than five events in one year. Application for use of facilities for more than one date must be received two (2) months prior to first day of usage in order to provide time for considerations.

Ann M. Garten Director, Community Relations 310-660-3406 - ph 310-660-3946 - f www.elcamino.edu

Four-Year Institution	Distance	2003-04	2004-05	2005-06	2006-07	2007-08
UC, Berkeley	357 mi	0	1	0	1	0
UC, Davis	378 mi	0	. 0	0	0	-0
UC, Irvine	26 mi	2	1	0	0	0
UC, Los Angeles	19 mi	3	1	0	0	1
UC, Merced	272 mi			0	0	0
UC, Riverside	52 mi	0	2	1	1	0
UC, San Diego	90 mi	0	0	0	0	0
UC, Santa Barbara	101 mi	1	1	0	0	0
UC, Santa Cruz	305 mi	0	0	0	0	0
University of California Total		6	6	1	2	1
California Maritime Academy	367 mi	0	0	0	0	0
Cal Poly, San Luis Obispo	171 mi	0	0	0	0	0
Cal Poly, Pomona	26 mi	3	2	6	0	2
CSU, Bakersfield	115 mi	1	3	0	1	0
CSU, Channel Islands	52 mi	0	0	0	0	0
CSU, Chico	452 mi	0	1	. 0	0	0
CSU, Dominguez Hills	3 mi	114	87	112	77	74
CSU, East Bay	339 mi	2	1	0	0	4
CSU, Fresno	221 mi	1	0	0	1	0
CSU, Fullerton	19 mi	. 0	6	6	3	0
CSU, Long Beach	9 mi	16	13	17	20	8
CSU, Los Angeles	14 mi	12	16	19	9	7
CSU, Monterey Bay	280 mi	0	0	0	0	0
CSU, Northridge	31 mi	1	1	0	1	2
CSU, Sacramento	371 mi	0	0	1	1	0
CSU, San Bernardino	55 mi	3	1	5	3	3
CSU, San Marcos	80 mi	0	0	0	0	0
CSU, Stanislaus	293 mi	1	0	0	0	0
Humboldt State University	581 mi	0	0	2	1	0
San Diego State University	101 mi	0	. 0	0	0	1
San Francisco State University	358 mi	0	1	0	0	0
San José State University	316 mi	0	0	0	0	3
Sonoma State University	397 mi	0	0	0	0	0
California State University Total		154	132	168	117	104
Grand Total (UC and CSU)		160	138	169	119	105

Source: California Postsecondary Education Commission

Green highlight indicates a medium pathway (20-99 transfers).

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UC, Davis	375 mi	8	5	8	4	10
UC, Irvine	32 mi	51	52	42	60	55
UC, Los Angeles	15 mi	142	131	141	116	133
UC, Merced	268 mi			3	1	1
UC, Riverside	58 mi	13	12	22	14	17
UC, San Diego	94 mi	13	20	26	26	39
UC, Santa Barbara	95 mi	19	23	32	25	13
UC, Santa Cruz	300 mi	10	11	10	5	, 8
University of California Total		288	277	309	272	323
California Maritime Academy	363 mi	3	0	0	0	3
Cal Poly, San Luis Obispo	165 mi	4	3	12	2	5
Cal Poly, Pomona	32 mi	23	30	44	47	29
CSU, Bakersfield	111 mi	2	3	4	5	. 2
CSU, Channel Islands	46 mi	3	2	3	1	6
CSU, Chico	449 mi	9	18	12	6	2
CSU, Dominguez Hills	5 mi	356	337	358	349	346
CSU, East Bay	335 mi	0	3	2	3	4
CSU, Fresno	218 mi	3	4	2	2	1
CSU, Fullerton	26 mi	51	100	69	83	99
CSU, Long Beach	14 mi	311	369	342	449	434
CSU, Los Angeles	16 mi	68	91	90	74	90
CSU, Monterey Bay	275 mi	5	. 3	3	2	2
CSU, Northridge	27 mi	34	40	50	55	55
CSU, Sacramento	367 mi	3	4	4	0	6
CSU, San Bernardino	61 mi	4	10	7	9	4
CSU, San Marcos	85 mi	1	2	0	2	2
CSU, Stanislaus	289 mi	0	0	0	2	0
Humboldt State University	577 mi	4	6	8	14	8
San Diego State University	106 mi	9	9	31	30	
San Francisco State University	353 mi	20	11	19	15	20
San José State University	312 mi	5	2	5	4	11
Sonoma State University	392 mi	4	3	3	4	3
California State University Total		922	1,050	1,068	1,158	1,161
Grand Total (UC and CSU)		1,210	1,327	1,377	1,430	1,484

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ECC Institutional Research 10/22/2008

Four-Year Institution	Distance	2003-04	2004-05	2005-06	2006-07	2007-08
UC, Berkeley	357 mi	0	1	0	1	0
UC, Davis	378 mi	0	0	0	0	0
UC, Irvine	26 mi	2	1	0	0	0
UC, Los Angeles	19 mi	3	1	0	0	1
UC, Merced	272 mi			0	0	0
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CSU, Fresno	221 mi	1	0	0	1	0
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CSU, San Bernardino	55 mi	3	1	5	3	3
CSU, San Marcos	80 mi	0	0	0	0	0
CSU, Stanislaus	293 mi	1	0	0	0	0
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CSU, Fresno	218 mi	3	4	2	2	1
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California State University Total		922	1,050	1,068	1,158	1,161
Grand Total (UC and CSU)		1,210	1,327	1,377	1,430	1,484

Source: California Postsecondary Education Commission

Green (lighter) highlights are medium pathways (20-99); blue (darker) highlights are larger pathways (100+).

Four-Year Institution	Distance	2003-04 2	004-05 2	2005-06	2006-07	2007-08
UC, Berkeley	357 mi	0	1	0	1	0
UC, Davis	378 mi	0	0	0	0	0
UC, Irvine	26 mi	2	1	0	0	0
UC, Los Angeles	19 mi	3	1	0	0	1
UC, Merced	272 mi			0	0	0
UC, Riverside	52 mi	0	2	1	1	0
UC, San Diego	90 mi	0	0	0	0	0
UC, Santa Barbara	101 mi	1	1	0	0	0
UC, Santa Cruz	305 mi	0	0	0	0	0
University of California Total		6	6	11	2	1
California Maritime Academy	367 mi	0	0	0	0	0
Cal Poly, San Luis Obispo	171 mi	0	0	0	0	0
Cal Poly, Pomona	26 mi	3	2	6	0	2
CSU, Bakersfield	115 mi	1	3	0	1	0
CSU, Channel Islands	52 mi	0	0	0	0	0
CSU, Chico	452 mi	0	1	0	0	0
CSU, Dominguez Hills	3 mi	114	87	112	77	74
CSU, East Bay	339 mi	2	1	0	0	4
CSU, Fresno	221 mi	1	0	0	1	0
CSU, Fullerton	19 mi	0	. 6	6	3	0
CSU, Long Beach	9 mi	16	13	17	20	8
CSU, Los Angeles	14 mi	12	16	19	9	7
CSU, Monterey Bay	280 mi	0	0	0	0	0
CSU, Northridge	31 mi	1	1	0	1	2
CSU, Sacramento	371 mi	0	0	1	1	0
CSU, San Bernardino	55 mi	3	1	5	3	3
CSU, San Marcos	80 mi	0	0	0	0	0
CSU, Stanislaus	293 mi	1	0	0	0	0
Humboldt State University	581 mi	0	0	2	1	0
San Diego State University	101 mi	0	0	0	0	1
San Francisco State University	358 mi	0	1	0	0	0
San José State University	316 mi	0	0	0	0	3
Sonoma State University	397 mi	0	0	0	0	0
California State University Total	om bon Son jen Sonom del male finst	154	132	168	117	104
Grand Total (UC and CSU)		160	138	169	119	105

Source: California Postsecondary Education Commission

Green highlight indicates a medium pathway (20-99 transfers).

El Camino College (Torrance) Reported CSU/UC Transfer Counts Five-year Trend

Four-Year Institution	Distance	2003-04	2004-05	2005-06	2006-07	2007-08
UC, Berkeley	353 mi	32	23	25	21	47
UC, Davis	375 mi	8	5	8	4	10
UC, Irvine	32 mi	51	52	42	60	55
UC, Los Angeles	15 mi	142	131	141	116	133
UC, Merced	268 mi			3	1	1
UC, Riverside	58 mi	13	12	22	14	17
UC, San Diego	94 mi	13	20	26	26	39
UC, Santa Barbara	95 mi	19	23	32	25	13
UC, Santa Cruz	300 mi	10	11	10	5	8
University of California Total		288	277	309	272	323
California Maritime Academy	363 mi	3	0	0	0	3
Cal Poly, San Luis Obispo	165 mi	4	3	12	2	5
Cal Poly, Pomona	32 mi	23	30	44	47	29
CSU, Bakersfield	111 mi	2	3	4	5	2
CSU, Channel Islands	46 mi	3	2	3	1	6
CSU, Chico	449 mi	9	18	12	6	2
CSU, Dominguez Hills	5 mi	356	337	358	349	346
CSU, East Bay	335 mi	0	3	2	3	4
CSU, Fresno	218 mi	3	4	2	2	1
CSU, Fullerton	26 mi	51	100	69	83	99
CSU, Long Beach	14 mi	311	369	342	449	434
CSU, Los Angeles	16 mi	68	91	90	74	90
CSU, Monterey Bay	275 mi	5	3	3	2	2
CSU, Northridge	27 mi	34	40	50	55	55
CSU, Sacramento	367 mi	3	4	4	0	6
CSU, San Bernardino	61 mi	4	10	7	9	4
CSU, San Marcos	85 mi	1	2	0	2	2
CSU, Stanislaus	289 mi	0	0	0	2	0
Humboldt State University	577 mi	4	6	8	14	8
San Diego State University	106 mi	9	9	31	30	29
San Francisco State University	353 mi	20	11	19	15	20
San José State University	312 mi	5	2	5	4	11
Sonoma State University	392 mi	4	3	3	4	3
California State University Total	900000 2007 - Park 10000 1 2 10000 1000	922	1,050	1,068	1,158	1,161
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ECC Institutional Research 10/22/2008

Four-Year Institution	Distance	2003-04	2004-05	2005-06	2006-07	2007-08
UC, Berkeley	357 mi	0	1	0	1	0
UC, Davis	378 mi	0	0	0	0	0
UC, Irvine	26 mi	2	1	0	0	0
UC, Los Angeles	19 mi	3	1	0	0	1
UC, Merced	272 mi			0	0	0
UC, Riverside	52 mi	0	2	1	1	0
UC, San Diego	90 mi	0	0	0	0	0
UC, Santa Barbara	101 mi	1	1	0	0	0
UC, Santa Cruz	305 mi	0	0	0	0	0
University of California Total		6	6	1	2	1
California Maritime Academy	367 mi	0	0	0	0	0
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Cal Poly, Pomona	26 mi	3	2	6	0	2
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CSU, Channel Islands	52 mi	0	0	0	0	0
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CSU, Fresno	221 mi	1	0	0	1	0
CSU, Fullerton	19 mi	0	6	6	3	0
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UC, Merced	272 mi			0	0	0
UC, Riverside	52 mi	0	2	1	1	0
UC, San Diego	90 mi	0	0	0	0	0
UC, Santa Barbara	101 mi	1	1	0	0	0
UC, Santa Cruz	305 mi	0	0	0	0	0
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CSU, Bakersfield	115 mi	1	3	0	1	0
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CSU, Northridge	31 mi	1	1	0	1	2
CSU, Sacramento	371 mi	0	0	1	1	0
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CSU, San Marcos	80 mi	0	0	0	0	0
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San José State University	316 mi	0	0	0	0	3
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California State University Total	MANGEL ST. COMPANY & AND ALL P. L. CANTER	154	132	168	117	104
Grand Total (UC and CSU)		160	138	169	119	105

Source: California Postsecondary Education Commission

Green highlight indicates a medium pathway (20-99 transfers).

From: Jo Ann Higdon November 12, 2008 12:01 PM

To: Fallo, Thomas

Subject: Board Write Up On Roadium and Bond Sale

Roadium

The College's current contract with the Roadium is for \$180,000 and expires May 31, 2008. Ten thousand (of the \$180,000) is transferred to the "Presidential Scholars Fund" and \$25,000 is transferred to Auxiliary Services and becomes part of their General Fund revenue.

This contract was initially for five years plus an option period of five years; we are nearing the end of the option period. The Roadium leases 747 parking spaces for weekends, holidays and semester breaks.

November 11, 2008

To: Thomas M. Fallo From: Jo Ann Higdon Bond Sale for E C C

To date, the College has issued both Series A and Series B bonds totaling \$213,700. Given our current spending plan projection, our next bond Series will be needed prior to the beginning of our construction commitments for the new MBA building (in Spring of 2010). Due to ever changing market conditions and the College's need to remain fiscally responsible, it is recommended that the College would begin its marketing of the next series of bonds around the Fall of 2009. The original plan developed in 2002 was to have two additional series of bonds: Series C issued in August of 2009 for \$100,000 and Series D issued in August of 2012 for \$80,816,464. Given the current climate, and in order to secure the fiscal resources needed for the College's construction plan, consideration will be given to the issuance of the remaining bonds in the Fall of 2009.

As you know, without exception, all community college bonds passed for a total of \$5.4 billion in new construction bond measures authorized by the tax payers of our State. Based upon discussions with professionals across the state, the reasons are as follows:

- 1. The tax payer understands the underlying value to the economy of bond expenditures. As you know, any bond dollar spent actually churns several dollars in the economy (factors being used were 2.5 and up).
- 2. The tax payer realizes that construction prices will begin to fall, and that there will be great spending value for their tax dollars.
- 3. The tax payer comprehends that the bonds that will be sold will carry a very low interest rate (that will more than offset the higher bond insurance rates), and therefore another great buy for the tax payer.
- 4. The tax payer supports their neighborhood community college.
- 5. The tax payer perceives the community college as being the answer to unemployment and underemployment.
- 6. And, apparently both political parties understand this ground swell of support as well.
- 7. While we keep reading of declining assessed valuations, in LA County the prices are actually holding or declining at a reduced rate compared to Orange and Riverside counties.

Dear Trustee Gen: the revised Transfer Studies Certificate CSU General Education Breadth Requirements encompass courses under five areas; these are Areas A - E only. The actual Areas and courses are shown below. If you would like more information about the Areas I will be pleased to discuss them with you.

Regards

Francisco Arce

Transfer Studies Certificate

A certificate of achievement will be granted to students who complete a minimum of 39 units from category A through E of the CSU general education requirements.

CSU General Education Requirements

Area A - Communication in the English Language and

Critical Thinking (9 units required)

One course from each subsection.

- 1. Speech Communication 1, 3, 4, 12
- 2. English 1A
- 3. English 1C, Philosophy 5, 8, Psychology 3, Speech Communication 4

Area B - Physical Universe and its Life Forms

(minimum 9 units)

One course must be completed from each subsections; one

course must include a laboratory (marked by *).

Note: an entry level mathematics Examination (ELM) is

required by CSU unless the student is certified in area B3 by a

community college.

1. Physical Sciences:

Astronomy 12*, 20, 25

Chemistry 1A*, 4*, 20*, 21A*

Geography 1, 6*, 9

Geology 1, 2, 3*, 4*, 6*, 15, 30*, 32*, 34*, 36*

Oceanography 10*

Physical Science 25*

Physics 1A*, 2A*, 3A*, 3B*, 11, 12*

2. Life Sciences:

Anatomy 30*, 32*

Anthropology 1

Biology 8*, 10*, 11*, 12*, 15, 16*, 17, 18*, 101*, 102*, 103

3. The courses listed above in B.1. and B.2. marked with

an asterisk meet the laboratory requirement.

4. Mathematics/Quantitative Reasoning:

Mathematics 110, 111, 115, 120, 130, 140, 150, 160, 170,

180, 190, 210

Psychology 9A

Sociology 109

Area C - Arts, Literature, Philosophy and Foreign

Languages (minimum 9 units)

At least one course from subsection 1 and one course from subsection 2.

1. Arts:

Architecture 104

Art 1, 2, 3, 4, 5A, 5B, 6, 7, 9, 108, 150

Dance 1, 3

Film/Video 1, 52, 53

Music 11, 12, 13, 15A, 15B

Speech Communication 8

Theater 1, 4, 8

2. Humanities:

Chinese 1, 2

English 1B, 10, 11, 12, 15A, 15B, 18, 20, 21, 22, 23, 24A, 25A,

26, 27, 28, 29, 30, 31, 34, 35, 36, 39, 40A, 40B, 41A,

41B, 42, 43, 44, 46, 47

French 1, 2, 3, 4, 5, 6, 24, 35

German 1, 2, 3, 4, 5, 24

History 8, 37

Humanities 1

Italian 1, 2, 24

Japanese 1, 2, 3, 4, 25

Philosophy 2, 3, 7, 10, 11, 23

Sign Language/Interpreter Training 15, 16, 17A

Spanish 1, 2, 3, 4, 5, 6, 24, 52A, 52B

Area D - Social, Political and Economic Institutions and

Behavior; Historical Background (minimum 9 units)

Courses must be selected from at least two different subsections.

Courses listed in more than one subsection can be used for credit in one subsection only.

1. Anthropology and Archaeology:

Anthropology 2, 3, 4, 6, 7, 8, 9, 10, 11

2. Economics:

Economics 1, 2, 5

3. Ethnic Studies:

American Studies 3

Ethnic Studies 1

History 9, 16A, 16B, 17, 32

Political Science 5

Psychology 10

Sociology 107

Speech Communication 14

4. Gender Studies:

Anthropology 9

History 18A, 18B

Women's Studies 1

5. Geography:

Geography 2, 5, 7

6. History:

History 1A, 1B, 3, 4, 5A, 5B, 8, 9, 11, 12A, 12B, 14A, 14B,

16A, 16B, 17, 18A, 18B, 19, 22, 25, 27, 30, 32, 37

History of Science 11

7. Interdisciplinary Social/Behavioral Science:

American Studies 1, 3, 7

Child Development 3

History 6

Speech Communication 5, 14

8. Political Science, Government and Legal Institutions:

Political Science 1, 2, 3, 5, 6, 8, 10

9. Psychology:

Physical Education 275

Psychology 5, 8, 9B, 10, 11, 12, 15, 16, 21, 22

10. Sociology and Criminology:

Sociology 101, 102, 104, 107, 112

Area E - Lifelong Understanding and Self-Development

(3 units)

Child Development 3

Contemporary Health 1

Human Development 10

Nutrition and Foods 11

Physical Education 280

Psychology 2, 12, 16, 33

Sociology 102

One unit may be taken from: Physical Education 1abcd, 2abcd,

7abcd, 54abcd, 220abcd, 221abcd, 232abcd, 241abcd, 242abcd,

251abed, 260, 300abed, 400abed, 401abed, 402abed, 403abed

(Warning: an Area E approved two-unit course would be required with

one of these one-unit courses to meet the 3 unit minimum. El Camino

College does not currently offer an approved 2-unit course in this area.

See your counselor for further information.)

All CSU campuses have a graduation requirement in U.S. History,

Constitution, and American Ideals of 6 semester units. One

course is required from Group 1 and one course is required from

Group 2.

Group 1: History 1A 1B, 9, 16A, 16B, 17, 18A, 18B, 32

Group 2: Political Science 1, 8

Source: 2008-2009 El Camino College Catalog

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

November 11, 2008

Reduced Proposition 98 Funding For K-14 Education

Given the substantial drop in General Fund revenues, the Governor proposes a sizeable reduction in Proposition 98 funding, which supports K-12 education and community colleges. As shown in Figure 6, the Governor proposes to reduce Proposition 98 General Fund spending in 2008–09 by \$2.5 billion. For K-12 education, the Governor proposes to reduce funding by \$2.2 billion—a decline of slightly more than 4 percent from the 2008–09 Budget Act level. For the California Community Colleges (CCC), the Governor proposes to reduce funding by \$332 million—a decline of slightly more than 5 percent. (The administration has not updated its estimate of property tax revenues since the 2008–09 Budget Act was adopted. We estimate property tax revenues have dropped substantially, which automatically adds to the state's General Fund shortfall.)

Other	6,359 106	0,02 <i>1</i> 106	332	J.2
K-12 education California Community Colleges	\$51,620	\$49,453 6,027	\$2,168 332	4,2% 5,2
	Budget Act	Special Session	Difference I	Percent
2008-09 Dollars in Millions)				
Proposition 98 Funding				
Governor Proposes \$2.5	Billion M	idyear Re	duction in	1

Almost Entire Reduction Applied to Revenue Limits/Apportionments. Figure 7 lists the specific Proposition 98 reductions proposed in the Governor's special session plan. As shown in the figure, the Governor proposes to withdraw the 0.68 percent cost—of–living adjustment (COLA) that the 2008–09 Budget Act had provided to K–12 revenue limits and CCC apportionments: Base reductions of \$1.8 billion for K–12 revenue limits and almost \$300 million for CCC apportionments are then proposed. In addition to the

revenue limit/apportionment reduction, the Governor's proposal captures a small amount of savings from programs that have lower-than-expected expenditures.

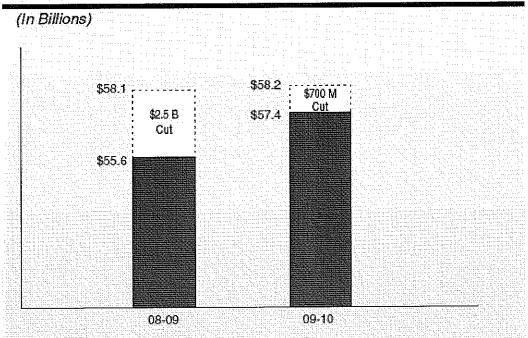
Figure 7		
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		And the conformal and all this to the property of the contract
Archidil Diale-Budd		98 Midyear Reductions
(40Vernor's Pron	osea Proposition	av midsest keauchous

	1000			
Rescind COLA ^a				\$28
K-12 revenue limits				(244
California Community Coll	ege (CCC) apportior	nments	(40
Reduce base funding				2,08
K-12 revenue limits				(1,791
CCC apportionments				(292
Capture savings from curren	t year			13
Child care programs				(97
K-12 programs				(35
Total				\$2.50

To Mitigate Cut, Plan Provides Much More Flexibility. The Governor's proposal contains several limited—term flexibility provisions designed to help districts respond to a sizeable midyear reduction. The administration proposes loosening many major fiscal requirements now placed on districts. To backfill the proposed revenue limit cut, the Governor would allow districts to transfer unlimited amounts and completely drain prior-year ending balances from virtually any categorical program. His flexibility proposals also include cutting reserves for economic uncertainties in half, reducing routine maintenance reserves from 3 percent to 2 percent, and suspending local deferred maintenance matches.

Across Two Years, Governor's Proposed Reductions Total More Than \$3 Billion. Figure 8 shows the 2009–10 impact of the Governor's proposed midyear reduction. If the entire \$2.5 billion reduction were made in 2008–09, the Proposition 98 minimum guarantee in 2009–10 would be \$57.4 billion (assuming all of the Governor's revenue estimates and proposals). This reflects a programmatic cut of about \$700 million. Across the two years, therefore, the Governor's proposed reductions total \$3.2 billion from the funding levels assumed at the time the 2008–09 Budget Act was adopted.

Figure 8
Governor Proposes \$3.2 Billion Reduction in Proposition 98 Funding Across Two Years^a



^a Reflects reductions in Proposition 98 funding from the levels otherwise assumed at the time the 2008-09 Budget Act was adopted. Based on the administration's revenue estimates and proposals, but does not reflect the potential 2009-10 impact of the lottery proposal.