



## EL CAMINO COMMUNITY COLLEGE DISTRICT

16007 Crenshaw Boulevard, Torrance, California 90506-0001

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

[www.elcamino.edu](http://www.elcamino.edu)

May 18, 2015

Board of Trustees  
El Camino College

Dear Members of the Board:

Who will stop the rain?

As you know, the wonderful events prior to our Board meeting are the commencement ceremony on Friday at 4:00 p.m. at El Camino College and Thursday at 5:30 p.m. at the El Camino College Compton Center. In light of the weather predictions for rain both days, information regarding possible changes to both commencement ceremonies and receptions is noted on Attachment A.

After our rain blessing, El Camino College's Board meeting on Monday, May 18, will be relatively routine but highlighted by a presentation on the 2015 Student Success Scorecard, the very Tentative Budget, the Presidential Search Committee, and the fond farewell to Student Trustee Kimberly Garcia. We also welcome Vice President, Dr. Jean Shankweiler.

The consent agenda is highlighted as follows:

1. Academic Affairs presents four Board policies for a first reading and one accompanying administrative procedure.
2. Student and Community Advancement is highlighted by a request to authorize an international travel for recruitment, as noted on Attachment B. Also presented are a few grant applications and acceptances, six Board policies and accompanying administrative procedures, and a stand-alone administrative procedure on voter registration.
3. Administrative Services presents a very Tentative Budget which authorizes initial operations for the beginning of the 2015-16 year on July 1<sup>st</sup> but is contingent on this weekend's May Revise. A copy of the Tentative Budget is included in your packet and is supplemented by Attachment C. It is also posted on the El Camino College website.

Letter to the Board  
May 18, 2015

4. Measure E includes routine actions highlighted by a contract amendment for both channel parking lot F and parking lot E.
5. Human Resources presents a number of our new faculty, classified and administrative hires and routine personnel actions.
6. The Superintendent/President and Board of Trustees presents five Board policies for a second reading. Board Policy 2720 (Communications Among Board Members) is supplemented by Ms. Garten's letter, Attachment D.
7. The Committee of the Whole is established to encourage a presentation and discussion on the Superintendent/President's search, as noted on Attachment E. The subsequent non-consent agenda will present a recommendation on the job description, position announcement, campus forums and final interviews by the Board of Trustees.
8. The final agenda item is a public agenda request submitted by Mr. Alireza Ahmadpour.

We have a very brief closed session scheduled.

Supplemental reading includes the following:

1. Memo from Dr. Francisco Arce regarding Reissued Application to Participate in the California Community Colleges Baccalaureate Degree Pilot Program
2. Memo from Dr. Jeanie Nishime regarding Calendar Committee 2016-2017 Recommendation
3. Memo from Ms. Jo Ann Higdon regarding IT Assessment Report
4. New York Times Article: "College for the Masses"
5. Letter from Rachael Spencer, Trustee at Cabrillo College, regarding Resolution on Differential Funding
6. Event Evaluation Form: EOPS/CalWORKs/CARE Recognition Banquet
7. A response from a Trustee's inquiry in the last Board agenda regarding P.O. #0802471

Congratulations to all of you for providing wonderful opportunities for our students to participate in the annual college capstone event, El Camino College's 68<sup>th</sup> commencement ceremony, and our Compton Center's ceremony. I trust you are proud and pleased. Thank you.

Letter to the Board  
May 18, 2015

If you have any questions, comments or concerns about the agenda, please feel free to call Ms. Cindy Constantino or me prior to the Board meeting so we can provide an informed response. As always, I will be available in my office at 3:00 p.m. to meet with you prior to the Board meeting at 4:00 p.m. on Monday, May 18.

Sincerely,

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

Thomas M. Fallo  
Superintendent/President



**EL CAMINO COMMUNITY COLLEGE DISTRICT****16007 Crenshaw Boulevard, Torrance, California 90506-0001****Telephone (310) 532-3670 or 1-866-ELCAMINO****[www.elcamino.edu](http://www.elcamino.edu)****M-E-M-O-R-A-N-D-U-M**

Date: May 13, 2015

To: President Fallo

From: Ann M. Garten  
Director, Community Relations

Re: Commencement

As you all are aware, this week we are holding two commencement ceremonies. ECC Compton Center's commencement is scheduled for Thursday, May 14 at 5:30 p.m., immediately followed by the celebratory reception. El Camino College's celebratory reception is scheduled for 1:00 to 3:00 p.m.; followed by the commencement ceremony at 4:00 p.m. on Friday, May 15.

In light of the weather predictions for rain both days, we have altered and/or devised a "Plan B" for the commencement ceremonies and receptions. Both commencements and receptions are scheduled to take place rain or shine. Severe weather may prompt us to cancel El Camino College's commencement ceremony.

ECC Compton Center will have two venues prepped for the commencement ceremony. Weather permitting, commencement will be held in Tartar Stadium as planned. If weather conditions are too severe for the outdoor venue, commencement will be relocated to the Gymnasium.

The ECC Compton Center reception will be held immediately following commencement in the Student Lounge.

The El Camino College reception has been relocated to the East Dining/Alondra/Patio area above the Bookstore.

El Camino College will hold commencement on the Softball Field as planned, rain or shine. Guest seating in the grandstands will be available. The Marsee Auditorium will be open for guests as well, where the ceremony will be live streaming. If the weather becomes too severe prior to the ceremony, it will be cancelled. If the weather turns severe during commencement, we will immediately end the ceremony and everyone will be assisted in vacating the field and stands.

We are currently communicating these alternatives to students, employees and the community at-large. Communications also advise everyone to dress appropriately for the weather and to bring rain gear. We are directing everyone to check the ECC and Compton Center websites the day of the ceremonies for the latest information regarding the commencement ceremonies.

We will keep you apprised as soon as new information becomes available.

**EL CAMINO COLLEGE****Office of the Vice President-Student & Community Advancement****Jeanie Nishime – Vice President**

May 12, 2015

TO: President Thomas M. Fallo

SUBJECT: International Recruitment Spring 2015 Tours– F-1 Visa Students

Leonid Rachman recently participated in two international recruitment trips. The first of these trips was to Western Russia/Saint Petersburg & Moscow for recruitment of F-1 visa students January 20-27, 2015. The tour was organized by Student International in Saint Petersburg and Moscow. Student International is the largest and most respected educational agency in the Commonwealth of Independent States. El Camino College was one of 30+ colleges and universities (the only American community college) which attended this event. Once again ELS paid all participation fees for El Camino College. Statistics from the trip are as follows:

1. Number of participating 4-year colleges	63
2. Number of participating community colleges	4
3. Number of agency visits	3
4. Number of school visits	1
5. Number of students seen at agency fair	347
6. Students expected	5-7

There are economic and political uncertainties in Russia which will affect Russian students attending overseas colleges; however, because of the affordability of American community colleges, it is possible the number of students enrolling at community colleges will increase.

The second trip Mr. Rachman attended was sponsored by the American Educational Opportunities (AEO) Spring 2015 Tour visiting six Asian cities - Singapore, Jakarta, Kuala Lumpur, Bangkok, and Ho Chi Minh City. The tour covered six AEO public exhibitions and 28 college fairs at schools. AEO is the only tour to offer its own exhibitions in each city; however, this spring's tour was the smallest in recent years with only 23 institutions participating in one or more cities.

This report will include additional information on the number of graduate, under graduate, and high school students who are seeking enrollment:

1. <u>Singapore</u>	
Number of participating colleges	24
Number of students seen	405
Percentage of students seeking enrollment:	





## EL CAMINO COLLEGE

Office of the Vice President-Student & Community Advancement

Jeanie Nishime – Vice President

Graduate: 22.5%, Undergraduate: 74.5%, High School: 3%  
Number of students expected: 3

### 2. Jakarta

Number of participating colleges 13

Number of students seen 174

Percentage of students seeking enrollment:

Graduate: 47.5%, Undergraduate: 46.5%, High School: 3%, ESL: 3%

Number of students expected: 2

### 3. Kuala Lumpur

Number of participating colleges 31

Number of students seen 204

Percentage of students seeking enrollment:

Graduate: 25.5%, Undergraduate: 66.5%, High School: 4%, ESL 4%

Number of students expected: 5

### 4. Bangkok

Number of participating colleges 25

Number of students seen 233

Percentage of students seeking enrollment:

Graduate: 49%, Undergraduate: 32.5%, High School: 14.5%, ESL 4%

Number of students expected: 2 for ECLA

### 5. Ho Chi Minh City

Number of participating colleges 15

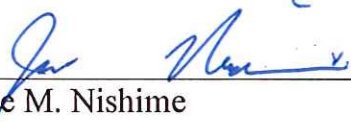
Number of students seen 260

Percentage of students seeking enrollment:

Graduate: 16.5%, Undergraduate: 41.5%, High School: 37%, ESL 5%

Number of students expected: 5, 4 for ECLA

Asia continues to be the number one source of top quality full-fee paying international students. AEO decided to expand the Spring 2016 tour to return to Saigon, Hanoi, Danang and Hue. Plans are underway to continue this tour on an annual basis

  
Jeanie M. Nishime

JMN/mre



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May 12, 2015

To: President Thomas Fallo

From: Jo Ann Higdon, M.P.A.

Subject: Item A, Page AS 2 - Tentative Budget FY 2015-2016

The Tentative Budget is a preliminary projection of income and expenditures based on the current information available. A Tentative Budget must be adopted prior to July 1 to allow the District spending prior to the adoption of its regular budget in September.

At the time of the writing of this Tentative Budget, we are awaiting the Governor's May revision which is scheduled to be released May 14. While it is anticipated the budget information may include significant one-time funds for community colleges, those one-time funds are not reflected in this draft Tentative Budget.

Items that are reflected include:

1. COLA of 1.02%
2. Negotiated salary increases
3. Step and column increases
4. State apportionment based upon estimated FY14-15 funding level
5. Increased PERS and STRS contributions
6. Costs for an estimated ten (net) new faculty hires
7. Savings of \$3,000,000 between budgeted and actual expenditures

Our District remains fiscally sound. The Tentative Budget projects an ending balance of \$15.2 million.

Jo Ann Higdon, M.P.A.  
Vice President Administrative Service



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### **M-E-M-O-R-A-N-D-U-M**

Date: May 13, 2015

To: President Fallo

From: Ann M. Garten  
Director, Community Relations

Re: Board Policy 2720 / Communications Among Board Members

Board Policy 2720 on the agenda under the Office of the President and Board of Trustees section, addresses the issue of Board members communicating outside of public Board meetings.

At the recent California Community College Trustees conference, there was some discussion regarding a majority of Board members communicating with each other via social media and the potential Brown Act violations this could present. Although the Board Policy does not specifically address the use of social media by Board members, it does state Board members "shall not communicate among themselves by the use of any form of communication in order to reach a collective concurrence ..."

Currently, Government Code does not definitively cite social media as a means by which Board members must use care relative to the Brown Act; however, it is implied in current Government Code and Board Policy 2720. As always, we will continue to monitor revisions to the Brown Act regarding communications among members of the Board.





EL CAMINO COLLEGE  
HUMAN RESOURCES OFFICE

DATE: May 13, 2015

TO: Board of Trustees

FROM: Linda Beam, Vice President of Human Resources

**SUBJECT: Superintendent/President Search Process Update**

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At the Monday, May 18<sup>th</sup> Board meeting, a *Committee-of-the-Whole* agenda item will be included to discuss and determine the following:

- 1) Dr. Jim Walker and Mr. John Romo will provide the Board with an update of the Superintendent/President Selection process (see attached document) and answer questions.
- 2) A draft job description/position announcement is included in your Board packet for review and adoption. This document will be the basis of the recruitment brochure distributed to candidates.
- 3) Updated Timeline
  - a. A tentative timeline has been updated to include the interview committee's dates. The calendar includes the continued goal of ratifying the employment of the Superintendent/President at the October 19, 2015 Board Meeting (see attached).
  - b. The Board will need to determine the dates for its finalist interviews.

El Camino College  
Superintendent/President Search  
Status Report to the Governing Board  
Community College Search Services  
May 18, 2015

The Committee held its first meeting on Wednesday, May 6 from 4:30 to 7:30 p.m. All members were present.

After introductions, the Committee was given an EEO briefing about confidentiality, rumor control and protocol during the search process. Committee members signed a confidentiality form.

The consultants described the steps in the process that included the writing of a Position Announcement, recruiting, screening of applications, selection of those to interview at the first level, development of interview questions, selection of finalists and forum preparations.

It was agreed by members of the Committee that everyone must attend each meeting, evaluate each applicant and participate in all interviews.

All dates for the remainder of the search process were agreed to as follows:

- Two additional 3 hour meetings on June 4 and August 13. Those selected for the first level interviews will be selected at the August meeting.
- First level interviews will be on Friday and Saturday, September 11 and 12.
- After the conclusion of the interviews on September 12, finalists will be selected and forwarded to the Board.

A draft of the Position Announcement was distributed and discussed. Recommendations for changes were noted and a second draft was distributed last week to members of the Committee. Changes were noted and the final draft will be recommended to the Trustees for their approval on May 18.

The draft of an applicant screening form was distributed and tentatively approved contingent on the final Position Announcement.



A list of sample interview questions was distributed. A sub-committee was formed to develop a draft of 20 to 30 questions to bring back to the Committee for discussion at the next meeting.

The meeting was adjourned at 7:30 p.m.

**EL CAMINO COLLEGE**

Vice President – Academic Affairs

April 29, 2015

TO: President Thomas Fallo

FROM: Francisco Arce *FMA*

SUBJECT: Reissued Application to Participate in the California Community Colleges  
Baccalaureate Degree Pilot Program

The College received the following information from the State Chancellor's Office on about March 19-20, 2015:

On September 28, 2014, California Governor Jerry Brown signed SB 850 (Block) authorizing the Board of Governors of the California's Community Colleges (BOG), in consultation with representative of the California State University (CSU) and University of California (UC), to establish a statewide baccalaureate degree pilot program at no more than 15 California Community Colleges. The Board of Governors was charged to develop a process for selection of the pilot programs.

The Chancellor's Office selected 15 colleges in the first round of the application process; 12 colleges received final approval from the Board of Governors on March 16, 2015, and two colleges are in consultation with the CSU and the Chancellor's Office. As the Chancellor's Office goal was to have 15 colleges in the Baccalaureate Degree Pilot Program, there was one opening and potentially two more (depending on the outcome of the consultation efforts).

Hence, the Division of Academic Affairs announced the second release of the Application to Participate in the California Community Colleges Baccalaureate Degree Pilot Program.

On March 23, the application package to participate in the Baccalaureate Degree Pilot Program was sent to the division to determine if we were prepared to submit a proposal for a BA degree program in Respiratory Care. It was found that such a program did not exist at any of the surrounding CSUs or private universities with the exception of Loma Linda University. The team had two weeks to meet the deadline to submit an application and were able to complete the application in time but due to an inadvertent error, the



Page -2-  
April 29, 2015

application hardcopy was not sent in time to meet the April 16, 5:00 p.m. deadline. The electronic copy made it on time, but the requirement for a hardcopy by the deadline was missed. Though it is regrettable that the College did not make the deadline, we will be prepared for a next round of applications.

**EL CAMINO COLLEGE****Office of the Vice President-Student & Community Advancement****Jeanie Nishime – Vice President**

May 1, 2015

TO: President Thomas M. Fallo

SUBJECT: CALENDAR COMMITTEE 2016-2017 RECOMMENDATION

By majority vote of the El Camino College Calendar Committee, the 2016-17 academic year calendar is submitted to the Board of Trustees for approval. The recommended calendar **does not** include a holiday in honor of Caesar Chavez.

The committee considered Mr. Ahmadpour's request for a holiday in which the college would close on March 31 in honor of Caesar Chavez at two meetings. Because of the impact the holiday would have on the educational programs of the college, the matter was referred to the Academic Senate for discussion. The Academic Senate discussed, polled the Senators, and took a vote at their April 21<sup>st</sup> meeting. The majority of the Senators voted against a holiday but in favor of commemorative activities to educate students regarding the contributions of Caesar Chavez.

At the April 22<sup>nd</sup> meeting of the Calendar Committee, after a full discussion of the issues presented by Mr. Ahmadpour and reflection on the impact of a holiday on the educational programs of the college, the majority of the committee voted in favor of a calendar **without** the Caesar Chavez holiday. The vote count was as follows: 10 in favor of a calendar without the holiday; 2 in favor of a calendar with the holiday; 3 abstentions.

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Jeanie M. Nishime

JMN/mre



**EL CAMINO COMMUNITY COLLEGE DISTRICT  
SCHOOL YEAR CALENDAR  
2016-2017**

**JULY 2016**

S	M	T	W	T	F	S
						[ 1 ] [ 2 ]
[ 3 ]	*4	5	6	7	[ 8 ]	[ 9 ]
[10]	11	12	13	14	[15]	[16]
[17]	18	19	20	21	[22]	[23]
[24]	25	26	27	28	[29]	[30]
[31]						

**NOVEMBER 2016**

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20	21	22	23	*24	*25	[26]
[27]	28	29	30			

**MARCH 2017**

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	[18]
[19]	(20)	(21)	(22)	(23)	(24)	25
26	27	28	29	30	31	

**AUGUST 2016**

S	M	T	W	T	F	S
	1	2	3	4	(5)	[ 6 ]
[ 7 ]	8	9	10	11	(12)	[13]
[14]	15	16	17	18	(19)	[20]
[21]	(22)	(23)	(24)	{25}	{26}	27
28	29	30	31			

**DECEMBER 2016**

S	M	T	W	T	F	S
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11	12	13	14	15	16	[17]
[18]	(19)	(20)	(21)	(22)	*23	[24]
[25]	*26	[27]	[28]	[29]	*30	[31]

**APRIL 2017**

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30						

**SEPTEMBER 2016**

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**JANUARY 2017**

S	M	T	W	T	F	S
[ 1 ]	*2	(3)	(4)	(5)	(6)	[ 7 ]
[ 8 ]	(9)	(10)	(11)	(12)	(13)	[14]
[15]	*16	(17)	(18)	{19}	{20}	21
22	23	24	25	26	27	28
29	30	31				

**MAY 2017**

S	M	T	W	T	F	S
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14	15	16	17	18	19	[20]
[21]	(22)	(23)	(24)	(25)	(26)	[27]
[28]	*29	30	31			

**OCTOBER 2016**

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23	24	25	26	27	28	29
30	31					

**FEBRUARY 2017**

S	M	T	W	T	F	S
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19	*20	21	22	23	24	25
26	27	28				

**JUNE 2017**

S	M	T	W	T	F	S
				1	(2)	[ 3 ]
[ 4 ]	5	6	7	8	[ 9 ]	[10]
[11]	12	13	14	15	[16]	[17]
[18]	19	20	21	22	[23]	[24]
[25]	26	27	28	29	30	

<b>Fall</b>	<b>Spring</b>	<b>Flex Days</b>	<b>Summer 1/Summer 2</b>	<b>No Classes</b>
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{ } - Staff Development Flex Days – Campus Remains Open – Classes not in session

[ ] - Campus Closed

\* - Holidays (Management, Faculty, Staff, and Students) – Campus Closed

( ) - Campus Remains Open – Classes not in session

Board Approved:

**EL CAMINO COMMUNITY COLLEGE DISTRICT  
SCHOOL YEAR CALENDAR  
SUMMER CALENDAR 2017**

**MAY 2017**

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	[20]
[21]	[22]	[23]	[24]	[25]	[26]	[27]
[28]	*29	30	31			

**JUNE 2017**

S	M	T	W	T	F	S
				1	(2)	[3]
[4]	5	6	7	8	[9]	[10]
[11]	12	13	14	15	[16]	[17]
[18]	19	20	21	22	[23]	[24]
[25]	26	27	28	29	[30]	

**JULY 2017**

S	M	T	W	T	F	S
						[1]
[2]	3	*4	5	6	[7]	[8]
[9]	10	11	12	13	[14]	[15]
[16]	17	18	19	20	[21]	[22]
[23]	24	25	26	27	[28]	[29]
[30]	31					

**AUGUST 2017**

S	M	T	W	T	F	S
		1	2	3	(4)	[5]
[6]	7	8	9	10	(11)	[12]
[13]	14	15	16	17	(18)	[19]
[20]	(21)	(22)	(23)	{24}	{25}	26
27	28	29	30	31		

Summer Session -----2017

\*Six-Week Sessions

May 30 through July 10, 2017

July 11 through August 17, 2017

\*Eight-Week Session

June 19 through August 10, 2017

\*These dates are subject to change.

Summer Four-Day Workweek Schedule – 2017

The 4-day, 8-hour a day workweek for classified and administrative employees will begin

Monday, June 5, 2017 through Thursday, August 3, 2017.

The first Friday off is June 9, 2017 and the last Friday off is July 28, 2017.

Fall	Spring	Flex Days	Summer 1/Summer 2	No Classes
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{ } - Staff Development Flex Days – Campus Remains Open – Classes not in session

[ ] - Campus Closed

\* - Holidays (Management, Faculty, Staff, and Students) – Campus Closed

( ) - Campus Remains Open – Classes not in session

Board Approved:



**EL CAMINO COMMUNITY COLLEGE DISTRICT  
CALENDAR SCHEDULE**

**SCHOOL YEAR**

**2016-2017**

**Fall Semester – 2016**

Faculty & Staff Development Flex Days	Thurs-Fri	August 25-26	2016
Mandatory Flex Day – 6 hours	Thursday	August 25	2016
Fall Semester Classes Begin	Saturday	August 27	2016
Weekday Classes Begin	Monday	August 29	2016
Last Day to Drop and be Eligible for a Refund (1 <sup>st</sup> 8-Week Session)	Friday	September 2	2016
Labor Day Holiday (Campus Closed)	Monday	September 5	2016
First Day to Apply for Graduation and Certificates (Fall)	Tuesday	September 6	2016
Last Day to Add (Full Semester Courses)	Friday	September 9	2016
Last Day to Drop and be Eligible for a Refund (Full Semester)	Friday	September 9	2016
Last Day to Challenge Residency Status for Current Semester	Friday	September 9	2016
Last Day to Drop Without Notation on Permanent Record	Friday	September 9	2016
Active Enrollment Census	Monday	September 12	2016
Last Day to Apply for Degrees and Certificates (Fall)	Friday	October 14	2016
Mid-Term Classes Begin	Saturday	October 22	2016
Veterans Day Holiday (Campus Closed)	Friday	November 11	2016
Last Day to Drop with a “W”	Friday	November 18	2016
Thanksgiving Day Holidays/Weekend (Campus Closed)	Thurs-Sun	November 24-27	2016
Fall Semester Ends	Friday	December 16	2016
Christmas Holidays (Campus Closed)	Fri-Mon	December 23-26	2016
Winter Recess (Campus Closed)	Fri-Mon	Dec 23, 2015-Jan 2	2017
New Year’s Holidays (Campus Closed)	Fri-Mon	Dec 30, 2015-Jan 2	2017

**Spring Semester – 2017**

First Day to Apply for Graduation and Certificates (Spring)	Monday	January 9	2017
Faculty & Staff Development Flex Days	Thurs-Fri	January 12-13	2017
Mandatory Flex Day – 3 hours	Thursday	January 12	2017
Spring Semester Classes Begin	Saturday	January 14	2017
Martin Luther King Holiday (Campus Closed)	Monday	January 16	2017
Weekday Classes Begin	Tuesday	January 17	2017
Last Day to Drop and be Eligible for a Refund (1 <sup>st</sup> 8-Week Session)	Friday	January 20	2017
Last Day to Add (Full Semester Courses)	Friday	January 27	2017
Last Day to Drop and be Eligible for a Refund (Full Semester)	Friday	January 27	2017
Last Day to Challenge Residency Status for Current Semester	Friday	January 27	2017
Last Day to Drop Without Notation on Permanent Record	Friday	January 27	2017
Active Enrollment Census	Monday	January 30	2017
Last Day to Apply for Degrees and Certificates (Spring)	Thursday	February 9	2017
Lincoln’s Day Holiday (Campus Closed)	Friday	February 10	2017
Washington’s Day Holiday (Campus Closed)	Monday	February 20	2017
Spring Recess (Faculty and Students)	Sat-Fri	March 11-17	2017
Mid-Term Classes Begin	Saturday	March 18	2017
Last Day to Drop with a “W”	Friday	April 14	2017
El Camino College Compton Center Graduation	Thursday	May 11	2017
El Camino College Graduation	Friday	May 12	2017
Spring Semester Ends	Friday	May 12	2017

Board Approved:

## Summer Sessions – 2017 – El Camino College

### First Six-Week Session – 2017

Memorial Day Holiday (Campus Closed)	Monday	May 29	2017
First Six-Week Session Begins	Tuesday	May 30	2017
Last Day to Drop and be Eligible for a Refund	Thursday	June 1	2017
Last Day to Add	Thursday	June 1	2017
Last Day to Drop without Notation on Permanent Record	Thursday	June 1	2017
Last Day to Drop with a "W"	Tuesday	June 27	2017
Independence Day Holiday (Campus Closed)	Tuesday	July 4	2017
First Six-Week Session Ends	Monday	July 10	2017

### Eight-Week Session – 2017

Eight-Week Session Begins	Monday	June 19	2017
Last Day to Drop and be Eligible for a Refund	Monday	June 26	2017
Last Day to Add	Monday	June 26	2017
Last Day to Drop without Notation on Permanent Record	Monday	June 26	2017
Independence Day Holiday (Campus Closed)	Tuesday	July 4	2017
Last Day to Drop with a "W"	Thursday	July 27	2017
Eight-Week Session Ends	Thursday	August 10	2017

### Second Six-Week Session – 2017

Second Six-Week Session Begins	Tuesday	July 11	2017
Last Day to Drop and be Eligible for a Refund	Thursday	July 13	2017
Last Day to Add	Thursday	July 13	2017
Last Day to Drop without Notation on Permanent Record	Thursday	July 13	2017
Last Day to Drop with a "W"	Tuesday	August 8	2017
Second Six-Week Session Ends	Thursday	August 17	2017

## Saturdays & Sundays – No Classes – 2016-2017 – El Camino College

### Fall Semester – 2016

November 26 and 27  
December 17 and 18

### Spring Semester - 2017

March 18 and 19  
May 20 and 21

Board Approved:

EL CAMINO COMMUNITY COLLEGE DISTRICT  
SCHOOL YEAR CALENDAR 2016-2017  
EIGHT-WEEK COURSE DATES

FALL 2016

First Eight Weeks

August 27 through October 21

Second Eight Weeks

October 22 through December 16

SPRING 2017

First Eight Weeks

January 21 through March 17

Second Eight Weeks

March 25 through May 19

Board Approved:



EL CAMINO COMMUNITY COLLEGE DISTRICT  
SCHOOL YEAR CALENDAR 2016-2017  
HOLIDAYS FOR 12-MONTH EMPLOYEES

1. Independence Day Holiday	Monday	July 4, 2016
2. Labor Day Holiday	Monday	September 5, 2016
3. Veterans Day Holiday	Friday	November 11, 2016
4. Thanksgiving Holiday	Thursday	November 24, 2016
5. Local Holiday	Friday	November 25, 2016
6. Local Holiday	Friday	December 23, 2016
7. Christmas Holiday (Observed)	Monday	December 26, 2016
8. Local Holiday	Friday	December 30, 2016
9. New Year's Holiday (Observed)	Monday	January 2, 2017
10. Martin Luther King's Holiday	Monday	January 16, 2017
11. Lincoln's Holiday (Observed)	Friday	February 10, 2017
12. Washington's Holiday	Monday	February 20, 2017
13. Memorial Day Holiday	Monday	May 29, 2017

Board Approved:

**EL CAMINO COMMUNITY COLLEGE DISTRICT**

16007 Crenshaw Boulevard, Torrance, California 90506-0001

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

[www.elcamino.edu](http://www.elcamino.edu)

May 12, 2015

To: President Thomas Fallo

From: Jo Ann Higdon, M.P.A.

Subject: IT Assessment Report

At the April Board Meeting, Mark Berg, Senior Consultant for PlanNet, presented the major findings and recommendations of the IT Assessment Report. The report can be viewed at: <http://www.elcamino.edu/administration/president/ITassessment.asp>

The major recommendations include:

1. Filling the currently vacant IT positions
2. Upgrading the Chief Technology Officer Position
3. Completing Colleague conversation to MS SQL (which would including the hiring of an outside project manager)
4. Expansion of software for service desk
5. Full deploy network management software
6. Expand wireless coverage
7. Refreshing of several servers, network switches and other hardware nearing "end of life cycle"

Fund 15 could be used for funding a considerable portion of the above one-time cost items. The current vacancies are funded from Fund 11. I recommend we move forward with those items.

The additional IT positions would be dependent upon Fund 11 availability.

Jo Ann Higdon, M.P.A.  
Vice President Administrative Service

Edited by David Leonhardt

**The Upshot**  
HIGHER EDUCATION

## College for the Masses

APRIL 24, 2015

**David Leonhardt**  
@DLeonhardt

Growing up in Miami in the 1990s, Carlos Escanilla was a lot more interested in hanging out with friends and playing music than in school. The son of immigrants from Chile, he slogged through high school with a C+ average and scored about 900 out of 1,600 on the SAT. “I was convinced I was going to be a famous rock star,” Mr. Escanilla, now 36, said.

When people talk about four-year colleges not being for everyone, the teenage Carlos Escanilla is the sort of student they have in mind. He seemed to be a much better fit for a job, a vocational program or a community college.

Yet on a summer night in 1997, a friend persuaded Mr. Escanilla to try to enroll at nearby Florida International University. The college was growing and might be willing to take a chance on a marginal student. And, Mr. Escanilla began to realize, he didn’t have anything better to do.

“I didn’t have a band, I didn’t have a way to tour,” he says. “I didn’t have any prospects.” Two months later, he was sitting in classes at Florida International.

The fate of students like Mr. Escanilla is crucial to today’s debate over who should go to college: How much money should taxpayers spend subsidizing higher education? How willing should students be to take on college debt? How hard should Washington and state governments push colleges to lift their graduation rates? All of these questions depend on whether a large number of at-risk students are really capable of completing a four-year degree.

As it happens, two separate — and ambitious — recent academic studies have



looked at precisely this issue. The economists and education researchers tracked thousands of people over the last two decades in Florida, Georgia and elsewhere who had fallen on either side of hard admissions cutoffs. Less selective colleges often set such benchmarks: Students who score 840 on the SAT, for example, or maintain a C+ average in high school are admitted. Those who don't clear the bar are generally rejected, and many don't attend any four-year college.

Such stark cutoffs provide researchers with a kind of natural experiment. Students who score an 830 on the SAT are nearly identical to those who score an 840. Yet if one group goes to college and the other doesn't, researchers can make meaningful estimates of the true effects of college.

And the two studies have come to remarkably similar conclusions: Enrolling in a four-year college brings large benefits to marginal students.

Roughly half of the students in Georgia who had cleared the bar went on to earn a bachelor's degree within six years, compared with only 17 percent of those who missed the cutoff, according to one of the studies, by Joshua S. Goodman of Harvard and Michael Hurwitz and Jonathan Smith of the College Board. The benefits were concentrated among lower-income students, both studies found, and among men, one of them found.

Strikingly, the students who initially enrolled in a four-year college were also about as likely to have earned a two-year degree as the other group was. That is, those who started on the more ambitious track were able to downshift, but most of those who started in community colleges struggled to make the leap to four-year colleges. That finding is consistent with other research showing that students do better when they stretch themselves and attend the most selective college that admits them, rather than "undermatching."

Perhaps most important, the data show that the students just above the admissions cutoff earned substantially more by their late 20s than students just below it — 22 percent more on average, according to the Florida study, which was done by Seth D. Zimmerman, a Princeton economist who will soon move to the University of Chicago. "If you give these students a shot, they're ready to succeed," said Mr. Zimmerman, adding that he was surprised by the strength of the findings.

The results, said David H. Autor, an oft-cited labor economist at M.I.T. (who was not an author of either study), are "really important."

In many ways, the conclusions should not be surprising. Earlier research, albeit based on weaker data sets, had similar findings. More broadly, a long line of research has found that education usually pays off — for individuals and societies — in today's technologically complex, globalized economy.



YET the new findings also challenge a good bit of conventional wisdom about college. There are few surer ways to elicit murmurs of agreement than to claim that “college isn’t for everyone.” On both the political left and right, experts have taken to arguing that higher education is overrated (at least when it comes to other people’s children). Some liberals seem worried that focusing on education distracts from other important economic issues, like Wall Street, the top 1 percent and the weakness of labor unions.

Many policy makers, for their part, prefer to emphasize an expansion of community college rather than four-year college. President Obama has proposed making community college free for most students, as Tennessee and Chicago have done.

Enrolling more students in community colleges may well make economic sense. So, in all likelihood, would creating more and better vocational training, for well-paid jobs like medical technician and electrician, which don’t require a bachelor’s degree. The United States, Mr. Autor says, “massively underinvests” in such training.

Yet the new research is a reminder that the country also underinvests in enrolling students in four-year colleges — and making sure they graduate. Millions of people with the ability to earn a bachelor’s degree are not doing so, and many would benefit greatly from it.

The unemployment rate among college graduates ages 25 to 34 is just 2 percent, even with the many stories you hear about out-of-work college graduates. They’re not generally working in menial jobs, either. The pay gap between college graduates and everyone else is near a record high. It’s large enough, over a lifetime, to cover many times over the almost \$20,000 in student debt that an average graduate has, notes the education researcher Sandy Baum. College graduates are also healthier, happier, more likely to remain married, more likely to be engaged parents and more likely to vote, research has found.

A question that has always hung over these findings is whether college itself deserves any credit for the patterns. You can imagine a scenario in which college graduates would thrive regardless of whether they went to college, because of their own skills and drives. By this same logic, helping more people become college graduates might not necessarily benefit them. But the new findings are the latest, and maybe strongest, reason to believe that college matters. Much as staying in high school is generally a better life strategy than dropping out, continuing on to college seems like the better plan for a great majority of students.

The skills and knowledge that they gain from more time in school are certainly part of the explanation. Mr. Escanilla thinks that, at 15, he was not mature enough to



take school seriously. A few years later, he understood that dreaming of rock stardom wasn't a career plan.

"I fell in love with learning," he recalls. With his parents suffering financial problems, he worked almost full time while in college (mostly as a barista at Starbucks, which gave him health insurance and a free pound of coffee every week). Finishing college took him almost six years, but he graduated with a degree in liberal arts studies. He chose it over more utilitarian majors because he enjoyed studying subjects like literature and psychology.

After a few years of working as a salesman for Bell South, persuading small businesses to buy high-end telecommunications equipment, he realized he wasn't thrilled with his work. He had thought about going to graduate school after college but felt intimidated by it, as a first-generation college graduate. By the time he was a married 28-year-old father of two, he was no longer intimidated, and enrolled in a psychology program while working. Today, he is a psychotherapist at a local high school and also counsels adults as a professional coach.

But book learning isn't anywhere near the full story of Mr. Escanilla's growing up. His path also highlights another benefit that college can bring: Its graduates have managed to complete adulthood's first major obstacle course. Doing so helps them learn how to finish other obstacle courses and gives them the confidence that they can, so long as they stay focused. Learning to navigate college fosters a quality that social scientists have taken to calling grit.

"What I learned in college was kind of how to have this, 'Yes, but how' attitude," Mr. Escanilla said. "You fall, dust yourself off and keep going." He now assigns his high school students to visit the Florida International campus and soak in the atmosphere. "You don't even need to talk to anybody," he tells them. "Just walk around. There is something about that energy on campus that makes you want to be better."

The biggest problem with the colleges that marginal students attend, like Florida International and several state colleges in Georgia, is how many students fall down and don't figure out a way to keep going. Dropout rates typically hover around 50 percent, which leaves students with the grim combination of debt and no degree. Reducing these rates could bring big economic benefits. Until that happens, some people have been left to wonder whether many teenagers should simply give up on the idea of college.

The answer to that question, however, seems to be a resounding no. Many community colleges have even higher dropout rates than four-year colleges. And most people with no college education are struggling mightily in the 21st-century economy.

Is college for everyone? Surely not. Some students are even less well prepared than



Mr. Escanilla and won't thrive as he did. Others would rather not spend four more years in school and can find rewarding, well-paying work as a medical technician, dental hygienist, police officer, plumber or other jobs that require a two-year degree or vocational training.

Yet the United States is in no danger of turning everyone into four-year college graduates. Only about a third of young adults today receive a bachelor's degree. The new research confirms that many more teenagers have the ability to do so — and would benefit from it.

"It's genuinely destructive to give people the message that we're overinvesting in college, that we're in a college-debt bubble, that you'll end up as an unemployed ethnomusicologist with \$200,000 in debt working at Starbucks," Mr. Autor, the M.I.T. economist, said. "That's not a message you would want to give to anyone you know who has kids."

The political scientist Robert D. Putnam named his new book on inequality, "Our Kids," as a lamentation. In past decades, Mr. Putnam argued, the United States made a series of investments that essentially treated children as everyone's children. The best example was the rise of universal high school in the 20th century, an expensive undertaking that did not directly benefit many taxpayers.

Back then, a high school education was the new ticket to the middle class. Today, a college education is. And when it comes to people's own children, there is remarkably little disagreement about the value of college, even when it requires taking on debt. Affluent, middle-class and lower-income parents alike, in overwhelming numbers, aspire for their children to finish college.

Americans agree that "our kids" should go to college. The debate is really about who qualifies as "our kids."

David Leonhardt is the editor of The Upshot, a New York Times politics and policy venture.

The Upshot provides news, analysis and graphics about politics, policy and everyday life. Follow us on Facebook and Twitter. Sign up for our weekly newsletter.

May 1, 2015

Dear Board President Beverly and Trustees,

As trustees of a California community college, we all struggle with the college budget. In light of the recent cutbacks due to reduced repeatability, our budgets are increasingly difficult to balance. The vocational classes, such as dental hygiene, nursing, culinary arts, and radiology, often cost us more to provide than we receive in ftes compensation. These vocational classes lead to immediate employment as well as valuable community services. This is one of our core missions, vocational training, yet we can only maintain these high-cost programs with serious cuts to other areas on campus.

Enclosed is a resolution recently passed by the trustees at Cabrillo College, outlining the problem, the rationale, and the urgency for new funding formulas for high-cost vocational classes. Cabrillo President Laurel Jones has sent the differential funding resolution on to Chancellor Brice Harris. Please ask your fellow board members to support this differential funding resolution, and then request your president to forward it on to our Chancellor's system office.

The support of our 112 community colleges, by endorsing this resolution, will further enhance the current Board of Governors' Workforce Taskforce to find additional, sustainable, and predictable funding to remedy our critical vocational classroom needs.

Thank You,

Rachael Spencer  
Trustee, Cabrillo College  
*Resolution on reverse*

California Community Colleges Board of Trustees in support as of 4/2015:

Allan Hancock	Lassen	Siskiyou Solano
Cabrillo	Long Beach	Solano
Coast	Marin	Sonoma
Copper Mountain	Mendocino	South Orange
Gavilan CCD	Rancho Santiago*	Victor Valley
Hartnell	Riverside	North Orange

The Academic Senate for California Community Colleges passed resolution 5.01 S15 unanimously, in support of differential apportionment, which said "the ASCCC support the establishment of differential apportionment tied to higher cost instructional areas, primarily laboratory and activity courses, as long as these changes do not reduce or redirect current allocations."

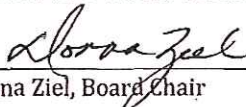




**Resolution 059-14 of the Cabrillo College District Board of Trustees in Support of Changes to  
Community College Funding to Include Differential Funding for High Cost  
Career Technical Education Programs**

- 1) WHEREAS, California Community Colleges have built extensive depth and breadth of educational programs over the past 50 years that provide for certificated and degree employment, responding to the educational needs of their respective communities, and contributing to a skilled workforce that in turn, provides the economic vitality necessary for the next few decades and delivers upon the national and state mandates for a qualified workforce;
- 2) WHEREAS, 2013-14 Assembly bill (AB977) requested that the CCC Chancellor convene a group of experts in Career Technical Education, business, or industry to research ways to address issues related to implementing differential funding for credit bearing, high cost, high demand courses at the community colleges;
- 3) WHEREAS, for the community colleges, credit courses are currently funded at \$4,636 per full-time equivalent student (FTES), non-credit courses are funded at \$2,788 per FTES, and 'enhanced non-credit' courses are funded at \$3,283 per FTES;
- 4) WHEREAS, many of Cabrillo College's Career Technical Education (CTE) programs receive less in FTES funding than they cost to operate with some healthcare related programs funded at only one-quarter to one-half of their actual operating costs;
- 5) WHEREAS, a recent report by the Institute for Higher Education Leadership Policy found that California's current funding structure creates a fiscal disincentive to support high cost programs;
- 6) WHEREAS, the California Community Colleges System Strategic Plan 2013 update states in Strategic Goal C: "Partnerships for Economic and Workforce Development strengthen the Colleges' capacity to respond to current and emerging labor market needs and to prepare students for a global economy;"
- 7) WHEREAS, the Donahoe Higher Education Act states: "A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement," and further states "The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level;"
- 8) WHEREAS, the Economic and Workforce Development (EWD) program within the CCC Chancellor's Office exists to bridge the gap between workforce needs and skills training provided by the community colleges and therefore is a priority of local and state businesses;
- 9) THEREFORE, BE IT RESOLVED, that the Cabrillo Community College District requests additional support of high cost, high demand career technical education programs through differential funding that can allay the increased cost of performing the services necessary for a college student to earn a certificate or degree; and which can allay the high cost due to mandated low teacher to student ratios, high equipment and maintenance costs. Cabrillo College supports legislation that would secure differential funding for necessary career technical education demand.

Approved: \_\_\_\_\_

  
Donna Ziel, Board Chair

Date: December 8, 2014

Ayes: Ziel, Spencer, Banks, Reece, Cuevas, and Carrillo

Noes: None

Abstain: None

Absent: Smith



## El Camino College Event Evaluation

(To be completed within one week of event and submitted to Dean of area and Vice President)

**Name of Event:** EOPS/CalWORKs/CARE Recognition Banquet

**Date of Event:** May 1, 2015

**Location of Event:** Torrance Marriott Hotel, South Bay

**Brief Description of Event/Purpose:**

This was the 18<sup>th</sup> consecutive celebration hosted by the EOPS/CalWORKs/CARE programs honoring the accomplishments of our students for graduating, transferring, attaining a high GPA or receiving a Lisa Whitehead or Daisy Viera grant.

**How many were served (who were they):**

The students that are invited to attend this event received a GPA of 3.0 or above during the spring or fall semester in 2014 and completed at least half of their units. CARE students, graduates/transfers, Daisy Viera & Lisa Whitehead grants recipients are also invited.

This year a combined total of 773 EOPS/CalWORKs/CARE students were invited to attend the banquet. An unduplicated count of **575** EOPS and **115** CalWORKs students are being honored for achieving a 3.0 or higher GPA in spring 2014 and/or fall 2014. In addition a total of **83** CARE students are also being honored for completing the 2014-15 CARE program.

Ten EOPS/CalWORKs/CARE students are being awarded grants. Five EOPS students received the Lisa Whitehead Grant for succeeding in school beyond insurmountable obstacles. Five CARE students received the Daisy Viera service grant for dedication and service to others in the community. A final total of 45 VIP/staff, and 209 students with 111 guests attended the event. In addition we had approximately 21 no shows and 14 last minute cancellations.

**Increase/decrease in participants from last year:**

The final head count decreased from 406 to 380

	2014	2015
Students Invited	887	773
Students Attending	355	320

**Sponsors of event:** EOPS/CalWORKs/CARE Programs

**Lead person:** Valerie Doby, EOPS/CalWORKs/CARE Project Specialist and David Brown, EOPS/CARE Coordinator

**Cost of event:**

\$ 16,000.00\* Marriott Torrance South Bay  
 \$ 2,725.00 Invitations, Certificates & Programs  
 \$ 2,830.00 Decorations, DJ, Awards, Photographer, Jazz Band, Gifts, Banners  
 \$ 21,555.00

*\*This year the cost per person increased from \$36 to \$40 per head*

**Funding sources for event:**

EOPS \$ 16,725.00  
 CARE \$ 2,830.00  
 CalWORKs \$ 2,000.00  
 Total \$ 21,555.00

## **El Camino College Event Evaluation**

(To be completed within one week of event and submitted to Dean of area and Vice President)

### **What worked well:**

This is our third year at the Marriott Hotel, South Bay. The banquet committee was created in February that consisted of Dawn Reid, Shalisha Barnett-Washington, David Brown, Valerie Doby, Louvena Ford, Jonathan Lucas, Felicia Mack, Rosa Perez, Nancy Paquet, Sharilyn Thomas and Clara Weston which represented each of the three programs. Several meetings were held prior to the banquet in order to make sure that all preparations were completed on time. This included creating the guest list, invitations, agenda, presentations, speakers, certificates, awards, and grant selection.

This year, we added a social hour from 5:00pm to 6:00pm that gave the guests plenty of time to register, receive their gift bags and take their pictures with the photographer. In addition we made our own signage for the tables which assisted with the direction of our Honored Students, Guests, Staff and VIP's.

The Jim Miller (live) Jazz Band added a nice touch and was well received during the social and dinner hour. The DJ provided the audience with a variety of music for the audience.

We added an itinerary which kept us on track and improved our scheduled time. By 5:45pm approximately ninety percent of the banquet hall was filled and students kept coming past 7:00pm. At 6:00 pm sharp Dr. Fallo arrived at the podium to give his greeting to the crowd.

This year one of our committee members extended an invitation to the Mayor of Torrance, Mr. Patrick Furey who was our Keynote Speaker and ECC alumni. Assemblyman David Hadley was also in attendance and assisted with distributing the 4.0 plaques to our students.

This was by far one of the most successful events planned and everyone was on the dance floor by 9:00 pm.

### **What needs to be strengthened/ improved?**

We will continue to make sure our student and their guest(s) are seated at each table and that all seats are full. We were informed that there were additional vegetarian plates requested.

In order to address these issues we plan to make the following changes:

- Recruit more volunteers to assist with the seating
- We will make sure that the Marriott only honor vegetarian plates requested and not exceed the limit.

We requested two additional tables for over flow. However we have not had to pay for them. We had a very high turnout and plan to grow next year.

### **Anticipated date for next event:**

**Friday, April 22, 2016**

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**Subject:** FW: PO #0802471

**From:** Kwon, Hye  
**Sent:** Tuesday, April 14, 2015 4:24 PM  
**To:** Warriar, Shobhana  
**Cc:** Bonura, Rocky  
**Subject:** RE: PO #0802471

Inquiry result below

PO	Company/Org Name	Department	Description
802471	CSI Fullmer	Gloria Miranda	12 tables 24Dx 48W - Allsteel  12 chairs - Allsteel  labor/delivery