



EL CAMINO COMMUNITY COLLEGE DISTRICT

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

April 17, 2008

Board of Trustees
El Camino Community
College District

Dear Members of the Board:

I trust you enjoyed your spring break week and last weekend's summer vacation weather. Students have returned to campus and are eager and excited to complete the second half of the spring semester culminating in El Camino College's Commencement on Friday, June 6, 2008.

The April Board agenda is initiated with an important presentation of El Camino College's Accountability Report for Community Colleges (ARCC) status by Director of Institutional Research, Irene Graff.

Additionally, the Board is scheduled to hear public presentations on Negotiations between El Camino Community College District and the El Camino Police Officers Association for 2007/2008 Re-Opener Negotiations.

Although the consent agenda is relatively routine, please note the following:

- A. Academic Affairs items are important yet relatively routine and include changes in Board policies and curriculum.
- B. In the Student Services section, Item K, page 35, there are five recommended expulsions. You have a confidential communication explaining this action with this letter. If you have any questions, it will be necessary to recess to closed session for answers and return to open session before taking action.

Students Services, Item F, page 31, with detailed listing starting at page 36, requests ratification of Community Education courses for fall 2007. Attachment 1 provides supplemental information regarding the Ed to Go partnership for these popular and profitable courses.

Student Services, Item J, page 35, recommends approval of International Travel for various student recruiting activities and potential business service contracts. Attachment 2 provides additional background.

The Student Services area originally recommended a student field trip for a national Pow Wow in New Mexico on April 25-27, 2008. Without sufficient information, the recommendation is not on this Board agenda. If we are in a position to recommend this to the Board, I will make a public announcement at the April meeting and request ratification at the May meeting. Travel arrangements by van presents some concern.

- C. The Administrative Services section presents the Quarterly Fiscal Status Report, General Fund Expenditures, and recent budget transfers.

Another extremely important item in the Administrative Services section is the Transfer Agreement Between El Camino Community College District and the Compton Community College District for Law Enforcement Services. Essentially, El Camino College will now provide all law enforcement services at the Compton Center. The recommended agreement is shown on attachment 3.

Administrative Services, Measure E Bond Fund, page 105, is an item informing you that we will temporarily pave the north field for use as a parking site. We are also exploring off-campus parking areas to provide shuttle service to and from campus while in construction of the parking structure west of Marsee Auditorium. Before the last Board meeting, we broke ground on the structure.

Administrative Services, Human Resources, recommends including approval of the El Camino College Federation of Teachers (ECCFT) contract agreement.

- D. The Superintendent/President's section provides recommendations from Trustee Combs on candidates for the California Community College Trustees election and lists three new Citizens' Bond Oversight Committee membership recommendations.

As mentioned earlier in this letter, Closed Session may include a discussion of student expulsions and a very brief discussion of the Superintendent/President's evaluation.

Your reading packet includes an Inglewood Center Report-Spring 2008 and a listing of April, May and June events. Please let Kathy Oswald know if you wish to attend any of these events.

The following items are presented for your perusal:

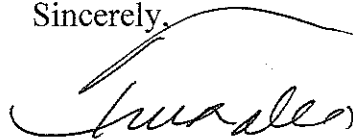
1. *President's Newsletters*, March 23, March 14, and February 28, 2008;
2. Testimony for the Assembly Budget Subcommittee on Education Finance, April 2, 2008;
3. Community College League of California Fast Facts 2008;
4. Letter from Professor Sara Blake regarding new Humanities Building;
5. Memo from Harold Tyler to Dr. Nishime informing us that Vincent Armstrong attended the ASACC Conference in Washington, D.C., March 7-11, 2008;
6. "College of the Redwoods Closer to Picking President," *The Times-Standard*, March 25, 2008;
7. "Numbers Rule for Third Presidential Candidate to Visit College of the Redwoods this Week," *The Eureka Reporter*, April 11, 2008;
8. "Down the Rabbit Hole," *The Daily Breeze*, April 5, 2008;
9. "Crenshaw Boulevard," *Peninsula People*, April 2008;
10. "Harsh Impact of Cuts in Cal Grants," *Mercextra.com*, April 1, 2008;
11. "ECC Female Leaders Hone Legacy," *The Daily Breeze*, March 30, 2008;
12. "Out of Control," *The Daily Breeze*, April 6, 2008;
13. "Two School Districts Will Take Their Needs to Voters," *The Daily Breeze*, February 28, 2008;
14. "El Camino Teacher Lives, Breathes News," *Daily Breeze*, March 8, 2008;
15. "National Retailers Give Compton a Boost," *Los Angeles Times*, March 31, 2008;
16. "The New Wave of Young Presidents," *Community College Times*, January 4, 2008;
17. "No Controversy Behind Departure, College Chancellor Says," *Union-Tribune*, March 29, 2008;
18. "Dan Walters: Statistics Refute Rhetoric on School Spending," *Sacramento Bee*, April 2, 2008;

19. "Portantino Disappointed About Losing Post," *La Canada Valley Sun*, March 20, 2008;
20. "Final Story in a Four-Part Series: Colleges Short of Cash, But Reform Possible," *Contra Costa Times*, March 24, 2008;
21. "Troubled Students Now Put on Watch Lists," *The Associated Press*, March 28, 2008;
22. "El Camino College Admits Robbing Spree Netted Cells, MP3's," *The Daily Breeze*, March 27, 2008;
23. "Outdoor Sirens, Low-Tech But Highly Effective, Bolster Colleges," *The Chronicle of Higher Education*, March 24, 2008;
24. "Campus Violence, Viewed from Afar," *Inside Higher Ed*, March 20, 2008;
25. "Bomb Threat Shuts Schools," *Daily Democrat*, March 19, 2008;
26. "Man Allegedly Brings Gun to Solano College," *Times-Herald*, March 18, 2008;
27. "Officials Faulted for Santa Ana College Fire Alarm Problems," *Los Angeles Times*, March 14, 2008;
28. "Report Tells How to Improve College Education," *San Francisco Chronicle*, April 10, 2008;
29. "At Community Colleges, a Call to Meet New Students at the Front Door," *The Chronicle of Higher Education*, March 28, 2008;
30. "Colleges Need to recognize, and Serve, the three Kinds of Latino Students," *The Chronicle of Higher Education*, March 28, 2008;
31. "Community Colleges Grapple with Commitment to Remedial Courses," *InsideBayArea.Com*, March 24, 2008;
32. "State's Community Colleges: A 'C' for Challenges," *InsideBayArea.Com*, March 23, 2008;
33. "New Data Predict Major Shifts in Student Population, Requiring Colleges to Change Strategies," *The Chronicle of Higher Education*, March 20, 2008;

33. "New Data Predict Major Shifts in Student Population, Requiring Colleges to Change Strategies," *The Chronicle of Higher Education*, March 20, 2008;
34. "Demographic Boom and Bust," *Inside Higher Ed*, March 20, 2008;
35. "Demand for Coveted University of California Slots Will Soon Drop," *Mercury News*, March 18, 2008;
36. "Population Shift Sends Universities Scrambling," *Washington Post*, March 10, 2008;
37. "The Syllabus becomes a Repository of Legalese," *The Chronicle of Higher Education*, March 14, 2008;
38. "College of Marin in Crisis," March 29, 2008;
39. "College of Marin Instructors Reap High 'Overload' Wages," March 29, 2008/
40. South Bay Business Calendar, *The Daily Breeze*, April 6, 2008;

If you have any questions, comments or concerns, please feel free to contact Kathy Oswald or me. I look forward to seeing you after 3 p.m. on Monday, April 21, 2008 prior to our 4 p.m. Board meeting.

Sincerely,



Thomas M. Fallo
Superintendent/President

TMF/kao

CC: Vice Presidents, Provost, Director of Community Relations



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

A handwritten signature in black ink, appearing to read "Jeanie Nishime".

April 15, 2008

TO: Board of Trustees

SUBJECT: ED2GO
Board of Trustees Meeting – April 21, 2008

The following information is provided regarding one of the providers for our community Education courses at El Camino College.

The majority of courses offered through the Community Education program are in partnership with businesses such as Ed2Go, e.Approach, Boston Reed, Institute for Reading, and Collette Vacations. A predetermined rate fee is paid to the partner per student enrollment. The Ed2Go partnership is particularly popular and profitable for Community Education. For example, the Ed2Go class for Introduction to Microsoft Excel 2003 is advertised for \$89 and after paying Ed2Go \$52, Community Education has a profit of \$37. With minimal marketing and registration efforts, the program sells itself and generates close to 40% profit. Additionally, it fills the categories for which Community Education lacks instructors. In Summer 2007 and Fall 2007, Ed2Go courses generated a total gross of \$25,659 and the net for Community Education was \$19,853.

JN/mre



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

April 15, 2008

TO: Board of Trustees

SUBJECT: INTERNATIONAL STUDENT PROGRAM
Board of Trustees Meeting – April 21, 2008

Each fall and spring, the Coordinator for International Students recruits new international (F-1 visa) students at overseas college fairs in Asia. 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 cost of education in the United States. In Fall 2007, of the 172 new international students enrolled at ECC, twenty students were introduced to ECC through the overseas college fairs. Since F-1 students are required to enroll full-time and to pay out-of-country tuition, these twenty students paid \$50,880 for one semester of study at ECC.

This spring, the Coordinator attended college fairs in Macau, Hong Kong, Kuala Lumpur, Jakarta, Singapore, Penang, Bangkok, and Ho Chi Minh City. Colleges from 19 different states joined the AEO Tour. Among the participating colleges 5 were two-year colleges, 11 state universities, 9 private universities and 2 boarding schools. A total of 19 states were represented on this tour.

Below is a summary of the number of students represented at each college fair and the expected number of recruits from each location.

Macau: Total number of students seen 234

Expecting 1-2 students from this city by Fall 2008

Hong Kong: Total number of students seen in Hong Kong 315

Expecting 10-15 students from this city by Fall 2008

Kuala-Lumpur, Malaysia: Total number of students seen in KL 1316

Expecting 2-3 students from this city by Fall 2008

Jakarta, Indonesia: Total number of students seen in Jakarta 1034

Expecting 3-4 students from this city by Fall 2008

Singapore: Total Number of Students seen in Singapore 1244

Expecting 2-4 students from this city by Fall 2008



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

Penang: Total number of students seen in Penang 234
Expecting 1-2 students from this city by Fall 2008

Bangkok, Thailand: Total number of students seen in BKK 280
Expecting 1-2 students from this city by Fall 2008

Ho Chi Minh City: Total number of students seen in HMC 420
Expecting 3-4 students from this city by Fall 2008

Biannual recruiting trips are also conducted to Japan – the country from which the majority (40%) of our F-1 students originates. This spring, ECC has enrolled 741 F-1 visa students – a 9.23% increase over spring 2007.



Memorandum

April 15, 2008

To: President Thomas M. Fallo
From: Jeff Marsee, Vice President of Administrative Services
Copy: Peter Landsberger, Special Trustee
Doris Givens, Provost
Subject: Transfer Agreement to ECC of Law Enforcement Services

Provost Givens requested that El Camino College District investigate the possibility of transferring all the campus police functions to ECC. It was believed that placing the Compton Police Force under a single command structure would both provide enhanced control of security at the Center and result in certain efficiencies that could not be realized with two separate operations. The intent was to provide for a transfer of law enforcement services to ECC with the eventual transfer back to Compton when it has achieved an accredited college status.

At the completion of the review process with the attorneys, both unions, administrators, and officers, a final draft agreement was developed that reflected the intent of the parties, budgetary obligations, and protective language needed to eliminate previous liabilities for ECC and limit future exposure to ECC. In anticipation of positive action by the ECC Board of Trustees, the Compton POA has taken the necessary action to release its employees from their contract. It is understood by both campus officers that at some time in the future the group will be separated into two college units. Agreements regarding salaries, direct and indirect costs have been provided in the draft MOU. Attorneys for both ECC and the Center have signed off on the final attached document.

While this action, if approved, will increase the administrative oversight responsibility of the College, it is believed that it will actually lower the exposure of the College's potential liability. Having direct control over the training, scheduling, and oversight of the Center's police department will give ECC a strong impact on campus security.

**AGREEMENT FOR TRANSFER OF
PERSONNEL, EQUIPMENT, FACILITIES, AND SERVICES
BETWEEN THE COMPTON COMMUNITY COLLEGE DISTRICT, AND ITS
POLICE DEPARTMENT AND THE EL CAMINO COMMUNITY COLLEGE
DISTRICT, AND ITS POLICE DEPARTMENT**

THIS AGREEMENT, for Transfer Of Personnel, Equipment, Facilities, and Services, herein referred to as "Agreement", dated April 21, 2008, is made by and between the COMPTON COMMUNITY COLLEGE DISTRICT acting by and through its Special Trustee, and hereinafter referred to as "Compton," and the EL CAMINO COMMUNITY COLLEGE DISTRICT, hereinafter referred to as "El Camino." Compton and El Camino may collectively be referred to as the "parties" herein. The "parties" to this Agreement, as defined above, include, where appropriate or necessary, the elected or appointed officers, employees and agents of each of the parties, acting within the course and scope of their employment or service to their respective District.

AUTHORITY AND PURPOSE OF AGREEMENT

1. Pursuant to Chapter 50, Statutes of 2006, enacting Assembly Bill 318 (hereinafter collectively referred to as "AB 318"), the Board of Governors of the California Community Colleges has suspended the authority of the Governing Board of the Compton Community College District, and authorized the Chancellor to appoint a Special Trustee, which he has done, to function in place of Compton's Governing Board and to assist Compton in regaining accreditation and achieving fiscal solvency.

2. The Legislature in Section 2(c) of Chapter 50, recognized Compton's need to contract for services to support the students and residents served by the District. In Section 10 of Chapter 50, enacting Education Code Section 71093(f)(4), the Legislature authorized the Special Trustee to enter into agreements on behalf of the District as may be necessary for implementation of the District's recovery.

3. This Agreement is also entered into pursuant to the authority provided by Government Code Section 6500 et. seq. relating to the joint exercise of powers by public agencies. The purposes and methods by which law enforcement services will be provided are set forth herein.

4. As one step in furthering the recovery of the district and providing support to the students and residents served by the District, the Special Trustee hereby determines that improving law enforcement services for the students and residents of the District is essential to the recovery of the District. The Special Trustee further determines that improving law enforcement services will further the District's goals of increasing student enrollment, provide additional support to students, and foster community support for the recovery of the District.

5. In order to implement the purposes of this Agreement, the Special Trustee has negotiated a separate Memorandum of Understanding ("MOU") with the Compton Community College District's Police Officers' Association ("Compton POA"), dated for purposes of

reference January 15, 2008, relating to the Special Trustee's decision to transfer law enforcement responsibilities to El Camino, and providing for the terms and conditions of such transfer, as they may relate to current Compton employees. The Special Trustee hereby determines that this Agreement is neither subject to Education Code Section 88003.1 since the purpose of this Agreement is not to save labor costs, nor to the limitations of Section 88076 relating to employees of merit system districts in light of that MOU negotiated with the Compton POA.

6. Compton, by and through its Special Trustee, in order to improve law enforcement services to the District, desires to contract for the performance of the law enforcement and security services described below, or specifically incorporated by reference into this Agreement.

7. El Camino accepts the responsibility of providing the law enforcement and security services described below, or specifically incorporated by reference into this Agreement.

THE PARTIES MUTUALLY AGREE AS FOLLOWS:

1. EFFECTIVE DATE AND TRANSFER OF LAW ENFORCEMENT AND SECURITY FUNCTIONS.

The effective date of this Agreement shall be the date this Agreement is approved by the Governing Board of the El Camino Community College District and shall continue in effect until such time as the Agreement is terminated, or otherwise amended or renegotiated in accordance with the terms of this Agreement. The date on which El Camino shall assume responsibility for law enforcement and security services, shall be referred to as the "Transfer Date." Said Transfer Date shall be April 14, 2008, or such other date as may be mutually agreed upon in writing. Said document shall be incorporated into this agreement.

2. SERVICES TO BE PROVIDED.

A. In providing law enforcement services for Compton, El Camino's primary focus and principal jurisdiction shall be limited to law enforcement on the campus of Compton or other grounds or properties owned, operated, controlled, or administered by Compton, and any off campus events sponsored by Compton. Such services include, but are not limited to the following:

(1) Except as otherwise specifically set forth in this Agreement, law enforcement services shall encompass duties and functions of the type coming within the jurisdiction of and customarily rendered by the El Camino Community College Police Department, and shall encompass other services in the field of public safety, law, or related fields within the legal power of El Camino to provide, including but not limited to: maintaining the security of Compton buildings and property (including locking and unlocking buildings); attending meetings and other gatherings to maintain order; patrolling campus grounds and parking lots; observing and reporting facility problems, safety hazards, and other matters that need to be given further attention by Compton personnel; and responding to incidents that require the administration of first aid.

(2) More specifically, among the law enforcement and security services El Camino will perform under the Agreement are services including, but not limited to the following:

a) Observing and reporting facility problems (for example, broken windows, burnt-out lights, water leaks, and the like), safety hazards, and other matters needing attention by Compton personnel (for example, graffiti, or excessive litter);

b) Investigating the whereabouts of missing equipment or property; responding to incidents requiring first aid; completing and submitting injury reports;

c) Providing security and maintaining order at meetings, hearings, rallies, and other gatherings; and

d) Rendering aid to students and others on campus who need assistance because they are having vehicle problems (e.g., dead battery, lost keys) or who ask to be escorted to their vehicles at night or in other appropriate circumstances.

B. El Camino will also be responsible for participating in administrative proceedings when appropriate (for example, student and employee disciplinary matters); service of subpoenas on campus for the benefit of Compton; timely conveyance of incident reports to the designated Compton administrator; receiving and processing citizens complaints about individuals employed by El Camino; complying with applicable laws and regulations regarding the compilation and reporting of college crime statistics; providing operational supervision of college police cadets or other non-sworn community service officers; observing the training and qualifications requirements set forth in Education Code Section 72330 and following; participating in parking enforcement on campus; and assisting with college emergency response planning and preparedness.

C. El Camino will become familiar with the preferences of Compton in terms of the "enforcement style" adopted by El Camino on Compton property, and all El Camino personnel shall become sufficiently familiar with Compton, including its services and procedures, to be able to direct students and visitors to locations on campus and to assist them in finding appropriate resources on campus.

D. As part of the annual development of the Personnel Deployment form, Compton and El Camino will seek to deploy resources based on professional law enforcement and security practice, workloads and the needs of Compton (see, Section G, Deployment of Personnel, and Appendix A, the El Camino Deployment of Personnel form.) A goal in this process will be to maximize the presence of sworn personnel at Compton.

E. Evaluation of Services.

(1) El Camino in conjunction with Compton staff shall evaluate the efficiency and effectiveness of law enforcement and security services through a variety of performance measures and assessment tools. The El Camino Chief of Police shall recommend such

assessment tools as he or she deems appropriate, but such assessment tools shall, at a minimum, assess El Camino's performance in the eight categories a)-h) identified below:

- a) Prevention of Crime
- b) Responsiveness
- c) Effective Monitoring of Property
- d) Feeling of Safety
- e) Personnel Management
- f) Emergency Response Planning & Preparedness
- g) Appropriate Enforcement Style
- h) Administrative Responsiveness

(2) The measures are to be reported annually to Compton's CEO, or his or her designee. Information from Compton necessary to the development and assessment of the measures will be supplied by the CEO, or his or her designee.

(3) It is recognized that the evaluation of services function is a collaborative effort between Compton and El Camino. Compton supports the use of existing information and reporting formats to the maximum extent possible and will work with El Camino to modify reporting measures if necessary to make the reporting requirements as economical and efficient as possible.

F. Administration Of Personnel.

(1) The rendition of the services performed by El Camino, the discipline of officers, and other matters incidental to the performance of such services and the control of personnel so employed shall be the exclusive responsibility of El Camino.

(2) In the event of a dispute between the parties to this contract as to the extent of the duties and functions to be rendered hereunder, or the minimum level or manner of performance of such service, Compton shall be consulted.

(3) Compton warrants that no Compton Police Officer is under disciplinary investigation, nor currently the subject of disciplinary action. There has been no disciplinary investigation nor disciplinary action affecting any such officer which has not been made available to El Camino.

(4) All Compton employees who work in conjunction with El Camino pursuant to this Agreement after the Transfer Date shall remain employees of Compton and shall not have any claim or right to employment, salary, or benefits or claims of any kind against El

Camino based on this Agreement. Except as provided in Section 3, below, no other Compton employee shall become an employee of El Camino because of this Agreement.

(5) Compton shall not be called upon to assume any liability for the direct payment of any El Camino employee salaries, wages, or other compensation to any El Camino personnel performing services hereunder for Compton. Compton shall reimburse El Camino for personnel expenses as set forth in Section 3.F., below. Except as otherwise specified herein, Compton shall not be liable for compensation or indemnity to any El Camino employee or agent of El Camino for injury or sickness arising out of his or her employment as an employee of El Camino.

G. Deployment Of Personnel.

(1) General law enforcement and security services performed hereunder may include, if requested by Compton, supplemental security support, supplemental sworn officer support, and supplemental civilian support staff.

(2) Services performed hereunder and specifically requested by Compton shall be developed in conjunction with El Camino and set forth on an El Camino Deployment of Personnel form (Appendix A).

(3) A new El Camino Deployment of Personnel form shall be authorized and signed annually by the Compton Special Trustee, or his or her designee, and the El Camino Superintendent-President or his or her designee each July 1, and incorporated by reference into this Agreement as an amendment to the level of service to be provided.

(4) Should Compton request a change in level of service other than pursuant to an annual Deployment of Personnel form, an additional Deployment of Personnel form shall be signed and authorized by Compton and El Camino, and incorporated by reference into this Agreement as an amendment to the level of service.

(5) The most recent dated and signed Deployment of Personnel form incorporated into this Agreement shall be the staffing level agreement then in effect between El Camino and Compton.

(6) Compton is not limited to the foregoing services indicated in Appendix A, but may also request any other service in the field of public safety, law, or related fields within the authority of El Camino to provide, and which El Camino may, in its sole discretion, agree to provide.

H. Performance Of Contract.

(1) For the purpose of performing said functions, El Camino shall furnish and supply all necessary labor, supervision, equipment, communication facilities, and supplies necessary to maintain the agreed level of service to be rendered hereunder.

(2) Notwithstanding the foregoing, it is mutually agreed that in all instances where supplies, stationery, notices, forms, and the like must be issued in the name of Compton, the same shall be supplied by Compton at its own cost and expense.

3. PERSONNEL.

A. Classification.

(1) The parties acknowledge and agree that the creation of the separate classifications set forth below, are made in recognition of the differences in responsibilities and duties between the current Compton police officer classifications and the current El Camino police officer classifications. The parties further acknowledge and agree that the creation of separate classifications based on location is necessary to protect the rehire rights of former Compton police officers, should it be determined at a later time that Compton will again provide police services itself, rather than through a separate entity. The parties further agree that the new classification to be created satisfy the definition of classification set forth in Education Code Section 88001(a).

(2) Pursuant to its personnel policies and procedures, however denominated, El Camino shall create separate classifications for the placement of any former Compton police officers who may be employed by El Camino after the effective date of this Agreement. For purposes of this Agreement, El Camino shall establish the classifications of El Camino College Compton Center Police Officer, El Camino College Compton Center Sergeant, and El Camino College Compton Center Lieutenant. Incumbents in the classification of El Camino College Compton Center Lieutenant shall report to the El Camino District's Chief of Police, and be primarily responsible for supervision of police services at the Compton Center.

B. The El Camino District's Chief of Police shall be in charge of all law enforcement activities at Compton.

C. Definitions. For purposes of this Agreement, those Compton police officers subsequently employed by El Camino and placed in the El Camino College Compton Center police classifications shall hereinafter be referred to as "sworn personnel;" and those placed in all other El Camino classifications, if any, will hereinafter be referred to as "civilian personnel." In addition to the foregoing designations, those Compton sworn personnel who have completed and submitted an application for employment with El Camino, shall be alternatively referred to as "applicants" in Section 3.D of this Agreement. "Compton Police Officer" shall mean those officers previously employed by Compton Community College District. Police officers hired by El Camino who have not previously employed by Compton on the effective date of this agreement shall not be governed by this article of this agreement.

D. Application. Prior to consideration for employment with El Camino, each Compton police officer must complete a standard El Camino application packet. Those Compton police officers must submit an application to the Director of Human Resources at El Camino no later than forty-five (45) days prior to the Transfer Date.

(1) Waiver. Each applicant will complete a standard waiver authorizing El Camino to review the applicant's performance records, personnel files, training records, and Page 15

other information which may be relevant to the applicant's employment with El Camino, subject to the limitations set forth herein and subject to that Memorandum of Understanding between the Compton Community College District and the Compton Community College District Police Officers Association dated, January 15, 2008, which is incorporated herein by this reference.

(2) Livescan. All such applicants will be required to submit to Livescan fingerprinting.

(3) Background Investigation. All applicants shall submit to a background examination as part of the application process for employment with El Camino. However, responses to the background examination will only require information relating to the ten (10) years preceding the date of the application, or the length of service in law enforcement, whichever is greater. Any applicant who has not had his or her background investigation completed prior to the date of the transfer of services ("Transfer Date") between Compton and El Camino will not be offered employment with El Camino until he or she has passed El Camino's background investigation. At that time, a conditional offer of employment will be made subject to successful completion of a medical examination.

(4) Medical Examination. Upon passing a background investigation, each applicant who receives a conditional offer of employment will undergo a medical examination administered by El Camino (using "age-sensitive" standards and waiving the regular height and weight requirements), from which it shall be determined that such applicant is medically fit as of the Transfer Date, with or without reasonable accommodation, to perform the duties of the El Camino position for which such applicant is designated. Should the applicant pass the medical examination, the applicant will not be required to take a physical agility test. If, subsequent to the medical examination, but prior to the Transfer Date, any Compton employee is injured, disabled, or otherwise rendered unable to perform the duties of the position in which the applicant is to be employed by El Camino, said employee shall be required to pass a further medical examination as an additional condition of employment by El Camino.

(5) Polygraph Examination. A polygraph examination will be required for applicants at the discretion of El Camino. The polygraph will be limited to questions concerning the ten (10) years preceding the date of the application, or the length of service in law enforcement, whichever is greater.

(6) Psychological Evaluation. A psychological evaluation will be required for applicants at the discretion of El Camino, and will be performed by a licensed psychologist selected by El Camino.

E. Terms and Conditions of Employment for Former Compton Employees.

(1) Subject to timely completion of the application process set forth above, any Compton police officer hired by El Camino shall not suffer a break in service between employment with Compton and El Camino.

(2) Any Compton police officer hired by El Camino shall become a permanent employee on the date of hire with El Camino and shall not be subject to a probationary period.

(3) Any Compton police officer hired by El Camino shall be eligible for the following salary step enhancements pursuant to the current Labor Agreement between El Camino and its Police Officer's Association, as follows:

- a) Up to 10 years experience - Step A
- b) Up to 15 years experience - Step B
- c) 15 years or more experience - Step C

(4) Any Compton police sergeant hired by El Camino shall be eligible for the same salary step enhancements as set forth above.

(5) Any Compton police officer hired by El Camino who is determined not to possess a basic POST certificate and/or is out of compliance with perishable skills or any other competence training shall have eighteen (18) months from date of hire to fulfill the necessary POST requirements, with applicable notice to POST and written confirmation of compliance by POST.

(6) Any Compton police officer hired by El Camino shall be subject to the same terms and conditions of employment, including the provision of benefits, as set forth in the labor agreement between El Camino and its Police Officer's Association. Any Compton police officer hired by El Camino shall be subject to the El Camino Police Department Policy Manual, including, but not limited to El Camino's existing policy on secondary employment.

(7) All Compton police officers hired by El Camino shall be assigned to the El Camino College Compton Center, or other Compton facilities or grounds. No employees within the classification of El Camino College Compton Center Police Officer shall be required to serve at any location other than the El Camino College Compton Center, or other Compton facilities or grounds, except in cases of emergency, special events, or circumstances requiring mutual aid. Any such emergency, special event or mutual aid assignment shall not result in a permanent transfer to the new location, or a change in classification.

F. Salary And Benefit Cost Reimbursement. El Camino shall cause the necessary hiring and training of Police personnel required to staff and implement this contract upon the Transfer Date and thereafter consistent with Section 2, "Services." A Deployment of Personnel form shall be executed by the parties. Salary and benefits costs shall be reimbursed to El Camino as follows:

(1) El Camino shall submit to Compton on a monthly basis an invoice for the salary and benefits costs incurred by El Camino for providing the services described in Section, 2, above, in the preceding month.

(2) Costs for salary and benefits shall be based on the Collective Bargaining Agreement between the El Camino Police Officers Association and the El Camino Community College District then in effect at the time the services were rendered, or, with respect to unrepresented employees based on the salaries and benefits then in effect as established by the Governing Board of El Camino.

(3) Reimbursement may be claimed by El Camino for expenses incurred in relation to salaries and benefits paid to classified employees providing direct services to Compton, including the actual time of employees regularly assigned to Compton, its facilities and events, and directed by the Chief of Police or his or her designee, to provide services at the Compton campus.

(4) El Camino's claim for salary and benefit reimbursement shall not include any amount of time classified employees regularly assigned to Compton, are assigned to provide services at El Camino or any of its events or facilities. If classified employees regularly assigned to Compton are assigned to provide services at El Camino, or any of its events, during their regularly assigned time, then El Camino's claim for reimbursement shall reflect a proportionate reduction in the amount claimed for salaries and benefits. However, if the time of assignment is in addition to the employee's regular assignment at Compton, no reduction for benefits shall be required, however, the salary associated with such additional time shall not be billed to Compton.

(5) The time of employees who are not part of El Camino's classified service, and who are not academic employees, including by way of example, and without limitation, short-term employees or students employed full or part-time by El Camino, including cadets, are eligible for reimbursement if their services are previously approved in writing by the Compton CEO, or his or her designee.

(6) El Camino's monthly claim for reimbursement may include an administrative overhead factor. The administrative overhead factor will be fifteen percent of the salaries actually by El Camino incurred in the previous month, and submitted to Compton for reimbursement as set forth above.

G. Transfer Of Personnel Records. Compton shall provide El Camino by the Transfer Date with complete copies of the employee files of all personnel to be transferred pursuant to this Agreement. El Camino shall thereafter be the custodian of all such files.

H. Retirees. Upon the Transfer Date, El Camino through its Chief of Police will assume the responsibility of deciding whether to issue Carry Concealed Weapons Permits to Compton sworn employees honorably retired prior to the Transfer Date.

I. No Third Party Beneficiaries. Notwithstanding any other provision of this Agreement, Compton and El Camino do not in any way intend that any person or entity, other than the parties to this agreement, shall acquire any rights as a third party beneficiary of this Agreement, except that this provision shall not be construed to diminish the parties' indemnification obligations hereunder.

4. FACILITIES.

A. Compton Community College District Police Department Office Space And Furniture.

(1) Term Of Use. After the Transfer Date, the El Camino Community College Police Department shall have the use and occupancy of the properties and
Supplemental Board Letter - 4/21/08 - Page
Page 18

improvements, including existing furniture, currently utilized and accessible by the Compton Community College District Police Department. Such location shall hereafter be referred to as the "Police Department Office." The parties may agree upon the use of additional space.

(2) Use by El Camino. It is expressly understood that the Compton campus may be used by the Chief of Police of the El Camino Community College Police Department in connection with the performance of his duties in territory outside of Compton during the term of this Agreement; provided, however, that the performance of such outside duties shall be an incidental and not principal use of Compton property and facilities and shall not be at any additional cost to Compton.

B. Pre-Service Access. Following the execution of this Agreement by Compton and El Camino, but prior to the Transfer Date, if not already accomplished, Compton and El Camino shall meet and confer regarding potential facility improvements required to accommodate the provision of contractual law enforcement services by the El Camino Community College Police Department within the boundaries of Compton, if any.

C. Utilities. Compton shall directly pay all charges for the following utilities to be provided to El Camino at the Compton Police Department Office referenced in Section 4(A)(1) of the Agreement: water, sewer, electric, gas, pest control, and trash collection.

5. MAINTENANCE.

A. Routine Maintenance. Compton shall perform all routine, day-to-day maintenance and minor repairs (collectively referred to as "Routine Repairs") to the interior of the Compton Police Department Office, previously identified in Section 4(A)(1) of this Agreement. Routine Repairs shall include, but not be limited to the following: janitor service; incidental plumbing and electrical repairs; heating ventilation and air conditioning ("HVAC") maintenance; interior painting; non-structural repairs to wall, ceiling and flooring surfaces; maintenance and repair of lighting fixtures; replacement of light bulbs; maintenance and repair of Interior windows and doors; maintenance and repair of furniture; and minor remodeling.

B. Major Repairs. Compton shall also be responsible for all other repairs, including non-routine or major repairs to the interior, and all day-to-day maintenance and repairs, both major and minor, to the exterior of the Compton Police Department Office, and for the replacement of any improvements or fixtures, including but not limited to the replacement of the plumbing, electrical or HVAC systems or any portion thereof (collectively referred to as "Major Repairs"). El Camino shall notify Compton in writing of the need for any Major Repairs. If Compton concurs that the proposed Major Repairs are needed, they shall be undertaken by Compton, at its sole expense, within such time period as may be mutually agreed upon by the Chief of Police of the El Camino Community College Police Department or his designee and Compton's Chief Executive Officer, unless said Major Repair is deemed an Emergency Repair.

C. Emergency Repair. "Emergency Repair" shall be defined as a Major Repair that if left un-repaired would compromise the health, welfare, or security of users of the Compton Police Department Office, as determined by El Camino. El Camino may commence Emergency Repairs immediately after notification by El Camino to Compton's Chief Executive Officer, or

designated emergency contact person. Compton shall provide El Camino with the name and telephone number of a designated contact person(s) for emergencies, for both working hours and after hours. El Camino shall invoice Compton for the costs incurred by it for any Emergency Repairs. At Compton's request, El Camino shall invoice Compton for one-twelfth (1/12) of the cost of such repairs on a monthly basis for a period of twelve (12) months.

D. Good Working Order. The maintenance and repairs authorized by this section are intended solely to maintain the Compton Police Department Office in good working order and in the condition intended by the parties before and after completion of the improvements and refurbishment contemplated by this Agreement, normal wear and tear excepted.

E. Improvements. Compton shall cause the construction, reconstruction and/or installation of facility improvements to the Compton Police Department Office, as the parties may agree. To the extent required by law, all construction, reconstruction and/or installation of facility improvements to the Compton Police Department Office shall be in accordance with Education Code Section 81130 et seq. ("Field Act").

6. COMMUNICATIONS AND MANAGEMENT INFORMATION SYSTEM

A. Communications Equipment, Licensing Fees And Telephone Improvements. Subject to the prior approval of Compton's Special Trustee, El Camino shall cause to be purchased the new communications equipment, computer hardware licensing fees and telephone Improvements as set forth in Appendix B hereto, "Compton Community College District Communications and Management Information Systems Cost Breakdown."

B. Compton agrees to reimburse El Camino for all costs and expenses arising from the purchase of the new Communications and Management Information Systems set forth in Appendix B, to the extent such items are used exclusively for the benefit of Compton.

C. If the acquisition of the New Communications Equipment, Licensing Fees and Telephone Improvements as set forth in Appendix B is also used for the benefit of El Camino, each party shall pay for its respective share of the acquisition cost. The acquisition cost of New Communications Equipment, Licensing Fees and Telephone Improvements as set forth in (identify the applicable document) shall be apportioned based on the ratio of Compton's prior year FTES to El Camino's prior year FTES.

7. FIREARMS.

A. Compton shall transfer to El Camino, and El Camino shall accept, all Compton-Owned Firearms on the Transfer Date. As soon as possible after the Transfer Date, but no later than 15 days thereafter, Compton shall transfer all maintenance records and ownership papers of the Compton-Owned Firearms to El Camino. Compton shall update the transfer of the firearms with the California Law Enforcement Telephonic System, Automated Fire System as soon as possible after the Transfer Date, but no later than 15 days after transfer of all maintenance records and ownership papers from Compton.

8. PERSONAL PROPERTY.

A. Inventory. Any personal property, including, but not limited to, furniture, computers and office equipment, telephone equipment, communication equipment, firearms, vehicles and other equipment, that may be transferred to, or used by, or purchased by El Camino for use by the El Camino Police Department at Compton, as authorized by the Compton Chief Executive Officer, or his or her designee, pursuant to this Agreement, shall be listed in an ongoing inventory of property maintained by El Camino.

(1) The inventory shall indicate at a minimum whether the equipment is property of Compton or El Camino, the date of acquisition, whether it was obtained by transfer from Compton or purchased by El Camino, the purchase price of the equipment, or the fair market value of the equipment at the date of transfer, and the applicable cost recovery period. The initial inventory is incorporated into this Agreement by this reference, and shall be amended at least annually, and approved by the parties. Compton shall have access to the inventory list at all times.

(2) Supplies and equipment shall be defined in accordance with the California Community College Budget and Accounting Manual in effect as of the date of this Agreement.

(3) The El Camino Chief of Police shall propose within 15 days of the approval of this Agreement, an initial budget for supplies and equipment for the remainder of the 2007-2008 fiscal year. In accordance with El Camino's budget approval process, the Chief of Police shall annually prepare a proposed budget for supplies and equipment for subsequent years of this Agreement. Proposed budgets shall be submitted to the Compton CEO for review, revision and subsequent approval by the Special Trustee. Once approved by the Special Trustee, El Camino may expend against this budget.

(4) In cases of emergency, the Chief of Police may obtain supplies and equipment for the benefit of Compton, and upon submission of documentation supporting the emergency expenditure and a reasonably detailed invoice, Compton shall reimburse El Camino for such expenditures.

(5) Upon the termination of this Agreement, supplies and equipment purchased by El Camino and paid for by Compton shall be transferred to Compton, along with all maintenance records and ownership papers, and become the property of Compton.

(6) El Camino shall have the use of Compton-Owned Bicycles and Golf Carts, currently accessible and utilized by the Compton Community College Police Department on the Transfer Date. These items shall be listed in the inventory document established in Section 8.A.(1), above. As soon as possible after the Transfer Date, but no later than 15 days thereafter, Compton shall transfer all maintenance records and ownership papers of the Compton-Owned Bicycles and Golf Carts to the El Camino. El Camino shall thereafter be responsible for the day to day maintenance and repairs of such bicycles and golf carts. Compton shall reimburse El Camino for the actual cost of maintenance repair or acquisition of new miscellaneous equipment. Prior to incurring such costs El Camino shall obtain the approval of the Compton CEO or his or designee.

(7) Where equipment has been paid for in whole or in part by Compton, but has been integrated into an El Camino system and the system is not reasonably or conveniently subject to separation or apportionment to one or the other of the parties, for example, a communication system, upon termination of this Agreement, El Camino shall pay to Compton an amount equal to one-half of the fair market value of the equipment, as may be agreed to by the parties. Alternatively, the parties may agree at the time of termination that certain equipment will continue to be shared by the two districts, and a new agreement will be entered into by the parties reflecting their agreement. If agreement as to the fair market value of equipment cannot be reached between the parties, fair market value shall be equal to the purchase price of the item reduced by straight-line depreciation over the applicable cost recovery period (3, 5 or 7 years) whichever period is appropriate under IRS Regulations, without consideration of salvage value, as determined in accordance with the Internal Revenue Code and regulations of the Internal Revenue Service in effect on the date of this Agreement.

9. EVIDENCE, PROPERTY, AND FUNDS.

Within twenty-four (24) hours of the approval of this Agreement by Compton and El Camino, Compton shall provide the Chief of Police of the El Camino Community College Police Department or his designee, a listing of all evidence, personal property, found property, prisoner property and any funds held in trust including bailment funds, which are in the possession of, or under the control of Compton's Police Department. On the Transfer Date, Compton shall provide a final accounting of the foregoing evidence, property and assets held in trust, and shall relinquish control and possession of same to the Chief of Police or his designee.

10. CASE FILES.

Within twenty-four (24) hours of the Transfer Date, Compton shall provide the Chief of Police of the El Camino Community College Police Department or his designee, a listing of active cases and the status of all ongoing investigations. On the Transfer Date, Compton shall relinquish control of all active and closed case files for the preceding three year period to the Chief of Police or his designee.

11. INDEMNITY.

A. Except as otherwise provided for in this Agreement, neither party shall be liable for the negligent or wrongful acts or omissions of the other in the performance of this Agreement.

B. Compton shall indemnify, defend, and hold harmless El Camino and its elected and appointed officers, employees and agents from and against any and all liability, expense (including but not limited to investigative costs, defense costs and attorney's fees), claims, causes of action (including, but not limited to, causes of action related to the selection, retention, or supervision of Compton officers, employees or agents), and lawsuits for damages of any nature whatsoever, including but not limited to bodily injury, death, personal injury, discrimination, harassment, emotional distress, or property damage (including property of Compton) arising from or connected with any alleged act and/or omission of Compton, its officers, directors, employees, or agents occurring during the performance of this Agreement, excepting only

liability arising from the sole negligence or willful misconduct of El Camino, its officers, employees or agents. This subdivision shall apply and Compton shall hold El Camino harmless for the conduct of former Compton police officers hired by El Camino pursuant to this Agreement where such claims, causes of action, or lawsuits raise issues relating to the conduct of such officers occurring more than ten years prior to their hiring by El Camino; and for any claim, cause of action, or lawsuit asserting liability based on the lack of physical agility of any former Compton police officers existing prior to the officer's hiring by El Camino pursuant to this Agreement

(1) This indemnity shall survive termination of this Agreement and/or final payment thereunder, and shall not be limited to the availability or collectability of insurance coverage.

(2) When liability is based on or alleged to be based on a dangerous condition of Compton property pursuant to Government Code Section 830, et seq. (including but not limited to, the plan or design of Compton property), Compton shall assume liability and defend and hold El Camino harmless from any loss, cost or expenses (including but not limited to defense costs and attorney's fees) unless the dangerous condition was caused by an act or omission of El Camino or any of its officers, employees or agents. This indemnity shall survive termination of this Agreement and/or final payment thereunder, and shall not be limited to the availability or collectability of insurance coverage.

C. El Camino shall indemnify, defend and hold harmless Compton and its elected and appointed officers, employees, and agents from and against any and all liability, expense (including but not limited to investigative costs, defense costs and attorney's fees), claims, causes of action (including, but not limited to, causes of action related to the selection, retention, or supervision of El Camino officers, employees or agents), and lawsuits for damages of any nature whatsoever, including but not limited to bodily injury, death, personal injury, discrimination, harassment, emotional distress, or property damage (including property of El Camino) arising from or connected with any alleged act and/or omission of El Camino, its officers, directors, employees, or agents occurring during the performance of this Agreement, excepting only liability arising from the sole negligence or willful misconduct of Compton, and its officers, employees or agents. However, El Camino shall not be liable for conduct of former Compton police officers hired by El Camino pursuant to this Agreement where such claims, causes of action, or lawsuits raise issues relating to the conduct of such officers occurring more than ten years prior to their hiring by El Camino. Further, El Camino shall not be liable on any claim, cause of action, or lawsuit asserting liability based on the lack of physical agility of any former Compton police officers existing prior to the officer's hiring by El Camino pursuant to this Agreement

(1) This indemnity shall survive termination of this Agreement and/or final payment thereunder, and shall not be limited to the availability or collectability of insurance coverage.

(2) In the event that a claim or lawsuit is served on Compton alleging liability that arises from or relates exclusively to the actions or failure to act of El Camino officers, employees and/or agents, El Camino shall promptly assume responsibility for investigation and

response to said claim or lawsuit. In the event El Camino contends that the legal responsibility lies with Compton, El Camino shall provide the written basis for its decision to Compton, as well as its investigative materials to Compton in a manner that provides sufficient time for timely response by Compton to third parties. Such materials are stipulated to be privileged as attorney-client communications and/or work-product in anticipation of litigation, and they shall not be discoverable by a third party unless ordered by a court of appropriate jurisdiction. In the event of a dispute over legal liability, both parties will retain all legal and equitable rights for defense and indemnity.

D. By providing for indemnification by and among the parties hereto as set forth above, it is expressly understood and agreed that the provisions of California Government Code Sections 895.2 (relating to joint and several liability) and 895.6 (relating to entitlement to contribution) are not applicable to this Agreement.

E. The provisions of California Civil Code Section 2778 regarding interpretation of indemnity agreements are made a part hereof as if fully set forth herein.

12. INSURANCE POLICIES AND/OR MEMORANDA OF COVERAGE

A. During the effective dates of this Agreement, El Camino each party shall maintain in effect a policy or policies of insurance issued by one or more insurance companies and/or a memorandum or memoranda of coverage issued by a joint powers authority providing the coverages identified below:

(1) Liability to a third party for bodily injury, sickness, or disease and for physical injury to tangible property and/or for loss of use of tangible property not physically injured that is neither expected nor intended from the standpoint of the insured or of the covered party. The policy limit or limit of liability for such coverage shall be at least \$1,000,000 per occurrence with an aggregate limit of no less than \$5,000,000.

(2) Liability to a third party for "personal injury" offense(s) as defined by the applicable policy of insurance or memorandum of coverage. The policy limit or limit of liability for such coverage shall be at least \$1,000,000 per occurrence or claim with an aggregate limit of no less than \$5,000,000.

(3) Liability to a third party for "errors and omissions" as defined by the applicable policy of insurance or memorandum of coverage. The policy limit or limit of liability for such coverage shall be at least \$1,000,000 per occurrence or claim with an aggregate limit of no less than \$5,000,000.

(4) Automobile Liability with the following limits: Primary Bodily Injury limits of \$1,000,000 per occurrence and Primary Property Damage limits of \$5,000,000 per occurrence or combined single limits of Primary Bodily and Primary Damage of \$10,000,000 per occurrence.

(5) Worker's Compensation Insurance with the limits established and required by the State of California.

(6) Employer's Liability with limits of \$5,000,000 per claim.

(7) Professional Liability with limits of \$5,000,000 per claim and \$10,000,000 aggregate for errors or omissions arising out of the Scope of Services.

B. During the effective dates of this Agreement, each party shall cause the other party and its elected and appointed officers, directors, employees and agents to be named as additional insureds under the policy or policies of insurance providing the coverages identified above for claims arising out of actual or alleged acts or omissions on the part of the other party, its elected and appointed officers, employees and agents and/or cause the other party, its officers, employees and agents to be named as a covered party or as an additional covered party under the memorandum or memoranda of coverage providing the coverages identified above for claims arising out of actual or alleged acts or omissions on the part of the other party, its elected and appointed officers, employees and agents. However, this provision shall not apply to the coverage for "errors and omissions."

C. Each party shall within fifteen (15) days of the Transfer Date provide to or cause to be provided to the other party a certificate or certificates of insurance identifying the policy or policies of insurance to which the other party has been named as an additional insured and/or certificate or certificates of coverage or similar document(s) identifying the memorandum or memoranda of coverage to which each party has been named as an additional covered party. Each such policy or memorandum shall state that not less than thirty (30) days' written notice shall be given to the other party prior to cancellation; and, shall waive all rights of subrogation. Each party shall immediately notify the other party in the event of material change in, or failure to renew, each policy or memorandum.

13. TERMINATION OF AGREEMENT.

This Agreement shall continue until terminated by either party. This Agreement, or any amendment hereto, may be terminated by either party after upon providing 180 days notice of termination.

14. ENTIRE AGREEMENT.

This Agreement constitutes the complete and entire agreement between Compton and El Camino with respect to the issues set forth, or expressly incorporated herein, and supercedes any prior representations, understandings, communications, commitments, agreements or proposals, oral and written.

15. NOTICE.

Notices, demands, and communications between Compton and El Camino shall be given either by (i) personal service, (ii) delivery by reputable document delivery service that provides a receipt showing date and time of delivery, or (iii) mailing in the United States mail, certified mail, postage prepaid, return receipt requested, addressed to:

To COMPTON: Compton Community College District
1111 E. Artesia Blvd.
Compton, CA 90221-5393
Attn: Dr. Doris Given, Interim Provost, Chief Executive Officer

With copies to: Atkinson, Andelson, Loya, Ruud & Romo
17871 Park Plaza Drive
Cerritos, CA 90703
Attn: Warren S. Kinsler, Esq.

Or a successor legal counsel

To EL CAMINO: El Camino Community College District
16007 Crenshaw Blvd.
Torrance, CA 90506
Attn: Thomas M. Fallo, Superintendent/President

With copies to: El Camino College Police Department
16007 Crenshaw Blvd.
Torrance, CA 90506
Attn: Chief Steve Port or his Successor

Notices personally delivered or delivered by document delivery service shall be deemed effective upon receipt. Notices mailed shall be deemed effective on the second business day following deposit in the United States mail. Such written notices, demands, and communications shall be sent in the same manner to such other addresses as either party may from time to time designate by mail.

16. SEVERABILITY.

In the event that part of this Agreement shall be declared invalid or unenforceable by a valid judgment or decree of a court of competent jurisdiction, such invalidity or unenforceability shall not affect any of the remaining portions of this Agreement which are hereby declared as severable and shall be interpreted to carry out the intent of the parties hereunder unless the invalid provision is so material that its invalidity deprives either party of the basic benefit of their bargain or renders this Agreement meaningless. If this Agreement is determined to be invalid because it is contrary to any provision of the Education Code, then the entire Agreement shall be invalid, and the parties returned to the status quo existing prior to the date of this Agreement.

17. WAIVERS.

No waiver by either party of any provision hereof shall be deemed a waiver of any other provision hereof or of any subsequent breach by either party of the same or any other provision. A party's consent to or approval of any act shall not be deemed to render unnecessary the obtaining of other's consent to or approval of any subsequent act by the other. The acceptance of payment hereunder by either party shall not be a waiver of any preceding breach by the other party of any provision hereof.

IN WITNESS WHEREOF, the Compton Community College District, by resolution duly adopted and signed by its Special Trustee, and the El Camino Community College District, by action of its Governing Board has caused this Agreement to be signed by its Superintendent-President, all on the day and year first above written.

Executed this _____ day of _____, 2008, _____,
California.

COMPTON COMMUNITY COLLEGE DISTRICT

EL CAMINO COMMUNITY COLLEGE DISTRICT

Peter J. Landsberger
Special Trustee

Mary E. Combs
President of the Governing Board

Dr. Doris Givens
Interim Provost, Chief Executive Officer

Thomas M. Fallo
Superintendent/President



NEWSLETTER

Volume 20 • Number 4

March 25, 2008

Celebrating Classified Staff

Sign up now for our Classified Professional Development Day on April 4 – a time for “Fun, Food, and Learning.”

A highlight of the day includes our Third Annual ECC Electric Cart Parade. Check out the results of our outrageously creative colleagues as they deck out our basic service carts into movable works of art! Everyone is invited to enjoy a delicious barbecue lunch on the Library Lawn; and the Keynote Session – “Adapting, Succeeding and Thriving in the Workplace” presented by guest speaker Sarita Maybin.

Maybin is an award-winning speaker whose upbeat and interactive style creates a fun learning environment while teaching how to stay positive, constructively confront tough communication situations, and work together better. Her client list includes Hewlett Packard, NASA, Nokia, Kaiser Permanente, WD-40, Los Angeles County and the Las Vegas Convention Center, among others.

Your reservation includes lunch, raffle ticket and mesh sports bag with goodies – reserve your space today!

College Council Keeps Busy

College Council continues to work on goals and policies that will help guide our college to excellence. We appreciate the teamwork and collaboration associated with reaching our goals, and we look forward to even more progress in the future.

Goals for 2007-08:

- Review policy/procedure 2510
- Create Communication Process between College Council and ECC community
- Review annually: District's Vision Statement, Mission Statement, Statement of Philosophy, Statement of Values, Guiding Principles & Strategic Goals
- Build a sense of campus community
- Increase awareness on campus of College Council function
- Incorporate the spirit of Accreditation into daily college operations

Policies being reviewed/updated for 2007-08:

- Participation in Local Decision Making
- Grade Change Policy/Procedures
- Catalog Rights
- Textbooks
- El Camino College Mission, Philosophy, Values and Guiding Principles
- Standards of Student Conduct
- Distribution of informational/promotional materials on campus

Cherry Blossom Festival Scholarship

Under sunny skies, the Dr. Nadine Ishitani Hata Memorial Cherry Blossom Festival brought in the spring season and celebrated friendship. The annual event, named after former Vice President Hata is a wonderful campus tradition that honors her memory.

Dr. Hata was an internationally known scholar and extremely involved in academia and community work. She was instrumental in bringing the cherry trees to the campus several years ago, one of the many programs she supported during her 34-year career at El Camino College.

This year, student Noheaaumoe Brede is the recipient of the 2008 Dr. Nadine Ishitani Hata Memorial Scholarship, awarded at the festival. During her battle with cancer, Dr. Hata was a direct recipient of professional care from many El Camino College graduates who had chosen careers in the healthcare profession. She witnessed first-hand the critical role these healthcare providers play in the quality of modern healthcare, so it was her wish that this scholarship be established to support students pursuing a career in healthcare.

Noheaaumoe completed the El Camino College nursing program in 2006 and began working at the Torrance Memorial Hospital in the Intensive Care Unit. She is continuing her education at the University of Southern California and plans to complete her M. S. degree in May 2009.

President's

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

SLOs in Action!

Congratulations! Our Spring Flex Day was an enormous success and a giant step forward for the SLO and Assessment process at El Camino College. In that single day, we almost doubled the percentage of courses with at least one SLO assessment plan – the numbers show we went from about 14% to 25% of all courses. Since many of the SLO assessment plans were for core courses with large enrollment, the potential impact on student learning is even greater than the numbers suggest.

Please remember to submit your SLO assessment plans and reports to slo@elcamino.edu. Watch for “Assessment of Student Learning Week: The Sequel,” scheduled for April 21-25. Details coming soon!

Student Survey Planned

About 77 El Camino College classrooms will participate in a National Survey of Student Engagement this spring. This survey will investigate student engagement at the college and will help us assess the quality of our educational programs and student services, while identifying areas in which we can improve.

Research shows that the more actively engaged students are — with faculty and staff, with other students, with the subject matter — the more likely they are to learn and to achieve their academic goals.

Surveys will be administered to students in a random selection of classes on campus. In addition, faculty will be asked to complete a parallel survey (Community College Survey of Faculty Student Engagement, or CCFSSSE) to learn faculty perspectives on student engagement at El Camino College. The CCFSSSE is an online survey. Notice of this survey will be distributed later this spring.

We will use survey results to provide information about institutional performance to a variety of audiences, identify necessary improvements, and monitor our progress in achieving student success. Results from the survey will be published in late summer.

The Community College Student Report is administered by the Community College Survey of Student Engagement (CCSSE), headquartered at the Community College Leadership Program at The University of Texas at Austin.

Thank you in advance for your cooperation!

Accreditation - Final Draft

Thank you to everyone who contributed to our accreditation process. We are proud to report that our hard work has paid off and we expect to post the final draft of the four standards on *MyECC* for comment, next month.

In addition, check *MyECC* for an update of the 2002 accreditation self-study. This study contains action items (known as Planning Agendas) that the college has been working on since the 2002 Accreditation Team visit. Most of these have either been completed or are in progress.

Your comments count! You are encouraged to review and comment on each document. They are posted on *MyECC* in the “Accreditation Self Study” link under “Planning Documents” in the “Documents” tab.

A Celebration of Teaching - On DVD

Thank you for the fantastic response to our faculty seminar on February 29. Many faculty members have expressed an interest in receiving a DVD on the event, and we are working to make it available via *MyECC*.

“Celebrating Teaching and Learning” was an outstanding seminar that reminded us all about the importance of teaching and how the work we do can make a difference in other people’s lives. We welcomed 11 of our 12 Distinguished Faculty Award winners to discuss teaching strategies, and faculty members were able to ask questions of the distinguished faculty in an informal panel setting.

CAMPUS CALENDAR

March

- 28 Inter-Club Council Spring Games
EOPS/CalWORKs/CARE
Fund-raiser
- 28-30 *Joseph and the Amazing
Technicolor Dreamcoat*

April

- 4 Classified Development Day
Inter-Club Council Spring Games
- 5-6 All Nations Pow Wow
- 5-11 Spring Recess (no classes)



President's

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

NEWSLETTER

Volume 20 • Number 3

March 14, 2008

State Chancellor Visits ECC

Our campus community welcomed Diane Woodruff, chancellor of the California Community Colleges, to El Camino College. Chancellor Woodruff travels to campuses throughout the year.

Students and campus leaders enthusiastically led the charge to show Chancellor Woodruff around campus. During the tour, stops were made in the radiologic technology lab, the Planetarium, the art gallery, and our new, state-of-the-art Humanities Building. A reporter from The Union joined the group, following the tour and interviewing the chancellor along the way. Chancellor Woodruff was impressed with our campus – noting that it feels more like a four-year university campus than most two-year campuses. She was equally impressed with the energetic students she encountered during her visit. The chancellor's networking lunch was accompanied by a student guitar ensemble.

Thank you to all who made this a successful tour!



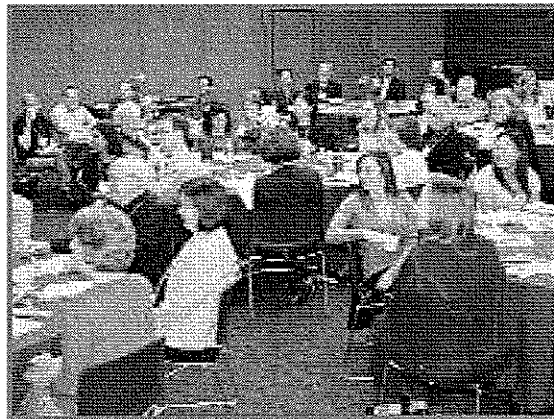
Celebrating Teaching on a Friday

Who says campus is deserted on Fridays?

Many of our ECC faculty participated in an outstanding faculty seminar recently held on our campus on a Friday! This was an event that reminds us all about the art of teaching and how the work we do does make a difference.

"Celebrating Teaching and Learning" brought together 11 of our 12 Distinguished Faculty Award winners to discuss teaching strategies. Distinguished faculty members also answered questions in an informal setting.

Sharing his insights on teaching was keynote speaker David Gottshall, a community college instructor and founder of the National Great Teachers Seminar.



The event offered flex credit and was co-sponsored by First Year Experience and Faculty/Staff Development. Feedback has been extremely positive, with faculty welcoming the opportunity for more peer mentoring, workshops, and teaching strategies. Some faculty members are already using strategies they learned during the seminar.

Thank you to all who participated!

High School Principals Breakfast

Representatives from high schools throughout our district area joined us for a breakfast meeting designed to increase communication between the college and our feeder schools.

The event provides South Bay academic leaders with an opportunity to ask questions about El Camino College and to learn about the many services available to their high school students. In addition, the meeting offers El Camino College leaders the chance to ensure the needs of college-bound high school students are being met, even before they graduate from high school. Thank you to everyone who participated in this successful event.

Start Your Engines!

Mark your calendar – our annual Classified Professional Development Day is scheduled for April 4, complete with the Third Annual ECC Electric Cart Parade. This will be a great day to join your co-workers for a day of “Fun, Food, and Learning.”

Fun comes in the form of the campus divisions, departments, and work groups getting together to decorate electric carts for our parade. The creativity of our coworkers really shines though in this display of wild and wacky electric carts.

The food aspect of the day includes a delicious barbecue lunch on the Library Lawn.

As for learning, this year's theme is "Adapting, Succeeding and Thriving in the Workplace." In this interactive presentation we will learn how to stay motivated, respond positively to workplace challenges, and rekindle passion for our chosen careers. The day's presenter is Sarita Maybin. More details to follow – we'll see you there!

Got Parking?

We are pleased to announce that ground was broken on March 10 for our new

parking structure which will provide 1,100 new parking spaces for students. After nearly two years, the Department of State Architects approved our plans for the five-level Lot H parking structure which will include a NCAA standard softball field and 10 tennis courts.

The project is estimated to cost a total of \$25 million, supported by funds from Measure E, the college's facilities bond approved by voters in 2002. A stoplight with a left-hand turn into campus off of Redondo Beach Boulevard will be installed to coincide with completion of the project, which is set for summer 2009.

Nominate a Colleague!

You are invited to make your nominations for this year's Distinguished Faculty & Staff Award winners. Nomination forms are now available and must be turned in by March 28.

These awards are presented annually to faculty and staff members who consistently demonstrate their commitment to the college and its educational mission. Winners will be announced at the annual Faculty & Staff Appreciation and Recognition reception. This is a great El Camino College tradition – nominate someone today!

CAMPUS CALENDAR

March

- 15-16 *Joseph and the Amazing Technicolor Dreamcoat*
- 18-20 ECC Bloodmobile
- 20 Green Job and Internship Fair
- 21-23 *Joseph and the Amazing Technicolor Dreamcoat*
- 27 Women's History Luncheon
- 28 Inter-Club Council
Spring Games
EOPS/CalWORKs/CARE
Fund-raiser
- 28-30 *Joseph and the Amazing Technicolor Dreamcoat*

April

- 4 Classified Development Day
- 5-6 ASUPPLEMENTAL BOARD LETTER





NEWSLETTER

Volume 20 • Number 2

February 28, 2008

ECC Preliminary Budget

We continue to work to develop our El Camino College budget for the 2008-09 fiscal year. Calculations are based on the Governor's proposed budget, which significantly reduces funding across the board. Our Preliminary Budget is the starting point in the budget development process.

The following Budget Assumptions have been reviewed and approved by the Planning and Budget Committee (PBC) in conjunction with the development of the Preliminary Budget:

- The District will adopt a balanced budget in which projected expenditures will not exceed projected revenues.
- Targeted enrollment is 19,305 credit FTES. No enrollment growth is projected.
- Zero percent COLA is projected for fiscal year 2008-09.
- State Principal Apportionment is based on a Foundation Revenue of \$8,857,454 plus 19,305 FTES funded at \$4565 per FTES.
- Lottery is funded at \$130 per FTES.
- No salary increases have been built into the 2008-09 Preliminary Budget.
- Academic salaries include 12 new full time faculty hires in 2008-09.
- There will be a corresponding reduction in part-time faculty sections taught.
- Classified salaries include four new custodians and one new groundskeeper transferred from Fund 15.
- Medical benefits increase of 10 percent annually.
- Utilities increase of 5 percent annually.
- Hardware, software maintenance increase of 5 percent annually (2009-10).
- Transfer of \$3 million to Fund 15 for Special Fund programs.
- \$450,000 has been budgeted for annual computer replacements.
- Interfund Transfers remain the same from 2007-08.
- Unrestricted General Funds have not been allocated to fund the GASB 45 requirement (Fund 17).

The 2008-09 Preliminary Budget development process will also include the following guidelines:

- A minimum 5 percent reserve for contingencies.
- No blanket March 15 letters to full-time faculty.
- No release of permanent, regular full-time classified or management employees.

The Governor's 2008-09 Proposed Budget will also directly impact the categorical (General Fund Restricted) and General Fund Unrestricted budgets:

- Funding for part-time faculty compensation and health insurance will be reduced by 10 percent.
- Funding for the following General Fund – Restricted programs will be reduced by 3.69 percent: CARE, DSPS, EOPS and Matriculation.
- Funding for the following General Fund – Restricted programs will be reduced by 10 percent: Basic Skills, Career Technical Education, Economic Development, Foster Care Education, Nursing, Instructional Support Block Grant, Special Services for CalWORKS recipients, Telecommunications, and Transfer Education and Articulation.
- Funding for General Fund - Restricted programs (Student Financial Aid Administration) will be reduced by 12.77 percent.

Supplemental Board Letter - 4/21/08 - Page

Page 32

President's

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

FTES – Increase

Our projected full-time equivalent students (FTES) for 2007-08 is currently projected with a 4.6 percent increase, and we are nearing our target at of 19,306 FTES. In addition to our enrollment management efforts, the projected increase is linked to our reporting format, which shifted summer FTES for 2006-07 and 2007-08 to help us reach our target number.

Final FTES numbers for 2007-08 will be available in July 2008.

Parking and Road Closures

Please note a variety of road closures and parking changes on campus beginning Monday, March 3.

- Parking Lot H will be closed and under construction until the summer of 2009. The adjacent volleyball courts, tennis courts and softball field will also be closed. The construction will yield a five-level parking structure, offering 1,100 spaces for students, significantly more than the current 300.
- The East Perimeter Road will also be closed – due to infrastructure installation, the perimeter road from the south side of the Administration Building to the entrance of Parking Lot J will be closed March 17 to April 27. To minimize the loss of parking, work will be performed in two stages, beginning with the southern portion. Twenty parking spaces will be unavailable in each stage.
- Additional parking can be found in Parking Lot L, where 30 parking spaces will be converted from student to staff use. In Lot F, 20 parking spaces will be converted from student to staff use. Also, 13 spaces in Lot K will be converted from staff to handicapped parking.
- Off Campus Parking – Additional parking and a shuttle service will be provided at the Alondra Golf Course, 16400 Prairie Avenue, in Lawndale. Shuttles will run every 15 minutes. The parking and shuttle service will be provided Monday-Thursday from 7 a.m. to 5 p.m. through spring semester.

All in our campus community are encouraged to use patience and consideration when looking for parking spaces. Or, “go green” and ride bicycles, skateboards, or scooters to campus, as an alternative to driving a car.

Accreditation: Timeline Reminder

As several key deadlines approach in the accreditation process, we have completed much work since we started this endeavor nearly two years ago.

Reminder: all plans need to be tied to our college’s three Strategic Initiatives and are due (in Plan Builder) by February 29. The deadline for Academic Affairs is March 14.

Please do not hesitate to join the accreditation review process. You are encouraged and welcomed to review and comment on each document. They are posted on *MyECC* – look for them in the “Accreditation Self Study” link under “Planning Documents” in the “Documents” tab.

Remaining Accreditation Dates

- End of March Final draft to College Council for review and discussion
- April 21 Board of Trustees – first reading
- May 19 Board of Trustees – second reading and action
- June Print bound copies of the 2008 self study and mail to accrediting commission
- October Accreditation team visit

Share a Ride!

Ridesharing is an excellent way to “go green” on your way to and from El Camino College. Please watch for a survey regarding AQMD Rideshare Programs. Your prompt completion of this survey is appreciated.

In the meantime, why not carpool or ride a bike to campus? Share a ride and go green!

CAMPUS CALENDAR

March

- 1 ECC Symphony Orchestra
- 6 CSI Internship Fair
- 7 Last Day to Apply for Spring Graduation/Certificates
Last Day to Drop w/out Notation on Permanent Record
- 10 Board of Trustees Meeting
- 12 Citizen’s Bond Oversight Committee Meeting
- 15-16, *Joseph and the Amazing*
- 21-23, *Technicolor Dreamcoat*
- 28-30



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

April 8, 2008

TO: Board of Trustees

SUBJECT: INGLEWOOD CENTER REPORT – SPRING 2008

The El Camino College Inglewood Center opened in May 2002. The Center was originally established at 101 N. La Brea Ave, Inglewood, but in response to the budget cuts of Spring 2003, the Center was relocated to 110 S. La Brea Ave, Inglewood. The relocation created a 40% reduction in space.

This reduction in space, along with the lack of signage for the building, has affected the Center's ability to offer additional courses and attract potential clients. Three courses in Math and one in Spanish were offered during the Fall 2007 and Spring 2008 semesters, which generated a total of 19.43 FTES for the year. The approximate revenue generated by the FTES was \$88,678 while the operating expenses for the Center (excluding instructional costs) were \$233,007. An additional \$18,000 was charged for classroom space at the Inglewood One Stop Center. At present, the existing labs do not have the capability to support Vista which limits the possibility of expanding CIS course offerings.

In addition to classes being offered at the Center, the Center also provides the following services:

- Academic/career technical education advising
- Open computer lab hours for students and community members
- Free computer classes in partnership with the City of Inglewood Parks and Recreation
- Assistance with concurrent enrollment and financial aid applications
- English/Math assessment by appointment
- Key-Train and WorkKeys assessment for the Career Readiness Certificate

Permission for signage to the exterior of the building was secured which will help with the visibility of the Center within the community. The College is in the process of obtaining the appropriate permits from the City of Inglewood prior to the installation of the sign. Additionally, an assessment of the computer labs and a plan for upgrading the computers also need to be considered to make the Center more viable.

cc: President Thomas M. Fallo

Attachment

El Camino College Inglewood Center

DATE: March 19, 2008
TO: Dr. Jeanie Nishime, Vice-President, Student Services
CC: Dr. Linda Gallucci, Interim Dean, Community Advancement
FROM: Michelle Arthur, Manager, Inglewood Center
RE: Inglewood Center: 2007-2008

Per your request, the following is snapshot of the Inglewood Center's operating costs and efforts for 2007-2008.

OVERVIEW

The El Camino College Inglewood Center opened in May 2002 after it was determined that the college could better serve its constituents in the northern part of the district with a conveniently located, physical presence in one of the northern communities. The City of Inglewood was chosen as the site as community residents and officials had voiced their support for a larger El Camino College presence.

CENTER ACCESS

Month	Center Visits	New Prospects	Daily Average	Academic/Career Advising
July 2007	444	24	28	18
August 2007	431	13	24	0
September 2007	398	20	27	0
October 2007	573	30	30	0
November 2007	439	30	29	1
December 2007	347	9	29	6
January 2008	424	20	25	10
February 2008	400	25	22	0

SERVICES OFFERED 2007-2008

- o Academic/career technical education advising
- o On site college classes & access to internet connection for online classes
- o Concurrent enrollment assistance
- o English/Math Assessment by appointment
- o Referrals to youth and community programs (on and off campus)
- o Financial aid (FAFSA) and Board of Governor's (BOG-W) application assistance
- o Open computer lab hours for students and community members
- o Free computer classes in partnership with City of Inglewood Parks & Recreation
- o Hours of Operation: Monday-Thursday 9a-1p; 3-7p & Saturday 8a-1p

CLASSES OFFERED

110 S. La Brea Avenue, #200, Inglewood California 90301

Phone: 310-330-4898 Fax: 310-330-4897

Web: www.elcamino.edu/community/inglewoodcenter

Supplemental Board Letter 4/21/08 - Page
Page 35

El Camino College Inglewood Center

Currently, the college offers basic math, English, and Spanish classes.

Fall 2007 – Math 12, Math 23, Math 40 and Spanish 1.

Spring 2008 – Math 12, Math 23, Math 40, and Spanish1.

Summer 2008 – No classes will be offered.

CHALLENGES

Course offerings have declined for a few reasons. First, and perhaps most obvious is a decline in enrollment which mirror the campus during the last year, second, the decrease in space has affected the center's ability to offer additional courses, and finally, the center offered a Computer Information Systems course (CIS 13) as recently as fall 2006 however, since the center does not have the required computer equipment necessary to support MS Vista properly, the center cannot offer CIS 13 or expand the CIS course offerings. It is important to note that the center's staff and student computer work stations are the original equipment which was purchased in fall 2001/spring 2002. For various reasons, the center has yet to receive an equipment upgrade. However, per the ITS specs website, upgrading the Inglewood Center will cost approximately \$75,000 with 3 staff stations, 1 lab with 21 stations, 1 lab w/ 15 stations, and 1 lab with 10 stations; each station costs approximately \$1,500.00; therefore total cost could range from \$36,000 to \$75,000.

OPERATING COSTS

Staffing:

- 1 Special Services Professional (full time)
- 1 Part time Office Systems Aide (170 days)
- 1 Part time casual - Program Aide (170 days)
- 1 Part time casual – Program Aide (CalWORKS student; 170 days)
- 1 Federal Work Study Student (per their award)

Staff is contract, casual, or Federal Work Study/CalWORKS student workers. Since 2003, the center has experienced high turnover due to the temporary status of these positions.

Budget 2007-2008 (11...6410)

Account	Name	Rationale	Cost	Notes
52106	Spec Svcs Prof	M. Arthur, Program Mgr.	76,960	
	Benefits (State & Federal)	18% per J. Cheung	13,500	
52310	Student Workers	M. Bruins, casual	16,320	
	Benefits (State & Federal)	10% per J. Cheung	1,632	
52340	Non-instr temp/PT	K. Lewis, Office Systems Aide;	25,840	
		E. Lopez, CalWORKS student	8,160	

110 S. La Brea Avenue, #200, Inglewood California 90301

Phone: 310-330-4898 Fax: 310-330-4897

Web: www.elcamino.edu/InglewoodCenter

Supplemental Board Letter 4/21/08 - Page

Page 36

El Camino College Inglewood Center

	Benefits (State & Federal)	10% per J. Cheung	3,400	
54550	Supplies		1,350	
55641	Copiers		2,950	
55648	Building Rental		82,895	
Total			233,007	
Account	Name	Rationale	Cost	Notes
11...6488 or 6489	Rental (Sublease with City of Hawthorne-So. Bay Workforce Investment Board at Inglewood One-Stop)	Each fall and spring, one or two classes are taught in this room from 6-9:10pm, M-Th.	18,000 Annual rental fee paid since approximately 2002/3. Room usage fluctuates.	Fall 2007 and Spring 2008 M and W 6-8:05pm
Total INGC Operating Costs			251,007	

FACILITIES

In response to massive budget cuts in spring 2003, the Inglewood Center moved from 101 N. La Brea Avenue to its current location of 110 S. La Brea Avenue. In addition, the budget cuts brought a decrease in many areas: approximately 40% reduction in space, 50% reduction in staffing, hours, and services.

PARTNERSHIPS & COLLABORATIVE OPPORTUNITIES

African American Male Achievement Network (AMAN, Inc.) utilizes the center on a semi-regular basis by bringing AMAN students to the center to access the internet for homework and research.

Kelso Elementary School and City Honors High School utilize the center on a semi-regular basis to access the internet for homework and research projects.

City of Inglewood Parks & Recreation utilizes the center on a regular basis by providing the teacher and curriculum and holding free computer classes during the day which by coincidence consists of primarily senior citizens learning how to use the computer.

Cit of Inglewood Library leadership shares resources and information regarding upcoming events.

South Bay Youth Programs coordinates with center staff to provide onsite links to programs and services to assist out of school and out of work youth by providing cross referrals.

As a post-secondary education partner in the One-Stop system, South Bay One-Stop Career Center and the Inglewood Center staff coordinate efforts to provide cross referrals to programs and services at the college and in the community.

Great Beginnings for Black Babies has requested to use the computer lab for staff in-service training.

110 S. La Brea Avenue, #200, Inglewood California 90301

Phone: 310-330-4898 Fax: 310-330-4897

Web: www.elcamino.edu/commdev/inglewoodcenter

Supplemental Board Letter 4/21/08 - Page
Page 37

El Camino College Inglewood Center

St. Mary's Academy has requested use of the center for summer 2008 for 5-6 weeks, June-July 2008, Mon-Thurs 9a-1p, to assist 40 entering freshman with Math & English skills while their site undergoes repairs and upgrade.

Where We Are Now

The Inglewood Center, now entering its 6th year in Inglewood, is again facing the possibility of budget cuts due to the current fiscal crisis.

Advertising at the center is critical to informing Inglewood residents that the college is committed to providing programs and services. To that end, permission was given in February 2008, and I have secured quotes from Signage Exchange, Inc, the center's original signage vendor for exterior signage which will cost approximately \$10,000. Previously, the center staff has engaged in non-traditional community based marketing efforts which by itself is not as successful when coupled with conventional means of marketing such as exterior signage and print advertising.

Where We Want to Be

Since spring 2007, there have been multiple discussions exploring the possibility of moving the Inglewood Center to a high school campus, the Civic Center / Education Center part of the Hollywood Park / Bay Meadows project, as well as other locations within Inglewood. Recently the district approved and renewed its 3-year lease for 2008-2010 at 110 S. La Brea Avenue, #200, Inglewood.

Our plan is to work with the campus to secure funding for the necessary upgrades so that CIS 13 can again be offered at the Inglewood Center. The entry level computer skills that are taught in this class are critical and provide entry level job skills. In addition, adding an academic counselor is also very critical to our clients. These changes will assist in expanding our services and better meet the needs of our clients and students.

Summary

The college's outreach efforts, programs, and services via the Inglewood Center began in earnest in May 2002 and continue to be the primary point of contact for El Camino College in the northern part of the district.

I welcome the opportunity to provide additional information and may be reached at 310-330-4893 or via email at marthur@elcamino.edu

College of the Redwoods closer to picking president

The Times-Standard

Article Launched: 03/25/2008 03:49:13 PM PDT

EUREKA -- In its second round of trying to chose a president, the College of the Redwoods presidential search team has narrowed the field to four finalists.

The candidates include:

* Daniel Bingham, Ph.D., the current chief executive officer of the University of Montana-Helena College of Technology. His tenure includes executive dean, associate vice president of business services, division chair and division director.

"I've been watching the College of the Redwoods since I was 14 years old," Bingham said. "It is a great college and I believe I can help take it to the next level."

* Bob Harris, Ph.D., the chief executive officer and executive director for the Capital Unity Council and the vice chancellor of students services for the Los Rios Community College District. He also served as the president of Sacramento City College from 1987 to January 2005.

"I have learned that the most effective leadership style to express the vision, mission and values of a community college for students, faculty, staff, board members, alumni and the community is storytelling," Harris said. "Throughout my career I have enjoyed listening and learning from all the constituencies and through storytelling, I have been able to be the catalyst for students, faculty, staff and board members so they, too, can accomplish what others perceive as impossible."

* Jannett Jackson, vice president of instruction of College

If Alameda, who has also worked with the Peralta District Office of Educational Services to refine the district's integrated planning and budgeting processes and to update the district/college educational master plans.

"I find that my leadership skills, experience and background are closely aligned with the needs of the college," Jackson said. "And growing up in Selma, Calif., a town a little larger than Eureka, I am aware that whatever successes are made at

the college is intertwined with those of the community. And, I am up to the challenge.”

* Jeff Marsee is the vice president of administrative services at El Camino College in Torrance. He has served for more than 21 years as a vice president and vice chancellor of academic affairs and fiscal services at community colleges in Texas, New York and California.

”I believe that the College of the Redwoods is a fantastic community asset,” Marsee said. “I’m excited by the possibility of being a leader of the dynamic CR team. I look forward to sharing how my multi-dimensional skills, experiences and my drive for effective change will help move CR to become an even stronger community college district.”

During the next step of the process, the board of trustees will interview each of the finalists and each will participate in separate public forums on the Eureka campus as well at the Del Norte and Mendocino Coast education centers from April 6 to 13.

The goal, according to CR’s announcement, is to choose the new president by the May 6 board of trustees’ meeting. He or she is expected to begin work July 1.

By the time the new leader is seated, two years will have passed since the college has had a permanent president after Casey Crabill left to become president of the Raritan Valley Community College in Somerville, N.J. The Board of Trustees appointed Tom Harris as the interim president for the current school year, but his term ends June 30.

The trustees considered three finalists for the president’s position in April 2007, but were unable to agree on a preferred candidate and appointed a temporary president for the following year.

Numbers rule for third presidential candidate to visit CR this week

By **CAROL HARRISON**, The Eureka Reporter

Published: Apr 11 2008, 10:22 PM · Updated: Apr 11 2008, 11:21 PM

Category: **Local News**

Topic: **Education**

Coming to College of the Redwoods to retire took on a whole new meaning on Thursday, as presidential finalist Jeff Marsee fielded his first query from the approximately 70 members of the campus community gathered to hear him speak.

After using the first 15 minutes to detail a laundry list of professional experiences as a private consultant, administrator and faculty member at community colleges in Texas, New York and California, he fielded the question from mathematics professor Dave Arnold.

"How long do you envision staying?"

"If I'm chosen, I'll stay here until I retire," Marsee said. "I promised my wife."

By the time he finished up 30 minutes later, Marsee made a community college presidency appear to be his capstone project, the chance to put a lifetime of learning and fixing other people's problems to work at a place that has had more than its share of them.

"This is my last stop: seven years if I retire at 55, another 10 if I work out longer," he told Arnold. "I'm looking for an institution where I can make a difference. This is not a transition. I can't make a difference in less than seven years."

In contrast to the first two candidates, Marsee shared little of his personal background, although "working out" with regard to any presidential tenure may well have had a dual meaning. Marsee was a cross-country All-American at the University of Southern California before earning his master's degree in economics from California State University Long Beach and doctorate in community college leadership from the University of Texas at Austin.

He outlined his "unique career path" that includes accomplishments in instruction, where he rose from the faculty to the position of vice-provost; fiscal administration; and student enrollment, retention and recruitment.

"By the end of the '80s, we were the first public entity in Texas to be rated upward by Moody's and Standard & Poor's," he said of his time as chief financial officer in the aftermath of the Texas banking bust. "We built three new campuses from the ground up."

In the process, he built a 25 percent reserve — "Texas doesn't fund start-ups and we had another one to build" — and faculty salaries went from 19th out of 54 in the state to third.

In moving to Ventura Community College, he inherited another fiscal mess.

"It was unknown. The administration was able to keep it a dark secret. It was the next-to-the-worst, if not the worst, district in the state."

Marsee said he helped to create a 10 percent fund balance while protecting "the critical core: the institutional component. Everything else enhances. I get it. I know how to do it."

He's now "doing it" as the vice-president of administrative services at El Camino College, which is getting Compton College back on track to re-accreditation.

Marsee also spent seven years in the private sector as a consultant in higher education enrollment management for 30 colleges and universities.

With no increases in staffing or revenues, he said enrollment grew 78 percent in six months at Cheyney and 32 percent at Fayetteville.

Retention became his "second passion." Marsee believes the "open door, egalitarian" nature of community colleges cannot be a "false promise."

"Your strategic plan for 2004-07 — there was not one word in the document related to retaining students," he said.

The latest version ranks student success as the number five priority — a welcome change as Marsee noted that CR ranked 16 in an 18 school peer group for retention and had lost in recent years 1,000 students and the \$5 million that comes with them.

"That has to be a point of attention, focus and recovery," he said. "I believe I can help you."

He offered a glimpse as to how when he noted that males comprised 31 percent of the students at Del Norte, 47 percent at Eureka and 18 percent at Mendocino. The problem: too many female-oriented programs.

From there, he jumped to CR's non-traditional enrollment numbers of 15 percent — half the statewide average — and linked it to the numbers of students per full-time equivalency — the lower the number, the more full-time students on-campus.

"You have 2.6 students to one FTE," he said, comparing it to the threes and fours that are more common. "You are not addressing the needs of the adult learner and it's a missed opportunity. You need to look at the data and ask the story. (Data) is the trailhead."

Once he figures out the story and makes a plan, Marsee sets aside a fund to connect the action plans to the budget process.

"If you don't do a set aside or commit to funding, most strategic plans end up in a binder. You come back and visit them every three years," he said.

It was the last question from librarian Ruth Moon that revealed the listening skills of candidate with a one-inch binder of notes to which he seldom referred.

After identifying the three questions she'd squeezed in — with two hidden in the last part — he molded a response that acknowledged the isolation, exasperation and frustration from a past barrier between employees and the governing board and the concern about how a new president will involve himself in the accreditation and planning work they have now embraced.

"Isn't it great to have such good candidates?" said one attendee as she headed out the door.

The fourth and final candidate, Daniel Bingham, will visit Eureka on April 16. A native of northern California, Bingham is currently the chief executive officer at the University of Montana-Helena College of Technology.

The public can hear him speak at 9 a.m. in the Forum Theatre and meet him at a reception at noon in the board room of the Administration building.

**TESTIMONY FOR THE ASSEMBLY BUDGET
SUBCOMMITTEE ON EDUCATION FINANCE**

WEDNESDAY, APRIL 2, 2008

Capitol, Room 126

Good Afternoon! Chair Brownley and members of the committee, my name is Diane Woodruff, and I am currently serving as the Chancellor of the California Community College System.

You'll remember that the last time I last testified before you was in January during the special legislative session. As I said at that time, the community college system understands the enormity of California's fiscal crisis and we want to work with you to minimize the negative impact on our colleges, as we did during the special legislative session when we cut \$31 million from the current year's budget.

Before I turn to next year's budget, I want to make you aware of a devastating and unexpected cut that community colleges just received in the last three weeks... after the midyear cuts were made. Due to weak local property tax revenues, the community colleges received a funding cut of almost \$80 million in the current year. Unlike K-12 districts which receive an automatic backfill of state funds when property tax receipts come in below estimates, there is no such protection for community colleges.

As a result, our colleges are now struggling to adjust to this massive cut in funding more than three-quarters of the way through the fiscal year. This cut in funds represents the resources to serve over 35,000 students. This is a devastating blow especially given the magnitude of the cuts that are proposed for next year. I respectfully ask that you provide whatever fiscal relief you can in the current year. In addition, it is vital that the property tax estimates for the 2008-09 budget be adjusted downward so as not to repeat this cut in funds in next year's budget.

I am pleased to be here this afternoon along with my colleagues from the University of California, and the California State University, because together we represent the largest and best system of public higher education in the world. It is largely due to this state's world-renowned systems of public higher education that California has become the eighth largest economy in the world. But without continued investment we will not maintain that status. As California makes critical decisions to resolve the budget crisis, choices will be made that will shape the state's future for generations to come.

As we face these choices, it is important to remember that public higher education is an investment in the state's human capital, in the California economy and in the economic engine that has propelled California to a position of global economic leadership.

Furthermore, I think it is important to remember that California's 3 public higher education systems are interconnected and that cuts to one system affect the other 2 systems. The interconnectedness of the 3 systems was envisioned in the California Master plan for higher education and this master plan has been working well to date. In fact, last year, community colleges transferred over 99,000 students to 4-year universities and almost one-third of all UC graduates were community college transfers and two-thirds of all CSU graduates were community college transfers.

So, when Chancellor Reed has to cut back 10,000 students, it impacts us, because our community college students then can't transfer. Similarly, UC has reported a 7% increase in community college transfer applications and so cuts to the UC system will also affect us. In addition, when students can't get into a UC or CSU or can't afford to go there, they often come to us instead so it impacts our enrollment.

I am deeply concerned that, if the proposed budget cuts are implemented, it will chart a course for California that will leave California businesses without the skilled workers they need to compete in today's world economy. If we want to turn the California economy around, this is the time to maintain our investment in education and not to cut it back.

The community colleges are uniquely positioned to help improve the state's fiscal condition. When California workers face layoffs and difficult job markets, they turn to our colleges to upgrade their skills, move up in the workforce, and stay competitive and employable within their fields. Given the fact that we serve 2.6 million students and enroll 73% of the students in public higher education, we are the only entity that is capable of delivering education and workforce training in every area of this state and on a scale that is needed to improve the state's economic strength.

As an example of this responsiveness, when the Governor and the Legislature asked the community colleges to help meet California's nursing shortage, we responded quickly and have been able to increase the number of nursing students from 5,000 to 8,000 over the last three years. And as you know, our workforce training programs extend well beyond nursing; we offer more than 175 degree and certificate programs in hundreds of vocational fields such as Advanced Manufacturing, Biotechnology, Business, and Computer Science to name a few. Our role as the state's largest workforce provider is reflected in the fact that we train over 70% of the nurses, and over 80% of the fire, law enforcement, and emergency medical technicians in California. Today, millions of Californians are succeeding in their chosen fields because of their community college experience.

I am very proud of all these ways in which the California Community Colleges provide opportunities to individuals to meet their educational goals and provide California business with the skilled workers it needs to compete in the global economy. However, our ability to continue making these contributions will be undermined if the proposed \$483 million in budget cuts are made.

So how specifically would these \$483 million in budget cuts affect community colleges? I'll briefly mention 3 areas:

First, these cuts mean that community colleges would not be able to provide classes for more than 50,000 students. Because California's 109 community colleges are open access institutions and we do not limit enrollment and turn away students, the real impact of the proposed budget cuts would actually be felt by all 2.6 million California Community College students since they will

not be able to get the classes they need to transfer or graduate on time. So, the dilemma our students face is that they can get in and be admitted to community colleges, but then they can't get the classes they need to transfer or graduate. Thus it takes them longer to transfer or get a degree or certificate. As a result, we are not able to be as efficient and cost effective as we could be if we were able to offer these additional classes.

The second impact of the cuts is that the proposed \$80 million dollar reduction to student services will hurt our ability to help students succeed which has been my highest priority this year. These are the very programs that provide the core services that help students get placed into the right courses and then stay on track and move successfully through college. Students using these support services most often are low-income, first-generation college students who are working hard to juggle college, work and family responsibilities. These services provide the essential support that makes the difference between whether or not a student succeeds or fails.

Third, the proposed lack of COLA represents a cut of \$292 million. Due to the effects of inflation, colleges face yearly increases in health benefits, utilities, automatic salary adjustments, and other services. If no COLA is provided, colleges will be forced to cut classes and support services in order to cover these nondiscretionary cost increases.

In conclusion, The proposed budget cuts would force all three segments of public higher education to limit the number of students we can serve, and to make program reductions that will threaten students' success and progress toward timely graduation. As we work to find solutions to the state's fiscal crisis, it is crucial that we not make choices that hurt the future of California's students and economy. We must find a balanced approach that maintains the necessary investment in our institutions of public higher education so that California remains a land of opportunity where people want to live and do business, and where our economy has the skilled workers it needs to compete. Doing anything less would be a disservice to our children and to the future of this state.

Thank you for inviting me today. Again, I look forward to working with you.

Number of Institutions, 2006-07

CCC	109 Colleges
	72 Districts
	54 Established Centers
	42 Emerging Centers
CSU	23 Colleges
UC	10 Colleges

Undergraduate Fees, 2006-07

	Resident	Nonresident
CCC	\$600	\$5,190
CSU	\$3,451	\$10,170
UC	\$7,347	\$19,068

CCC Students by Gender, 2006-07

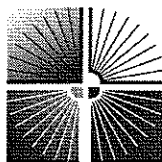
Female	55.5%
Male	43.5%
Unknown	1.0%

CCC Students by Age, 2006-07

19 or Younger	24.6%
20-24	27.4%
25-29	11.9%
30-34	7.5%
35-39	6.3%
40-49	9.9%
50+	12.1%
Unknown	0.3%

CCC Students by Ethnicity

African-American	7.2%
American Indian/Alaskan Native	0.85%
Asian	12.1%
Filipino	3.5%
Hispanic	29.3%
Other Non-White	1.9%
Pacific Islander	0.7%
Unknown	8.4%
White	35.9%



COMMUNITY COLLEGE LEAGUE OF CALIFORNIA

FAST FACTS 2008

State-Determined Funds (SDF) per FTES, 2006-07

(includes General Fund, local property tax, and student fee revenues)

K-12	\$8,501
California Community Colleges (CCC)	\$5,708
California State University (CSU)	\$11,972
University of California (UC)	\$18,749

Source: Estimated by League staff, to be revised in the Fall

Undergraduate Student Enrollment, 2006-07

CCC	2,621,481 (79%)	full-year unduplicated headcount (all students)
	1,047,891	full-time equivalent students (FTES), credit
	86,594	non-credit FTES
CSU	480,240 (15%)	headcount/FTES
UC	214,298 (6%)	headcount/FTES
Private*	132,400	headcount

*WASC-accredited private four-year institutions

Number of Student Transfers to Four-Year Public & Private Institutions, 2006-07

Community Colleges to University of California	13,874
Community Colleges to California State University	54,391
Community Colleges to In-State Private Colleges/Universities	18,737
Community Colleges to Out of State Colleges/Universities	11,840
Transfer Rate	38.8%*

*Percentage of first-time students with a minimum of 12 units earned and who attempted transfer-level Math & English during enrollment and transferred to a 4-year institution within 6 years.

- 55% of CSU graduates and 28% of UC graduates begin their college years at a community college -- and, upon transferring to either four-year institution, obtain GPAs equal to, or better than, "native" UC or CSU students.
- In 2004, UC officials indicated that 25% of UC-eligible high school graduates had at least one community college course on their transcript.

Degrees and Certificates Awarded, 2006-07

Associate of Arts (A.A.) degree	61,342
Associate of Science (A.S.) degree	21,233
Certificate requiring 6 to 17.5 units	16,663
Certificate requiring 18 to 29.5 units	8,989
Certificate requiring 30 to 59.5 units	12,212
Certificate requiring 60 or more semester units	1,616
Other Credit Award, under 6 semester units	4,881
TOTAL (Credit)	126,936
TOTAL (Non-Credit)	1,152
TOTAL (Credit & Non-Credit)	128,088

Supplemental Board Letter - 4/21/08 - Page 48

CC: Bd.

Did You Know...

- *Homeland Security*

80% of firefighters, law enforcement officers and EMTs are credentialed at community colleges. **39** colleges administer Police Officers Standards and Training (POST) academies. **64** colleges have fire technology programs for training firefighters.

- *Nursing*

70% of the nurses in California received their education from community colleges.

- *Enrollment*

24% of all the community college students nationwide are enrolled in a California community college.

- *Earnings*

\$1.6M is the average lifetime earnings of a graduate with an associate's degree – **\$400,000** more than for a high school graduate.

- *Diversity*

1 community college district (Los Angeles CCD) educates almost **3X** as many Latino students and nearly **4X** as many African American students as all of the UC campuses combined. Nearly **1/4** of all Chicanas and Chicanos who receive doctorates first attend a community college.

- *Apprenticeship*

25,000 apprentices are educated by a community college. **160** apprenticeship programs comprised of **66** trade/craft titles are located on **35** community college campuses.

- *Participation Rate*

67.3 out of every **1,000** members of the population attended a community college in 2006-07.



EL CAMINO COMMUNITY COLLEGE DISTRICT

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

RECEIVED

FEB 28 2008

February 27, 2008

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

Katie:

Please apply the enclosed donation of \$100 to the Foundation Scholarship Fund. I had made a friendly wager with President Fallo regarding the move-in date for the new Humanities Building. I lost the bet but returned from Winter Break to a great new office, so I'm gladly paying up with a \$100 charitable contribution.

Sincerely,

Sara Blake
Professor, English

Cc: T. Fallo



El Camino College
Student Development Office
Memorandum

TO: Dr. Jeanie Nishime, Vice President, Student Services

FROM: Harold Tyler, Director, Student Development

SUBJECT: Change in ASACC conference attendees

DATE: Monday, March 10, 2008

As we spoke about this morning, this is to inform you that due to a family emergency, Roxanna Seyedin will not be able to attend the ASACC Conference this weekend (March 7-11, 2008) in Washington, DC. The Board approved alternate, Leah Ouaddi, has since resigned from the Associated Students Organization and therefore cannot attend in Roxanna's place.

ASO has appointed Vincent Armstrong, ASO Director of Academic Affairs, to attend in Roxanna's place. Efforts are currently underway to change the airline, conference and hotel reservation information. A copy of Vincent's signed field trip waiver form will be walked over to your office today.

Please let me know if there is any additional information you need regarding this change.

Thank you.

Cc: Thomas Fallo, President/Superintendent
Arvid Spor, Dean, Enrollment Services
Mattie Eskridge, Assistant to the Vice President
Vivian Amezcua, President, Associated Student Organization

The Daily Breeze

March 30, 2008

ECC female leaders hone legacy

By Shelly Leachman Staff Writer

The controller, the stabilizer, the analyzer, the persuader.

According to a test that purports to determine such things, the aforementioned are the primary personality types of people.

As it happens, the four top spots on El Camino College's student leadership team are occupied by one person of each predilection.

"I guess you could say we're a good blend," stabilizer Ashley Bachmann, 20, says of herself, controller Vivian Amezcua, analyzer Roxy Seyedin and persuader Christie Jack.

Of the campus Associated Students Organization, this quartet serves as leading ladies - Amezcua as president, Bachmann as vice president, Jack as finance director and Seyedin as student representative to the Board of Trustees.

At a recent meeting of the entire 25-member student senate, the four were almost the only ones to speak, asking and answering questions like they've been elected officials all their lives.

And to think theirs is a mix that exists almost accidentally.

Deciding separately last spring to vie for office, the women ultimately joined forces on a four-way slate at the urging of a mutual acquaintance and past ASO president who felt they'd work well together.

Apparently he was right.

Dubbing themselves VARC, an acronym based on their first names, the women campaigned on a girl-power platform and aimed to increase both voter turnout and ASO's visibility.

Launching their own Facebook group, creating a logo and a My-

Space page, plus T-shirts and banners, passing out fliers (pink ones, natch), balloons and cookies, they accomplished all of the above.

The legacy they hope to leave behind is one of increased student engagement, heightened awareness of environmental issues and shared governance.

But today, as they're mere months away from walking out the door and onto new adventures at four-year universities - all four will get their AA degrees in May - they're reflecting on what they've gleaned as campus leaders and encouraging future students to follow in their footsteps.

"It actually motivates you to want to do more in school, to do everything better," said Jack, 19, a 2006 South High alum who hopes to earn entrance to USC. "You're so much more aware."

"One of the weirdest things is when you realize that nothing you're doing is for yourself," said West High grad and gold-medal debater Amezcua, 19, who's been offered a scholarship to Northern Arizona University but has her fingers crossed for the University of California, Berkeley.

"I think we spend so much time thinking we're selfish beings and operating as such," she continued. "But I wouldn't be drawn to this if I didn't care a lot about other people and want things to be better."

"The overall lesson is be involved in something, even if it's a club," offered Arizona-born Bachmann, who's also aiming for USC. "Involvement breaks the school down into a community, which makes it more enjoyable and more successful."

Inspired by the success and passion of their soon-to-be predecessors, at least two new women are hoping to pick up where VARC leaves off.

Current senate members Megan McLean, 19, of Torrance, and Ivana Poste, 18, of San Pedro, intend to run for president and vice president, respectively.

It is so far unclear who may run to replace outgoing academic-affairs director Vince Armstrong, 21, one of two token males on ASO's entire nine-member executive cabinet.

He endures jokes aplenty: "Whenever we need a poster hung up, we're like 'Viinnccce!'" Amezcua said half sarcastically.

And he offers a few of his own: "What can I say?" he asked sheepishly. "I'm surrounded by a bunch of women all the time."

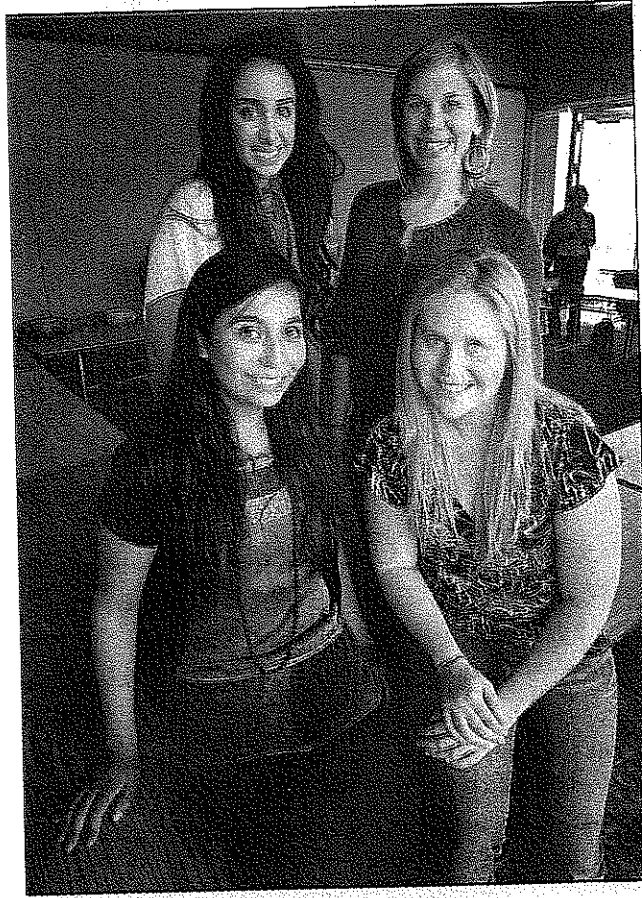
But ultimately Armstrong says of his experience working alongside the ladies: "To me it makes no difference, man or woman, if they want to serve I'm all for it."

Which raises a question that can't go unasked in a discussion with female political leaders, no matter their age or sex: What about Hillary?

"Just the fact that America's open to it is exciting," Bachmann said about the prospect of a female president.

"Right?" Jack interjected. "I mean, look who's running - Obama and Hillary. Go America!"

"I just think it's really cool that El Camino is reflecting or paralleling the national field," Bachmann continued. "This is a very diverse campus - I hear so many languages spoken in our office - and we have a predominately female-run organization. How great is that?"



The top jobs in El Camino College's Associated Students Organization are filled by women who were elected last spring. In the front are President Vivian Amezcua, left, and finance director Christie Jack. In the back are student representative Roxy Seyedin, left, and Vice President Ashley Bachmann.

Bruce Hazelton/
Staff Photographer

DOWN THE RABBIT HOLE



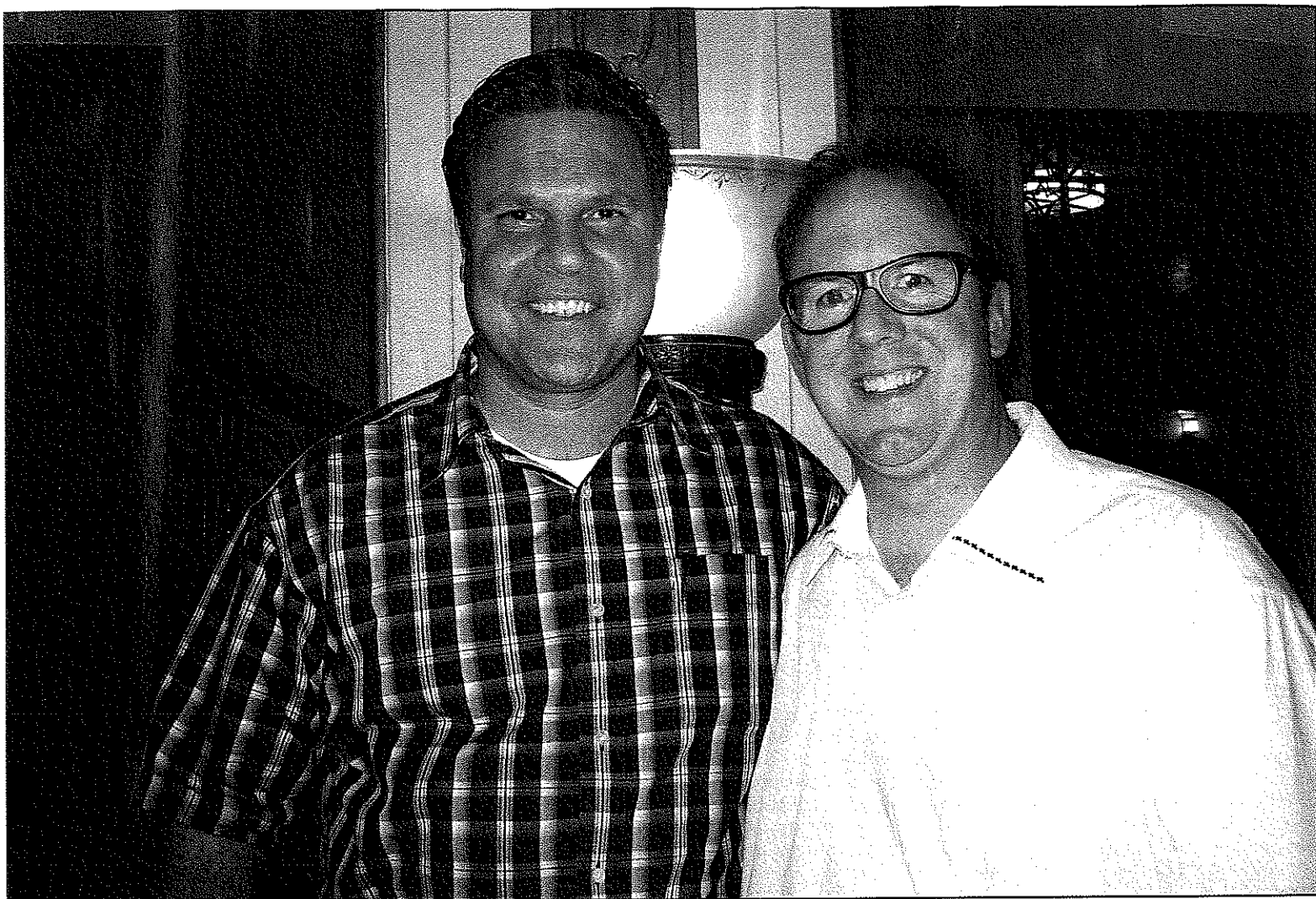
Steve McCrank/Staff Photographer

The financial aid department played parts from "Alice in Wonderland" for El Camino College's electric cart parade Friday. Each service department decorated a cart and paraded before judges and students. Tweedledee and Tweedledum, top, entertain students as the Mad Hatter looks on. Information Technology Services employees, above left, cruise in their electric cart, transformed into a woody surf wagon, while a cadre of playing-card soldiers marches at right.

DOWN THE RABBIT HOLE

D. Breeze 4/5/08





"Crenshaw Boulevard" documentary producer Chris Molony and filmmaker Dan Wozniak at their premiere showing at the Warner Grand Theater, San Pedro last month. Photo by Mary Jane Schoenheider

'Crenshaw Boulevard' wanderings

by **Brian L. Gillogly**

The new documentary "Crenshaw Boulevard" by Dan Wozniak is a slow cruise along the 24-mile thoroughfare from the heart of Los Angeles to the top of Palos Verdes, with everyday denizens sharing some of their innermost thoughts about themselves, their work and their communities. Wozniak, who grew up on the Peninsula and now lives in Ojai, calls it a "snapshot in time," and on this level it mostly succeeds. If along the way the 69-minute video defies a few of the basic tenets of good documentary filmmaking, including letting interviews meander, perhaps some of that can be forgiven.

Today's documentary audience has been spoiled by the mix of inspiration and production values of Ken Burns and the invigorating agent provocateur approach of Michael Moore. To a degree, every other documentary is judged against the product of these modern masters of the genre—with their comparatively big bud-

Dan Wozniak,
local documentarian, finds the
humanity in people living along
the LA to PV route

gets. Those working with much fewer resources had better have, at minimum, a compelling subject in hopes of winning an audience.

The seeds of Wozniak's project came in the mid-'90s while he was employed as an inspector for Arco mini-marts in greater LA. "Driving around the core of Los Angeles, I saw that the city has absolutely everything humanity has to offer," says the director. A decade later, Wozniak fleshed out the idea with longtime friend Chris Molony, a PV resident who bunked with Wozniak at UCSB and went on to earn his Masters in Business Administration.

Molony, serving as producer and off-camera

interviewer on the project, helped Wozniak narrow the story from both a creative and budgetary standpoint. "Dan and I wanted to identify 12-ish stories of good things that are happening," says Molony. "Some are extraordinary, some are simple, but in each of them there's that kernel that says these are good people that are just trying to do good things, regardless of the scope or the scale. We wanted to show that it's not all gangs and violence and all that stuff that goes along with the underbelly of society."

Local TV magazine shows like KABC-TV's "Eye on LA" in the '80s and KCBS-TV's "LA Stories" in the '90s mined this territory well, but never in such minute detail. Where "Crenshaw Boulevard" suffers, in particular, is in letting "talking heads," or on-camera interviews, tell the vast majority of the story; rather than utilizing "b-roll," or background footage, to help cover the long statements, illustrate points and make the story more appropriate b-roll shots are sometimes too repetitive, especially

Supplemental Board Letter 4/21/08 Page 57

on a shoestring budget like this one. Yet, in many cases, "Crenshaw Boulevard" actually uses its available background footage simply as interludes or buffers between the on-camera statements, adding length to the project but little else.

Occasionally, however, the film hits upon a deeper truth or particularly insightful statement. At one point, two black men embrace as brothers while one states, "We are not a problem people. We are a people with problems." Later in the film, Father David O'Connell, an Irish Catholic priest who has given himself to helping the Hispanic community, recalls discovering the bodies of two young men near his church. "My anger overcame my fear," says O'Connell. "I think we need to have a certain amount of anger about what's happening to our young people, what's happening in these neighborhoods."

Although Wozniak, Molony and their small production crew survived the shoot unscathed, there were a few nervous moments. "We were filming down in Leimer Park and there was this woman and she must have been high on something," says Molony. "She kept pulling up to us and yelling things to us and she'd burn out and drive around the block and do the same thing again. At one point she started reaching under her seat and that's when I'm thinking, I'm going to hit the dirt so I don't get shot."

Wozniak, to his credit, didn't dodge flashes of inspiration, like a flier he found at the PV Library for the South Bay Astronomical Society. That led him back to his junior college alma mater, El Camino, and a group of telescope makers featured in the film. "I had graduated from there and I didn't even know there was a planetarium on campus and that it's been there forever," he says with a laugh. "It surprised me that here in the middle of the city there are people who are watching stars."

Wozniak, who also directed the surf-travel movie "Siestas & Olas," provides good, clean camera work. He is particularly proud of a short interlude toward the end of the film which shows the Palos Verdes slide area that was once intended as the last stretch of Crenshaw: "I'm sometimes out here in the hills birding and that piece on Portuguese Bend really rejuvenates the soul for me."

In February, the director was back in the area for the premier of the film at the Warner Grand in San Pedro. The affair served as a fundraiser for

Las Candalistas, a local nonprofit charitable organization that once included Chris Molony's late mother. Rori Roje and Bobbi Brown of Las Candalistas took responsibility for putting on the premiere after a fortuitous sequence of events.

"We decided we should have a movie night," says Roje. "I had been receiving these e-mails from Chris' dad about 'Crenshaw Boulevard,' so we thought we'd go to Blockbuster and get a copy. Then I talked to Chris and found out that the movie had just barely finished shooting and cutting and they hadn't had a premiere. We said, 'Wow, we could do this as a fundraiser,' and they said they would be willing to donate the proceeds to Las Candalistas and have all these people exposed to their movie."

Although Roje and Brown had no previous experience at staging a movie premiere, "the stars aligned" and the event was a smash success. "It's probably the single largest fundraiser we've had outside of 'Walk on the Wild Side,'" says Roje. ("Walk on the Wild Side" is the group's annual themed fundraiser.) What's more, Roje and Brown, who had prescreened the project, were proud to be associated with it.

"It's the opposite of 'Crash' without being Pollyanna or incredulous," says Roje. "I liked it because it had a lot of great things to say about LA. Everybody in there's an unsung person. They're all real people. They have different challenges and different stories to tell. They are just doing what they can every day to have the best life that they can live."

There are others who will respond positively to the conversational, sometimes tedious interviews with everyday folk. News magazine shows and major documentaries have made us accustomed to punchy, poignant voice bites that get us directly to the heart of an issue. However, such strategically edited "important" statements often don't permit us to get to know the interviewees in an intimate manner. In this particular case, it's like sitting and talking to a stranger for a long spell and getting a notion of who they really are amid all the stammers, pauses and verbal wanderings.

Whether or not this was the strategy from the beginning may not be important. The end result is that we come away with a genuine sense that despite their sometimes different ethnicities, occupations and economic levels, the people of "Crenshaw Boulevard" share an inherent goodness and a common sense of humanity with the rest of us. *PEN*

Harsh impact of cuts in Cal Grants

By John Fensterwald

Mercextra.com

Tuesday, April 1st, 2008

Gov. Schwarzenegger's proposed cuts to higher education coincide with the largest graduating high school class in state history. That's disastrous timing, and it's leading to the predictable game of Pass the Pain. University of California and California State University systems are expected to raise fees by 10 percent, passing along higher costs to families. And, by closing registration to most campuses by March 1 or March 15, both systems will pass the burden of educating tens of thousands of disenfranchised high school graduates to community colleges. They're obligated, by law, to admit all who want to attend. Yet their funding for next year won't accommodate the anticipated increases.

Not comes the news that proposed cuts in Cal Grants will disproportionately affect community colleges, too.

An analysis by the Institute for College Access and Success found that the governor's plan would eliminate new Cal Grant awards for 45 percent of community college students who would have received them, compared with 10 percent of would-be recipients at the California State University system and 5 percent of recipients at the University of California.

The reason is that the governor is proposing to end the Cal Grant program that serves older students while maintaining the program serving students going to college immediately after high school. Older students disproportionately attend community college.

Cal Grants provide financial aid to low- and moderate-income families: up to \$11,259 to cover fees at public universities and up to \$9,708 for tuition at private colleges in California. The maximum Cal Grant for a community college student of \$1,551, can be used to cover the cost of books, supplies and transportation.

Community college students already are disproportionately disadvantaged. Only a third of those eligible for Cal Grants receive the, compared with two-thirds of eligible UC and CSU students. In addition, the Cal Grant for community college students has increased only 10 percent over the past 15 years — not enough to keep up with the ever-increasing cost of textbooks. Cal Grants for students at other institutions have risen 69 percent during that time.

It costs an estimated \$15,000 to attend community college full-time, including room and board. A Cal Grant would cover about a tenth of that cost. Studies have found that community college students who can take a full load of courses — and don't have to stretch out their education by working full-time — attain degrees or transfer to a four-

year college at a much higher rate. That's one reason that the Legislature should be increasing financial aid, not cutting it, as the governor proposes.

Students who have recently graduated from high school and apply by March 1 are entitled to a Cal Grant. Others must apply for competitive grants. Schwarzenegger is proposing to cut all funds for 22,500 competitive grants this fall. The Berkeley-based Institute for College Access and Success calculates that the impact would reduce the number of community college students receiving Cal Grants by 45 percent. Legislators must not let this happen.

<http://mercextra.com/blogs/edreform/2008/04/01/harsh-impact-of-cut-in-cal-grants/>

Don't discount nonprofit lenders. One of the best sources of private student aid are the state-based nonprofit agencies that help students secure low-cost private loans. These providers often offer attractive interest rates, comparable to, or, in some instances, better than federal loans and most private ones. However, many of these agencies, including those in New Hampshire and Massachusetts, have been hit hard by the credit crunch and some have withdrawn entirely from the loan market. For example, Iowa Student Loan Liquidity, Iowa's nonprofit lending agency, will stop offering private student loans in April.

Students should investigate the nonprofit provider in their state to learn whether they are still making student loans. If a student is attending school out of state, they can apply to the loan authority in their home state, as well as the one in the state where they will be attending college, says loan consultant Chany.

Don't apply for too many loans. A big mistake is applying for too many loans in a short time. One thing most loan shoppers don't realize is that every time they apply for a loan, the applicant's credit score is reduced by five points, says FinAid's Kantrowitz. Most private lenders have five or six tiers of different interest rates and fees they offer borrowers, which they dole out based on credit score. Applying to eight or nine lenders could mean you will end up with a lower credit score, and, consequently, a less favorable interest rate. Kantrowitz recommends students apply for, at most, three or four loans. Ideally, these lenders should include a bank, a nonbank specialty lender, and one or two state loan agencies, he says.

Beware of loan comparison sites. Several Web sites promise to help students obtain "bids" for student loans, similar to mortgage shopping sites. Kantrowitz warns that none, so far, have lived up to their billing.

Consider a co-signer. If at all possible, use a co-signer when signing up for a private loan. This is especially important with private student loans, because lenders look at the higher of two credit scores to determine eligibility, interest rate, and fees paid. Some students may not want to place this burden on their parents, but that can be a mistake in the long run, says Kantrowitz. "I've talked to students who have said, 'My parents have

done enough. I don't want them to take on any more debt for me.' But the reality is that it will be costing [the students] more," Kantrowitz says. "You may have your principles, but in this case your principles are going to cost you."

Ask plenty of questions. Once students have narrowed down their loan options, they should ask questions to determine whether a particular loan is the right fit. The first thing to do is nail down the interest rate, says Robert Shireman, executive director of the Project on Student Debt, a group that raises awareness about financial aid. "It's disturbing how hard it is to get an ironclad interest rate from a lender," Shireman says. "You really have to go through the whole application process and give them access to your credit record."

Other questions: Is the interest rate of the loan fixed or variable? If variable, is there a cap? How is the interest rate calculated (is it based on the prime rate or the LIBOR (London Inter-Bank Offered Rate)? When does repayment begin? Can you defer your payment until you are done with school? Will you be able to afford your monthly payment?

With these answers in hand, students and parents can make informed decisions on loans. Consultant Chany cautions that this isn't a decision to be made quickly: "It's not just, 'Well, I'll get this over with,' because then you might be locked into the loan product for the life of the loan."

Out of Control

By Shelly Leachman, Staff Writer

Article Launched: 04/06/2008 10:07:30 PM PDT

Running once through the obstacle course, Courtnee Draper drove fast and flawlessly, leaving nary a pylon overturned.

Not so on her second attempt.

Taking the same route while donning a mask designed to simulate the effects of intoxication, El Camino College student Draper crushed more than a few of the fortunately resilient orange rubber cones.

"It's really hard to see. The goggles make you so nauseated and it looks like there are cones everywhere," the 23-year-old said following her mock drunken-driving experience at the school's recent DUI Fair. "I can't imagine driving like that. There's no way. It takes so much energy just trying to focus on staying on the road."

Fitted with a special lens that evokes your grandmother's glasses - assuming your grandmother has awful eyesight - the mask mimics the blurred vision and distorted balance equated with being about two times over the legal blood-alcohol limit of .08 percent.

With a smashed black BMW - said to be a real DUI "crash car" - as a backdrop, participants of El Camino's interactive annual awareness event were also invited to wear the drunk goggles while shooting baskets and taking a faux field sobriety test.

"It gives them the feeling of what it would be like to be out of control," said Sergio Borbon, a Gardena Police Department traffic collision investigator who helped coordinate the day that's become an annual collaboration of 12 South Bay law enforcement agencies.

"It's a fun way for them to realize what impairment does to them," he said. "That's what this is all about - educating."

Hoping to impart such lessons before everyone heads off on vacation, event organizers specifically scheduled the DUI Fair in advance of El Camino's spring break, which starts today.

"We want them to have a good time but also understand, if you overdo it, what the consequences could be," El Camino police Sgt. Dal Toruno said.

TORRANCE UNIFIED

Bond workshops set

Aiming to offer details and glean public opinion, the Torrance Unified School District is conducting three workshops related to one or more proposed future bond measures.

The district has discussed putting on the November ballot a two-bond package that together would equal about \$350million. The money would go toward fixing aging facilities and to rebuild - at its original location - J.H. Hull Middle School.

Superintendent George Mannon, business chief Don Stabler and other cabinet members, as well as school board trustees, will be on hand at every session to provide information, answer questions and take suggestions for potential projects.

The first meeting, aimed at PTA members and district employees, is set for April 15; the second, for the city's various homeowners associations, is April 30. The third, for Torrance Area Chamber of Commerce and the local business community, is scheduled for May 7.

All three forums start at 7 p.m., at J.H. Hull at Levy school, 3420 W. 229th Place.

For more information, contact Tammy Khan at 310-972-6152 or tkhan@tusd.org.

REDONDO BEACH

South Bay schools forum

As part of its education-centered efforts, the League of Women Voters of the Beach Cities tonight is hosting a forum focused on South Bay schools.

The event, "Education in the South Bay: Breakthroughs and Challenges," will feature officials from eight area school districts discussing and answering questions about programs and obstacles.

Scheduled to participate are Centinela Valley Union High School District's director of special education, Joann Kennelly; El Segundo Unified Superintendent Geoff Yantz; Hawthorne School District's assistant superintendent of educational services, Terry Moore; Hermosa Beach Superintendent Sharon McClain; Inglewood Unified Superintendent Pamela Short Powell; Manhattan Beach Superintendent Beverly Rohrer; Redondo Beach Superintendent Steven E. Keller; and Wiseburn's Dana Middle School Principal Matt Wunder.

The forum runs from 7 to 8:45 p.m. in the second-floor meeting room of the Redondo Beach Main Library at 303 N. Pacific Coast Highway.

EL SEGUNDO UNIFIED

Open enrollment offered

During one week in May, El Segundo Unified will offer open enrollment, giving residents the chance to handpick which school within the system their K-5 children will attend, if space is available.

Parents wishing to continue in their home school need not take any action.

Parents interested in participating in the program for the 2008-2009 school year should contact Kris Martin in the district's Educational Services Office for an application.

Applications must be submitted in person from 8 a.m. to 4 p.m. May 19 through May 23 at the El Segundo Unified School District Office, 641 Sheldon St., Room 102.

The Daily Breeze

2 school districts will take their needs to voters

By Shelly Leachman Staff Writer

Article Launched: 02/28/2008 11:22:37 PM PST

Residents of Hawthorne and Hermosa Beach alike will see school measures on their election ballots when June 3 rolls around - the districts in both cities decided this week to request cash from their respective voters.

The much-debated parcel tax for Hermosa Beach City School District is officially a go, approved by trustees Wednesday night - the same day that Hawthorne board members agreed unanimously to go for a \$20 million bond measure.

"I want to go to the community one more time and finish the job that we have started," Superintendent Don Carrington said of Hawthorne, which previously passed bonds - in similar amounts - in 1997 and 2004.

"With our prior bonds, promises made were promises kept, projects were completed on time and on budget," he added. "We want to continue that momentum and finish the projects that need to get done to make our schools the best that they can be."

Priority projects for a successful Hawthorne bond measure would include the replacement of aging portables with permanent structures at Zela Davis Elementary School; the addition of gymnasiums at all three middle schools (none currently has such facilities); and security upgrades, such as the installment of perimeter cameras, at every district campus.

Finally, the measure would help fund an expansion - including new classrooms, an eating area and recreation space - of the Hawthorne Math and Science Academy, the district's well-regarded charter high school.

"The children deserve better, and I believe the community agrees with that sentiment," Carrington said. "I'm extremely optimistic that the community will once again support our efforts to continue to improve our facilities."

At least 55 percent of voters must pledge such support for the measure to pass. A recent district phone survey revealed more than 60 percent of likely voters within the urban, 11-school system would green-light the proposal.

The Hawthorne bond, according to district figures, would cost property owners about \$15 per \$100,000 of assessed valuation annually.

Per parcel, Hermosa residents would have to spend \$257 annually - or some \$21 per month - to fund the proposed tax there, although senior citizens and the disabled can opt out. (The law allows for the board to increase the tax, by up to 5 percent a year, for five years.)

If successful, the measure that needs two-thirds approval to pass would generate around \$1.6 million every year to help the two-school district maintain programs such as class-size reduction and physical education, as well as classes including music, science and art.

"Our bottom line feeling is: Who's going to control Hermosa schools - Sacramento or Hermosa?" Superintendent Sharon McClain said Thursday. "Hermosa is paying a lot of taxes already, and we hate to say to people, 'Now we want you to pay a little more.' But for \$21 per month don't you want better schools?"

El Camino teacher lives, breathes news

Staff Writer

Article Launched: 03/08/2008 09:32:24 PM PST

Jolene Combs is clearly excited. Showing me around the sparkling state-of-the-art newsroom in the new humanities building at El Camino College, she's remarking upon the journalism department's deliverance from the decrepitude of its old dungeon quarters.

It really is a pretty place with wonderfully lighted work spaces, a perfect location to begin the never easy task of turning young people into reporters. More to the point, it's a grand venue to teach writing, the one thing - the journalism department head and Union newspaper adviser is certain - that will remain in demand even if the print media she cut her teeth on changes beyond recognition.

Like a mother superior stepping back after raising a new convent for the greater good of all, Jolene is leaving to spend more time with husband and grandkids. She's retiring, more or less on April 1, because she's in her mid-60s but not because she's any less dedicated, serious about her craft or energetic than she was two decades ago when I first met her. By then, can you believe, she had already put in five years as the award-winning student newspaper's adviser following a 12-year stint teaching journalism at Redondo Union High School.

I taught a couple of classes for Jolene long ago and the one thing that I learned is this: It's hard enough to keep the enthusiasm up for a semester let alone over a lifetime. She is, and this may read as something less than what I'm trying to say, someone who deeply cares.

Here's a woman who grew up in a newspaper family, graduated from USC's journalism school, married a reporter/editor, raised a pair of great kids (daughter Sue Demerjian teaches at Palos Verdes Intermediate School and son Tom runs the Palos Verdes Youth Sports News) and always treated every issue of the student paper, every Podunk state convention and every award like she was pushing for a Pulitzer. Only with a lot of remedial writing thrown in for much-needed measure.

When I asked her if most of the awards hanging in the new hallway trophy case were won under her tutelage she replied, "No." Then, "Yes, I guess they were."

Maybe you have to be a journalist, by that I mean you have to be part of this insane occupation, to really understand her reply. What she was saying, without saying it, is that awards are so yesterday and near-meaningless when you spend your life picturing how right now will look in tomorrow's paper.

Jolene's father was editor of a paper in Wichita, Kan. Which may sound nowhere except for how it was located on the road to somewhere. Specifically, on the New York-to-L.A. land route.

"I grew up in a house where people like Tom Dewey and the Marx Brothers would just drop in," said Jolene, and she doesn't have to go much beyond that to explain the intoxicating mix of writing, carousing and the influence of a colorful father who always kept a bottle of Early Times in the desk drawer.

The family moved West eventually, with dad taking over a small paper in Santa Ana. So she grew up writing for newspapers, living newspapers. I'd call her lucky. So would she.

It all came tumbling down when her father died at age 56 in the stands at an Orange Coast College football game. Jolene was on the cheering squad down on the field and far too close to a sad end. After that, she went off to USC, where she met Winton, her husband-to-be, and where they decided that he'd go into newspapers and she would teach so one of them would have regular home hours.

Meanwhile, her widowed mother got a job as a reporter for the Fullerton News-Tribune on her 60th birthday and worked until her death 19 years later.

"She could bat those stories out," Jolene recalls.

And because we are in slightly different ends of the same business, I know perfectly well what she's talking about when she says that she couldn't hold down a "real job."

"I don't know what people do in all those tall office buildings. I don't know what I'd do if I had to ... I don't know, do something with papers all day."

She's not talking about the campus newspaper, the one that she steered all these years and the one that has given direction to a number of good writers.

One was former student Dennis Johnson, former Breeze reporter and now senior editor of Dealernews, a national motorcycle trade publication.

"Jolene was multi-inspirational. She made journalism appealing, she made it seem like the important thing that it is. She made it feel like what we were doing meant something and that I meant something," he said, summing up his teacher in a way that I'd call both accurate and deserved.

Another former colleague, Kate McLaughlin - who served as editor of the student paper and is now a journalism instructor at El Camino - said that her mentor instilled her "with a sense of purpose, a salable skill, a measure of courage and a wealth of opportunity. ... Most everyone who benefited from Jolene's training sees her as a kind of rock star and we'll be forever grateful to her for sticking with us. "

And that's the heart of this story, the heart of this woman, the ability to see beyond all the life impediments to something far more important.

"I used to tell my students that I'd die an old lady before they'd learn the proper use of an apostrophe," she joked. "I'm a constant cheerleader. It wears me down at times, but I hang in there because these are hardworking, motivated people who so often come in here from full-time jobs."

They are, in fact, just the students that need her most, the students who have benefited most from the work of a singular woman.

LA Times

March 31, 2008

National retailers give Compton a boost

A shopping center with Target, Best Buy and other chain stores helps the city fight its poor image and makes residents proud.

By Paloma Esquivel, Los Angeles Times Staff Writer

For years Compton has struggled against a lousy reputation. Its name has been invoked by rappers as a euphemism for violence, rebellion and poverty. "It's the home of the jackers and the crack. (Compton!) Yeah, that's the name of my hometown," sang the rapper The Game.

But these days, Compton is starting to look almost suburban.

Since last year, Staples, Target, Best Buy and Starbucks, among other national retail chains, have opened stores in the city. Although they have yet to generate more than a few thousand dollars in sales tax, the stores mean more than revenue or convenience to many city residents.

"I don't like the idea of having to go outside of this community to spend my money," said Kevin Love, 48, as he passed a recent lunch hour shopping at Best Buy at the Gateway Towne Center, which opened late last year. Attracting retailers has been a tough battle for Compton, since the merchants required constant reassurance of safety and success from city leaders -- and one of the most advanced retail surveillance systems in the country.

Not only does the Gateway Towne Center, which opened in October, have the type of security cameras found at any shopping center, but the L.A. County Sheriff's Department installed its own video cameras, license-plate scanning cameras and cameras that respond to the sound of gunshots.

Live feeds from the cameras are monitored on big-screen televisions in a small room inside the sheriff's Compton station on Willowbrook Avenue. Four deputies patrol the center full time, and a sheriff's substation is set to open next to Daniel's Jewelers.

"My No. 1 priority is security," Mayor Eric Perrodin said. "I'm not going to let anyone disrupt the opportunities we've been given when these retailers came to Compton."

Last month, further proof of the city's budding revival came in the form of a visit by Prince Andrew, the stately gray-haired Duke of York, who attended the opening of a British-owned grocery store.

"Finally, we are taking the city back into our hands," said Kofi Sefa-Boakye, Compton's community redevelopment director.

Erma Clemons, 73, echoes that sentiment. She has lived in Compton nearly five decades and has had to plan her shopping trips for years, either stopping in Gardena or Lynwood just to buy fresh produce or basic products such as paper towels and soap.

Clemons is a proud caretaker of her city. She calls local television stations to complain when Compton is portrayed in a bad light and complains to City Hall when residents litter. For her, the new stores are an affirmation.

"Finally," she said, "the powers-that-be understand that our money is green like everybody else's."

Decades ago, Long Beach Boulevard was Compton's economic heart. So many car dealerships lined the wide street that it was known as Chrome Row. But by the late 1960s, Chrome Row was dying, with owners complaining of thefts and violence.

In the late 1970s, as a rash of businesses abandoned the city, officials invested millions in redevelopment funds to build the Alameda Auto Plaza. Even then, the city was billing itself as a "new Compton," a community on the economic upswing.

But compared with other municipalities, Compton officials say, the city was hit especially hard by Proposition 13, which stripped the city's tax base. The community had come to rely so much on property taxes after the decline of Chrome Row and the departure of other businesses.

And the auto plaza, mired in allegations of inept leadership and faced with competition in nearby cities, never lived up to expectations. Most dealerships failed soon after opening.

Then, when the city tried to shift its attention to attracting retail, it failed.

"People don't want to invest in areas that are unstable, that are in crisis," Sefa-Boakye said.

In the late 1980s, homicides in Compton averaged nearly 80 a year. In 1994, there were 90, according to the Sheriff's Department.

In 2000, the city disbanded its Police Department to cut costs and contracted with the Los Angeles County Sheriff's Department for 70 deputies, after being told it needed at least 100.

In 2001, Perrodin was elected mayor amid allegations of voter fraud by incumbent Omar Bradley. Bradley, who called himself the "gangster mayor," was convicted of felony corruption charges in 2004, along with a former city councilman and former city manager.

Recently, things have calmed a bit. Homicides have dropped -- the yearly average since 2000 has been about 45 -- though Compton still has one of the highest crime rates in the nation. At the same time, developers have shown renewed interest in transit-oriented development, making Compton, which is bisected by the Metro Blue Line, more attractive, officials say.

In 2003, developer Prism Realty Corp. and Inside Quarters Enterprises, a company founded by retired football player Vince Evans, made a pitch to develop the abandoned auto plaza into the Gateway Towne Center. The plan: The city would sell them 46 acres of community redevelopment land for about \$15.3 million in exchange for retail and residential development.

For many residents, the prospect of shopping at national chains in the city was enticing. There was added excitement when word got out that a sit-down restaurant might be part of the project.

One year later, Perrodin and a team of recently elected allies on the City Council agreed to the plan. But building the center required constant assurance from city leaders.

"The city leadership had to convince [developers] that we would do everything in our power to make it a success," the mayor said.

When developers presented a final list of retailers -- which included Target, Best Buy, Home Depot, 24 Hour Fitness and Shoe Pavilion -- "we just gave our stamp of approval to it," Perrodin said.

Local officials broke ground for the shopping center on Valentine's Day 2007. The celebration had the fervor of a Sunday church service, with a band, numerous prayers and a hot buffet. As people shook the mayor's hand and slapped his back, Perrodin said in many ways the biggest victory was psychological.

"This shopping center will help in the mind-set of people here, help them with self-esteem," he said at the time. "The biggest problem we have with the people in Compton is their mind-set that nothing good can happen here or come here."

By most accounts, the Gateway project is doing well despite tough economic conditions that got it off to a slow start, officials said. Developers are in the process of securing tenants for a second phase of the center, said Eric Eklund of Prism Realty.

Still, there is no sit-down restaurant. Developers say a lease with T.G.I. Friday's is signed and the restaurant could open this year. A second restaurant could open during the second phase, Eklund said.

It's the type of shopping destination that retailers look for when entering a new community, said Tom Niro, regional vice president for Staples. Before Gateway, "there was really no retail synergy there," he said. "We've actually been looking forward to getting into this community for years."

City leaders expect the center will bring in about \$1.2 million in sales tax a year, but so far it's brought in only a few thousand.

A few other development projects have also taken shape. In December, the first phase of the Willow Walk Project, a \$40-million town home and retail development venture, opened with the help of city redevelopment funds.

And another shopping center, with the British-owned Fresh & Easy Neighborhood Market, is taking shape across town. A Panda Express and Starbucks have already opened.

The debut of the Fresh & Easy on Rosecrans and Central avenues was a grand affair. Prince Andrew, in a black suit and baby-blue tie, greeted hundreds of excited spectators waiting behind yellow caution tape.

"I appreciate what they're bringing to Compton," said Flora Ray, 68, who has lived in the city for 48 years. "All the time I've lived here, I've gone to other areas to shop."

"We don't have to go to another city," echoed Ruben Hernandez, 47, a 40-year Compton resident. "We're moving up."

But the prince made it a quick affair. He smiled politely but made no statements outside the store before cutting a red ribbon. Then, he quickly walked over to the crowd, shook hands with a couple of spectators, ducked into a limo and rushed away.

The new wave of young presidents

By Carisa Chappell

Community College Times

Friday, January 4, 2008

Although the average age of community college presidents is nearing 60, a small but growing number of young presidents under age 45 are taking the helm at their institutions.

From a first-generation college graduate to an openly gay leader, the new leaders come from varied backgrounds that reflect the lives of many of the students who attend community colleges.

Stephanie Hicswa is not the typical community college president. Last year, she was named to the top post at Miles Community College (Montana), marking the college's first female CEO. As a 38-year-old female, she is the minority in a field where most two-year college presidents are nearly 60-year-old white males.

Hicswa, who previously served as director of Flathead Valley Community College's (Montana) Lincoln County Campus, said she expects to see more people like herself filling college presidencies.

"With the wave of retirements pending, younger administrators must be positioned for leadership," she said.

Scores of presidents are poised to retire within the next decade, resulting in a shortage of community college leaders, according to the American Association of Community Colleges (AACC). AACC surveys indicate that 24 percent of presidents plan to retire within the next three years, another 32 percent plan to retire in the next four to six years and 28 percent plan to retire in seven to 10 years.

AACC and other higher education organizations have developed programs to help prepare candidates for those future positions.

Despite some apprehension regarding whether people want a job where the responsibilities and pressure continue to grow, young community college leaders such as Will Austin, the 37-year-old president of Warren Community College (WCC) in New Jersey, thinks there will be plenty of qualified candidates to choose from, even if they face some barriers, real or perceived.

Austin said that several mentors encouraged him to apply for the position four years ago when he was 33. While he was confident of his qualifications, he said that he couldn't help but be a little reluctant because of his age.

“When everyone on the search committee was older than me at that time, I couldn’t help but get a little funny feeling,” Austin said.

Austin felt this way despite working in New Jersey’s higher education institutions for seven years before taking the helm at WCC and serving in positions such as director of institutional research at Salem Community College and vice president of student services at Gloucester County College.

But conveying confidence and being the best candidate in the pool will land a person the presidency, Austin said.

Having good mentors also helps. More than half of the current presidents have a formal mentoring relationship with a potential future leader, according to a recent AACC survey.

“It’s important to model yourself on the kinds of people that you would want to work for,” said Austin.

Hicswa agreed that mentors are important and she herself has a list of about five college presidents and administrators who have encouraged her along the way and whom she can still tap for advice.

Joseph Seabrooks, 36, recently minted president of Metropolitan Community College (Kansas), replaced one of his mentors, Malcolm Wilson, who retired as president of the college last June.

Seabrooks said he was hesitant to apply for the presidency. But he knew that he had a good chance at getting the post because he had held a broad array of positions that prepared him for it. Other candidates may have had longer tenures, but they were usually focused in one area, he said.

“I have had a multitude of experiences in a short period of time,” said Seabrooks, who most recently served as an assistant vice chancellor at the University of Arkansas and also worked in various positions at the University of Missouri at Kansas City, including director of minority student affairs and assistant director for alumni and constituent relations.

Seabrooks said it’s critical to encourage the younger generation to consider leadership positions at community colleges, especially since they still have an opportunity to learn from current leaders.

“There has been a lot of talk about ethnic diversity but I don’t think people have spent enough time talking about the diversity of generations,” he said.

David Wain Coon was 41 when he began his tenure as president of Evergreen Valley Community College (California) two years ago. He has worked in higher education administration since he was 26, which he initially downplayed.

"Early on in my career I downplayed my age and let my record speak for itself. I didn't talk at all about age," said Coon, who most recently was vice president for student success at Cascadia Community College (Washington).

However, Coon noted that he never downplayed that he is openly gay.

"I have always been out in all of my positions. The more of us that do it, the more that other people will," Coon said.

In fact, Coon was perplexed why he was not interviewed for a recent article in the *Chronicle of Higher Education* that highlighted several openly gay presidents and why it focused on university leaders.

Coon said he thinks it is easier being openly gay as president of a community college than of a university because many universities are steeped into tradition and sexual orientation could be more of a factor in the hiring process.

"California's community colleges are a unique system filled with a rich culture and a diverse student body," Coon said.

Despite his age, Coon is already well on his way to an accomplished career. In 2001, he completed one of the first comprehensive national studies of gay and lesbian leaders. This summer, his alma mater, Central Washington University, recognized his efforts in leadership, support and philanthropy by dedicating the David Wain Coon Center for Excellence in Leadership.

"I am truly honored and humbled and plan to spend time with the students and hope to be an active participant at the center," Coon said.

The university also started an endowment in his honor to provide support for leadership development programs for students at the university who are historically considered "nontraditional" based on their gender, ethnicity, sexual orientation, immigration status or disability.

Although younger presidents face the typical challenges arising on campuses—such as enrollment and funding—they also must address unique challenges, such as winning over members of the college who are older and more experienced and may be skeptical of young leaders. But the presidents seem to welcome such opportunities to bring renewal to their colleges.

“People wanted to see something different and someone with fresh, innovative views,” Austin said. “Certainly there are colleges out there that are in need of an overhaul.”

Austin said that fresh approach seems to be working. Since he became president, Austin said enrollment has increased 75 percent and the college set a record for the number of full-time students registered last fall.

When Coon took over as president of Evergreen Valley, the college faced many issues, including problems with accreditation and a significant turnover in staff because of low morale. He said despite only two years at the helm, he thinks the college is transitioning into better times.

In terms of advice to other prospective young leaders, the presidents said to keep service to students as a guiding beacon.

“If student success is your passion, then community college leadership is your calling,” Hicswa said.

No controversy behind departure, college chancellor says Suarez says he always planned to retire at 62

By Leonel Sanchez

Union-Tribune

Saturday, March 29, 2008

EL CAJON – Grossmont-Cuyamaca Community College District Chancellor Omero Suarez said his plan to step down before his contract expires was not influenced by controversy.

“The principal reason is that I’ll be 62 next year and I have always planned to retire at that age,” Suarez said this week.

Suarez’s decade-long tenure as chancellor has had accomplishment and controversy, which fueled interest in his announcement last week that he will retire next year with one year remaining on his contract.

Suarez, who made more than \$190,000 last year, was not asked to resign, he and the governing board said. He will not receive any severance because he’s leaving voluntarily. However, he said that at 62 he will be eligible to receive the maximum benefits under the state’s retirement system for educators.

State educators can retire as early as 50, but the average age last year was 61.5, with about 26.1 years of service, said Sherry Reeser, spokeswoman for the California State Teachers’ Retirement System. Benefits are based on age at retirement, years of service and highest salary over a 12-year period, she said.

Suarez’s last day as chancellor will be Feb. 28, 2009. He will work as a district consultant until June 30, 2009, when he officially retires.

Suarez said he has had a “fruitful tenure” but noted he has a lot of work before he steps down. The district is locked in contract disputes with two labor unions and must also cut \$1.3 million from its budget due to an unexpected state funding reduction.

Suarez is credited with leading the effort for a new state funding formula for community colleges that brought in more money, and the effort to pass Proposition R in 2002. The \$207 million bond measure has helped finance the construction of seven new buildings and major renovations at both colleges.

But in 2006, his reputation suffered when he admitted deleting the buyout clause in his contract without board approval. Suarez was not disciplined but his relationship with board members has not been the same since, board president Bill Garrett said.

Board member Rick Alexander said Suarez's accomplishments should not be overshadowed by one incident because the chancellor "positively changed the face of the district."

"Prop R would have never happened without him," Alexander said.

Suarez had a well-documented falling out with faculty leaders at Grossmont College in recent years. He said they were unhappy that their campus did not get more construction dollars and took their frustrations out on him.

In 2005, Suarez was the target of a no-confidence vote by the Grossmont College Academic Senate over funding and other issues. The senate questioned the data that was used to allocate funding for the two campuses.

"Before the Prop R thing, the first five years of my tenure we had cordial working relations across the district," Suarez said.

Now after 10 years as chancellor and more than 30 in education, he said he's looking forward to retirement.

"Ten years in a district is a long tenure," he said.

Dan Walters: Statistics refute rhetoric on school spending

By Dan Walters

Published 12:00 am PDT Wednesday, April 2, 2008

California's perennial debate over how much it is and should be spending on its largest-in-the-nation public school system has escalated sharply this year as the state faces a whopping budget deficit and Gov. Arnold Schwarzenegger proposes – whether seriously or not is uncertain – to take a big bite out of the schools' money to close it.

The educational establishment and its allies in the Democratic leadership of the Legislature are howling about the governor's proposal that school spending be whacked by \$4.8 billion from what the constitution otherwise would require it to be through the 2008-09 fiscal year.

The Democrats have vowed to block any budget that makes a substantial reduction in state school aid and the California Teachers Association and other school groups have resumed their high-decibel complaint that California's per-pupil spending is already near the bottom of the states.

Republicans and other critics, meanwhile, complain that California is wasting much of its school money on bloated administration and ineffective, faddish educational nostrums. They cite the state's near-bottom rankings in national educational achievement test scores.

In the midst of this Sturm und Drang, the Census Bureau on Tuesday issued an extremely detailed accounting of what states (and the District of Columbia) are spending on their schools. It undercuts the mantras being chanted by both of the Capitol's warring political factions.

Unlike other statistical compilations about school spending, the Census Bureau's report is based on hard numbers, is as up-to-date as such data can be (2005-06 fiscal year) and, most important, includes financing from all sources and spending on all categories, rather than the selective figures being batted around by others.

The Census Bureau report strongly refutes the oft-cited "fact" that California is near the bottom in per-pupil school spending. The national average was \$9,138 in 2005-06. California was at \$8,486, with New York the highest at \$14,884 and Utah the lowest at \$5,437 – one of 22 states, in fact, that fell below California's level.

In terms of school revenues, California was 25th among the states at \$10,264 per pupil, just under the national average. It was above average in per-pupil income from federal and state sources and about \$1,700 per pupil below average in local revenues, thanks to Proposition 13, the 1978 property tax limit measure.

Overall, therefore, California isn't nearly as deficient in school financing as the education establishment would have us believe. But neither is it wasting money on administrative overkill, as critics on the right contend. Its per-pupil spending on non-instructional "support services" was in fact, slightly below the national average at \$3,050, although the sub-categories of overall and school site administration were a bit above average.

The most important aspect of the school spending reports, however, is that they underscore the truism that there's very little correlation between the amount of money a state spends on public education and how its students fare in academic tests, dropout rates and other measures of educational performance.

California is second from the bottom, for example, in fourth-grade reading scores on national achievement tests, ahead only of Washington, D.C. But Washington is very near the top in per-pupil income and spending at \$18,332 in revenue and \$13,446 in spending. Conversely, many states nearer the bottom in per-pupil spending, including Utah, outrank California in test scores and other measures.

Money may be important, but it's clearly not the only factor determining how well schools are educating children. We should be paying attention to what the kids need, not the political goals of adult warriors.

HEADLINE...Portantino disappointed about losing post

By Charles Cooper

La Cañada Valley Sun

Thursday, March 20, 2008

Assemblyman Anthony Portantino of La Cañada Flintridge told the Valley Sun this week he was disappointed to be removed last Thursday as chairman of the Assembly higher education committee by Speaker Fabian Nuñez.

"I was given no reason why, just an e-mail from the clerk's office," Portantino said.

The local freshman was one of eight members who campaigned for election as speaker, to succeed Nuñez.

Assemblywoman Karen Bass was elected to the post.

Portantino said he didn't know why he would be punished for campaigning for the post.

"I worked within the rules he set up," Portantino said, referring to Nuñez. The local man denied he took any special steps to seek the job.

Another speaker candidate, Hector de la Torre, was removed as rules committee chair by Nuñez.

Portantino, who will remain on the committee, said he was disappointed to lose the chance to work actively on education issues.

"I have five community colleges in my district," he said. The California Community Colleges just honored him as a Friend of California Community Colleges, along with two other legislators.

Portantino has also been active in working for controls on salary increases for University of California management, saying they were running ahead of increases for classroom personnel.

A spokesman for Nuñez, who has yet to announce when he will transfer power to Bass, declined to comment on the chair change, calling it an internal caucus issue.

Portantino is up for re-election this year, and has no substantial opposition apparent on the horizon.

He is launching an issues committee this year, separate from his campaign committee, and is expected to continue to be active on state issues.

It is not clear what effect the purge of the two committee chairs will have on caucus unity, with major budget, health and infrastructure issues facing lawmakers in the remaining days of the session.

3/24/08

Final story in a four-part series: Colleges short of cash, but reform possible

By Matt Krupnick STAFF WRITER

When national experts talk about the challenges facing community colleges, there's California and then there's everywhere else.

California's a whole other story, they say, pointing out that the state's community college enrollment is larger than the population of at least 16 states.

And there's the rub for anyone hoping to make life easier on those schools and their students.

Fixing problems in the world's largest higher-education system has proved difficult for California's policymakers, both because of the sheer size of the system and because community colleges are rarely popular political causes. Cutting elementary school budgets brings cries of protest; cutting community college funding barely elicits a whimper.

Per-student funding has remained nearly flat since 1970, despite the increasing cost of educating students in all disciplines. More community college advocates than ever are saying California's fees -- far lower than the next cheapest state at \$20 per unit -- simply need to be raised.

Grants are available from public and private sources, but that money quickly runs out, leaving promising programs with no way to survive.

And even when a school finds an innovative way to solve its problems, the solution is difficult to enact on a statewide level because each college district is governed by its own board.

But researchers and educators say reforms are possible even with the funding problems, both statewide and locally. Often, those solutions demand money and political will, but some say all it would take is the realization that the college system must change now to avert severe societal and economic problems in the near future.

Let's look at some of the proposed solutions:

Vocational

As with most issues at community colleges, money -- and especially the lack thereof -- is the root of the system's workforce development problems.

A nursing student -- who costs the school more than twice as much to educate as humanities or social-science majors -- generates the same enrollment-based funding as a psychology student. The standardized formula makes it difficult for schools to afford the expensive equipment needed to train machinists, mechanics and nurses.

Several states recognize the cost differences and give colleges more money for students in fields such as the health sciences than for those in the social sciences. Recent appropriations in California have boosted funding for particularly important programs, such as nursing, but despite experts' repeated recommendations over the years, California has not changed its basic funding structure.

That shortcoming is likely to hurt the state in tough economic times, researchers say. California's colleges are expected to help solve the severe nursing shortage, for example, but they can afford the expensive training only as long as the state gives them more money per nursing student.

In some cases, industry groups and companies have picked up the slack, giving schools the money to build facilities and buy equipment that will better prepare students for careers. There are scattered examples of car dealerships and manufacturers chipping in for training facilities, but no wide-scale financial help.

State leaders recently have realized the disconnect between industry and community colleges, but more of their attention has focused on building vocational programs in high schools. For a 25-year-old high-school dropout, however, it doesn't help when the local high school bulks up its auto shop.

In general, companies have been slow to realize that community colleges often are best equipped to solve worker shortages. The Southern California companies that make the nuts and bolts needed for aircraft construction, for example, only realized their need for trained workers recently, when they were unable to fill all their shifts.

But much of the fault lies with the colleges themselves, many of which are not equipped to communicate with local companies. Colleges often send counselors to local high schools to recruit transfer-oriented students, but it's more rare for them to ask businesses what they need and to explain the colleges' training capabilities.

Of course, colleges can't be expected to communicate effectively when state law requires them to dedicate at least half their budgets to classroom instruction. The "50-percent rule" limits the money to spread among the myriad administrative tasks needed to help a school run effectively.

Transfer

The 50-percent rule frequently is cited as a main culprit when colleges run into problems sending students to four-year schools. The law gives colleges little flexibility to spend money on counselors and other student services, leading to problems when students try to navigate the pitfalls on their way to a university.

The funding restriction manifests itself several times along the transfer track.

Students express frustration about the confusing financial-aid process, noting that employees in those offices are often students who rarely have the answers to important questions. The lack of answers can have serious consequences; only a small percentage of eligible students realize they qualify for fee waivers in California, for example.

Experts often cite orientation as one of the most effective ways of keeping students on track for transferring. An in-depth session familiarizing new students with the campus and its services can do wonders, research shows.

But schools often have little money available to provide orientation for all but the most traditional students, the 18-year-old freshmen who start school in the fall. Few services are available for students who start later in the semester or midyear, or those who work during the day and come to class at night or on weekends. For them, college can become a confusing and sometimes scary place.

And like all colleges, community colleges have seen a spike in the number of students with mental-health needs. But unlike universities, two-year schools rarely have health centers with trained mental-health professionals.

Funding restrictions also can be blamed for the dearth of clear information for students. Community colleges don't have the money to spend on Web development, leading to shoddy online sites that provide only the barest facts written in hard-to-decipher language.

The Diablo Valley College chemistry department's Web site is representative of other department sites.

The site gives no department phone number. The "View DVC Chemistry Faculty" link leads to a page of photographs that don't include professors' names, much less their contact information.

Even if a student manages to weave his or her way past the pitfalls, they still could be tripped up by the state's failure to standardize what are called articulation agreements. These are pacts between community colleges and universities that give transfer students a clear path to follow.

In some cases, the lack of an agreement can leave students unable to transfer, even though they've spent two or more years taking courses they thought universities would accept.

Remedial

The community colleges' funding problems are most visible when it comes to their inability to help underprepared students.

Research shows that it costs more to teach remedial students effectively than it does to teach general-education courses, but California does not pay schools more for unprepared students.

With at least 670,000 of them attending community colleges, the lack of funding has caused serious problems for educators.

Although the state has recently dedicated more money to help colleges improve basic skills, the sheer magnitude of the problem requires far more funding. Few schools are able to give faculty members the training needed to engage remedial students, leading to dismal retention rates.

Colleges also could improve student success by requiring that only full-time professors teach remedial courses. At some schools, full-time professors are reluctant to teach students who are unprepared for college, even though those students may make up a majority of the school's enrollment.

On many campuses, part-time professors do not have their own offices, meaning they rarely have office hours when they are available to counsel their students. That one-on-one interaction has proved extremely effective at keeping students in school, researchers say.

Although the 50-percent rule often is cited as the reason schools can't hire tutors and other student-service personnel, some colleges have found ways to help remedial students without running afoul of the funding restrictions.

Chaffey College in Rancho Cucamonga, for example, classifies many of its services as instructional, meaning the money spent on those services does not count against the school's classroom-funding minimum.

Perhaps the easiest step toward fixing remedial problems would be improving the research on community college students. At Chaffey, proponents of the school's transformation used the data they had collected to prove to colleagues the need for such changes.

Troubled students now put on watch lists

Subhead... 'Threat assessment' teams aim to curb deadly rampages like Virginia Tech

The Associated Press

Friday, March. 28, 2008

LEXINGTON, Ky. - On the agenda: A student who got into a shouting match with a faculty member. Another who harassed a female classmate. Someone found sleeping in a car. And a student who posted a threat against a professor on Facebook.

In a practice adopted at one college after another since the massacre at Virginia Tech, a University of Kentucky committee of deans, administrators, campus police and mental health officials has begun meeting regularly to discuss a watch list of troubled students and decide whether they need professional help or should be sent packing.

These "threat assessment groups" are aimed at heading off the kind of bloodshed seen at Virginia Tech a year ago and at Northern Illinois University last month.

"You've got to be way ahead of the game, so to speak, expect what may be coming. If you're able to identify behaviors early on and get these people assistance, it avoids disruptions in the classrooms and potential violence," said Maj. Joe Monroe, interim police chief at Kentucky.

The Kentucky panel, called Students of Concern, held its first meeting last week and will convene at least twice a month to talk about students whose strange or disturbing behavior has come to their attention.

Change in thinking

Such committees represent a change in thinking among U.S. college officials, who for a long time were reluctant to share information about students' mental health for fear of violating privacy laws.

"If a student is a danger to himself or others, all the privacy concerns go out the window," said Patricia Terrell, vice president of student affairs, who created the panel.

Terrell shared details of the four discussed cases with The Associated Press on the condition that all names and other identifying information be left out.

Among other things, the panel can order a student into counseling or bar him or her from entering a particular building or talking to a certain person. It can also

order a judicial hearing that can lead to suspension or expulsion if the student's offense was a violation of the law or school policy.

Database listing created

Although the four cases discussed last week were the ones administrators deemed as needing the most urgent attention, a database listing 26 other student cases has been created, providing fodder for future meetings.

Students are encouraged during their freshman orientation to report suspicious behavior to the dean of students, and university employees all the way down to janitors and cafeteria workers are instructed to tell their supervisors if they see anything.

Virtually every corner of campus is represented in the group's closed-door meetings, including dorm life, academics, counseling, mental health and police.

"If you look back at the Virginia Tech situation, the aftermath, there were several people who knew that student had problems, but because of privacy and different issues, they didn't talk to others about it," said Lee Todd, UK president.

High schools have been doing this sort of thing for years because of shootings, but only since Virginia Tech, when a disturbed student gunman killed 32 people and committed suicide, have colleges begun to follow suit, said Mike Dorn, executive director of Safe Havens International, a leading campus safety firm.

"They didn't think it was a real threat to them," Dorn said.

Learning to react accordingly

Virginia Tech has added a threat assessment team since the massacre there. Boston University, the University of Utah, the University of Illinois-Chicago and numerous others also have such groups, said Gwendolyn Dungy, executive director of the National Association of Student Personnel Administrators.

Bryan Cloyd, a Virginia Tech accounting professor whose daughter Austin was killed in the rampage, welcomed the stepped-up efforts to monitor troubled students but stressed he doesn't want to turn every college campus into a "police state."

"We can't afford to overreact," Cloyd said, but "we also can't afford to underreact."

Seung-Hui Cho, the Virginia Tech gunman, was ruled a danger to himself in a court hearing in 2005 that resulted from a roommate's call to police after Cho mentioned suicide in an e-mail. He was held overnight at a mental health center

off campus and was ordered into outpatient treatment, but he received no follow-up services, despite his sullen, withdrawn behavior and his twisted, violence-filled writings.

Mary Bolin-Reece, director of counseling and testing at Kentucky, attends the threat assessment group's meetings but cannot share what she knows or, in most cases, even whether a student has been undergoing counseling. But participants can share information on other possible red flags.

"We always look at, 'Is there a change in the baseline?'" Bolin-Reece said. "The student had previously gotten very good grades, and then there was a drop-off. Something has happened. Is there some shift in their ability to function? If a student is coming to the attention of various parties around the university, we begin to be able to connect the dots."

The University of Kentucky has not had a murder on campus since 1984. Still, the threat-assessment effort has the strong backing of Carol Graham of Fort Carson, Colo., whose son Kevin was a Kentucky student when he committed suicide before leaving for an ROTC summer camp in 2003.

"UK is such a huge university," Graham said. "It's important to know there's a safety net — that people are looking out for each other. With Kevin, his professors thought he was perfect. He'd be an A student. But the people around him were noticing differences."

As for the four cases taken up by the committee: The student who got into an argument with a faculty member — and had also seen a major dip in grades and exhibited poor hygiene — was ordered to meet with the dean of students.

The one accused of harassment was referred to a judicial hearing, during which he was expelled from university housing. The student who made the Facebook threat was given a warning. In the case of the student sleeping in a car, a committee member was dispatched to check on the person. No further details were released.

The Daily Breeze

El Camino College student admits robbing spree netted cells, MP3's

By Larry Altman Staff Writer

Article Launched: 03/27/2008 11:11:29 PM PDT

An El Camino College student has admitted robbing up to 40 people of their Sidekick cellular telephones and MP3 players, targeting his young victims around South Bay high schools, Gardena police said Thursday.

Wendell Cornell McDaniels, 18, was linked to two crimes in Gardena and another in Hawthorne when detectives arrested him Wednesday, but told police during questioning that he committed dozens more during the past year, Gardena police Detective Mike Ross said.

"He specifically said wherever there is a school - he knows a lot of kids have them and they are easy prey," Ross said.

McDaniels' arrest could lead to a reduction in crime in Gardena and other cities. Sidekick robberies have become a key reason for increases in crime in some cities.

Gardena police have received reports of about 120 robberies of Sidekicks, iPods and other personal electronic devices in the past year, Ross said.

The cellular telephones are expensive, selling for more than \$400 and are very popular with teenagers. McDaniels told police he sold stolen phones for \$250.

Police identified McDaniels as a suspect in the crimes after a robbery March 20 near Manhattan Beach and Crenshaw boulevards. A witness obtained a partial license plate number of his car.

Police also have linked McDaniels to armed robberies on March 25 at Artesia Boulevard and Normandie Avenue in Gardena, and Rosecrans and Prairie avenues in Hawthorne.

In the March 25 crimes, he allegedly carried a fake gun that he stuffed into his waistband. Victims believed it was real, police said.

McDaniels told detectives that most of his robberies were committed in Gardena, Hawthorne, Inglewood and parts of Los Angeles, including Westchester.

McDaniels is scheduled to appear today in Torrance Superior Court.

The Chronicle of Higher Education

March 24, 2008

Outdoor Sirens, Low-Tech but Highly Effective, Bolster Colleges' Emergency Responses

By JEFFREY R. YOUNG

Colleges and universities around the country, ever more mindful of campus safety, are installing outdoor sirens. The systems can blast spoken messages or tone alerts of danger—and one of the preset messages on many of the public-address systems warns: "There is a shooter on campus. Seek shelter immediately."

At many campuses, officials decided to install outdoor public-address systems as they've reviewed their emergency-notification strategies in the wake of the deadly shootings at Virginia Tech last spring. That tragedy, in which a student killed 32 people before committing suicide, led many administrators to imagine how they would communicate with their diverse mix of students, professors, and staff members if a similar tragedy took place on their campuses.

One popular answer has been to install complicated digital systems that beam text messages, e-mails, or instant messages to thousands of registered users. But many officials have come to realize that not everyone on campus would be at a computer or a cellphone at any given time.

Students may be playing Frisbee on the quad or listening intently in class with their laptops closed and their cellphones set to silent. "Then you have athletes," said Richard W. Schneider, president of Norwich University. "You're not carrying your BlackBerry when you're playing football."

Many colleges have decided that the old-fashioned approach of using sirens should be part of the mix of emergency-response technologies. Companies originally designed the high-powered systems to be used on military bases or industrial plants where hazardous spills were possible.

'You Can Hear It Anywhere'

At least a dozen campuses have installed sirens or announced plans to do so in the past year. The systems are expensive, often costing more than \$100,000 to purchase and set up. Still, "it's pretty prevalent out there," says Mark S. Katsouros, director of telecommunication and network services at the University of Iowa, who has spoken at recent conferences about emergency-notification strategies. "Many of the peers I've talked to are at least looking at similar systems." (Iowa installed one over the summer.)

HEADLINE...Campus Violence, Viewed From Afar

Inside Higher Ed

Elia Powers

Thursday, March 20, 2008

The message came from all corners after the Virginia Tech and Northern Illinois University attacks. It's timely again this month after the violent deaths of students in separate incidents near the campuses of Auburn University, the University of Arkansas at Fayetteville and the University of North Carolina at Chapel Hill.

"There is a fear that colleges and universities are a target," said Jonathan Kassa, executive director of the nonprofit group Security on Campus. "It's very important to be aware that a college community is like any other — it isn't a protected oasis."

Recently released federal data show a 9 percent decline in violent crimes and a 30 percent drop in property crimes at four-year institutions between 1994 and 2004. Despite those numbers, which are now several years old, some have pointed to an increase in overall concern about campus safety.

At North Carolina, where student body president Eve Carson was shot to death two weeks ago near campus, students are paying tribute and talking about how to prevent future tragedies. *The Daily Tar Heel*, Chapel Hill's student newspaper, asks as its ongoing poll question: "How safe do you feel on and around the UNC campus?" Roughly 20 percent of those who responded reported feeling either "not safe" or "very unsafe," while more than 55 percent said they feel "safe" or "very safe."

A suspect in Carson's murder has also been charged with the January killing of a Duke University graduate student. Reports that the areas around the campuses have been targeted supports conventional wisdom that students, assumed to be carrying cash, are likely to be victims.

Street crime around North Carolina State University, coupled with campus violence elsewhere, have led to increased fear on campus and should be a wakeup call to students, a columnist writes in N.C. State's student newspaper. Students across the country are urging administrators to tell them how they're safeguarding their campuses.

At Auburn, where a female student was found fatally shot on a highway, and at Arkansas, where yet another undergraduate woman was killed in her off-campus apartment, students are asking many of the same safety questions. University of Southern California also faces decisions about how to address students following a pair of armed robberies in academic buildings.

On those campuses, task force recommendations and police reports help guide the conversation. But what about at colleges that view these cases from afar?

There are, of course, online discussion threads. Terrence C. Kemp, a student at Savannah State University, created a Facebook group, "Stop the Campus Violence ... Enough in Enough," as a way to express his frustration with the pattern of shootings. On the page he writes: "It's already hard enough to get through college having to worry about classes and how I'm going to pay for this fee and that fee.... Now as students we gotta worry about not getting killed."

Kemp said in an e-mail that even with the campus police presence at Savannah State, "it just doesn't feel like it's enough." He said the university seems to ratchet up security after a major tragedy on another campus, but that the increased presence doesn't last.

Kevin Letourneau, a Florida Community College at Jacksonville student and member of the Florida governor's campus safety task force, said from visiting classrooms at several of the system's colleges, he noticed that after a high-profile campus attack, faculty members will often open class with a discussion of campus violence.

From his observations, students' perceptions of campus safety seem to vary greatly.

"I feel safe," Letourneau said. "But I'm still concerned. Am I worried, what if this happens to me? Those thoughts are on my mind and on students' minds in general. Do they feel this sort of thing wouldn't happen? I don't think so."

Some students, he added, have a false sense of security. Colleges are promoting their text messaging alert services, but Letourneau said in such a large system, that method of communicating has its holes.

Todd Sigler, director of the department of public safety at Southern Illinois University at Carbondale, said that since the killings at Virginia Tech and Northern Illinois, his office is receiving more reports of questionable behavior on campus. That's likely a product of more people paying attention to perceived threats or potentially dangerous situations, he said, rather than an indication that the actual number of incidents is rising.

Sigler, who serves on the Illinois governor's campus security task force, said his office has received more requests recently to speak about how to respond to situations where someone on campus is showing violent tendencies.

Cynthia Brown, an assistant professor of criminology at Western Carolina University and a member of UNC's campus safety task force, said students' perceptions of safety seem to have been more damaged by the classroom killings

on other campuses than from the individual attacks at other colleges. That's likely explained, she said, by the number of victims in the shooting spree, and the media coverage the incidents received.

The reality for many campuses is that it's often difficult to get an accurate reading on safety perceptions. Carson's death came just prior to spring break at nearby Duke. Aaron Graves, the university's associate vice president for campus safety and security, said that "while there's been an outpouring of sympathy and concern for safety in general," because the majority of people were away in the immediate aftermath, "it's somewhat difficult to gauge the overall student/parent response at this point as being increased."

Added Kassa: "When people talk about trends, there's not enough data to definitely say people feel more unsafe. The ultimate trend is that people are more aware and are asking more questions."

Kassa said his concern is that while shootings often capture media attention, day-to-day crime on campus — sexual assaults, for instance — often go unreported. (The *San Jose Mercury News* wrote earlier this week about the response to an alleged rape at a Northern California college.)

That's the kind of campus safety issue most likely to be brought up by a parent or student who contacts N.C. State's Women's Center, according to director Shannon L. Johnson. She said after Carson's murder and robberies near or on her campus, several people called about self-defense workshops.

The safety concerns aren't just coming from people who live and work near campus. Jim Boyle, president of the advocacy group College Parents of America, said an online poll conducted by his group each spring showed a spike in parent concern about campus safety from 2006 to 2007. Last year's data came in before Virginia Tech, so Boyle said he expects the 2008 results to show even more concern on the part of parents.

Boyle said he heard from more parents after the Northern Illinois rampage than he did after the two most recent attacks. People who typically contact his group have specific safety concerns, as opposed to comments on the news.

Sigler, the Southern Illinois safety director, said his top concern is what happens once the violent incidents fade into distance memory.

"Can you get people to stay vigilant and on guard in a period of extended non-emergency?," he asked. "That's the problem we face. When is it paranoia, when is it preparation, when is it lethargy?"

HEADLINE...Bomb threat shuts schools

Lizeth Cazares

Daily Democrat

Wednesday, March 19, 2008

Woodland Community College students were evacuated from campus while Pioneer High School went under "lockdown," after the California Highway Patrol received a bomb threat.

At 9:45 a.m., the CHP 911 dispatch received a phone call from an unidentified person saying that there were six bombs on the Woodland Community College campus, said Art Pimental, public information officer for WCC.

CHP officials notified Woodland Police Department and on-campus police officer, Kuldip Shergill, about the incident. After telling school officials, both WPD and WCC officials decided to evacuate the students.

"Immediately the decision was made to evacuate the campus," said Pimentel.

About 1,000 students were in class at the time. They were quickly evacuated to the northeast portion of the school's parking lot.

"Our safety plan was in place and we evacuated every student in every class room in about ten minutes," he said.

WPD officials also informed Woodland Joint Unified School District officials about the threat since Pioneer High School is located close west of the campus. The decision was made to immediately put the school under "lockdown."

After searching all of the buildings and classrooms at the community college, officials found no-evidence of bombs.

Both WCC and Pioneer High school students resumed class as normal, after officials gave an "all-clear" at 11:03 a.m.

As of Tuesday afternoon, no information about the person who made the threat was available.

Man allegedly brings gun to Solano College

Police arrest student, 23, after witnesses report spotting weapon in school's library

By TONY BURCHYNS/Times-Herald staff writer

Article Launched: 03/18/2008 08:09:37 AM PDT

ROCKVILLE - Authorities arrested a Solano Community College student Monday after he was spotted with what appeared to be a gun in the school's library, officials said.

The suspect, 23-year-old Keith Holbert Jr. of Fairfield, who was already facing domestic violence charges, was booked into Solano County Jail on suspicion of threatening a crime with intent to terrorize, possessing a loaded firearm on campus and committing a felony on bail, police said.

No injuries or shots fired were reported, officials said.

Campus police and Solano County Sheriff's deputies responded to emergency calls from the school's library shortly after 9:30 a.m., authorities said.

Witnesses told authorities that Holbert had been arguing with a female student when he allegedly waved a gun in the lobby of the "100 building," where the library is housed, police said.

A campus-wide search followed, with witnesses aiding officers by describing where Holbert had fled, authorities said. He was arrested shortly after 10 a.m. near a west campus bus stop, police said.

Police did not recover a weapon, but said Holbert was spotted with associates before his arrest, possibly allowing him to get rid of the gun. Sheriff's deputies said they combed the campus on foot and with a dog, but found no weapons.

Rattled by deadly school shootings like the ones at Virginia Tech and Northern Illinois University, Solano campus officials said they reacted quickly and followed a safety plan that's been fine-tuned in the past two years.

"We have a heightened awareness about weapons on campus and we're all very concerned about student safety," said Solano Community College spokesman Ross Beck. "We responded very quickly and the campus is safe. Our students are safe."

The school's safety plan includes alerting staff immediately in all buildings when a gunman is reported, Beck said.

Holbert was on bail stemming from domestic violence and vehicle charges and was last arrested in November, according to Solano County court records.

Campus police chief Steve Dawson said he walked the campus Monday to reassure students and faculty.

"Everything's back to normal," Dawson said.

March 14, 2008

Officials faulted for Santa Ana College fire alarms problems

Broken devices plagued the campus for two years because of miscommunication, failure to declare an emergency and the belief that a new system would soon be installed, a report finds.

By Tony Barboza, Los Angeles Times Staff Writer

Broken fire alarms at nearly a dozen buildings at Santa Ana College went unrepaired for more than two years because of miscommunication and a can't-someone-else-do-it mentality, and because officials did not declare an emergency to fix the antiquated system, an investigation by a law firm found.

"Everybody thought it was someone else's responsibility," said Eddie Hernandez, chancellor of the Rancho Santiago Community College District.

The investigation was performed by Liebert Cassidy Whitmore of Los Angeles at Hernandez's request after widespread problems that placed thousands of students, faculty and staff in potential danger became public in October.

The faulty alarms had been documented in inspections in 2005 and 2006, but not repaired. The findings of the investigation were released to The Times this week.

Six entire buildings -- including the gym, fine arts building and library -- had no working fire alarms at various times over two years. At least three other buildings had some that worked. Some alarms had broken handles, others did not ring, and at least one was turned off because it would not stop sounding.

Campus and district officials put off repairs because they thought a new system was coming soon, according to the report.

"There was a feeling of 'Why fix these things if they're going to be replaced?' " said John Hanna, a community college district board member. "But that's no excuse."

Officials made another major mistake by not starting a fire watch when they first learned alarms were broken, Hernandez said, which left buildings unmonitored by human or machine.

Meanwhile, officials used the \$400,000 in state money that had been earmarked to replace the system to paint and waterproof the exteriors of some of the same buildings that lacked working alarms.

The college's safety committee disbanded several years ago, cutting off one avenue through

which the problems could have been reported to a higher level.

If the district board had been notified of the problem immediately, it could have drafted an emergency resolution that could have bypassed the lengthy bidding process and promptly fixed the alarms, according to the report.

That's what the board did once news of the broken fire alarms reached board members in October and the campus newspaper El Don wrote a story about the lapses.

The board acted swiftly, calling an emergency meeting, instituting a 24-hour fire watch and fast-tracking repairs for the aging system.

Less than two months later, the old system was restored to working order.

This month, the board is scheduled to approve a contractor to install a new fire alarm and public address system. That system, at a cost of about \$1 million, should be in operation by the end of the year.

Liebert Cassidy Whitmore's report portrays a complicated web of campus and district bureaucracy, with at least six officials passing around information about the broken alarms for two years but taking little action.

For nearly three years before the problem became public, campus and district officials drafted and revised plans to replace the entire system but did not send forward a proposal to repair the existing one, district spokeswoman Laurie Weidner said. "We wanted to make sure we made the right investment," she said. "We don't take the expenditure of public funds lightly."

Santa Ana College President Erlinda Martinez knew the alarms were malfunctioning to some extent, asking in August 2007 for a faulty alarm -- which buzzed constantly -- outside her temporary office to be silenced.

"She had a very stressful day and just wanted the buzzer to be shut off," according to the report.

Martinez has said she did not learn of the broken alarms until inspectors brought the problem to the college's attention in October.

The investigation narrowed in on six officials. At the college: Bruce Bromberger, plant manager; and Noemi Kanouse, vice president of administrative services. At the district: James Wooley, safety and security supervisor; Al Chin, director of safety and security; Don Maus, environmental and safety services manager; and Bob Brown, director of construction and support services, who retired in 2006.

All six were apparently cited in the report for not fulfilling their responsibilities regarding the fire alarms, though how they erred is undetermined because district authorities blacked out names when referring to mistakes they made.

The district also took disciplinary action against those faulted by the report.

Bromberger, who was responsible for the maintenance and repair of fire alarms at the college, resigned in February. Chin, who is responsible for fire alarm systems at the district and college and communications about safety, was suspended for two weeks without pay. Kanouse, responsible for facilities maintenance at the college, was transferred to serve as vice chancellor at the district and given a pay cut.

Three other officials received letters of reprimand but kept their jobs.

In reaction to the fire alarm problem, Santa Ana College has reconvened its safety committee, and the district board has formed its own counterpart.

"Thank God no one was hurt and we didn't have to pay the price," Hanna said. "But there were mistakes made. Administrators have been chastised and will see more clearly now. The silver lining is that out of this will come a safer campus."

Thursday, April 10, 2008 (SF Chronicle)

Report tells how to improve college educations

Carrie Sturrock, Chronicle Staff Writer

American undergraduate education needs to change if college students are going to learn more than just practical skills for chosen careers, according to a report by the Carnegie Foundation for the Advancement of Teaching.

If the United States wants highly educated people who understand how to engage in their communities and act responsibly in the world, the undergraduate curriculum must do more than teach them how to carry out a profession competently, conclude authors of "A New Agenda for Higher Education: Shaping a Life of the Mind for Practice."

"It's important for students to learn to think, to reason, to interrogate text and understand it; but that is not enough," Carnegie President Lee Shulman said in a statement. "It's also important that students learn to act, to do, to perform - but this still is not enough. Today's undergraduates must learn to think and act responsibly, with integrity, civility and caring."

The report was the result of meetings over two years among 14 scholars from public and private, secular and religious higher education institutions. They represented scientific disciplines, traditional liberal arts, and professions such as law, medicine, teacher education and engineering.

In their report - which is also a book - they paint a portrait of a compartmentalized higher education system where liberal arts educators are asked to be more "practical and relevant" and professional schools are criticized for focusing too narrowly on the technical aspects of their fields. Instead, higher education needs to integrate itself better, the report concludes.

An engineer working with engineers from other countries, for example, needs to know how the profession and its history differs across nations, said William Sullivan, a Carnegie senior scholar and co-author of the report. Or take a human biology course in this time of rapid scientific discovery when people face more decisions than ever in things such as end-of-life care.

One way for campuses to begin changing how they teach undergraduates is for their faculty to engage with each other in conversation and writing, the report advises. Faculty members need "a place to ask hard questions about the relationship between their own teaching and its practical contexts."

-- To buy a copy of the report go to: links.sfgate.com/ZCYZ

The Chronicle of Higher Education

March 28, 2008

At Community Colleges, a Call to Meet New Students at the Front Door

By LIBBY SANDER

Community-college students, like students anywhere, begin to form their impressions of an institution the instant they set foot on its campus. And often what they find during those first few weeks can determine whether they come back for more — or turn heel and leave.

The findings from a new study, the Survey of Entering Student Engagement, may offer some clues as to why those who leave do so, and what officials can do to make them stay.

The survey results, which were released this week, show that a large number of students are unaware of their college's core services in the opening weeks of their first semester. And only one in five said they felt welcome at their institutions the first time they came to campus.

Community colleges, the survey concludes, would be wise to reach out to their new students earlier and more aggressively in such areas as orientation, academic advising, and financial aid. The payback? Happier and more productive students and, hopefully, higher retention rates.

"The more investment you make in a student coming in, the more likely the student is going to be successful," says Regina S. Peruggi, president of Kingsborough Community College of the City University of New York, where officials have created learning communities of 25 or so first-year students to usher them through their first semester.

But, she adds, "You can't drop it afterward. If you invest in the first year, you have to continue that onward. You don't get a new student overnight."

The new survey, known as Sense, included 22 institutions and yielded more than 13,200 responses. It was administered during the fourth and fifth weeks of the fall academic term in courses that were most likely to include entering students. (The survey was in the pilot phase this year, and a greater number of institutions will participate in the second Sense survey this fall.)

The Findings

Community colleges typically lose about half of their students prior to the students' second year, the survey noted. What officials wanted to know was why.

"A lot of people had a well-informed hunch for a long time that community colleges lose a lot of students very early on in their college careers," says Kay McClenney, director of the Sense survey as well as the Community College Survey of Student Engagement. "The first term of college is enormously important."

Among the key findings:

Only a third of respondents said that in the first few weeks of the term, an adviser helped them set academic goals and devise a plan to achieve them.

Forty-one percent said they never used academic-planning services in the first few weeks.

Less than a third said a financial-aid staff member helped them analyze their needs for financial aid.

Thirty-eight percent said they attended an on-campus orientation before classes began, while 20 percent said they were not aware of an orientation program or course.

The gaps are worrisome, Ms. McClenney says.

"Community colleges serve a much higher population of students who are first-generation students. They are students who do not have personally, or in their family, the experience of going to college, how you find the resources, how you navigate the whole process," she says. "They are more vulnerable."

They may be more vulnerable, but the survey also revealed that they are highly motivated.

Sixty-eight percent of the respondents said they strongly agreed with the statement, "I have the motivation to do what it takes to succeed in college," and in focus groups accompanying the survey, students said they were committed to finishing their education. Dropping out, they said, would come only because of too many demands on time and money.

Strength in Numbers

In many cases, the key to making new students feel comfortable and welcome means placing them in small groups with their peers.

At Kingsborough, Ms. Peruggi says officials have been increasing the number of learning communities for first-year students for the last five or six years.

Each community links three courses — in English, another content-based subject, and a student-development course — and meets three times a week.

In addition to connecting academics and advising, Ms. Peruggi says, the communities provide students with a group of classmates and three professionals to serve as friendly faces on campus. A recent study by national researchers found that Kingsborough's learning communities did result in greater academic success for students.

The approach, however, is not cheap. Faculty development and counseling, in particular, make it an expensive model.

"But if you look in the long run, and you're retaining students, it's a very wise investment," she says. "If you can ensure student success, isn't that worth it?"

FIRST IMPRESSIONS

During their first three weeks of classes, students at 22 community colleges reported the following:

41% said they had never used academic-planning services in the first few weeks.

40% said "friends, family, or other students" were their primary source for academic advising during their first three weeks of college.

29% said a financial-aid staff member had helped them analyze their needs.

20% said they "strongly agreed" with the statement, "The very first time I came to this college, I felt welcome."

23% of students needed developmental classes in reading, writing, and math.

SOURCE: 2007 Survey of Entering Student Engagement

The Chronicle of Higher Education

March 28, 2008

Colleges Need to Recognize, and Serve, the 3 Kinds of Latino Students

By MARGARITA MOONEY and DEBORAH RIVAS-DRAKE

What comes to mind when you think of a Latino student attending college in the United States? Do you think of the Chicana who made it, despite the odds, and now leads her campus chapter of the Chicano Caucus? The Latino student who started at his local community college but dropped out after a semester? Or do you think of the child of suburban doctors who attended a mostly white private school and is enrolled in an elite university?

Because of the achievement gap between white and Latino students, most of our knowledge about Latinos in higher education comes from studies of low-achieving students. Consider that, with a dropout rate of 22.4 percent, Latino students age 16 to 24 are less likely to complete high school than not only white students but also African-Americans.

Moreover, the gap between the rate at which Latinos and white students earn bachelor's degrees continues to be large. While 86.4 percent of Americans age 15 to 29 have completed high school, and 28.4 percent have earned bachelor's degrees, only 63.2 percent and 9.5 percent, respectively, of Latinos have done so.

Despite much-warranted concern over those figures, not all Latino students are underachievers. However, we know far less about the cultural and psychological profiles of Latino students who succeed in American higher education than we do about their peers who do not achieve highly.

For that reason, the two of us chose to examine the pathways to success taken by Latino students at 27 elite institutions, comprising 13 private research universities, like Princeton University; nine liberal-arts colleges, like Swarthmore College; and five public research universities, like the University of Michigan at Ann Arbor.

In addition to educational credentials, Latinos who graduate from such institutions come away with cultural capital, the formal and informal knowledge that they can use to influence their ethnic communities through their careers as newspaper editors, doctors, politicians, and the like. Thus we feel it important to ask not just about their academic achievement but also about how their college experiences shape their views of society.

Using data from the National Longitudinal Survey of Freshmen — a study of nearly 4,000 students who entered elite colleges in 1999, approximately 1,000 of whom were Latino — we first examined differences among Latinos in the sample in how much they perceived barriers to their educational and occupational opportunities. We also drew from in-depth interviews with Latino students at one of the colleges. From responses to questions about minority experience in the United States — encountering discrimination, feeling distant from white people — we identified three distinct sociopsychological profiles among Latinos: assimilation, accommodation, and resistance.

The first group (26 percent of the study sample) did not feel different from their white peers, and they saw the path to achievement as colorblind. For example, they did not think that members of minority groups faced a lot of discrimination; nor did they believe that minority students needed to earn extra credentials to compete in the job market. Because their attitudes about achievement resembled those of non-Latino students, we call them assimilationists. Were these students among the most economically privileged in the sample? Many were, but not all. A prototypical Latino in this group might be someone from a middle-class family who went to a predominantly white school and who had no qualms about achieving his or her dream.

Slightly more Latino students (32 percent) fit the pattern that we call accommodationist. Although students in this group perceived discrimination against members of minority groups, they also believed more strongly than those in the other two categories that minority students who work hard and earn educational credentials will have success in finding good jobs. These students realized that Latinos faced barriers yet had no doubt that they themselves would succeed. They may, indeed, have contrasted their opportunities with those of relatives in Latin America: The immigrant experience provided a source of optimism along with an awareness of discrimination. "I just want to take advantage of the opportunities that I have been given," one student said. "I would just be a fool to sit back and ... work in a factory."

The third group (43 percent) was the most critical of the mainstream ideology that individual effort is sufficient to get ahead. To highlight how their perceptions differed from those of the other two groups, we called these students resisters. Resisters perceived high levels of discrimination against members of minority groups and they said they felt more distant from white students than the other two groups did. Many, but not all, of these students chose a Hispanic-black racial label, and they frequently had attended high schools that were more than 70 percent minority (Latino and African-American combined).

Educators concerned with Latino achievement and with the campus climate for Latinos would do well to pay attention to these three distinct psychological profiles. Some college administrators have remarked to us that diversity programs — although clearly needed — often select people based on their ethnic category, without considering differences in perceptions about ethnicity. For example, some Latinos might feel strange about participating in a diversity program that presumed they perceived a discriminatory environment. At the same time, other Latinos might feel uncomfortable in their college setting. The important point to remember is that the ways in which individuals experience their minority status and perceive blocked opportunity vary enormously among high-achieving Latino college students.

In addition, we found strong evidence that our profiles relate to the social engagement of Latino students but not necessarily to their academic progress. Take resisters. Clearly they felt the most uncomfortable on their campuses. Yet we found that even those Latino students who were most aware of the barriers between themselves and the selective institutions they attended spent as much time on academic activities — six to seven hours a day — as the assimilators and accommodators did. Although there were some differences in the GPA's earned by members of the three groups — ranging from an average of 3.08 for the resisters to 3.13 for the assimilators, such differences were not statistically significant.

Equally striking, statistical differences appeared in a comparison of time spent on extracurricular activities. By their junior year, resisters were spending about two more hours a week in volunteer work and clubs than assimilators were. Many of the Latino students interviewed indicated that

they wanted to persist in college out of a sense of obligation to ameliorate some of the disparities they perceived. As one student said, "I think that me being here can help contribute to some other person down the road."

Taken together, our results suggest that — contrary to oppositional culture theory, which posits that students will underachieve for fear of being accused of "acting white" — a strong minority identity and high perception of discrimination can be associated with high academic achievement.

It is also significant that Latino students with a strong minority identity, relative to their Latino peers at the same institutions, spend more time on extracurricular activities. That suggests that one way a Latino might be able to counteract perceived threats or hostility is by becoming part of a smaller community on the campus. At the same time, the nature of those small groups varies. Some actively recruit members by appealing to their ethnic or minority sensibilities; others adopt a colorblind approach to recruiting, emphasizing opportunities to be creative or focusing on helping others as tutors or volunteers.

Our research suggests that the issue of "fit" between a Latino student and a college campus is not only a matter of immigrant background, national origin, or socioeconomic status. Given that Latino students enter college divided into three distinct profiles, it is not surprising that they will differ in their comfort at different institutions. Not thinking about the complex ways in which students make sense of their ethnic heritage and status may lead to investing in campus resources erroneously based on stereotypes.

If the mind-set of young Latinos at elite colleges can vary as much as we have described, would we not expect the psychological profiles among those at other types of colleges to vary as well? As more Latinos enter college, we would all do well to be attuned not just to how they may be different from white, black, or Asian students, but also to what important cultural and psychological differences exist among Latinos themselves.

Although the white-Latino achievement gap still exists, Latinos are nonetheless entering the top rungs of higher education in increasing numbers. Among the elite colleges in the sample we used, student populations ranged from 1 percent to 13 percent Latino, with an average of 5 percent. In our continuing work, we hope to show how Latinos' class, regional, racial, and psychological diversity influences their educational choices and social engagement in college. We hope to contribute both to identifying factors that help explain the achievement gap between Latinos and whites, and to understanding how the college experiences of high-achieving Latinos prepare them to be cultural agents in their own communities and the nation.

State's students fail skills test

Community colleges grapple with commitment to remedial courses

By Matt Krupnick, STAFF WRITER

Article Created: 03/24/2008 02:37:59 AM PDT

PLEASANT HILL — It's the second week of the semester, and Phil Farmer's pre-algebra class at Diablo Valley College already has empty seats.

Roll call reveals a number of students are absent. Call it a result of the January rain, or even of the agonizing early semester parking-space hunt, but definitely call it a problem.

Statistically, it's safe to say that only 30 percent to 40 percent of Farmer's students will advance to basic algebra.

Community colleges nationwide labor under the weight of ill-prepared students. Some colleges estimate that nearly every student is unprepared in math, reading or writing — or all

three. Consider the sheer magnitude of California's problem:

-Nearly 670,000 California college students were enrolled in basic English and math courses last year, with additional students in remedial reading courses and English as a second language classes. It's estimated that far more students need remedial work but don't enroll, and half the remedial and second-language students leave school after their first year.

-One in 10 students at the lowest remedial levels — community colleges sometimes have up to five courses below the lowest college-level course — reaches a college-level course in that subject. The numbers are worse for African-American and Latino students.

-Nearly three-quarters of the students who take placement tests are directed to remedial math courses, compared with 9 percent being placed in college-level courses.

The implications for society at large are startling. A 2007 study by the Educational Testing Service determined that reading, writing and math deficiencies are increasing the gap between rich and poor, creating a new class of Americans who can't compete in today's economy.

Some schools have found solutions that work, but they're difficult to replicate because of colleges' budget problems and faculty members who resist change. It's a matter of schools accepting a new remedial mission, and acceptance is rare.

California's college system recently launched the Basic Skills Initiative, its first widespread examination of student shortcomings. But the task ahead is monumental, and educators say they would be happy just to see minor improvements.

Throughout California, community colleges have so many unprepared students that remedial courses routinely run out of space, causing many students to drop out. Part of the problem is the colleges' open-access rule; anyone can attend a community college, even if they didn't finish high school.

Between 2001 and 2005, Diablo Valley College's remedial enrollment grew by 28 percent overall, and it nearly doubled for African-American students. At the same time, overall enrollment at Contra Costa's three community colleges declined by 10 percent.

Farmer, who has taught in community colleges for nearly 40 years, said he has seen a distinct decline in math skills among his students. Word problems have become a particular weak spot, he said.

"That's the big stumbling block for them," said Farmer, whose shock of white hair and spectacles make him look like the quintessential math professor. "I could say, 'Tom's age is the same as Jane's age. Jane is 37. How old is Tom?' You'd be amazed how many blank stares I get."

At Chaffey College in Rancho Cucamonga, a middle-class suburb about 45 miles east of Los Angeles, a handful of teachers and administrators realized in 1999 that the problem was overwhelming the school.

Using a broader definition of underpreparedness than most schools, Chaffey educators determined that

98 percent of their students were unprepared for college work in at least one basic area.

Radical transformation

The realization led to the most radical transformation of a community college in the nation. The school began hiring more basic-skills instructors, sometimes delaying the hiring of professors in fields such as biology and sociology.

"When we talk about the motivation for this, I can describe it in one word," said Laura Hope, an English professor who helped prompt the Chaffey changes. "It was despair.

"The students put their trust in us, and we weren't delivering," she said. "We needed to look at who we were, not who we thought we were (or) who we wanted to be."

That hard look was tougher to accomplish than it may seem. College professors want to teach college-level courses, whether they're at a two-year school or a four-year school.

But there's no arguing with Chaffey's results. Although fewer than 8 percent of the school's students transferred to four-year schools before the transformation, that figure has steadily risen to about 25 percent.

"Revolution is not painless," Hope said. "But in the end, if you're doing it for the right reasons, it can pay off."

Faculty members "realize that remediation is seen by many of their colleagues as second-class work," noted a document on remediation presented to the state's community college trustees this month.

"Many campuses are, in fact, hesitant to be seen as 'the place for remediation,'" the document said.

The problem goes beyond community colleges, as universities also have been forced to deal with the failings of the K-12 school system. At California State University, East Bay, for example, 70 percent of the current freshman class needed English remediation, 64 percent needed math remediation and 54 percent needed work in both areas.

More than a third of students at the University of California, Davis, need help in English, most because they're new to the United States.

The shortcomings are unlikely to improve in the near future. Only slightly more than a third of California's 11th-graders were proficient in English last year. That ratio dropped to 1-in-5 for African-American students.

As illustrated by Farmer's quickly eroding pre-algebra class, it can be difficult to keep remedial students interested in subjects with which they have little familiarity.

In general, about half the students in a remedial course will drop out before a term ends.

"You get somebody who has a little self-doubt, and they're not going to put much effort into it," said Bill Fracisco, a counselor at Los Medanos College in Pittsburg. "Once a student becomes focused, they're more likely to stay. If they're just floundering around out there, they're not going to stick round."

Success centers

Chaffey College spends about

\$3.5 million per year on "success centers," where students are monitored closely to help keep their studies on track. About half the money returns to the school, because with the extra help, fewer students drop out, which adds enrollment funding for the college, Hope said.

More schools are requiring remedial teaching from full-time instructors, who can be tough to attract to those classes. Historically, many community colleges left the lower-level classes to part-time teachers, who often didn't hold office hours to meet with students, many in danger of dropping out.

On a recent morning, one of Chaffey's success centers buzzed as students worked on computers and sought tutoring from their peers. In many cases, students were learning what they should have been taught in high school.

In one room, Chaffey alumnus Brian Sherman explained study skills to a group of five students.

"I never used counselors much," said Sherman, an English instructor at Cal State San Bernardino who dropped out of high school after the 10th grade and struggled at Chaffey before finding his stride.

"But your teachers' offices," he told the students, "that's a completely different thing. Your teachers have the key to the whole class. That's your chance to ask those questions you're too embarrassed to ask in class."

The school's approach has caught on with students, who said teachers seem well-equipped to handle the task, and the success centers provide them with the tools they need.

Before using the success center, "there were some times I would go to class and be totally confused," said Cherrish McCrae, a 24-year-old mother of two who is working toward an accounting degree.

"In a lot of high school classes," she said, "you could get by without ever reading the book."

State's community colleges: A 'C' for challenges

First in a four-part series

Matt Krupnick, STAFF WRITER

Article Created: 03/23/2008 02:30:59 AM PDT

If community colleges are pipelines, they have developed major clogs and leaks.

Even dedicated students at the two-year schools have trouble navigating the bureaucratic and financial twists and turns that lead to a university education.

By some estimates, one in four students with transfer aspirations reach four-year schools, and the ratio is much lower for Latino and black students.

Nicholas Cabatingan, for example, was well on his way to transferring from Las Positas College in Livermore to Chico State, taking a full load of classes as he worked two jobs.

But the 21-year-old could not persuade school administrators to declare him financially independent, which would have given him more access to financial aid. Instead of continuing on his path toward becoming a history teacher, he left school last year to work at a copy shop in Chico.

"I had to get a full-time job," said Cabatingan, who said he plans to take night classes at a Chico-area community college until he can transfer. "My savings got so low that I had to choose one or the other."

Intended to be pathways to bachelor's degrees, California's two-year institutions instead are losing the majority of students who enroll expecting to transfer to universities.

For students intent on transferring, the community college road is fraught with obstacles. Counselors are in short supply, a majority of students can't read or do math on a college level and students' own lives derail their ambitions.

Transfer aspirations are difficult to pin down, mostly because students' goals are unclear. Often, students taking transferable courses, such as basic psychology, may not plan to continue their education at a university.

In a 2007 study, Sacramento State researchers Nancy Shulock and Colleen Moore concluded that 60 percent of the state's incoming community college students in 1999 wanted to transfer or earn a degree or certificate. About a quarter of those 314,000 students had accomplished their goal six years later.

State administrators argued the study defined far too many people as degree-seekers or transfer students. But even best-case scenarios place success rates at around 50 percent, meaning more than 100,000 students per year fall short of their goals.

Unprepared students

Students entering community colleges unprepared is the defining reason. More often than ever, remedial courses -- meant to teach what high schools didn't -- shatter students' college aspirations. It dawns on them that they will have to take several courses just to reach college-level math or English.

"Suddenly, that four-year degree starts looking like a six-year degree, at best," said Rick Wagoner, a UCLA education professor. "That really takes down their motivation to try to get the degree."

Although initiatives to improve college enrollment have succeeded -- more than 2.6 million Californians attend community colleges -- far less focus goes to keeping students there long enough to move forward.

The state restricts the use of colleges' funds, preventing schools from improving student services that would boost transfer rates. California community colleges must spend at least half their money on classroom instruction, which limits the hiring of counselors, financial-aid employees and other nonfaculty staff.

The result: long lines for overburdened counselors. Statewide, the student-to-counselor ratio is 1,900-to-1.

The counselor shortage causes particular problems for students who are the first in their families to attend college, a growing population that requires extra attention. Counselors say they must fill in the gaps for those students -- many of them immigrants -- who often have trouble finding support from relatives unfamiliar with the college system.

"I'm one counselor, and my intervention is the hour I have with them in my office," said Norma Valdez-Jimenez, head counselor at Contra Costa College in San Pablo. "For some students, that's enough. But for others, it's not."

Some students' obstacles go beyond the realm of counseling. Valdez-Jimenez cited a brother and sister who had to decide whether to drop out last year after their father had a stroke, placing the family's house at risk.

"You're talking about basic necessities, food and shelter," Valdez-Jimenez said. "They're going to take precedence over whether to go to class today."

Bad language

Community college students who understand how to navigate to a university are the exception.

For many, college is a mysterious labyrinth, with ill-conceived bureaucratic literature heavy with eye-glazing language such as "matriculation" and "articulation" to explain basic concepts, educators say.

Prospective students looking to enroll at Los Medanos College will not get much help from the Pittsburg school's lengthy, text-heavy Web site.

"Matriculation is a state-mandated process," the site notes, "which promotes a mutual commitment by faculty, staff, and students to work together to help students develop clear educational goals and be successful in reaching those goals."

Simply put, matriculation is when a student registers for classes.

A more comprehensible question-and-answer page on the state chancellor's Web site includes faulty information, such as conflicting fees -- none of them correct.

Students who doubt they can handle college aren't likely to feel more confident after reading extensive jargon, experts say. But Web development is not a priority for cash-strapped colleges trying to spread a budget across several departments.

"It makes the need for a human touch from a counselor even more important, and we don't have the resources for that either," said Linda Michalowski, a statewide vice chancellor.

Lack of agreements

Then there are the systemic stumbling blocks, such as the financial-aid obstacles that stalled Cabatingan's college plans. And there is the puzzling jumble of articulation agreements, or contracts among community colleges and universities that lay out exactly which classes a student must take to transfer.

Although many parts of the state's education system are rigidly standardized, articulation agreements are glaring exceptions. Some basic transfer pacts are negotiated by the statewide systems, but each community college must ensure its students will be able to transfer smoothly to universities.

It's one thing for a Bay Area college to strike deals with Bay Area universities, but it's much more difficult for those community colleges to arrange articulation agreements with Southern California schools.

"There are many different articulation agreements," said Anne MacLachlan, a researcher at UC Berkeley's Center for Studies in Higher Education. "It's totally insane."

Los Medanos College, for example, has far fewer articulation agreements than it needs, said Bill Francisco, who directs the school's transfer center. Without those contracts in place, students could finish their community college studies only to find some Los Medanos courses don't count toward university transfers.

"There's a lot of anxiety a student has to go through," Francisco said. "It's not pleasant."

That college feeling

Another problem is ambiance, but not the kind that can be solved with candles or artwork.

State administrators estimate that 80 percent of community college students work, far more than students at four-year schools. With few students spending significant time on campus, two-year schools have found it difficult to make students feel like they're in college, said Steven Brint, a UC Riverside sociology professor.

"If you're surrounded by people who have one foot in the world of work and a few toes in the world of school, it's unlikely to create a climate where people are heated up to transfer," said Brint, an author of a book on community colleges.

"You're going to have a lower climate of expectations. That can't be good for the average student," he said.

Immigration issues

Immigration laws add to the obstacles by preventing perhaps thousands of California students from transferring to universities.

Illegal immigrants often manage to make it through more affordable community colleges, but financial-aid rules stymie their university plans. That was the case with a former Contra Costa College student, a 13-year United States resident from Mexico who finished her community college work three years ago but could not transfer to San Francisco State because she did not have a Social Security number.

"Everything just collapsed at that point," said the 25-year-old, who asked that her name not be used because of her immigration status.

Some schools are turning to innovative experiments to boost transfer rates.

The Los Rios Community College District in the Sacramento area is building a two-year campus at UC Davis, hoping to give community college students a taste of the four-year experience.

The community college already offers classes at the university, and about 3,500 UC Davis students take courses in Farsi, Arabic and Tagalog through the community college, said Larry Vanderhoef, UC Davis' chancellor.

The new campus should help transfer rates, Vanderhoef said.

"I think the biggest benefit (community college students) get is they get used to being on a UC campus," he said. "It gives them confidence."

That confidence helps the four-year campus, as well. Although so-called "transfer shock" often leads to lower-than-usual grades during a community college graduate's first term at a university, their final grade-point average generally is higher than those of college graduates who started at a university as freshmen.

"When students come in, they feel they are prepared," said Eva Rivas, director of UC Berkeley's Transfer, Re-entry and Student Parent Center. "At the end, their grades bear that out."

A SYSTEM FALTERS

California's 109 community colleges -- the world's largest college system, with 2.6 million students per year -- has fallen far short of its carefully planned purposes. Money, faltering high schools, a hugely varied student population and changing job markets have undercut success. The Times will examine the problems and solutions in a four-day series.

The Chronicle of Higher Education

March 20, 2008

New Data Predict Major Shifts in Student Population, Requiring Colleges to Change Strategies

By ELYSE ASHBURN

Colleges and universities know that the composition of the nation's student body is headed for a major change. They've been seeing the evidence for years. And an analysis of population data released on Wednesday confirms that major shifts are under way.

"The reality is that the change has hit," said Nancy Davis Griffin, dean of admissions at Saint Anselm College, in Manchester, N.H.

After this year's high-school seniors receive their diplomas, the number of graduates nationwide will begin a slow decline until 2015, according to the new analysis, by the Western Interstate Commission for Higher Education. At the same time, the number of minority graduates is expected to grow rapidly as Hispanic and Asian students replace white ones. (State-by-state, regional, and national data from the analysis are available here.)

Ms. Griffin said she was already seeing the shift in the high-school sophomores and juniors who visit her college.

In the Northeast, from where Saint Anselm draws most of its students, the number of Hispanic and Asian high-school students is already growing, and significant increases are expected over the next decade. At the same time, white and black enrollment are each projected to see double-digit-percentage drops, causing an overall decline in the number of graduates.

Nationwide, the number of high-school graduates is expected to peak this year—a year earlier than previously thought—at 3.34-million, according to the commission. The number of graduates is expected to start growing again in 2015, it says, when the rapidly growing Hispanic and Asian populations will begin pushing that number to new highs.

By 2022, almost half of all public high-school graduates will be members of minority groups, according to the commission. If those graduates go on to college, many of them will also be the first in their families to do so.

In short, a growing number of would-be college students will be exactly those that colleges have historically struggled to serve.

"This really isn't new," said Sarita E. Brown, president of Excelencia in Education, a Washington-based group that works to improve educational outcomes for Hispanic students.

"But it's going to be a much greater proportion of students than we've seen before, and the downsides of not addressing these issues will be felt much more keenly."

A 'Very Different' Look

The commission, a 15-state coalition commonly known as Wiche, issues its projections every four or five years to help colleges plan. Its estimates are based on birth rates, migration patterns, and elementary- and secondary-school enrollments.

Even more than the national figures, the new state-by-state data from Wiche show pronounced shifts. Several Midwestern and Northeastern states will see the total number of high-school graduates they produce drop by 10 percent or more by 2015. And as Americans continue to migrate to the Sun Belt, a handful of states—Arizona, Florida, Georgia, Nevada, Texas, and Utah—will see phenomenal growth across all racial groups, but particularly among Hispanic students.

"There are states that are going to look very different," said Brian Prescott, senior research analyst for Wiche. "It's already happening, and it's happening rapidly."

Education officials in most affected states are already worried about how they will remain economically competitive.

"The fact that the part of the population that is growing the fastest is the least well educated has created a sense of urgency around here," said Raymund A. Paredes, the Texas commissioner of higher education.

Pushing College Participation

In late 2000, the Texas Higher Education Coordinating Board began a concerted push to raise the state's college-going rate and to close the participation and achievement gaps between white and minority students.

In the seven years since its inception, "Closing the Gaps 2015" has yielded mixed results. The percentage of the population enrolled in higher education rose to 5.3 percent in 2006, up from 5 percent in 2000, according to the most recent data available. And the gap between white and African-American participation in higher education all but closed during that period.

Hispanic enrollment increased as well, but the participation rate for the Hispanic population only inched up, to 3.9 percent in 2006—well shy of the 5.7-percent goal for 2015.

"The challenge in Texas, as in many states, is we're making progress, but we're not making progress commensurate with the growth in the population," Mr. Paredes said.

To continue making gains, Mr. Paredes said, the public-school and higher-education systems are going to have to work more closely to make sure students are ready for college.

One such effort is under way at El Paso Community College, which has begun working with the local school system to administer college-placement tests to high-school students in their sophomore and junior years. That way, students who need remedial work will have time to do it before they show up at the college door.

Starting with the high-school class that will graduate this year, the state has also made its college-preparatory curriculum the default curriculum, a step that Mr. Paredes said would put more minority students on track to head straight to a four-year institution.

Questions of Capacity

Still, in Texas, as in other Western states, community colleges will be expected to absorb many of the new high-school graduates.

In Arizona, Roy Flores, chancellor of Pima County Community College, in Tucson, said his institution had the capacity. With six campuses and a seventh in the works, Mr. Flores said he isn't worried about classroom space. He is concerned, however, about the quality of education students will receive in the public-school system, which is struggling to find enough qualified teachers and suitable classroom space.

"Our students are adults," Mr. Flores said. "We can ask them to hop in a car and drive across town. It's different when you're dealing with 7- and 8-year-olds."

Other states can't take those elementary- and secondary-school students off Arizona's hands, but colleges in slow-growth states are interested in enrolling its high-school graduates.

Lehigh University, in Bethlehem, Pa., has traditionally drawn most of its students from the Northeast, but plans to increase its recruiting in the South and Southwest.

J. Leon Washington, dean of admissions and financial aid at Lehigh, plans to hire two new staff members to focus on states such as Arizona, Florida, Georgia, and Texas. Mr. Washington would like to land students straight out of high school, but he's also particularly interested in community-college transplants from those states and California.

"We think the time is really right to be looking at transfer students," he said.

Lehigh received a record 13,000 applications this year for 1,160 spots in its freshman class for next fall. Mr. Washington is confident that the university can keep the number and quality of its applicants up with aggressive recruiting in other regions of the country. A new financial-aid policy, which eliminates loans for students from families making less than \$50,000 a year and reduces loans for others, will also make it easier for low-income and middle-income students to afford Lehigh, Mr. Washington said.

Dartmouth College, too, is hoping to leverage increased financial aid to diversify its student body, as the pool of high-school graduates fills with minority and first-generation students.

Dartmouth's new aid policy waives tuition for students from families with annual incomes below \$75,000 and eliminates loans for other aid recipients.

With low-income and first-generation students, "cost is a huge deterrent when they think of private education," said Maria Laskaris, dean of admissions and financial aid at Dartmouth. "I do think we'll see an impact in the kind of students applying to Dartmouth."

Getting in, however, probably won't get easier. Even as the number of high-school graduates nationwide dips in the next few years, Ms. Laskaris said she expects applications to hold steady.

HEADLINE...Demographic Boom and Bust

Inside Higher Ed

Elizabeth Redden

Thursday, March 20, 2008

Hear that? It's the echo of a boom ending.

A new national report projecting the size of high school graduating classes through 2022 finds that the rapid, sustained growth of graduates that began in the early 1990s ends this year, in 2007-8. A long-anticipated period of moderate declines in the number of graduates — and traditional-aged college applicants — is soon set to begin, which could increase competition among colleges and intensify financial pressures on tuition-dependent institutions.

"The second baby boom, if you will, it has come to an end this year," said David A. Longanecker, president of the Western Interstate Commission for Higher Education (WICHE), which on Wednesday released its seventh edition of *Knocking at the College Door*.

But the report also projects enrollment patterns that are distinctly regional and, in some cases, state-specific (individual state profiles are available online). Generally speaking, the report projects expansion in the numbers of high school graduates in the South and West, drops in the Northeast and Midwest, and, nationally, explosive growth among non-white graduates, especially Hispanics, as the number of white youth falls.

"It really ups the ante for states on two fronts, because for some states they're going to face a declining high school graduate population which means that if they're going to have a more educated population, they're going to have to reach out to adult learners much more than they have," said Travis Reindl, program director for Jobs for the Future. "And then for other states, they're going to see serious growth. They have to increase their K-12 capacity, and figure out how they can accommodate [students] when they get to college."

"And for all the states, you're seeing growth in the groups, particularly students of color, that historically we haven't done a very good job of serving," Reindl added.

"Any way you cut it, the states have their work cut out for them."

On a **national level**, the number of public high school graduates is projected to peak this year at just over 3 million before beginning a gradual decline through 2013-14 — when numbers are expected to begin climbing back to peak levels by 2017-18. The anticipated average annual rate of decline from 2007-8 through 2013-14 is about 0.7 percent.

“After 2007-08 overall production of high school graduates will become much more stable for the foreseeable future than it was during the expansion period,” the report states, “when it was growing by leaps and bounds.”

The Northeast and Midwest will be bracing for substantial declines. Under the projections, the **Northeast** will experience declines from this year’s peak through the end of the projected period, in 2021-22, with 1 percent average drops per year. The total percentage declines in high school graduates by 2021-22 range from 2.6 percent in Maine to 22.7 percent in Vermont.

Meanwhile, in the **Midwest**, the number of high school graduates is expected to fall by about 8 percent — 60,000 students — by 2014-15. (“Thereafter,” the report states, “the number of graduates is projected to fluctuate.”) Michigan will see the most precipitous declines, at 13.2 percent among public school graduates by 2015.

In contrast, in the **South**, robust and rapid growth is expected. From 2004-5 to 2021-22, the number of high school graduates is projected to increase by 210,000 — about a 20 percent increase. Florida, Georgia, North Carolina and Texas account for most of the projected expansion, with the percentage of public high school graduates expected to rise by 35.5 percent in Florida, 40.9 percent in Georgia, 30.7 percent in North Carolina and 40.1 percent in Texas. Unlike in the rest of the country, it’s unclear, the report says, whether those four states will peak at a certain point: “[R]ather, they may undergo a consistent expansion in high school graduate numbers, with a single year or two during which the growth pattern is momentarily disrupted.”

And numbers of high school graduates in the **West**, after peaking next year, in 2008-9, will slowly decline by 2 percent by 2014-15 before rising.

Two Western states in particular — Arizona and Nevada — are expected to see the size of their high school graduation classes almost double between 2004-5 and 2021-22. Other rapidly growing Western states include Colorado (29.3 percent), Idaho (39.1 percent) and Utah (42.4 percent).

Much of the expansion is fueled by growth in minority students, due largely to varying birth rates among different racial groups as well as immigration. Between 2004-5 and 2014-15, the number of Hispanic public high school graduates is expected to rise by 54 percent, Asians by 32 percent, American Indians by 7 percent, and blacks by 3 percent (WICHE’s Longanecker explained that the African-American population, which increased through this year, will now start to decline).

Under the projections, the number of white graduates would fall by 11 percent. The West is projected to have its first “majority-minority” graduating class in 2010, and the South in 2017.

Panelists at an event marking the release of the report in Washington Wednesday focused on a wide range of questions necessitated by different fortunes facing different regions of the country. In the Northeast and Midwest, for instance, “How do you keep a critical mass in a school as populations are declining?” Longanecker asked. (He added that higher education has historically reached out to non-traditional students in times of population declines.) On the other hand, how can states like Arizona and Nevada, faced with dramatic expected expansion, cope with the demand?

But the common challenge addressed was the need to better serve minority students. One can honestly say that two- and four-year colleges have made progress on access in terms of admitting more students from diverse backgrounds, said Janis Somerville, director of the National Association of System Heads.

“The problem is most of us have been reporting more — ‘We admitted 40 more African-Americans this year,’ ” she said, offering a typical example.

“The problem is if you’re in any number of states you can be admitting 40 more and still be losing ground.”

HEADLINE...Demand for coveted University of California slots will soon drop

By Lisa M. Krieger

Mercury News

Tuesday, March 18, 2008

The fierce and frenzied competition for admission to the University of California will start to ease next year, as the number of high school graduates begins shrinking.

That news comes as little consolation to the current crop of high school seniors, the largest in state history, who are now anxiously awaiting "accept" or "reject" letters from their first-choice UC campuses.

But their younger siblings will fare better. The number of high school graduates will drop nearly 7 percent over the next nine years. And the continued expansion of UC campuses means that there will be even more slots for applicants.

The best news is for the parents of today's third-graders, who will face the least competition for UC slots when their children graduate in 2017. After that, student numbers start climbing again.

"It is a very different picture from what UC has faced over the past 50 years," Nina Robinson, UC's policy and external affairs director, told the UC Regents in San Francisco on Tuesday.

"That is a very good thing," she said. "There have been years where we've just been exploding at the seams. We'll have more measured growth in the future."

The university will try to take advantage of the slowed growth to reach out to students who might not have otherwise considered UC, Robinson said. Only 8.3 percent of last year's eligible high school graduates enrolled at UC. The university wants to increase that number to 9.2 percent, an all-time high.

"We would like to extend access to a broader group of California's young people," Robinson said.

UC also seeks to boost the number of graduate school slots, strengthening its mission as a research institution. In the coming decade, it plans to enroll almost 50 percent more grad students - especially in the sciences, engineering, math and health fields, which are deemed most essential to California's future economy.

Although campuses in Berkeley, Los Angeles and Santa Barbara will expand only minimally, others - such as Santa Cruz, San Diego and Irvine - will continue to grow. The largest growth will be at Davis, Merced and Riverside.

"It will reduce the frenzy," said Denise Pope, a Stanford educational lecturer and founder of the Stressed Out Students Project. "We've been telling parents of younger kids: 'Hope is ahead.' "

The university provides updated growth projections every five to 10 years. Its new data - based on a declining birth rate in the 1990s - will be presented March 25 to the state Legislature, which decides how much to fund UC.

The data mirrors a national trend reported by the Western Interstate Commission for Higher Education, which will release its new findings today.

Although the outlook varies from state to state, the Midwest and Northeast will experience the greatest declines in high school graduates. California and the rest of the West will drop more slowly, or hardly at all.

To fill seats, colleges in the Midwest and Northeast have already altered their recruiting, targeting applicants in California and other Western states.

"I'm delighted to hear the news," said Jonathan Foster of Palo Alto, the parent of two elementary school children. "It seems these days that the only way to get into the most highly regarded colleges is to get stellar grades and test scores, and also climb Mt. Everest, speak five languages, be an award-winning concert pianist and start a world-changing non-profit organization."

The changes have sharp geographic, social and economic implications. For example, experts predict a decline in affluent suburban high school graduates and an increase in rural, poor and working-class ones.

While the number of white and African-American high school graduates will drop, Asian-American and Latino graduates will increase sharply, according to data from the U.S. Department of Education.

But the cost of tuition could deter UC-eligible low-income students from applying, said Vicky Evans, a college counselor with San Jose's Downtown College Prep, a charter school serving college-bound Latinos.

Also, "most lower-income students come from schools and environments that still leave them less academically prepared and competitive than more privileged segments of the population," Evans said. "This lack of comparable academic preparation will still keep most lower-income students at the back of the pack for selection."

The growing high-tech economy will continue to fuel tough academic competition, despite the shrinking student body, parents predict.

Calling a master's degree "the new gold standard," Palo Alto father Terry Connelly predicted that the demographic downturn will be offset by the increased pressure for a college education.

"The fact is that more and more jobs in the future will require a degree," said Connelly, who is dean of the school of business at Golden Gate University. "The demand for entry into college will persist - because the demand for talent in our economy will persist."

March 10, 2008

Population Shift Sends Universities Scrambling

Applicant Pool Forecast To Shrink and Diversify

By Valerie Strauss

Washington Post Staff Writer

Colleges and universities are anxiously taking steps to address a projected drop in the number of high school graduates in much of the nation starting next year and a dramatic change in the racial and ethnic makeup of the student population, a phenomenon expected to transform the country's higher education landscape, educators and analysts said.

After years of being overwhelmed with applicants, higher education institutions will over the next decade recruit from a pool of public high school graduates that will experience:

- A projected national decline of roughly 10 percent or more in non-Hispanic white students, the population that traditionally is most likely to attend four-year colleges.
- A double-digit rise in the proportion of minority students -- especially Hispanics -- who traditionally are less likely to attend college and to obtain loans to fund education.

Despite those obstacles, minority enrollment at undergraduate schools is expected to rise steadily, from 30 percent in 2004 to about 37 percent in 2015, some analysts project.

"The majority will become the minority," said Stephen Joel Trachtenberg, president emeritus and professor of public service at George Washington University. "There will be more Hispanics, more African Americans, more Chinese, Indians, Pakistanis, Koreans. I anticipate that the most common last name in the freshman class will be Kim."

The demographic changes will be profound for individual students: Some will probably see their chances of getting into selective schools improve, and others will see opportunities to enroll at the most selective schools decline. And for colleges, the demographic changes will mean new ways of recruiting and educating students.

"One challenge will be looking at the interface between high schools and college and the issue of college readiness, and the other will be the whole issue of the cost of college," said David Ward, president of the nonprofit American Council on Education.

The efforts come as the nonprofit Western Interstate Commission for Higher Education plans to release a report this month that will show a decline in high school graduation next year in most areas of the country, except the West, senior research analyst Brian Prescott said. That is at least a year earlier than in some past projections.

Schools likely to thrive through the changes will be those in popular areas, endowed well enough to continue upgrading facilities and programs, and public flagship universities that offer lower tuition than private colleges, admissions experts say. So will schools with strong workforce programs amid a surge of adult students, said Trinity Washington University President Patricia McGuire.

Schools in more remote areas, with fewer resources and no particular academic focus, could struggle, said Steven Roy Goodman, an educational consultant and admissions strategist. That is why the 700-student Northland College in Wisconsin uses its location on Lake Superior to promote it as "the environmental liberal arts college."

"To use the obvious ecological metaphor, we must specialize in our niche, because we can't compete with dramatically better-resourced generalists," Provost Rich Fairbanks said.

Many schools, accustomed to annual increases in the number of high school graduates, are retooling recruitment efforts to focus on states where that population will keep rising.

Although the outlook varies from state to state, the West is projected to have the highest percentage growth, with the Midwest and Northeast experiencing declines. The South is looking at mixed results, according to projections.

At a recent fair for college admissions officers in Pittsburgh, the topic on everyone's lips was increasing out-of-state recruitment, some participants said. Certain states are known to be fertile ground for students wanting to leave. Others are not.

Virginia, for example, is known for retaining most of its high school graduates. According to the latest information from the nonprofit National Center for Higher Education Management systems, Virginia in 2004 lost 11,503 high school graduates but brought in 15,748 from out of state for a net gain of 4,245.

Maryland has the opposite reputation. Data showed that in 2004 the state lost 15,685 high school graduates and imported 9,731 for a loss of 6,954.

There are no listed data for the District.

Such statistics aggravate C. Dan Mote, president of the University of Maryland at College Park. "The state has not promulgated the fact that it has a world-class university," he said, adding that Maryland officials must improve recruitment in and out of state.

Educators and administrators say that as the student population changes, they will face a range of complicated challenges that go to the heart of the academic mission of higher education institutions and the issue of affordability. Efforts have begun to introduce the notion of college preparation to middle school students and students who traditionally would not have sought out college, Ward said, but more needs to be done to improve K-12 school systems from which many of the students will come.

The cost of college also will require a new collaborative financial aid system that takes into account cultural differences toward borrowing and spending patterns, Ward said.

Non-Hispanic white families are the most likely to borrow money for college, but that is the population that will experience the biggest decline. Hispanic families traditionally have fewer resources to spend and are more averse to borrowing, Ward said.

At Bates College in Lewiston, Maine, President Elaine Tuttle Hansen said the school has started to boost its aid budget by a few percentage points to "keep ahead" of the trend. Out of an \$83 million budget, she said, \$18 million went this year for financial aid.

Officials in the State University of New York, the public higher education system with the more campuses than any other state's, 64, and more than 427,000 students, are focusing their recruitment on population growth areas, said Kitty McCarthy, assistant vice chairman for enrollment marketing.

Catholic University is in its third year of using specific mail and e-mail campaigns to attract new prospective students, and has started a mail campaign to selected parents, said Victor Nakas, associate vice president for public affairs. George Washington University has built regional admissions offices in Los Angeles, Atlanta, Chicago, Boston and northern New Jersey, and school officials are spending more time recruiting overseas, said Kathryn M. Napper, executive dean for undergraduate admissions.

American University officials are devising strategies to increase the school's exposure in population growth areas including Arizona, spokeswoman Maralee Csellar said.

Meanwhile, governors in five Northeastern states are advancing plans to target scholarships to keep in-state students at home, and some state legislatures are spending more -- or proposing an increase in funds -- for public institutions of higher education so they can stay attractive.

"This is all going to be huge for schools in a planning and financial sense," said Hansen, the Bates president. "But we also have to look upon it as an opportunity."

The Chronicle of Higher Education

March 14, 2008

The Syllabus Becomes a Repository of Legalese

As dos and don'ts get added, some professors cry 'enough'

By PAULA WASLEY

The syllabus for a course on American literature at the University of South Alabama seems pretty routine at first glance. It includes among its required readings, for instance, *The Great Gatsby* and *The Adventures of Huckleberry Finn*.

But near the bottom of Page 3 is something not related to course work — a detailed clause on classroom behavior: "Students are expected to arrive on time, not to leave early, not to wear caps inside the classroom, and to follow traditions of decorum and civility."

Course syllabi have long been as varied as the instructors who composed them. Indeed, many faculty members are loath to share them, for fear of intellectual theft.

But increasingly the contemporary syllabus is becoming more like a legal document, full of all manner of exhortations, proscriptions, and enunciations of class and institutional policy — often in minute detail that seems more appropriate for a courtroom than a classroom.

Take, for example, the injunction that appeared recently on an introductory-religion syllabus at Wartburg College: "Keep your e-mail 'inbox' tidy so that you may receive timely notices from your professor."

Such clauses have cropped up on college syllabi around the country for a variety of reasons. Some have been required by the college or university. Since the passage of the Americans With Disabilities Act, a statement about students with disabilities has become de rigueur. This fall the University of Missouri at Columbia added a statement on "intellectual pluralism" to its syllabi. Some institutions require the inclusion of an inclement-weather policy.

Heading off conflict is another goal. Faculty members concerned about campus violence add codicils to their syllabi declaring their commitment to a "safe and supportive learning environment"; others include disclaimers about potentially controversial films and readings.

With its ever-lengthening number of contingency clauses, disclaimers, and provisos, the college syllabus can bear as much resemblance to a prenuptial agreement as it does to an expression of intellectual enterprise. But experts say that when things go wrong in the classroom, fuzzy expectations are almost always to blame.

"Our own experiences suggest that when trouble arises in a class, the conflict often began, in some way, with the syllabus," wrote Joseph Kenneth Matejka and Lance B. Kurke in a 1994 article on the syllabus for the journal *College Teaching*.

"You wouldn't think it was that important," says Mr. Matejka, a professor of leadership and change management at Duquesne University's Graduate School of Business. Still, he says, research indicates that the syllabus is "the single biggest determining variable in determining the success and reaction to the course." The well-designed syllabus, he notes, lays out right from the start the goals, requirements, and operating principles of the course.

Some teaching experts applaud the thoroughness as a coup for student learning. The comprehensive syllabus, they say, simultaneously protects the professor and prepares students for the demands of the course. Other experts contend that documents bloated with legalese and laundry lists of dos and don'ts have turned the teacher-student relationship into an adversarial one.

Making a List

In earlier times, the syllabus was a different beast.

The earliest examples of the genre were no more than (occasionally lengthy) lists of subjects and ideas to be included in a course, says Jeffrey A. Snyder, a New York University doctoral student studying the history of higher education who combed through syllabi in Harvard University's archives.

Among those he discovered in a research project for Harvard's Derek Bok Center for Teaching and Learning was an 1870 syllabus by Henry Adams, a lengthy outline of 298 topics he wished to cover in a course on medieval political history. At number 26 on the list was "Scandal in regard to the bishopric of Merseburg." Adams had no strictures on eating during class.

While many of today's syllabi still retain that listlike quality, the modern format of assigned readings and term-paper due dates did not fully emerge until the early part of the 20th century. And even then, its use was limited by the technology available for distribution, says Christopher J. Lucas, a professor of higher education at the University of Arkansas.

The advent of photocopiers in the 1960s made putting syllabi together much easier. And the new technology coincided with a vigorous educational movement that turned a microscope on all things pedagogical. By the 1980s, teaching theorists even began to posit that the lowly syllabus was no mere list, but a powerful tool for teachers.

Not Really a Contract

But the new teaching functions assumed by the syllabus over the last few decades have not overshadowed its role as an implied student-teacher contract.

In fact, the notion of the syllabus as a contract has grown ever more literal, down to a proliferation of fine print and demands by some professors that students must sign and attest that they have read and understood. This trend has led to increasing confusion on many campuses as to where the syllabus-as-contract metaphor ends and liability begins — including faculty members' fears that classroom decisions may land them in the courtroom.

The emergence of legal language in syllabi reflects a growing litigiousness in higher education over all, says Jonathan R. Alger, general counsel at Rutgers University and former counsel to the national office of the American Association of University Professors.

But Mr. Alger says the spread of such language to course syllabi may not be all that effective, legally speaking. While the idea that a college or university has contractual obligations to students has steadily gained ground in the law, he observes, a course syllabus is unlikely to stand as an enforceable contract, particularly given the courts' historic deference to colleges in academic matters.

"That deference to educational judgment comes into play when you talk about syllabi because they are first and foremost educational documents that reflect an educational mission," says Mr. Alger.

Other college officials may encourage faculty members to load up their syllabi with policies that close every loophole, but Mr. Alger wonders whether this academic-cum-juridical trend may be a step in the wrong direction.

"It seems to me we don't want to get into a situation in higher education where every communication between a faculty member or between the school and student is perceived as a contract," he says.

Just the same, Mr. Alger recommends that when writing syllabi, professors use "flexible" language, avoid offering explicit guarantees, and never include anything that conflicts with institutional policies. Building in that flexibility is why many faculty members add disclaimers to their syllabi, stating that the professor reserves the right to change or deviate from the syllabus, and why others eschew dates on their timetable of class sessions, lest they run into trouble for falling behind schedule.

Devilish Details

Among the select set that spends time pondering the college syllabi, many observers herald the everything-but-the-kitchen-sink document as a move forward for student-centered learning.

The more detailed, the better, says Linda S. Garavalia, an associate professor of psychology at the University of Missouri at Kansas City who has studied students' perceptions of syllabi. "Students tend to be anxious about what it is that's expected of them," she says.

Spelling out as comprehensively as possible what types of activities students will do in class, how they will be assessed, and how much each assignment counts toward a grade reduces that stress, she says, particularly for freshmen who aren't yet used to college protocol.

The syllabus is also a handy index to the professor's personality and priorities. "It says right upfront, These are the things that are important to me, and I'm going to work with you on x, y, and z, and if that's not important to you, maybe we shouldn't do this together this semester," says Ms. Garavalia.

Particularly important, she says, is the inclusion of well-thought-out policies on makeup exams, grading, and late assignments. That way, she says, "you're not asked every time a student comes to you to make an arbitrary decision."

Ms. Garavalia's own syllabi range from 10 to 20 pages and include examples of written assignments, along with policies on punctuality, participation, and classroom visitors, all framed as positively as possible, she says.

The syllabus, she says, is the students' guidebook to the semester. Even if they don't read it all, they find it helpful as a reference.

The Comprehensive Syllabus

Administrators, too, tend to favor a comprehensive syllabus, say many faculty members. If a student comes carping, the first thing a dean or ombudsman asks is whether there is a policy in the syllabus that covers the complaint.

"So the syllabus gets longer and longer each time students think up something new that you wouldn't necessarily want them doing," says Susan R. Boettcher, an assistant professor of history at the University of Texas at Austin.

More than a third of her nine-page syllabus for a course on the Reformation is taken up by explanations of her policies on attendance, laptop usage, and how to round grades, and her availability to write letters of recommendation.

Her detailed policy on scholastic dishonesty includes a clause stating that "the rules of academic honesty also apply to extra credit." It was an addition that she made after a judicial board overturned her recommendation that a student fail her course for plagiarizing an extra-credit paper. Her syllabus had not explicitly stated that students could fail for cheating on extra-credit projects.

"I thought that was obvious," she says.

She also added a clause explaining the Family Educational Rights and Privacy Act, which protects the privacy of student records, after receiving harassing phone calls from a mother wanting to know about her son's performance in class. Her policy on cellphones is particularly stringent: At the fifth cellphone ring during the semester, everyone in the class loses 1 percent of

their grades. Hearing a cellphone go off in class, she explains, "is like pushing Control-Delete on my brain." (So far she hasn't had to enforce the rule, proof, perhaps, that threats work.)

Next semester Ms. Boettcher plans to add an intellectual-property-rights clause to her syllabus that forbids students to videotape her class and post it on YouTube. Not that that has happened to her, she says, but it is a trend she would like to avoid. She has noticed a disturbing number of clandestine videos of professors on the Internet, and she is not keen on starring in one.

Ms. Boettcher isn't wholly pleased at this proliferation of prohibitions and policies. "I didn't get into this job to enforce rules," she says. But, she adds, laying out ground rules saves time on negotiating later. Also, she believes, they compel her to fulfill her teaching responsibilities to the small percentage of students who might fall by the wayside without them.

The Rule Maker

Defining the rules and sticking to them help prepare students for the adult and professional responsibilities ahead of them, says Eric L. Peters, an associate professor of ecology and environmental science at Chicago State University. So his tactic is to lay down the law at the very beginning, through a tough and comprehensive syllabus, and then to ease up as the semester gets going.

"This is as nasty as I get," he says of his syllabus, which highlights particularly important dicta with bold type, capital letters, underlining, and exclamation points. "I can always be nicer."

With a large teaching load, he says, he cannot afford to deal with problems and assignments ad hoc. So his syllabus, and a lengthy accompanying makeup policy, covers a number of elaborate scenarios instructing students what to do should they get sick, need to miss an exam, or drop the course.

If a student's car breaks down on the way to an exam, for instance, the student can consult the syllabus and discover that he or she will need to produce a towing-and-repair receipt to schedule a makeup.

Mr. Peters is also one of a surprising number of faculty members who ask students who miss exams to attend a funeral to furnish a death certificate or funeral documentation. That may sound draconian, he says, but he has had his share of runarounds with students who proffer serial and suspiciously opportune tragedies.

The rules, he says, keep things fair for everyone and don't give an advantage to the whiniest, loudest, or most dishonest students. He tries to make himself as approachable as possible, he says, "but at some point you have to lay down some boundaries or nothing ever gets done."

Without a Net

Mano Singham, an adjunct associate professor of physics and director of Case Western Reserve University's Center for Innovative Teaching and Education, is sympathetic to the phenomenon of

syllabus creep and the frustrations that drive it. He has fallen victim to it himself. Over the years, he says, he watched his two-page syllabus grow to six rule-filled pages that tried to legislate for every eventuality. It started with the students' questions — first about due dates, then about required paper length, then fonts and margins.

"Each time students ask these things, I think, 'If I put it in my syllabus, then they won't ask me next year,'" he says. Eventually he realized that he had produced a watertight document that eliminated any ambiguities in the classroom.

Unfortunately, he says, it also eliminated learning. However well-intentioned it may be, says Mr. Singham, the creeping legalistic syllabus turns the classroom into a quasi courtroom, with students and professors on opposing sides. Its schema of rules and penalties assumes that students aren't to be trusted, are unwilling to work, and expect only good grades, he says, and sends the message that "basically this is a kind of prison."

As an experiment, Mr. Singham several years ago took the drastic measure of scrapping his syllabus altogether. It has worked for him. Now, at the beginning of each semester, he comes to his seminar with only a tentative timeline of readings and written assignments. The rest he leaves up to the students. Throughout the semester, he asks them to decide collectively on when papers will be due, how they will be assessed, and what constitutes a good paper or meaningful participation.

This back-and-forth, he says, produced a profound shift in students' attitudes. He found that the more he delegated the rule-setting and decision making to them, the more engaged they became. They arrived to class on time, didn't quibble over grades, and were conscientious about turning in work, even without strict deadlines or penalties.

Best of all was the sense that they did all this because they were interested, rather than because he was making them.

Mr. Singham acknowledges that this approach, which he described in an essay titled "Death to the Syllabus!" in a 2007 issue of the journal *Liberal Education*, while well-suited to his seminar, may not go over quite so well in a larger classroom. Still, he urges faculty members to abandon their legalistic syllabi and "change the mind-set that looks on students as adversaries thwarted in their devious attempts at getting something for nothing." Fewer rules, he says, leaves more room for trust, communication, and enthusiasm for learning.

Letting Go

Other professors are swimming against the tide of the overgrown and heavy-handed syllabus.

After hearing of a faculty member who devised a syllabus for only the first six weeks of his course and then let students set the agenda for the second half, Sharon Rubin, a professor of American studies at Ramapo College, decided her own syllabus could use a revamp.

"I don't want to think of my syllabus as a contract," says Ms. Rubin, who wanted it to reflect her bond with students. "We're not on two sides of the contract; we're on the same side."

Ms. Rubin decided to strip out all the legalese that had accumulated over the years. She removed her policy on cellphones and deleted her zero-tolerance rule on late papers. "And the world did not crumble," she says. In fact, she says, the change prompted more fruitful conversations with students than she would have had if she had kept the blanket policies on her syllabus.

"Ninety-five percent of the students will meet your expectations," says Ms. Rubin. "The other 5 percent, they won't live up to them no matter how many negative things you have on your syllabus. So why let them define the class for the class?"

College of Marin in crisis

Rob Rogers

Saturday, March 29, 2008

Brandi Comoroto can't say enough about the College of Marin. The San Rafael resident loves her classes, professors and fellow students so much that she volunteers as a student ambassador at college fairs and high school events.

Lately, Comoroto has found herself on the defensive when describing the Kentfield college to others.

"A lot of parents and high school students are worried about the college losing its accreditation," Comoroto said. "I tell them there's only a slim chance it will happen, that students won't be affected, that they can still get a good, quality education here. But it doesn't look good for the school."

Students, instructors and managers are worried that the school has been unable to resolve a vicious power struggle between faculty, the administration and the Board of Trustees that has divided the campus for years and brought the college to the brink of disaster.

At a time when the district spends more per student than any other California community college, administrators and faculty union leaders - some of whom are compensated up to \$36,000 a year by the college solely for their union work - are locked in a contract dispute over salary raises and budget cuts.

And at a time when the college faces the potential loss of its accreditation, faculty members and college trustees continue to squabble over who has the final say in policy decisions.

"When I returned from my sabbatical, I faced people picketing for two days, the faculty in unrest, the management in a state of denial about the problem," Jeannie Langer, a 10-year nursing instructor at the college, told trustees last month. "I find the atmosphere incredibly unhealthy, if not caustic."

A history of discord

Conflict at Marin's taxpayer-funded community college is nothing new.

More than 80 percent of the faculty voted no confidence in President Jim Middleton in 2003. Three years later, many of the faculty leaders who had pushed for Middleton's ouster were themselves voted off the Academic Senate and replaced by instructors who pledged to work more closely with the administration and Board of Trustees.

Now the stakes are higher than ever. On Jan. 18, the Western Association of Schools and Colleges placed the College of Marin on probation, giving the school a deadline of April 1 to establish long-term goals and develop a process for evaluating academic programs or risk losing its accreditation.

The threat has exacerbated tensions on campus, a fact student ambassador Comoroto finds difficult to ignore.

"I have to believe that they're all mature adults, and that they'll find some way to sit down and work this all out," Comoroto said.

Who's in charge?

College administrators say the school has been held hostage by a small group of veteran instructors who have refused to cooperate with reforms - even at the cost of the school's accreditation.

"The old guard is so parochial, so provincial. There's a lack of wanting to see change," said President Frances White, who replaced Middleton in 2004. "They're cutting off their noses to spite their faces."

Yet many faculty members, who have been without a contract since July 1, 2007, say the real problem is an administration and board that won't let them participate in important decisions.

"What they've done here is to create a gang of monsters - the senior faculty - as a way to take attention away from the really serious issues, such as how our bond money is being spent, the fact that the college has been bleeding students for years and the enormous problems at IVC," said professor David Rollison, former president of the Academic Senate. "They're demonizing people who have spent their lives teaching students at the College of Marin."

Based on the recommendations of its accrediting agency, the college created a system of participatory governance in 2005 that assigns roles to administrators, faculty leaders, students and the Board of Trustees in making decisions about the college.

A 2007 campus survey concluded that the system was working, with 91 percent of those surveyed agreeing that "all members participated in the discussion and decision-making process." Inspectors from the school's accrediting agency agreed, stating in a 2007 report that "there is positive and constructive constituent participation in COM governance leading to an informed decision-making process."

Rollison argues that shared governance is illusory, and that school administrators routinely override faculty recommendations.

"In Fran White's opinion, all shared governance was advisory," Rollison said. "She could take or leave our advice."

Impact on enrollment

The school's most recent showdown came over the issue of program review, the process by which the college evaluates groups of courses and decides whether they are meeting the needs of students.

Although program review is required by state law, the college has never had a system that met the requirements of its accrediting agency. Agency inspectors demanded the college undertake a review in 1992, 1998 and 2004. But the process remained stalled, even after the agency placed the college on warning status in 2005, in part by faculty concerns over whether and how the information would be used to cut programs.

"We feel like the people who are in the best position to make good decisions for the benefit of students are those who are in the classroom," Rollison said. "The vice president, the president and the Board of Trustees' view is that they want to micromanage our decisions."

Without the data supplied by a regular review of the college's programs, administrators have had to rely on anecdotal evidence to decide which courses are meeting student needs. That situation has led, critics say, to one in which students find it difficult to graduate from the junior college within two to three years because required courses aren't available.

"If it's a general education class that everyone needs in order to transfer, then it can be difficult," student ambassador Comoroto said. "But as long as you register early enough, it usually isn't an issue."

Those scheduling conflicts may have contributed to falling enrollment among the very people who ought to be the college's core constituency: Marin's graduating high school students.

In 1992, 46 Novato High graduates became freshmen at the College of Marin, according to the state Postsecondary Education Commission. In 2006, only nine did - while 55 went to Santa Rosa Junior College.

During the same years, the number of College of Marin freshmen from San Rafael High dropped from 58 to nine; those from Terra Linda High fell from 51 to 12 and those from Redwood High in Larkspur plummeted from 43 to four. By 2007, more than 60 percent of College of Marin's transfer students came from high schools outside of Marin, according to a Feb. 28 study by professor Robert Kennedy.

College administrators are working to streamline the path to graduation, cutting low-enrollment classes and adding those that are in high demand. By spring 2009, the college plans to cut courses with 20 students or fewer, said Anita Martinez, vice president of student learning.

Costs of low enrollment

The college's efforts have had some positive results. Spring 2008 enrollment increased by 103 students over the previous year. The increase has been most significant at the college's Indian Valley campus in Novato, where 1,100 of the school's 6,770 students are taking classes.

At most other California community colleges, low enrollment would be more than a cause for concern - it would result in a loss of funding. Yet unlike most schools, which rely on per-student funding from the state, the College of Marin is one of three to be fueled almost exclusively by local property taxes.

That distinction has protected the college from the cuts to public education imposed as part of Gov. Arnold Schwarzenegger's proposed budget. But it has also made the College of Marin the most expensive community college in the state of California. An annual study by the San Joaquin Delta Community College District found that the college is 65th out of 72 schools surveyed in terms of full-time enrollment, but No. 1 in instructional salaries, benefits and overall costs per student.

The study has prompted members of the Marin United Taxpayers Association to question whether College of Marin instructors are overpaid. Typically, full-time faculty salaries at the College of Marin have hovered at around the state average - ranging from 2001, when salaries were 0.72 percent below average to 2006, when they were more than 10 percent higher.

Where the college distinguishes itself from other schools is in its award of overload pay, money professors receive for performing duties over and above those required of a full-time instructor. College of Marin professors earn more than twice as much in overload pay than the state average - an average of \$139.14 per hour.

Contract confrontation

Yet overload pay has not been one of the 18 issues in contention in the college's ongoing contract negotiation with the faculty union.

The college has so far refused to say whether it will consider raises for the current school year because administrators are waiting to see the financial fallout of a lawsuit the college lost against the faculty union regarding back pay for retirees.

"We don't have an exact number yet - we're trying to clarify that with the arbitrator - but the cost could be in excess of \$1 million," said Linda Beam, executive dean of human resources and labor relations. "Until we know what the impact is, we're not comfortable discussing salaries."

Members of the faculty union, who received a 6 percent raise in 2006-07 and a 7.8 percent raise in 2005-06, have been frustrated by the standoff. The union declared an impasse in negotiations at the Board of Trustees' March 18 meeting.

"Usually, in collective bargaining, there are things both parties would like to have, but there's room for give and take," said union spokesman Ira Lansing. "In this case, the district hasn't moved from their initial position, so there's not a whole lot of room for give and take."

Hope for the future

Despite the ongoing conflict, faculty members insist the school will save its accreditation by the April 1 deadline - and that the battles on campus haven't affected the college's ability to educate its students.

"People think the college is a community embroiled in battle. But that isn't the case," said Yolanda Bellisimo, president of the Academic Senate. "Absolutely there are issues that need to be addressed, but there are also a lot of success stories. You get mired down in conflict, and you can forget how successful you are."

Student Jane Sears agrees.

"The college is great," said Sears, who has attended the College of Marin for the past three years. "I like being able to live locally and to schedule my classes around work. And I like all my teachers. I've heard through the grapevine that the college might lose its accreditation."

"I hope that doesn't happen."

College of Marin instructors reap high 'overload' wages

Rob Rogers

Saturday, March 29, 2008

Community college professors in California earn an average of \$63.86 per hour for "overload" pay. College of Marin professors earn more than twice as much - an average of \$139.14 per hour.

Professors receive "overload" pay for teaching or performing other duties beyond those required of a full-time instructor. Only a handful of College of Marin professors earn the highest overload payouts.

Statewide, 89 percent of professors who earn overload pay receive more than \$55 an hour. At College of Marin, only 9.3 percent do. For those top earners, who include department chairs, union organizers and veteran teachers, overload can comprise up to 46 percent of their overall pay - as much as \$82,000 a year over and above their teaching salaries.

"Some faculty members look at teaching overload as their salary, and plan on it, in the same way that some cops look at overtime," said Patrick Murphy, the author of the book, "Financing California's Community Colleges," and an associate professor at the University of San Francisco.

Union spokesman Ira Lansing said full-time faculty members actually take a pay cut for overtime work.

"Go to any other work area, and how is overtime paid? Time and a half, or double time. And yet we are only paid at 95 percent of our salary for overtime work," Lansing said.

But that payout is far higher than at nearby Sonoma State University, where professors earn only 25 percent of their full-time pay for overload work.

Only half the college's overload pay goes to additional teaching assignments. Another 33 percent goes to professors who act as department chairs or coordinators. Academic Senate members receive 6 percent, and 11 percent goes to members of the United Professors of Marin, the faculty union.

The college paid \$119,387 in overload for union activities in 2006-07, awarding seven union members between \$5,696 and \$36,391 for their work - an arrangement found at hardly any other community college, according to President Frances White.

"It was negotiated in the late 1980s, and is unusual - I would say almost unheard-of," said White, who receives an annual salary of \$190,000.

Union spokesman Lansing disagrees.

"Virtually every community college district compensates its representing agency in some way, whether it's with release time, overload or some combination of the two," Lansing said. "It's a common practice."

Lansing, who teaches math at the college, earns \$36,390 annually for his work with United Professors of Marin. He also earns \$21,715 in teaching overload and \$12,278 for summer teaching for an overload total of \$70,155 - 42 percent of his total salary of \$167,317.

Other top overload earners include technology instructor Ronald Palmer, who earns 46 percent of his \$177,646 salary in overload; humanities professor David Rollison, who earns 43 percent of his \$161,899 salary in overload; and Academic Senate president Yolanda Bellisimo, who earns 33 percent of her \$140,128 salary in overload.

DailyBreeze.com

South Bay Business Calendar

From staff reports and news services

Article Launched: 04/06/2008 06:49:00 PM PDT

TUESDAY

Small Business Development Center is offering a free workshop, "Grantwriting 101," from 9 to 11 a.m. at El Camino College Business Training Center, 13430 Hawthorne Blvd., Hawthorne. To register: 310-973-3177.

WEDNESDAY

Small Business Development Center is offering four workshops: "Import/Export Basics Orientation," 1 to 4 p.m. (free); "Entrepreneur Assessment (in Spanish), from 6 to 7:30 p.m. (free); "Business Survival," from 6 to 9 p.m. (\$20); and "How to Write a Business plan," from 6 to 9 p.m. (\$20); at El Camino College Business Training Center, 13430 Hawthorne Blvd., Hawthorne. Call 310-973-3177.

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

1. Onizuka Dinner – Friday, April 18th 6 p.m. - Space Science Day – April 19th, 9 a.m.
2. Scholarship Awards – Thursday, April 24th, Marsee Auditorium – 6:30 p.m. (\$220,000)
3. Athletic Hall of Fame – Thursday, May 1, 5 p.m.\
4. EOP&S Care Recognition Dinner, Friday, May 9th, 5:30 p.m.
5. State Track Meet – Cerritos, Friday and Saturday, May 16th and 17th.
6. Honors Transfer Program Awards Ceremony, May 22nd, 4:30 p.m.
7. Welcome Senior Day, May 23, 2008
8. UC and CSU Admit Celebrations, May 27th and 28th 6:30 p.m.
9. Fashion Show, May 30, 2008, 7:30 p.m.
10. Commencement – Compton Center, June 5th (Mr. Tommy Lasorda) - El Camino College, June 6th (Dr. Mildred Garcia)