



**EL CAMINO COMMUNITY COLLEGE DISTRICT**  
16007 Crenshaw Boulevard Torrance, California 90506-0001  
Telephone (310) 660-3111

September 27, 2007

Board of Trustees  
El Camino College

Dear Members of the Board:

Please accept this interim Board letter as an introduction to an alternative presentation of Board correspondence.

In the past we have always sent hard copies of reading materials and correspondence to Board members. We are now experimenting with an alternative. This packet contains all the reading materials that are normally supplied to Board members and has been posted to the El Camino College website under Administration, Board of Trustees, Supplemental Board Meeting Information. Obviously, any confidential personnel, collective bargaining or legal correspondence will be sent under separate cover.

The October Board meeting will include a Committee of the Whole discussion of this form of communication. If you have any questions, comments or concerns prior to the meeting, please feel free to contact Kathy or me.

The following items are presented for your perusal:

1. Memo from Peter J. Landsberger, Special Trustee, Compton Community College District and me, September 26, 2007, regarding Provost/CEO Search Process;
2. El Camino College Board of Trustees Self-Evaluation Questionnaire 2006-2007;
3. Memo from the Accrediting Commission for Community and Junior Colleges, September 11, 2007, noting the AACJC publications that may be accessed at [www.aaccjc.org](http://www.aaccjc.org) and are also available in the President's Office;
4. Letter congratulating Congressmember-Elect Laura Richardson on her election to the United States Congress, August 27, 2007;
5. Community College Initiative District Fundraising Goals Campaign Phase as of September 25, 2007;
6. Short-Term Enrollment Management Plan 2007-2008;

7. Flyer for the Winter Study Abroad Program in Ghana;
8. Memo from Dr. Nishime to Trustee Jackson, September 13, 2007, regarding Nicaragua Trade and Exchange Grant;
9. Memo from Rocky Bonura, August 31, 2007, responding to Board member inquiries;
10. Excerpt from Organization of American Historians publication, August 27, 2007, regarding workshops held at El Camino College;
11. Letter from Joan M. Borucki, California Lottery, September 7, 2007, noting that the California Lottery Business Plan is available for review either in the President's office or [www.calottery.com](http://www.calottery.com).
12. El Camino College Joy of Music program for 2007-2008;
13. Excerpt from the Didi Hirsch Community Mental Health Center Annual Report 2005-2006 with statement from Trustee Jackson;
14. *President's Newsletter*, September 7, 2007;
15. Evaluation of the New Student Welcome Day, August 22, 2007;
16. "Students Becoming Litterbugs," *DailyBreeze*, September 4, 2007;
17. "Man Sought in El Camino Village Slaying of Woman, 76," *Los Angeles Times*, September 26, 2007;
18. "Imposters Fraudulently Drained the Minuteman Project Corporate Bank Accounts," *ProImmigrant.com*, August 26, 2007;
19. "One Step Forward ... As the Mayor Tries to Kick-Start School Reform, the L.A. Unified Board Stumbles Over Health Benefits," *Los Angeles Times*, August 30, 2007;
20. "High-Tech High, Peninsula Adds El Camino College-Based Robotics Course," *Daily Breeze*, September 10, 2007;
21. "College District Gets Ready for the Worst--Officer Develops Preparedness Plan," *MercuryNews.com*, September 2, 2007;



22. "Dan Walters: Hypocrisy Thriving in Academe," *Sacramento Bee*, September 18, 2007;
23. "Dan Walters: Voters Sour and Want to Punish," *Sacramento Bee*, September 21, 2007;
24. "Dan Walters: Budget is Already Crumbling," *Sacramento Bee*, September 23, 2007;
25. "College Students Headed Back to School Are Prime Targets for Identity Theft," *Business Wire*, August 29, 2007;
26. "Daniel Weintraub: Governor, Guards Still in Spat Mode," *Sacramento Bee*, September 23, 2007;
27. "Time for Gov., Legislators to Get in Step on Budget," *Los Angeles Times*, July 16, 2007;
28. "Study Shows Decline in State for Job-Based Health Insurance," *Los Angeles Times*, July 11, 2007;
29. "Pension Panel Gets an Earful on Future of Retirement Costs," *SFGate.com*, July 13, 2007;
30. "Wave of Leaders' Retirements Hit California Two-Year Colleges," *The Chronicle of Higher Education*, September 14, 2007;
31. "CSU Salaries Worth It If Tuition is Curbed," *Daily Breeze*, September 24, 2007;
32. "SDSU Trumpets Benefits to Local Economy," *San Diego Union-Tribune*, August 30, 2007;
33. "Grossmont College Football Preview," August 30, 2007
34. "College District Tries to Collect \$2 Million in Late Tuition," *Contra Costa Times*, August 29, 2007;
35. "Plea Deal in Diablo Valley College's Grade-Changing Scheme," *SFGate.com*, September 26, 2007;
36. "State to Consider Laws to Ensure Grade Integrity-DVC's Lack of Attendance, Interest Irks Assembly Members at Pleasant Hill Hearing," *Insidebayarea.com*; September 26, 2007

37. "Congress Mulls Change in Student-Records Law to Help Prevent Violence," *The Chronicle of Higher Education*, September 27, 2007;
38. "Foothill, DeAnza College Recruiters Travel the Globe Recruiting Foreign Students," *MercuryNews.com*, September 21, 2007;
39. "Europe Challenges U.S. For Foreign Students," *The Chronicle of Higher Education*, September 28, 2007;
40. "New 'Sunrise to Sunset' Classes Offered at Wayne County Community College," *AssociatedContent*, September 2, 2007;
41. "Berkeley Gets Big Gift for Faculty," *Los Angeles Times*, September 10, 2007;
42. "For Love, Not Money-In High-Cost Urban Areas, Many Professors are Having a Tough Time Leading a Comfortable Middle-Class Life," *The Chronicle of Higher Education*, September 14, 2007;
43. "Expanding Benefits Will Cost LAUSD," *Daily Breeze*, September 4, 2007;
44. "Palomar Trustees Set Goals for 2007-08," *San Diego Union-Tribune*, August 30, 2007;
45. "Moorpark College President to Retire," *Ventura County Star*, August 29, 2007;
46. San Diego Community College District Goals;
47. "Digital Education a Virtual Reality," *InsideBayArea.com*, September 23, 2007;
48. "The Annual Labor Shortage Hoax," *Chronicle of Higher Education*, September 4, 2007;
49. "Whistle-Blowers Help the Auditor Uncover Practices Such as Using Taxpayer Resources to Conduct Private Business Matters," *Los Angeles Times*, September 21, 2007;
50. "Monitor to Oversee School Payroll Repair," *Los Angeles Times*, September 17, 2007;
51. "East Los Angles College Turns to Solar for Energy Needs," *GreenerBuildings.com*, September 11, 2007;

52. "Ad Slogan is a Subtle Shift for Wal-Mart," *Los Angeles Times*, September 14, 2007;
53. "Federal Lawmakers Approve Landmark Increase in Student Aid," *Chronicle of Higher Education*, September 21, 2007;
54. "Solving Puzzle of Paying for College," *SignOnSanDiego.com*, September 26, 2007;
55. "Economists Concoct New Method for Comparing Graduation Rates," *Chronicle of Higher Education*, September 17, 2007;
56. "Outsourcing Education," *SignOnSanDiego.com*, September 16, 2007;
57. "Palo Alto Charity Says Worker Stole \$350,000," *SFGate.com*, September 22, 2007;
58. "A Year Later, Spellings Report Still Makes Ripples," *Chronicle of Higher Education*, September 28, 2007;
59. "The Alternative Student Press," *Insidehighered.com*, September 24, 2007;
60. Agenda for the Academic Senate meetings of September 4 and 18, 2007.

Our next Board meeting is scheduled for Monday, October 15, 2007. In the meantime, please feel free to call Kathy or me if you have any questions, comments or concerns.

Sincerely,




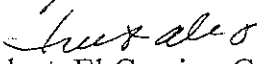
Thomas M. Fallo  
Superintendent/President

CC: Vice Presidents  
Director of Community Relations

**COMPTON COMMUNITY COLLEGE DISTRICT  
AND THE  
EL CAMINO COLLEGE COMPTON COMMUNITY COLLEGE DISTRICT**

To: Francisco Arce, Mary Callahan, Keith Curry, Joseph Lewis, Jeff Marsee, Rod Murray, Jeanie Nishime, Saul Panski, Rachelle Sasser

From: Peter J. Landsberger   
Special Trustee, Compton Community College District

Thomas M. Fallo   
Superintendent/President, El Camino College

Date: September 26, 2007

Re: Provost/CEO Search Process

In the near future we expect to retain a search consultant to help us with selection of a permanent Provost/CEO. Once that happens, most likely in early November, we will formally launch the search process.

The document attached to this memorandum outlines the procedure we intend to follow to complete the search for a permanent Provost/CEO, although we will consider suggested modifications to it if they are well defined and supported by good reasons. Please review the procedure and send us any comments or suggestions you might have by October 19.

CC: Board of Trustees  
College Council

## PROVOST/CEO SELECTION PROCEDURES

1. To initiate the search, the Special Trustee and Superintendent/President will establish a Search Committee consisting of:
  - a. two administrators, one employed by Compton (who will chair the committee) and one employed by El Camino;
  - b. five faculty members nominated as follows:
    - i. two by the Compton Senate;
    - ii one (who is an employee of El Camino College) by the El Camino College Academic Senate
    - iii two by the faculty unit of the Federation;
  - c. two classified employees, one nominated by the classified unit of the Federation, and one unrepresented classified employee nominated by a vote of his or her peers;
  - d. two students enrolled at the Center nominated by the Associated Student Body;
  - e. one community representative nominated by the Board of Advisors; and
  - f. one Equal Employment Opportunity Representative, who shall be a non-voting member of the committee.
2. At the first meeting of the Search Committee, or as soon thereafter as feasible, the Special Trustee and the Superintendent/President will meet with the Search Committee to give the committee its charge, review expectations about the search process and its goals, and present the committee with an initial draft of a position announcement. The search consultant and the Equal Employment Opportunity Representative will also ensure that the committee receives appropriate training for the following:
  - a. The District's and the Center's commitment to equal opportunity, diversity, and student success;
  - b. The search and selection process;
  - c. The role of the Search Committee and the responsibilities of its members;
  - d. Development of screening criteria;
  - e. Writing effective interview questions;
  - f. The role of the Equal Employment Opportunity Representative;
  - g. Reference checking;
  - h. Confidentiality.

3. It is the obligation of the Search Committee to evaluate each candidate fully, impartially, and only in terms of the qualifications applicable to the position and identified in the position announcement. Furthermore, each member of the Search Committee has a responsibility to protect the integrity and confidentiality of the process. Breaching the confidentiality of the process is a serious offense that risks harming candidates as well as the reputation of the Center and the District. Under some circumstances, an individual who divulges confidential information could also be held personally liability for damages.
4. With the assistance of the search consultant, the Search Committee will review the draft position announcement presented to it by the Special Trustee and the Superintendent/President. To the extent it deems appropriate, the Committee will propose revisions to the draft for final approval by the Special Trustee and the Superintendent/President.
5. The Search Committee will, as requested by the search consultant, assist in efforts to recruit a strong and diverse pool of candidates, and will review the application materials of all eligible candidates who apply or are nominated for the position. After reviewing the pool, the Special Trustee and the Superintendent/President may require additional recruitment to expand the pool before interviews are commenced. Once the Special Trustee and Superintendent/President determine the size of the pool is adequate, the Committee will interview those candidates who most closely meet the qualifications, desirable skills, attributes and other personal and professional characteristics described in the position announcement.
6. Following the interviews, the Search Committee will consider information from preliminary background and reference checks and recommend a list of unranked candidates as finalists to the Special Trustee and the Superintendent/President. The expectation is that the Search Committee will recommend at least three, but no more than five, finalists for the position.
7. If it is feasible, and if they determine it would be worthwhile, the Special Trustee and the Superintendent/President may assign a small group to visit the institutions at which finalists currently work for the purpose of inquiring further into their background and experience. The Special Trustee and the Superintendent/President may also commission or conduct any other additional background checks they deem appropriate.
8. The Special Trustee and the Superintendent/President may terminate the search process at anytime or elect not to hire any candidate.
9. Once the Special Trustee and the Superintendent/President concur on the selection of a candidate to be retained as Provost/CEO, he or she shall be appointed as Provost of the El Camino College Compton Center by El Camino and as District Chief Executive Officer by Compton.

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

Individual Trustees' appraisal of all members' activities.

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

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





**ACCREDITING  
COMMISSION  
for COMMUNITY and  
JUNIOR COLLEGES**

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NOVATO, CA 94949  
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[www.accjc.org](http://www.accjc.org)

Chairperson  
E. JAN KEHOE  
CCLDIF

Vice Chairperson  
LURELEAN B. GAINES  
East Los Angeles College

President  
BARBARA A. BENO

Vice President  
DEBORAH G. BLUE

Vice President  
GARMAN JACK POND

Associate Vice President  
LILY OWYANG

Business Officer  
DEANNE WILBURN

ITAS  
TOM LANE

Administrative Assistant  
CLARE GOLDBERG

RECEIVED

SEP 14 2007

DATE: September 11, 2007  
MEMO TO: College Presidents/College Chancellors  
FROM: G. Jack Pond, Vice President  
SUBJECT: ACCJC Publications

This is to inform you that the Commission will be sending to the CEO and ALO of each institution, hard copies of the updated, August 2007 printing of several of our publications. These will include the following:

The Accreditation Reference Handbook – This handbook contains the Eligibility Requirements for initial accreditation and reaffirmation of accreditation, the ACCJC Standards, and current policies of the Commission.

The Guide to Evaluating Institutions – This guide contains questions that might be asked about institutional quality as each accreditation standard is considered. It also provides suggestions for what might constitute evidence that an institution meets the standard. It is intended for use by institutions as they write their self-study report and by teams when evaluating institutions.

The Distance Learning Manual – This manual contains information that will assist member institutions as they plan and evaluate distance learning programs. It also provides team members with information that aids in the evaluation of these programs. The Commission Policy on Distance Learning is included.

Not included in this mailing is The Substantive Change Manual is currently undergoing revision and will be mailed under separate cover.

Other publications by the ACCJC that will not be included in the mailing but which are available upon request include The Self Study Manual, The Eligibility, Candidacy, and Initial Accreditation Manual, The Manual for Progress, Focused Midterm and Special Visits, and The Team Evaluator Manual.

Lastly, all Commission publications and core documents (The 2002 Accreditation Standards and the Eligibility Requirements) are available on the ACCJC web site at [www.accjc.org](http://www.accjc.org).

cc: Accreditation Liaison Officers with attachments

cc Board, VP's



## EL CAMINO COMMUNITY COLLEGE DISTRICT

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

August 27, 2007

Congressmember-Elect Laura Richardson  
4201 Long Beach Boulevard, Suite 327  
Long Beach, CA 90807

Dear Congressmember-Elect Laura Richardson:

Congratulations on your recent election to the United States Congress representing the 37th District.

Your experience as a city councilmember and as a state assemblymember will be invaluable to your constituency. Your knowledge of the needs of our community will be a great benefit to all you serve.

I consider you a great friend of education and look forward to working together on issues of importance for all of us. I hope you will count El Camino College and Compton Center as resources for you and your staff.

Please feel free to contact me if I may be of any assistance to you. Best wishes for much success in the future.

Sincerely,

Thomas M. Fallo  
Superintendent/President

**Community College Initiative District Fundraising Goals**  
**Campaign Phase**  
*as of September 25, 2007*

<u>District</u>	<u>Goal</u>	<u>Received</u>	<u>% of Goal</u>	<u>Qualification Phase</u>
Allan Hancock	\$31,000	\$0	0%	\$1,020
Antelope Valley	\$32,000	\$150	0%	\$2,200
Barstow	\$10,000	\$0	0%	\$2,200
Butte-Glenn	\$38,000	\$100	0%	\$1,575
Cabrillo	\$32,000	\$25	0%	\$8,120
Cerritos	\$55,000	\$850	2%	\$1,100
Chabot-Las Positas	\$51,000	\$5,000	10%	\$2,650
Chaffey	\$35,000	\$0	0%	\$18,000
Citrus	\$24,000	\$0	0%	\$24,220
Coast	\$64,000	\$25	0%	\$85,581
Compton	\$18,000	\$0	0%	\$25
Contra Costa	\$74,000	\$10,100	14%	\$41,650
Copper Mountain	\$10,000	\$0	0%	\$5,200
Desert	\$16,000	\$410	3%	\$14,820
El Camino	\$59,000	\$100	0%	\$5,100
Feather River	\$5,000	\$0	0%	\$0
Foothill-DeAnza	\$72,000	\$40,000	56%	\$69,795
Gavilan	\$13,000	\$0	0%	\$3,100
Glendale	\$35,000	\$10,070	29%	\$10,975
Grossmont-Cuyamaca	\$57,000	\$0	0%	\$25
Hartnell	\$20,000	\$0	0%	\$1,700
Imperial	\$19,000	\$0	0%	\$6,300
Kern	\$37,000	\$350	1%	\$75,350
Lake Tahoe	\$10,000	\$0	0%	\$4,050
Lassen	\$10,000	\$0	0%	\$0
Long Beach	\$63,000	\$0	0%	\$1,325
Los Angeles	\$186,000	\$1,935	1%	\$294,640
Los Rios	\$102,000	\$35,510	35%	\$124,740
Marin	\$14,000	\$0	0%	\$1,500
Mendocino-Lake	\$10,000	\$200	2%	\$1,800
Merced	\$19,000	\$100	1%	\$19,500
Mira Costa	\$24,000	\$0	0%	\$650
Monterey Peninsula	\$25,000	\$0	0%	\$650
Mt. San Antonio	\$60,000	\$200	0%	\$50,150
Mt. San Jacinto	\$18,000	\$0	0%	\$23,775
Napa Valley	\$19,000	\$0	0%	\$350

**Community College Initiative District Fundraising Goals**  
**Campaign Phase**  
**as of September 25, 2007**

<u>District</u>	<u>Goal</u>	<u>Received</u>	<u>% of Goal</u>	<u>Qualification Phase</u>
San Jose-Evergreen	\$42,000	\$25,615	61%	\$14,655
San Luis Obispo County	\$29,000	\$0	0%	\$1,600
San Mateo County	\$54,000	\$75	0%	\$13,725
Santa Barbara	\$36,000	\$350	1%	\$23,250
Santa Clarita	\$40,000	\$0	0%	\$200
Santa Monica	\$49,000	\$12,525	26%	\$41,950
Sequoias	\$25,000	\$3,200	13%	\$1,050
Shasta-Tehama-Trinity	\$25,000	\$300	1%	\$405
Sierra	\$46,000	\$0	0%	\$0
Siskiyou	\$10,000	\$0	0%	\$6,700
Solano County	\$30,000	\$0	0%	\$0
Sonoma County	\$63,000	\$250	0%	\$1,675
South Orange County	\$67,000	\$0	0%	\$2,530
Southwestern	\$49,000	\$0	0%	\$50
State Center	\$85,000	\$25,000	29%	\$3,550
Ventura County	\$81,000	\$50	0%	\$1,325
Victor Valley	\$30,000	\$0	0%	\$100
West Hills	\$10,000	\$0	0%	\$12,000
West Kern	\$10,000	\$0	0%	\$12,500
West Valley-Mission	\$54,000	\$500	1%	\$4,600
Yosemite	\$55,000	\$0	0%	\$250
Yuba	\$23,000	\$0	0%	\$1,700
<b>District Total</b>	<b>\$3,039,000</b>	<b>\$269,935</b>	<b>9%</b>	
California Federation of Teachers		\$155,000		\$100,200
Community College League		\$41,000		\$66,288
Los Angeles College Faculty Guild		\$130,000		\$150,250
Faculty Association of CCC		\$30,000		\$100,000
<b>TOTAL</b>		<b>\$625,935</b>		

Goal: 50% of unmet qualification phase goal plus new goal based on 2005-06  
Recalculation Credit FTES with a \$10,000 minimum goal.

Californians for Improving Community Colleges  
c/o Rix Bradford Consultants  
512 N. Larchmont Blvd.  
Los Angeles, CA 90004  
323-460-2380

Contributions reflected above were made on behalf of the listed district. Public funds  
may not be used for initiative campaigns.

**Community College Initiative  
Campaign Phase Fundraising - Ranked  
(as of September 25, 2007)**

<b><u>Rank</u></b>	<b><u>District</u></b>	<b><u>Goal</u></b>	<b><u>Received</u></b>	<b><u>% of Goal</u></b>
1	San Diego	\$102,000	\$95,025	93%
2	San Jose-Evergreen	\$42,000	\$25,615	61%
3	Foothill-DeAnza	\$72,000	\$40,000	56%
4	Los Rios	\$102,000	\$35,510	35%
5	State Center	\$85,000	\$25,000	29%
6	Glendale	\$35,000	\$10,070	29%
7	Santa Monica	\$49,000	\$12,525	26%
8	Contra Costa	\$74,000	\$10,100	14%
9	Sequoias	\$25,000	\$3,200	13%
10	Chabot-Las Positas	\$51,000	\$5,000	10%
11	San Bernardino	\$39,000	\$1,000	3%
12	Desert	\$16,000	\$410	3%
13	Mendocino-Lake	\$10,000	\$200	2%
14	Cerritos	\$55,000	\$850	2%
15	Shasta-Tehama-Trinity	\$25,000	\$300	1%
16	Los Angeles	\$186,000	\$1,935	1%
17	Santa Barbara	\$36,000	\$350	1%
18	Kern	\$37,000	\$350	1%
19	West Valley-Mission	\$54,000	\$500	1%
20	Ohlone	\$22,000	\$200	1%
21	Merced	\$19,000	\$100	1%
22	Peralta	\$52,000	\$250	0%
23	Antelope Valley	\$32,000	\$150	0%
24	Sonoma County	\$63,000	\$250	0%
25	North Orange County	\$101,000	\$350	0%
26	Mt. San Antonio	\$60,000	\$200	0%
27	Butte-Glenn	\$38,000	\$100	0%
28	El Camino	\$59,000	\$100	0%
29	San Mateo County	\$54,000	\$75	0%
30	San Francisco	\$69,000	\$70	0%
31	Palomar	\$58,000	\$50	0%
32	Cabrillo	\$32,000	\$25	0%
33	Ventura County	\$81,000	\$50	0%
34	Coast	\$64,000	\$25	0%
35	Allan Hancock	\$31,000	\$0	0%
36	Barstow	\$10,000	\$0	0%
37	Chaffey	\$35,000	\$0	0%
38	Citrus	\$24,000	\$0	0%
39	Compton	\$18,000	\$0	0%
40	Copper Mountain	\$10,000	\$0	0%
41	Feather River	\$5,000	\$0	0%
42	Gavilan	\$13,000	\$0	0%
43	Grossmont-Cuyamaca	\$57,000	\$0	0%
44	Hartnell	\$20,000	\$0	0%
45	Imperial	\$19,000	\$0	0%
46	Lake Tahoe	\$10,000	\$0	0%
47	Lassen	\$10,000	\$0	0%
48	Long Beach	\$63,000	\$0	0%

**Community College Initiative  
Campaign Phase Fundraising - Ranked  
(as of September 25, 2007)**

<b>49</b>	Marin	\$14,000	\$0	0%
<b>50</b>	Mira Costa	\$24,000	\$0	0%
<b>51</b>	Monterey Peninsula	\$25,000	\$0	0%
<b>52</b>	Mt. San Jacinto	\$18,000	\$0	0%
<b>53</b>	Napa Valley	\$19,000	\$0	0%
<b>54</b>	Palo Verde	\$10,000	\$0	0%
<b>55</b>	Pasadena Area	\$47,000	\$0	0%
<b>56</b>	Rancho Santiago	\$85,000	\$0	0%
<b>57</b>	Redwoods	\$17,000	\$0	0%
<b>58</b>	Rio Hondo	\$25,000	\$0	0%
<b>59</b>	Riverside	\$85,000	\$0	0%
<b>60</b>	San Joaquin Delta	\$47,000	\$0	0%
<b>61</b>	San Luis Obispo County	\$29,000	\$0	0%
<b>62</b>	Santa Clarita	\$40,000	\$0	0%
<b>63</b>	Sierra	\$46,000	\$0	0%
<b>64</b>	Siskiyou	\$10,000	\$0	0%
<b>65</b>	Solano County	\$30,000	\$0	0%
<b>66</b>	South Orange County	\$67,000	\$0	0%
<b>67</b>	Southwestern	\$49,000	\$0	0%
<b>68</b>	Victor Valley	\$30,000	\$0	0%
<b>69</b>	West Hills	\$10,000	\$0	0%
<b>70</b>	West Kern	\$10,000	\$0	0%
<b>71</b>	Yosemite	\$55,000	\$0	0%
<b>72</b>	Yuba	\$23,000	\$0	0%

<b>District Total</b>	<b>\$3,039,000</b>	<b>\$269,935</b>	<b>9%</b>
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California Federation of Teachers	\$155,000
Community College League	\$41,000
Los Angeles College Faculty Guild	\$130,000
Faculty Association of CCC	\$30,000

<b>TOTAL</b>	<b>\$625,935</b>
--------------	------------------

Goal: 50% of unmet qualification phase goal plus new goal based on 2005-06  
Recalculation Credit FTES with a \$10,000 minimum goal.

Californians for Improving Community Colleges  
c/o Rix Bradford Consultants  
512 N. Larchmont Blvd.  
Los Angeles, CA 90004  
323-460-2380

Contributions reflected above were made on behalf of the listed district. Public funds  
may not be used for initiative campaigns.

**EL CAMINO COLLEGE**  
**Short-term Enrollment Management Plan**  
**2007-2008**

**PURPOSE**

The purpose of this plan is to create a responsive, flexible, educationally sound, research-based approach to enrollment management that will protect the college and its educational programs not only during periods when funding mechanisms and demographic trends are supporting enrollment growth, but also during periods when they are not. The plan should help to ensure the following:

1. the achievement of enrollment targets in order to obtain the maximum resources available to the college
2. maintenance of the greatest possible student access consistent with educational quality
3. a well-balanced and varied schedule, responsive to the needs of our students and community
4. a comprehensive educational program that is responsive to the needs of our students and community

**BASIC PRINCIPLES**

The enrollment management strategies of El Camino College should ensure that the college is as effective as it can possibly be, within the scope of its resources, in meeting the educational needs of this community and serving all of its diverse populations.

The college will pursue its enrollment management strategies in close cooperation with the faculty to ensure that an appropriate balance is maintained in the curriculum between transfer, vocational, and basic skills programs. While the college is committed to meeting its enrollment targets in order to ensure the greatest possible revenue for its programs, it will do so in ways that support student learning and success.

While specific offices on campus have responsibility for administering aspects of enrollment management, in a more fundamental sense, enrollment management is everyone's responsibility, and both faculty and classified staff play a critical role in every interaction they have with students or the public.

## SHORT-TERM ACTION PLAN 2007-08

### Technology and Information Systems

**1. The College will develop the necessary information infrastructure to provide faculty with multimedia technology in all classrooms and staff direct access to information regarding curriculum, scheduling, room utilization, staffing, enrollment, student records and budget information.**

**No costs listed at this time.**

1. A. The college will utilize additional measures to enable more students to successfully use the "Search-for-Classes" function of the Portal by January 2008. No additional costs. Lead: Maribel Hernandez

#### Action Steps

- 1. A.1. - Student Services and ITS representatives conduct student focus groups to better understand the challenges faced by student's intent on using the search function.
- 1. A.2. - Registration tutorial will be made available before students login
- 1. A.3. - Provide a survey to assess student satisfaction of the registration process. Tack on to the end of the online and phone registration services.

1. B. The college will create an on-line "Add/Drop process by summer 2008. No additional costs. Lead: Satish Warriar, Bill Mulrooney

#### Action Steps

- 1. B.1. - ITS creates an on-line add process
- 1. B.2. - Admissions personnel alpha test the on-line add process.
- 1. B.3. - ITS modifies the process based on feedback from Admissions.
- 1. B.4. - Selected academic divisions beta test the on-line add process.
- 1. B.5. - ITS modifies the process based on the feedback from the academic divisions.
- 1. B.6. - The on-line add process goes live to all divisions.

C. The college will implement on-line rosters for all instructors by January 2008. Lead: Bill Mulrooney; Francisco Arce. Budget: cost of printers and paper

#### Action Steps

- 1. C.1. - Admissions and ITS provide instructions for on-line rosters.
- 1. C.2. - Information regarding the 100% conversion to on-line rosters is sent to instructors in fall.
- 1. C.3. - Staff development provides training to instructors. ITS Help Desk is suggested to assist with access issues.
- 1. C.4. - Modifications to the on-line rosters are made annually based on feedback from the faculty.



## SHORT-TERM ACTION PLAN 2007-08

### Curriculum and Educational Programs

**2. The College will ensure that it has an adequate process to initiate, review, and revise programs in a timely and responsive manner in order to meet the changing needs of students and of the labor market.**

2. A. The Vice President of Academic Affairs in coordination with the College Curriculum Chair will establish uniform principles and policies regarding prerequisite and co-requisite waiver and clearance procedures. Additional input needed from the Director of Admissions and Records and the Dean of Counseling and Student Services.

#### Action Steps

- 2. A.1. - Poll each division on their policies, procedures, and forms used for prerequisite clearance or waiver. (Oct. 30)
- 2. A.2. - Assemble into a report and present to the Academic Senate for input and recommendations. (Nov. 15)
- 2. A.3. - Establish uniform principles, policies, and procedures for the use of prerequisite clearance or waiver forms. Provide training all faculty, academic division and Admissions staff. (Spring 2008)

2. B. The Vice President of Academic Affairs, ITS, Dean of Counseling and Student Services and Director of Admissions and Records will establish a means of simultaneously clearing a student to enroll in all courses for which they have completed a common pre- or co-requisite course at another institution.

#### Action Steps

- 2. B.1. - Present to the Senate and ITS for input and recommendations. (Oct. 30)
- 2. B.2. - ITS modifies Colleague to allow this new feature to work. Counselors beta test this function for accuracy. (Fall 2008)
- 2. B.3. - ITS modifies the function based on the feedback from the Counselors. (Fall 2008)
- 2. B.4. - Global course clearance function is made live to Counselors. (Winter 2009)

### Course Scheduling

**3. The Vice President of Academic Affairs and the Academic Deans will regularly and systematically assess the educational needs of students, business and the community in order to design programs, schedules and services responsive to their needs.**

**\$600,000 budget for growth sections to reach 19,300 FTES.**

3. A. The college will develop new or redesign programs to attract new students.

## SHORT-TERM ACTION PLAN 2007-08

### Action Steps

3. A.1. Complete a first and second eight week general education two year program that serves students that cannot attend a full semester. Utilize hybrid courses that will allow students to attend class every other week. (Lisa Raufman, Oct. 15)

3. B. The college will develop more flexible and varied patterns of scheduling in order to meet a greater range of student needs.

### Action Steps

3. B.1. Utilize test server to determine where scheduling conflict exist, counselors to provide feedback on scheduling conflicts. (Leads: John Wagstaff and Regina Smith). Timeline: November 2007.

3. C. The college will increase online course offerings to reach new students and the returning adult students.

### Action Steps

3. C.1. Fund additional faculty training programs to increase the number of faculty that are eligible to teach online during fall and spring semesters and the winter intersession. (Lead: Alice Grigsby; Budget: \$130,000)

3. D. The college will develop course offerings on site at service area high schools.

### Action Steps

3. D.1 Twenty-five courses are being offered at local high schools in fall 2007. In Spring 2008 an equivalent number of courses will be offered. (Lead: Renee Dorn, Robin Dreizler, Academic Deans; Budget \$15,000)

3. E. The college will establish priorities for Spring 08 and Fall 08 for a 1<sup>st</sup> and 2<sup>nd</sup> 8 week general education program on weekends for returning adult students. (Lead: Francisco Arce)

### Action Steps

3. E.1. The program is slated to start in 2008. Some of the general education courses will have to be approved for hybrid instruction in the fall 2007 semester.

3. F. The college will increase the number of hybrid courses combining online and traditional in person instruction for the returning adult students

### Action Steps

3. F.1. Deans will coordinate with the faculty to identify 30 to 40 general education courses to review in the fall to offer in hybrid format starting fall 2008.

3.G. The college will increase the large lecture format of course offerings in selected areas.

## SHORT-TERM ACTION PLAN 2007-08

### Action Steps

3.G.1. The Deans will identify courses to be offered in large lecture format for implementation Spring 2008.

### Student Services

**4. The College will ensure that its matriculation (admission, testing, orientation and counseling) services are designed to make college enrollment and registration easy, supportive, and successful for students. Particular attention will be focused on students' first contact with the college intake systems.**

**Total cost - \$101,500**

4. A. Counseling and instructional faculty will develop learning communities linking basic skills (English, reading, and mathematics) students with counseling services.

### Action Steps

4. A.1. – Utilize the Basic Skills initiative (BSI) to fund the program

Timeline: develop program by 11/1; Leader: Ruth Banda-Ralph; \$25,000

4. B. The college will assure that potential students and their parents receive accurate information enabling the students to successfully matriculate prior to the beginning of a semester/session.

### Action Steps

4. B.1. – Conduct "how to register" sessions for students and parents at high schools and during New Student Welcome Day.

Timeline: Aug. 22; Leader: Maribel Hernandez; \$500

4. B.2. – Place TV monitors in Student Services building to play registration power point during peak periods and informational videos during non-peak periods.

Timeline: Nov. 15; Leader: Dawn Reed; 2 monitor @ \$1000

4. B.3. – Translate Matriculation Steps and Admissions letter into Spanish and purchase Spanish version of CCCApply. Timeline: Nov. 1; Leader: Maribel Hernandez, Regina Smith, Bill Mulrooney; \$15,000

4. B.4. – Add additional staff during peak periods to walk lines and answer phones  
Timeline: Each registration period; Lead: Dawn Reed, Bill Mulrooney; \$10,000

4.B.5 – Locate space for a one-stop orientation, counseling, registration center for registration periods. (Vice Presidents)

4. C. The Vice President of Student Services will assure that all student services employees are providing accurate information to potential and current students.

## SHORT-TERM ACTION PLAN 2007-08

### Action Steps

4.C.1. – Coordinate office hours in the Student Services building, and update and disseminate current program contact information beginning Fall 2007. Timeline: Aug. 27; Lead: Mattie Eskridge; \$50,000

### Student Recruitment

**5. The College will ensure that it conducts its recruitment and outreach efforts effectively and with an efficient use of staff time and institutional resources so as to strengthen relationships with the community to increase students' motivation and preparation for college.**

**Total cost - \$7,150**

5. A. The college will standardize outreach materials to present amore consistent message of the college in the community.

### Action Steps

5. A.1. – By November 1<sup>st</sup> the Outreach and School Relations office in collaboration with the Director of Athletics will create and disseminate a recruitment notebook describing programs, services, and providing contact information for all outreach personnel (counselors, coaches, instructors, staff, and student ambassadors). Lead: Robin Dreizler; Budget: \$150.

5. B. The college will expand the use of peer recruitment at the high schools beginning this fall.

### Action Steps

5. B.1. – The Director of Outreach and School Relations will recruit up to 15 students from Inter-Club Council and service-oriented clubs that require service credit (i.e., AGS, SOL, Circle K) to serve as student ambassadors for ECC at the high schools. Estimated cost for student stipend (\$7,000 annually). Timeline: November 1, 2007.

5. C. The college will create an outreach plan targeting adults ages 25+ with the goal of increasing fall 2008 attendance from this population by 3% when compared to the same population attending fall 2007.

### Action Steps

5.C.1. – Managers from Marketing, Outreach, and Community Advancement will address the coordination of outreach activities to local businesses including, mass-mailings, working adult schedule distribution, educational presentations, and tracking of prospective students. Lead: John Means; Timeline: end of fall 2007

## SHORT-TERM ACTION PLAN 2007-08

### Marketing

**6. The College will revise and improve its marketing strategies based on an ongoing assessment of the effectiveness of each strategy.**

**No costs listed at this time.**

6. A. Refer web related notes from the Enrollment Management and Planning workshops to the ECC Web Task Force

#### Action Steps

6.A.1. - Provide notes to Web Task Force by August 1, 2007

6.A.2. - Request a listing of 1-2 short-term goals with measurable objectives is provided to the Marketing Subcommittee by October 30, 2007. Web Task Force to address.

6.A.3. - Request long-term goals with objectives be provided to Marketing Subcommittee by February 1, 2008 Web Task Force to address.

6. B. Review, assess and make recommendations for making the class schedule a direct mail marketing piece vs. an informational tool only. Lead: Ann Garten, Francisco Arce, Jeanie Nishime; Timeline: Oct. 1, 2007

#### Action Steps

6. B.1. - By September 30, 2007 present outline for class schedules revamped as a direct mail marketing piece. Determine what mailing options to utilize to reach targeted audience. Cost: \$60,000

6. B.2. - Determine mailing options to reach target audience. Lead: A. Garten. Cost: \$50,000

6. C. Utilize data to better understand current students and best ways to reach potential students

#### Action Steps

6. C.1. - For fall 2007 and spring 2008 semesters, utilize researchers to analyze available data to identify demographics of current students, 5-year high school trends, to ascertain similarities of populations within our service area to target for recruitment. Lead: Irene Graff

6. C.2. - During the 2007-08 academic year hire a professional research firm to conduct a community survey to match data of our current students and identify underserved populations to target for recruitment. Lead: Ann Garten

## SHORT-TERM ACTION PLAN 2007-08

6. D. Identify notes from Enrollment Management and Planning workshops that require participation from Marketing Subcommittee as well as other Enrollment Management subcommittees

### Action Steps

6. D.1. - By September 30 identify ideas and which subcommittee Marketing should work together with to determine future goals. Lead: Ann Garten

### Student Retention

**7. The Vice Presidents of Student Services and Academic Affairs will coordinate ongoing and systematic research of student success, retention and persistence. In coordination with the appropriate deans and faculty will continue to develop intervention methods to achieve a college-wide retention rate of 80% for 2007-08.**

**Total cost - \$23,000**

7 A. Classroom Retention Initiative - Encourage instructors to take steps to increase retention in their classes. Coordinate with the Basic Skills Committee. Lead: Ruth Banda-Ralph; Budget: \$3,000

### Action Steps

- 7. A.1. - Each semester, develop list of steps utilizing expertise from instructional and counseling division faculty and staff
- 7. A.2. - Present steps to instructors at Flex day meetings or department/division meetings in fall semester. Distribute steps to all instructors via biannual newsletter.
- 7. A.3. - Follow-up reminders to instructors using list-serve communication.
- 7. A.4. - Invitations to workshops presenting "On Course" strategies for instructors.

Action Step measurement of progress:

- I. Numbers of faculty reached by direct communications.
- II. Number of faculty who implement any the steps.
- III. Methods of assessment: attendance at presentations, numbers of reminders received. Follow-up survey to sample of faculty.

7 B. In an effort to bolster student retention the college will increase the number of new students who receive an educational plan by 10% in 2007/08 as compared to the number of new students who received educational plans in 2006/07.

### Action Steps

- 7. B.1. - Increase adjunct counselors by 400 hours. Estimated cost: \$20,000.
- 7. B.2. - Dean of Counseling, together with staff, will determine deployment of counselors to highest need areas.

Action Step measurement of progress:

- I. Add counseling services at peak times as reported by Dean of Counseling.

Supplemental Board Meeting Information 9-27-07

## SHORT-TERM ACTION PLAN 2007-08

7. C. The college will increase student enrollment in Human Development 8 - Orientation to College and Educational Planning.

### Action Steps

7. C.1. - Encourage all students, especially those placing into one or more developmental courses (in Math, Reading or Writing), to enroll in HDEV 8, taking these steps:

- I. Outreach to counselors by the Human Development Marketing Group
- II. Create flyers, posters and websites promoting HDEV 8 courses.
- III. Distribute information to students in Counseling, Testing, Admissions, Financial Aid, and at public places on campus.
- IV. Participation in campus fairs.

7. C.2. - Create additional sections of HDEV 8 as needed, to meet student demand

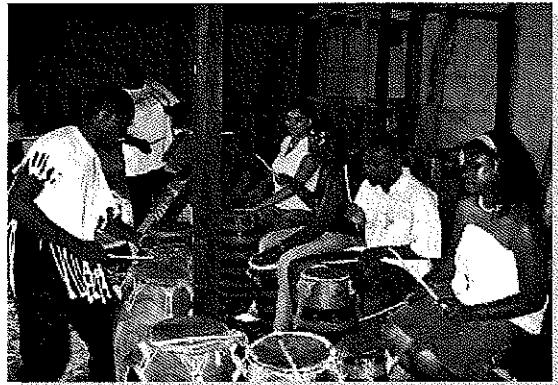
7. C. 3. - Responsible persons: Human Development Marketing Group (K. Daniel-DiGregorio, J. Soden, P. Quintero, V. Herrera, N. Burruss, A. Garten). Vice President Arce and Dean Miranda will need to make decisions for step (b).

- I. Completion of steps listed above in (a). Increased by enrollment and wait lists in HDEV 8 sections.

7. D.1. - Provide training for all faculty to better serve basic skills students. Review the effectiveness of assessment tools used to place students in basic skills courses. Lead: Donna Manno.

# EL CAMINO COLLEGE

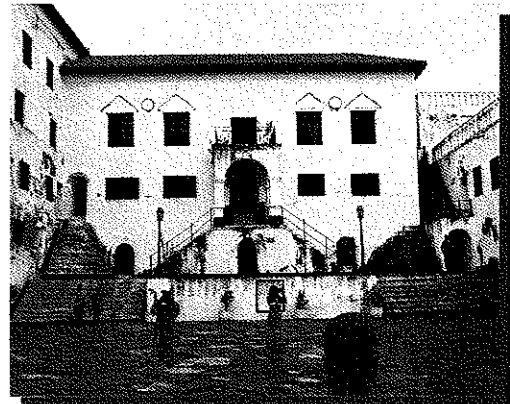
## WINTER STUDY ABROAD PROGRAM IN **Ghana**



*Students in drum class with Nyame Tease Drum & Dance Group, 2005*



*Recent study abroad program students in Ghana*



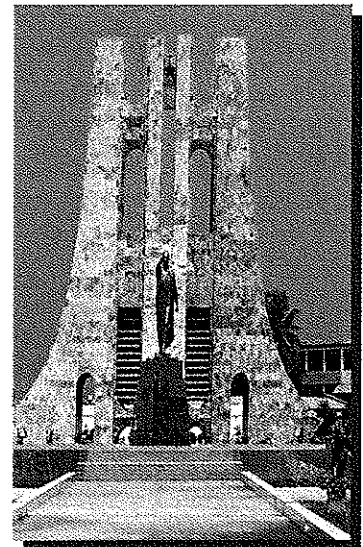
*Inside Elmina Castle*

### January 10 – 30, 2008 21 Days

#### THE PRICE FOR THE PARTICIPANT INCLUDES

- |   |   |
|---|---|
| 1. Round-trip air transportation from Los Angeles to Accra, Ghana                 | 6. City tours, excursions, and cultural visitations               |
| 2. Students residence associated with University of Ghana and hotel accommodation | 7. Taxes and service charges as related to hotels and restaurants |
| 3. Most meals   | 8. Bradt Ghana guide book   |
| 4. Transportation by private vehicle  |   |
| 5. Educational, cultural events and performances                                  |   |

Estimated price \$3,445 per person  
Plus air ticket related taxes



*Kwame Nkrumah Memorial*



**Please visit our next information meetings**

Friday, September 28, 2007, at 12:00pm in SSC 109

Wednesday, October 10, 2007, at 12:00pm in SOC 203

Tuesday, October 16, 2007, at 6:00pm in SOC 208

Wednesday, November 7, 2007, at 12:00pm in SOC 203

Thursday, November 8, 2007, at 6:00pm in SOC 203

*For more information please contact*

**ELAINE MOORE**

*Fine Arts Counselor*

310-660-3632

emoore@elcamino.edu

**KOFIYANKEY**

*Professor of Economics*

310-434-8237

kofiyankey1@yahoo.com

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

September 13, 2007

TO: Trustee Dr. Nathaniel Jackson

SUBJECT: Nicaragua Trade and Exchange Grant

The following is an explanation to your request for information regarding the Nicaragua Trade and Exchange Grant:

This is a two-year federal grant project that seeks to design and deliver a training program consisting of in-country training in the Managua area and a U.S. based residency in the Los Angeles area, to a group of Nicaraguan community, business and youth leaders. The project will be conducted in collaboration with the Universidad Politecnica de Nicaragua (UPOLI), the South Bay Latino Chamber of Commerce and the California State San Bernardino Center for Entrepreneurship.

The project will also establish training and support to businesses in the South Bay through the South Bay Latino Chamber on import/export procedures; provide training to businesses and government staff in Nicaragua; assist in their import/export capabilities to the Polytechnic University of Nicaragua in the provisions of small business and import and export services.

The total amount of the grant is \$251,304 over a two-year period of time, September 1, 2007 through August 31, 2009. The grant funding from the granting agency is \$138,480. The College match (in-kind – administrative costs, general program costs, and travel expenses) is \$112,824.

Bo Morton is the Administrator of the Grant and John Means is the Originator.



## **Business Services Division**

### **Inter-Office Memorandum**

Date: August 31, 2007

To: Thomas M. Fallo

From: Rocky Bonura

Subject: Response to Board Member Inquiry

In response to your request via Dr. Marsee, please find herein explanations for the POs in question:

1. PO100503 The Daily Breeze – Advertising for the Employment Opportunity, Writing Center Tutor.
2. PO100560 Datatel, Inc. - This PO is tied to the Colleague Server Upgrade, Release 18, that will allow the District to continue to offer telephone registration for students.
3. PO100366 ASBDC – Center for International Trade Development PO for conference registration for Bronwen Madden to attend ASBDC '07 Annual Conference in Denver, CO on Sept. 16-19.
4. PO100467 Hyatt Regency Denver – Lodging accommodations for Sharon Peterson and Barbara Casper to attend the ASBDC conference.
5. PO100468 Hyatt Regency Denver – Lodging accommodations for Starleen Van Buren and Bronwan Madden to attend the ASBDC conference.
6. PO100570 Liebert Cassidy Whitmore – For Leo Middleton to attend the Train the Trainer Seminar on Sept. 10. The seminar training includes employment issues, harassment prevention, and other related matters.
7. PO100599 American Express – The District utilizes the services of Arbor Travel for air accommodations. Although Arbor Travel confirms make these arrangement and prepares itineraries, payment is direct to American Express. In this particular case, the PO is for round trip airfare from Los Angeles to Denver for several staff to attend the ASBDC conference. These are not individual credit cards.

8. PO100607 American Express – Using the same description as above, this PO is for round trip airfare from LAX to Minneapolis for Judith Norton and Scott Zuvich to attend the Best Coffee Program Meeting.
9. PO100401 Registry of Interpreters – This PO is for an annual membership in Registry of Interpreters for Deaf, Inc.
10. BPO100156 American Educational Opportunities – This PO is for the balance of participation in the Fall Tour 2007 Shanghai Option for Leonid Rachman.
11. BPO110389 Bank of America – This blanket PO is for emergency purchases to maintain District operations in the ITS Division (Don Treat).
12. BPO110514 Doris M. Griffin – The contractor will be creating an on-line degree catalog for students.
13. BPO110517 Rory Livingston – The contractor will provide School Business Advisory Services in the Business, Fiscal and Budget Operations of the Compton Community Educational Center.
14. BPO100271 China Focus Travel – For hotel, transportation and tour accommodations for 21 ECC faculty and Bo Morton in China. The Global Experience Through Technology Grant pays this for.
15. BPO110424 S & B Food Services – This PO is for Meal Tickets for student within the EOP&S CARE Program.
16. BPO110470 Amir Hashemi – The contractor will conduct on-site training courses for the Specialty Beverage Certification Program within CACT.
17. BPO110474 Enterprise Rent-A-Car – Payment for rental vehicle for Thomas Niland of the Small Business Development Center while he is in town.
18. BPO110491 City of Torrance – This blanket PO is generally used for supplies for the ECC Police Department; in this case, the charge is for Arresting Processing Fees that is billed quarterly.

In response to another inquiry, blanket POs #s B0097980 and B0099251 for Solar Integrated, Inc. were Board Approved on April 16, 2007.

For clarification, a contract with the City of Redondo Beach provides for ECC to conduct 320, 4-hour training sessions in customer service.

Cc: Jeff Marsee

## Organization of American Historians



Search

Membership

Activities

Publications

About OAH

# Reconnecting a Profession: Building Ties with Two-Year Faculty

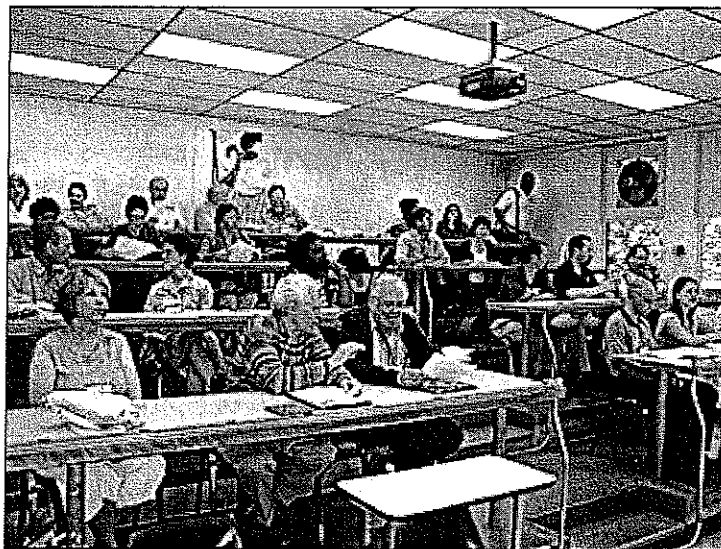
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AUG 28 2007

**Juli Jones**

*OAH Newsletter 35 (August 2007).*

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At the inaugural OAH regional workshop series for two-year faculty on the campus of El Camino College, in Torrance, California, community college historians, including forty-six-year OAH member Abraham Hoffman (center), discuss their work on internationalizing the U.S. survey at a session with USC's Carole Shamas.

"I feel a desperate need to get updated on scholarly trends...to reconnect with my profession...to learn from colleagues who teach *my* field." These pleas from community college historians are at the heart of a new initiative developed by the Organization of American Historians to offer an ongoing regional workshop series for two-year faculty. The first workshop was held June 21-23, 2007 at El Camino College, Torrance, California, and received overwhelmingly positive reviews. Through its Second Century initiative, the OAH has raised funds from historians and history friends throughout the U.S. to enhance the teaching of American history and support historians at two-year institutions. The challenge for the project is to reconnect two-year faculty with their profession; and to overcome the barriers for many faculty who have felt cut off from the larger historical community, lack institutional support for professional development, and

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CC: Board

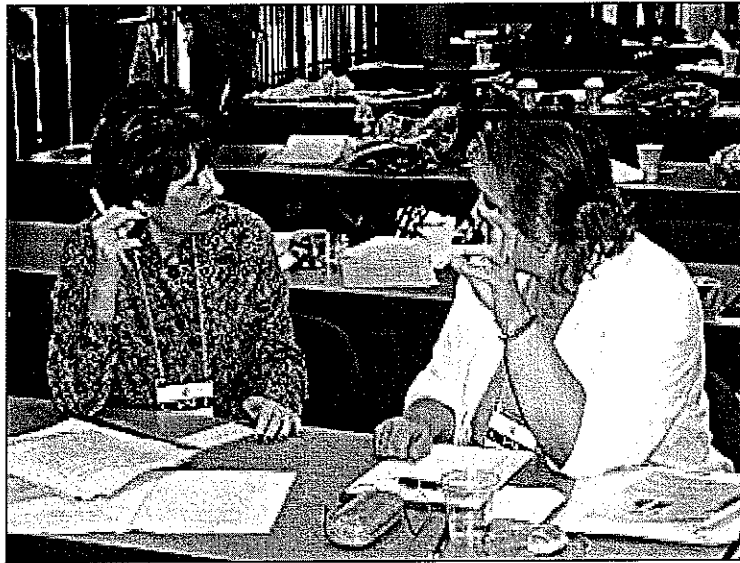
learn from others with similar experiences, and to develop a network to support them in the future. They felt a need to work with others to respond to challenges from community college administrators regarding online education, accountability, and assessment. Their most important concern was to meet the needs of underprepared students and new Americans while maintaining collegiate standards for U.S. history courses. They want to engage with four-year colleagues, to keep current in their field, and to share their ideas and expertise in maintaining the integrity of the foundation U.S. survey course.

To help meet these needs, OAH pulled together a task force of community college historians from around the country to help devise the workshop series that was piloted last month in California. Fifty community college historians attended a series of core sessions (to be repeated in future workshops in other parts of the country) as well as panels specifically related to regional issues and interests. These included state of the field sessions on immigration, featuring David M. Kennedy, and women and Latino/a history presented by Vicki Ruiz. Other sessions focused on California oral history projects, working with underprepared students and new Americans, using online primary source documents, U.S. history in a global context, interpreting history with museums and materials, online survey courses, teaching late twentieth-century and recent history, incorporating geography and online maps, and finding financial and other resources to build local partnerships, programs, and networks.



Historians, including longtime OAH members Lesley Kawaguchi and Julian DelGaudio, share ideas on immigration following David Kennedy's State of the Field presentation.

phone call from their professional organization. This created much goodwill and interest and appreciation for OAH, and renewed faculty interest in professional involvement.



Mary Jo Wainwright (right) explains points from her Online Survey Course presentation.

Although the workshop was targeted for the Los Angeles area, community college historians registered from the hinterlands and deserts of southern California, northern California, and Nevada, driving long distances, and even flying in from Oregon, Washington, Indiana, and New York. Faculty response was overwhelming—they were enthusiastic about the session topics, presenters, state of the field sessions, and the opportunity for funded professional development. The workshop and outreach has provoked an emotional response from community college historians, an intense gratitude that OAH is interested in them and cares about the issues they struggle with. We saw firsthand at El Camino the accomplishment of our dream—to have a successful outreach effort in local areas, to make the OAH real and personally invite two-year faculty to become involved, to make OAH a real resource for historians who feel alone and detached from their colleagues, and to bring two- and four-year colleagues together to enhance our efforts with the survey in practical ways.

Workshop participants were universally enthusiastic in their evaluations of the first workshop at El Camino College. One commented that "I have attended a number of workshops and conferences, but this is far and away the best one in which I was able to really participate." Many said that they gained practical information to incorporate into their classroom, were reenergized, appreciated the bonding between



**California Lottery**  
Headquarters  
600 North Tenth Street  
Sacramento, CA 95814  
[www.calottery.com](http://www.calottery.com)

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SEP 14 2007

September 7, 2007

Greetings:

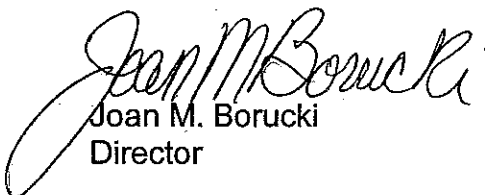
In 2006, the California State Lottery (Lottery) embarked on a year long endeavor to better understand the strengths and weaknesses of the whole organization. After over a year of self assessment, conversations with staff, industry professionals, vendors and other business and government entities, the Lottery began the exercise of setting long term goals for the organization.

Much of the data gathered as well as the goals for the Lottery are memorialized in the attached Business Plan. While a good deal of information and analysis exists at the beginning of the document, you may wish to visit our goals and initiatives immediately; these can be located starting on page 71.

The Lottery is proud to return 95 cents of every dollar to the community in the form of education contributions, prizes and retailer commissions. For more information on the California State Lottery, please visit [www.calottery.com](http://www.calottery.com).


I hope you find the Business Plan informative and useful. If you have any questions, please contact me at (916) 323-0403.

Sincerely,

  
Joan M. Borucki  
Director

Enclosure

*Board*



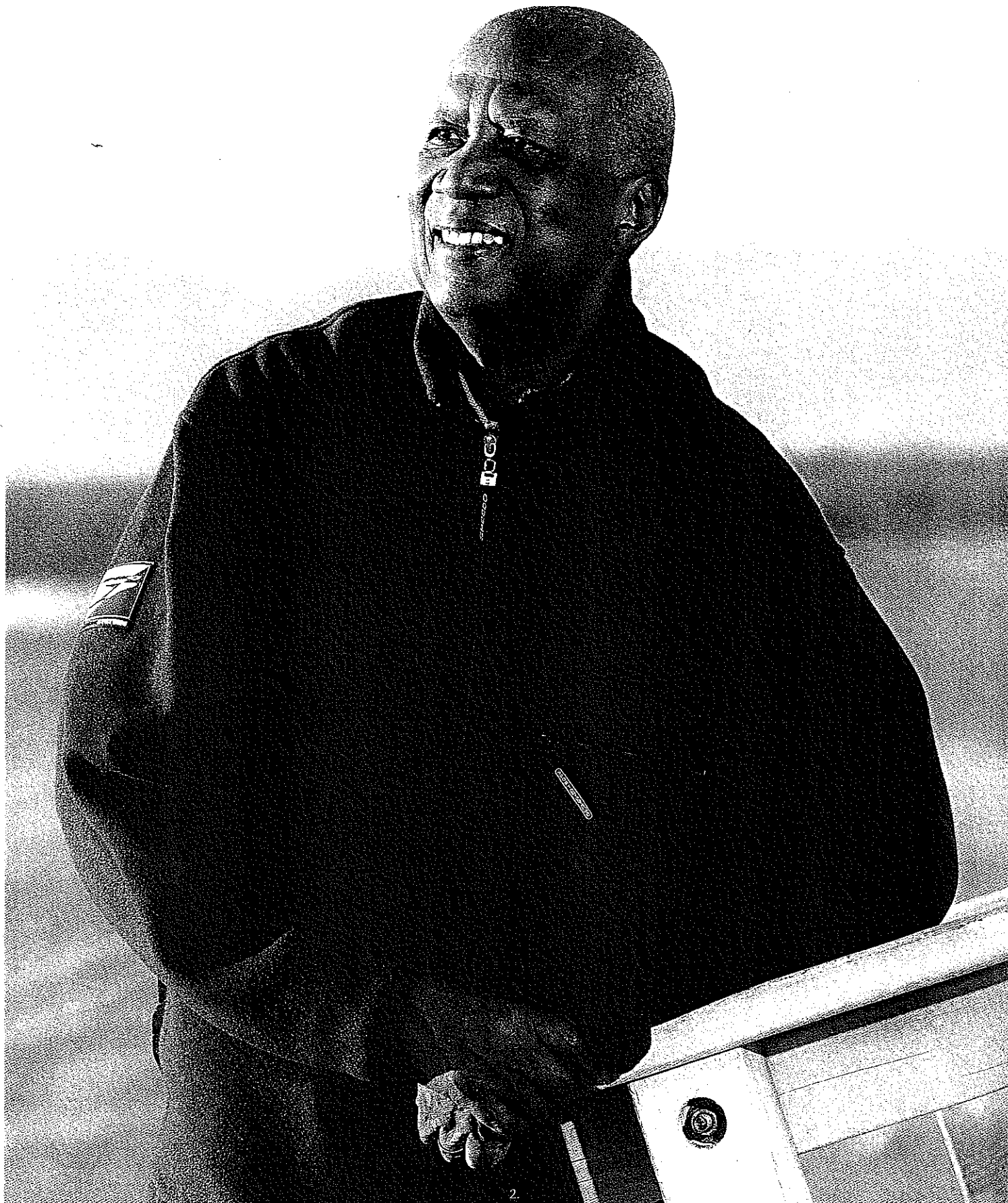
"EACH TIME I PICK UP THE  
LINE TO LISTEN, TO CARE,  
I KNOW THAT IF I GIVE A  
LITTLE BIT OF HOPE,  
IT MIGHT BE ENOUGH TO  
HELP THAT PERSON'S LIFE."

*Rosalind Lee*  
*Crisis Line volunteer since 2002*

DIDI HIRSCH  
COMMUNITY MENTAL HEALTH CENTER  
ANNUAL REPORT 2005-2006

give





# give opportunity

"WHEN I FIRST GOT INVOLVED WITH DIDI HIRSCH, I KNEW THERE WAS A CRITICAL NEED FOR ITS PROGRAMS. AS A LONGTIME INGLEWOOD RESIDENT, I'VE DONE ALL I CAN TO CONNECT DIDI HIRSCH WITH THE SOUTH LOS ANGELES AND INGLEWOOD COMMUNITIES BECAUSE IT IS CLEAR THAT THE NEED IS GREAT AND THE RESOURCES FEW. TODAY, DIDI HIRSCH IS A HAVEN IN THESE COMMUNITIES."

*Nathaniel Jackson, Ph.D., Board Member since 1996*

Nate has spent much of his life helping others. Whether as a community leader, Air Force psychologist, father, or educator, Nate strongly believes in helping others by giving them the right tools to overcome any obstacle.

As an educator and college administrator, he has mentored several generations of young people, encouraging them to tap into the best parts of themselves in the face of adversity. As a community activist for organizations such as the NAACP and the Urban League, Nate has helped reduce economic, social, political, educational, and racial inequality.

As a member of Didi Hirsch's Board of Directors for more than a decade, Nate has helped the agency form critical alliances with key leaders in the South Los Angeles and Inglewood communities. Through these relationships, Didi Hirsch has been able to bring services to individuals and families in these neighborhoods, which are the most underserved in Los Angeles County. The programs include child and family counseling, parenting classes, short-term crisis residential programs, and psychiatric services for severely mentally ill children and adults.

*At our Inglewood Center, four out of every five adults suffering from mental illnesses have improved their quality of life. Since beginning treatment, they have been able to better manage their symptoms, adhere to medication regimens, and live independently.*



# 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 19 • Number 10

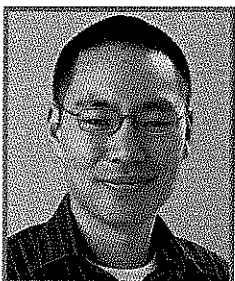
September 7, 2007

## Welcome New Full-Time Faculty

A sincere welcome to our new full-time faculty! This newsletter introduces our outstanding educators. Please take some time to meet our newest full-time faculty and welcome them to El Camino College.



**Thanh-Thuy Bui**, Natural Sciences, Anatomy and Physiology Instructor. Thanh Thuy has a doctorate in medicine from the University of East Central in Dominican Republic and a bachelor's degree in biochemistry from Mount St. Mary's College in Los Angeles. Her career experience includes faculty positions at area community colleges, including Mount San Antonio College in Walnut, Harbor College in Wilmington, East Los Angeles College in Monterey Park, and El Camino College.



**Matthew Cheung**, Humanities, English Instructor. A graduate of El Camino College, Matthew also received a bachelor's degree in English from UCLA and a master's degree in English from California State University, Long Beach. He has taught a variety of English courses, ranging from "Writing the College Essay" to "Intensive Grammar Review." Matthew has been an instructor at California State University, Dominguez Hills; West LA College; Cerritos College; and California State University, Long Beach.



**Guillermina Colunga**, Health Sciences and Athletics, Radiologic Technology Instructor. Guillermina graduated with honors from the El Camino College radiologic technology program and also earned a bachelor's degree in health science administration from the University of Phoenix. Her professional experience includes working as a radiologic technologist for several years; she also mentored entry-level technologists. She is a member of the American Society of Radiologic Technologists.



**Kristie Daniel-DiGregorio**, Behavioral and Social Sciences, Human Development Instructor. Kristie graduated from Northwestern University where she earned a doctorate in philosophy, education and social policy and a master's degree in education. She also holds a bachelor's degree in psychology from Trinity University. Her career background includes teaching human development and academic strategies courses at El Camino College, in addition to teaching courses at California State University, Long Beach.



**Elise Geraghty**, Humanities, English Instructor. Elise earned a master's degree in English literature from Loyola Marymount University. She also has a bachelor's degree in English from UCLA and an associate degree from Santa Monica College, graduating with honors from both. Her career experience includes teaching a wide variety of English courses including composition, critical analysis and literature at Santa Monica College, East Los Angeles College, and Loyola Marymount University.



**Shephard Jacobson**, Business, Law/Paralegal Studies Instructor. Shephard has a Juris Doctor from Loyola Law School, and a bachelor's degree in history/government from Cornell University. He is an attorney specializing in civil litigation, business litigation, worker's compensation and family law. His teaching experience includes positions at Fullerton College and UCLA. Shephard's legal affiliations include: the State Bar of California, California State Supreme Court, and Los Angeles County Bar Association.



**Miguel Jimenez**, Natural Sciences, Chemistry Instructor. Miguel has a doctorate in organic chemistry, as well as master's and bachelor's degrees in chemistry – all from UCLA. He has research experience in studies conducted at UCLA and taught several chemistry courses at UCLA as a teaching assistant. He is a member of the American Chemical Society, the Society for Advancement of Chicanos and Native Americans in Science (SACNAS) and the UCLA Organization for Cultural Diversity in Chemistry.



**Kaysa Laureano-Ribas**, Mathematical Sciences, Math Instructor. Kaysa earned a bachelor's degree in math at the University of California at Davis, and a master's degree in math from the University of California at Irvine. Her career experience includes faculty positions teaching math courses at area community colleges such as Los Angeles Valley College, Pierce College, Riverside Community College, Santiago Canyon College, as well as El Camino College.



**Lee MacPherson**, Industry and Technology, Fire and Emergency Technology Instructor. Lee is a graduate of the El Camino College Fire Academy and is state certified as a chief officer, fire officer, division/group supervisor, strike team leader and has been an emergency response to terrorism instructor. He has held various positions in the fire fighting profession, including battalion chief, training officer and fire captain. He is a trained paramedic and firefighter and experienced instructor.

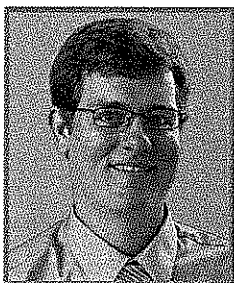


**Noreth Men**, Learning Resources, Librarian. Noreth earned a bachelor's degree in computer science from California State University, Fullerton and a master's degree in library and information systems from California State University, San Jose. She has worked as Santa Ana College's library system administrator for several years. Her career experience also includes positions as a reference librarian for the Placentia Library and as an associate librarian for the Orange County Public Library System.





**Malinni Roeun**, Mathematical Sciences, Math Instructor. Malinni has a doctorate in educational leadership in higher education from Argosy University. She also earned a master's degree in applied mathematics and a bachelor's degree in mathematics, both from California State University, Long Beach. Her career experience includes teaching positions at Golden West College, Coastline College, Orange Coast College, Argosy University, the Art Institutes of Orange County, and Cal State Long Beach.



**Patrick Schulz**, Fine Arts, Music Instructor. Patrick has a doctorate in musical arts from Arizona State University. He earned a master's degree in musical composition from the University of Nebraska, Lincoln and a bachelor's degree in music composition from the University of Wisconsin, Madison. He has taught a variety of music courses at Arizona State University, and Paradise Valley Community College in Phoenix. He also conducts private instruction and has recorded several original compositions.



**Juli Soden**, Behavioral and Social Sciences, Human Development Instructor. Juli received a doctorate in educational philosophy from USC; a master's degree in liberal arts from Baker University; an additional master's degree in counseling from California State University, Dominguez Hills; and a bachelor's degree in English from Fort Hays State University, Kansas. Her teaching experience includes positions at USC; California State University, Los Angeles; and California State University, Dominguez Hills.



**Ana Tontcheva**, Natural Sciences, Chemistry Instructor. Ana received a doctorate in organic chemistry from UCLA and a bachelor's degree in chemical engineering from Michigan Technological University. She previously taught chemistry courses at Pepperdine University, Oxnard College, Mount St. Mary's College, and UCLA. She also has a background in academic research, as well as industrial experience where she worked on product development and research projects.

## Welcome New Administrators

Four extraordinary administrators have joined the campus community since last fall. Please welcome:



**Jeanie Nishime**  
Vice President  
Student Services



**Stephanie Rodriguez**  
Dean  
Industry & Technology



**Arturo Hernandez**  
Director  
MESA Program



**Barbara Jaffe**  
Associate Dean  
Humanities

## Welcome New Staff

Welcome to our 18 new full-time staff members who have joined our campus since October 2006. Our exceptional staff members are listed below. Welcome to all!



**Winifred Baldonado,**  
Clerical Assistant,  
Health Sciences &  
Athletics, 7/2/07



**Luis Bonilla,**  
Night Custodian,  
Facilities Planning &  
Services, 10/2/06



**Aida Bosque,**  
Evaluations Specialist,  
Admissions and  
Records Division,  
2/1/07



**Theresa Clifford,**  
Secretary, First  
Year Experience/  
Enrollment  
Services, 7/2/07



**Veronica Cooper,**  
Administrative  
Assistant,  
Public Relations,  
2/1/07



**Lorena Garcia,**  
Clerical Assistant,  
Enrollment  
Services, 2/1/07



**Philip Mariano,**  
Cosmetology  
Assistant, Industry  
& Technology,  
8/1/07



**Linda Morford,**  
Senior Clerical  
Assistant,  
Business, 1/2/07



**Evangeline Trieste,**  
Secretary, Counseling,  
7/9/07



**Michael Van  
Overbeck,**  
Toolroom/ Instructional  
Equipment Attendant,  
Industry & Technology,  
2/1/07



**Maria Velasquez,**  
Night Custodian,  
Facilities Planning &  
Services, 10/2/06

*Unavailable for photos:*

**Levell Bennett,** Night Custodian, Facilities Planning & Services, 10/2/06; **Kari Brody,** Senior Athletic Trainer, Health Sciences & Athletics, 4/17/07; **Darling Garcia,** Administrative Assistant, Community Advancement, 12/1/06; **Kelleen Gasset,** Senior Clerical Assistant, Community Advancement, 12/1/06; **Michael Martinez,** Dispatch Clerk, Campus Police, 11/1/06; **Jelena Savina,** Program Coordinator, ESL Assessment, 2/1/07; **Rick Yatman,** Buyer, Purchasing & Business Services, 1/2/07

## **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:**

New Student Welcome Day

### **Date of Event:**

Wednesday, August 22, 2007

### **Location of Event:**

El Camino College, Marsee Auditorium and various locations

### **Brief Description of Event/Purpose:**

The New Student Welcome Day is an open house activity sponsored by Counseling & Student Services to showcase and highlight the programs of study, support programs, and services of the college. This program was initiated by Associated Students Office (ASO) and later assigned to Counseling to provide an orientation to new students and their family on college programs and services. During this event, students have the opportunity to interact with faculty, and other students from the discipline of their interest. They can also attend various informational workshops featuring support programs. A Resource Fair is also featured so that students can obtain additional information from services and program staff.

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

Students and parents totaled approximately 900.

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

The number of participants tripled from last year.

### **Sponsors of event:**

Chipotle Restaurant at Rosecrans and Hindry donated 150 burritos; The Coca Cola Company donated 500 water bottles; Kinko's in El Segundo donated 15 directional signs; Community Advancement/Workforce Development and VTEA donated a portion towards the event programs; ECC Foundation donated 10 book vouchers; EOP&S/CalWORKs/CARE donated 500 mini-clocks; Enrollment Services donated 500 t-shirts; Athletics Department donated an i-Pod and 1000 vitamin waters; ECC Bookstore donated 150 plastic bags and various opportunity drawing items; and Associated Student Organization (ASO) donated balloons and ribbons to decorate.

**Lead persons:** Co-chairs-Maribel Hernandez and Griselda Castro – Division Dean Dr. R. R. Smith.

**Cost of event (estimated):** \$57,185.36. Projected cost in the future: \$171,556.08 for 1,500 students.

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### **Funding sources for event:**

Chipotle Restaurant, \$802.50; The Coca Cola Company, \$500; Kinko's in El Segundo, \$719.25; Community Advancement/Workforce Development and VTEA Funds \$300; ECC Foundation, \$1000; EOP&S/CalWORKs/CARE, \$3,500; Enrollment Services, \$2,717.08; Athletics Department, \$200.00, and \$1,500; ECC Bookstore, \$15.00 and various opportunity drawing items; Associated Student Organization (ASO), \$60.00; and, Counseling and Student Services purchased promotional items such as drawstring backpack, pens, mini-stationary, stress balls, lanyards, and pencil sharpeners for a total of \$5,520.00

### **What worked well:**

Counseling presented at the Managers' and Supervisors' meeting, Council of Deans meeting, Board of Trustees meetings, ASO meetings, Counselors meetings, Division Council meetings, and Major Division meetings. What also worked well was that Counseling had a full time Matriculation Coordinator who could devote time and energy in preparing for this event and could maintain on-going committee meetings. As a result, effective structured subcommittees were developed. What also worked well was having mandatory orientations for CalWORKs, First Year Experience, Adult Re-entry, Project Success and Puente on the day of the event. Registration was well organized. In the English as a Second Language (ESL) workshop the faculty described the reading, oral, and writing components of the ESL program and the counselor demonstrated the New Student Orientation Powerpoint presentation for the students. They set up a table with textbooks from each of the classes and examples of assignments for some of their ESL classes, and they were there at the table to answer students' individual questions.

We had approximately 100 faculty, staff, and the eight division deans participate in the Major Division sessions. Faculty as well as the deans reported enjoying the division-major workshops. We had approximately 30 faculty presenting in the second session workshops "Planning for Your College Education." Approximately 80 faculty and staff participated in the Resource Fair. We had approximately 50 volunteers and student staff assisting, not counting the volunteers from the support programs during the event activities. Faculty appreciated that the students in their sessions were grateful that they got information in their field of study and college life, and that they felt welcomed. Students appreciated the promotional items especially the student handbooks that were provided.

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

#### **Registration:**

Have more tables at registration. Have extra surveys -- possibly have Institutional Research print a double amount of anticipated participants. If we run out, we can get them on a short notice from Research and Development. Have volunteers directing students to appropriate steps in registration and have step 1, step 2, step 3, step 4, and step 5 signs. Have pre-registration tables for support programs to check in inside auditorium to avoid confusion in choosing workshops. Morning snacks should be delivered at 9:00 a.m. and not at the time when students are exiting from the Marsee Auditorium.



**Workshops:**

It was suggested that the student panel have equal representation of the El Camino College student population. Provide "give-a-ways" at each workshop to motivate students to stay at the workshop and complete surveys for each of the workshops they attend and scan them separately in order to see a variance within each workshop. It was also mentioned that student dismissal from the auditorium could have been better organized with the volunteers.

During the second workshop, it was suggested to provide # 2 pencils and have a volunteer or two, walk around making sure surveys were done correctly. Give five to 10 minutes before end of workshops to complete surveys. In addition, having volunteers walk students and parents to their second session as well as having the campus tour between the first and second workshop.

**Directions:**

Have more volunteers directing students as they exit each workshop and throughout the campus. Suggestions were made to include all campus faculty and classified staff to assist in directing student and parents around the campus for that day on a rotational basis so that division offices still function.

**Event:**

It was suggested by the Facilities crew that Donna Manno and the New Student Welcome Committee meet so that the same approved rental company can be used for dining tables, which include an umbrella for every white round table. We could make it easier on the Facilities crew, and they can help us elsewhere in setting up. In addition, we might be able to save money by renting the dining tables for two days on the same location (Library Lawn) for two separate events. It was also suggested to designate a liaison to coordinate with the Facilities the layout of the tables and the time set-up is needed for the event.

We need to communicate with Campus Police our needs for this event such as providing better signage and assist in purchasing sandwich boards to put up the signs outside of the campus. Campus Police can also provide us with a cadet to assist us in directing traffic and guide students and parents to the free parking locations. Next year, more food needs to be ordered to serve more students, parents, volunteers, faculty, staff, and administrators. One suggestion was to hire In and Out or McDonalds' truck to cater the food so it is not outside in the hot sun and our volunteers can rest at this time.

The photographer was unable to take enough pictures of the event because he was scheduled for both programs at the Compton Center as well as El Camino College. It was suggested to consider having another radio station, because of the noise level, which made it difficult to communicate with students during the Resource Fair. Professional balloon displays can be ordered so that the volunteers can help us with registration in the morning and directing students and parents around the campus.

**Anticipated date for next event:**

Wednesday, August 20, 2008

## **Daily Breeze**

Tuesday, September 04, 2007

### **Tuesday Letters to the Editor**

#### **Torrance**

##### **Students becoming litterbugs**

After taking my morning walk through the El Camino Village area recently, I felt that I finally had to write this letter to express my regrets of the type of young people growing up today.

They all talk and preach of doing the right thing to take care of our environment, yet the trash they throw around the El Camino College exterior properties leaves one to wonder if they are all talk and no show.

While there are no classes being attended, Manhattan Beach Boulevard has its minimum amount of trash and some graffiti on the walks. Once El Camino starts its registration and classes, both of these items jump by fiftyfold and continue on through the class times.

I am beginning to believe that the extra costs of cleaning this area should be borne by the college, and the costs should be passed on to the students.

- WALTER SNOW

El Camino Village

cc: Board .

ROBERT CASILLAS/STAFF PHOTOGRAPHER

Tom Bernard, son-in-law of Severa Madrona, regains his composure after speaking to the media Tuesday at the El Camino Village site where her body was found, while sheriff's Lt. Pat Nelson speaks. The Sheriff's Department is seeking help from the public in its search for the killer.

## Man sought in El Camino Village slaying of woman, 76

By Larry Altman  
STAFF WRITER

Detectives released a sketch Tuesday of a man sought in the brutal killing of a 76-year-old El Camino Village woman.

Two witnesses saw the man leaving the area Sept. 18, shortly before the body of Severa Madrona was discovered in the backyard of a home at Eriel Avenue and 152nd Place.

Madrona was beaten as she took her morning walk through the unincorporated area wedged between Gardena and Lawndale, sheriff's Lt. Pat Nelson said. The crime occurred sometime between 7:30 and 8:30 a.m.

The assailant dragged her body 15 to 20 feet into the backyard to conceal it from view. Residents of the home found Madrona.

"At this point, we do not have a motive for this heinous attack," Nelson said at a news conference called to ask for the public's help in solving the slaying.

Madrona, who walked several miles every day in her neighborhood, was a mother of eight. She had so many grandchildren that family members miscalculated when they originally said she had 22. She actually had 29. She also had four great-grandchildren.

Madrona's son-in-law, Tom Bernard, pleaded for information that



**Severa Madrona was beaten to death.**

her daughter, Virginia, on a nearby El Camino Village street.

A native of the Philippines, Madrona arrived in the United States 24

would help catch the man. He said he believes El Camino Village residents might have seen him.

"Whatever you saw, pick up the phone and tell (the detectives)," Bernard said. "If we can't patrol our own neighborhood, who can?"

Madrona lived with Bernard and her daughter, Virginia, on a nearby El Camino Village street.

years ago, became an American citizen and volunteered as a poll worker for every election.

"She was walking down the street at 8 o'clock in the morning. Come on," Bernard said. "This is senseless."

The man witnesses described is black or dark-skinned Latino in his late teens or early 20s, about 6 feet tall with a medium build. He had brown eyes and short dark hair.

"Our real concern is he's still out there," Nelson said.

Anyone with information is asked to contact the Sheriff's Department's homicide bureau at 323-890-5500.

[larry.altman@dailybreeze.com](mailto:larry.altman@dailybreeze.com)

## **Pro Immigrant.com**

**SUNDAY, AUGUST 26, 2007**

**Imposters fraudulently drained the Minuteman Project corporate bank accounts.**

**This actions violate the Minuteman Policies and make them criminals why they are not been prosecuted Mr. Jim Gilchrist?.**

**The real victims here are three hundred million American citizens who have had their nation's security and sovereignty put on hold on Minuteman Project.**

**What A fiasco for the Minuteman Project who claimed to be a patriotics, loyal, and leaders for they believers but I just found out that are a few Criminals, Liars, Thieves, fugitives, and breaking the Law. See for yourselves.**

**Minuteman Project lawyers stopped a town hall meeting sponsored by Minuteman Project imposter Marvin Stewart scheduled for a Compton, Ca. College August 11.**

**The use of college facilities by Jim Gilchrist's Minuteman Project for a public forum was part of a legal settlement between the Minuteman Project and the college.**

**Compton College officials were under the impression that they were settling the law suit with the President and Founder of the Minuteman Project, Inc., Jim Gilchrist. The college was shocked to learn that they had been misled by Marvin Stewart into believing that he was the President of Gilchrist's organization in what appears to be a scheme to cash in on a law suit settlement earmarked for the Minuteman Project.**

**Many good-hearted Minutemen and women claim they were sickened several weeks earlier when they read the deceptive boastings of Marvin Stewart portraying himself as "the President of the Minuteman Project, Inc." on flyers broadcast over the internet by Barbara Coe's California Coalition for Immigration Reform (CCIR), a group closely affiliated with Marvin Stewart.**

**"Coe and Stewart set themselves up for a claim of fraud and misrepresentation that allowed MMP attorneys to stop their delusional actions," Gilchrist commented from his home in Aliso Viejo, Ca.**

**"Coe provided the imposters full access to her membership mailing list and other CCIR assets to broadcast announcements of the bogus August 11 town hall meeting at Compton College, which included about 20 local bureaucrats and political candidates, all of whom were also misled by Marvin Stewart," Gilchrist said.**

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**CC : Board .**

The forum was to address U.S. immigration policies and consequences.

Recently, for a second time since February, Marvin Stewart filed fraudulent documents with the state of Delaware, illegally claiming that he is the president of Jim Gilchrist's Minuteman Project.

In the past Stewart has filed fake documents with Delaware claiming that he, Deborah Courtney, and Barbara Coe, are 'his' board of directors of the Minuteman Project, Inc. These fraudulent documents have been used to steal Gilchrist's Minuteman Project bank accounts, ownership rights to property, and web sites. Gilchrist has since gotten back ownership of these bank accounts, web sites and property, but not before sustaining significant theft and damage.

MMP attorneys in Delaware quickly caught the most recent corporate identity theft and notified MMP counsel in California.

The MMP, under the direction of Jim Gilchrist, launched a lawsuit against Compton College last January for suppression of free speech against the MMP after the college arbitrarily refused to allow the organization to use its auditorium to present a public forum on immigration.

On January 9, 2007, as Gilchrist was preparing the law suit with legal counsel, Marvin Stewart demanded that Gilchrist include him in the law suit as an individual plaintiff, apparently so that he could claim his own financial prize separate from the Minuteman Project. Gilchrist signed the law firm's engagement letter and his organization paid the initial \$750 retainer fee.

Apparently, thereafter Marvin Stewart and attorneys Richard Ackerman and Michael Sands, of the Temecula, Ca. law firm of Ackerman, Cowles and Lindsley, secretly held backroom meetings without the knowledge of the Minuteman Project, Gilchrist claimed.

"The law firm apparently pretended to represent the real Minuteman Project," Gilchrist said, " but all the while covertly representing the fraudulent Marvin Stewart".

"With the masterful use of fake corporate documents Marvin Stewart, Deborah Courtney and Barbara Coe apparently persuaded the attorneys that Jim Gilchrist was an embezzler and thief and that Marvin and "his" board had to forcefully remove Jim Gilchrist from the organization he had created," said Stephen Eichler, a consultant for the organization.

"As part of the apparent ruse, the trio apparently insisted that all of these claims of criminal activity about Gilchrist and his wife must remain secret 'to protect the movement'," Eichler added.

"This is the most despicable act of character assassination and corporate identity theft I

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have ever seen in my life," Eichler said. "And I will see to it that law enforcement follows through with criminal indictments against these "hijackers" as soon as we are finished with the civil proceedings."

"Meanwhile", Eichler continued, "the imposters fraudulently drained the Minuteman Project corporate bank accounts last February in what seems to be part of a well-planned fraud perpetrated against Washington Mutual Bank in Aliso Viejo, Ca."

Ironically, on several occasions during the ruse Barbara Coe was quoted to say to attorney Richard Ackerman and C.C.I.R. members that she "loved Jim and wanted to protect him", according to former CCIR members, who have recently quit that group over her involvement with what Gilchrist refers to as "hijackers". Ackerman foolishly believed everything he was told by the imposters and accepted the fake corporate documents as valid, without so much as a phone call to Jim Gilchrist to follow up on the validity of Marvin Stewart's apparent charade, according to Gilchrist.

When Compton College learned of the fraud being perpetrated against it by the imposters the college immediately cooperated with legal counsel of Jim Gilchrist's Minuteman Project and cancelled the venue for the town hall meeting.

Upon discovery of the apparent fraud, Gilchrist promptly "fired" Ackerman's law firm and warned the firm not to attempt to represent the Minuteman Project, Inc. in any way.

Gilchrist also notified Dick Ackerman and Mike Sands that he has filed official complaints with the California Bar Association demanding an investigation of each of them.

"Bar complaints carry stiff penalties, including disbarment from the practice of law," Gilchrist said. On August 17 Gilchrist instructed MMP counsel to immediately commence malpractice suits against Ackerman and Sands.

The settlement to be paid by Compton College to Gilchrist's organization is tentatively \$9,000 cash, plus security protection and a public meeting forum. The estimated value of the settlement is over \$24,000.00 in cash and benefits.

Stewart, Courtney, and any other persons they illegally named to their fictitious board of directors apparently were to share in this cash bonanza, with perhaps Marvin Stewart probably taking the bulk of it. Also, Ackerman's law firm would be paid for their "so-called" legal services to Gilchrist's Minuteman Project, according to Steve Eichler.

"Could there be a conspiratorial financial scheme behind Marvin Stewart's latest attempt to steal the identity of the Minuteman Project?", asked Gilchrist, who has been the sole director of the Minuteman Project since he founded it on October 1, 2004.

Gilchrist said he is taking decisive legal action to protect the loyal trust that so many

Americans have placed in him. "I am filing another criminal complaint against Marvin Stewart this morning," Gilchrist said. "This is the fourth criminal complaint I have filed against him in the past six months. They are piling up and eventually Stewart will have his day in criminal court, just like his fellow hijacker, Paul Sielski."

One of the hijackers, Paul Sielski, the boy friend of minuteman imposter Deborah Courtney, was arrested on March 21 by the Fugitive Task Force of the Orange County Sheriff's Dept. after it was learned that he was a fugitive from Maryland. He is currently being held without bail by Maryland State Police awaiting prosecution for crimes allegedly committed there. He faces a 20-year prison sentence.

"Also, Stewart has been reported several times to the Department of Veterans Affairs, where he works and possibly has access to sensitive identity information for tens of millions of U.S. military veterans", Gilchrist added. "He is a government employee and he should know better than to masquerade in the identity of others, especially in an era of terrorism and rampant identity theft."

"I encourage everyone to call the Orange County District Attorney's office in Santa Ana, Ca. and leave a message for prosecutor Elizabeth Henderson to bring forward criminal indictments against the unscrupulous persons who have repeatedly tried to pirate the Minuteman Project, Inc. for their own selfish delusions of monetary gain," Gilchrist said.

"But, the only thing their charades have accomplished is a national disruption in the minuteman movement. The real victims here are three hundred million American citizens who have had their nation's security and sovereignty put on hold while the Minuteman Project deals with a gang of 21st century Benedict Arnold's and identity thieves," Gilchrist concluded.

## EDITORIALS

## One step forward . . .

As the mayor tries to kick-start school reform, the L.A. Unified board stumbles over health benefits.

WHILE MAYOR Antonio Villaraigosa was off and running this week with a promising venture to remake a group of needy schools, his handpicked majority on the school board was stumbling through an embarrassing breach of transparency — proving that although the ground is fertile for change at the Los Angeles Unified School District, not everything is coming up roses.

The mayor has a tentative agreement with the school district to give him about 20 low-performing schools to improve. His vision is customarily grand, encompassing school uniforms, empowered teachers and, yes, even healthcare. At least Villaraigosa has both the coalition-building and fundraising skills to make it happen.

Critics will complain, with some justification, that the mayor will be showering his affection and considerable resources on a few schools while so many are in need. But it represents a chance for real progress for more than 30,000 students — close to 5% of the district's enrollment. At this

point, anything that can radically shift the educational future of that many students is welcome.

Sadly, while the mayor was gaining union concessions so teachers can take on new roles, the new school board he helped elect was quietly handing \$35 million, most of it in health benefits, to 2,000 part-time cafeteria workers.

The giveaway was hidden under innocuous wording in the board's agenda about lengthening cafeteria work shifts so kids would have more time to eat. In fact, the shifts were expanded to qualify the employees for health benefits. The district's budget is already in trouble, and neither the board nor administrators know where to find this money.

This is a bad start for a new board that ran on promises of transparency and pushing more money into the classroom. We agree that health insurance is an important social issue, and we would like to see the schools extend vital benefits to all employees. But this has to be done in a fiscally responsible manner, by first reforming the district's burdensome benefits package to free up funds.

Even worse, though, is continuing the long-time tradition of pretending that something for adults is really about the kids. This just confirms the ongoing perception that no matter who sits on the governing board, it's the union bosses who run the L.A. schools.

CC: Board



# High-Tech High

## Peninsula adds El Camino College-based robotics course

By Shelly Leachman  
STAFF WRITER

**A**iming to provide earlier exposure to careers in engineering, another South Bay high school is adding robotics classes to its list of extracurricular offerings — and offering college credit to boot.

Starting Tuesday, **Palos Verdes Peninsula High School** students can take an **El Camino College** robotics course from the comfort of their own campus.

"The earlier we give them the opportunity to see if they like this kind of thing, the better," said the college's Karen Hess, who spent an hour last week at Peninsula trying to sign up students. "We want to get them at ninth grade preferably, start them at the beginning and keep them moving up."

Hess works with El Camino's **Project Lead the Way**, which already has such initiatives in place at **Hawthorne** and **Redondo Union** high schools, as well as **City Honors High** in Inglewood and the **California Academy of Math and Science** at **CSU Dominguez Hills**.

"We want to get them from high school through college, into internships and into jobs," Hess said. "There are great careers to be had here."

The after-school class is offered first-come,

first-serve to ninth- through 12th-graders, who will earn both high school and transferable college credit for taking it. Up to 28 students will be accepted each semester.

A decent-sized cluster of interested students gathered around a tiny table inside Peninsula's College and Career Center, where two robotics kits were displayed and two real robots were whirring around.

El Camino instructor **Emmanuel Villaroman** was on hand to answer questions and entice the kids into joining by promising they'd learn about "capacitors, transistors, diodes and circuits."

"Who signed up?" he asked, before exclaiming, "It's fun!"

Junior **Anthony Morreale**, 16, appeared skeptical of the petite sales pitch but signed up anyway. He's already a robotics buff, and the class, he said, "seems like a cool opportunity."

"I might pursue a career to build things like this one day," Anthony asserted, pointing at a rudimentary, pint-size, square-shape steel robot. "This is a great start, I guess."

"Plus my mom makes me buy everything on my own, and this is expensive stuff."

The class promises hands-on robot building and programming for free.

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**College district gets ready for the worst  
OFFICER DEVELOPS PREPAREDNESS PLAN**

By Matt Krupnick

MediaNews

Article Launched: 09/02/2007 01:54:13 AM PDT

With everything from disease to terrorism threatening large institutions, Contra Costa Community College District leaders have decided to prepare for the worst.

The three-school district for the first time has assigned a college police officer to full-time disaster preparedness. Officer Ted Terstegge is responsible for readying the district's 50,000 employees and students for any number of emergencies.

"Overall, I'm hoping to have everything completed and fully functional within a year to 18 months," said Terstegge, a 19-year district police officer who is based at Los Medanos College in Pittsburg. "My greatest concern is that something will happen before we're adequately prepared for it. But each day we become better prepared."

The district, with campuses scattered from San Pablo to San Ramon, has never had a major disaster, Terstegge said. But with the Virginia Tech shootings in April and the potential for destructive earthquakes opening administrators' eyes, the colleges are taking preparedness seriously.

Terstegge, who was assigned to the full-time position in July, plans to train groups of at least 20 to 30 employees at each campus who would organize the schools after a disaster. Employees will learn first aid, leadership and other skills to prevent panic and further damage, he said.

The colleges also plan to install sirens that will alert employees and students in an emergency.

The Virginia Tech shootings helped prompt closer attention to emergency-response plans, Terstegge said.

"People in the community who hadn't thought about it suddenly realized that this was a possibility," he said.

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## Dan Walters: Hypocrisy thriving in academe

By Dan Walters - Bee Columnist

Published 12:00 am PDT Tuesday, September 18, 2007

Southern California political, media and legal circles have been in a dither over the selection of liberal law professor Erwin Chemerinsky as dean of UC Irvine's new law school, his de-selection after protests by conservative groups and his re-selection on Monday.

Setting aside the demonstrable fact that California needs another public law school like it needs another drought, it has been an unseemly situation at best, raising all sorts of questions about academic freedom.

Conservatives complained that Chemerinsky's initial hiring by UC Irvine Chancellor Michael Drake was an affront, citing his years of legal and political activism on the left. Even Ronald George, chief justice of the state Supreme Court, became entangled in the uproar, with anti-Chemerinsky forces citing George's pointed criticism of his treatise on death penalty law.

Conservative Los Angeles County Supervisor Mike Antonovich, who had clashed with Chemerinsky in the past, sent an e-mail to Drake that, his spokesman said, "expressed his dismay with the choice for the dean of the law school and suggested that this was the wrong decision and it should be changed."

Drake then canceled the appointment but insisted -- to wide disbelief -- that it had nothing to do with the backlash. "His exact words were, 'You've proven too politically controversial for this to work,' " Chemerinsky told the New York Times.

Predictably, there was a counter-backlash of pro-Chemerinsky sentiment. Hundreds of UC Irvine professors and students signed an open letter to Drake last Friday demanding a reversal of the decision. "You have failed to defend the integrity of the university, its recruitment process and the sanctity of academic freedom," the letter said.

Chemerinsky fed the furor himself with an article in the Los Angeles Times, saying, "The whole point of academic freedom is that professors -- and yes, even deans -- should be able to speak out on important issues."

As the counter-pressure mounted Friday, Drake met with Chemerinsky. On Monday, they jointly announced that Chemerinsky will come to Irvine after all. "Our new law school will be

founded on the bedrock principle of academic freedom," said their joint statement. "The chancellor reiterated his lifelong, unqualified commitment to academic freedom, which extends to every faculty member, including deans and other senior administrators."

A victory for academic freedom? Seemingly so, but it would appear that among UC faculty members the principle should be applied only to those on the political left, judging by what was happening simultaneously a few hundred miles to the north at another University of California campus.

Lawrence Summers, the former president of Harvard University, had been invited by UC Regent Richard Blum (husband of U.S. Sen. Dianne Feinstein) to address a private Board of Regents dinner at UC Davis. When faculty members objected, Summers was disinvited.

Summers, former secretary of the treasury, resigned from Harvard last year after a lengthy clash with its faculty over his remarks about the suitability of women for careers in engineering and other technical fields. Summers said his remarks were misinterpreted and apologized, but was forced out of the presidency anyway.

"I was appalled and stunned that someone like Summers would even be invited to speak to the regents," Professor Maureen Stanton, an organizer of the protest, told the San Francisco Chronicle.

The hypocrisy is self-evident. Liberal UC faculty members believe in academic freedom for liberals, but someone deemed to be politically incorrect should be barred from even speaking to a private dinner.

And in both cases, those running the university ran for cover.

# Dan Walters: Voters sour and want to punish

By Dan Walters - Bee Columnist

Published 12:00 am PDT Friday, September 21, 2007

Story appeared in MAIN NEWS section, Page A3

As a general rule, political officeholders want their voters to be happy because satisfaction with the economic and social status quo translates into approval of those in office.

Cranky voters, on the other hand, are likely to take out that anger, even if misplaced, on Election Day; it's one of the risks that those who pursue political careers must accept.

Californians are increasingly gloomy, a new statewide poll finds, and axiomatically, they may be inclined to punish politicians, given the chance. Ironically, however, their only looming opportunity to do so will be a measure on the Feb. 5 presidential primary election ballot that appears to shorten the careers of legislators but, in fact, enhances them, thanks to some clever, if somewhat misleading, wording.

The new poll by the Public Policy Institute of California finds that voters' opinions of politicians are sliding, with three-fourths mistrustful about state government doing the right thing and just 29 percent approving of legislators, sharply lower than the 37 percent recorded in January.

However, as they turn gloomy, voters are increasingly inclined to pass the ballot measure, which would reduce the total legislative service limit from 14 years (eight in the Senate, six in the Assembly) to 12 but allow all 12 to be served in one house.

Two-thirds of voters rejected the notion of a 12-year limit in a March poll, but 55 percent support it now, with backing among Republicans the highest even though their regard for the Legislature is the lowest.

Labor and business interests are pushing the measure, along with legislative leaders such as Assembly Speaker Fabian Núñez and Senate President Pro Tem Don Perata, both of whom would be forced out of office next year unless the initiative passes in February.

Why would voters who dislike legislators' performance be willing to extend their careers? Clearly, it's because they don't understand that. As PPIC points out in its analysis, the summary of the measure, written by Attorney General Jerry Brown's office, is titled "Limits on

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Legislators," stresses the reduction from 14 years to 12 years and downplays what's most important to Núñez, Perata et al. -- allowing them to remain in one house.

The PPIC poll's overall thrust about the issue is similar to what the Field Poll found a few weeks earlier and underscores that the campaign for the measure will trumpet decreasing the 14-year limit to 12 years. It would be a cynical strategy, perhaps, but could be an effective one, the polling indicates.

PPIC's poll also found that two-thirds of voters would like to reform the decennial redrawing of legislative and congressional seats by shifting redistricting to an independent commission as Gov. Arnold Schwarzenegger has advocated -- but Núñez and Perata scuttled such a reform in the dying hours of the legislative session after promising to move it.

Their failure to pass redistricting reform could boomerang on their term-limit measure, were Schwarzenegger to follow through on his threat to oppose it. He remains popular, with a 59 percent approval rating among voters, and demonstrated three years ago that he could turn around voters on a ballot measure seemingly headed for passage.

A measure that would loosen up the state's "three strikes and you're out" law was leading in the polls, thanks largely to a ballot summary that to many implied it would toughen up criminal penalties. But Schwarzenegger intervened with a blitz of paid media and personal campaigning, and the measure was soundly rejected.

The governor is noncommittal on what stance he'll take on term limits, perhaps playing a political chess game with Núñez and Perata over his crusade for health care expansion and water development.

## Dan Walters: Budget is already crumbling

By Dan Walters - Bee Columnist

Published 12:00 am PDT Sunday, September 23, 2007

Story appeared in MAIN NEWS section, Page A3

It's been just a month since Gov. Arnold Schwarzenegger signed a much-delayed 2007-08 state budget and proclaimed it to be "a reflection of the values of California."

He was absolutely -- and unfortunately -- correct. Encased in accounting gimmicks and unrealistic suppositions, the nearly \$150 billion budget (including special funds and bonds) does reflect the seemingly infinite capacity of the state, or at least of its politicians, for denying reality and embracing fiscal fantasy.

Predictably, the budget already is developing deep cracks as revenues flatten, as expenditures arise, and as its more incredible assumptions collide with reality. And that means that the official projections of multibillion-dollar deficits for the remainder of this decade not only are likely to come true but grow worse.

This is a list of some of the more obvious pitfalls:

- The California Transit Association has sued to block a shift of \$1.3 billion in mass transit funds into the state general fund and has a fairly good chance of prevailing. It alleges that the shift violates a series of constitutional provisions approved by voters, and the history of budget raids being overturned by the courts is fairly consistent.
- One of those raids occurred in 2003 when then-Gov. Gray Davis and the Legislature, having irresponsibly thrown the budget into deep deficit by squandering a one-time windfall of revenues, tapped the State Teachers' Retirement System for \$500 million. STRS sued and won at the trial and appellate court levels. Recently, the Schwarzenegger administration agreed to return the \$500 million to STRS, thus cutting into current reserves.
- The 2007-08 budget assumes that the agency that administers federal student loans, called EdFund, will be sold and will generate \$1 billion. Financing ongoing spending with one-time funds is a fundamentally dangerous practice -- one that created the state's chronic deficits in the first place -- but it's entirely possible that the sale won't happen, or at least won't generate anywhere near the \$1 billion that's been plugged into the budget. State budget officials admit the figure is no more than an educated guess and are hiring an adviser to help with the sale. As

a recent article in the San Diego Union-Tribune pointed out, it's "one of the softest numbers in ... the budget."

- The budget counts on several hundred million dollars from casino-owning Indian tribes under newly approved compacts. But opponents, including unions and other tribes, are attempting to block the compacts through referenda on next year's ballot. Even without that factor, there's absolutely no evidence that the thousands of additional slot machines authorized by the compacts will come on line soon enough to generate big bucks this year, and the per-machine revenue assumptions appear to be very rosy.
- The budget contains virtually nothing for major state employee pay raises, but just one long-stalled contract with the California Correctional Peace Officers Association could cost hundreds of millions of dollars. The raise that CCPOA sought in a bill that arose and then mysteriously vanished on the last night of the legislative session would cost about \$300 million a year.
- Finally, the economy is cooling noticeably, thanks to a steep plunge in the housing industry, and general revenues are flattening. Revenues in 2006-07 ran nearly a billion dollars under forecasts and are likely to fall behind in 2007-08 as well.

The state Department of Finance is beginning to work on the 2008-09 budget with an assumption that there will be a \$6.1 billion operating deficit -- the gap between base-line spending and revenue forecasts.

Given what's happening, it could easily be knocking on the door marked \$10 billion.

Schwarzenegger was elected on his promise to fix state finances. It isn't happening.



## **Headline...College Students Headed Back to School Are Prime Targets for Identity Theft**

### ***IdentityTruth Offers Tips to Help College Students Prevent Identity Theft***

#### **Business Wire**

**Wednesday, August 29, 2007**

WALTHAM, Mass.--(BUSINESS WIRE)--College students headed back to school are prime targets for identity theft. Before heading back to school, IdentityTruth, the leading provider of a new breed of service to help consumers safeguard their Privacy and Identity, has come up with a list of tips for college students to help prevent id theft.

College students need to understand how to protect themselves from identity theft. Here is a list of tips for them to learn how to protect their identity today for tomorrow.

- **Social Security Numbers:** If you're going off to college, ask the school not to use your Social Security number as your college ID number. Always, be very careful who you give your Social Security number to!
- **Text Messages:** Watch out for text message offers. Many of these offers come from sources that are not secure. To be safe, call your cell phone provider and opt out of this marketing feature.
- **Myspace and Facebook:** Yes, networking is fun but sharing personal information can damage your identity. Watch out: Although you are prompted to provide your full name, date of birth, addresses for both home and campus, class schedules and phone numbers, never give any personal information on unsecured sites. This information can be gathered to obtain access to you personal accounts.
- **Laptops:** Stolen laptops are another vehicle to obtain personal information about an individual. Over the last 6 months 1 out of 4 data breaches have happened in colleges and universities by stealing laptops at the registrar's office. Always make sure that your laptop is password protected at all times. Purchasing a security cable can prevent you laptop from being removed from a stationary object without knowing the assigned password. The good thing is, If one was to rip out the cable without the password, all your information is automatically removed. Another option is to engrave your laptop.
- **Cell Phones:** Never store identifying names, companies or login information on your cell phone. If you loose your cell phone all this information can be easily extracted off your SIM Card and used to access your personal information.

**About IdentityTruth Inc.**

Supplemental Board Meeting Information 9-27-07  
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IdentityTruth, is the leading provider of a new breed of service to help consumers safeguard their **Privacy** and **Identity**. Through innovative technology, individuals receive the *earliest possible notification*<sup>™</sup> in advance of potential misuses of their identities so they can take better control. Early detection is the best protection. IdentityTruth is a privately held, VC- funded company headquartered in Waltham, Massachusetts. Investors include Argonaut Ventures and Stata Venture Partners. For more information, go to [www.identitytruth.com](http://www.identitytruth.com) or call 781-684-1300.

## Daniel Weintraub: Governor, guards still in spat mode

By Daniel Weintraub -

Published 12:00 am PDT Sunday, September 23, 2007

Story appeared in FORUM section, Page E4

Gov. Arnold Schwarzenegger prides himself on bringing together warring factions, making peace, cutting deals. He seems to operate under the premise that every enemy is a friend waiting to be converted. Just about everyone in politics with whom he has been at odds later turns into an ally.

Not the prison guards.

Schwarzenegger and the leadership of the California Correctional Peace Officers Association have been going at each other almost nonstop since the former action-movie star left Hollywood for Sacramento.

And last week, after months of bitter contract talks sputtered to a halt, the governor went nuclear, invoking a never-before-used law that allows him to implement new terms for the guards' pay, benefits and working conditions without an agreement with their union.

It's not as if Schwarzenegger is getting stingy: He offered the officers 5 percent annual raises for three years, plus benefit boosts that would mean a total increase of 20 percent over the life of the contract.

A fully trained beginning officer who now makes about \$60,600 a year would be getting \$70,221, plus enhancements for physical fitness, language fluency and working in hard-to-fill jobs. A veteran officer would top out with a base salary of more than \$85,000 a year.

The union, however, says that the deal is not good enough. For one thing, it would allow an existing salary gap between correctional officers and members of the California Highway Patrol to grow wider.

But an even bigger issue than money is control over the operation of the prisons. Little by little over the years, the officers have won concessions that have made life difficult for the wardens

who are supposed to be in charge of the lock-ups. Schwarzenegger is trying to reverse those gains and concentrate more control, and accountability, in his appointed managers.

One example: Seventy percent of the jobs in the prisons are now assigned by seniority, allowing the officers to decide where they want to work even if the warden wants someone else in that post. Employees can also demand a transfer even if the prison at which they are working is critically short of officers.

And whenever a warden changes the way a prison is run, the union can file a grievance challenging the decision as a violation of the contract. If the officers prevail in arbitration, the ruling becomes policy for every prison in the state.

By implementing the state's "last, best offer," Schwarzenegger is able to supersede the old contract and all of its terms, or at least he thinks he can. The union believes otherwise.

"A lot of what they are proposing is completely illegal," Ryan Sherman, a spokesman for the correctional officers, told me last week. "I imagine there will be many issues that will have to be resolved by the courts."

Among the items the union disputes: Managers will question the use of sick leave by employees who take a lot of it. Also: The state thinks it can waive standard overtime rules (eight-hour days, 40-hour work-weeks) and use looser guidelines to which the union agreed in the last contract, even though that contract will no longer be in place. And while officers can still file grievances, they have lost the right to arbitration, and they can't protest every move a warden makes as a violation of the union agreement, because there isn't one.

"They are trying to screw our members at the same time they are saying we need to fill all our vacancies and stop these horrible officers from working all this overtime," Sherman said.

But Lynelle Jolley, a spokeswoman for the Department of Personnel Administration, which negotiates contracts with the state's employee unions, said the Schwarzenegger administration bargained in good faith.

"We hoped that we would get the folks on the executive committee to accept it," she said. "We really thought they would not reject it."

Schwarzenegger has been at odds with the union since he became a candidate for governor in 2003. He announced that he would not take their campaign contributions, and he lumped them in with the "special interests" he promised to sweep from the Capitol. After he took office, he unsuccessfully urged the Legislature to break the contract former Gov. Gray Davis had negotiated with the union in 2002, because, Schwarzenegger said, the state could not afford the 37 percent salary increase that the agreement triggered. He also harshly criticized the union for allegedly enforcing a "code of silence" to protect corrupt guards.

The correctional officers union has long enjoyed a special status in the Capitol because it played both sides of the partisan fence, donating to the campaigns of Democrats and Republicans alike and winning friends in both camps. Schwarzenegger is the first governor in a long time, maybe the first governor ever, to try to stand his ground with them.

By taking such a hard line, Schwarzenegger is not only sealing the fate of his relationship with the union, he is also putting in danger his broader effort to reform the dysfunctional prison system, which he probably cannot do without the union's cooperation. It's definitely a risky move.

***From the Los Angeles Times***

**GEORGE SKELTON | CAPITOL JOURNAL**

## **Time for gov., legislators to get in step on budget**

July 16, 2007

Sacramento — Legislators are 16 days past the deadline for passing a budget and they haven't even done the "Dance of Death."

That's the annual summer ritual where one budget scheme after another is ceremoniously sacrificed until there's agreement on a single survivor.

A senior legislative staffer long ago described the Dance of Death to me this way: "Everybody dances around the fire. They throw stuff at us. We throw stuff at them. Everybody falls over dead, and we start all over again."

Gov. Arnold Schwarzenegger, in the past, has had his own name for the little skit. "It's all part of the Kabuki," he says.

"Everyone is beating on their chest and saying, 'We are the stronger ones. We're going to stick to our policies and to our way of doing things.' And then eventually you go and resolve some of those differences."

More commonly in the Capitol, this sort of dancing is called "a drill."

In a drill, the Legislature's majority party — virtually always the Democrats — forces a floor vote on a bill even if there isn't enough minority support for passage.

The purpose is to exhibit the GOP as a stubborn, insensitive obstructionist that would — quoting Assembly Speaker Fabian Núñez (D-Los Angeles) last week — "take canes away from the blind and kick wheelchairs out from under the disabled."

Republicans, however, also can tar the Democrats as leftist spending addicts.

*They throw stuff at us. We throw stuff at them.... We start all over again.*

Fortunately for the dancers, not many people watch.

Democrats are preparing for the summer's first dance performance any day now because there's a lot of internal pressure: Lawmakers are antsy to get out of town for a four-week recess slated to begin Friday, but only if the budget has been passed. A conference

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committee version is ready for floor action in both houses.

Legislative leaders had wanted to avoid the death dance with its rigid posturing and positioning, hoping to all get along as they did last year. Forget it. This is a two-party political system.

What Schwarzenegger calls "post-partisanship" doesn't make sense in English or in practice. Political partisanship never will be eradicated in America, nor should it be. But there always will be periods of bipartisanship and areas of nonpartisanship.

This budget dance is mostly about partisanship and ideology — but not a lot of dollars, relatively.

In a budget proposal of roughly \$146 billion, the dispute is over \$2 billion. This is the projected amount the state would spend over what it takes in during the fiscal year that began July 1, when the budget was due.

That "operating deficit" would be covered by a previous-year, carry-over surplus of about \$4 billion, a cushion made possible by massive borrowing during Schwarzenegger's first year in office, 2004. The state deficit, however, is projected to grow to at least \$6 billion in the next fiscal year, 2008-09.

"We basically want to get the budget as close to balancing as we can," says Senate Republican Leader Dick Ackerman of Irvine. "We're trying to slow down the growth of government. It keeps going up and up. A lot of this stuff is on autopilot."

Fine, how does the budget get balanced? Republicans won't say publicly. They've privately given Democratic leaders a list of possible "savings" totaling \$2 billion, but won't share it with the public — probably realizing they'd be instantly attacked.

The GOP has suggested balancing the budget by taking money from education, transit, and the elderly poor, blind and disabled, according to staffers who don't want to be identified as leakers.

"The Republicans are far to the right of the governor," Nuñez says. "And they're asking us to walk down the conservative road with them. We just can't do it. We're not going to be right-wing nuts."

Democratic leaders have spurned Schwarzenegger's proposals to knock 155,000 children off the welfare rolls, freeze benefits for the elderly poor and disabled, and cut \$55 million in services for the homeless mentally ill. They also rejected \$750 million of the governor's proposed \$1.3-billion cut in transit funding, accepting \$550 million.

"There are very few things we can cut," insists Senate leader Don Perata (D-Oakland).  
"We could be here a very long time."

Then the public would begin to notice, even if it does yawn through the dance ritual. That undoubtedly would hurt the legislators' efforts to sell the voters on altering term limits. A measure is expected to be on the February ballot.

So why can't these people get their work done on time? (Last year was a rare exception.)  
Who's the culprit?

It's not the Democrats. They haven't even proposed a tax increase, much to the GOP's chagrin.

It's not really the Republicans. They're just representing their voters who believe, logically, that the state shouldn't be running on red ink.

It's also not the governor, even if he has been largely absent from the Capitol. Legislators seem to negotiate better without him anyway.

Schwarzenegger *is* at fault, however, for having cut the car tax as his first major act without replacing the \$5 billion in lost revenue by, say, extending the sales tax to services. He never has climbed out of that hole.

But the biggest culprit is California's insane requirement of a two-thirds majority vote in each house for passage of a budget, or practically anything involving money. It's a system structured for stalemate. Only two other states, Rhode Island and Arkansas, require a supermajority vote for a budget.

In Sacramento, it means that Democrats — although they represent the California majority — can't pass a state budget without GOP approval. That's hardly what the Founders had in mind for annual money appropriations.

"This is the only time Republicans get to be on center stage," Perata says.

They'll be out there with Democrats this week doing the Dance of Death. Everybody needs to get that out of their system — and hope they don't look too foolish.



*From the Los Angeles Times*

## **Study shows decline in state for job-based health insurance**

By Mary Engel  
Times Staff Writer

July 11, 2007

Despite a strong economy, the number of Californians with job-based health insurance declined from 2001 to 2005, underscoring the challenge faced by the governor and legislators as they strive to overhaul healthcare in the state.

According to a study scheduled to be released today by the UCLA Center for Health Policy Research, 6.5 million people in the state were uninsured for all or part of 2005.

"It seems very clear from our study that employment-based coverage, which is the foundation of our insurance for the nonelderly, is eroding out from under us," said E. Richard Brown, director of the UCLA center.

Gov. Arnold Schwarzenegger plans to be on campus this morning for the release of the report.

Although the percentage decline in job-based insurance may seem small — from 56.4% in 2001 to 54.3% in 2005 — it meant that 678,000 fewer working Californians had health insurance, the report said.

The decline in insurance was steeper for Californians with moderate or low incomes. For members of a family of three earning \$38,000 to \$48,000 a year, job-based health insurance fell from 58% to 53%, the survey found.

Paradoxically, over the same period, the proportion of uninsured Californians also declined, from 21.9% to 20%, a drop attributed to a dramatic increase in enrollment in government-funded programs. Medi-Cal, Healthy Families and county-based programs now insure nearly 1 in 3 California children.

"Adults don't have that safety net," Brown said.

Another study being released today, from the Center on Policy Initiatives, a nonprofit research and worker advocacy group based in San Diego, finds that health benefits vary widely among industries, with just 20% of hotel and restaurant workers having coverage.

Using data from the UCLA center's 2005 survey, the study determined that the lowest-paying jobs were least likely to offer health benefits. Just 28% of administrative support

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jobs included health insurance, and 40% of retail jobs did.

Some of those workers were able to obtain insurance coverage through a partner's or relative's employer or to buy insurance independently. But in the hospitality, administrative support, agriculture and mining industries, more than half the workforce either had no insurance at all or relied on government programs.

In the UCLA study, 80% of California workers without job-based insurance either worked for employers that didn't offer the benefit or were ineligible for the insurance offered. The remaining 20% turned down coverage, with most of them saying it was unaffordable.

The average worker had to contribute \$3,000 a year to cover premiums for family coverage, up about 66% from 2001, Brown said. That's almost 10% of gross pay for a worker earning \$32,000 and doesn't include deductibles and co-pays.

The survey found that 63% of uninsured Californians were U.S. citizens and 15% were noncitizens with green cards. About 1.4 million, or 22%, were undocumented immigrants.

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## CALIFORNIA

### Pension panel gets an earful on future of retirement costs

John Wildermuth, Chronicle Staff Writer

Friday, July 13, 2007

Retired government workers clashed Thursday with groups looking to trim public pension and health care benefits as a bipartisan state panel looked at ways to pay for California governments' multibillion dollar promise to its employees.

Barbara LaPlante, a retired state worker, angrily dismissed complaints that government workers get lavish, gold-plated pensions.

"The average monthly pension benefit paid out by (the state retirement system) is only about \$1,700 a month for someone with nearly 20 years of service," she told the Public Employee Post-Employment Benefits Commission, meeting in Burlingame. "Trust me; no one is growing rich on a \$1,700-a-month public pension."

But Marcia Fritz, vice president for the California Foundation for Fiscal Responsibility, warned that the skyrocketing cost of retiree benefits is one of the most important issues facing the state and local governments.

"The only way to trim long-term pension costs is reducing the pension benefits," she said.

When Gov. Arnold Schwarzenegger established the 12-member commission in December, he told them they had a year to identify how much California governments -- the state, cities, counties, school districts and others -- owed for promised pension and health care benefits and to suggest ways to pay for those benefits that aren't already funded.

"Soaring obligations of this type ... remain one of the biggest problems facing governments everywhere," the governor said, "for the simple reason that rising pension and retiree health care costs mean less money for other government programs."

Schwarzenegger already has taken a shot at dealing with the state's pension problems and gotten badly burned in the process. In 2005, he backed a special election initiative that would have eliminated the traditional defined benefit, check-a-month, retirement plan and

cc: Board

replaced it with a 401(k)-style defined contribution plan, where workers take responsibility for investing their retirement funds.

When public workers, including nurses, police officers and firefighters, complained that their retirement income and disability benefits could be slashed, Schwarzenegger dropped his proposal before it went on the ballot.

"I think the governor and everyone else agrees that we were moving to a ballot initiative before understanding what the issues were," said Gerald Parsky, the commission chair. "What we're doing now is treating an issue that affects many people."

The numbers are staggering. State and local governments in California employ about 2.2 million people, which is around 15 percent of the state's total workforce. According to 2005 census figures, there were another 850,000 retired public employees getting monthly benefit payments of \$22 billion for an average of about \$26,000 annually.

"That exceeds the personal income derived from California's farming, fishing and mining industries, combined," Keith Brainard of the National Association of State Retirement Administrators said in a presentation to the commission.

Brainard also told the commission that the financial condition of the state pension systems, including the mammoth California Public Employee Retirement System, "is not nearly as bad as some folks may imply."

While a combination of increased retiree benefits and a stock market ravaged by the dotcom bust sent the state fund plummeting from a market value of 137 percent of its liabilities in 1999 down to about 80 percent in 2003, the fund's assets will be back over 100 percent of liabilities next year, said Ron Seeling, chief actuary for the fund.

Other retirement funds did even better. San Francisco, for example, is one of the best-funded retirement systems in the state, with over 100 percent funding for its future pension costs.

It's a different situation for health care funding, where the state has an unfunded liability of more than \$40 billion, and San Francisco is looking at \$4.9 billion in future costs.

San Francisco, the state and most other counties, cities and school districts are looking to create the same type of prepaid fund for health care costs as they have been using for pensions.

The advantage is that in a fully funded system investment earnings can pay many of the pension benefits. In the California state system, for example, 70 percent of the revenue from 1996 to 2005 came from the fund's investments, which was money the employers and the workers didn't have to contribute.

But opponents of the current system argue that the state and local governments still are paying too much for overly generous retirement benefits. By cutting benefits and changing retirement rules, the state's costs could be cut by two-thirds, they say.

A ballot initiative proposed by former Southern California Assemblyman Keith Richman would require all new public employees in the state, except for safety employees like police or firefighters to work until they were 65 or 67 before they could receive full pension and health benefits and cap the size of their pensions. If it receives enough signatures, it could go on the ballot next year.

Unions already have vowed to fight the measure if it comes to a statewide vote.

But union leaders on the panel are confident that some agreement can be reached on the pension and health benefit questions by the time the commission submits its report to Schwarzenegger next January.

"There's plenty of middle ground," said Dave Low of the California School Employees Association. "We may not have one single solution, but we'll have a better handle on the problems."

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By the numbers

2.2 million

Number of Californians employed by state and local governments

15%

Amount of the state's total workforce employed by governments

850,000

Number of retired public employees getting monthly benefit payments in 2005

\$22 billion

Total payouts in 2005

\$26,000

Average benefit in 2005

## THE CHRONICLE OF HIGHER EDUCATION

From the issue dated September 14, 2007

### Wave of Leaders' Retirements Hits Calif. 2-Year Colleges

By ELYSE ASHBURN

The Los Angeles Community College District was close to selecting a new chancellor a few months ago. Then, in quick succession, two of the top candidates pulled out of the search, lured by pay raises from their colleges.

With its current chancellor about to retire, one of the largest college districts in the country risked suddenly becoming a tanker without a captain.

In California, home of the country's largest community-college system, the much-talked-about wave of baby-boomer retirements is a reality, with open presidential posts dotting the map.

Twenty-two of the state's 109 two-year colleges are looking for presidents, and 28 started the academic year with a new person at the helm.

California's community colleges have a history of relatively high presidential turnover. But over the last five years, the average number of chief executives leaving each year has risen to 19.5 from less than 17 in the previous two decades. Average length of service has dropped to a low of five years for chancellors, who lead multicollge districts, and three years for the presidents of single institutions. Those who track such leadership turnover say positions seem to be staying open longer.

Widespread growth in such vacancies has been expected across the country, as presidents who started their careers in the late 1960s and 70s hit retirement age. Some higher-education experts have even predicted a shortage of qualified successors.

But California, at least, hasn't gone into panic mode.

"People talk about this crisis," says Mark Drummond, who until last month was chancellor of the California Community Colleges. "But I'm not really sure we have a crisis."

For now, any crisis has been kept at bay in California by a combination of pay, poaching, and planning.

That is, increasing presidents' salaries, hiring good people from out of state, and preparing for who will take over after all those boomers leave.

CC: Board.

Mr. Drummond himself stepped in to fill the Los Angeles district's leadership vacuum. He had served as the district's chancellor from 1999 to 2004, when he left for Sacramento to run the state's college system. He was persuaded to return to his old job last month.

"I was kind of the pickup batter," Mr. Drummond says.

He says he took the job in large part because it offered him a chance to take on several major projects that he could tackle in the next three to five years, such as reorganizing the system's technical-education programs. At 65, he does not expect to stay at the college much longer than that.

Mr. Drummond also got a slight salary increase, from \$265,500 to \$285,000 a year.

Across the state, chief-executive pay has risen at community colleges as boards struggle to find and keep good candidates, says Donald F. Averill, who has tracked presidential openings in the state for years in partnership with the Community College League of California.

"Salaries have jumped up to \$250,000 or \$300,000," says Mr. Averill, chancellor of the San Bernardino Community College District. "When you start getting into that range, it becomes a much more attractive position."

In some cases, community colleges and districts are getting their leaders to stay put with pay increases.

The College of Marin, in Kentfield, did just that in May. Its president, Frances L. White, had been a finalist for the Los Angeles chancellorship and was in the running to lead the Chabot-Las Positas Community College District, in Pleasanton.

She withdrew from both searches when her board came to her with a raise. They agreed to increase her salary by at least \$48,000, depending on performance bonuses, over the next four years. That would take her from \$184,000 a year to a minimum of \$232,000.

In return, she agreed not to look for jobs at any other California colleges for the next four years.

"Some people would balk at that, but it felt okay to me," Ms. White says.

Wanden Patricia Treanor, president of Marin's Board of Trustees, says the board felt leadership stability was worth the money. Plus, with so many colleges looking for leaders, the board was not convinced it could attract candidates on par with Ms. White.

"All the colleges and trustees are very aware that it's a competitive environment," Ms. Treanor says.



Marin's trustees may still have to replace Ms. White, who at 55 is nearing retirement age, within the next five years, Ms. Treanor says. But at least they have bought some time to do a thorough search for a successor.

## **Planning for Change**

Not enough colleges did that kind of planning in 1980s and 90s, Mr. Drummond says, and now they're paying for it. He, for one, intends to identify several promising administrators in his district and prepare them to take over when his latest stint in Los Angeles ends.

Outside candidates should still be considered for district chancellor, he says. But with nine colleges in the Los Angeles district, there should be at least one strong in-house candidate.

Rita Mize, director of state policy and research at the Community College League of California, says many colleges are seriously thinking about who's next. And some of their efforts to groom administrators for the presidency are starting to pay off.

In the last year or so, more presidents than usual have come up from within the ranks of their colleges, according to Mr. Averill.

"Historically, there has not been a very good job of planning for succession," he says. "But looking at the pools this year, we've got some good people coming in."

California colleges are also starting to look to other states for leaders, says Ms. Mize.

The colleges have long focused their recruiting efforts on California, in large part because of the tangle of state laws and union regulations that are particular to California. The high cost of living, especially housing, has also made it difficult for colleges to recruit from out of state.

But Ms. Mize says that about 10 new presidents have recently come from out of state. Among them is Debra S. Daniels, who will take over at San Bernardino Valley College, in Mr. Averill's district. Ms. Daniels was hired away from Polk Community College, in Winter Haven, Fla., where she was district vice president for academics and student affairs. She will make just over \$148,000 a year.

The San Bernardino district will probably have to cough up a little more than that when it has to replace Mr. Averill, who announced last month that he will be retiring in 2008 after 47 years in higher education.

Still, colleges can't simply recruit their way out of their leadership shortage, according to experts such as Arthur Q. Tyler, a former president of Sacramento City College, who did his doctoral dissertation on the subject.

Mr. Tyler, who has worked at several California colleges, says doctoral programs have to do a better job of preparing administrators for the demands of the modern presidency. Many

presidents, he says, have left because they were not prepared to deal with union negotiations or fund raising or local politicians.

"The only offset to inexperience is education, so much effort is need in that area," he says.

Of course, even well-trained presidents may choose to leave the top job. And Mr. Tyler knows a thing or two about that as well.

In July he left Sacramento City College, which has about 30,000 students, to become chief operating officer in the much-larger Houston Community College, with twice as many students.

"For me, it's about how can I best serve," Mr. Tyler says. "When I looked at the numbers, I thought, Gee whiz, I can make a bigger difference here."

## CSU salaries worth it if tuition is curbed

AT  
ISSUE

Can anything be done to stop the rise in university executive pay and student tuitions?

Double-digit raises for presidents of the state university system? Something's wrong here.

But it's complicated. The real problem is that misguided federal government policies are pricing California's public universities out of the market when it comes to salaries for university presidents, deans, faculty members and others.

Almost nobody notices what's going on until California State University trustees try to put the system on a more competitive level. That's what happened last week, when the board gave 26 top CSU executives pay raises averaging 11.8 percent. CSU Dominguez Hills Presi-

dent Mildred Garcia will not receive a pay hike, however, because she is a new hire.

In this case, you might say that some universities have figured out how to game the system. For example, when a state government cuts its support, the state university just jacks up tuition and then looks to the federal government to

match the increase with grants and guaranteed student loans. When that works, then comes even higher tuition that pays for higher and higher salaries for faculty, deans and presidents.

The costs simply get passed along to students, often in the form of financially crippling loans. Universities that struggle to keep tuition low soon find they can't compete for many of the best qualified candidates for jobs on the faculty or in management, including presidents.

California's state universities, and to a lesser extent the UC system, are among those trying to keep tuition low. At Cal State Dominguez Hills, tuition and fees

amount to about \$3,400, which is far under the national average. Of the costs of educating a student, only 20 percent comes from tuition and fees, compared to the national average of 35 percent.

When that formula isn't rich enough, the high-tuition campuses pull in out-of-state students, who pay even more.

Also, at a university with very high tuition, such as Harvard, grants and loans are based on a "sticker price" of \$44,000, when the average is only \$28,000. A parent paying \$44,000 must feel like it's the sucker price, and so should the feds.

Campuses with the high sticker prices

win two ways. Not only does the revenue pour in, but some parents believe the high prices must mean high quality, and they line up to pay more.

Some of that growing gusher goes to recruit faculty, deans and presidents with salaries that go as high as a million dollars a year. California can't play in that league.

This system needs fixing. As it happens, Cal State Long Beach's president, F. King Alexander, has become a leader in a national effort to bring more fairness to the system. If he can help pull that off, he will be worth far more to California than those recent pay increases.

## **Headline...SDSU trumpets benefits to local economy**

**Growth would boost effects, study says**

**By Sherry Saavedra**

**UNION-TRIBUNE STAFF WRITER**

**Thursday, August 30, 2007**

SAN DIEGO – In addition to providing teachers, nurses and other trained professionals for the local work force, San Diego State University is an economic engine for the region.

As the largest university in San Diego, SDSU supports \$2.4 billion in annual economic activity locally and is the city's eighth-largest employer, according to a study released yesterday by the university.

And if SDSU's expansion plan is approved by California State University trustees next month, its annual economic impact would nearly double to \$4.5 billion by 2025.

SDSU would go from supporting 19,709 jobs in the region to 37,407, ranging from professors, campus vendors and clerical staff it employs to retail workers at off-campus clothing stores and coffee shops where students and alumni spend money.

The university paid about \$53,000 for the study to illustrate SDSU's economic contributions to the local economy, both directly and indirectly, and to quantify the benefits of its controversial expansion plan, which has drawn criticism from city officials and the surrounding community.

The plan would add classrooms, offices, housing, a hotel and an expanded student center by 2025. It also would boost enrollment by nearly 10,000 students over the next 18 years in response to demand.

City officials are concerned that SDSU is avoiding paying its fair share of off-campus road improvements, that the project would generate too much traffic on some streets and that the university doesn't have enough additional campus housing planned.

SDSU spokesman Jack Beresford said people often overlook the economic advantages.

"It's important to remember these additional students and faculty members would bring a financial benefit in terms of tax revenue and in terms of spending," he said. "We know that 60 percent of our alumni stay in San Diego after graduation. These are people who are going to be critical members of our society in terms of fulfilling our work force."

The report detailed the spending power generated by SDSU in the past academic year.

SDSU spent \$705.5 million on everything from salaries and research to construction and computers.

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CC: Board.

- Students from outside the region spent \$143.3 million in the region on apartments, electronics, food and other expenses.
- SDSU's approximately 100,000 local alumni spent an estimated \$738.9 million on such things as retail goods, food and entertainment.
- If the ripple effect of spending is considered – professors spending salary on clothes, and those retail stores spending that money on employees – the overall economic activity generated by SDSU is \$2.4 billion.

“People often forget that universities are economic engines,” said Jim Gollub, senior vice president of a division of Virginia-based ICF International, which conducted the study. “They think of them as public institutions that do something that is passive . . . . We don't want to forget that a university like this one brings in revenue from outside – that's money for the region, for your neighborhood – that is something that most citizens don't think of.”

The report also noted the research money that the university generates for studies that benefit San Diegans. The SDSU Research Foundation received \$130 million in grants and contracts in one year from 300 organizations to support hundreds of studies.

The report highlighted SDSU's recreational opportunities. Attendance at concerts and other events at Cox Arena topped 200,000 last academic year, and at least 85 percent of visitors were from the general public. About 375,000 people attended SDSU home sports games.

San Diego State also has outreach programs in local elementary, middle and high schools geared toward preparing primarily low-income minorities for college.

In addition, the university library has 6.4 million books and other items and is open to the public

**Thursday, August 30, 2007**  
**Grossmont College Preview**

El Cajon, Ca. – The Grossmont College football team has played in 17 post-season games in the past ten years, more than any other in California. Last year, first year head coach Mike Jordan and his new staff got a good start on keeping up the tradition by winning the Foothill Conference and going two games into the playoffs. PHOTO: Adam Herrod

Can the Griffins repeat their 2006 performance this year, after losing six all-conference players from last year's squad, including the loss of five starters from the #1 scoring defense in the country? Without a doubt, Coach Jordan says yes!

Arch rival Chaffey College and last year's #2 scoring defense, Victor Valley, might have something to say about conference bragging rights. Last year, Victor Valley held Grossmont to only 213 total yards of offense during regular season play, losing at home 7-16 against the Griffins, but going on the lose again to Grossmont 7-49 in post season play in the Southern California Bowl. "Chaffey always gives us a good game," says Jordan, who also admits that "we have lots of work to do." Both teams will be gunning for the men of G-House, ranked 6th in the J.C. Grid-Wire pre-season predictions.

If the Griffins prevail over conference competitors as predicted by coach Jordan, will the Foothill championship be a stepping stone for the Southern Cal and California State championships later in the season? Besides the aforementioned conference challenges, there are those pesky little pre-conference matchups with cross-town offensive powerhouse Palomar, J.C Grid-Wire's #16 pick, and last year's California champs El Camino, the projected #1 Junior College Football team for 2007.

Will this year's Griffins be able to handle such a schedule? "I like our chances going into every game," says coach Jordan. You could detect prudence in the coach's comments, but no lack of confidence in his players or coaches.

The casual observer might think that losses from last year's stellar defense would handicap the 2007-model defense, but that didn't seem to bother the 2006 Griffin defense when they lost five all-conference defenders from the 2005 National Championship team and then proceeded to choke the opposition to an average of only 5.6 points per game in the regular season. Last year, Grossmont was the stingiest scoring defense in the nation.

Jordan is not worried.

Great teams don't rebuild, they just reload, and that is exactly what coach Jordan claims to have accomplished so far for 2007. "This is probably the best freshman class I have ever seen," enthuses coach Jordan, adding that "we have lots of returning sophomores in key leadership positions on both sides of the ball." ...not to mention a host of key transfers.

CC: Board.

Jordan and his now-experienced coaching staff do indeed appear to have plenty of material to work with. Earlier in the summer, the defensive backfield was considered a potential vulnerability. As the season draws closer, the questions seem to have been answered by unexpected retentions and recruiting. DB Abraham Muheize (5-11, 205) provided a big boost by his decision to pass on a transfer to Montana State and return home to Grossmont for 2007.

Muheize will be joined in the defensive backfield by Adam Herrod (5-11, 190; PHOTO ABOVE) and San Diego South all-Star DB, Luis Villavicencio (5-11, 180). Herrod was impressive at the Scout.com combine as a wide receiver – who better to anticipate the moves of his former compadres on the other side of the ball? Villavicencio is a true "shutdown corner," according to Mike Hastings, Luis' high school and all-Star coach. "He moves well in space and has incredible body control off his feet," says Hastings. It helps to have 4.3 speed in the 40.

Fresh meat comes to the linebacker corps all the way from Fulton County, Georgia, where Kayman Sutton (6-1, 200) led his Creekside High playoff team in tackles and earned 4A all-State recognition two years in a row. Sutton is joined by Placera's Brian Ray (6-1, 210).

The new linebackers will play behind one of the most experienced and successful junior college defensive lines in college football, led by returning all-Foothill Conference DL Matt Moss (6-4, 270), already committed to Texas A&M for 2008. He is joined by DL Valentino Tofaeono (6-2, 360) who wowed the scouts at the Citrus combine with his quickness - at 360 pounds?!? DL Ryan Glazer (6-3, 290) returns to add to last year's 60 tackles and 6 sacks. Glazer is committed to the University of Kansas for next season. DE Magnum Mauga (6-0, 265) returns to the lineup after taking a medical redshirt in 2006 for a torn ACL. Mauga looks forward to terrorizing El Camino on opening day, the way he did two years ago in Grossmont's semi-final victory over the Warriors on their way to the 2005 championship.

Grossmont has traditionally fielded excellent special teams, and this year will be no exception, especially with the new rule for kickoffs to start from the 30 yard line. Special teams coordinator Dave Jordan is blessed with a bevy of first rate kickers, punters, snappers and athletes to work with, and work with them he does! Asked why the Griffins lavish attention on special teams in practice, head coach Mike Jordan responds that "kicking is a third of the game," then goes on to praise his dad Dave, saying "everything he does is done very well."

Special teams talent includes the gifted veteran Brett Hasse, who excels at all three specialist kicking positions and would be an automatic starter as place kicker, if not for a challenge from Alcorn State bounce back Jonathan Williams (5-10, 185), who earned post season all-Southwestern Athletic Conference honors last year as a place kicker for the Braves. The two are in a neck-and-neck race to replace last year's all-Foothill Conference place kicker Jared Ballman, who's now starting at Washington. Williams apparently has the lead as far as kick off duties are concerned. His deep kick offs will be well covered by the fast and experienced

Grossmont coverage team, and the same level of athletic talent and experience will serve the return teams as well. Martin House leads in the competition to punt for the Griffins, and San Diego State Bounce back Pat Oberg (6-3, 210) comes in to compete for the long snapper position.

On the offensive side of the ball, the Griffins' O-line may be the most impressive of all. "Both lines are D-I," says Jordan, matter-of-factly. Returning veteran and future Louisville Cardinal C.J. Millenbah (6-4, 360) is joined in the trenches by returning center Dan Rios (6-0, 290), University of Alabama-Birmingham bounce back Keavis Watkins (6-6, 350), yet another alumnus of Creekside high, and a bounce back from Oregon, Landis Provancha (6-5, 275). Provancha was a multiple sport athlete (wrestling, track) at Sprague HS in Salem, Oregon, where he led his team to the state championship in 2004 and made the football all-State roster as a senior in 2005. Veteran TE Kyle Marsom (6-3, 240) return from 2006, when he snagged 5 receptions for 61 yards.

A pair of electric speedsters lead the 2007 Griffin offensive backfield. Arizona bounce back and 2005 all-CIF running back Garen Demery (5-8, 175) is a scoring threat on any given down. Together with Serra's highly touted Chris Daniels (5-9, 180), the duo rushed for more than a combined 4,300 yards during their final high school campaigns. They are joined by Kayman Sutton's twin brother, running back Kimbi (6-1, 200).

At wide receiver, El Camino College donates greyshirt WR Ken Fields to the Grossmont transfer roster. Helix High's own Chris Smith (6-3, 200), and El Cajon Valley returner Jeremy Young (5-10, 195) provide the Griffs with plenty of additional offensive targets. Young made 9 catches for 107 yards and a TD in 2006.

Despite the return of successful quarterback John Soli (6-1, 190), there is healthy competition at quarterback for 2007. Sophomore Soli led last year's all-conference team, but is being pressed hard by veterans Dan Lewis (6-2, 200) of Tigard, Oregon, and 2005 returnee Blake Sutton (6-4, 205), who laid off in 2006. Sutton was 24 of 43 for 520 yards passing and 7 TDs with only 2 interceptions as Reilly Murphy's backup on the 2005 Griffin National Championship team. Newcomers Matt Jarvis, Andrew Ruiz and Brandon Fricke are in the mix and raising the stakes even higher.

Whoever wins the starting quarterback position at will have plenty of protection up front and lots of offensive weapons in the air and on the ground. This year's Grossmont offense looks to offer the traditional balanced Griffins attack and may be better than last year's squad.

Grossmont's offense may have to carry more of the load this year, as the defense faces early season offensive threats, first against the potent and equally balanced El Camino, and then against the perennially powerful Palomar offense, which may struggle, with the loss of All-American QB Tyler Lorenzen to University of Connecticut. The Comets won the last intra-county contest in 2002 by a single point, and they always seems to come up with offensive talent and productivity.



El Camino may be the only junior college in the nation with big men equal to Grossmont's own on either side of the ball. The results of the September 1 showdown between these powerhouse teams loaded with talent will not make or break either team's season, but it might give us a preview of the Southern California Championship. No matter who wins, the contest between the 2005 #1 and the 2006 #1 is sure to be entertaining.

## College district tries to collect \$2 million in late tuition

By Matt Krupnick

STAFF WRITER  
Contra Costa Times

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The Contra Costa Community College District is cracking down on thousands of current and former students who owe the district \$2 million in delinquent payments.

The district this month sent letters to more than 10,000 former students who took classes as far back as 1999. Administrators plan to send another batch of letters to current students, telling them they will not be allowed to register for classes unless they pay.

District Chancellor Helen Benjamin said she decided to crack down on student debts after the colleges let the payments go for eight years.

"We just want to get what's owed to us," she said.

The collection is part of a 25-year-old program run by the state community college chancellor's office that helps schools retrieve late fees. Debts that remain unpaid will be taken out of individuals' state tax refunds and lottery winnings.

About 40 of California's 72 college districts participate in the state program, which collected nearly \$2 million from more than 19,000 students last year, said Richard Quintana, the program's coordinator. Community colleges often are ill-equipped to handle debt collections, he said.

"When students leave (college) owing money, there's no way for community colleges to collect that money unless they go through a collection agency," Quintana said. "Nowadays, colleges can't afford to do that."

Participating schools are required to make their own attempts to collect before submitting names to the state. Once the state steps in, the debt is increased 33 percent to cover administrative costs.

Some who received the Contra Costa letters this week said they paid their fees at the time they took their classes.

"My distinct recollection is that you pay the money and then take the course, not the other

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way around," said Pleasant Hill resident Michelle Caisse, a Sun Microsystems software engineer who took a computer course at Diablo Valley College in 2003. A letter from the district this week said she owed \$35.

San Francisco resident Cuneyt Baycan said bank records clearly show he paid his \$135 fee for a 2006 Spanish class at DVC, despite the district's claim to the contrary. He worries that some former students won't have time to check bank records dating back as far as eight years.

"I imagine some of the people will not want to deal with it and just pay it," Baycan said. "Time is very valuable for people."

Those who dispute owing the debts can object in writing to the district, college leaders said. Campus cashiers have told district administrators that many people already are paying their debts this week.

Participation in the state program will help stabilize district finances, said Doug Roberts, the district's finance chief. Colleges must keep on top of uncollected fees, he said.

"We are now catching up to where other districts have been for many years," he said.

## **Plea deal in Diablo Valley College's grade-changing scheme**

Henry K. Lee, Chronicle Staff Writer

Wednesday, September 26, 2007

An accused mastermind of the grade-changing scandal at Diablo Valley College in Pleasant Hill pleaded guilty Tuesday to 15 felonies and will spend a year in Contra Costa County jail after agreeing to cooperate in the investigation, a prosecutor said.

Julian Revilla, 26, was castigated by Judge Bessie Dreibelbis during a Superior Court hearing in Martinez for helping to oversee a scheme in which student employees in the admissions office accepted thousands of dollars to change other students' grades on college computers.

"She was just aghast about what went on," prosecutor Dodie Katague said.

Revilla entered guilty pleas to 15 counts of fraudulent computer access.

The judge sentenced him to four years in prison but suspended it, saying he could spend a year in jail after he agreed to work with police in the case, Katague said.

"The sentence, I think, is a good sentence," the prosecutor said. "It punishes him and sends a signal to other people: Don't even try this."

Stephen Narail, Revilla's attorney, said, "He realized what he did was wrong, and he wanted to resolve it as quickly as he could."

Revilla was attending California Polytechnic State University San Luis Obispo when he was arrested in July and held in lieu of \$250,000 bail.

Katague filed criminal charges against 34 current or former students.

He said Tuesday that he is reviewing evidence against 21 other people.

Revilla agreed to meet with investigators and provide additional information, the prosecutor said.

The suspects were either student employees in the admissions office who made changes on the college's computer or were students with low grades who paid to have the changes made, authorities said.

Court documents say the grade changes enabled some students to graduate or transfer from the community college to four-year universities, including UC Berkeley, UCLA, UC Davis, UC Riverside, San Francisco State, San Jose State, Cal Poly San Luis Obispo and San Diego State. One student graduated from UC Santa Barbara.

UC and Cal State officials have said that anyone involved in the scandal could have offers of admission rescinded or degrees revoked.

Authorities said as many as 400 grades were changed from 2000 to 2006 in deals that sometimes involved payments of thousands of dollars to Revilleza and at least three other students who had worked in the admissions office: Erick Martinez, Ronald Nixon and Jeremy Tato. Those three are among the defendants in the case.

about the integrity of DVC grades. On Tuesday, legislators said the state community college chancellor's office should take more responsibility for computer security at California's 109 two-year schools.

Panelists said they would consider a law to limit access to grade-management computers. About 90 employees, including students, were authorized to change grades in the three-college Contra Costa district, far more than other college districts.

"It concerns me, to be honest, that the chancellor's office is not more involved with the integrity of grades," said Assemblyman Mark DeSaulnier, D-Concord.

Community colleges rely heavily upon local control, the state chancellor's top lawyer, Executive Vice Chancellor Steve Bruckman, told the panel. And the state office already has "a full plate of responsibilities," he said.

But Bruckman also said the office would obey legislative directions.

"The chancellor's office will comply with whatever they decide," he said after the hearing.

Legislators heard testimony from Helen Benjamin, chancellor of the Contra Costa Community College District, and former DVC President Diane Scott-Summers. Both women left the hearing immediately following their testimony, which also rankled lawmakers.

Their brief testimony consisted largely of prewritten answers to lawmakers' questions and included some questionable statements, including that no full-time employees were involved in the changed grades. Prosecutors have said they are pursuing felony charges against at least one man who was a permanent employee in the DVC records office.

Scott-Summers, who stepped down as interim president during the summer, said she was satisfied the college had handled the scandal properly.

"We have taken this investigation seriously and will continue to do so," she told the panel.

"This incident does not define Diablo Valley College. The college will survive this incident and move forward."

Both Hayashi and DeSaulnier criticized administrators for keeping the investigation quiet for nearly a year, even as Contra Costa County voters approved a \$286.5 million bond measure to fund construction in the college district. College leaders have said they were worried about compromising the investigation.

Transparency always is the best public policy for taxpayer-funded agencies, DeSaulnier said after the hearing.

"In government, honesty is our best offense," he said. "The public understands human frailties, but they don't understand a lack of transparency."

**insidebayarea.com**

## **State to consider laws to ensure grade integrity DVC's lack of attendance, interest irks assembly members at Pleasant Hill hearing**

By Matt Krupnick, STAFF WRITER  
Article Last Updated: 09/26/2007 02:43:17 AM PDT

State lawmakers will consider new laws to prevent falsified grades at community colleges, they said Tuesday at a legislative hearing on the Diablo Valley College grade-changing scandal.

Meeting at Pleasant Hill City Hall, two members of the Assembly Select Committee on Community Colleges said they were not convinced DVC leaders had taken the six-year-long scandal seriously enough.

The legislators were particularly upset that college district board members did not attend the special hearing and said they worried the scheme — which involved more than 50 students and 400 grades — would never have come to light had the Contra Costa Times not revealed it in January.

"Right now, I'm not satisfied and I'm very disappointed," said Assemblywoman Mary Hayashi, D-Castro Valley, after the hearing, citing administrators' lackluster participation and board members' absences. Legislators will ask state auditors to investigate the district if administrators don't prove they have solved the problems, she said.

"The public doesn't trust the institution anymore," she said. "This is a serious issue."

Board President Jo Ann Cookman said later that her absence was due to a miscommunication, but that board members did not think they needed to attend.

"I just didn't see the need," Cookman said. "Sometimes they don't want board members there."

The panel was convened to hear how the scandal occurred and how other schools could avoid similar problems. With 34 current and former DVC students charged with felonies and as many as 21 others likely to be charged, the case has become one of the country's most serious cheating scandals.

Students used the altered transcripts — for which they paid several hundred dollars per changed grade — to transfer to universities around the state, prompting widespread concerns

# **The Chronicle of Higher Education**

Thursday, September 27, 2007

## **Congress Mulls Change in Student-Records Law to Help Prevent Violence**

By JJ HERMES

In the wake of the Virginia Tech massacre last spring, Congress is considering a change in a key federal privacy law to encourage colleges to relay information to the parents or guardians of deeply troubled students. Some critics of the measure argue, however, that will only compound the colleges' confusion regarding what information they are allowed to share.

The measure under consideration, HR 2220, would amend the Family Educational Rights and Privacy Act of 1974, known as Ferpa, to allow colleges to disclose confidential information to a parent or guardian about any student who appears to pose "a significant risk of harm to himself or herself, or to others." It would also shield colleges from legal action in response to such disclosures, so long as they consulted a mental-health professional before relaying the information.

"Ferpa is very vague, and it leaves schools open to liability on both sides of disclosure and nondisclosure," argues the bill's sponsor, Rep. Tim Murphy, a Republican from Pennsylvania with a background in mental-health care. "What happens in schools and universities is the burden of judgment is being placed on people who have no training, and I think it's an unfair burden."

Representative Murphy says he intends to promote the bill in coming weeks as an amendment to the Higher Education Act, which is up for renewal this year. His measure, which has yet to come before the House subcommittee on higher education, had 21 co-sponsors as of Wednesday.

The bill faces opposition, however, from many college officials and higher-education lobbyists. They say it interprets current law too narrowly and is unneeded because colleges are already allowed to share the information it covers.

"My sense is that, under Ferpa, universities are able to do the kind of communication this bill seeks," says Martha D. Christiansen, associate dean of student affairs and director of counseling and consultation at Arizona State University at Tempe. "In my view, I don't believe a change in legislation is necessary."

Barmak Nassirian, an associate executive director of the American Association of Collegiate Registrars and Admissions Officers, offers a harsher assessment of the legislation.



"My first reaction was: how inane," Mr. Nassirian says. "It legalizes what is already legal."

## **Heading Off Trouble**

Seung-Hui Cho, the student who killed 32 students and faculty members at Virginia Tech before taking his own life, had a history on the campus of bizarre and disturbing behavior. Many questioned how Mr. Cho had been allowed to remain in college, without his family being notified, after being put through a hearing for involuntary commitment. It soon emerged that the university's chief lawyer operated under the belief that Ferpa prohibited the institution from ever disclosing medical or counseling records.

Federal, state, and the university panels formed in response to the incident concluded that too many college administrators favored an overly narrow interpretation of Ferpa, minimizing their disclosure of student information to avoid legal wrangling over exactly what the law covers.

To date, however, the only legislation responding to the massacre that has moved through Congress has been a gun-control measure calling for better communication between the states and the National Instant Criminal Background Check System. The House passed that bill, HR 2640, by voice vote in June. It awaits action in the Senate.

Ferpa already permits, but does not require, education institutions to disclose information to parents who claim a student as a dependent for tax purposes. The law also allows for communication with "appropriate parties," which Education Department officials say they interpret as including any parent, if such disclosure is, as the law says, "necessary to protect the health or safety of the student or other individuals."

College administrators say they can and do make such disclosures. Ms. Christiansen says that Arizona State has contacted parents without students' consent in cases where a student was a significant threat, but adds that the university does not keep records of how often such calls are made.

Lesley K. Sacher, director of Florida State University's Thagard Student Health Center, says that such communication happens "a couple of times each semester," but that "more frequently the parents call us, concerned."

## **Spreading the Word**

The investigative committees formed in response to the Virginia Tech tragedy have all suggested that collegiate officials need better understanding of what is allowed under federal privacy laws, but no report indicated a major flaw in Ferpa. In fact, a report issued last month by Virginia Tech administrators says officials there believe exceptions to confidentiality under the law "mirror the ethical obligations of psychologists and do not restrict effective

practice and communication within the university community and with the mental-health community at large."

LeRoy S. Rooker, director of the Family Policy Compliance Office at the Education Department, is the department's expert on Ferpa and travels all over the country to educate administrators on proper interpretations of the law. He says his office is stepping up the number of presentations and training sessions it offers on what types of disclosures are allowed.

"It's something that's getting attention at the highest levels here," says Mr. Rooker, who would not comment directly on HR 2220 but agrees that the law already allows education institutions to disclose information to parents in an emergency.

### **Lawsuit Prevention**

A handful of lawsuits regarding such disclosure are brought against colleges each year, usually after suicides, as in a recent case involving Allegheny College, in Representative Murphy's state of Pennsylvania. The U.S. Supreme Court ruled in *Gonzaga University v. Doe* in 2002 that individuals cannot sue an educational institution for releasing records under Ferpa, although that ruling does not prohibit cases from moving forward under state law.

With those cases in mind, Representative Murphy insists that his legislation plugs a hole in Ferpa. "Although some may feel, and sometimes the Department of Education and the federal government say, it's already there -- well, if it's there, why are there so many lawsuits?"

Institutions are shielded from legal liability in HR 2220, but only if they get written certification from a mental-health professional that a student poses a "significant threat" before they release private information.

"My belief is that part of the decision-making process should be to look toward those who specifically have training in the field -- people in the mental-health community," Mr. Murphy says.

But the requirement that mental-health professionals sign off concerns some, including Mr. Nassirian, who argues that it "moves communication with parents a step back."

"I appreciate the instinct to want to help people, and the instinct to want to be seen to be helpful," he says. But when it comes to HR 2220, he says, "I think the two are in conflict here."

## **Foothill, De Anza college recruiters travel the globe RECRUITING FOREIGN STUDENTS**

By Lisa M. Krieger

Mercury News

Article Launched: 09/21/2007 01:32:31 AM PDT

Foothill and De Anza community colleges have long served students from nearby cities like Los Altos, Los Gatos and Cupertino. But now they're expanding their notion of "community" to include Dubai, Munich and Kuala Lumpur.

Wednesday, representatives of Foothill-De Anza Community College District spoke to youths in the Indian city of Mumbai at a university recruitment fair at the city's Hilton Towers. Earlier this week, district officials visited Berlin and Stockholm. In October, they'll travel to three cities in Taiwan. By the end of the year, they will have visited almost three dozen international locales.

The international students recruited are creating an increasingly global environment at the two-year schools, created four decades ago to meet the vocational, transfer and continuing-education needs of local communities. The students also provide the schools with money - international students pay 10 times as much as in-state students for a community college education.

With Foothill-De Anza leading the way locally in international recruiting, other schools in the region also plan to increase efforts - saying that learning about other cultures is a "community need."

Community colleges - a uniquely American institution, with open admissions and low tuition - were designed to offer a 13th and 14th year of education to local high school students who lack the grades, funding or academic aspirations needed to attend four-year colleges.

But today, about 5 percent of students attending the Foothill-De Anza district are from overseas. Nationally, only City University of New York-Borough of Manhattan, Santa Monica College and Montgomery College, in a suburb of Washington, D.C., have a larger share of foreign students.

Students from more than 70 nations have enrolled at Foothill, in Los Altos Hills, and De Anza, in Cupertino, since the district started recruiting in the early '90s. Most come from Japan, Hong Kong, Taiwan, South Korea and Indonesia - although this year's class includes a Moldovan tennis player. Their most popular fields of study are engineering, science and business, although film and animation are also attractive.

CC: Board

At other local community colleges such as West Valley, Evergreen Valley, San Jose City and Mission, less than 1 percent of students are from overseas.

But the schools plan to ramp up efforts. "We are building an infrastructure in order to develop a program that would include more recruiting, locally and abroad," said Sara Patterson of West Valley.

Evergreen Valley's Cindy Tayag said "the district is currently reviewing ways to encourage international enrollment."

The foreign students, like an increasing number of native youths, see the colleges as a springboard to the University of California and California State University and employment at Silicon Valley companies.

"I came here for the educational system," said Vietnam native Khanh Nguyen, 19, recipient of the 2007 Foothill Community College Scholarship. An economics major who organized Foothill's self-defense class after the Virginia Tech shootings in the spring, he hopes to transfer to UCLA.

Fatima Traore, 17, of the Ivory Coast, said "my uncle told me that California, and Foothill, has a very good reputation, and to come here. I've always been attracted by the U.S." She wants to be a doctor.

De Anza graduate Yosief Hailemichael, born in the small East African country of Eritrea and raised by his grandmother, transferred to San Jose State University this fall. He dreams of earning a doctorate in economics.

Sabina Mehmedovic, a native of Bosnia, came to De Anza in 2005 after finding the school on the Internet. She is now studying at Yale University.

Most of the foreign students say they hope to transfer to a UC and stay in the United States, although some aspire to return home and contribute to their native economies.

International students are drawn to community colleges because of smaller classrooms, affordable tuition and specialized services such as tutoring and advanced English classes. Many come from places like Hong Kong, where even smart students have trouble getting a seat at a university.

For youths with limited English ability, the community colleges are much easier to get into than the UCs or CSUs.

And for those whose English does not meet standards, Foothill offers a six-week intensive summer program that guarantees admission the following fall quarter.

Bright, motivated and willing to pay steep non-resident tuition, the students are an asset to the student body, college officials say.

"There is a great benefit to local students in class discussions when you have five to 20 different cultures representing the answers," said George Beers, dean of international education at Foothill.

Foreign students also boost the quality of academics, particularly in math and sciences, Beers said. In past years, there were too few domestic students to fill advanced math and science classes, so these classes would be canceled.

Beers said the foreign students pay their own way, so they do not take seats away from local students, who are supported by state and local taxes. International students pay \$129 a unit in tuition and enrollment fees - compared with the in-state fee of \$13 a unit. The total annual cost for room, board and tuition is \$16,540.

The students' tuition covers recruitment costs and educational expenses - and then some, Beers said.

Andy Dunn, Foothill-De Anza's vice chancellor of business services, said international students last year cost the Foothill-De Anza district \$300,000 to recruit but brought in \$11.5 million in revenue.

But at a time when California is failing to educate enough of its natives to meet the needs of the future job market, some suggest that community colleges should market themselves closer to home.

"It is very entrepreneurial to go out and bring in international students," said Murray Haberman, executive director of the California Postsecondary Education Commission, which coordinates higher education in the state. "What can we do to help Californians? I'd like to see them start there first."

His commission found that 1.8 million state residents ages 18 to 30 could benefit from community-college course work - but aren't. "Our competitiveness in the global economy is starting to slip," he said.

But Norma Kent of the American Association of Community Colleges argues that Californians are served by studying with students from other countries.

"The purpose of higher education is to prepare students to live and succeed in the real world," she said, "and that world is increasingly international."



Source: Foothill-De Anza Community College District

MERCURY NEWS

# **The Chronicle of Higher Education**

From the issue dated September 28, 2007

## **Europe Challenges U.S. for Foreign Students**

### **Continental universities add more courses in English and step up their recruiting**

By AISHA LABI

Like many Chinese students, one of the first things Guo Weiqiang looked for when he decided to study abroad was a place where he could improve his language skills.

"Everyone wants to speak English in China," he says. But while many of his friends took the obvious route and applied to American universities, Mr. Weiqiang chose a different path: He decided to go to Finland.

His university in his home city of Beijing, the Capital University of Economics and Business, has several exchange programs with Haaga-Helia University of Applied Sciences, in Helsinki, and all of the courses he wanted to take were in English.

Mr. Weiqiang, who goes by the nickname Gary and whose shaggy hair, hooded gray sweatshirt, and faded jeans would look at home on any American campus, thinks the tendency of his peers to focus on the United States is shortsighted. "In my mind, Europe will overtake America" as China's main trade partner, he says.

But he also admits that his decision to spend a year in Finland was not entirely objective. "I just prefer Europe over America," he says with a shrug.

His is an increasingly common sentiment among international students. Although the United States remains the world's preferred destination for students looking to earn degrees abroad, it is ceding ground to its rivals in Western Europe. Britain has long been the United States' main competitor for international students, but Continental countries like the Netherlands, France, Germany — and yes, Finland — are increasingly popular destinations.

Europe is "waking up," says Bernd Wächter, director of the Brussels-based Academic Cooperation Association, "to the fact that there is a global education market, and to the fact that things like marketing and recruitment are not dirty and unethical activities."

A confluence of events has brought about this interest. A growing number of Continental universities are using English in the classroom; European governments and institutions are

more aggressively marketing their education overseas; universities are setting up more partnerships with foreign institutions to create pipelines for prospective students; and virtually all European nations are synchronizing their degree programs so that what was once a hodgepodge of degrees is now more accessible to foreign students. Some countries, such as Britain and the Netherlands, have also extended the amount of time foreign graduates can stay in the country and work.

Europe's heightened focus on international students is driven by the pursuit of both dollars and diversity.

As European nations struggle to finance their largely public higher-education systems, some countries are turning to fee-paying foreign students as one way to augment their coffers. But educators insist that money is not the main goal, saying that their motivation is similar to that of Americans — they want talent and cultural vibrancy on their campuses.

The tendency of overseas students, particularly at the graduate level, where much of Europe's English-language education is concentrated, to specialize in subjects that are falling out of favor with home-grown students, such as the hard sciences, also makes foreign students increasingly important to the survival of some departments. And a number of countries with aging populations, such as Finland, see foreign students as way to fill university seats.

### **Language Fluency Not Required**

The shift toward English is the longest-standing of the various factors bringing more foreign students to Western Europe, and perhaps the most significant. In the 1950s, the Netherlands became the first non-Anglophone country in Europe to teach courses in English and today offers 1,300 programs in the language. Germany offers more than 500 degree programs in English, catering to its 250,000 international students. In Denmark, one fourth of all university courses are now offered in English.

Even France, with its deep-seated scorn for the creeping Anglicization of its national language, assures foreign students in its marketing brochures that they "no longer need to be fluent in French to study in France."

Finland, while much less visible than those countries, offers a telling illustration of how deeply committed many European universities are to developing an international student body. The Nordic nation of just over five million people offers 400 English-language graduate programs at its 20 universities and 29 polytechnic institutions.

"As a small country, we know we are dependent on knowledge produced outside the country," says Anita Lehtikoinen, who oversees higher education at the Finnish Ministry of Education. "The only way we can attract students is to offer courses in English."



The 9,000 degree-seeking foreign students and 7,100 exchange students enrolled in 2005 represent just a fraction of Finland's 305,000 students, but the country has embraced English as one of the keys to Finnish higher education's future.

Like other Western European nations, Finland faces the demographic time bomb of a rapidly aging population and low birth rate, and universities will soon be increasingly dependent on foreign students to fill their lecture halls.

"Our goal is to double the number of degree-seeking international students here by 2010," says Ms. Lehtikoinen.

Some graduate courses in Finland are already dominated by foreign students. At a two-hour University of Helsinki morning lecture on "The Evolution of Shape" this spring, by Jukka Jernvall, a biology professor, none of the handful of students in the room were Finnish. The 46 slides that flashed across the projection screen all had English captions.

The growing number of foreign students at Finnish universities has many benefits, says Mr. Jernvall, who also teaches courses at the State University of New York at Stony Brook. Finns are famously taciturn, which can pose frustrations for professors seeking to elicit discussion, he says, and adding foreigners to the mix often livens things up.

"Bringing in foreign students is a key form of outreach" and will yield some of the positive dividends American universities have reaped for so many years, he says. "One of the strengths of the United States is that people move around, they form personal and scientific networks, and there's a dynamism you get from that."

### **Making the Pitch**

To attract overseas students, universities — and entire countries — are marketing their offerings in ways that even a decade ago would have been anathema to Europe's staid higher-education culture. Aggressive recruitment strategies, complete with glossy brochures, inviting online tours, and departments staffed with foreign-recruitment officers, are all relatively new to a region that has traditionally looked no farther than neighboring towns to populate its universities.

A number of countries provide centralized services — available online — designed to be a first port of call for students considering studying abroad. These sites tell students about the country itself, study options in English, visa and work regulations, and the costs students can expect to face.

Finland's ambitious campaign is coordinated through its Centre for International Mobility, which offers prospective international students comprehensive information through brightly

colored brochures such as "Why Finland? Some of the Many Reasons for International Students to Choose Finland."

Some European countries are also setting up overseas outposts. The German Academic Exchange Service, a government-financed organization that promotes international educational cooperation, has branch offices and information centers in three mainland Chinese cities and Hong Kong, among other places, helping it to attract roughly 30,000 Chinese students to German universities each year. The Netherlands Organization for International Cooperation in Higher Education has Asian branch offices in China, Indonesia, and Vietnam, which provide information about degree programs, scholarships for which international students might be eligible, and immigration rules.

Although they are essentially competing for the same students, European universities also work together, collaborating through road shows or joint fairs, says Mr. Wächter, of the Academic Cooperation Association, an independent organization focused on improving academic cooperation within Europe and between institutions in Europe and abroad.

The European Commission, the executive arm of the 27-member European Union, has organized seven European higher-education fairs across Asia in conjunction with the British, French, German, and Dutch study-abroad organizations. Dozens of universities are participating.

Aamer Iqbal Bhatti, an engineering professor at Mohammad Ali Jinnah University's Islamabad campus, says Pakistani students are finding out about the attractions of Europe partly through word of mouth, but also because countries such as Germany are relatively strong, economically, which means that students are more likely to find jobs there after they graduate. He also said that some British universities, which have held fairs in Pakistan, offered "on-the-spot admissions."

### **Following the Money**

Money is an increasingly important factor in the Europeans' drive to recruit foreign students. Historically, tuition has either been nonexistent or nominal in Europe, and in most countries, a college education is still free. But as government budgets shrink and expenses grow, universities across the continent are wrestling with the reality that they need to find other sources of income. The Netherlands and Denmark recently began charging tuition to foreigners.

Britain is the most extreme example. British universities began charging tuition a decade ago, and in September 2006, a controversial increase went into effect that allowed universities in England to charge up to about \$6,000 a year. The rates apply to students from Britain and other European Union nations, but foreign students can be charged even more.

Britain, not coincidentally, is the most aggressive of the European nations in recruiting foreign students, and the most public about how important these students are to the financial health of its higher education.

Over the next four years, Finland — which does not charge tuition for domestic or foreign students — will allow universities to transform from entirely public institutions to quasi-private ones, paving the way for the likely imposition of tuition in many graduate programs. Universities have lobbied for the ability to charge foreigners tuition, and that eventuality clearly underlies some of the efforts to boost foreign numbers.

Increasing tuition brings with it, of course, the risk that students might seek a cheaper education elsewhere. Markus Laitinen, who directs international affairs at the University of Helsinki, says that universities have to be careful not to flood their campuses with foreign students simply because they see them as sources of revenue.

"We need continuity, a long-term perspective," he says. "We have to look farther than the next academic season."

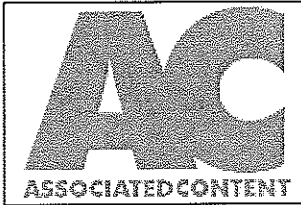
For some countries, such as Britain and the Netherlands, the financial benefits of attracting large numbers of foreign students are undoubtedly part of what motivates ambitious recruitment efforts. But, says Mr. Wächter, more lofty considerations are a factor for all European countries. "It's the old idea of having ambassadors of the country in the future," he says. "It's about considerations of national prestige and internationalization."

#### **GROWING ENROLLMENTS OF INTERNATIONAL STUDENTS**

<b>Country</b>	<b>1999</b>	<b>2005</b>
Britain	232,540	318,399
Germany	178,195	259,797
France	130,952	236,518
Finland	4,847	8,442

**NOTE:** Each country defines the term "international" differently, but all include students with citizenship from other countries.

**SOURCE:** Unesco Institute for Statistics



Published Sep 02, 2007

## New "Sunrise to Sunset" Classes Offered at Wayne County Community College

By Steven Tyler

According to the Wayne County Community College District in Michigan in a recent press release, the college is now offering new hours for their classes in order to provide more options to those seeking educational opportunities but can not work it around their current schedule.

The new hours that they will begin offering this school year are known as "Project Sunrise to Sunset," which starts classes earlier in the morning and ends them later, so there are now other options for students besides the traditional school hours. This will help students attend the classes that they want while accommodating their current schedule as well. So how flexible are these new hours in "Project Sunrise to Sunset," classes begin as early as 6:00am and end at midnight. There should be more than enough options for classes to fit in one's busy schedule during their hours.

Though this is to help make school more flexible, these new hours are also necessary due to the increasing enrollment at this school. Course offerings needed to be expanded beyond the hours they were offered in the previous Fall 2006 schedule because enrollment is increasing at record rates. The pace will far exceed the number of students of the 2006 school year. The only option was to expand the schedule.

"While there are some institutions around the country that are extending hours and using flexible schedules to meet student need, this is a significant step for colleges in southeast Michigan," said District Chancellor Dr. Curtis L. Ivery. "We are excited to provide this opportunity and make it a priority for those who want to attend school this fall. Through creative scheduling and the opportunity for students to gain the knowledge, skills, and competencies required for today's workplace, this initiative opens the door for many who thought that school was out of reach."

These new hours will be great for all of those who have wanted to return to school and get more education but never had the opportunity because of their conflicting schedules. It is impossible to risk losing a job because you want to return to school, let alone most can not afford the reduce their work hours to get more education. Not only work, most people have family obligations to work with and school hours were not flexible enough for them to have the chance to take some classes. Now this is all different. This school district, along with many others in the United States, are giving people more opportunities to increase their education by now being able to seek education with flexible hours for the working mother, father, and even younger students who have full time jobs.

CC: Board

# Berkeley gets big gift for faculty

The \$113 million from the Hewlett Foundation will go toward keeping professors wooed by better-paying rivals.

By RICHARD C. PADDOCK  
Times Staff Writer

**BERKELEY** — UC Berkeley plans to announce today that it will receive \$113 million from the William and Flora Hewlett Foundation to create 100 endowed faculty chairs and slow the exodus of top professors to wealthy private universities.

The university and the foundation hope that the huge gift will help Berkeley retain faculty members who are sometimes wooed by private universities with offers of \$100,000 pay hikes and millions of dollars in research money.

Attracting and keeping the best faculty members, they say, is the key to maintaining the campus' excellence.

"This Hewlett gift will be transformational," UC Berkeley Chancellor Robert Birgeneau said. "We are moving toward a model that has been developed successfully at private universities."

The effort is not a move toward privatizing the university, the chancellor said.

"We are in the ironic position of needing private support for our public character," he said.

Traditionally in higher education, large donations often help erect buildings or create programs. But the Hewlett gift, the largest in UC Berkeley's history, is unusual because it is devoted to supporting the campus' basic activities.

UC Berkeley has endowments totaling \$2.5 billion, but nearly all of those funds are restricted to specific purposes.

The Hewlett donation will be used to attract matching gifts from other private donors and create a \$220-million endowment that the university can build on. It also includes \$3 million to improve management of the campus' endowments and maximize their return.

The gift, to be paid over seven years, is designed to help compensate for cutbacks in state funding that threaten to erode the quality of the university. UC officials have assured the foundation that the gift will be a supplement to state funding, not a substitute.

"Our goal is to take a great state institution and help it maintain its greatness," Hewlett Foundation President Paul Brest said. "It's a different model for a public university, one that has worked very well for the privates."

The endowments of many private universities have soared in recent years. Harvard University has an endowment of nearly \$30 billion; Stanford University's is about \$15 billion.

"Private universities figured out long before we did the importance of building up an endowment," Birgeneau said. "If you look at income from Stanford's endowment, their payout is \$200 million more than what we get from the state."

UC administrators say that maintaining the faculty's quality has been one of the biggest challenges after cutbacks in state funding since 2001. At Berkeley, where the average faculty pay is \$110,000, salaries in many fields lag 20% behind those at comparable private institutions.

In recent years, Birgeneau said, wealthy private universities have sought to lure more than 200 of Berkeley's best professors with promises of higher salaries and more resources. The campus has managed to hang on to nearly 70% of them, he said, but it has not been easy to counter the private offers.

"It's an unrelenting battle," he said.

Typically, private universities go after professors who have been at Berkeley for many years and have received tenure and national recognition, he said.

Three such faculty members each were recently offered \$100,000 salary increases and \$4.5 million in laboratory and research funds by one private university, he said. Berkeley could not match the offer but came up with enough additional funds to keep the trio, including meeting the professors' insistence that labs for their students be upgraded.

"For these three faculty members, it wasn't that they wanted things for themselves; they wanted things for their graduates and undergrads," the chancellor said. "Frankly, I was so impressed with that it made me work harder to keep them."

Faculty chairs, often named after the donors, are a way of providing permanent sources of funding for eminent professors and additional money for their research facilities and graduate students.

Berkeley's first endowed chair was established in 1872; the campus now has 351. Most of Berkeley's existing chairs come with an endowment of \$500,000.

The Hewlett gift and matching funds will endow 80 chairs at \$2 million each, in line with the practice at private universities. It also will endow 20 "distinguished" endowed chairs at \$3 million each that will span multiple academic areas.

Birgeneau said the standard \$500,000 will go to support the chair, and the remaining money will be used to support graduate students, equip laboratories, develop libraries and pay for common university functions.

The money is expected to help in recruiting top graduate students — another hallmark of a great university and an area in which Berkeley is in danger of falling behind.

Professors who hold named chairs are often recognized as the leaders in their discipline. The new chairs will be spread throughout the university.

"Some universities are phenomenal in three or four fields, but we have 35 departments that are ranked in the top 10 nationally," said Executive Vice Chancellor and Provost George Breslauer. "So, we have to invest broadly in order to maintain that breadth and depth of excellence."

The Hewlett Foundation, which was established by Hewlett-Packard co-founder William Hewlett and his wife, Flora, will not be involved in naming the chairs. Instead, donors who provide matching funds will have the chance to name them, creating a greater incentive for giving.

Brest, a former dean of Stanford Law School, said that part of what keeps faculty members at Berkeley is a commitment to its public mission of providing a high-quality education to a diverse student body.

About 56% of Berkeley undergraduates are nonwhite, 34% come from low-income families and 21% have parents who never attended college. UC says Berkeley has more low-income students than all the Ivy League schools and Stanford combined.

But Brest, who used to try to recruit professors from Berkeley's Boalt law school, said loyalty to the university goes only so far when salaries and resources fall significantly behind.

"Berkeley is a very strong institution, but I have watched it

become vulnerable to losing faculty to other institutions because of salary differences," he said.

Birgeneau said the Hewlett Foundation's board is made up of members connected to private schools but who recognize the need for strong public universities.

The board includes Yale University President Richard Levin, former Harvard Provost Harvey V. Fineberg and Walter Hewlett, the Hewletts' son who is a Stanford professor and serves on the Harvard Board of Overseers.

"To a person, they understand the importance of a great public university," Brest said. "Imagine California without the premier public universities and it would be a sorrowful state."

## Big benefactors

Largest gifts to the University of California include:

**\$200 million**, David Geffen's pledge for the Geffen School of Medicine at UCLA

**\$150 million**, anonymous gift to UC San Francisco Mission Bay for cancer research

**\$113 million**, William and Flora Hewlett Foundation's pledge to endow chairs at UC Berkeley

**\$110 million**, Irwin and Joan Jacobs' commitments to the UC San Diego Jacob School of Engineering

**\$100 million**, Gordon and Betty Moore Foundation's pledge to establish the UC Davis School of Nursing

*Source: University of California*

**THE CHRONICLE OF HIGHER EDUCATION  
THE ACADEMIC LIFE**

September 14, 2007

**Academic Finances**

## **For Love, Not Money**

**In high-cost urban areas, many professors are having a tough time leading a comfortable middle-class life**

By ROBIN WILSON

*The Academic Life tracked down professors who are striving to make ends meet, sometimes in unusual ways.*

Chandra M. Manning graduated with a Ph.D. from Harvard University in 2002 and was quickly identified by Georgetown University's history department as a rising star. Her first book, on the Civil War, is due out in April, boosting her chances of earning tenure. Yet while Manning's academic career at one of the nation's most prestigious universities is going well, something is missing: She and her husband do not think they will ever be able to buy a home anywhere close to the campus.

"Our salaries would have to double to own a modest three-bedroom house around here," says Manning, who earns \$52,000 a year. (Her husband, who works in historic preservation at a nearby Army base, earns \$48,000.)

Right now, the Mannings live in a third-floor walk-up apartment in Virginia that rents for \$1,645 a month, a Metro ride away from Georgetown's campus. It's small; their year-old son shares a nook with Manning's desk, computer, and scholarly books. "We could afford a perfectly fine family home in a number of other markets," says Manning, who acknowledges that the couple could also buy a place if they were willing to commute an hour or more. But that would cut into the time they could spend with their son.

Their situation, she says, bothers her husband more than it bothers her. "Owning a home is something he always regarded as important," she says. "Sometimes he looks at what we do, we're both responsible adults, bringing in perfectly respectable incomes, but we can't achieve this marker of responsible, respectable status."

The whole experience has made the couple wonder: Can two professionals still afford to lead a comfortable middle-class life, particularly when at least one is in academe?

CC: Board

For young faculty members in high-cost areas, the answer is increasingly no.

That does not mean professors are going hungry. And certainly, those who live in Bloomington, Ind., and Ames, Iowa, have a much easier time getting by on a faculty salary than those in cities like Boston, New York, and Seattle. But being a professor is not as financially rewarding as it once was. And faculty salaries lag behind those of professionals in many other fields.

"While it is true that everyone complains about not having enough money, there is a special quality to the academic's complaint," says Peter Berkowitz, a senior fellow in the Washington office of Stanford University's Hoover Institution. "Nobody who has spent as long getting advanced professional training has as low an income."

In fact, over the past 20 years, professors' salaries have barely budged — rising only 0.25 percent after adjusting for inflation. Meanwhile, other professionals are earning a lot more than their predecessors. Physicians, for example, make 34 percent more than they did 20 years ago, and lawyers make 18 percent more, according to a report by the American Association of University Professors.

The average full-time faculty salary for academic 2006-7 was \$73,207, the AAUP found. But professors' pay varies widely by discipline and type of institution. An assistant professor of business at a four-year college earned \$75,835 on average last year, compared to \$47,724 for an assistant professor of English, according to a study by the College and University Professional Association for Human Resources.

Regardless of discipline, money has never been the chief draw of an academic career. For many professors, the chance to work a flexible schedule with smart colleagues and students on issues that interest them has long offset the profession's relatively low pay. Indeed, exchanging money for freedom is a trade-off most professors knowingly make. That calculation, some say, fits with the cultural sensibilities at the root of the profession.

"There is this monastic ethos," says Jeffrey J. Williams, editor of the *Minnesota Review* and a professor of English and literary and cultural studies at Carnegie Mellon University. "You are not supposed to talk about money in academe."

Still, many faculty members are drawn to universities in major metropolitan areas, where tastes are more sophisticated and cultural opportunities abound. "There is something about the whole training and culture of intellectuals that is cosmopolitan," says Joseph A. McCartin, an associate professor of labor history at Georgetown University. And while professors in urban areas — particularly on the coasts — do earn a few thousand dollars more on average than they make in more rural areas, the difference does not make up for the much higher cost of living.



"We didn't take these jobs to get rich, but we didn't take them to get poor, either," says Christopher M. Witko, a 33-year-old assistant professor of government at California State University's Sacramento campus. "You expect when you go to graduate school, get a Ph.D., and become a professor, that you'll have a solid middle-class existence, but that's not always the case anymore."

Witko is leaving Sacramento for St. Louis University this fall precisely because he believes his \$48,600 Cal State salary is too low, and the cost of living too high. In St. Louis, the average home price is about \$200,000 less than in Sacramento.

Robert H. Frank, a professor of economics at Cornell University, says it is not that faculty members are no longer part of the middle class, but that the middle class is not what it used to be. "Conditions have now become difficult for people, even in the middle class," he says.

Because of rising housing prices over the last couple of decades, professors, like others in the middle class, must spend an ever-larger portion of their incomes on housing. That has forced many of them to endure longer commutes, take on more debt, raid their savings, work longer hours, and take second jobs. "Being a faculty member has gotten to be a meaner, less-pleasant occupation," says Frank, the author of a new book called: *Falling Behind: How Rising Inequality Harms the Middle Class* (University of California Press).

Elizabeth Hoffman, a lecturer in English at Cal State Long Beach, says the declining value of faculty salaries has led to changes that aren't good for higher education. "Your job on campus becomes something separate, and you are involved in side deals to make money," she says. "It is a corporate model: You're portable, and out of necessity, your allegiance is to yourself." That doesn't fit with professors' traditional role in academe, she says. "You are expected to do a lot of work that no one ever knows about" and that you don't necessarily get credit for, she says, like mentoring students and serving on committees. Young professors who are commuting long distances and holding down second jobs don't have time for that.

The money crunch may be causing bright young Americans to choose occupations outside academe. The number of U.S. citizens earning doctorates dropped by 6 percent overall between 2000 and 2005. And in some fields, the decline was a lot greater: The number of Americans earning Ph.D.'s in engineering dropped by 10 percent over that five-year period, while the number earning doctorates in the social sciences declined by 11.7 percent, and in the humanities by 12 percent.

Erica L. Dahl is just finishing up a five-year postdoctoral position in toxicology at the University of California at San Francisco. At first she wanted to become a professor, but when she learned she could land a job in industry right away, earning at least \$20,000 more a year than a typical starting salary of \$50,000 in academe, the decision was easy. "It was a feeling of being undervalued," says Dahl, who will start work next month as a toxicologist for a small research company outside Washington, D.C.

Young professors who decide to take jobs in high-cost areas, meanwhile, will probably continue to make financial and lifestyle choices that their older colleagues never faced: living with their parents to save enough money to buy a home; commuting up to two hours each way because it is too expensive to live closer to the campus; working part-time jobs to make extra money; renting an apartment instead of buying a home so they can pay off their own graduate-school loans and their daughters' college debts.

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## **A Couch of Her Own**

When Catherine A. Milton moved back to her parents' home to finish her dissertation, she didn't imagine that she would stay for seven years. While living at their Connecticut home, she not only earned her Ph.D. but landed her first teaching job, at Norwalk, and even earned tenure there.

"I went back to my old bedroom," recalls Milton. "You have to give up your independence and your identity, to fit back into whoever you were when you were back in the family mold." Milton's mother cooked dinner every weeknight, but Milton did her own laundry. "There was something about mixing underwear at the age of 30 that I didn't want to deal with," she says.

While living at her childhood home was inexpensive, it was also sometimes lonely, recalls Milton. "This was a very wealthy, conservative, coupled, married town," says Milton, who is single. Living with her parents, she says, made her question everything about herself. "What is happening to me?" she wondered. "Who am I going to become?"

On the weekends, Milton usually fled to Manhattan. "I was a couch surfer," she says. "I would go in and see people and sleep on their couches and pretend I lived there."

On a salary of a little more than \$50,000 a year, Ms. Milton wasn't sure she'd ever be able to afford a place of her own in pricey Fairfield County, Conn., where the college is located and where the average home cost \$520,000 in 2006.

Then in 2003, someone from a nonprofit housing authority gave a talk on the campus. "At first, I thought she was giving a workshop for poor people who lived in the community," says Milton. "Then, I realized that she was talking about people like me."

Milton was surprised to learn that she qualified for a \$10,000 interest-free loan — with no payments until she sells the home or refinances — from a nonprofit group called the Housing Development Fund. The organization also helped her figure out how to save enough money for a down payment.

Last year, Milton bought a \$155,000, 950-square foot condominium in a sketchy neighborhood of Bridgeport, Conn., that is gradually being gentrified. Earlier this year, someone spray-painted the word "whore" in black lettering on the side of a white building across the street that houses a massage parlor. But a fancy martini bar and an Italian gelato shop are opening up a couple of blocks away.

Now, when Ms. Milton's friends from Manhattan come to visit, they sleep on her couch.

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### **When the Day Job Isn't Enough**

By academic standards, Carl D. Meinhart earns a nice salary — almost \$15,000 more than the national average paid to professors. But, he says, "I could never rely on my day job." His academic pay amounts to only half his overall income. "I don't know too many people," he says, "who rely only on their academic salary."

Meinhart makes most of his money consulting for medical instrumentation and medical diagnostic companies. As a result, he says: "I work all the time." Typically, that means between 60 and 70 hours per week. The extra work has already afforded him some luxuries: He has a \$2,000 bicycle and a three-year-old BMW.

In 2000, Mr. Meinhart bought a 1,700-square-foot home five miles from campus for \$550,000. To afford it, he rents out half the house to a friend and collects rent from an undergraduate who lives in a studio apartment attached to the garage. The house, he figures, has more than doubled in value since he bought it.

Meinhart is definitely getting by — a challenge for professors in high-cost Santa Barbara. But someday, he says, he hopes to have a family. He isn't sure how he'd give up his rental income and still make it financially. Right now, he is trying to start up a company that would develop instruments to detect explosives. "Here, that's how you make it," he says. "You can develop technology, and the university encourages you to start a company to commercialize it. That's how you can pay off your home."

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### **Living in Different Times**

At first glance, Anne V. Goodchild is doing well. She and her husband — who together earn about \$200,000 a year — just bought a \$535,000 Craftsman-style home in a family-oriented neighborhood a mile and a half from her office at UW.

But the 75-year-old home is a fixer-upper, with a rotting roof and a crumbling front porch. The two main bedrooms are up a steep stairway in an attic with no plumbing or central heat. The

couple never could have afforded to buy the home if Goodchild's parents hadn't given them \$100,000.

Now they are trying to find time to do the repairs themselves, while caring for their two preschool-age kids.

"We had to extend ourselves so much for the house that we don't have the money to fix it," says Goodchild.

She and her husband had already spent years living in married-student housing while Goodchild finished her graduate work at the University of California at Berkeley. "Our front door was right behind the dumpster," she recalls. When UW hired her in 2005, she says, "We were ready to settle down and buy a house."

But living so close to the UW campus has also meant some sacrifices. Goodchild's husband, a professional engineer, leaves home at 5:30 each morning so that his 20-mile commute is manageable. That leaves her alone to handle the morning routine with the kids, while trying to get ready for work. "I have to try to take a shower without the kids falling down the stairs," she says.

Goodchild has been to parties at the homes of her senior colleagues, some of whom have boats and live on Lake Washington. Those aren't things she ever expects to be able to afford. "I don't resent it," she says. "I understand that these are just different times."

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## **A Different Kind of Cowboy**

Teaching communications classes Monday through Friday. Butchering beef and pork on the weekends. That's standard for Peter A. DeCaro, who works at the Vons supermarket near his home in Southern California because he can't pay his bills on an academic salary.

DeCaro went back to graduate school in his mid-40's to earn his Ph.D. and gave up his life as a restaurant owner. He was hoping to use his mind, not his body, to make a living, but it hasn't worked out that way. "Today if anyone goes into academia thinking they're going to be financially soluble," he says, "they'd be mistaken." DeCaro says he was looking for an academic job outside California last year until Stanislaus's new president gave faculty members sizable raises. DeCaro got an extra \$8,000 a year and decided to stay.

His wife has a lung condition that prevents her from working. He has two children, and his mother-in-law lives with the family in their 1,475-square-foot home. DeCaro enclosed the attached garage himself a couple of years ago to create a family recreation room. The house is an hour and a half drive from the CSU campus because he can't afford anything closer, he says.

DeCaro has made as much as \$8,000 a year butchering meat on the side. It's something he learned to do as a boy working in his uncle's butcher shop. He is one of a dwindling number of butchers who can process an animal "from hoof to table," he says. That means that he starts with a live animal and does everything, from killing it to delivering it to the customer ready to cook. (Most butchers work with already-processed beef that is prepared for them by a slaughterhouse.) Some local farmers have been pestering DeCaro to install a walk-in cooler on his property so he can cut meat that farmers use to feed their own families. He's considering it, if he can figure out how to pay for the cooler.

He also raises Black Angus cattle on someone else's ranch near his home, taking one animal a year for his family to eat and selling the rest. "I enjoy being a professor," he says, "but unfortunately the enjoyment isn't matched by the salary. So I have to do these other things."

DeCaro and his wife haven't taken a vacation together since 1991. "We're not poor," he says. "We just can't afford to do a lot of things."

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### **Trading Up to an Office Job**

William T. Brown just traded in his faculty job at Norwalk Community College for an administrative post at Naugatuck Valley Community College that will cut his commute by more than half. He will avoid the excruciating 40-mile drive to Norwalk, a trip that sometimes took up to two and a half hours and forced him to leave home by 5:30 a.m. Not only that, he'll earn \$13,000 more a year by joining academe's administrative ranks.

Because he couldn't afford to live near Norwalk, Mr. Brown bought a 2,300-square-foot ranch home in North Branford, Conn. Depending on what was going on, he sometimes ended up staying at Norwalk all day and all night. "If there were campus events in the evening, I didn't get home until 10."

That lifestyle only worked, he says, because his wife stays home with their two-year-old son. "She's the glue," says Brown, who was an assistant professor of psychology at Norwalk.

To make extra money, Mr. Brown taught an overload at Norwalk — five courses a semester instead of the usual four, and up to three classes each summer. He says he'll miss teaching in his new job, but the shorter commute will make it worthwhile. At most, it should take 45 minutes. "When my son starts going to school, I can help him get ready," says Brown. "And most of the time, I can be home in time to help him with his homework."

Today is Tuesday, September 04, 2007  
Originally published Tuesday, September 04, 2007  
Updated Tuesday, September 04, 2007

## **Expanding benefits will cost LAUSD**

Daily Breeze editorial

The new Los Angeles Unified school board is supposed to be forward-thinking. It's supposed to be less beholden to union and other interests.

But one of the school board's first major decisions is troubling.

On Thursday, the board approved - by a 5-2 vote - a measure that increases the number of hours some 2,352 cafeteria workers work each day from three to four. Ostensibly, this will make lunches healthier. In addition, the increase in hours for workers is supposed to improve cafeteria operations, allowing more students to eat their free or reduced price lunch.

Ideally, better nutrition should improve students' academic performance. But when cafeteria workers put in four hours a day, they become "full-time" employees, thus qualifying for full health benefits.

Paying for those benefits won't be easy. This decision will cost the district \$105 million over the next three years. Superintendent David Brewer now has to find the money to cover a massive expense that was never budgeted.

The precedent will also no doubt spur other LAUSD unions to demand full-time benefits for their part-time workers. There are 18,000 part-timers laboring in the LAUSD. Providing full health care for all of them would cost the district - which can't even swing adequate music and art classes - an additional quarter-billion dollars a year.

What's worse, this huge expansion of benefits didn't even come at the bargaining table, with the usual give-and-take of negotiations. This is all a give to the unions on the part of the schools, with taxpayers taking nothing in return.

Plus, the unions now know they don't need to negotiate for new perks; they can just finagle from the politicians.

Providing health care is a worthy goal, but so is providing solid education and smart accounting. The new school board has moved quickly to address the cafeteria problem, but our fear is that the solution may have come at too high of a price.

Providing health care is a worthy goal, but so is providing solid education and smart accounting. The new school board has moved quickly to address the cafeteria problem, but our fear is that the solution may have come at too high of a price.

## **Headline...Palomar trustees set goals for 2007-08**

**By Linda Lou**

**UNION-TRIBUNE STAFF WRITER**

**Thursday, August 30, 2007**

SAN MARCOS – Palomar College trustees said they want to be made more aware of what the community college is doing to incorporate emerging technologies and innovation into its programs, departments and future buildings.

Trustees said that although they like the new geographic information systems lab in the new science building, they wish they would have had more information about it beforehand. Trustee Darrell McMullen said he found out about the lab only after touring the building, which opened last week.

Trustees said they would like to be informed of the latest cutting-edge trends being considered. It was one of the few new goals they set at a 2007-08 goal-setting workshop Tuesday.

Palomar College President Bob Deegan assured the board that there will be a procedure for evaluating current programs and changes before more buildings open. Palomar is undergoing massive renovation, reconstruction and expansion that will continue for 15 years.

Deegan said factors such as growing enrollment would be considered for the new nursing building, which could offer a lab where students would practice diagnosing illnesses on mannequins that showed various symptoms.

Trustees also said they want to see plans for emerging technologies and occupations better connected to the budgeting process.

Trustee Michele Nelson said she wants to know how ideas are proposed, who approves them and how they become part of the curriculum. She said the ideas could include vocational programs or improved ways to teach math and English.

Trustees will continue to implement and support programs for student success, teaching and learning excellence, organizational and professional development, facilities improvement and resource management.

An additional new goal is for the board to “model and support a culture of civility and respect.”

cc: Board .

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Board members also said they would continue to support energy efficiency on campus. Deegan said architects were asked to include more energy-efficient designs.

The board will also mingle more with the community in terms of outreach and establish partnerships with other educational and business groups.

On Sept. 20, Palomar College representatives will meet with leaders of California State University San Marcos, San Marcos Unified School District, the San Marcos Chamber of Commerce and the city of San Marcos at City Hall.

Also Tuesday, the board approved a contingent settlement with four San Marcos homeowners who allege that Palomar is responsible for drainage problems that flooded their backyards on Granite Road.

The owners claim that water began seeping onto their properties in early 2003 from student parking lot 12, according to the lawsuit filed in 2004.

Under the proposed confidential terms, Palomar will build a new drainage channel underneath the parking lot and pay an undisclosed amount to the owners for charges, including attorney fees, yard damage and hydrology/drainage expert fees, said Ken Jay, Palomar's director of business services.

The terms were negotiated early this year, Jay said, but it took time to agree on cost estimates. He said the channel could be finished next year.



## **Headline...Moorpark College president to retire**

**From staff reports**

**Ventura County Star**

**Wednesday, August 29, 2007**

After five years of leading Moorpark College as its president, Eva Conrad will retire next July.

The Ventura County Community College District's Board of Trustees approved her retirement at its meeting on Tuesday.

Conrad's retirement will coincide with that of her husband, Mark Rafter, a faculty member in the psychology department at College of the Canyons in Santa Clarita.

"My husband and I are both retiring at the end of this academic year and our plans are to live this new phase of our lives with a focus on fun," Conrad said in a prepared statement.

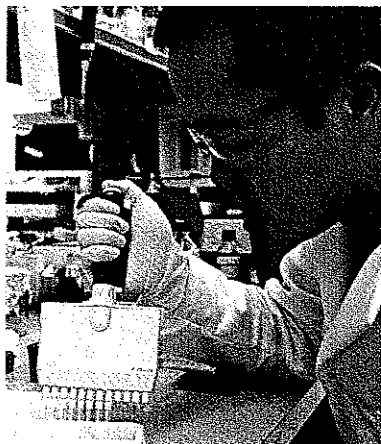
"This fall marks the beginning of my eleventh year at Moorpark College and my thirty-second year in California community colleges," Conrad added. "My time at Moorpark College has been excellent."

cc: Board.

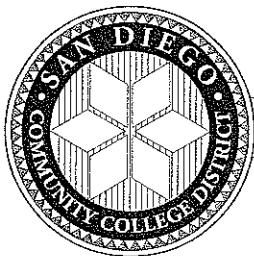
# Major Plans and Goals for 2007-2008

**During the year 2007-2008, the San Diego Community College District will:**

- Support the Community College Initiative — a state proposition designed to bring independence and fair funding to the California Community Colleges.
- Implement an accelerated schedule for bond measure projects — a plan to expedite the completion of Propositions S and N projects in order to bring facilities on line faster and maximize the taxpayers' investment.
- Plan and implement facilities improvements — an ongoing effort to ensure progress in achieving LEED certification for new facilities, effective recycling and environmental sustainability.
- Advocate for increased noncredit FTES funding — a continuation of the statewide effort to secure enhanced funding for noncredit "Career Development and College Preparation" FTES.



- Develop or expand programs and courses to meet community needs — the identification of and plans to develop or expand programs and courses in high demand for university transfer and industry needs.
- Implement transitional programs and services between credit and noncredit programs — a systematic effort between the Colleges and Continuing Education to ensure closer articulation of programs and courses, to promote increased student transition from noncredit to credit programs and to address the needs of adults who have not completed high school.
- Complete the District Strategic Plan — the development of a short-term and long-term strategic plan based upon both internal scans of institutional needs and external scans of community, university and industry needs.
- Increase community interaction — an effort to provide opportunities for community groups, individuals and employers to share ideas and perspectives regarding community needs and ways in which the District can develop and/or improve programs and services.
- Develop long-term budget strategies — a fiscal plan to ensure the continuation of the District's financial health despite fluctuations in state funding.



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## **InsideBayArea.com**

### **Digital education a virtual reality**

#### **Educators face the challenges, opportunities of modern classrooms**

By Connie Llanos, MEDIANEWS STAFF

Article Last Updated: 09/23/2007 02:41:00 AM PDT

Raising your hand to answer a question in class is so 20th century.

Today's college students can simply tap away on classroom clickers to beam lecture questions and test answers directly into their professors' laptops.

Notebooks, pencils and heavy textbooks have been replaced by computers, cell phones and other electronic gadgets that can send and store digital information.

And scholars can even conduct physics experiments or sit through complicated engineering formulas — in their pajamas. "There's an academic transformation going on right now," said Steven Fitzgerald, an associate computer science professor at California State University, Northridge.

"These new technologies are allowing students to participate interactively and allowing them to make it to class without having to face traffic or fight for parking spaces."

Gadgets like hand-held remotes that communicate with laptops, touchscreen devices called smart boards and paperless e-books are just a few examples of how colleges are adapting to the digital revolution that has swept their students.

The influence of technology on education can also be seen in the increasing number of courses being offered online.

With just 30 online classes at California State University, Northridge in 1999, the campus now has some 12,000 students enrolled electronically in 300 courses — a ten-fold increase in less than a decade.

Also, two-thirds of CSUN's 32,000 students are receiving some online academic service on the university's learning management system, WebCT.

### **Digital drawbacks**

But there are some downsides to the digital revolution.

For one thing, the high-tech educational tools can make cheating a lot easier, especially plagiarism. Colleges have had to invest in programs like Turn it In, which scans essays against billions of papers stored in databases and found on the Internet.

And text-messaging slang like LOL (laughing out loud) and BRB (be right back) often slips into assignments, irritating some professors already burdened by having to learn high-tech programs and gadgets.

Still, college officials say there is no escaping the future.

"The way that students learn is different than what it was in the past," said Mark Pracher, a technology grant writer for Pierce College in Woodland Hills. "We need ways to present information differently, engage students in classroom activities and help them understand the material."

Over the past five years, Pierce has invested nearly \$2 million on improving its campus technology, including private lessons for faculty on the newest educational software and converting classrooms into "smart" rooms.

The rooms come equipped with giant screens and wireless tablets that allow teachers to replace the overhead projector with a slew of Web-based media presentation tools.

"In many ways it is just the generational evolution of how society has changed," Pracher said.

Randall Cummings, Northridge's director of online instruction, said the university will spend \$4 million on academic technology programs.

"These are Gen Net kids. They were born with digital mobiles in their cribs," Cummings said. "They have always had some sort of hand-held gadget."

Danny O'Kelley, 19, a general education student at College of the Canyons in Santa Clarita, said teachers should learn technology because students will bring it into their classrooms one way or another.

"We do everything on-line," he said.

So much so that four months ago, when O'Kelley couldn't sell his used textbooks for a reasonable price, he started cocunderground.com.

The Web site was supposed to give students a place to buy and sell books. But the site has morphed into a meeting ground where students can discuss classes, set up study groups and, of course, gossip about professors.

"With technology, you can do things that you can't physically do," said Diana Oblinger, associate vice president of Educause, a nonprofit promoting technology in academics.

For future nature scientists, a new social networking project, the National Ecological Observatory Network, lets students from around the world study the Earth and its ecological changes.

Still, the transition isn't easy for everyone.

Lucille Russell went back to school four years ago, after having five children. She was used to watching her kids surf the Internet, but the religious studies student said she had vowed she would not become a part of the Web revolution.

"I did not even want an e-mail address," she said.

Now Russell admits that being connected to the latest technologies is necessary — for her college career and her future.

"I need to know how to use all this stuff if I am going to be a teacher," she said. "That's the only way to connect with young people."

# The Chronicle of Higher Education

Tuesday, September 4, 2007

## The Annual Labor Shortage Hoax

By THOMAS H. BENTON

When someone tells you there is going to be a labor shortage in the field in which they teach, run, don't walk, in the other direction.

In *The Grapes of Wrath* there is a moment when you realize that the Joad family is not going to arrive in the Promised Land. Like thousands of refugees from the Dust Bowl, they have been lured to California by the possibility of work. And the work exists; peaches have to be picked. But the big owners won't make enough money unless there are more workers than the work requires. So millions of handbills were dispersed:

"And the migrants streamed in on the highways and their hunger was in their eyes, and their need was in their eyes . . . When there was work for a man, 10 men fought for it -- fought with a low wage. If that fella'll work for 30 cents, I'll work for 25.

"If he'll take 25, I'll do it for 20.

"No, me, I'm hungry. I'll work for 15. I'll work for food."

Ten years ago Cary Nelson, now president of the American Association of University Professors, published a book called *Will Teach for Food: Academic Labor in Crisis* (University of Minnesota Press), which focused on the struggle of Yale's graduate students to form a union against an administration determined to define them as mere "students," even if they did most of the undergraduate teaching. For the mobs of unemployed graduates of doctoral programs, the academic labor system conjures nothing so much as Steinbeck's sketch of ruthless capitalism in the Great Depression.

Not long ago, I was competing with hundreds of applicants for every available academic position, anywhere, including low-paying, part-time ones in obscure locations. At that time I would have worked for almost nothing, just to get experience so I could get a full-time position.

Always, for the untenured, the real job is somewhere over the next horizon, which is why you accept unfavorable terms in the present.

Nearly everyone who was in graduate school in the 1990's remembers -- perhaps second hand -- the conclusions of the infamous report by William G. Bowen and Julie Ann Sosa, "Prospects for Faculty in the Arts and Sciences: A Study of Factors Affecting Demand and Supply, 1987 to 2012. The report claimed there would be ample positions opening up near the end of the decade.

CC: Board .

As *The Chronicle* reported at the time, "the most dramatic changes in the academic job market, the study found, will begin to occur in 1997, when it is projected that roughly four candidates will be available for every five openings in the arts and sciences. In the humanities and social sciences, where shortages are expected to be most pronounced, only seven candidates will be available for every 10 positions open, according to the study."

And so the graduate schools opened their doors wide and in swarmed an army of students, willing to do all the distasteful work for little or no money but with the promise of a real job after a few years as a teaching assistant. It was still called an "apprenticeship" in those days, before the term became loaded with so much bitterness and irony that no one dares utter it anymore. With all of those potential apprentices around -- still believing that more education always meant more opportunities -- it turned out there was no need to replace retiring faculty members: The labor shortage was solved.

In 1999, after I finished my doctorate with no academic position in sight -- and nearly extinguished hope for one -- I started interviewing for jobs outside academe without much success. I found that, despite the upbeat rhetoric of the career counselors, my academic background did not suggest "transferable skills" to potential employers so much as "probably not qualified to operate a cash register."

"What kind of an idiot spends 10 years training in a field for which there is no demand? Or writing a book that no one will read? Why would we want to hire a person with no common sense?"

In the late 90s, while I was still on the academic job market, I started looking to earn a quick technical degree in computer programming because it promised easy placement in a field with unlimited growth. That message was affirmed everywhere: Study computers, and you will be safe. I had not yet learned my lesson about the unspoken alliance between labor-shortage predictions and the opportunists of postsecondary education.

Two years later, the bottom dropped out of the high-tech job market. At that point I just might have jumped off a bridge. Fortunately, I had decided to hang on in academe instead of going to the InfoTech Institute out on the interstate. Out of almost pure luck -- for there were thousands of qualified people -- I found the tenure-track position that I still hold.

Most of the people I knew in graduate school have disappeared, even from Google.

What happened to them, I wonder? Do their advisers even know? According to a recent study by the Council of Graduate Schools, a doctorate in the humanities can easily take 10 years. Even after all that time, you may only have about a 50-50 chance of finding a tenure-track position in many fields such as English.

Poor souls; they were simply not good enough for academe, unlike us. And so the myth of merit gets perpetuated by the winners.

Now I am faced with advising undergraduates. Every year a new crop of undecided students -- echoing the concerns of their tuition-paying parents -- ask me what they should do with their lives. And every year a new study, widely reported -- and circulated by interested parties within academe -- announces the looming labor shortage in elementary education, nursing, computer programming, library science, occupational therapy, athletic training, international relations, hotel management, social work, environmental law, or whatever.

For example, this summer a report by PricewaterhouseCoopers' Health Research Institute claims that the United States might have a shortage of possibly a million nurses by 2020. But that doesn't tell the average student anything about the need for nurses in the state where he or she lives. It doesn't say anything about how the health-care industry might restructure itself to function with fewer nurses before this hypothetical student has even finished his or her degree.

The ability of business to adapt to existing conditions usually moves in advance of traditional education; there is no way to predict reliably where the demand for labor will be in four years, much less a decade. Nevertheless, driven by student expectations that they have helped to generate, preprofessional programs and graduate schools expand beyond the capacity of any projected labor shortage to absorb all of the graduates.

Meanwhile, no one is reporting that the labor shortage of a few years ago has since become a glut of applicants, nearly all of them the victims of what has become -- in retrospect -- the annual labor-shortage hoax.

Like me, those students are learning the hard way that, all too often, education, like the stock market, is built on speculation: I invest in training, and I receive a lifelong dividend in the form of an appealing career. But a hot stock tip that everyone knows about is bound to lose money.

Still, a year or so after they graduate, I hear from students who don't understand what happened to all the promised opportunities. They feel cheated, resentful, lied to, conspired against, and they -- and their parents -- start to mistrust higher education as another corporate racket. And, in some cases, they are right to think that way when institutions present themselves as providers of "marketable skills" rather than an education.

Am I wrong to think the annual labor shortage claims do the work of business in creating a surplus army of the unemployed who can drive down wages in fields in which they might otherwise be rising? It seems that during a labor shortage rising wages result in downsizing, offshoring, and other forms of restructuring. As the newly trained workers arrive in droves a few years later, most of the high-wage workers can be dismissed, and the newcomers can be made part-timers with no benefits until the cycle begins again.

Nowadays, when students tell me they want to major in something because of a looming labor shortage, I say to them, "Sorry, there are no good jobs out there going begging, and there never will be. It is hard to find good work in any field." And then I send them right to career services.



Students shouldn't just talk with their academic adviser because, in the end, most of us don't know anything beyond the precincts of our field, and we are naturally biased in favor of it. Despite everything I know, I want you to go to graduate school. I can't help it; I have drunk the Kool-Aid. For all that's happened, I still believe in the value of the humanities and that some people should be teachers and scholars. And for that reason I can't be trusted completely.

So go talk with the people in the career-services office before deciding your life on the basis of my flattery, an article in *Time* magazine, or the advice of your Aunt Sally who listens to NPR. And don't just take career services' word for it: They have biases, too.

The job market is beyond your control, so focus on what you can control: Do research on the field that interests you before, during, and after your degree program. No matter what you've heard, you will not get a job on the basis of nothing but your degree and your inflated GPA. Get relevant experience through internships, preferably paid ones, but use your time in college to get a real education, instead of mere job skills. Believe it or not, successful business people don't like to be surrounded by philistines and ignoramuses.

Develop your writing and speaking abilities, mind your manners and appearance, do your work on time and without excuses (never say, "but I tried really hard"), earn the respect of your professors, and, once you have become an educated, responsible adult with some skills and a network of other adults willing to vouch for you -- you might find full-time, entry-level work -- making copies, fetching coffee -- in a city 500 miles away.

That's hard to swallow when every college seems to boast about unlimited prospects with minimal effort, but it is the truth for most undergraduates.

Forget the predictions; the only thing you can be sure about is yourself. The final lesson of your education is to stop acting like a child, allowing others to make your life decisions for you, and then acting surprised when life proves unfair.

It's a lesson that I learned far too late.

## Hotline nets waste in state offices

**Whistle-blowers help the auditor uncover practices such as using taxpayer resources to conduct private business matters.**

By Patrick McGreevy, Los Angeles Times Staff Writer  
September 21, 2007

SACRAMENTO -- Tipped off by whistle-blowers, state investigators have uncovered a raft of waste and misconduct in recent months, including employees who ran private businesses on the taxpayers' dime and a college official who viewed 1,400 pornography images on state-owned computers.

Auditors uncovered the misdeeds thanks to a hotline on which state employees can report improper use of public resources without fear of retribution.

The whistle-blower office receives about 4,000 calls and letters each year, many leading to reforms of wasteful practices and, in some cases, disciplinary action and criminal prosecution, according to State Auditor Elaine M. Howle, who reports the findings twice each year.

"We think it's very valuable," Howle said in an interview. "A lot of departments use these as educational tools with their employees, so it serves as a deterrent effect."

Her latest report, released Thursday, says that an official at Cal Poly Pomona used two university computers to view Internet sites containing pornographic material, in violation of state law.

The employee resigned after admitting to auditors that he had misused the computers, Howle said in an interview. Authorities found that the employee viewed approximately 1,400 pornographic images on two university computers during several weeks in 2006 and from February to May 2007.

Another state employee, at the Employment Development Department, was found to have used state time and resources to conduct her private catering business, in violation of state law. She used her state computer and e-mail account to promote her personal business, auditors said.

The employee did not have a valid health permit, thereby also violating state food-preparation laws. She conducted her personal business with the knowledge and assistance of her supervisor and directed a co-worker to assist her, the audit said. The employee received a written reprimand, Howle said.

CC: Board

The report also noted:

- \* The California Public Employees' Retirement System hired a woman even though she was working at the CalPERS building as an employee for a private vendor that provided services to CalPERS. This violated a state law that prohibits state employees from engaging in any employment or activity from which the employee receives compensation through a contract. The woman quit her contracting job.

- \* Two teachers at the California School for the Deaf in Riverside did not possess valid credentials or waivers for the academic year 2005-06, in violation of state law. One teacher resigned when told to renew her teaching credential, the audit said. The second teacher was dismissed from his position after failing to meet the requirements for continued employment.

- \* An employee of the Department of Health Services improperly used his state computer to visit modeling websites and Internet-based e-mail sites during his regular weekday work schedule, including sites where his spouse had profiles posted. The report did not state whether any disciplinary action was taken.

- \* The CHP spent \$881,565 to buy 51 vans more than two years ago and has yet to use the vehicles for their intended purposes. That "further resulted in lost interest earnings to the state of \$90,385," the report said. The CHP acknowledged it had erred in not putting the vans into service soon after they were purchased and said the delay stemmed from some CHP employees' proposal to redesign the way equipment was installed in and used by the vans.

The auditor's findings were particularly painful for state officials, coming just after the Legislature made major cuts in transportation and mental health programs to erase a deficit in the state's \$140-billion budget.

"It's just frustrating because you try so hard to fund what is necessary, and then you just see money wasted like this," said Sen. Denise Moreno Ducheny (D-San Diego), chairwoman of the state Senate's budget committee.

Gov. Arnold Schwarzenegger was "disappointed" to hear of the findings, according to administration spokesman Aaron McLearn.

The whistle-blower hotline number is (800) 952-5665.

## **Monitor to oversee school payroll repair**

**Many teachers and other L.A. Unified employees still are not paid correctly, and soon tax forms and state reports may be affected.**

By Joel Rubin, Los Angeles Times Staff Writer  
September 17, 2007

For eight months a defective payroll system has wreaked havoc on the Los Angeles Unified School District, leaving tens of thousands of employees unpaid, paid too little or overpaid. With a solution still months away and the fallout worsening, the district's Board of Education took an unusual step last week, deciding to hire an independent monitor, who will report to the board on district efforts to rectify the debacle.

Board President Monica Garcia, who made the move after consulting with her colleagues, said the outside observer will act as the board's eyes and ears, providing it with frequent assessments of the ongoing, complicated attempt to rewrite faulty computer programs that continue to cut thousands of erroneous paychecks each month.

Board members have grown increasingly concerned that the problems have not been solved even though school district staffers and expert consultants have been trying for months. The pressure to make fixes has spiked in recent weeks as the district confronts the prospect of issuing inaccurate tax forms to employees and the likelihood that it will miss financial reporting deadlines mandated by the state.

"Given the clarity we have now of the impact of this crisis, I wanted to make sure we have a technical person involved who can validate, verify and challenge information," Garcia said. She voiced support for district Supt. David L. Brewer's handling of the payroll problems, which he inherited when he was hired late last year, and said the decision to hire the monitor did not signal a lack of confidence in him. "I have every expectation that our people are doing the best they can," she said.

At a meeting Tuesday, other board members pressed Brewer and his senior staff for details about the pace and strategy for correcting the payroll system's failures.

"This is a crisis for the district. We are in a crisis, and I expect you to resolve it immediately," board member Marlene Canter told Brewer.

CC: Board

"I am losing confidence in our ability to do what we need to do for our people on the front line," board member Richard Vladovic added. Later, while the board was debating whether to approve Brewer's request to pay a technology consulting firm up to \$10 million to help devise a remedy, Vladovic grew irritated when staff could not precisely explain what the firm was expected to accomplish. The board eventually approved the one-year contract.

Brewer said he welcomed Garcia's decision to bring on the independent observer saying it would free his staff somewhat from the time-consuming task of briefing board members. "It's fine with me," he said in an interview.

Garcia echoed Brewer, saying, "The people running the recovery effort cannot be in seven different places every day giving briefings. That's not efficient."

Part of a comprehensive \$95-million technology upgrade, the payroll system was heralded as a modern, efficient replacement of the district's antiquated, largely manual process that had been in place for four decades. But from the outset, in February, it has been plagued with problems. Early on, some of the paycheck errors were the result of mistakes made by timekeepers and office clerks, who had received hurried and insufficient training on the complicated computer program.

Serious glitches in the computer software programs have proved more intractable. The hardest hit have been the district's roughly 48,000 certificated employees -- teachers and others who require credentials to perform their jobs. The computer programs have not been able to accurately account for their complicated, varied job assignments and pay scales. At the heart of the problem is that teachers work 10 months each year but are paid 12 times, and the system was not designed to correctly spread out, or annualize, the salaries.

The worst month was June, when about 30,000 paychecks had errors -- nearly all of them overpayments. This month, 3,800 more teachers and others were affected.

The result has been disastrous for teachers and others. With payday occurring only once a month for most, many have struggled to make rent or mortgage payments, cover other bills and buy such basics as groceries. Each month, hundreds of frustrated employees spend hours waiting in district offices trying to resolve their problems, telling one another about the loans they have had to take out to avoid being evicted or having their cars repossessed.

Because of the widespread confusion and distrust among employees over the accuracy of their paychecks, district officials said, they postponed a plan this month to recoup overpayments, which total an estimated \$53 million. But if payments are not set straight in time to produce accurate end-of-year tax forms, district officials have cautioned in recent weeks, employees could face a nightmare when they try to file income taxes in the spring.

"There is a crisis brewing, and it's with good old Uncle Sam," Vladovic said. "I am worried."

Also looming is an Oct. 15 deadline for L.A. Unified to file a comprehensive report on last school year's expenditures with state officials. Because of the payroll failures, district officials have not been able to complete their bookkeeping and pass the report on to county officials as required, making it unlikely that they will be able to meet the state deadline.

If the reports are more than two weeks late, state law allows California's top education official to withhold the salaries of Brewer and board members, a move state education officials said is rare but not unprecedented.

Programmers have begun the painstaking process of rewriting the computer software using more sophisticated programs, but it will take two to three months to complete, district officials said. Another option, scrapping the 12-month pay calendar, is under consideration, but it would require making changes to labor agreements with unions.

Garcia said she hoped the independent monitor would be named and in place within two weeks and would act quickly to improve board members' understanding of what is being done and how best to proceed. It is unclear how much the board will pay the monitor.

Deadlines "are coming. There is no more flexibility," she said. "We have to act in ways we haven't acted yet."

## **East Los Angeles College Turns to Solar for Energy Needs**

LOS ANGELES, Sept. 11, 2007 -- East Los Angeles College will build a solar farm that will generate nearly enough electricity to fulfill all the campus' daytime needs.

The school recently announced the move as part of the Los Angeles Community College District's (LACCD) larger plan of taking all nine of its campuses off the grid. It is, the district contends, the country's first community college system to be energy independent.

"This renewable energy project is another example that illustrates our District's strong commitment to move expeditiously toward building climate neutral campuses that will positively impact the environment," said Sylvia Scott-Hayes, president of the LACCD Board of Trustees. "Not only will our energy independent campuses save money for other educational resources, but they will also act as a living model to teach students how to lead sustainable, environmentally responsible lives."

Construction of the \$9 million project began in mid-August, and is scheduled to be completed by the end of the year. It will eventually generate one megawatt of electricity; the campus currently uses in average slightly more than one megawatt daily.

Chevron Energy Solutions will design the photovoltaic farm, which will be located on the Northwest Parking lot. The college's bond program, approved by Los Angeles voters in 2001 and 2003, will pay for the project. Chevron Energy Solutions and the school will enter a 20-year Solar Service Agreement for the farm's operation.

Similar projects will take place at the district's eight other campuses as part of a \$2.2 billion construction and modernization program. Future energy plans include using hydrogen to power fuel cells for night-time energy needs.

CC: Board

**Latimes.com**

DAVID LAZARUS:

## CONSUMER CONFIDENTIAL

### **Ad slogan is a subtle shift for Wal-Mart**

September 14, 2007

For 19 years, Wal-Mart has remained consistent, and undeniably truthful, in its marketing pitch to customers: "Always low prices." Say what you will about the world's largest retailer, it rocks on the discount-price front.

Now, however, Wal-Mart has a new slogan: "Save money. Live better." And the company's pitch no longer focuses on saving a few bucks as an end in and of itself. Today's kinder-and-gentler Wal-Mart is all about improving your quality of life.

An ad for the new slogan, unveiled Wednesday, depicts a happy middle-class family taking a vacation to Florida with all the money they've saved shopping at Wal-Mart. Another depicts a father and son bonding as they browse for a car.

"From the family vacation to a daughter's wedding, the savings American families realize at Wal-Mart bring the good things in life a good deal closer," Stephen Quinn, Wal-Mart's chief marketing officer, said in a statement.

"The new advertising tells the same story we've told since Day One, how we're working hard to save people money so they can live better."

To see for myself, I traveled Thursday to the sprawling Wal-Mart Superstore in Rosemead. It was, I have to admit, my first visit to a Wal-Mart. (The closest one to my former home in San Francisco was on the other side of the bay.)

Before I was shown the door by a pair of Wal-Mart security types for "harassing the customers," I tried in vain to find anyone who could tell me that shopping at Wal-Mart helped them live better.

"I just like the prices," said 24-year-old Angela Garcia, pushing a cart through the boulevard-wide aisles with her 4-year-old son. "It's the only reason I come."

Yes, but what about all the savings? Wal-Mart says its low prices save the average household about \$2,500 a year. Does Garcia use that money for vacations or other splurges?

"I buy groceries," she replied. "I pay my bills."

CC: Board.



Similarly, Marizol Nino, 36, said she wasn't planning any *trips* to Florida thanks to Wal-Mart.

"Whatever I save, I spend on my kids," she said. "Whatever they need."

Harold Kassarian, a professor emeritus at the UCLA Anderson School of Management who specializes in consumer behavior, said Wal-Mart's real goal with its new campaign was to give itself an image makeover and make its stores more appealing to a slightly more upscale clientele.

"This has nothing to do with bonding or vacations," he said. "This is about saying that if you're middle class and upwardly mobile, it's OK for you to go to Wal-Mart."

Kassarian noted that Target had been relatively successful at repositioning itself as the hipper and cooler alternative to the likes of Wal-Mart and Kmart.

"Wal-Mart probably feels that if Target could do it, so could they," he said.

The company probably also wouldn't mind if its "Live better" campaign caught on in California, where Wal-Mart has been struggling for years to expand its footprint. There just isn't that much more room for growth in the well-saturated territory between the coasts.

Melissa O'Brien, a Wal-Mart spokeswoman, dismissed any suggestion that the company was trying to emulate Target and grab a little hipster cachet for itself.

"We're much larger than any other retailer," she said. "Following others' leads is not what we do." O'Brien said Wal-Mart's new campaign was about articulating something the company had long known — that its low prices translated to richer lifestyles for customers.

"Customers are always telling us things like, 'Because of you, I can now buy Christmas presents for my kids,'" she said.

Shopping at Wal-Mart, O'Brien said, "will allow you to experience the good things in life."

That's not quite how Deneasha Kirby sees it. The 20-year-old Watts resident said she shopped at Wal-Mart twice a month, typically spending more than \$100 per trip on household necessities.

"They're not going to improve my life," Kirby said. "All they do is save me some money." And that money isn't going toward any Florida vacation or new car. Kirby said her Wal-Mart savings basically helped her get by and attend classes at El Camino College.

Steve Manning, chief executive of Igor, a San Francisco brand-consulting firm, said he wasn't

surprised that Wal-Mart shoppers weren't reflective of the new Wal-Mart campaign.

"You were talking to people who shop at Wal-Mart because maybe they have to shop at Wal-Mart," he said. "That's not who this campaign is targeting."

Manning said Wal-Mart was instead going after slightly more affluent people — the kind of people who can be made to feel guilty that they aren't setting aside \$2,500 for a family vacation.

"Why wouldn't you want to save some money and take your family to Disneyland?" he asked. "Why wouldn't you want that?"

In any case, Manning said there was no harm in Wal-Mart trying out a new sales pitch.

"They've got nowhere to go but up as far as corporate image goes," he said.

## **The Chronicle of Higher Education Government & Politics**

From the issue dated September 21, 2007

### **Federal Lawmakers Approve Landmark Increase in Student Aid**

#### **Congress overwhelmingly passes compromise measure over objections of loan companies**

By KELLY FIELD

Washington

President Bush is poised to sign legislation that would provide the largest increase in federal student aid since the GI Bill.

The compromise bill, which would slash government subsidies to student-loan companies and use the savings to reduce the federal deficit, raise the maximum Pell Grant, and halve the interest rate on subsidized student loans, cleared Congress this month. The vote was 79 to 12 in the Senate and 292 to 97 in the House of Representatives.

The September 7 vote came a day after President Bush withdrew his threat to veto the bill, saying that Congress had met his demand to significantly increase funds for Pell Grants.

The president had twice threatened to veto the measure, complaining that it would create too many new entitlement programs and would not raise the maximum Pell Grant enough. In an effort to appease the president, lawmakers scaled back the number of new programs, from 10 to four, and raised the maximum Pell Grant from \$4,310 to \$5,400, the level in his budget request. But they did nothing to control the bill's price tag, which ballooned from \$18-billion to nearly \$21-billion in the compromise version.

That cost would be borne entirely by lenders, which would see their federal subsidies shrink for the second time in two years. Under the bill, the subsidy rate for for-profit lenders would be cut by 0.55 percentage points, while the subsidy rate for nonprofit lenders would be trimmed by 0.40 percentage points.

At the same time, the bill would double the origination fees that lenders pay the government on loans they make, to 1 percent, and reduce the amount of money that the government reimburses most lenders for loans that go into default, from 97 cents to 95 cents of every dollar that is unpaid. It would also end a practice of rewarding lenders designated as "exceptional performers" with a default-reimbursement rate that is two percentage points higher.

Guarantee agencies would also take a hit. The bill would reduce by 7 percentage points, from 23 percent to 16 percent, the amount the agencies can keep for themselves from the money they recover from borrowers who default. And it would cut an administrative fee that the government pays to guarantee agencies from 0.1 percent to 0.06 percent of the original principal.

### **A Loss for Lenders**

In the weeks leading up to this month's vote, lenders vigorously fought those cuts, warning that they would drive smaller companies out of the federal student-loan program and force the remaining providers to do away with borrower benefits, such as lender-paid origination fees and rate reductions for on-time repayments.

When the House and Senate took their versions of the bill to the floor this summer, industry lobbyists urged lawmakers to adopt an amendment that would have scaled back the subsidy cut to 0.35 percent for all lenders. Both chambers rejected the amendment, and the larger cut for the for-profit sector was included in the compromise bill.

At least one lender is already tightening its belt. Nelnet, a major national student-loan company based in Nebraska, has announced that it plans to lay off 400 employees and close five small loan-origination offices to make up for the revenue it expects to lose under the bill.

The bill's sponsors said lenders were exaggerating the effect of the bill on their bottom line. In a speech on the Senate floor the day

the measure was passed, Sen. Edward M. Kennedy, its chief Senate sponsor, noted that lenders had raised similar alarms in response to past subsidy cuts, and yet the guaranteed-loan program continued to grow.

"Lenders will no doubt continue to complain that the cuts in this bill are too deep," said Mr. Kennedy, a Massachusetts Democrat. "But the reality is that our bill restores the balance to this grossly unfair student-loan system by directing funds to the students, not to the banks."

### **Billions in Student Aid**

The bill, known as a budget-reconciliation measure, meets Congress's obligations under the 2008 budget blueprint, which instructed the chairmen of the House and Senate education committees to wring at least \$750-million from the programs they oversee and use the money to reduce the federal deficit.

But in complying with that directive, Congress went much further, cutting lender subsidies by almost \$21-billion and using the additional savings to sharply increase student aid.

In addition to raising the maximum Pell Grant, the bill would raise the income cutoff for automatic eligibility for the maximum award, from \$20,000 to \$30,000, and it would permanently repeal a federal rule, known as "tuition sensitivity," that has prevented some students attending low-cost colleges from receiving the maximum Pell Grant. It would also raise the income-protection allowance, permitting working students to deduct more of their earnings when calculating their expected contribution to college.

At the same time, the bill would make several changes meant to help borrowers who have taken on unmanageable levels of debt. It would extend income-contingent repayment to borrowers in the guaranteed-loan program, cap the amount of money that borrowers in income-contingent repayment must pay on their loans at 15 percent of the amount by which their discretionary income exceeds 150 percent of the poverty line, and forgive the remaining debt of students who have been in income-contingent repayment for 25 years. It would also create a new loan-forgiveness program for direct-loan borrowers who go into public service.

### **Meaningful or 'a Mockery'?**

Luke Swarthout, a higher-education advocate for the U.S. Public Interest Research Group, called the bill "the most meaningful higher-education reform in more than 15 years." He hailed Congress's votes as a victory of good policy "over the pressure of a self-interested few."

But some Republican lawmakers denounced the Democrats for using budget reconciliation — intended as a deficit-reduction tool — to sharply expand spending on entitlement programs. Noting that the bill would spend 29 times as much as it would save, Sen. Judd Gregg of New Hampshire, the top Republican on the Senate Budget Committee, called the measure a "joke" and "a mockery of the budget process."

Mr. Gregg and other senior Republicans also accused the Democrats of masking the bill's true cost through a series of budgetary gimmicks. They pointed out that the bill's cost was based on a five-year increase in the maximum Pell Grant and a five-year reduction in the interest rate on student loans. If Congress extends those changes, as it is likely to do, then the cost of the bill would be much higher.

Meanwhile, Sen. Michael B. Enzi of Wyoming, the education committee's senior Republican, lamented that Congress was not acting on legislation to renew the Higher Education Act in tandem with the budget bill. The law, which governs most federal student-aid programs, expired in September 2004 and has since been extended eight times, while Congress has made faltering progress toward passing a bill. The Senate passed its version of the bill in June, but the House has yet to introduce its measure.

## Solving puzzle of paying for college

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**Sticker shock? Boosts in financial aid can ease the pain**

**By Eleanor Yang Su**  
STAFF WRITER

**September 26, 2007**

Catana Simmons was worried sick that she wouldn't be able to pay for her son's college costs.

The tuition, housing and other expenses to send her only child to the University of California San Diego totaled about \$21,000 last year – nearly half of the single mother's salary managing a hospital call center.

### **Financial aid packages**

University of California San Diego undergraduates receive widely varying amounts of financial aid to attend the campus each year. Here are profiles of four students' financial aid packages:



#### **MARCO MURILLO**

Senior, history and political science double major

#### **Estimated attendance cost\***

\$22,800

Cal grants \$8,187

Scholarships \$7,500

Pell grant \$4,310

Past scholarship savings \$2,803

**Net cost to be paid \$0**



**DAVID RITCHERSON**

Sophomore, economics major

**Estimated attendance cost\***

\$22,500

Cal grant \$6,636

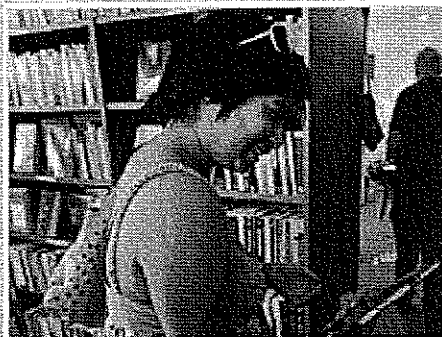
Work study \$1,800

UCSD grant \$1,037

Scholarship \$1,000

**Net cost to be paid \$12,027**

\$4,500 of the cost will be borrowed.



**DOROTHY YOUNG**

Junior, ethnic studies and writing  
double major

**Estimated attendance cost\***

\$22,800

UCSD grant \$5,456

Work study \$1,900

**Net cost to be paid \$15,444**

\$5,500 of the cost will be borrowed.

But after filling out financial aid forms, Simmons and her son David Ritcherson found grants and scholarships to cover all but \$8,100. This year, they whittled down the bill to about \$12,000.

"I used to think I would never be able to send my son to college," said Simmons, 49. "But there are so many resources out there. I'm in shock about how much I don't have to pay."

Simmons' case is common at UCSD, where students will be returning to class tomorrow. About two-thirds of undergraduates receive financial aid, and the average grant and scholarship package totals \$9,500.

As college prices have soared, so has financial aid. This month, Congress approved a major overhaul of the system and increased federal grants available for middle-and lower-income families.

Public and private universities are expanding their financial aid to help lower-income students and recruit high-achieving students.

The result: The net cost of a spot in a college lecture hall varies even more widely than the price of an airline seat.

"It is fairly accurate to say that two people sitting next to one another in class are paying different prices," said Donald Heller, director of the Center for the Study of Higher Education at Penn State University. "I don't think the typical parent realizes how widespread the differential pricing is."

### How it works

About three-quarters of full-time undergraduates receive financial aid, according to a report released last year by the U.S. Department of Education. The combination of grants, loans and work study cut the "sticker price" of college tuition, housing and other expenses by more than half.

The average price of \$15,200 for public universities was reduced to \$5,600, after subtracting all aid, including loans, according to the federal report. Private university costs dropped from \$28,300 to \$9,200.



#### SHANNON DULANEY

Senior, political science major

#### Estimated attendance cost\*

\$22,800

Work study \$3,600

#### Net cost to be paid \$19,200

\$19,200 will be borrowed, as well as an additional \$2,300 to meet extra living expenses.

\*Students living on campus are estimated to pay about \$22,500 this school year, while those living off campus will spend an estimated \$22,800.

*Union-Tribune staff photos by John Gastaldo, Eduardo Contreras and Peggy Peattie*



Discounting used to be a predominantly private university practice, but it's become increasingly common at public schools, said Sandy Baum, an economics professor who recently wrote a report on the topic for the College Board.

The primary reason for tuition discounting has been equity. Colleges provide aid to poor students to improve access to education.

But more colleges are using financial aid to leverage for a student body with a better academic profile, said Baum, who teaches economics at Skidmore College in Saratoga Springs, N.Y.

At some campuses, including Point Loma Nazarene University, as much as 87 percent of institutional aid (meaning money awarded by the university) was not based on financial need. At San Diego State University, about 30 percent of aid is awarded without considering financial need. That could be based on athletic ability, musical talent or academic achievement, said Chris Collins, associate director of financial aid and scholarships at SDSU.

Another common practice is providing deals to entice wealthier families, Baum said. Even families that can afford to pay full tuition appreciate scholarships.

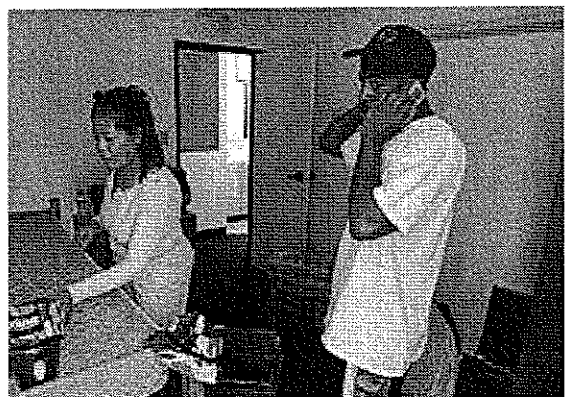
At the University of San Diego, the average family income for those who receive financial aid is \$107,000, said financial aid director Judith Lewis Logue. About two-thirds of USD students receive financial aid to meet the estimated total cost of \$47,800 this year.

Differential pricing is complex, with several positive and negative aspects.

"We know from the research that sticker price can scare people off," said Heller of Penn State. "If it costs \$45,000 to go to Cal Tech (California Institute of Technology), some people won't go. So that's why it's important that students and parents know this equation of subtracting financial aid from sticker price."

Heller cautions against treating loans and grants equally, because loans only postpone payment for college.

### Range of packages



EDUARDO CONTRERAS / Union-Tribune  
Catana Simmons helped her son David Ritcherson move into his dorm at UC San Diego on Saturday. Ritcherson, a sophomore, found grants and scholarships that will cover a little less than half the cost of attending UCSD this year.

UCSD senior Marco Murillo won't have to pay any money for college this year because of scholarships and grants. Murillo's mother doesn't make enough as a housecleaner to contribute to his education, but because of his financial need and solid grades, he has qualified for federal, state and UCSD grants and scholarships totaling \$20,000.

"I've been really lucky," said Murillo, who has not taken out any loans while in school.

An estimated 250 UCSD students, or 1 percent of undergraduates, receive enough scholarships and grants to cover their college expenses, officials said.

On the other end of the spectrum is Shannon Dulaney, a senior studying political science. Her father works as a software engineer and her mother is a nurse. Their combined income is more than \$100,000, too high for Dulaney to qualify for need-based grants. As a result, she's taking out loans to pay for nearly all her expenses this year.

"I definitely consider myself to be privileged in terms of money and my opportunities," said Dulaney, who was able to afford studying abroad in Ireland during her junior year.

But as her younger sister begins college this year, and her younger brother prepares to do the same in two years, it's spreading her parents' income thin. Dulaney expects to graduate with \$36,000 in loans.

About 13 percent of UCSD undergraduates receive only loans in their financial aid package. About one-third of students pay the full cost out of pocket.

The majority fall somewhere in the middle. Their aid is calculated in two steps.

First, the campus estimates the family contribution by plugging several numbers – family income, number of individuals in the family and financial assets, among other things – into a federal formula. Next, the campus pulls together a combination of loans, campus jobs, grants or scholarships to help the family meet the total cost.

Families such as Catana Simmons and son David Ritcherson are pleased with their award packages, which include nearly \$9,000 in grants and scholarships.

"I feel grateful for what I have," Ritcherson said, "but I still feel like I'm paying a lot for the cost of a UC education."

Many students who describe their family income levels as "middle class" say they wouldn't be able to attend UCSD without grants and scholarships.

Dorothy Young, a junior, will receive nearly \$13,000 in financial aid this year, enough to cover her tuition. But she worries that the \$90 she makes each month as a member of student government won't cover her food and gas expenses.

## **Advice for students**

College cost concerns are at their highest levels in more than a decade, according to a national survey released in May. Six in 10 Americans worry that rising costs will prevent qualified and motivated students from getting a college education, according to Public Agenda, a nonprofit that conducts opinion surveys.

Financial aid experts urge current and soon-to-be college students not to be discouraged by colleges' published costs.

"It's really important for people to apply to the college they want to go to and apply for financial aid," said Baum of Skidmore. "Frequently it might be cheaper to go to a more expensive school."

Vince DeAnda, director of financial aid at UCSD, encourages all families who think they need help to apply.

"Someone with a \$150,000 income and seven or eight kids, and two or three kids in college, might have a need," DeAnda said. "Yet it sounds like an income level where there's no need."

Students should focus on trimming costs, as well as applying for scholarships, said Logue, who provides money-saving sessions at USD.

Families will be better off once they understand the complexities of financial aid, said Scott Anderson, president of College Financial Strategies.

"There's really nothing fair about the process," Anderson said. "It's the school's and government's best attempt at it."

## **Economists Concoct New Method for Comparing Graduation Rates**

By DAVID GLENN

Two economists at the College of William and Mary have devised a new method of comparing colleges' graduation rates -- a method borrowed from business analysis that they believe is fairer and more useful than the techniques used by *U.S. News & World Report* and the Education Trust.

The basic challenge of comparing graduation rates is, of course, that colleges have widely varying missions and student bodies. It is not very enlightening, for instance, to compare the raw graduation rates of an Ivy League university with those of a regional institution whose resources are thinner and whose students are older and less well prepared for college-level work.

Most previous attempts to solve that challenge have used a statistical technique known as regression analysis. With that technique, scholars have studied how colleges' characteristics -- including their students' average SAT scores and high-school grades, and the institutions' per-student expenditures -- generally affect graduation rates. After those broad relationships have been established, using statistics collected by the U.S. Department of Education and other data, scholars can look at a particular college and ask: Given this college's student body and resources, is its graduation rate higher or lower than one would expect? That general technique underlies the "graduation rate performance" measure in the *U.S. News* rankings, as well as the comparisons published at the College Results Online Web site, which was developed by the Education Trust, an independent research and advocacy organization.

Robert B. Archibald and David H. Feldman, professors of economics at William and Mary, believe that a technique known as production-frontier analysis is superior to traditional regression analysis. In production-frontier analysis, scholars look for firms -- or, in this case, colleges -- that are most efficient at a given level of characteristics. Those highly productive firms are said to "define the efficient frontier." If another college with identical characteristics -- say, average SAT scores of 1150 and per-student expenditures of \$5,000 -- has a worse graduation rate, then it is said to lag behind the frontier.

### **Perceived Advantages**

For colleges concerned about graduation rates, production-frontier analysis offers three advantages over regression analysis, the scholars said in an interview on Friday. First, they said, production-frontier analysis, by its nature, encourages colleges to compare themselves

with similar colleges with "best practices," whereas regression analysis tacitly encourages colleges to compare themselves with an average. "It's more useful for me to compare myself to the best," Mr. Archibald said.

Second, they argued, production-frontier analysis can produce a more nuanced and accurate picture of the relationship between a certain variable -- say, students' high-school grades -- and college graduation rates. Regression analysis generally assumes a linear relationship between two variables, but production-frontier analysis will reveal whether the relationship is actually a curve of some sort.

Third, the scholars said, production-frontier analysis can provide more accurate information about how colleges with very high or low graduation rates are performing. "Our approach is potentially friendlier to schools on the extremes," Mr. Feldman said. "We may get a better picture of how they're doing than regression analysis will allow you to get."

The economists describe their method in a paper that is scheduled for publication in the February 2008 issue of *Research in Higher Education*. A prepublication version has been posted on the journal's Web site, which is restricted to subscribers. An earlier version of the paper, "Graduation Rates and Accountability: Regressions Versus Production Frontiers," is available to the public at Mr. Feldman's Web site.

### **Anomalies Found**

Mr. Archibald and Mr. Feldman looked at data for 187 colleges, and constructed a simple model with two "student characteristic" variables, based on students' SAT scores and high-school grades, and two "institutional effort" variables: the percentage of faculty members that are full time, and expenditures per undergraduate student.

After plugging in data for the 187 institutions, the authors determined that 35 of them with strong graduation rates define the production frontier. (Those institutions include Auburn University, Harvard University, Howard University, and Texas A&M University at Commerce.)

The scholars also analyzed the 187 colleges using a regression analysis similar to the one used by *U.S. News*. In most cases, the scholars found that their production-frontier analysis and their regression analysis broadly agreed. But they identified 39 anomalies: Twenty-seven institutions, including Emory University and the University of California at Berkeley, have above-average scores in the production-frontier analysis but below-average scores in the regression analysis. And 12 institutions, including Temple University and the University of Rhode Island, had below-average scores in the production-frontier analysis but above-average scores in the regression analysis.

In their paper, Mr. Archibald and Mr. Feldman write that Temple, Rhode Island, and the 10 other institutions in their category should not be satisfied with the positive reports they might receive from *U.S. News*. "These institutions should be taking a look at how peer institutions are performing so much better than they are," they write.

The paper drew praise on Friday from one of the creators of the Education Trust's college-comparison system. Kevin Carey, who is now research and policy manager at Education Sector, an independent think tank in Washington, said in an interview on Friday that the scholars' "basic approach makes sense."

"Anything that can provide institutions with more information that will allow them to identify higher-performing peers that they can learn from is a good thing," he said. "Institutions tend to define their peers regionally or, if they're a national institution, whoever they happen to be competing against for students. And the problem with that is that, particularly if you're having trouble with graduation rates, the institution that's most like you, that you could learn from, might be on the other side of the country. You might never have heard of it."

But Clifford Adelman, a former research analyst at the U.S. Education Department who is now a senior associate at the Institute for Higher Education Policy, said that Mr. Archibald and Mr. Feldman's project does nothing to repair the fundamental flaw in most college-graduation measures. The basic flaw, Mr Adelman wrote in an e-mail message to *The Chronicle*, is a "federal formula that excludes from both numerator and denominator (a) students who don't start in the fall term and who start part-time (roughly a third of beginning traditional-age entrants, and a higher percentage of beginning older students), and (b) those who transfer in (and transfers, both from community colleges and other four-year schools, account for roughly 35 percent of all bachelor's degrees awarded)." Some of the 187 institutions in the economists' sample, Mr. Adelman noted, "serve considerable proportions of students who fall in both of those groups."

Mr. Archibald and Mr. Feldman said they agreed that there may be serious flaws in the typical calculations of graduation rates. More broadly, they said that there are serious shortcomings in federal data collection about college results.

"The output data for colleges and universities in the United States is really very bad," Mr. Feldman said. "The only one that we have where the variable is collected in the same way across schools is graduation rates. And we would be the first to point out the weakness of attempting to rank schools on the basis of just one measure."

## **Outsourcing education**

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**To stem nursing shortage, state plans to send bilingual students to Mexico, but some say money would be better spent in California**

**By Keith Darcé**  
STAFF WRITER

**September 16, 2007**

With nursing schools in California falling several thousand graduates short of meeting demand each year, state labor officials are seeking help in an unlikely place.

If all goes as planned, as many as 40 bilingual Californians now stuck on nursing school waiting lists will begin classes in January at a college in Guadalajara, Mexico – apparently the first attempt by any state to outsource nursing education to another country.

Program supporters say it's a reasonable way to train more Californians, especially those who can work in communities that need more Spanish-speaking health care workers.

“The concept is meant to be a niche solution,” said Stephanie Leach of the California Labor and Workforce Development Agency, which is developing the program.

Some critics, however, worry that nurses trained in Mexico won't learn the same skills – especially those involving technology – as their U.S.-educated counterparts.

“Wouldn't it be better to take those bilingual (students) and help them get into nursing school here?” said Lorie Shoemaker, chief nurse executive for Palomar Pomerado Health District, the operator of two North County hospitals. “I think the money could be better served keeping it here at home.”

The Mexico program is the latest of numerous attempts – some unorthodox – by the state and the health care industry to address what has become a chronic shortage in nursing school graduates.

California's 117 nursing programs graduated 7,528 students in the 2005-06 school year, according to the state Board of Registered Nursing. That number fell short of meeting the state's annual demand for new nurses by 3,382.

CC: Board.

The need for nursing graduates is expected to increase as more baby boomer nurses reach retirement age and their aging cohorts require more hospital services. California will need an average of 10,910 new registered nurses each year through 2014, according to the state Employment Development Department.

Serena Steinke, a third-semester nursing student at San Diego State University, wanted to be a teacher when she was younger but decided she could make more money and have more job opportunities as a nurse.

"It's a very stable occupation," she said.

In San Diego County, there is a need for 847 new nurses each year, but San Diego and Imperial counties together only graduated 739 nurses last year. Nursing employment in San Diego County is expected to grow to 22,460 by 2014.

That demand and an average salary of \$67,524 for registered nurses in San Diego have made nursing the "hottest" profession in the county, according to the EDD, the agency that tracks employment trends in the state.

Like Steinke, many Californians see the opportunity and are flooding the state's nursing programs with applications. The number of qualified people applying to nursing school in California has nearly tripled in the past six years to 28,410 last year, according to the Board of Registered Nursing, the agency that tests and licenses nurses.

But last year 61 percent of qualified applicants were rejected, largely because the state's schools didn't have room for more students. In San Diego and Imperial counties, schools turned down 65 percent of the 2,862 qualified applicants.

Many of the 12 nursing schools in San Diego County lack the funding to expand nursing classroom space, and those that have the money often can't find enough instructors to add more classes, say nursing school officials. Academic wages haven't kept pace with rising salaries in the clinical world, said Catherine Todero, director of SDSU's School of Nursing, the largest training program of its kind in the county with 670 students.

"It's not just a matter of putting 10 more chairs in a classroom," Todero said. "You have to find people who are experienced in order to teach. And experienced faculty wages really haven't kept pace with the wages" in the clinical health care world.

Salaries at SDSU range from \$60,000 for an instructor with a master's degree to \$65,000 for one with a doctorate, Todero said.

An experienced registered nurse working in a senior role in a San Diego hospital can earn as much as \$94,000 a year, said Jennifer Jacoby, chief nursing officer at Sharp Memorial Hospital in San Diego.



Lacking a large enough pool of newly graduated nurses, hospitals make up the difference by hiring foreign nurses or traveling nurses on temporary assignment. Those options are expensive and sometimes impractical. The cost for employing a temporary nurse can be triple the cost of an experienced staff nurse. A foreign nurse can be equally expensive and spend as long as two years waiting for immigration approval and taking makeup courses to become eligible for U.S. licensing.

As a result, state officials have made boosting enrollment at nursing schools a top priority. Two years ago, Gov. Arnold Schwarzenegger launched Nurse Education Initiative, a broad effort to funnel more public and private money to universities offering bachelor and master's degrees in nursing and to community colleges offering two-year associate degree nursing programs.

The initiative has produced \$129.8 million in additional spending on training new nurses, said Paul Feist, a spokesman for the Labor and Workforce Development Agency.

Hospitals also are chipping in. In San Diego County, hospitals have contributed more than \$4.7 million to fund additional classroom faculty, clinical instructors, classroom space, high-tech patient simulator laboratories and student financial assistance.

The biggest single donation came from Palomar Pomerado Health, which donated \$2.6 million to California State University San Marcos for the creation of a four-year nursing program.

It opened in the fall of last year with 44 students in 15,000 square feet of converted classroom space in a medical office building owned by PPH near campus. Sixty more students entered the program this school year, said PPH spokesman Andy Hoang.

The district is hoping to benefit directly from the investment, said Shoemaker, the district's chief nurse executive. PPH will need at least 200 more nurses by 2011 as it builds a new hospital in Escondido and expands Pomerado Hospital in Poway, she said.

Nursing students who attend classes close to the PPH hospitals and do some clinical work at the facilities are more likely to seek jobs at the hospitals when they graduate, Shoemaker said. Funding the startup of the new program at San Marcos "was clearly in our best interest."

Scripps Health, which operates five acute hospitals in the county, has contributed more than \$1 million since 2005 to local nursing schools, said Scripps spokesman Stephen Carpowich. The money created space for 145 more students and supported 50 foreign nurses who took extra courses through Grossmont College's Welcome Back program to qualify for a U.S. nurse's license.

Other hospitals are turning to the Internet.

Sharp HealthCare has teamed up with the University of Oklahoma to offer an accelerated nursing program to people who have bachelor's degrees in other fields. The classroom part of the 14-month program will be taught online, and clinical work will be done at Sharp's seven hospitals in San Diego County.

Students who complete the program will graduate with a bachelor of science degree in nursing from OU's College of Nursing in Oklahoma City.

Sharp is hoping the program will tap into the large supply of people with science and technology degrees who work in the region's sizeable bio-technology industry and might want to change careers, said Jacoby, the chief nursing officer at Sharp Memorial. "We thought these people would make ideal candidates to take care of patients in our organization," she said.

The program was launched last month with 24 students, Jacoby said. OU already has filled about half the 72 slots for the semester that starts in January, Jacoby said, and the program has generated more than 2,000 requests for information over the Internet.

In terms of innovation, however, the California Labor and Workforce Development Agency's plan to ship nursing students to Mexico stands out.

Some overseas nursing schools have begun recruiting American students individually, but the California program appears to be unique, said Robert Rosseter, spokesman for the American Association of Colleges of Nursing in Washington. "I've not heard of anything that comes close to that," he said.

The program, which could begin as soon as January, will be open to students who speak English and Spanish and are waiting to be admitted into a California nursing school program, said Leach, the workforce development agency's assistant secretary for policy and program development.

The students will spend their first year attending classes and doing clinical work in Guadalajara, which is Mexico's second-largest city with a population of 3.6 million. They will return to California for clinical training before heading back to Guadalajara for their final year of studies.

Once they graduate, the students could be required to work for a period of time – possibly two years – in a bilingual community in California where their language and health care skills are most needed.

The students will attend classes as a group, and they will be accompanied by American faculty mentors.

The cost for educating and housing each student in Mexico will be about \$20,000, or about half the cost of providing the same education in California, Leach said.

Some important details remain unresolved.

The agency hasn't worked out how to pay for the program, though Leach said funding sources likely will include the state, private contributors (such as hospitals) and the students whose fees will be "nominal."

The agency is considering two colleges in Guadalajara to host the program, said Leach, declining to name them.

It's also unclear how the students will be treated by California's nurse licensing board once they graduate.

Many foreign-trained nurses must do extra course work in California before being permitted to take the nursing license test because their overseas transcripts don't comply with state academic standards, said Heidi Goodman, assistant executive officer of the Board of Registered Nursing.

Leach said developers of the Guadalajara program are hoping their graduates will automatically qualify to sit for the license test, but that still has to be worked out with the Board of Registered Nursing.

The nursing board is scheduled to discuss the Mexico program Thursday during its regular meeting in Los Angeles.

As part of the process of judging the quality of the program, the work force development agency sent a team of five evaluators to Guadalajara in April, Leach said. The team spent five days reviewing the curriculum, shadowing instructors, meeting school administrators, and exploring housing and transportation options.

Not everyone sees the program as an answer to the state's shortage of nursing graduates.

"Why there and not here?" asked Sally Brosz Hardin, dean of the University of San Diego's Hahn School of Nursing and Health Science. "Why not provide the resources to provide the faculty we need and pay them what they deserve, so that we can educate the students here?"

Leach said the program's funding requirements will be minimal and will do nothing to slow efforts to boost nursing programs in California.

"It represents the out-of-box thinking that is going on to address this problem," said Feist, the work force development agency spokesman.

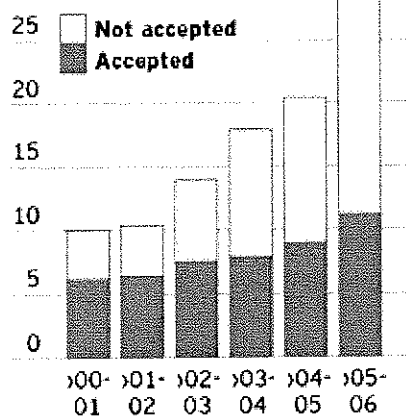
The program is an indictment of the state's commitment to maintaining an adequate work force of nurses, said Donna Fox, a regulatory policy specialist for the California Nurses Association.

“This illustrates very dramatically how underfunded California's nursing education system is,” she said. “We think it's a real shame that prospective RN's can't get educated in their own communities.”

# **QUALIFIED NURSING PROGRAM APPLICANTS**

Statewide

30 thousand



2000-01		2005-06
10,021	Applicants	28,410
6,128	Accepted	11,131
61.2%	Acceptance rate	39.2%

SOURCE: Calif. Board of Registered Nursing

MATT PERRY / Union-Tribune

**SFGate.com**

## **PALO ALTO**

### **Charity says worker stole \$350,000**

Marisa Lagos

Saturday, September 22, 2007

An employee at Lucile Packard Foundation for Children's Health stole \$350,000 from the charity over a five-year period, the foundation's president said Friday.

Officials discovered, about six weeks after an accounting employee quit at the end of June, that she had been skimming money from interest from the charity's endowment, foundation President and CEO David Alexander said. After the woman's replacement found inconsistencies, Alexander said, the foundation called in independent forensic accounting investigators, who are still working on a report.

Palo Alto police have been notified of the alleged theft and are investigating, Alexander said.

"We have employee theft insurance, and we will recover the funds from our insurance company," he said.

The money was not taken from donors' contributions, said Alexander, but from the interest on the charity's endowment. That interest pays for the foundation's operating costs and for several of its programs, including grants to other organizations that serve children in San Mateo and Santa Clara counties.

Donor money is largely used to fund the Lucile Packard Children's Hospital at Stanford University.

## **A Year Later, Spellings Report Still Makes Ripples**

**More colleges test students and share data**

By PAUL BASKEN

Washington

A year ago, Charles Miller, a former chairman of the University of Texas' Board of Regents, walked into the U.S. Education Department here and dropped off a glossy 76-page document with a crisp red cover.

Its recipient, Secretary Margaret Spellings, promptly hailed the final report of her Commission on the Future of Higher Education as a turning point: It was the day, she hoped, when U.S. colleges reoriented their mission to provide the highest possible quality of education to the most students possible at the lowest possible cost.

Such epochal aspirations motivate many government commissions. One year later, however, there is accumulating evidence that the vision in this case might, at least in some key aspects, actually be realized.

"Something is changing out there," says Patrick M. Callan, president of the National Center for Public Policy and Higher Education. After initial criticisms of the Spellings commission and the sometimes caustic tone of its yearlong deliberations, many college leaders are recognizing common ground.

"This was not," Mr. Callan says, "some group of ideologues or people who had no respect for higher education or had an ax to grind."

Among recent key developments seen to stem from or be encouraged by the Spellings commission:

- Hundreds of U.S. colleges are using standardized student-achievement tests, allowing comparisons between institutions, while investigating options for creating more such tests.

- Several major college groups are set to outline in coming weeks projects in which their members will post to their Web sites specific performance-related data to allow direct comparisons between institutions.
- Congress, with broad bipartisan backing, this month approved the largest increase in federal student aid since the GI Bill in 1944.

"We're under way," Ms. Spellings said in an interview with *The Chronicle* last week. "Are we done? Heck no. We haven't even started."

## Previous Reports

The Spellings panel cannot claim all the credit. Democrats, who took over Congress from the Republicans last fall, had long urged a substantial student-aid increase. And the commission's general goal of making college more affordable for more students, and more responsive to U.S. economic needs, was already being highlighted by others.

The department's own Advisory Committee on Student Financial Assistance, in a September 2006 report issued just as the Spellings commission was wrapping up its own work, warned that between 1.4-million and 2.4-million potential U.S. college graduates would fail to enroll or to complete their classes because of financial obstacles. A year earlier, the National Academies issued a report warning that the U.S. risked losing its technological and economic pre-eminence if it didn't graduate more science students.

The contribution last September of Ms. Spellings's commission, led by her Texas friend, Mr. Miller, had its shortcomings. It offered most of its recommendations in the form of general guidance rather than specific objectives. It overlooked major problems such as the conflict-of-interest scandal that subsequently enveloped both college financial-aid offices and the student-loan industry. It had no student representation. It contained no significant international comparisons.

And in terms of specific goals that Ms. Spellings devised in response to the report — from redesigning high-school tests to simplifying the federal student-aid application form — few have been put in place so far.

Yet the Spellings commission tackled college orthodoxies in ways that previous panels had not. Rather than urge more government funds or suggest some shifts in academic focus, the Spellings panel proposed a direct challenge to some deeply cherished and longstanding ways in which colleges operate, calling on higher education to shed some of its mystery and fundamentally prove the value it delivers.

That change should be accomplished, the commission said in its final report, by devising new "accountability measures" that allow comparisons of student performance. That means developing standardized tests and compiling and sharing more data on both "inputs" and "outcomes," including total student costs and college completion rates, it said.

Such proposals prevented the commission from granting its unanimous approval. One member, David Ward, president of the American Council on Education, withheld his vote, saying he could not be sure how Congress might translate his colleagues' language into legislation.

Even so, many member institutions of ACE are already moving ahead, embracing standardized testing and comparative data as a means both for improving internally and competing for new students.

The American Association of State Colleges and Universities, with more than 400 member institutions, and the National Association of State Universities and Land-Grant Colleges, with more than 200 members, are at the forefront. The two groups plan to introduce a common system of data presentation this fall, to be posted on college Web sites, which will publicly provide data ranging from projected costs of attendance to standardized-test results.

### **Testing Students in Texas**

One major university system is already doing it. For the past few years, Mr. Miller's successors at the 15-institution University of Texas system have been testing students, in groups of freshmen and seniors, using an exam known as the Collegiate Learning Assessment. Results are publicly posted.

The CLA, developed by the RAND Corporation, is designed to measure critical thinking, problem solving, analytic reasoning, and written communication. It is now in use at about 230 U.S. campuses, and was suggested by the Spellings commission as an example of outcomes-based assessments that other colleges could consider. Other examples include the National Survey of Student Engagement, in which students answer such questions as how much class time is spent in discussion.

At the University of Texas at Dallas, the outside assessments have helped improve classroom instruction, says Robert S. Nelsen, vice provost. Mr. Nelsen, who teaches his own course, "Exploration of the Arts," said that data from the National Survey of Student Engagement helped him realize he needed to have his students spend more time critiquing each other's work in classroom discussions.

Another Texas campus, Permian Basin, in Odessa, has been advertising its scores on the Collegiate Learning Assessment after results showed that the small and little-heralded university, which accepts 95 percent of students who apply, had the system's highest rate of academic growth between the freshman and senior years.

Mark G. Yudof, chancellor of the University of Texas system, likes the competition. "The idea of stimulating universities to do this is very valuable," he says.

Other institutions — including many of the nation's most prestigious universities — remain much less sure. "The very underlying concept of comparability, that the Spellings commission



proposed, we object to," says David L. Warren, president of the National Association of Independent Colleges and Universities, which represents nearly 1,000 private institutions.

Mr. Warren's organization is also proposing that its members provide some common sets of self-descriptive statistics on their Web sites. Unlike the plan being proposed for the public colleges, however, Mr. Warren's version will not include any test-based data. He contends that the missions of private colleges are too varied and too complex to be captured by any broad-based tests.

The public colleges share some of that concern, says M. Peter McPherson, president of the National Association of State Universities and Land-Grant Colleges. Their associations are proposing that member colleges take several years to decide what types of test data will be included in their public reports.

Mr. Warren's opposition is more categorical, emboldened by "focus group" sessions his group held with prospective college students and their parents. The participants said they wanted to choose colleges on the basis of factors such as job-placement rates and admissions to medical schools.

"In all of the focus groups," he said, "not a single parent, not a single student, ever said, 'Gee I absolutely want learning-outcome measures, I can't see how I can make a decision if I don't have learning-outcome measures.'"

### **Movement by Some Colleges**

Mr. Miller rejects such logic, saying colleges that resist meaningful tests of student accomplishment fear they will be shown to be "not adding any value that's measurable."

Many elite U.S. colleges' curriculums are so "watered down" that students don't learn much, he says. "What the kids gain is they get the stamp of approval — they come in as top students, they leave as the top whatever. But what is the value of that?"

Among some groups of private colleges, Mr. Miller's point of view may be winning the day. Many members of the Council of Independent Colleges, which represents more than 500 liberal-arts institutions — generally a less-wealthy subset of Mr. Warren's organization — are also trying out the Collegiate Learning Assessment, says the group's president, Richard H. Ekman.

The council's members are largely outside the group of 100 to 200 "truly selective" private U.S. colleges, and "they are trying to put their best foot forward" to attract applicants, Mr. Ekman said. "What the CLA and other measures of cognitive growth provide to these colleges is another source of evidence that they're a good place to go to school," he says.

That type of debate over standardized tests is a political tightrope that Ms. Spellings already walks on the elementary- and secondary-school level. The Bush administration strongly supports mandatory state-based testing in public schools, yet it rejects any form of national test, even as some states respond to the federal pressure by weakening their standards.

That degree of dispute over national testing on the college level appears far away, Ms. Spellings told *The Chronicle*. Testing, even if the format is determined for now by the colleges, "will empower consumers, and it will be huge step forward," she said. "And some other secretary in the future can worry about what happens after the first, second, and third steps happen."

Either way, student-aid advocates warn that the argument over testing and data may be drowning out a more extensive examination of still-rising college costs. The commission proposed a series of steps to reduce "nonacademic barriers" to college attendance, including curriculum revisions at the high-school and community-college levels to avoid unnecessary repetition of course work. But few may have noticed, said William E. Troutt, president of Rhodes College, in Memphis, who chaired the National Commission on the Cost of Higher Education in 1998.

"Nine out of 10 college presidents could not describe the commission's message on affordability," Mr. Troutt said. "That's unfortunate, because nine out of 10 college presidents wake up every morning thinking about affordability."

### **'Public Discussion' Prompted**

For all the work remaining, the commission has "started to provoke a long-overdue public discussion," Ms. Spellings said. "We have put the elephant in the middle of the dining-room table, and we're starting to talk about stuff that we ought to be talking about."

The pace of that reform, the secretary said, may be too slow for some and too fast for others. "To the extent that grownups don't like change, and any change is too much change for some people," she said, "that may be true."

She suffered one major setback when she proposed new regulations requiring outcomes-based assessments as part of the federal accreditation process. Colleges, which need that accreditation to remain eligible for the government's \$83-billion student-aid program, lobbied lawmakers who then persuaded Ms. Spellings to abandon the effort.

The overall battle remains ahead, Ms. Spellings said.

"We are in the infancy in American higher education of being able to describe to our publics — whether they're state legislatures, Congress, parents, philanthropists — what we're doing, and to what effect," she said. "And we all have a responsibility to start to answer that question. And we've barely begun."



Sept. 24, 2007

## The Alternative Student Press

“What would students do,” one journalism researcher wondered, “if they got to create a media by them, for them — to create whatever they want, and not have to worry about what’s always been?”

Undergraduate staffers at an increasing number of alternative student publications, largely online-only endeavors that students started from scratch, are “changing the very definition of what it means to be a college journalist and revolutionizing how news at colleges and universities is provided and produced,” Dan Reimold, a journalism Ph.D. candidate at Ohio University, wrote in his recent paper, “‘Tantamount to Starting a Rebellion’: The Shifts in Staff Structure, News Production, and Content Presentation at Online Campus Newspapers and Magazines.”

By offering “a more cultured, real-time take on news that would affect younger people, and from an online-only perspective,” these alternative student publications seem to be “going beyond what the mainstream, professional press was addressing,” Reimold said in an interview.

“It seemed to be an area that the campus media was leading the way on.”

### Content Management

It’s hard to make generalizations about the alternative campus media, with some extensive organizations posting new stories daily and other smaller outfits publishing once or twice a semester. The publications vary dramatically, with some, like Michigan State University’s blog-bogged *SpartanEdge* (motto: “The Future of Online Campus News is Now”) embracing aspects of multi- and new media that journalism schools have been slow to adopt. (Hear a Spartan Podcast conducted with the publication’s faculty publisher, Bonnie Bucqueroux).

Others, like another member of Michigan State’s Alternative Media Alliance (MAMA), *The Big Green*, serve primarily as a venue for longer-form, magazine-style feature writing and creative nonfiction where students can write about what they’re passionate about (read: not student government meetings) and — this is a key point — experiment with writing in their own voices as opposed to objective news-speak.

“I like how magazines are able to be a little more subjective in their writing.... Writers are able to have their voice come through a lot easier. Not necessarily in terms of being biased or

anything like that, but you can insert some of your personality into your writing,” says Jessica Sipperley, a Michigan State senior and *Big Green*’s editor-in-chief.

Student staffers are also re-envisioning how to present their content. For instance, the College of New Jersey’s *unbound* “is a place where the purpose is to figure out how to exploit the Web,” says Kim Pearson, an associate professor of English (including journalism) at the college. The once-a-semester student-run publication grew out of a journalism class she taught way back in the Web’s weaning years in 1996. “We were beginning to understand what it meant

- to see **text as a visual object**,” Pearson says.
- “We were really understanding what it meant to have hypertext,
- that someone could come into the middle of the publication literally and leave without having the experience of the magazine...there wasn’t a front of the book, middle of the book, back of the book in the traditional sense.”

The content tends to be built around feature stories, soft news, sex columns and music reviews, although at *unbound*, the editor tries to temper reviews of “my favorite album” (or MP3 track?) a bit. “We mostly rely on students coming up with ideas that they think they want to write about or want to pursue,” says Sharon Tharp, a senior at the College of New Jersey and *unbound*’s editor-in-chief. *unbound* doesn’t even have a news section on its site (though it used to, Pearson says), and the alternative newsmagazines in general tend to opt for the occasional investigative news piece and a flurry of features in lieu of the event-driven, breaking news that’s traditionally been the campus newspaper’s domain.

Ohio University’s daily *Speakeasy* Web zine, for example, recently featured stories on “remembering 9-11,” celebrity babies (“from Apple to Zahara!”), local charity music concerts, the costs of services for sexual assault survivors and “skydiving for dummies.”

“We say we’re alternative because we like to find out who’s affected by the story. We try to go beyond the officials,” says Hana Bieliauskas, a senior at Ohio University and assistant managing editor at *Speakeasy*.

### **Writing (and Publishing) on the Edge**

These publications run on tight budgets. Matt Cohlmiya, editor of *NUComment* at Northwestern University, for instance, says the publication’s budget is \$50 a year, and all that goes toward paying for the Web site. Without printing costs, staff sometimes eschew advertising either largely or altogether. (“We want to just write and publish and do what we do, and not become a commercially, financially driven kind of organization,” says Cohlmiya, a fifth-year industrial engineering student).

Although some, wealthier publications offer occasional print versions, most operate almost entirely in the online arena when it comes to production and publication alike. Without

centralized newsrooms, staff tend to plan for upcoming issues at regular meetings and communicate with one another via e-mail and messaging systems in the content management systems that undergird their Web sites (although Bieliauskas of Ohio University says they're trying to encourage more phone communication these days, too).

"Students are extremely appreciative of the fact that they can work on these sites on their own time" and in their own space, says Reimold, the journalism researcher who undertook an ethnographic study of sorts of alternative student publications. Students, he wrote in his paper, work from their dorm rooms whenever it's convenient.

He adds, though, that the biggest benefits the students mention — the freedom to choose what they write about, the flexibility to schedule their reporting around other commitments and the lack of a bureaucratic hierarchy many students see and loathe in the traditional student newspaper — are also some of the biggest drawbacks. "It's such a loose grouping from a staff structure perspective that students can get lost in the mix," Reimold says.

Meanwhile, from an administrative perspective, the rise of sites with varying levels of journalistic rigor is emblematic of the increasing number of outlets aside from the local daily and the college newspaper offering news and opinions on campus happenings — and the need for college public relations officials to respond to volleys from any number of directions.

"The world is changing so much that I'm responding to a blog or a chatroom or a message board like I used to respond to a wire service story or a major metro daily [newspaper article]," says Terry Denbow, vice president for university relations at Michigan State. "The marketplace, you have to have faith, will take care of it," Denbow says — adding that it's not just homegrown publications, but media outlets "near and far that don't have the same rigors that our student newspaper would."

(It's important to note, however, that many staffers at these publications, while at times experimental, take journalistic standards quite seriously — *unbound*, for instance, has fact-checkers, making it fairly unique among campus publications in general. Some, like *unbound*, originally grew out of journalism classes, while others began as student organizations — and still others, like *NUComment* and *SpartanEdge*, continue to operate outside of the registered student organization umbrella entirely).

"You're going to have campuses with different dynamics on them — a lot of students who want to write in whatever way they can with perhaps limited spaces to do that," says Ron Spielberger, executive director of the College Media Advisers organization and an associate professor at the University of Memphis. "If they have the desire to do these things, then this is a great outlet for them to do it, but maybe in a much freer form." With "newspapers running scared," Spielberger adds, these students might find themselves well-prepared for careers in a changing, Internet-oriented news environment.

“A school of journalism, its job is to take students who are pretty good writers and teach them the journalistic ethics of objectivity and fairness and completeness,” says Bucqueroux, publisher of Michigan State’s *SpartanEdge* and coordinator of the university’s Victims and the Media program. “There’s nothing wrong with that model,” she says, with campus newspapers and journalism programs typically geared toward preparing students for (yes, more structured) jobs in that vein.

But, she says, there’s also a thriving alternative media in which strong points of views are common. “Even the most staid and stolid lady like *The New York Times*, some of the online elements are a bit edgier,” Bucqueroux says. At *SpartanEdge*, students opted to publish the controversial Danish cartoons of the prophet Muhammad last year, a popular blogger (the Spartanette) recently observed that, “Well, despite the fact that I rarely drink, all my recent posts are about drinking,” and the site’s “StyleEdge” crowd proclaims that they’re “so close to the edge were practically falling off.”

“I wanted them,” Bucqueroux says of her students, “to get the message that they can be edgy if they want to.”

— Elizabeth Redden

**OFFICERS & EXECUTIVE COMMITTEE**

President	<b>Pete Marcoux</b>	VP Faculty Development	<b>David Vakil</b>
VP Compton Educational Center	<b>Saul Panski</b>	VP Finance and Special Projects	<b>Lance Widman</b>
Curriculum Chair	<b>Janet Young</b>	VP Legislative Action	<b>Chris Wells</b>
VP Educational Policies	<b>Evelyn Uyemura</b>	Secretary	<b>Claudia Striepe</b>

**Senate Mailing List**Adjunct

Carolyn Almos Theatre  
Gary Robertson Speech

Behavior & Social Sciences

Maria Brown  
Emily Rader  
Lance Widman 8/09 3746 Pol. Sci.  
Michael Wynne 7/08 3562 Psychology  
Janet Young 3613

Business

Dagmar Halamka Law  
Tim Miller 6/07 Accounting  
Jay Siddiqui 6/07 3205 CIS  
Jacquie Thompson 6/07 3206 CIS

Compton Educational Center

Saul Panski 2560 History  
Estina Pratt 2535 LRC  
Arthur Flemming 2563 Philosophy  
August Hoffman 2434  
Darwin Smith 2562

Counseling

Kate Beley 6/07 3251 Counselor  
Ken Gaines 6/08 3690 Counselor  
Lisa Raufman 6/08 3435 Counselor

Fine Arts

Ali Ahmadpour 6/09 3539 Art  
Daniel Berney 6/07 3657 Dance  
Jason Davidson 6/09 3725 Speech  
William Georges 6/07 6770 Theatre  
Chris Wells 6/09 3723 Speech

Health Science & Athletics

Mary Moon 6/07 3283  
Kathy Morgan 6/06 3285 Nursing  
Louis Sinopoli 6/06 3248 Respiratory Care  
Corey Stanbury 6/06 3639 PE  
Nick Van Lue 6/06 3681 HSA  
Lyman Hong 6/08 6046 English  
Peter Marcoux 6/07 6046 English  
Evelyn Uyemura 6/08 3172 ESL

Industry & Technology

(vacant)  
(vacant)  
Vic Cafarchia 6/07 3306 AC&R  
Ed Hofmann 6/07 3292 Machine  
Douglas Marston 3621 Electronics  
George Rodriguez 6/07 3308 Welding  
Susie Dever 6/09 3514 LRC  
Claudia Striepe 6/08 6006 Library

Mathematical Sciences

Massoud Ghyam 6/08 3900 Math  
Judy Kasabian 6/08 3310 Math  
Greg Scott 6/09 Math  
Susan Tummers 6/08 3226 Math  
Lijun Wang 6/07 3211 Math

Natural Sciences

Chas Cowell 6/06 6152 Chemistry  
Kamran Golestaneh 6/09 3243 Chemistry  
Teresa Palos 6/08 3354 Biology  
David Vakil 6/08 3134 Astron & Physics

Accreditation Susie Dever & Arvid Spor  
Academic Affairs Quajuana Miller  
Admissions & Records Bill Mulrooney  
Associated Students President Vivian Amezcua  
Board of Trustee, Area 1 Dr. Nathaniel Jackson, Secretary  
Board of Trustee, Area 2 Mrs. Mary E. Combs, Vice President  
Board of Trustee, Area 3 Mr. William J. Beverly, President  
Board of Trustee, Area 4 Dr. Ray Gen  
Board of Trustee, Area 5 Miss Maureen O'Donnell  
Board of Trustee, Student Ms. Roxanna Seyedin  
Campus Police Chief of Police  
Dean, BH&S Dr. Gloria Miranda  
Dean, Business Dr. Virginia Rapp  
Dean, Fine Arts Dr. Jim Schwartz  
Dean, HS&A Dr. Irwin Drew

Dean, Humanities Mr. Tom Lew  
Dean, I&T Dr. Stephanie Rodriguez  
Dean, LRC Dr. Alice Grigsby  
Dean, Math Dr. Don Goldberg  
Dean, Natural Sciences Dr. Jean Shankweiler  
Federation Office Sean Donnell & Nina Velasquez  
Health Center Debbie Conover  
Human Resources Barbara Perez  
President/Superintendent Thomas Fallo  
Public Information Ann Garten  
SLO Coordinators Lars Kjeseth & Jenny Simon  
The Union Editor  
VP Academic Affairs Francisco Arce  
VP Administrative Services Jeff Marsee  
VP Student Services Jeanie Nisheme





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## Academic Senate Meetings 2007-08

12:30pm-2:00 pm, Alondra Room

### Fall

- September 4
- September 18
- October 2,
- October 16
- November 6,
- November 20
- December 4

### Spring

- February 19
- March 4
- March 18
- April 1
- April 15
- May 6
- May 20
- June 3

## CEC Faculty Council Meetings 2007-2008

2:00-3:00, CEC Board Room

- Sept 6
- September 20
- October 4
- October 18
- November 15
- December 6



## **SENATE'S PURPOSE** (from the Senate Constitution)

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1. To provide an organization through which the faculty will have the means for full participation in the formulation of policy on academic and professional matters relating to the college including those in Title 5, Subchapter 2, Sections 53200-53206. *California Code of Regulations*. Specifically, as provided for in Board Policy 2510, and listed below, the "Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters of:
    - (1) Curriculum, including establishing prerequisites and placing courses within disciplines
    - (2) Degree and certificate requirements
    - (3) Grading policies
    - (4) Educational program development
    - (5) Standards and policies regarding student preparation and success
    - (6) District and college governance structures, as related to faculty roles
    - (7) Faculty roles and involvement in accreditation process, including self-study and annual reports
    - (8) Policies for faculty professional development activities
    - (9) Processes for program review
    - (10) Processes for institutional planning and budget development, and
    - (11) Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate."
  2. To facilitate communication among faculty, administration, employee organizations, bargaining agents and the El Camino College Board of Trustees.
- 

### **Education Code §87360 (b) requires that**

Hiring criteria, policies and procedures for new faculty members shall be developed and agreed upon jointly by representatives of the governing board, and the academic senate, and approved by the governing board.<sup>1</sup>



## Committees

### Senate

<u>NAME</u>	<u>CHAIR</u>	<u>DAY</u>	<u>TIME</u>	<u>ROOM</u>
<u>COMPTON FACULTY COUNCIL</u>	Saul Panski	Thursdays	2:00-3:00	CEC Board
<u>CURRICULUM</u>	Janet Young	2 <sup>nd</sup> & 4 <sup>th</sup> Tues.		
<u>EDUCATION POLICIES</u>	Evelyn Uyemura	1 <sup>st</sup> & 3 <sup>rd</sup> Thur	12:45-1:45	Chem 134
<u>FACULTY DEVELOPMENT</u>	Dave Vakil	2 <sup>nd</sup> & 4 <sup>th</sup> Tues	12:45 – 2:00	ADM 127

### Campus

<u>ACADEMIC TECHNOLOGY</u>	Jim Noyes, Virginia Rapp	TBA	TBA	TBA
<u>ACCREDITATION</u>	Arvid Spor, Susie Dever	TBA	TBA	TBA
<u>BOARD OF TRUSTEES</u>	William Beverly	Mondays	4:30	Board
<u>CALENDAR</u>		TBA	TBA	TBA
<u>COLLEGE COUNCIL</u>	Tom Fallo	Mondays	1:00-2:00	Adm. 127
<u>DEAN'S COUNCIL</u>	Francisco Arce	Thursdays		
<u>CAMPUS TECHNOLOGY</u>	John Wagstaff	3 <sup>rd</sup> Wed	1:00-2:00	ITS
<u>ENROLLMENT MANAGEMENT</u>				
<u>PLANNING &amp; BUDGETING</u>	Arvid Spor, ???	1 <sup>st</sup> & 3 <sup>rd</sup> Thur	1:00 – 2:30	Alondra
<u>SLOs</u>	Jenny Simon, Lars Kjeseth			



## ACADEMIC SENATE MINUTES

May 29, 2007

Attendance (X indicates present, exc = excused, pre-arranged, absence)

### Behavioral & Social Sciences

<u>Cannon, Elaine</u>	<u>X</u>
<u>Gold, Christina</u>	<u>X</u>
<u>Widman, Lance</u>	<u>X</u>
<u>Wynne, Michael</u>	<u>X</u>

### Business

<u>Halamka, Dagmar</u>	<u>X</u>
<u>Miller, Tim</u>	
<u>Thompson, Jacquie</u>	<u>X</u>

### Counseling

<u>Beley, Kate</u>	<u>X</u>
<u>Gaines, Ken</u>	
<u>Raufman, Lisa</u>	<u>X</u>

### Fine Arts

<u>Ahmadpour, Ali</u>	<u>exc</u>
<u>Berney, Dan</u>	
<u>Davidson, Jason</u>	<u>X</u>
<u>Georges, William</u>	
<u>Wells, Chris</u>	<u>X</u>

### Health Sciences & Athletics

<u>Van Lue, Nick / Hazell, Tom</u>	
<u>Orton, Tory (sharing)</u>	<u>X</u>
<u>Moon, Mary (sharing)</u>	
<u>Sinopoli, Louis / Makaru, Roy</u>	
<u>Stanbury, Corey</u>	

### Humanities

<u>Breckheimer, Debra</u>	
<u>Hong, Lyman</u>	<u>X</u>
<u>Larsen, Karen</u>	<u>X</u>
<u>Marcoux, Pete</u>	<u>X</u>
<u>Uyemura, Evelyn</u>	<u>X</u>

### Industry & Technology

<u>Cafarchia, Vic</u>	
<u>Hofmann, Ed</u>	
<u>Marston, Doug</u>	<u>X</u>
<u>Nothorn, Steve</u>	<u>X</u>
<u>Rodriguez, George</u>	

### Learning Resources Unit

<u>Dever, Susan</u>	<u>X</u>
<u>Striepe, Claudia</u>	<u>X</u>

### Mathematical Sciences

<u>Ghyam, Massoud</u>	<u>X</u>
<u>Kasabian, Judy</u>	
<u>Scott, Greg</u>	
<u>Tummers, Susan</u>	<u>exc</u>
<u>Wang, Lijun</u>	

### Natural Sciences

<u>Cowell, Chas</u>	<u>X</u>
<u>Golestaneh, Kamran</u>	<u>X</u>
<u>Palos, Teresa</u>	<u>X</u>
<u>Vakil, David</u>	<u>X</u>

### Adjunct Faculty

<u>Almos, Carolyn</u>	
<u>Robertson, Gary</u>	<u>X</u>



Ex Officio Attendees: Janet Young, Francisco Arce, Jeanie Nishime

Guests: Ann Collette, Saul Panski.

Unless noted otherwise, all page numbers refer to the packet used during the meeting, not the current packet you are reading now.

### Summary of events during meeting

#### President's report – Susan Dever (henceforth SD)

1. An email was distributed with the notes from the Compton Enrollment Management workshop and a sample short-term enrollment management plan for ECC. In response to a question, it was noted that adult-centered education (PACE) will be considered as part of the Education & Curriculum sub-committee of the Enrollment Management committee.
2. On the last page of the packet is a draft of frequently asked questions regarding course waitlists. Waitlists will be instituted throughout the school effective summer 2007. Noted: the "normal class size" in some divisions/departments was negotiated to be either 40 students plus a waitlist or 45 students without a waitlist. Now we have "normal class size" as 45 students plus a waitlist. This is potentially a contract issue, as well as an issue for the deans.
3. In the fall semester, we will have printed rosters available on the first day. Student registration will close at the end of business on Friday, and rosters will be printed over the weekend. The following semester, faculty will need to print their own rosters.
4. The most recently approved senate constitution will be distributed via email and hardcopy for faculty ratification.
5. Page 16 contains a list of Compton Center Faculty Council members for next year.
6. A list of senate accomplishments during the past 2 years was read aloud.

Minutes approved as written.

#### Educational Policies Report – Evelyn Uyemura

There will be a second reading of Board Policy 4231, as seen on page 19.

#### Faculty Development – Lisa Raufman

Hardcopies of the flex day request for proposals and the outline of the August flex day were distributed. There has been no joint planning about flex day with Compton. There were 30 applications for innovation mini-grants. Winners will be notified on Friday; there will be at least 15 recipients.

#### Finance and Special Projects – Lance Widman

There have been no Deans Council or PBC meetings since the last senate meeting. On pages 17-18 are the minutes from the last PBC meeting. These describe the issue about VPs controlling 15% of the budget in the "discretionary" areas, while 85% of the budget is "mandated." There seems to be little left for PBC, and this will be addressed in the next PBC meeting.

On page 17 under "approval of minutes" is a summary of the FTES status at ECC. The current status indicates that ECC will need to transfer 1,100 FTES from Summer 2007 to reach the 96-07



FTES goal of 19,300 FTES in order to keep funding at its current level. This could cause a problem in the future; an enrollment deficit could occur, and that would have significant negative impacts on the budget.

On page 13, College Council meeting, item 2c is "Tentative Budget." Nobody on PBC has seen the Tentative Budget. PBC needs copies in advance to make informed decisions.

#### Legislative Action – Pete Marcoux

Several senators' terms are expiring at the end of this semester if your name on the roster has an 06-07 (or 05-06!) after it. Elections need to be held.

#### Curriculum Committee – Janet Young

The committee reviewed 250 proposals this past year. During the last meeting of the academic year, the committee revised certificate forms according to the new (anticipated) title 5 revisions. The Electronic Course Outline has been connected to the portal, but there is a technical (read-only) problem. There will be 2 components on the web: 1) forms to create new curriculum. 2) all existing course outlines. The replacement position for Ann Collette has been opened and the applications must be submitted by June 18.

#### Compton Center report – Saul Panski

Several items were noted:

1. There is a reception for the retiring special trustee tomorrow.
2. There is a robe color controversy for graduation.
3. Compton's budget committee still has not seen their budget, although Jeff Marsee gave a presentation.
4. Summer session enrollment is low and slow, although many students may be registering in June.

#### Student Learning Outcomes – Lars Kjeseth & Jenny Simon

No report.

#### Calendar Committee – Lyman Hong

No report.

#### Academic Technology Committee – Pete Marcoux, Michael Wynne

Blackboard license expires soon. Convert your courses ASAP.



Accreditation – Arvid Spor & Susan Dever

Accreditation Open Forums are this week; see page 12.

Enrollment Management – Francisco Arce & Jeanie Nishime

The sample plan was distributed earlier, as reported in the President's report at the beginning of these minutes. Enrollment as of Thursday was down 3% for Fall 2007.

Unfinished Business

*Board Policy 4231 – page 19. Associated procedures on pages 20-23*

Policy is minimal, but the emphasis is that instructors assign grades. The procedures for appeal referenced in the 2<sup>nd</sup> paragraph have already been created and appear in the subsequent pages. On page 23, a process is described about student appellate rights. Note the underlined portion on this page that says that the faculty may be directed to change grades if Grade Appeal Panel recommends so. Also note that students may appeal directly to the President, as noted in section "E."

VP Arce recommended removing section E for now. Friendly amendment to do so was accepted.

What happens if a faculty is directed to change a grade, and that faculty refuses? That's a discipline issue. The grade change panel legally cannot make grade changes. The instructor must.

What happens if a faculty is not available, and the replacement faculty does not agree with the proposed change? What if this replacement faculty is sued as a result of not changing the student's grade to the student's satisfaction? There are many safeguards in place.

VP Arce's comments: administrators cannot override instructors' grades. The grade comes from El Camino College, so the college is liable "if there is a miscarriage of justice." We are indemnified in the event that individuals are sued. We can request indemnification of the Board also.

Noted: the relevant portions of this procedure will be put in the catalog.

Jacquie Thompson says that the timeframe should be part of the policy due to its importance. There was a motion to pass the policy & procedure as amended above.

A friendly amendment to include an 18 months timespan to the policy was approved. Another friendly amendment to remove the "procedures for appeal will be established..." clause.

Motion to split the policy and procedures passed. Motion to approve the amended policy was approved. Motion to table the procedures until later was approved.

In summary, the last paragraph now reads "A student who alleges that a grade in a course was given as a result of mistake, fraud, bad faith, or incompetence may appeal the grade within 18 months."

Supplemental Board Meeting Information 9-27-07



### *Election of Officers*

The following people were elected by acclamation:

1. VP Educational Policies – Evelyn Uyemura
2. VP Legislative Action – Chris Wells
3. VP Finance and Special Projects – Lance Widman
4. Secretary – Karen Larsen

VP of Faculty Development – an election was held during the meeting after brief campaign statements from the two candidates: David Vakil and Elaine Cannon. The votes were tallied during the meeting. David Vakil was elected.

### New Business

#### *Commencement at Compton Education Center*

Cabinet agreed to let all candidates wear black. Students who are truly Compton graduates (approximately 40) will get to wear Compton colored items.

A brief survey was taken to see if there was interest in having a “safety overview” after President Fallo’s 9-10am presentation on Flex Day.

### *Announcements*

Susan Dever thanked everyone, including the senate executive council, for all of their hard work and support during her term.

Susan Dever then passed the Academic Senate gavel to the incoming president, Pete Marcoux.

Meeting was adjourned at 1:52 pm.





## Goals of the Academic Senate Fall Semester of 2007

### President

- Scan and post to the Senate web page all paper versions of past Senate Minutes
- Update Senate web page
- Update and re-format Senate Constitution to reflect recent changes
- Utilize PowerPoint during meetings to increase efficiency
- Promote Basic Skills Instruction Across the Curriculum

### VP Compton Center

- Increase and improve meaningful inclusion in ECC system
- Raise enrollment

### Chair, Curriculum

- Implement Title 5 changes
- Launch online Curriculum Management System for creating and editing course outlines
- Receive Certification for Stand Alone Course Approval

### VP- Education Policy

- Review and Revise 4231 Grade Change Policy and Procedure
- Review and Revise 4220 Standards of Scholarship
- Review and Revise 4045 Textbook Policy

### VP Finance

- Recommend a faculty co-chair for the Planning and Budgeting Committee
- Encourage more relevant faculty involvement in the planning and budgeting process

### VP Faculty Development

- Implement a Great Teachers Seminar at El Camino
- Improve morale through social and educational activities
- Provide training for improving Basic Skills across the curriculum

### VP Legislative Action

- Ensure Senate and District adhere to college policies & procedures



ASO & Academic Senate Meeting

Present: Vivian Amezcua, Vincent Armstrong, Pete Marcoux

August 22, 2007

- Textbook Policy
- BP 2510 Students' Rights 10+1
  - ASO wants this passed
  - (note: in another meeting)
- ASB website
  - [www.elcostudents.com](http://www.elcostudents.com)
  - Self funded
- Reps Email
  - Vivian Amezcua, [elcostudents@gmail.com](mailto:elcostudents@gmail.com)
  - Vincent Armstrong [varmstrong4@hotmail.com](mailto:varmstrong4@hotmail.com)



## VPs & Senate Meeting

Present: VPs Arce & Nishime

Aug 22, 2007

- Board Policies
  - 2510- need to include students 10+1 rights
    - Agree to disagree
    - Create new policy for students- don't combine them
  - 4225 Course Repetition
    - Doesn't comply with State or what is published in catalogue needs to better reflect out policy
  - 5238
    - Revised to accommodate faculty rights
    - Need procedure?
  - 4231
    - Policy passed in spring
    - Need procedure
- Curriculum
  - Need \$7000 for forms for software for Curriculum Management System
    - Arce will find the money even though it was not budgeted
    - Need to hire someone to input data
      - Questions about whether it needs to be senior clerical staff or not
- PBC
  - Arvid will be announcing new software at future meeting
    - Software used at Pasadena
- FCMAT
  - Report online
  - Need faculty input
  - Need meetings
  - Arvid will be in charge of writing report for El Camino
- Etudes project site
  - Allows all faculty to be participants (students)
  - Facilitator
  - Can use this for improving communication:
    - Discussion boards- take strain from Email list serve
    - Surveys
    - Announcements
    - Post documents
    - Will encourage faculty to use Etudes for their classes
  - Cost- \$4000
    - Arce wondered if it would impact our current situation
      - (note: after the meeting Marcoux sent Arce & Nishime email from Vivie showing that it would not)
- Future Meetings
  - Marcoux asked for VPs to meet with Senate EBoard monthly
    - Both VPs were receptive
    - Will send possible dates & times to schedule these



## **El Camino Strategic Plan 2007-2010**

### **Vision Statement**

El Camino College will be the College of choice for successful student learning, caring student services and open access. We, the employees, will work together to create an environment that emphasizes people, respect, integrity, diversity and excellence. Our College will be a leader in demonstrating accountability to our community.

### **Mission Statement**

El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.

### **Statement of Philosophy**

Everything El Camino College is or does must be centered on its community. The community saw the need and valued the reason for the creation of El Camino College. It is to our community that we must be responsible and responsive in all matters educational, fiscal and social.

### **Statement of Values**

Our highest value is placed on our students and their educational goals, interwoven in that value is our recognition that the faculty and staff of El Camino College are the College's stability, its source of strength and its driving force. With this in mind, our five core values are:

**People** – We strive to balance the needs of our students, employees and community.

**Respect** – We work in a spirit of cooperation and collaboration.

**Integrity** – We act ethically and honestly toward our students, colleagues and community.

**Diversity** – We recognize and appreciate our similarities and differences.

**Excellence** – We aspire to deliver quality and excellence in all we do.

### **Guiding Principles**

The following guiding principles are used to direct the efforts of the District:

El Camino College must strive for distinction in everything the College does—in the classroom, in services and in human relations. Respect for our students, fellow employees, community and ourselves, must be our underlying goal.

Cooperation among our many partners including other schools and colleges, businesses and industries, and individuals is vital for our success.

Access and success must never be compromised. Our classrooms are open to everyone who meets our admission eligibility and our community programs are open to all. This policy is enforced without discrimination and without regard to gender, ethnicity, personal beliefs, abilities or background.

### **Strategic Initiatives**

1. Offer excellent educational and student support services:

- a) Enhance college services to support student learning using a variety of instructional delivery methods and services.
- b) Maximize growth opportunities and strengthen programs and services to enhance student success.



- c) Strengthen partnerships with schools, colleges and universities, businesses and community-based organizations to provide workforce training and economic development for our community.
- 2. Support self-assessment, renewal, and innovation:
  - a) Use student learning outcomes and assessment to continually improve processes, programs and services.
  - b) Use research-based evidence as a foundation for effective planning, budgeting and evaluation processes.
- 3. Modernize the infrastructure to support quality programs and services:
  - a) Use technological advances to improve classroom instruction, services to students and employee productivity.
  - b) Improve facilities to meet the needs of students and the community for the next fifty years.



EL CAMINO COLLEGE

Office of the President

Minutes of the College Council Meeting July 16, 2007

Present: Ms. Amezcua, Dr. Arce, Dr. Fallo, Mr. Marcoux, Dr. Marsee, Mr. Middleton, Mr. Miller, Dr. Nishime, Dr. Simon, and Ms. Pickens.

1. Board Agenda

- a. It was noted that the amendment to the President's contract was listed in more detail last year. This was due to the fact that last year the contract language was changed and those changes were included in last year's Board agenda.
  - b. The El Camino College Strategic Plan 2007 through 2010 was Board approved. There was a request to add to this the core competencies which address Student Learning Objectives. These can be added once they are approved by Dr. Arce.
  - c. Contract Amendment with Long Beach Community College District – on page 32 – there was a question about the dates of the contract. Dr. Marsee will confirm this information.
  - d. Purchase Orders listed on page 34 – with "Computer Software Account" in description are purchases of computer equipment for academic divisions. These come from the Academic Software Budget.
  - e. Measure E - Category Budgets and Balances on page 39 – the category amounts will be changed once the Facilities Master Plan is updated. It was hoped that the Master Plan would be updated in August – but we may not reach that goal.
2. Student Services Building – The architects gave a presentation last Thursday to about 30 people from the Student Services Center. The presentation included a brief background of planning and development of exterior and the layout for interior plans. There was an opportunity for questions – and there were only a few questions about restrooms and employee lounge. There were still concerns about counselor offices and sound abatement. The contractors made it clear that carpet and ceiling make more of a difference on sound abatement than doors and individual offices do.
3. Academic Senate Resolutions – There was a question about the resolution that addressed counselors' offices. It was reported that resolutions have to go to the Vice President of Academic Affairs – Dr. Arce - who is the designee to Senate and the Board's representative. All resolution discussions must start with Dr. Arce.

Agenda for the August 20, 2007 Meeting:

1. Minutes of June 4, 2007, June 18, 2007, & July 16, 2007
2. Board Meeting Agenda

1. 2006-2007 Goals and Timelines

- a. Define Collegial Consultation and Shared Governance – and publish
- b. Review Procedure 2510 – Collegial Consultation.
- c. Build a sense of community



## CCCFE Faculty News Notes

**July 12, 2006**

### **Retroactive Pay:**

The check that you received this past Monday (or Tuesday if it was mailed to your home) included the 5.92% cola increase on your full-time salary, retroactive to July 1, 2006 and the increase on the part-time overload schedule if you were teaching overload classes, including intersessions and summer.

There is another check yet to arrive; it will include the negotiated bonus of \$1137.50 for each full-time faculty member and the \$3,000 retro on the fringe benefits that because it is paid as a bonus is subject to taxation, like regular salary. **The second retro check is due July 2<sup>nd</sup>** according to our union President.

### **Summer Enrollment Up-date:**

As of 6/27/07, the estimated headcount at the Center was 408; however this number has been labeled "unreliable." The estimated FTES is 354. And we are offering 200 sections. One may well wonder why the headcount is considered unreliable. Furthermore, the offerings for Summer II are so limited that it is unlikely we will make much progress in reaching any target.

ECC is offering 536 sections and has a headcount of 13,535, which suggests some pretty huge classes or a lot of on-line classes which are capped at 120 students each. One may well wonder how a teacher survives reading the emails from one such class.

Union President, Rodney Murray, has written to the new Special Trustee, Peter Landsberger, insisting that recruitment be made the number 1 priority. How can recruitment be successful when we have such limited course offerings for students, no food services other than a catering truck, and a piecemeal bookstore.

Senate/Council President, Saul Panski, has also written to Mr. Landsberger regarding enrollment/recruitment and has forwarded Dr. Art Flemming's analysis of the current FTES trend, his analysis including with the line "when will they ever learn," since we've all harped on this theme throughout the past year and then some.

### **Recruitment:**

Because ECC has sent out recruitment materials for the main campus throughout our district, most notably in Carson and N. Long Beach, some outrage has been expressed on our campus since nothing advertising the Center has been distributed as yet. Our Senate President sent a letter to Dr. Fallo indicating the effect of this action on our campus and in the communities we traditionally have served.

Mr. Ricky Shabazz has been hired as our Director of Outreach, a position available through the enrollment management interviews. While his experience is largely with universities, he is very knowledgeable and energetic, and we hope that he is given the resources and authority to get to the business of bringing in students.

### **Dean of Voc-Tech position:**

The committee for screening and interviewing for this position has been set, as far as faculty representation goes: Mike Khalizedeh and Rodney Murray will serve as faculty representatives to the committee, along with a faculty representative from the main campus. It is hoped that the committee now meets with the Provost's approval and that the process can move forward.

### **Campus Maintenance:**

Although a number of faculty participated vociferously in meetings about the lack of maintenance in the classrooms, restrooms, and hallways, the conditions remain appalling.

Apparently a permanent director will be hired soon, but in the mean time, the restrooms are



basically unusable. This is a health and safety issue that the district needs to address at once. It seems that a sufficient schedule of cleaning these areas is lacking or is woefully inadequate.

***Rumors regarding the Campus Police:***

A rumor that the Campus Police, a part of the CCCFE classified bargaining unit, was being subsumed under ECC's classified union had been circulating. This rumor is unfounded, for any change in the constituency of either bargaining unit must be negotiated with that unit.

***LRC opening delayed:***

Problems with the LRC have surfaced during an inspection, so the LRC will not be fully operational for fall semester, and perhaps not partially operational during fall semester. The faculty leadership, called to a meeting with the district administrators and LRC project directors on July 9<sup>th</sup>, was stunned to discover the degree of severity of the problems, many of which are related to the design of the building. There is a serious problem with leaks which the contractors have attempted to fix, but which cannot be guaranteed to work for any length of time. One of the questions which was raised was why this kind of problem keeps happening to new buildings on our campus, even with different contractors, different architects, different work crews.

The matter gains in its seriousness because the old library building is too expensive to retrofit and with its second floor could prove a real danger in an earthquake; this possibility was largely the reason for building the new LRC in advance of other planned projects.

The faculty leadership had not been brought into any discussions when the Math-Science and Voc-Tech buildings were being constructed, so we have some notion of why there is a delay of the opening. We also noted that the contractor who was aware that a problem existed did not notify the District nor the project manager, but informed only the manufacturer of the parts. Repairs could increase the costs of the building dramatically. You will be hearing more on this issue.

***Enrollment Management Meeting:***

Faculty leadership has been invited to attend a three hour meeting on July 26<sup>th</sup> with the District to discuss issues of recruitment and enrollment management. We've provided input at similar meetings throughout the past academic year, but nothing has been implemented. Part of the problem is the lack of autonomy the Center has over recruitment efforts, all of which must be vetted through Ann Garten at ECC main campus. There will be more on this issue and the results of the meeting—if any—following the July 26<sup>th</sup> meeting.





Academic Senate of El Camino College 2007-2008

AC152, 16007 Crenshaw Boulevard, Torrance, California 90506-0001

Sept. 4, 2007

<http://www.elcamino.edu/academics/academicsenate/>

## COMPTON COMMUNITY COLLEGE DISTRICT ACADEMIC SENATE SCHEDULE FALL 2007

### CCCD Academic Senate Fall Meeting Schedule:

All meetings are held on the 1st and 3rd Thursday from 1:00 to 2:00 p.m.

Thursday, September 6, 2007	Board Room
Thursday, September 20, 2007	Board Room
Thursday, October 4, 2007	Board Room
Thursday, October 18, 2007	Board Room
Thursday, November 15, 2007	Board Room
Thursday, December 6, 2007	Board Room

## EL CAMINO COLLEGE ACADEMIC SENATE COMPTON CENTER FACULTY COUNCIL MEETING SCHEDULE FALL 2007

### Compton Center Faculty Council Fall Meeting Schedule:

All meetings are held on the 1st and 3rd Thursday from 2:00 to 3:00 p.m., immediately following the Academic Senate Meeting

Thursday, September 6, 2007	Board Room
Thursday, September 20, 2007	Board Room
Thursday, October 4, 2007	Board Room
Thursday, October 18, 2007	Board Room
Thursday, November 15, 2007	Board Room
Thursday, December 6, 2007	Board Room

Saul J. Panski

President, El Camino Compton Center Faculty Council

President, Compton Community College District Academic Senate

Professor of History/English as a Second Language,

El Camino College Compton Education Center

[spanski@elcamino.edu](mailto:spanski@elcamino.edu)

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310 900-1600 ext. 2560

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DRAFT

## BOARD POLICY 4220

Standards of

### Scholarship

#### SEMESTER UNIT OF CREDIT

College work at El Camino College is measured in terms of semester units. A unit is the value placed on three hours of the student's time per week in pursuit of educational goals; thus, for one hour of classroom lecture and approximately two hours of study and preparation or for three hours of laboratory or shop work, one unit of credit is earned. The time allotment and unit value assigned to each course is designated as part of the course listing.

#### GRADES AND GRADE POINTS

Grade points are numerical values which indicate the scholarship level of letter grades. Grade points are assigned according to the following scale:

A-Excellent	4 points for each unit
B-Good	3 points for each unit
C-Satisfactory	2 points for each unit
D-Passing, less than satisfactory	1 point for each unit
F-Failing	0 points for each unit
CR-Credit (at least satisfactory – units awarded not counted in grade point average)	See Note 1
NC-No Credit (less than satisfactory, or failing – units not counted in grade point average)	See Note 1
I-Incomplete	See Note 2
IP-In Progress	See Note 3
W-Withdrawal	See Note 4

#### Notes:

##### 1. Credit-No Credit

A certain number of courses are offered only on a CR/NC basis while some others are offered on a CR/NC or letter grade option depending on which the student selects during the fourth week of the semester. A student earning a CR grade will receive unit credit toward graduation, but unit credit earned in these courses will not be considered when calculating grade point average.

Designation of CR/NC or option CR/NC grading is included in the course description. All grades except W and CR/NC will be considered in determining the grade point average. Grade



point average equals total grade points divided by total units attempted for which grades have been assigned. While NC and W grades are not used in grade point determination, a student with an excessive number of withdrawals or NC's will be required to have special counseling and will be subject to probation or disqualification regulations.

2. I-Incomplete

Incomplete academic work for unforeseeable, emergency, and justifiable reasons that include circumstances beyond the student's control may result in an "I" symbol being entered in the student's record. A student receiving an "I" will be provided with a written record containing the conditions for removal of the "I." This record will be held for the student in the Records Office through the sixth week of the regular semester following receipt of the incomplete mark. If the student does not obtain the record and complete the required work by the end of the sixth week, the "I" will automatically be removed and a grade depending on incomplete work will be assigned.

Any extension of the time for completion of the required work must be approved by the division dean. The student should petition for the extension of time on a form provided by the Admissions Office.

3. IP-In Progress

In progress: the "IP" symbol shall be used only in those courses which extend beyond the normal end of an academic term. It indicates that work is "in progress," but that assignment of an evaluative symbol (grade) must await its completion. The "IP" symbol shall remain on the student's permanent record in order to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student's permanent record for the term in which the course is completed. The "IP" shall not be used in calculating grade point averages. If a student enrolled in an "open-entry, open-exit" course is assigned an "IP" at the end of an attendance period and does not reenroll in that course during the subsequent attendance period, the appropriate faculty will assign an evaluative symbol (grade-A through F, CR,NC) to be recorded on the student's permanent record for the course.

4. W-Withdrawal

To withdraw from a class or classes the student should make an official withdrawal in the Admissions Office. Withdrawal from a class or classes shall be authorized through the last day of the twelfth week of instruction. If a student remains in class beyond the twelfth week, grade or an "I" (Incomplete) shall be assigned. A student who must withdraw after the twelfth week in extenuating

circumstances may petition for assignment of a "W" grade. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.



No notation ("W" or other) shall be made on the academic record of the student who withdraws prior to the close of the fourth week of a semester course, or the first week of a six-week course, or the second week of an eight- or nine-week course. Any withdrawal occurring after the close of the fourth week through the last day of the twelfth week of the semester shall be recorded as a "W" on the student's records. A grade of "W" shall be assigned in six-week courses to students who withdraw between the first and the fourth weeks; and for eight- or nine-week courses, the "W" grade is assigned to withdrawals occurring between the second and sixth weeks. In all other courses of less than one semester in length (other than six, eight, or nine weeks), no notation will be made on the academic record of the student who withdraws within the first 20 percent of the course; and a grade of "I" is entered on the record of the student who withdraws after 67 percent of the course.

The "W" shall not be used in calculating grade point averages, but excessive "W's" shall be used as factors in probation and dismissal procedures.

#### 5. Definition of an Academic Week

For purposes of this policy, a week of a semester is defined as one having at least three days of campus-wide instruction, as scheduled in the El Camino College Calendar.

#### GRADE CHANGE PROCEDURE

A student who has been assigned an incorrect grade in error may file a petition in the Admissions Office requesting a review of the grade record by the institution. The student may have up to two years from the end of the course to petition such grade change.

The student who, under previous grading procedures, received a failing grade because of being dropped from a class for non-attendance, may petition for a grade change to a "W" if the student was passing at the time of the non-attendance drop.

Grades assigned by the faculty are considered to be final and will be changed only in cases of error, except as follows:

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#### **Standards of Scholarship Page 4**

A petition to change an earned grade of CR to a letter grade in those courses which provide the option may be approved upon appropriate examination by the instructor and concurrence of the division dean.

#### ACADEMIC RENEWAL

Students may petition to have up to 15 units of D, F or WF grades from not more than three consecutive semesters of previously recorded substandard course work at El Camino College disregarded in computation of grade point average under the following conditions:

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- a. The student has demonstrated academic ability by earning a grade point of 2.25 or higher in the last 30 units of graded course work at El Camino College.
- b. At least two years have elapsed since the substandard semester.

The Academic Renewal Committee will act upon only one petition to disregard substandard semesters per student. Course work disregarded may not be used to meet degree requirements. The permanent academic record shall be annotated in such a manner that all grades assigned remain legible, ensuring a true and complete academic history.

### REPEATING COURSES

#### 1. Repetition of a Course in Which D, F, or NC Was Received

- a. Students who receive grades of D, F, or NC in an El Camino College course may re-enroll in that same course one more time. Students will not be permitted to enroll in that course for a third time except under unusual circumstances and upon written permission of the division dean. Unusual circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.
- b. The student, upon successfully repeating a course in which a grade of D, F, or NC had been previously received, may notify the Records Office in writing. Upon receipt of such written notice, the student's transcript will be amended so that the previous grade and credit will be disregarded in the computation of the grade point average. The permanent academic record shall be annotated in such a manner that all grades assigned remain legible, ensuring a true and complete academic history.
- c. Units from courses repeated after first earning a D grade will not be counted for credit towards the AA Degree.

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### **Standards of Scholarship Page 5**

#### 2. Repetition of a Course in Which A, B, C, or CR Was Received

- a. Students will not be permitted to repeat courses in which they received grades of A, B, C or CR except under the following conditions:
  - i. The college finds that the student's previous grade is, at least in part, the result of extenuating circumstances. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.
  - ii. The college has determined that a student should repeat a course because there has been a significant lapse of time since the student previously took the course.
- b. The second grade earned will not be counted under any circumstances if the first grade earned in a course was A, B, C or CR. However, the permanent academic record shall be annotated in such a manner that all grades assigned remain legible, ensuring a true and complete academic history.

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- c. Units from courses repeated after first earning an A, B, C or CR grade will not be counted in determining full-time status or qualification for benefits.

### 3. Courses Listed in the Catalog With Lower Case Letters

Courses with lower case letters (such as Music 52abcd – Concert Choir) do not require prior approval for the number of enrollments up to the number of lower case letters listed (FOUR enrollments in the case of Music 52abcd – Concert Choir).

## WITHDRAWAL AND RE-ENROLLMENT

A student who receives a W in an El Camino course may re-enroll in that same course two more times for a total of three times. In order to enroll a fourth time, a student must meet with a counselor to review progress toward achieving academic goals.

## PROBATION POLICIES

### 1. Placement on Academic Probation

- a. A student who has attempted at least 12 semester units, as shown by the academic record, shall be placed on academic probation following any semester when the grade point average for total units attempted at El Camino College is less than 2.0 (grade C).
- b. Students who are placed on academic probation should see a counselor prior to registration for the semester subsequent to their receiving notice.
- c. When a student is placed on academic probation for the fall semester, the student's program shall be limited to no more than 12 units plus one unit of physical education, if needed for graduation.

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### **Standards of Scholarship Page 6**

When a student is placed on academic probation for the spring semester, the student may be required to reduce the current program to 12 units plus one unit of physical education, if needed for graduation. This determination will be made by the counselor during the required meeting following receipt of notice of academic probation.

When a student is placed on academic probation for the spring semester, that student may enroll in no more than four units in the following summer session.

### 2. Removal from Academic Probation

A student shall be removed from academic probation upon earning a grade point average of 2.0 (grade C) or higher in total units attempted at El Camino College.

### 3. Progress Probation

#### a. Placement on Progress Probation

A student who has enrolled in a total of at least 12 semester units as shown by the official academic record, shall be placed on progress probation when the percentage of all units in which a student has enrolled and for which entries of "W," "I," and "NC" are recorded



reaches or exceeds fifty percent (50%). To drop a course and not have a grade entry appear on the official academic record or be counted as units attempted, action must be taken prior to the close of the fourth week of a semester course, the first week of a six-week course, or the second week of an eight- or nine-week course.

b. Removal from Progress-Probation

A student on progress probation because of an excess of units for which entries of "W," "I," and "NC" are recorded shall be removed from probation when the percentage of units in this category drops below fifty percent (50%).

4. Disqualification and Dismissal

a. Disqualification Because of Repeated Academic Probation

A student placed on academic probation will be dismissed when in the subsequent semesters the student's cumulative grade point average is less than 1.75. Dismissal will only occur following each spring semester.

b. Disqualification Because of Repeated Progress-Probation

A student placed on progress-probation will be dismissed when in subsequent semesters the percentage of units in which the student has been enrolled, for which entries of "W," "I," and "NC" are recorded, reaches or

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**Standards of Scholarship Page 7**

exceeds fifty percent (50%). Dismissal will only occur following each spring semester.

A disqualified student who returns after an absence of one or more semesters shall be permitted to enroll on continuing progress-probation.

c. A summer session will not count as the one semester of disqualification.

5. Readmission Following Disqualification

A disqualified student who returns after an absence of one or more semesters shall be permitted to enroll on continuing probation. To enroll, a student must see a counselor prior to the school-established registration period in order to arrange a program of courses in accordance with the student's aptitude and achievement ability.

6. Readmission Following Probation or Continuing Probation and Voluntary Withdrawal

A student on probation who withdraws voluntarily from college, either before the probation semester or during it, and later applies for readmission shall be readmitted in the same status as existed at withdrawal. However, a student may petition to apply accredited college work that was completed while in absence from El Camino toward improving the academic probation status at El Camino.

7. Incomplete Marks



"I" marks (incomplete) are not used in grade point calculations. However, for academic probation purposes, the grade assigned based on incomplete work is used to determine academic status.

8. Right of Petition

The student may appeal probation or disqualification status by petition if the individual feels an error has been made or there were extenuating circumstances. The petition shall be filed in the Admissions Office.

9. Change of Status

The academic probation status may not be changed because of "academic renewal" or "course repetition" as defined in another section of this publication.

Previous Board Policy Number: 6130

El Camino College

Adopted: 4/11/83

Amended: 5/14/84, 1/27/86, 1/26/87, 11/23/87, 3/13/89, 4/10/89, 5/9/91, 6/22/98

Renumbered: 4/18/05





## BOARD POLICY 4045

## Textbooks

### I. Introduction

- A. The purpose of this policy is to define responsibilities for the adoption of textbooks and other classroom materials.
- B. The official course outline of record sets forth the goals and objectives of each individual course of study. All texts, films and other printed or electronic materials utilized in the learning process shall be compatible with and evaluated in light of the course outline of record.

All texts shall fully meet the requirements of the California Education Code (78900 et. Seq.).

- C. For the purpose of this policy, the following terms will be used:

1. Textbooks/Texts—These include laboratory manuals, syllabi, workbooks, student supplements, or other printed or electronic material.
2. Required Texts—These include textbooks or other printed or electronic material required of all students enrolled in a particular section of a course.
3. Recommended Texts—These include textbooks or other printed or electronic material recommended to all students enrolled in a particular section of a course. Student use is optional.

### II. Selection or Change of Texts

- A. The primary responsibility for the selection of text(s) rests with the faculty teaching the subject.
- B. A selection or change in text(s) may be proposed by any faculty member teaching the subject or by the appropriate administrator. The individual recommending the text shall discuss the proposal for selection or change with the faculty in the discipline.
- C. The faculty of a discipline may select a majority adopted text for the purposes of continuity in a multisection course or course sequence. However, if a faculty member feels another text is more appropriate for his/her methodology or philosophy, the faculty member may propose and select another text.
- D. The faculty's authority to select appropriate textbooks shall not be preempted by an administrator without reasonable cause and advance written notification.
- E. The period of adoption for texts is to be for not less than one academic year. Special consideration for earlier change may be given under extenuating circumstances.



4045

**Textbooks Page 2**

- F. If an instructor, after discussion with faculty in the discipline and the appropriate administrator, believes that a particular class section can best be conducted without a required text, it is not necessary to require a text for that section. However, to facilitate articulation and transferability, textbooks are strongly advised for all credit courses.
- E. Textbooks should reflect professional standards in terms of content and design as well as reasonable cost to students.

Previous Board Policy Number: 6133



## **FACULTY DEVELOPMENT; IMPROVING MORALE**

Here are some ideas David Vakil considered for Faculty Development over the summer. Some of these items have not been seen by the Faculty Development Committee or Donna Manno. Your thoughts? Prioritize.

### **Faculty Development**

1. Basic Skills teacher training
2. Great ECC Teachers seminar – local version of the state conference
3. Form a “Teaching Club” that meets regularly for any faculty (drop-in basis also)
  - a. “What works in the classroom?” “What doesn’t work in the classroom?”
  - b. Teaching book of the month (semester?) club (akin to a “book club”)
  - c. Teacher mentors and mentor training
  - d. Video taping classes. One-on-one and/or group discussions of videos.
  - e. Survey teachers in every area to “List 3 teachers in your area/division doing something in their classes you think others should see.”
4. Solicit list of useful email listservs and/or discussions groups that help people improve teaching. Include general and topic-specific lists. (e.g. Tomorrow’s professor, chronicle = general; astrolearner = specific.)
5. Examine Staff Development’s program review to determine which previous flex activities participants wanted us to offer again and follow up accordingly.
6. What research could be done to help classroom instruction?
7. Creating curriculum that is friendly for non-native English speakers, without reducing rigor or content.
8. Making sabbatical reports more accessible for others to learn from.
9. Team teaching? Two teachers leading classroom discussions.

### **Potential flex activities**

1. How students cheat, how to prevent them from cheating, how to handle it once they get caught.
2. Teaching students with behaviors common in Asperger’s syndrome, autism. Other LD students.
3. Learning & studying habits across different ethnicities. How do different cultures learn and study differently? [A more PC version: “Our students are very diverse. Is our teaching well matched?”]

### **Misc faculty issues – tangentially related to Professional Development**

1. Department chairs
2. Financial or alternate incentives for offering (and attending?) professional development activities
3. Offer compensation (flex credit? \$\$\$) for writing reports about flex activities attended off campus (on campus?) to share useful activities with others.

### **Morale building**

1. Add new awards because we need more public acknowledgement of work done well.
  - a. Distinguished Part-time Faculty award.
  - b. Distinguished Administrator. (How to prevent coercion/popularity contest?)
  - c. Frequent recognition of work well done. Possible name, “You’ve been spotted.”
    - i. Supplements, doesn’t replace, applause cards
    - ii. How often?
    - iii. How to prevent from being a popularity contest?
2. Staff Appreciation sponsored by Faculty and/or Academic Senate and/or unions
3. Mixers & socials among the faculty and staff



- a. See solidarity-building events from union & senate
- b. End of year party to build community
- c. Faculty vs. staff softball games, with administrators serving food/drinks, keeping score, etc.
4. Coffee and donuts mixers – talk to 5? 10? people to “qualify” for food [i.e. enforce “mixing”]

## **Upcoming Unity Events for the Faculty & Staff Sponsored by ECCE/ECCFT/POA & Academic Senate**

### **Also to schedule: Faculty and Staff Night at ECC Warriors Football Game**

September 8, 2007	Back to School Happy Hour at El Paso Cantina (On Sepulveda in Torrance) 4:00 – 8:00 p.m.
September 16, 2007	Dodger Game @ 1:10 p.m. Contact Momi Elliott x3978 for Tickets
October 20, 2007	Day Hike and Picnic      Location: PV Peninsula Time: TBD
October 27, 2007	Halloween Party      Time: 7:00 p.m. – Midnight Place: Luukia's Haunted House
November 10, 2007	Comedy & Magic Club, Hermosa Beach
December	No additional activities...we all have plenty to do this month. ☺
January 26, 2008	Day trip to Stateline (Primm), Nevada 6:00 a.m. – 11:00 p.m.      Cost: \$20.00 per person
February 23, 2008	Casino Night Gardena Moose Lodge      Time: 7:00 pm–11:00 pm
March 29, 2008	Hermosa Beach Pub Crawl & Volleyball Tournament Time: 7:00 - Midnight
April 19, 2008	Spring Games & Picnic      Wilson Park, Torrance Time: 12:00 – 4:00 p.m.
May 17, 2008	End of the School Year Beach Party Seaside Lagoon, Redondo Beach      Date & Time: 10 AM – 4 PM Site Rental Cost: \$635.00
June 7, 2008	End of the Year Happy Hour



El Paso Cantina, 4:00 – 8:00 p.m.

June 20-22, 2008

Laughlin Trip

Depart ECC: 8:00 a.m.

**September – December 2007 Technology Classes****September 2007**

TC101	Omni OU Campus	W. Library Basement Room 19	9/12/2007	1:00 - 3:00 pm
TC100a	Open Lab - Drop-In Assistance	W. Library Basement Room 19	9/17/2007	1:30 - 3:30 pm
TC102	Outlook Level 1	W. Library Basement Room 19	9/19/2007	1:00 - 3:00 pm
TC103	Excel Level 1	W. Library Basement Room 19	9/21/2007	9:00 - 11:00 am
TC100b	Open Lab - Drop-In Assistance	W. Library Basement Room 19	9/24/2007	1:30 - 3:30 pm
TC104	Outlook Level 2	W. Library Basement Room 19	9/26/2007	1:00 - 3:00 pm
TC105a	Introduction to ETUDES-NG (Part 1 of 3)	W. Library Basement Room 19	9/27/2007	1:00 - 3:00 pm
TC106	Excel Level 2	W. Library Basement Room 19	9/28/2007	9:00 - 11:00 am

**October 2007**

TC100c	Open Lab - Drop-In Assistance	W. Library Basement Room 19	10/1/2007	1:30 - 3:30 pm
TC107	Excel for Grade & Record Keeping	W. Library Basement Room 19	10/2/2007	1:00 - 3:00 pm
TC108	Outlook Level 3	W. Library Basement Room 19	10/3/2007	1:00 - 3:00 pm
TC105b	Introduction to ETUDES-NG (Part 2 of 3)	W. Library Basement Room 19	10/4/2007	1:00 - 3:00 pm
TC100d	Open Lab - Drop-In Assistance	W. Library Basement Room 19	10/8/2007	1:30 - 3:30 pm
TC109	Access Level 1	W. Library Basement Room 19	10/10/2007	1:00 - 3:00 pm
TC105c	Introduction to ETUDES-NG (Part 3 of 3)	W. Library Basement Room 19	10/11/2007	1:00 - 3:00 pm
TC100e	Open Lab - Drop-In Assistance	W. Library Basement Room 19	10/15/2007	1:30 - 3:30 pm
TC110a	How to Teach Online: Building Content (3-Week Hybrid Course) - Part 1 of 3	W. Library Basement Room 19	10/16/2007	1:00 - 4:00 pm
TC111	Access Level 2	W. Library Basement Room 19	10/17/2007	1:00 - 3:00 pm
TC112a	Omni OU Educate (Part 1 of 3)	W. Library Basement Room 19	10/18/2007	1:00 - 3:00 pm
TC113	Introduction to ETUDES-NG at ECC (Self-Paced)	Online	10/22/2007	-
TC100f	Open Lab - Drop-In Assistance	W. Library Basement Room 19	10/22/2007	1:30 - 3:30 pm
TC110b	How to Teach Online: Building Content (3-Week Hybrid Course) - Part 2 of 3 (ONLINE)	Online	10/23/2007	1:00 - 4:00 pm
TC112b	Omni OU Educate (Part 2 of 3)	W. Library Basement Room 19	10/25/2007	1:00 - 3:00 pm
TC100g	Open Lab - Drop-In Assistance	W. Library Basement Room 19	10/29/2007	1:30 - 3:30 pm
TC110c	How to Teach Online: Building Content (3-Week Hybrid Course) - Part 3 of 3	W. Library Basement Room 19	10/30/2007	1:00 - 4:00 pm

**November 2007**

TC112c	Omni OU Educate (Part 3 of 3)	W. Library Basement Room 19	11/1/2007	1:00 - 3:00 pm
TC100h	Open Lab - Drop-In Assistance	W. Library Basement Room 19	11/2/2007	1:30 - 3:30 pm



Academic Senate of El Camino College 2007-2008

AC152, 16007 Crenshaw Boulevard, Torrance, California 90506-0001

Sept. 4, 2007

<http://www.elcamino.edu/academics/academicsenate/>

TC114	Photoshop CS Level 1	W. Library Basement Room 19	11/7/2007	1:00 - 3:00 pm
TC115a	Introduction to ETUDES-NG (Part 1 of 3)	W. Library Basement Room 19	11/13/2007	1:00 - 3:00 pm
TC116	Photoshop CS Level 2	W. Library Basement Room 19	11/14/2007	1:00 - 3:00 pm
TC100i	Open Lab - Drop-In Assistance	W. Library Basement Room 19	11/19/2007	1:30 - 3:30 pm
TC115b	Introduction to ETUDES-NG (Part 2 of 3)	W. Library Basement Room 19	11/20/2007	1:00 - 3:00 pm
TC100j	Open Lab - Drop-In Assistance	W. Library Basement Room 19	11/26/2007	1:30 - 3:30 pm
TC115c	Introduction to ETUDES-NG (Part 3 of 3)	W. Library Basement Room 19	11/27/2007	1:00 - 3:00 pm
TC117	PowerPoint Level 1	W. Library Basement Room 19	11/28/2007	1:00 - 3:00 pm

**December 2007**

TC100k	Open Lab - Drop-In Assistance	W. Library Basement Room 19	12/3/2007	1:30 - 3:30 pm
TC118	PowerPoint Level 2	W. Library Basement Room 19	12/5/2007	1:00 - 3:00 pm
TC100l	Open Lab - Drop-In Assistance	W. Library Basement Room 19	12/10/2007	1:30 - 3:30 pm

You may register for classes Online or by phone at Ext 3872.

Remember to identify the program title, date and time.



## EL CAMINO COLLEGE

### Planning & Budgeting Committee

#### Minutes

Date: June 21, 2007

## MEMBERS PRESENT

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Arvid Spor, Chair                   | <input checked="" type="checkbox"/> Cheryl Shenefield – Administrative Services |
| <input checked="" type="checkbox"/> Miriam Alario, ECCE                 | <input type="checkbox"/> Harold Tyler – Management/Supervisors                  |
| <input checked="" type="checkbox"/> Vivian Amezcua - ASO                | <input type="checkbox"/> David Westberg – ECCFT (temporary)                     |
| <input checked="" type="checkbox"/> Irv Drew (Alt.) – Academic Affairs  | <input checked="" type="checkbox"/> Lance Widman – Academic Senate              |
| <input checked="" type="checkbox"/> Dawn Reid- Student & Community Adv. |   |

**OTHERS ATTENDING:** Christina Jack, Ken Key, Luis Mancía, Jeff, Marsee, Jeanie Nishime, Barbara Perez, John Wagstaff

Handout: \$2 Million Augmentation with 2007-08 Proposed Budget

The meeting was called to order at 1:05 p.m. by A. Spor.

Christina Jack, ASO-Director of Finance, was introduced as the new PBC ASO representative.

## Approval of Minutes

The June 7 meeting minutes were approved as amended. The following items under Tentative Budget were reviewed:

1. #2: budgeted amount of salaries previously presented was an estimate – actual amount taken from HR staffing table/master list of budgeted faculty and staff positions.
2. #6, 7, 9, 11, 12, 13, 14 referenced retirees: ten positions initially approved for fall 2007 hire based upon last year's retirees.
  - a. 18 positions are funded for fall 2008, but not yet authorized and need to go through the faculty prioritization process. Total of 365 faculty positions required for 19,300 FTES.
  - b. Correction to #7 – “ten net new faculty” should be “replacement for retirees from last year.”
  - c. Human Development, English and Math are three new faculty positions added to what was already approved.
  - d. #13 – the assumption of ten net faculty was incorrect because they were already in the budget.
3. #18 – Amend to read, Three “faculty” positions.....
4. #23 – (reworded) The Assistant Dean of Humanities was already hired, but the temporary Associate Dean of Enrollment Services has not yet been approved.
5. #40 - IJE (Inter Jurisdictional Exchange) – Example: when an ECC employee works in another district, such as Allene Quarles working at Compton, and cost (salary and benefits) are reimbursed by Compton to ECC.
6. #45 – Fund balance for 2007-08 is large - may want GASB issued delayed for lean year. 2007-08 was supposed to be lean year before \$10 million appeared. Will table GASB discussion for another meeting.

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7. Other Program Services (5910 account) - \$2.5 Million augmentation: \$1 million for a center (Compton Center), \$1 million for over 20,000+ FTES, and \$500,000 for administration of the Compton Center.
8. #47 – Consensus was to ensure stability by keeping the \$900,000 in a fund 11 account instead of endorsing the use of funding from the one-time \$2 million account.

Requests for Augmentation:

1. Items on list were consolidated to avoid duplication
2. Sept 5, 2006 Augmentation (A-T):
  - a. Most Student Services requests were consolidated into (D) Casual/Student Overtime – Student Services category, residing within the Vice President’s budget for area programs that need funds for student/casual employees. Programs were not able to spend all funding because it was approved last spring and did not have the whole year to use it.
  - b. Honors Transfer Program (N) instructional request moved under Behavioral & Social Sciences requests.
3. PBC Recommended Augmentation (1-11):
  - a. Distance Education Expansion Plan (#1) moved under Learning Resources requests.
  - b. Enrollment Management Plan (#2) asks for more funding to cover subcommittee action item costs.
  - c. Industry and Technology casual support staff (#6) request was added to Instruction Casual/Student Overtime requests.
  - d. Carry-over requests:
    - i. Financial Aid Auto Packager Training (#3) – waiting for Datatel Release 18 to be implemented.
    - ii. Document Imaging (#11) equipment and software – RFP was not completed this year. Could equipment request come from bond? Need to check volume we can afford. Monies can be used for imaging outsourcing.
  - e. Business Help Desk and Tutoring software (#8) completed - \$84,000 requested but only \$12,812 used.
  - f. Other funded items were underutilized due to timing of funding and out-of-date requests. Also, part of academic software costs was covered from another budget.
4. Institutional Needs (T):
  - a. HACU membership for Hispanic Serving Institutions - Ruth Banda-Ralph will assess benefits of membership this year.
5. 07-08 First Time Request (a-g):
  - a. International Student Recruitment (c) – re-requested \$8,500 for International CCCApply which could not be implemented this year because of software development issues. \$20,000 requested to contract with recruiters to work overseas recruitment fairs.
  - b. Athletics (e) – transportation costs increased, but Auxiliary Services budget remains static. Transportation for Athletics and Forensics should be covered by division budgets, not from Auxiliary Services; general fund cannot be used for out-of-state travel. Bookstore funds not expected to meet last year’s level: \$276,000 – looking for other areas of revenue and revisit areas of spending.
  - c. Internal Auditor (f) position funding to be determined. The Associate Dean, Enrollment Services (g) temporary position to will be involved with the Compton partnership, accreditation processes, and master planning. According to J. Marsee, both positions will be





budgeted 50% from the 2007-08 operational budget and 50% will be reimbursed from Compton.

- d. Facilities Services Equipment Upgrade (b) - \$75,000 requested for Facilities equipment enhancement.
  - e. Instructional Equipment maintenance (d) -- maintenance for critical classroom instructional-related equipment that is broken, stolen, need to be upgraded or fixed. There is no history of prior requests because these expenses are sometimes covered within department budgets by transferring funds from other avenues or underutilized accounts. Equipment does not get repaired if there are no funds available.
  - f. Behavioral & Social Sciences (1-3) total should be corrected to \$100,000.
  - g. Dr. Arce requested deans to submit augmentation requests. Augmentation requests should be based on needs assessment and/or program review. Requests were based on success and retention and/or increasing FTES.
6. Revised grand total requested is \$2,033,661.
  7. Although \$1,575,186 was approved in 2006-07, only \$303,367 was spent. Amount may not be accurate -- entire amount allocated for A&R part time staff was spent although not indicated.
  8. Monies not designated as a fund 12 -- how is expense distinguished from other general fund budget? Funds are designated with a separate department grouping and can be tracked. Many projects never 'got off the ground,' so projected planning and implementation-related spending did not occur.
  9. Are there measurable outcomes that can be identified as a result of program expenditures and will they make a difference? Programs are asked to provide data on student success when augmentation is expended.
  10. Some programs cannot continue without augmentation approval.
  11. Motion to approve endorsement of \$2 million augmentation was seconded; motion passed.

Agenda Development for July 5<sup>th</sup> meeting:

1. Academic Technology & Equipment -- Pete Marcoux

The next meeting is scheduled on July 5<sup>th</sup> (A. Spor will send email to verify attendance). The July 19<sup>th</sup> meeting is cancelled.

Meeting adjourned at 2:10 p.m.

Note taker: Lucy Nelson



EL CAMINO COLLEGE  
 Planning & Budgeting Committee  
 Minutes  
 July 5, 2007

DRAFT

## MEMBERS PRESENT

<input checked="" type="checkbox"/> Arvid Spor	<input type="checkbox"/> Cheryl Shenefield, Administrative
<input type="checkbox"/> Miriam Alario, ECCE	<input type="checkbox"/> Harold Tyler, Management/Supervisors
<input type="checkbox"/> Christina Jack – ASO	<input type="checkbox"/> Dave Westberg, ECCFT (temp. for Taylor)
<input type="checkbox"/> Virginia Rapp, Academic Senate	<input checked="" type="checkbox"/> Lance Widman, Academic Senate
<input checked="" type="checkbox"/> Dawn Reid, Student & Community Adv.	

OTHERS ATTENDING: Tom Jackson, Luis Mancía, Peter Marcoux, Jeff Marsee, Gloria Miranda Jeanie Nishime, Barbara Perez

Arvid Spor called the meeting to order at 1:00 p.m.

## Approval of Minutes

The minutes of June 21, 2007 were approved and the following items were reviewed:

1. Page 1 - #6 – The '07 budget has not been finalized. With the huge ending balance, it is not a good idea to shift funds from GASB at this time.
2. Page 2 - #8 – Consensus is to ensure stability.
3. Page 3 - #9 – Will there be feedback on successfulness in areas of retention? Or, is this a management issue? As indicated in the ARCC report, there are 6 indicators that are used to assess retention performance. Programs could report successes that might not show up in the College's overall performance. The two augmentation categories to look at are retention and operational. Of the funds approved last year, most were not fully utilized. If the funds are not spent they go back into the fund balance.

## Tentative Budget Discussion

1. There is no difference between the Preliminary Budget and the first reading of the Tentative Budget. However, there were changes in the format.
2. The May version provided multiple year forecasting.
3. Actual expenditures are not shown at this time.
4. There is a two-month lag time on Datatel.
5. Footnotes are used at the bottom of the page and cross-referenced throughout the schedule to explain many of the categories in the Tentative Budget.
6. The Budget was built assuming a 19,300 FTES funded at \$4,367 per student, combined with the assumption of hiring 14 fulltime faculty positions.
7. The growth factor is at three percent.
8. This is enough to run approximately 18,000 to 18,900 FTES.
9. As noted in the footnotes, there is no provision for salary increases for 2006/2007 or 2007/2008. The numbers reflected when finalized will reflect a substantial decline in fund balance.
10. The budget being presented is a balanced Supplemental 2007/2008 Meeting Information 9-27-07



11. If there is a salary settlement, the money will come from 2006/2007 fund balance, based on funds unused. The fund balance will then be adjusted. Hopefully, this will happen before the Final Budget is done.
12. We are below FTES for 2006/2007 base requirement. We are at 18,200.
13. The base requirement for 2006/2007 was met by using summer.
14. We will report up and use 19,300. This will be the recommendation to the Board.
15. The Final Budget will be adjusted.
16. 2005/2006 utilizes stabilization funding.
17. Shifting summer, allows for full recovery for 19,300 for 2007/2008. If we do not shift remaining 700 FTES, we will start to fall back to 18,900.
18. The projected shift occurs in summer 2008 and will hold at 19,300.
19. At the end of this year, about 700-800 FTES will be left over to report.
20. Shifting of the funds generates a teeter-totter effect – deferring which direction you will go. The downside of the effect is that the college will end up with 18,200 FTES. If the State calls a foul, we will end up with a budget that is not supported by the level of state funding.
21. Discussed Page 3 – Tentative Budget:
  - a. Beginning balance for 2007/2008 - \$10,104,644. This reflects about a \$4 million increase from 2005/2006. Where did this come from?
    - i. \$1.9 million was a misunderstanding in appropriation (increase in local fund taxes, etc.)
    - ii. Tuition was decreased to \$20 per credit hour in January. We did not receive a reduction in revenue, but a decrease in State appropriation.
    - iii. There was reverse decrease in taxes.
    - iv. The remaining \$2 million was a wash – one-time funds based on prior adjustment. Expenditures that did not occur. In looking at projected expenditures, there is no budget comparison. These issues relate to salary savings (delay in filling positions, hiring at lower salaries, no salary increases.) Positions are budgeted that were not filled contributed to the fund balance.
21. Need to look at enrollment figures of 2005/2006 and 2006/2007, reflecting the decrease in tuition cost from \$26 to \$20. This should be reviewed very carefully.
22. There is a decrease in local funding and a \$25 million drop in State income.
23. The 2007/08 Tentative Budget presented to the Board of Trustees in May relied upon aggregate numbers (student fees, local income).
24. District Taxes were included in the May Tentative but were not itemized. It was requested that these be shown in detail:
  - District Taxes – Secured and unsecured payroll, were not included in May document and this accounts for \$20.85 million. This is rolled up into locations.
  - Other taxes are: Supplemental, Unsecured Roll, and Prior Years.
25. The format used for combining allocation and foundation revenue cannot be identified in line items, as this would be double budgeting.
26. Some information is not shown in the May document and it appears as if there are two documents. It was clarified that the information is the same and the bottom line is the same. The only difference is the format being used.
27. Interfund Transfers – in the Tentative Budget, these are shown on pages 2 and 21. In the Final Budget, all Interfund Transfers will be shown on a separate page.
28. Medical Benefits - Ten percent projected on medical premiums, however, this may be very high. PERS-Care went down, but everything else went up and two new plans were introduced. of 272



#### 29. Tentative Budget

- Restricted Income for 2007/2008; however, program breakdowns have not been turned in (departments usually project at about 95 percent).
- CalWORKs received their information
- EOPS will not receive their information until November. In such cases, they simply roll forward until actual figures are obtained
- Jeff Marsee indicated this procedure is acceptable.

#### 30. Discussion regarding the Bookstore:

- The Bookstore has not made a profit within the last five years.
- The Bookstore had to borrow from the General Fund three months ago to make payroll.
- In this environment, it is very unlikely the Bookstore can support any Auxiliary Services programs.
- In the past, the ASB owned the Bookstore. The agreement was that the Bookstore would continue to pay ASB.
- An effort will be made to keep the fee the same.
- Will need to review what Auxiliary Services is required to spend to determine whether this amount has been made in income.
- If Auxiliary Services needs funding will the District be able to cover those items that cannot be covered by Auxiliary Services?

A review of the budget will be made at the August 16 meeting. Additional meetings will be held in August to review the proposed final budget at the level of detail that was performed in prior years.

#### Agenda Development

1. Concern for next month is to not have a repeat of last year. August is for faculty get-away time. However, if meetings are going to be held in August, need to have a page-by-page walk-through of the budget.
2. The dates of August 16, 23, and 30 will be used for budget walk-through.
3. Peter Marcoux will make a presentation on Academic Technology & Equipment at the August 2, 2007 meeting.

Next Meeting: The next meeting is scheduled August 2, 2007

Meeting adjourned at 1:47pm.



DRAFT

EL CAMINO COLLEGE

Planning & Budgeting Committee

Draft Minutes

August 2, 2007

## MEMBERS PRESENT

  x   Arvid Spor, Chair

  x   Miriam Alario

  x   Cheryl Shenefield

       Susan Taylor

  x   Dawn Reid

  x   Virginia Rapp

       Harold Tyler

  x   Lance Widman

       Christina Jack

**OTHERS ATTENDING:** Francisco Arce, Janice Ely, Ken Key, Luis Mancia, John Wagstaff

Handouts: Introduction to the Accreditation Standards  
ECC Strategic Plan 2007-10  
ARCC 2007 Report: College Level Indicators

The meeting was called to order at 1:05 p.m. by Arvid Spor.

## Approval of Minutes

The following changes were made to the minutes of July 5:

- Page 1 – (Tentative Budget Discussion) #4: add “for reflecting labor distributing expenditures.”
- Page 1 – (Tentative Budget Discussion) #7: change “factor” to “goal.”
- Page 2 - #14: Change to “The District will use 19,300 for 2006-07.”
- Page 2 - #17: Change to “Shifting summer 2007 allows for full recovery for 19,300 for 2006-07.”  
Delete the sentence beginning “If we do not shift...”
- Page 2 - #19: Delete “be left over to report” and change to “remain from summer of 2007.”
- Page 2 – a-ii: Change second sentence to “We did not receive a reduction in overall revenue, but an increase in State appropriation.”
- Page 2 - #21: Delete the second #21 (Need to look at enrollment...)
- Page 2 - #24 – bullet #1: Change to “Local secured and unsecured property tax (rolls) were included in May document...” The second sentence should read, “Property taxes were rolled up into State apportionment.”

The following items in the minutes were discussed:



- #4 - In response to a question as to when the actual expenditures would be shown, it was noted that they are due in the President's Office by Monday morning, and he will talk about them at the next meeting.
- Enrollment fees, State apportionment and property taxes will be in the final budget.
- #7 - The target goal for 2007-08 is being funded in the part-time faculty budget.
- #8 - ECC continues to maintain the same number of sections, and the hope is that the college will be back to 19,300 at the end of 2008.
- Taking FTES from summer 2007-08 to bring ECC up in 2006-07 leaves the college short in 2007-08 unless it grows. Basically, the short fall is delayed.
- #9 ties in with #11. The fund balance will decrease based on any salary increases that are approved.
- #20 - Borrowing from summer inflates the FTES numbers. Unless a college grows, it eventually runs out of numbers from which to borrow.
- When local taxes go up, state apportionment goes down.
- #21 - From AB 361, ECC received foundation-based revenue (\$4 million on top of the rest) for the first time; however, this will be taken back in February.
- It was suggested that funds should be treated now like they will be treated later rather than rolling things into one account and then unrolling them again. Changing the format leads to confusion.
- #28 - The numbers are out there now for CalPERS; it was projected at 7%. Where are the other numbers? In previous years the Insurance Benefits Committee got them in May.
- #30 - The Bookstore's profits began to go down after they used their profits to build the campus delis. The Bookstore traditionally gave back its profits to the college (Auxiliary Services). It was suggested that there may be a need to look at what Auxiliary Services spends its money on.
- Extra PBC meetings were booked in August in order to have time to go over the details after the President makes the budget presentation to the group. It was noted that the Board meets the Tuesday after Labor Day to go over the budget.
- It was suggested that Donna Manno should be approached about making the PBC presentation meeting a flex activity.
- It was also suggested that the presentations could be taped.
- Arvid will get additional clarification from Jeff on the minutes and will bring them back two meetings from today.

Academic Technology & Equipment: The presenter was absent, so the presentation was postponed.

Non Agenda Items:

- Indicators - In the 2002 accreditation recommendations, it was noted that ECC was not linking planning and budgeting. The college needs to continue to address this. To this end, the following handouts were shared with the group:
  - Introduction to the Accreditation Standards
  - ECC Strategic Plan 2007-10
  - ARCC 2007 Report: College Level Indicators

Noted:

- Irene Graff is working on indicators.
- All areas need to work on indicators. The next step is to create plans based on the indicators.
- ECC is also in the midst of creating a new Master Plan. Arvid can share each chapter as it comes along if the group would like to review it. It was suggested that due to the size of the Master Plan document, an Executive Summary would be desirable.



Academic Senate of El Camino College 2007-2008

AC152, 16007 Crenshaw Boulevard, Torrance, California 90506-0001

Sept. 4, 2007

<http://www.elcamino.edu/academics/academicsenate/>

- In response to a question as to when the final decision about GASB needs to be made, it was noted that it has been left in the budget for the coming year.
- Efforts have been made to recruit staff from Compton to be more involved in the PBC process here observers. It was noted that Compton has its own PBC.
- In response to a question as to whether ECC ever received the second payment from Compton, it was noted that the \$2 million is built into Foundation revenue.

Meeting adjourned at 2:27 p.m.

pbc82



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### Calendar Committee

Email dated 8/25/07

To: ECC Faculty

From: Emily Rader

RE: Calendar Committee discussion--Faculty input requested

Dear Colleagues:

At the Calendar Committee meeting on August 23, Bill Mulrooney suggested that the college begin the 8-week summer session classes one week later than we traditionally do. He explained that most area high schools finish during the third week of June, which is a week after these summer session classes start. There have been a lot of complaints from students and parents, and we probably lose a number of students because of this. If we start the 8-week session a week later, this would move the start of the session in 2008 to June 23 (which is also when the second 6-week session will probably begin). The end of the 8-week session would be August 14, one week before Flex Day. Jeff Cohen and Emily Rader, your union reps. on the committee, would like to hear from instructors who teach the 8-week session, what your thoughts are on this possible schedule change.



# Academic Senate of El Camino College 2007-2008

## OFFICERS & EXECUTIVE COMMITTEE

President	Pete Marcoux	VP Faculty Development	David Vakil
VP Compton Educational Center	Saul Panski	VP Finance and Special Projects	Lance Widman
VP Curriculum Chair	Janet Young	VP Legislative Action	Chris Wells
VP Educational Policies	Evelyn Uyemura	Secretary	Claudia Striepe

## MAILING LIST

<u>Adjunct</u>				<u>Health Science &amp; Athletics</u>			
Carolyn Almos			Theatre	Mary Moon	6/07	3283	
Gary Robertson			Speech	Kathy Morgan	6/06	3285	Nursing
<u>Behavior &amp; Social Sciences</u>				Louis Sinopoli	6/06	3248	Respiratory Care
Maria Brown				Corey Stanbury	6/06	3639	PE
Emily Rader				Nick Van Lue	6/06	3681	HSA
Lance Widman	8/09	3746	Pol. Sci.	Hum.			English
Michael Wynne	7/08	3562	Psychology	Lyman Hong	6/07	6046	English
Janet Young		3613		Peter Marcoux	6/08	6046	English
<u>Business</u>				Evelyn Uyemura	6/08	3172	ESL
Dagmar Halamka			Law				
Tim Miller	6/07		Accounting				
Jay Siddiqui	6/07	3205	CIS	<u>Industry &amp; Technology</u>			
Jacquie Thompson	6/07	3206	CIS	Vic Cafarchia	6/07	3306	AC&R
<u>Compton Educational Center</u>				Ed Hofmann	6/07	3292	Machine
Saul Panski		2560	History	Douglas Marston		3621	Electronics
Estina Pratt		2535	LRC	George Rodriguez	6/07	3308	Welding
Arthur Flemming		2563	Philosophy	<u>LRC</u>			
August Hoffman		2434		Susie Dever	6/09	3514	LRC
Darwin Smith		2562		Claudia Striepe	6/08	6006	Library
<u>Counseling</u>				<u>Mathematical Sciences</u>			
Kate Beley	6/07	3251	Counselor	Massoud Ghyam	6/08	3900	Math
Ken Gaines	6/08	3690	Counselor	Judy Kasabian	6/08	3310	Math
Lisa Raufman	6/08	3435	Counselor	Greg Scott	6/09		Math
<u>Fine Arts</u>				Susan Tummers	6/08	3226	Math
Ali Ahmadpour	6/09	3539	Art	Lijun Wang	6/07	3211	Math
Daniel Berney	6/07	3657	Dance	<u>Natural Sciences</u>			
Jason Davidson	6/09	3725	Speech	Chas Cowell	6/06	6152	Chemistry
William Georges	6/07	6770	Theatre	Kamran Golestaneh	6/09	3243	Chemistry
Chris Wells	6/09	3723	Speech	Teresa Palos	6/08	3354	Biology
				David Vakil	6/08	3134	Astron & Physics

Accreditation	Susie Dever & Arvid Spor	Dean, Humanities	Mr. Tom Lew
Academic Affairs	Quajuana Miller	Dean, I&T	Dr. Stephanie Rodriguez
Admissions & Records	Bill Mulrooney	Dean, LRC	Ms. Alice Grigshy
Associated Students Org.	Vivian Amezcua, Vincent Armstrong	Dean, Math	Dr. Don Goldberg
Board of Trustee, Area 1	Dr. Nathaniel Jackson, Secretary	Dean, Natural Sciences	Dr. Jean Shankweiler
Board of Trustee, Area 2	Mrs. Mary E. Combs, Vice President	Federation Office	Sean Donnell & Nina Velasquez
Board of Trustee, Area 3	Mr. William J. Beverly, President	Health Center	Debbie Conover
Board of Trustee, Area 4	Dr. Ray Gen	Human Resources	Barbara Perez
Board of Trustee, Area 5	Miss Maureen O'Donnell	President/Superintendent	Dr. Thomas Fallo
Board of Trustee, Student	Ms. Roxanna Seyedin	Public Information	Ann Garten
Campus Police		SLO Coordinators	Lars Kjeseth & Jenny Simon
Dean, BH&S	Dr. Gloria Miranda	The Union	Editor
Dean, Business	Dr. Virginia Rapp	VP Academic Affairs	Dr. Francisco Arce
Dean, Counseling	Dr. Regina Smith	VP Administrative Services	Dr. Jeff Marsee
Dean, Fine Arts	Dr. Jim Schwartz	VP Student Services	Dr. Jeanie Nishime
Dean, HS&A	Dr. Irwin Drew		Ken Keyes

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## **SENATE'S PURPOSE (from the Senate Constitution)**

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1. To provide an organization through which the faculty will have the means for full participation in the formulation of policy on academic and professional matters relating to the college including those in Title 5, Subchapter 2, Sections 53200-53206. *California Code of Regulations*. Specifically, as provided for in Board Policy 2510, and listed below, the "Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters of:
  - (1) Curriculum, including establishing prerequisites and placing courses within disciplines
  - (2) Degree and certificate requirements
  - (3) Grading policies
  - (4) Educational program development
  - (5) Standards and policies regarding student preparation and success
  - (6) District and college governance structures, as related to faculty roles
  - (7) Faculty roles and involvement in accreditation process, including self-study and annual reports
  - (8) Policies for faculty professional development activities
  - (9) Processes for program review
  - (10) Processes for institutional planning and budget development, and
  - (11) Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate."
2. To facilitate communication among faculty, administration, employee organizations, bargaining agents and the El Camino College Board of Trustees.

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### **Education Code §87360 (b) requires that**

Hiring criteria, policies and procedures for new faculty members shall be developed and agreed upon jointly by representatives of the governing board, and the academic senate, and approved by the governing board.<sup>1</sup>

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## Academic Senate Meeting Schedule – 2007-08

12:30pm-2pm, Alondra Room

### Fall

- September 4                      - November 6,
- September 18                   - November 20
- October 2,                       - December 4
- October 16                       -

### Spring

- February 19                      - April 15
- March 4                           - May 6
- March 18                         - May 20
- April 1                            - June 3

## CEC Faculty Council Meeting Schedule 2007-2008

2:00-3:00, CEC Board Room

### Fall

- Sept 6
- September 20
- October 4

- October 18
- November 15
- December 6

# Committees

## Senate

<u>NAME</u>	<u>CHAIR</u>	<u>DAY</u>	<u>TIME</u>	<u>ROOM</u>
COMPTON FACULTY COUNCIL	Saul Panski	Thursdays	2:00-3:00	CEC Board
CURRICULUM	Janet Young	2 <sup>nd</sup> & 4 <sup>th</sup> Tues.		
EDUCATION POLICIES	Evelyn Uyemura	1 <sup>st</sup> & 3 <sup>rd</sup> Thur	12:45-1:45	Chem 134
PLANNING & BUDGETING	Arvid Spor, ???	1 <sup>st</sup> & 3 <sup>rd</sup> Thur	1:00 – 2:30	Alondra
FACULTY DEVELOPMENT	Dave Vakil	2 <sup>nd</sup> & 4 <sup>th</sup> Tues	12:45 – 2:00	ADM 127
LEGISLATIVE ACTION	Chris Wells	1 <sup>st</sup> Thursday	12:45 – 1:30	
CALENDAR				
ACADEMIC TECHNOLOGY	Jim Noyes, Virginia Rapp			

## Campus

ACCREDITATION	Arvid Spor, Susie Dever	TBA	TBA	TBA
BOARD OF TRUSTEES	William Beverly	Mondays	4:30	Board
COLLEGE COUNCIL	Tom Fallo	Mondays	1:00-2:00	Adm. 127
DEAN'S COUNCIL	Francisco Arce	Thursdays		
CAMPUS TECHNOLOGY	John Wagstaff	Wednesdays		
ENROLLMENT MANAGEMENT		Thursdays		
SLOs	Jenny Simon, Lars Kjeseth			

# ACADEMIC SENATE MINUTES

Date 4 September 2007

Attendance (X indicates present, exc = excused, pre-arranged, absence)

## Behavioral & Social Sciences

Brown, Maria X  
 Rader, Emily X  
 Widman, Lance X  
 Wynne, Michael X

## Business

Halamka, Dagmar  
 Miller, Tim  
 Thompson, Jacquie X  
 Jacobson, Shepard X

## Counseling

Beley, Kate X  
 Gaines, Ken  
 Raufman, Lisa X

## Fine Arts

Ahmadpour, Ali X  
 Berney, Dan  
 Davidson, Jason X  
 Georges, William  
 Wells, Chris X  
 Crossman, Mark X

## Health Sciences & Athletics

Van Lue, Nick / Hazell, Tom  
 Orton, Tory (sharing)  
 Baily, Kim (sharing) X  
 Sinopoli, Louis / Makaru, Roy  
 Stanbury, Corey

## Humanities

Breckheimer, Debra  
 Hong, Lyman X  
 Larsen, Karen  
 Marcoux, Pete X  
 Uyemura, Evelyn X

## Industry & Technology

Cafarchia, Vic  
 Hofmann, Ed X  
 Marston, Doug X  
 Nothorn, Steve  
 Rodriguez, George

## Learning Resources Unit

Dever, Susan X  
 Striepe, Claudia X

## Mathematical Sciences

Ghyam, Massoud  
 Kasabian, Judy  
 Scott, Greg  
 Tummers, Susan X  
 Glucksman, Mark X

## Natural Sciences

Cowell, Chas X  
 Golestaneh, Kamran X  
 Palos, Teresa X  
 Vakil, David X

## Adjunct Faculty

Almos, Carolyn  
 Robertson, Gary

Ex Officio Attendees: Janet Young, Francisco Arce,

Guests: Quajuana Chapman, Saul Panski, Arvid Spor, Arthur Fleming

Unless noted otherwise, all page numbers refer to the packet used during the meeting, not the current packet you are reading now.

## Summary of events during meeting

The first Academic Senate meeting of the Fall 2007 semester was called to order at 12:34pm.

President's report – Pete Marcoux (henceforth PM)

PM reported that the Academic Senate E-Board had met over the Summer and formulated some goals to pursue, including posting the past Senate meeting minutes online, updating the Senate web page, updating and reformatting the Senate Constitution (last update to include the Compton Educational Center), using PowerPoint in meetings, and promoting Basic Skills across the curriculum. PM will be working with Dave Vakil of the Faculty Development Committee on this last point.

## Minutes

### Approval of last Minutes

The minutes of the Academic Senate meeting of May 31<sup>st</sup>, 2007 were approved as written.

### Introductions

Introductions were made around the room as the Senate this semester includes some new faces. New additions to the Academic Senate are Mark Glucksman from Mathematics, Shepard Jacobson from Law/Business, Maria Brown and Emily Rader from Behavioral and Social Sciences, Kim Baily from Nursing, Mark Crossman from Speech/Fine Arts, Quajuana Chapman replacing Ann Collette as Curriculum Advisor, Vincent Armstrong Student Representative from ASO, and Professor Arthur Fleming from the Compton Education Center (henceforth the CEC).

### Nameplates

PM has decided to go with a paper form of nameplate, please make any corrections to your nameplate so that it can be redone if necessary. If you saw no nameplate (paper or otherwise) please give your details to PM before the next meeting.

### Roster

A roster was circulated for correction and to add the new names.

### Meeting the Vice Presidents

PM plans to have the Academic Senate e-board meet with V.P.'s Arce and Nishime once a month. PM has already met with the aforementioned to discuss Board Policies.

### Associated Student Organization report - Vincent Armstrong (VA).

VA gave a rundown of the ASO goals:

- to build better communication with the student body.
- to clarify the Textbook policy. Currently the main complaint about textbooks concerns the pricing.
- To work on Board Policy 2510 concerning Student Rights as stated in the Academic Senate Constitution.
- To build up the ASO web page as an avenue of communication

### Compton Education Center report – Saul Panski (SP)

SP reported that the CEC was pleased to participate in the ECC flex Day, and that the CEC had their own, additional, Flex Day which was attended by PM. Enrollment at the CEC is up, currently at over 1,100 FTES, which is helping morale. The position for the Dean of Academic Affairs that had been recommended was not filled. FCMAT (Financial Crisis Management

Team) is due to visit the CEC on October 28, 29, and 30<sup>th</sup>. This team will be assessing many criteria and may be visiting ECC, to discuss matters relating to Compton. Arvid Spor will be writing FCMAT reports for ECC. The CEC has asked for a detailed presentation from FICMAT so as to find out what the team really expects from them.

#### Curriculum Committee report – Janet Young (JY)

JY introduced Quajuana Chapman as the new Curriculum Advisor, replacing the retired Ann Collette. JY also reported on Title V revisions relevant to Chapter 6 of the Code. These revisions have been approved and became effective on August 16, 2007. The revisions relate to a variety of topics including noncredit courses, stand- alone course, Associate degree requirements, course repetition, names of certificates, withdrawals, grade changes, distance education, field trips, independent study, cooperative work experience, and the use of assessment tests in nursing programs. JY will provide a fuller report next time. The Curriculum Committee meets next week, and a new software, “Curricuware”, will be demonstrated.

#### Educational Policies Report – Evelyn Uyemura (EU)

(See pg 4 of the package)

EU reported that the Ed. Policies Committee will be meeting in a new place this semester – MBBM 131 on the 1<sup>st</sup> and 3<sup>rd</sup> Thursdays of the month. Please join this Committee if possible..

The priorities for this semester include:

- Text book policy. The last revision which included a recommendation to keep textbooks for at least 2 years in an attempt to hold down costs, was returned to the Committee because of a typo.
- Board Policy 2510 (Collegial Consultation) will be split into two parts: a Faculty and a Student section.
- Course Repetition (see pg 12 of package) This was passed 1 year ago, yet what one now sees in the Catalog is not what was passed, and what is on the web page is only the Policy, not the Procedures, and much of the content is contained in the Procedures. PM spoke to VP Nishime about this and it may still be worked out.
- Board Policy 4220 is being worked on and concerns course repetition and course renewal.

A question was posed by Ali Ahmadpour to EU re: the creation of a class Reader and the issues relating to who needed to apply for copyright permissions. EU replied that those issues were dealt with under US Federal Copyright Standards. Dr. Dever noted that the College had convened a taskforce on Copyright issues about three years ago, but not much had been achieved due to the complexity of the issues. There is a campus copyright statement somewhere. Claudia Striepe suggested ERes as a method of posting readings online for students. Mr. Ahmadpour is using ERes, but would like a better solution.

#### Faculty Development report– David Vakil (DV)

DV reported that the Committee meets in Admin 127 on the 2<sup>nd</sup> and 4<sup>th</sup> Tuesdays of the month, and that this Committee, too, needs participants. Happenings in this area include:

- On Course programs relating to teacher training. Look for emails.
- TEP (Teacher Education Program) initiatives, headed by Ina Newberry.
- Math Title V grant to develop cohorts of students.

- Faculty Development and SLO projects. Towards the end of October there will be a week of assessment of Outcomes.
- The Faculty Development Committee wants to help improve morale across campus, and will be introducing initiatives and activities to this end. Please look at the list on pg. 28 of your package and send input or new ideas to DV. Next Senate meeting we will be using Clicker technology to vote on some of these items. DV will also be working with the Unions to improve morale.

DV announced an upcoming set of workshops, the first one titled "Creating a Classroom Climate to Encourage Learning." Please register online. Emails regarding these workshops have also been sent out.

#### Finance and Special Projects/ PBC (Planning and Budgeting Committee – Lance Widman (LW))

LW reported that the PBC had been busy over the Summer. Arvid Spor is now the sole chair as DV had stepped down as co- chair. He will be missed. A new faculty co- chair may not be appointed. On pg 32 of the package are three sets of minutes.

The PBC received many augmentation requests. ECC recently got \$3 million in one- time monies, and the PBD is looking at these augmentation requests and at their next meeting will continue discussing how to spend the money. Pg 35 of the package details the ongoing discussion about the tentative budget. LW explained that the budget comes in three phases. January sees the Preliminary budget, March/April sees the Tentative budget, and August sees the Final budget. The PDC is still looking at the Tentative budget. On the 16<sup>th</sup> August, President Fallo gave an overview of the budget, and on the 23<sup>rd</sup> and 30<sup>th</sup> August the PBC went through the budget line by line, which was a very welcome change from last year when the PBC were not consulted. The Tentative budget is set to go to the Board today and the PBC recommends that the Board accept the budget.

Arthur Fleming attended PBC meetings in August, and was an active and knowledgeable participant. LW extended thanks to him.

#### Council of Deans Meetings report – Lance Widman (LW)

There were no meetings over the Summer. A meeting is scheduled for this Thursday, 6<sup>th</sup> September.

A question was asked regarding a resolution that had been passed by the Academic Senate about the school funding classroom technology. Dr. Arce, as liaison charged with bringing resolutions to the Board was asked if the resolution had been received by the Board of Trustees. Dr. Arce replied that the issue had been discussed in Cabinet, but he felt it was a recommendation, not a resolution and so had not passed it along to the Board. Dr Arce recommended the Deans try and get money for these projects via VTEA. A question was asked regarding the list of specific equipments needed that had been drawn up by the Technology Committee. Had this list been passed on to the Board? Dr. Arce replied in the negative, saying that the list had been referred back to the Committee for refinement and a timeline. Dr. Arce was asked about the \$5 million reputedly in the ECC coffers, but he had no comment.

Saul Panski asked whether a resolution regarding Compton had been discussed. Dr Arce replied that there had been discussion at Cabinet level and that concern had been expressed about the state of the Compton classrooms. An effort would be made to develop a systematic plan of



improvement. Mr. Panski asked when and how that would be communicated to relevant parties at CEC. Dr Arce acknowledged that as a valid question and said that the PBC at the CEC needed to become involved. It was felt that the relevancy of Committee participation was suspect, and that this effected morale. A question was raised as to whether resolutions sent forth by the Academic Senate were merely being seen as recommendations. EU said that the wording of BP 2510 was crucial in this respect as it addressed just these issues. The Board is supposed to follow Senate resolutions, but do they ever get to see them if they are seen as lower import recommendations? EU urged the Academic Senate to work on the Faculty Collegial Consultation wording (BP 2510) to make the language the same as that used in Title V. This is an important issue. A question was put to Dr. Arce, as liaison to the Board of Trustees as to whether any resolutions made it to the board, or merely to Cabinet. Dr. Arce said that the Senate should respect the process and that recommendations were referred back to Committees for more work.

*PM made a formal request for a written explanation when items were not forwarded to the Board.*

One of the problems seems to be that there is no written process. We need a flowchart of how the process works. Doug Marston said that this same problem had come up while he was Senate President. The College Council should not be involved in bringing items before the Board. Items should go to the Board, and if the Board rejects them, their reasons should be forwarded to the Academic Senate in writing. This issue will be revisited.

#### Legislative Action report – Chris Wells (CW)

CW said he will have more information at the next meeting. CW spoke about the enforcement of the 75%/25% full-time faculty rule.

It was noted that the Basic Skills initiative had been withdrawn from the State budget – a loss of several million. Efforts are being made to put it back for reconsideration under a different umbrella. M. Crossman asked V. Armstrong what plans the Associated Students body had made for getting students registered in time for voting on the Community College Initiative on the next ballot. V. Armstrong replied that the ASO had not yet discussed the matter. M. Crossman urged the ASO to get organized this semester, and said all faculty should encourage students to register to vote.

#### Student Learning Outcomes – Lars Kjeseth (LK) & Jenny Simon (JS)

No report this week as LK and JS are meeting with Deans to discuss progress.

#### Calendar Committee – Lyman Hong (LH)

LH discussed summer enrollment trends from the CEC and ECC. The Committee is investigating the question whether ECC should adopt 2 sequential 5 week sessions, as the CEC currently does. Emily Rader, a Faculty Union rep. on the Committee reported that many parents and new students seem unhappy with the start date of the Summer 8 week session, It appears that many high schools only finish a week after our classes currently start. The question is whether ECC should opt for a later start date. E. Rader had been soliciting responses to this question, and whether faculty would feel this later start as a hardship given that the faculty would have a shorter break at the end of the Summer session before returning for Fall. It appears that the

feedback indicated no clear opinion or trend. E. Uyemura asked how many 8 week classes there were. The answer was that it involved all the math and most science classes. Some faculty had attempted to overcome the problem by putting materials online for the "missing" students to access and keep up that way. M. Crossman asked whether ECC could not keep to the regular schedule, but just have 1 or 2 late start sessions. Other questions/comments were:

- Is enrollment effected?
- Are these students staying at ECC in the Fall?
- What about prereqs.?
- If FTES is a concern then the start date may be important.
- High school students comprise not only school students but recent HS graduates.

Please send other questions and comments to E. Rader.

Academic Technology Committee – Pete Marcoux, Michael Wynne

No report at this time.

Accreditation – Arvid Spor (AS) & Susan Dever (SD)

AS is the Administration and SD the Faculty co- chair for the Accreditation Self Study team. SD reported that we are half way through the process of putting together the self study. This involves describing our campus, assessing our work, and formulating a planning agenda. Final completion is due at the end of the next Spring semester. SD thanked all those who had participated so far. Currently, AS and SD are meeting with department co- chairs to rework content and get a uniform style. A public draft will be available in October, and the document will come to the Academic Senate for review. Three things are still needed:

- Completeness – there are a few gaps that need to be filled.
- What is needed from the CEC, and how to integrate that information.
- To ensure a balanced, fair document.

Enrollment Management – Francisco Arce & Jeanie Nishime

Dr Arce reported that the first draft of the Enrollment Management plan is near completion. There are 7 subcommittees giving recommendations. These need to be refined and a budget needs to be estimated for the implementation of these recommendations. The plan should be finalized by early September, and will then be brought to the Senate for comment. Enrollment is up. SD noted that the Enrollment Management Committee sees a lot of activity and needs more faculty involvement. Please contact SD if you are interested in participating. D. Vakil asked about a sub committee that would look at the quality, not the quantity of education. SD said she would bring a list of the subcommittees for clarification – *these were later emailed to Senate members.*

Unfinished Business

New Business

Presentations

A presentation was made to Susie Dever by PM in grateful recognition of her service as Academic Senate President. PM said she had been a mentor to him and to the CEC. VP Academic Affairs Dr. Arce also made a presentation to Dr. Dever.

Other

The lack of parking was raised as a possible retention/enrollment issue. It was noted that the plans for parking structures had been in the States architect's office for 2 years now. It was countered that we could have cadets available in the first 2 weeks to aid students and staff find parking.

Announcements

PM requested that everyone share the activities and concerns of the Academic Senate with their Division colleagues.

Agenda Items for Next Meeting

Chris Wells will report on the Equivalency issue.

Lisa Raufman will report on Crisis Management.

Meeting was adjourned at 1:55 pm.

September 18, 2007

**RE: Basic Skills**

**From:** Chief Instructional Officers [mailto:CIO-ALL@LISTSERV.CCCCO.EDU] **On Behalf Of** Bogue-Feinour, Carole  
**Sent:** Tuesday, September 04, 2007 11:20 AM  
**To:** CIO-ALL@LISTSERV.CCCCO.EDU  
**Subject:** Basic Skills

As you are aware, the Governor set aside the \$33.1 million for ESL/basic skills in the 07-08 budget, pending discussion regarding the language. In order to secure this funding in a timely manner for this fiscal year, legislative language needs to be finalized early next week. We have initiated a number of emergency meetings with our Action Planning Group (APG) for basic skills, CEOs and CCLC, and meetings have been conducted with key staff from the governor's office in an effort to find acceptable compromise language. Discussion is continuing this week.

In the meantime, the activities associated with ESL/basic skills are moving forward as planned and, as others have noted, the excitement and momentum continue to grow. Regional meetings will continue as scheduled, and Steering Committee members and others will make presentations on ESL/basic skills at numerous conferences scheduled this fall.

We will keep you posted regarding this matter. Thank you for your support!!

**FACILITIES MASTER PLAN IMPLEMENTATION PROGRAM  
OPTIONS  
AUGUST 2007**

OPTION	COMMENT
<b>A</b>	Do not move math from the other sciences.
	Do not move math from the other sciences.
	Student Services Building can be a highlight for the campus.
	Do not move math from chem. and phys.
	Do not move Math Building. Put the 3 <sup>rd</sup> floor on MCS.
	It's great having Student Services in the front of campus.
	Get rid of ECC culture of silos!
<b>B</b>	Depends on moving antennas for TA Bldg. to MCS, and routing wiring for same. Also, shielding issue. This seems a lot of expense to improve a view!
	Tech Arts – Green Bldg. This could be a model building in Southern California similar to Ohlone College in Northern California. There could also be long-term savings for the college.
	Put big centralized Student Services and Activities Center in the middle of the campus. More accessibility and visibility as well.
	Move track and/or football field south of Redondo Beach Blvd. Move Admin. to track space and Tech Arts or Shops to Admin./Café area.
	Consider the disciplines when separating or joining different divisions. Math next to Science? Math with Business? It is preferable to keep math close to science. Though the machine shop in basement should be kept and renovated to maintain or enlarge space.
<b>B-1</b>	Keep Student Service Center in middle of campus.
	Consider partnership with Business Division and BTC – Community Advancement. Programs could compliment each other. BTC generates FTES.
	What would this do to any electrical needs? Would there be power outage again?
	1. Why not move Tech Arts group across to the Redondo Beach parking lot?
	2. Option B1 reduces square footage of Auto Tech and Auto Collision. If anything, we need more space.
	3. We need dialogue between end user and planning group.
	Green technology should (must) be incorporated into the overall plan. In particular, the Tech Arts Building should be state of the art. After all this is a college campus that should be setting an example to the community that voted for the construction bond in the first place.
	Plan A seems worst for ECHT, probably losing our antennae and bldg. shielding – unless you leave the current TA bldg. where it is.
	Synergy of Math/Science students is <b>lost</b> if business/math are placed together.
	Concern that program adjacencies between math and natural science being broken in B, B-1, D.
	Concern that footprint for “Business/Math” Building is not large enough for both divisions.
	Business and Computer Science/Computer Info. Systems as one bldg., not math business. Business and IT and/or Computer Sciences classes make sense/link better for labs and practicum activities.

	Concern that plans for MBBMs don't take into account the use of the existing MBBMs by Math Division.
	Moving Math would be fine if our (math) projected growth were taken into account.
	Too many students on one side of campus.
<b>C</b>	Shop Building needs to be one story (auto) and needs the space – stay as is.
	I feel that it is important to keep the Math & Science Building where they are to keep a sense of identity and for practical purposes.
	Don't move Shop Building (it would be the same amount of parking anyway).
	Leave Tech Arts Building Alone! Best compromise for students of Tech Arts.
<b>D</b>	It appears to be that the driving force for most of the projects is to acquire state funding. What are the chances of getting state funding for 1, 2, or 3 buildings?
	Where middle space is empty – consider a Business Training Center. This department does generate funds and FTES.
	Make <b>one building</b> for the Administrative Services, Bookstore and Administration, and open up the Administration as additional parking spaces.
	Why do we need to tear down and renovate buildings? What is wrong with them the way they are? This seems like a colossal waste of money.
	Open space in middle of ECC would be a waste for space and parking.
<b>General</b>	Math should be located with the other Sciences.
	Move stadium to Redondo Beach Blvd. side.
	What's happening to parking flow of student and faculty spaces?
	We were told we were staying in our current space – Please advise. Thanks! Student Health Services.
	I think the option that is chosen <b>must</b> look into the state funding for the SSC so that counselors are <b>guaranteed</b> PRIVATE OFFICES.

FINAL

EL CAMINO COLLEGE  
Office of the President  
Minutes of the College Council Meeting August 27, 2007

Present: Ms. Amezcua, Dr. Arce, Mr. Donnell, Dr. Fallo, Mr. Marcoux, Dr. Marsee, Mr. Miller, Dr. Nishime, Ms. Pickens, and Dr. Spor.

1. Flex Presentation – Facilities Master Plan – Comments and feedback are being typed up and will be sent to the Facilities Steering Committee.
2. 2006-2007 College Council goals will be distributed at the next meeting for review. The 2006-07 Evaluations will also be distributed.
3. Our next meeting is Tuesday, September 4<sup>th</sup> and we will review the Board agenda. The 2007-2007 Budget will be adopted. People were advised to take their budget questions to the Planning and Budgeting Committee (PBC). However, PBC did not get to the requests at their meeting. Any questions can be brought to the College Council meeting next week.
4. Dr. Nishime – the Student Welcome Day was very successful with 900 students attending. Enrollment figures are looking good and we are 4.7% above last year.
5. Pete Marcoux – the Academic Senate will have its first meeting next Tuesday and conflicts with College Council. An alternate may be sent.
6. Chad Miller – parking was full by 9:15 a.m. this morning. There have been some problems with people trying to save spots for others. Traffic has been smooth in front of campus.
7. Sean Donnell – the ECCFT will have its first meeting on September 10<sup>th</sup>. They will be working on getting together the negotiations team and setting goals.
8. Vivian Amezcua – coffee and donuts were passed out in front of the Library this morning. The balloons on campus look nice and they bring good spirit. ASO was also handing out flyers for ASB stickers which are ten dollars.
9. We may change the start time for College Council to 1:15 p.m. to accommodate the student representative schedule. We will discuss next week.

Agenda for the September 3, 2007 Meeting:

1. Minutes of August 27, 2007
2. Board Agenda
3. College Council schedule – 1:15 p.m. ?
4. 2006-2007 Goal Review
5. 2006-2007 College Council Evaluation

DRAFT

EL CAMINO COLLEGE  
Office of the President  
Minutes of the College Council Meeting September 4, 2007

Present: Ms. Amezcua, Mr. Donnell, Dr. Fallo, Dr. Marsee, Mr. Middleton, Dr. Nishime, Ms. Pickens, Mr. Robertson, and Ms. Smith.

1. College Council will now meet at 1:15 p.m.
2. Board Agenda
  - a. The Closed Session will be at the end of the Board meeting.
  - b. There will be a public hearing on the budget.
  - c. Title V Grant – page nine item C-1. This grant was awarded to Compton Community College District two years ago. When Compton lost its accreditation the grant had to be transferred to El Camino College. The grant is still between the Compton Educational Center and Charles R. Drew University.
  - d. Agreements \$69,000 or Higher – page 30 item D-2. This person will be assuming fiscal responsibility for management of Compton Community College District and will be acting as Business Manager and will report to us. The funds will come from the \$1 million reimbursable. This person has been at the Compton site on the FCMAT payroll.
  - e. Special Services Professional – page 44. This person will be handling facilities maintenance for Compton. The funds will come from the \$1 million reimbursable.
3. Dr. Marsee distributed the \$ 3 million special project funding for 2007-02. This will be put in President's Newsletter format.
4. 2006-2007 College Council goals and evaluation will be distributed at the next meeting for review.

Agenda for the September 10, 2007 Meeting:

1. Minutes of September 4, 2007
2. 2006-2007 Goal Review
3. 2006-2007 College Council Evaluation



DRAFT

EL CAMINO COLLEGE  
Office of the President  
Minutes of the College Council Meeting September 10, 2007

Present: Ms. Amezcua, Dr. Arce, Mr. Donnell, Dr. Fallo, Mr. Marcoux, Dr. Marsee, Mr. Middleton, Dr. Nishime, Ms. Pickens, Mr. Robertson, Ms. Smith, and Dr. Spor.

1. The \$3 million special project funding for 2007-08 has been amended and will go back through the Planning & Budgeting Committee (PBC) and will also be brought back to College Council next week.
2. The 2006-07 evaluation was distributed for return this week. The evaluation questions are to be answered on the basis of the whole committee's performance – not each individual's. It was noted that the first nine questions on the evaluation are responsibilities outlined in Procedure 2510. Questions 10a through 10f relate to last year's goals. The evaluation will be discussed and new goals will be established for this year.
3. The first Monday of the month is for "Team Reports." Team reports will be given next week.
4. President Fallo has asked each Vice President for a report on committees in their areas. Ms. Pickens will also distribute an updated committee listing of committees listed on the portal.
5. There was discussion about the Academic Senate report to the Board at the last Board meeting. The President felt that the Academic Senate was bringing issues directly to the Board without bringing them through College Council for discussion first. There should have also been discussion with Dr. Arce on the Board Policy 2510 – Collegial Consultation before bringing before the Board. The original charge from College Council was to add the student portion to Board Policy 2510. The students have been waiting for over a year to get their portion added. This section may be taken before the Board separately.
6. There will have to be some discussion in the future about the difference between the Academic Senate and the Faculty Council at Compton. There is a Compton Community College District for collective bargaining agreements.
7. The Fiscal Crisis Management Assessment Team (FCMAT) Comprehensive Report is on the Compton and FCMAT websites. This report lists and rates each FCMAT standard. These standards are far more restrictive because they are based on a K-12 model. The first group will come some time in September – and this will be a joint review with both campuses.
8. Responsibilities for Administering Functions and Operations at the El Camino College Compton Community Educational Center – draft was distributed. College Council members are to review this document and bring back comments in two weeks. We will eventually need to redo our contract at some point.

Agenda for the September 17, 2007 Meeting:

1. Minutes of September 10, 2007
2. Team Reports
3. 2006-2007 Goal Review
4. 2006-2007 College Council Evaluation
5. Committee Listing

**ADMINISTRATIVE  
PROCEDURE 2510**

**COLLEGIAL CONSULTATION**

**I. Purpose**

The College Consultation Procedure functions within the mandates of AB 1725, the Education Code and Title 5 regulations; collective bargaining agreements, and policies of the El Camino Community College District Board of Trustees. The process allows for recommendations to the Superintendent/President through a defined structure which uses the College Council as a coordinating body for all items. The Academic Senate has primary responsibility for making recommendations in the area of academic and professional matters.

**II. Statement**

Consultation at El Camino College involves a collaborative process in which members of major campus constituencies play an appropriate part by making recommendations to the Superintendent/President in accordance with the Education Code, Assembly Bill 1725, Title 5 and policies adopted by the El Camino Community College District Board of Trustees. It also provides an opportunity to resolve issues having campus-wide impact.

- A. Faculty. In accordance with Title 5 and approved Board of Trustees policy, the process assigns primary recommendation responsibility for academic and professional matters to the Academic Senate. The process welcomes ideas and suggestions from all faculty members. Recommendations from the Academic Senate are shared with the College Council.
- B. Classified, Confidential, Administrative. The consultation process involves forwarding ideas and recommendations having campus-wide impact from consultation committees, councils and task forces to College Council for review and/or information. This provides effective participation in the development of recommendations that ultimately may result in policy.
- C. Students. The consultation process promotes ways through which students may have a significant impact on the way El Camino College functions. Students are encouraged to participate in campus-wide activities and organizations. Students select their representative to the College Council. That representative has an equal standing with the representatives from other campus-wide constituencies.
- D. Background.
  1. Education Code Section 70902(b) (7) authorizes the Board of Governors to:

- a. Ensure faculty, staff and students the right to participate effectively in district and college governance;
  - b. Ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.
2. Assembly Bill 1725  
authorizes:
- a. Responsibility for faculty members in duties that are incidental to their primary professional duties;
  - b. Faculty involvement in institutional governance and decision making;
  - c. Staff development among college groups to facilitate collegial consultation awareness, roles and responsibilities.
3. Title 5 states the requirements for governing boards to:
- a. Require effective participation of students and staff in development of recommendations to the governing board;
  - b. Consult collegially with the Academic Senate on academic and professional matters.

III. Role and Functions of the College Council

The role of the College Council is to bring together all constituent groups to facilitate development and understanding of college-wide recommendations.

Through representatives from campus constituencies, the College Council:

- 1. Reviews recommendations from committees designated as Collegial Consultation committees;
- 2. Serves as the primary, non-bargaining source for discussion and communications regarding campus-wide issues and policies;
- 3. Provides feedback to the Superintendent/President regarding such issues as planning, policy development and coordination, campus and council priorities;
- 4. Focuses on broad issues, not day-to-day administration of the College;
- 5. Operates on a consensus-building basis or a majority vote in an advisory capacity;
- 6. Supports and abides by areas governed by collective bargaining agreements;
- 7. Supports and abides by areas involving professional activities legally delegated to the Academic Senate;

8. Ensures that major recommendations of the College are consistent with the educational mission of the College;
9. At all times focuses on students.

#### IV. Membership and Process of College Council

College Council membership consists of the one representative each from the Associated Student Body, Academic Senate, El Camino College Federation of Teachers, El Camino Classified Employees, Police Officers Association, Confidential employees and Management. Each member has one vote should voting become necessary. The three vice presidents complete the College Council and have one vote among them.

The Superintendent/President of El Camino College serves as Chair of the College Council, facilitates the meetings, determines whether consensus exists, and receives recommendations of the council. The agenda is published before each meeting. All actions and recommendations are communicated to the Area and Division Councils, committees, and constituencies through the representational membership.

#### V. Collegial Consultation Groups

Collegial consultation groups shall include the Academic Senate, Area Councils, Division Councils, the Planning and Budgeting Committee, and other councils, committees and task forces as formed by the President and deemed necessary to the consultation process. Collegial consultation groups are created and organized to make recommendations to the College Councilor to decide issues within their purview.

The Academic Senate makes recommendations regarding academic and professional matters as specified in AB 1725 and El Camino Community College District board policy, and shares those recommendations with the College Council.

The College Council is supported by three Area Councils - Academic Affairs, Student and Community Advancement, and Administrative Services. These are in turn supported by their respective Division Councils, departments and committees.

The Planning and Budgeting Committee is a collegial consultation standing committee which also sends its recommendations to the College Council for review.

From time-to-time other committees or task forces may be created by the President and designated as collegial consultation groups.

## VI. Committee Appointments

The Academic Senate, after consulting with the Superintendent/President or designee, shall appoint faculty members to serve on committees, task forces or other groups dealing with academic and professional matters as specified in AS 1725 and El Camino Community College District board policy. Unless specified in a contractual agreement, other committee appointments are made by the Superintendent/President or designee in consultation with constituent organizations.

## VII. Communication

The College Council, the Academic Senate and all other designated collegial consultation committees, councils, and task forces will communicate with College constituents through the promulgation of widely distributed minutes.

A list of all consultation committees showing membership and communication channels, ie., telephone extensions and e-mail addresses are available on the El Camino College Infonet.

The College Council will review and evaluate its operations and all other committee, council and task force operations annually.

Dear El Camino College Faculty,

Below you will find the instructions for on-line processing of your Active Enrollment reports. Please follow these simple instructions to complete this very critical process. Also, please review your rosters for any student who is in attendance and is not on your roster. That student must come immediately to the Admissions Office to resolve this.

For those of you who are still comfortable with the printed version of the Active Enrollment report, you may still complete that version for this semester. We anticipate receiving those reports from ITS sometime today. We will then distribute the reports to your academic divisions.

## **ONLINE ACTIVE ENROLLMENT REPORT INSTRUCTIONS**

### **When to Complete the Online Active Enrollment Report**

The Active Enrollment report may NOT be processed prior to the census date of the class section. The deadline to process the report is seven calendar days after the start of the class section. Therefore, a class section that has its census on Monday, September 10 must have its Active Enrollment report processed online *no later than Sunday, September 16*. **Note: All weekly census courses have a census date of September 10.**

### **Directions**

1. Log onto the MyECC portal using the same login ID and password as you use for ECC email.
2. Click the Active Enrollment link in the Web Services box.
3. Select the term using the drop menu.
4. Click the Submit button.
5. Select the section and click the Submit button
6. When the section list appears, click the check box next to each student you wish to drop.
7. Click the Submit button to complete the process.

**Note:** You may only process the Active Enrollment report once. If after clicking the Submit button you realize you did not drop a student, you may then submit a faculty drop card to Admissions. On the other hand, if you dropped a student in error on the Active Enrollment report, you may complete a reinstatement form in Admissions.

### **Computer Access Issues**

If you encounter any problems or need additional information on accessing the portal, please contact the El Camino College Information Technology Services Help Line at:

**(310) 660-6571**

**Or**

**HELPDESK@elcamino.edu**

Thank you for your cooperation,

Bill Mulrooney

*1111 E. Artesia Boulevard  
Compton, CA 90221*

**EL CAMINO COLLEGE COMPTON CENTER**  
*Faculty Council*

***RESOLUTION ON THE RENOVATION OF THE LITTLE  
THEATRE***

WHEREAS in 1999, when the Compton College District received grant monies from the Edison Company, the Little Theater was pulled apart in preparation for renovation, and monies were spent for architect fees and some expenses, and

Whereas once plans were completed, the District did not commit the promised monies to the project, and

Whereas since 2002 all program and planning documents and facility plans have listed the theater renovation as the number one priority, and

Whereas the project is an "in process" project, having been approved by the Division of State Architect and awaiting completion, and

Whereas the assigned budget of \$650,000.00 from first draw of CCC Bond Funds has proven inadequate due to rising construction costs, requiring an additional \$650,000.00 for completion, and

Whereas the project, when completed, will provide the Center with a workable Little Theatre that will seat 200 and serve as both a teaching and performance space for many years to come, and

Whereas the Little Theater is the only real performance space on campus for all Fine Arts program and curricula, guest lectures and performances, and large meetings, and

Whereas the campus will not obtain use of a new Performing Arts Center for at least eight to ten years, if ever, and

Whereas the Theater Program--not just department--has no space in which to properly prosecute its needs and possibilities, and

Whereas the Center has a unique opportunity to seek corporate fundraising to expand its programs once such a facility is operational, and

Whereas the renovation project will serve as an image-building, functional project that will help the Center serve the instructional needs of students and the cultural needs of the community,

THEREFORE BE IT RESOLVED that the Faculty Council of the El Camino Compton Education Center does hereby express its strong support for the completion of this project and urges that the monies needed to this end be allocated as a matter of the highest priority.

Resolved: September 4, 2007





September 18, 2007

Date: September 12, 2007  
To: Academic Senate, Deans, and Directors  
From: Janet Young, College Curriculum Committee Chair  
Regarding: Discussion Regarding Title 5 Revisions for Certificates

Revisions to Title 5 became effective in August 2007. One of the revisions requires that we cease using the term Certificate of Competence and Certificate of Completion for credit certificates. An approved certificate must now be referred to as a Certificate of Achievement only. The changes must be reflected in the 2008-2009 Catalog, therefore, they must be brought to the Curriculum Committee this semester. In order to move them forward we need to decide on the criteria for this certificate. These changes will be discussed at the Senate meeting on Tuesday, September 18, 2007. I encourage you to inform your faculty so that they can be part of the decision-making process.

I have included a grid showing all of certificates that we offer, whether it is a certificate of competence or completion, if the requirements are the same for the certificates, and if it is a low unit certificate (which will require a name change to Certificate of Recognition) in the near future. For the purpose of expediency, the Curriculum Committee will be entertaining the credit certificates first.

**Current Wording in the 2007-2008 Catalog, page 37.**

The Certificate of Competence or the Certificate of Completion will be evaluated according to the following conditions:

1. Catalog requirement - Certificate requirements are derived from the catalog in effect at the time the student entered El Camino College or from the current catalog, following the Catalog Rights guidelines. (Please refer to the Associate Degree section of this catalog). Each catalog is in effect during the academic year for which it is published (falls semester through the summer session). **Note: This can remain the same.**
2. Residency requirement - Individual certificates specifically state the required number of units that must be completed at El Camino College. **Note: This can remain the same.**
3. A Certificate of Competence is awarded to students who complete the prescribed program with a B average.
4. A Certificate of Completion is awarded to students who complete the prescribed program with a C average

Numbers 3 and 4 will need to be combined into one statement. According to Title 5, this is a local decision.

**Here are three options to facilitate the discussion:**

**Option 1:** A Certificate of Achievement is awarded to students who complete the prescribed program with a B average.

**Option 2:** A Certificate of Achievement is awarded to students who complete the prescribed program with a C average.

**Option 3:** A Certificate of Achievement is awarded to students who complete the prescribed program with a grade of C in each course.

Note: In some cases, such as with Paralegal Studies, a B average is required. If it is decided that only certain Certificates of Achievement (that have mandates from outside agencies) will require a B average, we will need to add a statement to that effect.

**El Camino College 2007- 2008 Certificates**  
September 12, 2007  
**Master List**

September 18, 2007

Certificate	Competence	Completion	Low-Unit Cert. to be Renamed	Same Require- ments?	Units
<b>Administration of Justice</b>					
Administration of Justice Option		X			27-32
Reserve Police Officer Academy Optionn (approval pending)		X			19
Security Officer Option		X	X		14
<b>Air Conditioning and Refrigeration</b>					
Air Conditioning Option		X	X		17
Air Conditioning and Refrigeration Electric Controls Option		X	X		15
Heating Ventilation and Air Conditioning (HVAC) and Refrigeration Option		X			38
Refrigeration Option		X	X		13
<b>Architecture</b>					
Architecture Option	X				35-39
<b>Art</b>					
Digital Arts:Computer Animation Option	X	X		Y	36-37
Digital Arts: Digital Photography Option	X	X		Y	38-39
Digital Arts: Graphic Design Option	X	X		Y	36-37
Digital Arts: Illustration Option	X	X		Y	36-37
Digital Arts: Motion Graphics Option	X	X		Y	36-37
Digital Arts: Web Design Option	X	X		Y	36-37
Gallery Management Option	X	X		Y	26
Jewelry Design and Fabrication Option	X	X		Y	21
<b>Automotive Collision Repair/Painting</b>					
Automotive Collision Repair/Painting Option	X	X		N	Comp=41-44 Compl= 32
Automotive Collision Investigation Option		X	X		6
Automotive Accident Reconstruction Option		X	X		6
<b>Automotive Technology</b>					
Automotive Technology Option	X				43-45
Automotive Brakes and Suspension Technician Option		X	X		8
Automotive Engine Rebuilding and Repair Technician Option		X	X		8
Automotive Technology Option		X			32-40
Automotive Transmission and Drive Train Technician Option		X	X		8
Automotive Tune-Up Technician Option		X	X		16
<b>Business</b>					
Accounting		X			26-27
Business Management Option	X	X		Y	27-28
Retail Management Option	X				30-31
International Business Option (approval pending)	X	X		Y	27
Marketing Option	X	X		Y	24-25

Certificate	Competence	Completion	Low-Unit Cert. to be Renamed	Same Require- ments?	Units
<b>Business (Continued)</b>					
Office Administration: Bookkeeping Clerk Option		X			20-23
Office Administration: Office Clerk Option		X	X		14
Office Administration: Office Applications Specialist Option		X	X		21
<b>Childhood Education</b>					
Early Childhood Education Option	X	X		Y	30
Early Intervention Assistant Option	X	X		Y	28
Infant/Toddler Education Option	X	X		Y	31
Program Administration Option	X	X		Y	32
School Age Child Care Option	X	X		Y	33
Special Education Assistant Option	X	X		Y	31
<b>Computer Aided Design/Drafting</b>					
Computer Aided Design/Drafting	X	X		Y	33-34
<b>Computer Information Systems</b>					
Cisco Networking Administration Option	X	X			15-16
Microcomputer Applications Option	X				30-33
Microcomputer Support and Network Management Options	X				33-34
Web Programming Option	X	X			17
Windows Networking Option (pending approval)	X				18
<b>Computer Science</b>					
Computer Science Option		X			21
<b>Construction Technology</b>					
Construction Technology Option	X	X		N	Comp 37-40 Compl 34
Cabinet and Fine Woodworking Option	X	X		Y	24-26
<b>Cosmetology</b>					
Cosmetology Option		X		N	Day 37-46.5 Eve 46.5
<b>Electronic and Computer Hardware Technology</b>					
Communications Equipment Technician Option	X	X		Y	27-29
Computer Hardware Electronics Technician Option	X	X		Y	29-31
Computer Hardware Technician Option		X	X		15
Electronics Engineering Technician Option	X	X		Y	30-34
Industrial Computer Control Technician Option	X	X		Y	34-36
<b>Engineering Technology</b>					
Electronics Technician Option		X	X		16
Engineering Technician Option		X			25-28
Engineering Technology Option		X			30-33
<b>Environmental Horticulture</b>					
Environmental Horticulture Option (Competence pending approval)	X	X		Y	23-25
<b>Environmental Technology</b>					
Environmental Technology Hazardous Materials Option	X	X		Y	31
Environmental Technology Occupational Safety and Health Option	X	X		Y	22

Certificate	Competence	Completion	Low-Unit Cert. to be Renamed	Same Require- ments?	Units
<b>Fashion</b>					
Computer Pattern Making Technician Option		X			40-42
Costume Technician Option		X			21
Fashion Design and Production Option	X	X		Y	38-41
Fashion Merchandising Option	X	X		Y	40-42
Fashion Stylist Option		X			18
<b>Film/Video</b>					
Film/Video Production Option	X	X		Y	21
<b>Fire and Emergency Technology</b>					
Fire and Emergency Technology Option	X	X		Y	25
Fire Academy Option	X	X		Y	24.5
Paramedical Technician Option	X	X		Y	33
<b>Journalism</b>					
Journalism Option	X				34-38
<b>Machine Tool Technology</b>					
Machine Tool Technology Machinist Option	X	X		Y	28
Numerical Control Programmer Option	X	X		Y	33
CNC Machine Operator Option		X	X		16
<b>Manufacturing Technology</b>					
Manufacturing Technology Option		X			37
<b>Music</b>					
Commercial Music Option	X	X	X	Y	16
<b>Paralegal Studies</b>					
Paralegal Studies Option	X				31-32
<b>Photography</b>					
Photography Option	X				26
<b>Quality Assurance</b>					
Quality Assurance Option	X	X		Y	29

Certificate	Competence	Completion	Low-Unit Cert. to be Renamed	Same Require- ments?	Units
<b>Radiologic Technology</b>					
Radiologic Technology Option		X	X		10.5
<b>Real Estate</b>					
Real Estate Option	X				27-28
Real Estate Appraisal Option	X				30
Mortgage Loan Brokerage Option	X				27-29
Real Estate Assistant Option	X		X		13-15
<b>Respiratory Care</b>					
Respiratory Care Option		X			62
<b>School Health Clerk</b>					
School Health Clerk Option	X	X		Y	18
<b>Sign Language/Interpreter Training</b>					
Sign Language/Interpreter Training Option	X				36
<b>Speech Communication</b>					
Speech Communications Certificate of Recognition Option			X		9
<b>Theatre</b>					
Entertainment Lighting Technology Option	X	X		Y	21
<b>Welding</b>					
Welding Option	X	X		N	Day Comp 41-44 Eve Comp 39-42  Day Compl 32 Eve Compl 32

**Board Policy 4231****Grade Change**

When grades are given for any course of instruction taught in the El Camino Community College District, the grade given to each student shall be the grade determined by the instructor of the course, and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetency, shall be final.

A student who alleges that a grade in a course was given as a result of mistake, fraud, bad faith, or incompetency may appeal the grade within 18 months of the last day of the term in which the grade was given.

Procedures for appeal have been developed by the President/Superintendent or his designees in collegial consultation with the Academic Senate.

This policy supersedes the section of BP 4220 that deals with grade change procedures.

Citation: Education Code Sections 76224(a) and 76232; Title 5 Section 55760(a)

Ed. Policies 5/17/07

Academic Senate first reading 5/1/07

Academic Senate second reading 5/29/07

Revised 6/7/07

Needs to be re-presented to Senate

**Administrative Procedures 4231****Grade Change**

Grades are determined by the instructor of a course. Both state law and college policy state that the determination of a grade by the instructor is final, in the absence of mistake, fraud, bad faith, or incompetency.

**A. Grounds for requesting or appealing for a grade change.**

A student can request or appeal for a grade change only if the grade is incorrect due to mistake, fraud, bad faith, or incompetency.

**B. Informal grade change request**

If a student believes that a mistake was made in computing or recording a grade, he or she may contact the instructor directly to ask the instructor to review the grade records and make the correction. A mistake in a grade can be corrected by the instructor.

Occasionally, the student may prefer to ask the instructor's Dean rather than asking the instructor. However, the Dean may not change the grade in response to an informal request; only the instructor can order the grade change in response to an informal request and only if the request is made within the time limits set by this procedure.

**B.1. Making the request**

A student who believes that a grade is incorrect because of a mistake may inform the instructor of the course or the Dean who supervises the instructor. If the Dean is informed, he/she may discuss the request with the student and instructor, separately or together. The student may decline to meet with the instructor.

**B.2. Time limit**

An informal request for a grade change must be received in the Division Office no later than eighteen months after the last day of the term for which the grade was given.

**B.3. Response to request**

If the instructor agrees to change the grade, he/she may file a Grade Change Order with the Admissions and Records Office, explaining the change. The Grade Change Order requires the Dean to verify that the change is permitted by college policy. The Admissions and Records Office shall change the student's grade record and preserve a copy of the Grade Change Order. If the instructor decides not to change the grade, he/she should inform the student directly.

### C. Grade Change Petition

A student may file a Grade Change Petition whether or not he/she has pursued an informal grade change request. Making an informal grade change request does not affect the time limit for filing a Grade Change Petition.

#### C.1. Filing a Grade Change Petition

A student who alleges that a grade in a course was given as a result of mistake, fraud, bad faith, or incompetency may file a Grade Change Petition with the Dean who supervises the instructor of the course, using the Grade Change Petition form. The student must state the grounds for the petition and include supporting documentation. The Grade Change Petition form is available at the offices of the instructional Deans and at the Admissions and Records office.

#### C.2. Time limit

A Grade Change Petition must be received by the appropriate instructional Dean no later than eighteen months after the last day of the term for which the grade was given.

#### C.3. Response to filing

Upon receipt of the Grade Change Petition, the Dean may discuss the request with the student and instructor, separately or together. The student may decline to meet with the instructor and/or the Dean. The Dean shall forward the Grade Change Petition to the instructor and direct the instructor to act on the petition.

The instructor shall review the Petition within the next regular semester, decide whether or not to change the grade, and provide an explanation for the action. The Dean will verify that the action is permitted by college policy and shall provide a copy of the action to the student. The Admissions and Records Office shall preserve a copy of the Grade Change Petition.

#### C.4. Special procedure when instructor is unavailable

If the instructor is unavailable to respond to the Grade Change Petition within the time limit, the Dean, in consultation with the Vice President of Academic Affairs, shall appoint an alternate instructor to review and act upon the Petition. The alternate shall be in the discipline of the course or in a related discipline. In the event that no qualified instructor is on the faculty, the Dean, in consultation with the Vice President of Academic Affairs, shall arrange for a qualified consultant.



#### D. Grade Appeal

If the instructor's response to the Grade Change Petition is not acceptable to the student, the student may file a Grade Appeal to the Vice President of Academic Affairs.

Before filing a grade appeal, the student must have submitted a formal Grade Change Petition to the appropriate Dean. The Grade Appeal shall consist of (a) the Grade Appeal Form stating the grounds for the appeal, (b) allegation of mistake, fraud, bad faith, or incompetency, (c) a copy of the Grade Change Petition showing the instructor's decision, and (d) supporting documentation. The Grade Appeal Form is available at the office of the Vice President of Academic Affairs.

##### D.1. Time limit

The Grade Appeal must be filed with the Vice President of Academic Affairs no later than fourteen calendar days following the receipt of the instructor's response to the formal Grade Change Petition.

##### D.2. Grade Appeal Panel: Composition

When a Grade Appeal is filed with the Vice President of Academic Affairs, a Grade Appeal Panel shall be appointed within thirty calendar days. The Panel shall consist of (a) an instructional Dean other than the Dean of the Division in which the disputed grade was given; (b) two faculty members, chosen by the President of the Academic Senate, who shall be from the discipline of the course in which the disputed grade was given, or a related discipline; and (c) two students chosen by the President of the Associated Students Organization. The Panel shall be chaired by the Vice President of Academic Affairs or a designee; the chair shall be a non-voting member of the Panel.

All matters considered by the Grade Appeal Panel shall be treated as confidential by members of the Panel.

##### D.3. Grade Appeal Panel: Hearing

Within 30 calendar days of empanelment, the Grades Appeal Panel shall review the Grade Appeal, including all documents submitted by the student and other documentation it considers relevant.

The Grade Appeal Panel shall conduct a hearing prior to making a determination on the outcome of the grade appeal. Both the student and the instructor shall be notified of the day and time of the hearing and invited to attend. Both the student and the instructor will be provided an opportunity to make a statement and to be asked questions.

The student may be accompanied by an advisor. The advisor may be a faculty member or a student. The advisor may be present to advise the student, but may not ask or answer questions.

The instructor may be accompanied by an advisor. The advisor may be a faculty member or a representative of the faculty union. The advisor may be present to advise the instructor, but may not ask or answer questions.

The Grade Appeal Panel may make a recording of the hearing, which may be consulted during the Panel's deliberation.

#### D.4. Grade Appeal Panel: Decision

Following its hearing, the Panel shall deliberate and make findings by majority vote. The Panel may sustain or deny all, some, or none of the allegations in the Grade Appeal. The Panel may find that the disputed grade is incorrect because of mistake, fraud, bad faith, or incompetency; in such case, the Panel may determine the new grade to be assigned. The Appeal Panel shall issue its findings and recommendation to the Vice President of Academic Affairs, who shall inform the appealing student, the instructor, and the appropriate Dean.

The decision of the Grade Appeal Panel is final.

The Vice President of Academic Affairs will notify the instructor of the Grade Appeal Panel's recommendation. If the Panel recommends a grade change, the Vice President of Academic Affairs will direct the instructor to submit a grade change to the Admissions and Records Office. In the event that the instructor of record is unable or unwilling to process the grade change within a reasonable time, the Vice President of Academic Affairs shall form a group of faculty to issue a grade change.

#### E. Appeal

A student may make an appeal as provided in California Code Section 76232. If a student initiates such an appeal, the student waives all rights and opportunities to file a petition or appeal or to receive a response to same as provided by this Grade Change Procedure.

#### Appendices

Form 1. Grade Change Order

Form 2. Grade Change Petition

Form 3. Grade Appeal

California Education Code Section 76224(a)

California Education Code Section 76232

California Code of Regulations. Title 5, Section 55760(a)

September 18, 2007

**From:** Julie  
**To:** [SENATEPRESIDENTS@LISTSERV.CCCNEXT.NET](mailto:SENATEPRESIDENTS@LISTSERV.CCCNEXT.NET)  
**CC:**  
**Subject:** Announcement -- Academic Senate Events  
**Date:** Wednesday, September 05, 2007 5:32:44 PM  
**Attachments:**

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Dear Senate Presidents,

**Save the Date! A new academic year is upon us and 2008 promises to be a year of change and opportunity!** Below you will find important information regarding the many institutes the Academic Senate will host this year. We encourage you to forward this email to your faculty as soon as possible. Registration for all events is currently open and available on our website at <http://www.asccc.org/Events/Events.htm>. Early registration is strongly encouraged for all events, as many events in 2007 sold out long before the registration deadline.

**Accreditation Institute—January 25 – 27, 2008**

Is Accreditation on your horizon? Did you fill out the Accreditation annual report on Outcomes? Are you prepared to answer the Accreditators' questions about linking budgeting and outcomes? If you missed the previous training sessions for SLO leaders, you are in luck! The Accreditation Institute 2008 will be held at the Hilton Pasadena on January 25-27, 2008. The deadline for registration is December 14, 2007.

**Counseling Faculty Development Institute—February 22 – 24, 2008**

This year, our Teaching Institute will focus on Counseling

Faculty. *The 2008 Counseling Faculty Development Institute: Counseling for Student Success*, targeted specifically to counseling faculty in the California Community Colleges, provides a unique development opportunity for all counseling faculty; general, EOPS, athletic, etc. It will be held at the Westin South Coast Plaza on February 22-24, 2008. The deadline for registration is January 22, 2008.

### **Vocational Education Leadership Institute—March 6 – 8, 2008**

If you are looking to ~~refresh~~ your leadership skills, ~~renew~~ your relationships with fellow occupational education colleagues, and ~~relax~~ on the beach of Monterey Bay, this is the year to attend the Vocational Education Leadership Institute. As many of you know, this Institute is the best deal for vocational faculty. The registration fee is only \$50 dollars but we cover travel expenses. The 2008 Vocational Education Leadership Institute will be held on March 6 - 8, 2008 at The Seascapes Resort in Aptos. The deadline for registration is February 1, 2008.

### **Faculty Leadership Institute—June 12 – 14, 2008**

*Are you a newly elected Senate member? Looking to brush up on leadership techniques? Want to know what 10+1 means?* The Faculty Leadership Institute 2008 will be held June 12-14, 2008. The institute will take place in Newport Beach Hyatt in Newport Beach. The deadline for registration is May 23, 2008.

### **Curriculum Institute—July 10 – 12, 2008**

*Our most popular institute of the year!* **Be sure to register early** for the 2008 Curriculum Institute. It will be held July 10 – 12, 2008, at the Sofitel San Francisco Bay in Redwood City. The deadline for registration is June 16, 2008.

Santa Monica College/El Camino College  
TITLE V MATH/ENGLISH COOPERATIVE  
cordially invites you to attend

September 18, 2007

# On Course I Workshop

at the

## Westside Conference Center

September 27 – 29, 2007

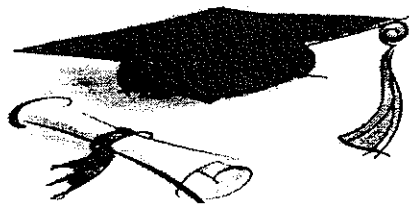
### *A Festival for Learner-Centered Educators*

The On Course I Workshop is a highly experiential professional development event designed to provide you with dozens of innovative strategies for empowering your students to become active, responsible and successful learners.

These learner-centered strategies—representing best practices from innovators in higher education, business, psychology, sports and personal effectiveness—help students become full and active partners in their own education.

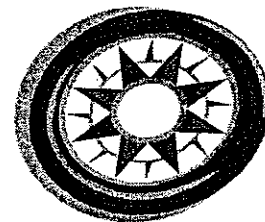
Strategies presented in this workshop improve both student academic success and retention. View data from a number of college and universities at [www.OnCourseWorkshop.com](http://www.OnCourseWorkshop.com) (click on DATA).

Join us for this major professional development event and learn proven methods for empowering your students to achieve their greatest potential in college...and beyond.



The Westside Conference Center is located at the Howard Hughes Center, 6100 Center Drive in Los Angeles, California 90045, 310-506-1147, Fax: 310-506-1140

This workshop funded solely by Santa Monica College's grant from the U.S. Department of Education's Title V Developing Hispanic Serving Institution's Grant Award # P031S060064-07.



**Pre-registration  
is necessary.**

**WORKSHOP SCHEDULE**  
8:30-4:30 each day,  
with an optional session  
(6:00-9:00) on the second  
evening. You'll hear more  
about the optional session  
at the workshop.  
Continental breakfast,  
lunch, refreshments  
throughout the day, a  
copy of the On Course  
workbook,  
and parking are all offered  
at no cost. Substitutes  
may be available.

**For more  
information or to  
register for the  
workshop, please  
contact Laurie  
McQuay at (310)  
434-3718 or by  
email at [McQuay-  
Peneringer Laurie  
@smc.edu](mailto:McQuay-Laurie@smc.edu).**

*It is no exaggeration to say  
this workshop experience was  
transformative—both  
professionally and personally.  
This workshop will long  
remain a high point of my  
life. I am feeling energized  
and eager to start teaching my  
class next week. I can't wait to  
use all of my new teaching  
tools. I will absolutely  
recommend this workshop to  
other educators!*

--Lee Ann Adams, Indiana  
University East (IN)



**PLANNING & BUDGETING COMMITTEE**  
**August 30, 2007**  
**1:00 – 2:30pm**  
**Location: Alondra Room**

Facilitator: Arvid Spor

Note Taker: Lucy Nelson

**STATEMENT OF PURPOSE**

*The Planning and Budgeting Committee serves as the steering committee for campus-wide planning and budgeting. The PBC assures that the planning and budgeting are interlinked and that the process is driven by the institutional priorities set forth in the Educational Master Plan and other plans adopted by the college. The PBC makes recommendations to the President on all planning and budgeting issues and reports all committee activities to the campus community.*

**Members**

- |  |   |
|--|---|
| <input type="checkbox"/> Arvid Spor, Chair (non-voting)      | <input type="checkbox"/> Cheryl Shenefield, Administrative Services |
| <input type="checkbox"/> Miriam Alario, ECCE                 | <input type="checkbox"/> Harold Tyler, Management/Supervisors       |
| <input type="checkbox"/> Christina Jack - ASO                | <input type="checkbox"/> David Westberg, ECCFT (temp. for Taylor)   |
| <input type="checkbox"/> Thomas Jackson, Academic Affairs    | <input type="checkbox"/> Lance Widman, Academic Senate              |
| <input type="checkbox"/> Dawn Reid, Student & Community Adv. |   |

**Attendees**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Luis Mancia – Alt., ECCE                  | <input type="checkbox"/> John Means – Alt., SCA      | <input type="checkbox"/> Jeff Marsee – Support    |
| <input type="checkbox"/> Ken Key – Alt., ECCFT                     | <input type="checkbox"/> Bo Morton – Alt., Mgmt/Sup. | <input type="checkbox"/> Jeanie Nishime – Support |
| <input type="checkbox"/> Susan Taylor – 2 <sup>nd</sup> alt. ECCFT | <input type="checkbox"/> _____ - Alt ASO             | <input type="checkbox"/> John Wagstaff – Support  |
| <input type="checkbox"/> Teresa Palos – Alt., Acad. Senate         | <input type="checkbox"/> Francisco Arce – Support    |   |
| <input type="checkbox"/> Tom Lew – Alt., Ac. Affairs               | <input type="checkbox"/> Peter Marcoux – Support     |   |
| <input type="checkbox"/> Rocky Bonura – Alt., Adm. Serv.           | <input type="checkbox"/> Janice Ely – Support        |   |

**AGENDA**

1. Approval of Minutes for August 23, 2007 ----- All PBC participants ----- 1:00 p.m.
2. Final Budget (walk-through) ----- Jeff Marsee / Janice Ely -- 1:10 p.m.
3. Adjournment ----- 2:30 p.m.

**EL CAMINO COLLEGE**  
**Planning & Budgeting Committee**  
**Minutes**  
**Date: August 23, 2007**

**MEMBERS PRESENT:**

- ☒ Alario, Miriam – ECCE
- ☐ Jack, Christina – ASO
- ☐ Jackson, Tom – Academic Affairs
- ☒ Reid, Dawn – Student & Community Adv.
- ☒ Shenefield, Cheryl – Administrative Svcs.

- ☒ Spor, Arvid – Chair
- ☒ Taylor, Susan – ECCFT
- ☐ Tyler, Harold – Management/Supervisors
- ☒ Westberg, David – ECCFT (temporary)
- ☒ Widman, Lance – Academic Senate

**OTHERS ATTENDING:**

Arce, Francisco  
 Dao, Sophie  
 Elliott, Momi  
 Ely, Janice  
 Fleming, Art

Jeffries, Chris  
 Key, Ken  
 Lee, Estella  
 Lew, Tom  
 Mancia, Luis

Marsee, Jeff  
 Nishime, Jeanie  
 Palos, Teresa  
 Rader, Emily  
 Smith, Luukia

Taylor, Susan  
 Turner, Gary

**Handouts:** Budget Update Email – August 21: highlights about the statewide budget.

The meeting was called to order at 1:04 p.m.

**Approval of Minutes**

The August 16, 2007 meeting minutes were reviewed and approved as amended:

1. Approval of minutes, #1: Correction to August 2<sup>nd</sup> minutes should note that Compton staff attending PBC meeting should be as participants in budget discussions and not just observers. Anyone has the right to participate but it was emphasized that ECC and Compton have two separate budgets and planning committees.

**Clarifications:**

2. Page 1, # 3 – refers to summer 2007 FTES borrowing. “Teeter-totter” effect – chose whether or not to shift remaining summer FTES to previous year or include in next year’s FTES (manipulating FTES in and out of stabilization). Not ethically or strategically appropriate from the Department of Finance perspective. Attention focused on return to recovering on a permanent basis.
3. Page 1, #4 – accounting practice changes refers to increase in number of FTES because of the moving of summer FTES and reporting of 19,300 FTES.
4. Page 2, #3 – utilities rebate income (\$408,722) from Southern California Edison for energy savings implemented on campus. Income was placed in Capital Outlay Fund (Fund 41) last year - this year will transfer same monies back to general fund. ECC does not anticipate receiving another rebate this year.
5. Page 2, Revenue & Incoming Transfers #5 - Funds (\$450,000) will be used to replace administrative computers.
6. Page 2, Expenditures #2 – Hired full-time faculty this year to replace 2005-06 retirees. Increased part-time salaries budgeted to replace 2006-07 retirees.
7. 8.5% increase budgeted for health benefits – projected 7.5%.
8. Any changes for computer replacement program? \$900,000 5-year replacement schedule on existing computers: funded and reduced to \$450,000 plus \$450,000 transfer from Capital Outlay Fund back to general fund. Maintenance costs remain the same – last year severely under budgeted. Maintenance & licensing fees spread through various budgets in the past will now be under single institutional expense account budgeted at 100%.



9. Page 1, Budget Assumptions #1 – Plans, program review documents and success indicators will be attached to each item proposed for the augmentation budget.
10. Page 3, #9 - GASB taken out of line item benefits accounts – will be taken out of \$3 million state appropriation ECC receives for Compton. Appropriate because of one-time obligation. \$900,000 will be transferred out of fund 11 for GASB and transferred to pre-trust account. As result of Compton partnership, received increased funding from state appropriation through revenue foundation because of two criteria: 1) Formula/COLA/FTES driven (from 18,200 to 19,300) - represents about 90% of state appropriation, and 2) equalized funding used in variable such as size of district or whether district has centers or colleges within district. With Compton Center partnership, ECC initially received \$2 million in foundational (20,000+ total FTES and a educational center) funding, \$1 million for reimbursement of ECC resources expended at Compton, and \$500,000 for administration of the partnership. President Fallo negotiated increase in foundational funding to \$4 million. The Chancellor's Office changed the classification of the center to a college. Tradeoff: The College will no longer charge Compton for \$1 million for Compton-related expenses. Must be careful not to consider Compton funding as on-going perpetual funding – one time only. GASB will be applied to \$3 million Compton revenue fund this year only: \$1 million reflective of transfer for GASB on this budget - covers ECC costs for servicing Compton.
11. Restriction to one time expenditures is an internal, district restriction.

#### **Final Budget (walk-through) – Jeff Marsee**

1. Fund 11 (general fund unrestricted) overview, foundation revenue, and FTES component was explained by President Fallo during last week's PBC meeting. ECC's budget is based on assumptions considering there is, at present, no state budget.
2. Questions and answers relating to general fund income & expenses:
  - a. Page 55, Insurance – The 2007-08 budget for electronic data equipment is blank and total for insurance on this page (\$1,797,501) does not match up with insurance total on page 9 (\$35,275). This is a typo – Janice Ely will find out the correct amount for the electronic data equipment and will get breakdown for 5400 account on page 9.
  - b. With 19,300 FTES assumption for last 3 years, total beginning balance & income has increased over \$20 million. Why? With the same number reported – funding grew. Funding formula adjustment (SB361), COLA, & Compton partnership are three reasons for the increase.
  - c. Page 72 – 2005-06 FTES shows 18,202, but funded for 19,300. Did ECC have more income than expenses based on FTES? No, expenses and sections offered the same at 2004-05 19,300 FTES level. It costs more in time inflation alone to produce same level of education in 04-05.
  - d. Pages 5 & 6: Comparison between full-time instructional (1100) and part-time instructional (1300) accounts over two year period. Ratio of full-time to adjunct instructional faculty appears to be declining. Page 53 shows a drop in full time faculty obligations. Why? Based on a decision to grow FTES by 3% above 18,200 - about 550 FTES. Decision to put funding into hourly 1300 account prudent – why would we add more full-time position funding into what has been a non-growth environment? Is this a long term distribution? No, the VPAA relies upon the Chancellor's Office data to determine the minimum number of full-time faculty hires.
  - e. Comparison between 2005-06 totals on page 4 (income) to page 6 (expenditures) indicates \$3 million deficit spending – reflected in 5910 account (one-time money) on page 6.
  - f. Some funds budgeted last year were unexpended (i.e. funding for A&R to digitize old records) because of processing time to purchase equipment. Unexpended funds are not recycled and spent elsewhere just because it wasn't used during year. Page 68 shows

\$2.5 million unexpended funds as part of an increase in ending fund balance. 2% - 3% unexpended monies is not unusual for most institutions.

- g. Hired 14 full-time faculty to replace 2005-06 retirees - using part timers to cover 2006-07 retirees to cover sections and maintain growth - hiring running about a year behind. Small amount of savings: \$15,000 (difference between \$45,000 for FTES part-time faculty and \$60,000 FTES full-timers) times number of faculty.
- h. Key is to make sure sections are funded. There are additional 130 sections budgeted for this year to grow 3%, approximately 520 FTES, to increase to level of 18,200 FTES.
- i. It is appropriate for PBC to endorse use of onetime funds to fund full-time temporary positions rather than part-time? If a position is vacant but was in place at the end of the year, position is funded for this year. It is more appropriate for PBC to recommend funding for position to be replaced. PBC is a planning and funding committee, not a curriculum committee. Deans can discuss faculty hires with their VP and Council of Deans.
- j. Is there funding for student recruitment integrated into this plan? Some of \$3 million augmentation (page 6, Other Program Services - 5910) is designated for requests generated by the Enrollment Management subcommittees. Requests must explain programs, outcomes achieved and costs.
- k. A discussion followed regarding calculation of FTES based on sections.

#### **Final Budget (walk-through) - Janice Ely**

1. Page 7 - General Fund Restricted - Income. Federal, state and local funding restricted for special programs.
2. Page 11 - Student Financial Aid Fund (Fund 74) - funding from federal government for PELL and SEOG grants; state funding for EOP&S and Cal Grants. There is no beginning and ending balance for accounts because all monies received should be expended.
3. Page 12 - Workers' Compensation Fund for workers' comp coverage.
4. Page 13 & 14 - Child Development Fund - Income. Costs to run Child Development Center and related programs. Most income comes from local & state.
5. Page 15 & 16 - Capital Outlay Fund (Fund 41) - Income. Local scheduled maintenance, remodeling and construction projects not related to bond. Rebate income (page 16) - Interfund Transfer will be transferred back to general fund for office computers.
6. Page 17 & 18 - General Obligation Bond Fund (Fund 42) - Income. Bond monies for construction on campus. Breakdown of remaining total for next year is at bottom of page 18.
7. Page 19 & 20 - Property and Liability Self-Insurance Fund and Dental Self-Insurance Fund.
8. Page 21 - Special Reserve Fund-Retiree Health Premiums (GASB - District Fund 17). Page 64 shows breakdown. \$6million set aside before transfer. 2006-07 balance (\$2,699,899) same number as 2006-07 Actual Grand Total on page 21. Will add asterisk to refer to page 64 from page 21. On page 21, 8899 account - Contributions from General Fund: 2007-08 Final (\$900,000) should be stricken from budget - should show 0. \$900,000 is part of \$3 million - other program services. Page 6 - \$2,720,000 Interfund Transfer (7300 account) does not include GASB transfer and will increase by \$900,000. The \$3 million Other Program Services (5910 account) will decrease by \$900,000.

The meeting adjourned at 2:30 p.m.

The next meeting is scheduled on **Thursday, August 30, 2007 at 1:00 p.m. in the Alondra Room.**

Note taker: Lucy Nelson



**EL CAMINO COLLEGE**  
Office of the Vice President – Academic Affairs

**NOTES – COUNCIL OF DEANS**  
**16 AUGUST 2007**

Present: F. Arce, K. Curry, I. Drew, A. Garten, D. Goldberg, A. Grigsby, T. Jackson, T. Lew, B. Mulrooney, J. Nishime, D. Patel, M. Quinones, S. Rodriguez, J. Schwartz, J. Shankweiler, R. Smith, A. Spor, S. Zareski

**I. INFORMATION ITEMS**

- A. Accreditation Schedule: Dr. Spor said that the second draft of the Self Study will be available on Portal in early October. The next step will be to verify all statements and begin collecting all evidence to back them up. The final draft will be reviewed by College Council, Academic Senate and Cabinet. It will then be presented to the Board for a first reading in May, and second reading in June. The report should be finalized and forwarded to the ACCJC in July.

Budget and Planning: Dr. Spor stated that Pasadena City College gave ECC web-based software that will assist ECC with budget and planning. He will work with Ms. Manno to schedule training sessions in the Fall semester.

Interim Positions—FCMAT: Dr. Nishime reported that an announcement will be forthcoming regarding Special Services Professional positions for Auditor and Associate Dean of Enrollment Services. Recommendations for potential candidates should be forwarded to the Office of the VP/Student Services.

- B. SLO Annual Report: The End-of-Semester Report for Spring 2007 was distributed for review. Dr. Smith was asked to provide the name of a Student Services representative to assist with the development of SLOs for non-instructional type programs.

- C. Management Forum Notes: The notes from the Management Forum on August 2, 2007 was distributed for review and discussion. The following processes or problems to improve for Fall 2007 have already been accomplished or is in progress:

1. signage
2. customer service—two tents will be set up with volunteers who will assist and help direct students; 424 “Ask Me” badge requests were received.
3. parking—there will be no charge for parking during the first two weeks of the semester.

- D. Distance Education Report: Ms. Grigsby shared the following information regarding Distance Education:
- Overview
  - Institutional Support

- Student Services
- Course Adoptions

- E. Section Report: A three-year section count report for Summer 2004 through Spring 2007 was distributed for review.

The Calendar Committee will meet next week to finalize the Summer 2008 schedule. It was noted that the Compton Educational Center proposes two back-to-back, five-week sessions. Enrollment was strong in the second five-week session. The committee has discussed the possibility of eliminating the Winter session and scheduling two back-to-back summer sessions.

## II. DISCUSSION/ACTION

- A. Electronic Rosters: Information on roster printing was distributed and discussed. Saturday instructors must print their rosters on or before their class on Saturday, August 25. Since the system will not be available on Sunday, August 26, Sunday instructors must print their rosters before midnight on Saturday, August 25.
- B. One-Stop Matriculation Service: Dr. Smith and Ms. Quinones shared information regarding the Academic Counseling, Student Enrollment and Student Success (ACSESS) pilot project. The purpose of ACSESS is to help guide first-time student enrollment and success by offering targeted counseling, orientation, assessment, and registration services that will place students in classes furthering their success.
- C. Enrollment Report: Daily Resident Enrollment Trend reports for Fall 2006 to Fall 2007 were distributed.
- D. Signage and Directions on Opening Day: Signage with directional arrows will be completed and placed throughout campus to assist students on opening day.
- E. Facilities: Mr. Brown updated staff regarding construction on campus.

Deans/directors discussed the issue and quality of food services. It was noted that plans for the new Student Services building include a food court. The cafeteria, Art Deli and Manhattan Beach Deli should all be open by the start of the semester.

## III. Other

- A. Retention Newsletter: The first draft of the faculty Retention News newsletter was distributed. Suggestions and/or comments should be forwarded to Dr. Banda-Ralph. Deans/directors were asked to share with their faculty.
- B. New Curriculum Advisor and Director of Research: Curriculum Advisor—Quajuana Chapman; Director of Research—Irene Graff

September 18, 2007

**ACADEMIC AFFAIRS AND  
STUDENT SERVICES**



**6 September 2007  
9:00 AM to 11:00 AM  
Alondra Room**

Type of meeting: Council of Deans      Facilitator: Francisco Arce/Jeanie Nishime  
Notetaker: Karen Lam

**Attendees**

<input type="checkbox"/> F. Arce	<input type="checkbox"/> D. Goldberg	<input type="checkbox"/> G. Miranda	<input type="checkbox"/> J. Schwartz
<input type="checkbox"/> H. Bateman	<input type="checkbox"/> A. Grigsby	<input type="checkbox"/> B. Mulrooney	<input type="checkbox"/> J. Shankweiler
<input type="checkbox"/> M. Callahan	<input type="checkbox"/> T. Jackson	<input type="checkbox"/> R. Natividad	<input type="checkbox"/> R. Smith
<input type="checkbox"/> K. Curry	<input type="checkbox"/> B. Jaffe	<input type="checkbox"/> J. Nishime	<input type="checkbox"/> A. Spor
<input type="checkbox"/> I. Drew	<input type="checkbox"/> T. Lew	<input type="checkbox"/> D. Patel	<input type="checkbox"/> J. Wagstaff
<input type="checkbox"/> A. Garten	<input type="checkbox"/> P. Marcoux	<input type="checkbox"/> V. Rapp	<input type="checkbox"/> S. Warrier
<input type="checkbox"/> D. Givens	<input type="checkbox"/> J. Means	<input type="checkbox"/> S. Rodriguez	<input type="checkbox"/> L. Widman
			<input type="checkbox"/> S. Zareski

**Other Guests:**

AGENDA ITEMS	ORIGINATOR	DESIRED OUTCOME
I. Information A. Notes of 8/14/07	All	A. Information
II. Discussion/Action A. Enrollment Management Plan	Arce/Nishime	A. Update
III. Other		
IV. Next Meeting -- Deans' Council, 9/20/07 9:00-11:00 a.m., Lib 202		

## CCA/CTA Sponsored Bills & Status

Bill No.	Summary	CCA/CTA Position	Status
<b>AB 906</b> (Eng)	An existing provision requires each community college district to expend, for payment of the salaries of classroom instructors, as defined, 50% of the district's current expense of education, as defined.  This bill would further provide that, in order to encourage compliance with this requirement, the chancellor shall conduct random audits of 5 community college districts each year.	Sponsor	First Reading
<b>AB 1305</b> (Calderon)	This bill would require the governing board of each community college district, no later than December 31, 2010, to require that at least 75% of the hours of credit instruction in the district be taught by full-time instructors.	Sponsor	First Reading
<b>AB 1423</b> (Davis)	This bill would require all community college district salary schedules for academic employees to be uniform in application and effect. To prevent college administrators from placing instructors on the salary schedule without reference to their experience and education.	Sponsor	First Reading

### Sponsored legislation would make community colleges accountable

CTA and its Community College Association are sponsoring three measures designed to make management and governance of the community colleges more accountable.

Taken together, the three measures would require audits to ensure that instructional funds are being allocated properly, that staffing ratios meet state requirements and that instructors are paid equitable salaries.

AB 906 by Assembly Member Mike Eng (D-El Monte) would establish a program of random audits at community colleges to ensure that – as required by state law – they are expending 50 percent of their education dollars on instructor salaries and benefits.

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The two most common ways of over reporting are the result of including administrative salaries and benefits with instructor salaries, and excluding normal operating expenses from current educational expenses. Regulations adopted by the board of governors have also allowed districts to exclude expenses for activities that current law requires them to include in the calculations.

AB 1305 by Assembly Member Charles Calderon (D-City of Industry) would help guarantee that each community college would have the required contingent of full-time faculty. It would prohibit colleges from securing waivers to existing law that requires them to fill 75 percent of their teaching slots with full-time instructors. Full-time faculty are better able to provide out-of-classroom assistance and flexible office hours for their students.

Despite the intent behind community college reform legislation passed in 1988, the percentage of classes taught by full-time faculty has actually declined from approximately 64 percent to 61 percent instead of moving up to the legislated 75 percent level.

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In her address at CCA's Winter Conference in Irvine, CCA President Carolyn Inmon noted that in 2004-05 the general fund balance for the 72 community college districts increased by \$30 million, from \$635 million to \$665 million. By July 2006, the beginning balance was \$749 million dollars.

"I am appalled and I think the legislators and taxpayers would be, too, if they knew," said Inmon. "With our colleges sitting on three-quarters of a billion dollars, there is plenty of money to fully fund the 75/25 increase and eliminate the continuing violations of the 50 percent law."

However, the Association of Community College Administrators (ACCA) has made it its goal this year to eliminate both the 50 percent law and the 75/25 law. "This is why it is going to be important for our members to contact legislators in their local offices and walk the halls of the Capitol with us," said Inmon. "It's going to be a fight, but we have a chance to make some important changes."

"With the November election and the changes in the Legislature, we have a good chance of winning support in Sacramento," says Chaumonde Porterfield-Pyatt,

September 18, 2007

CCA's representative on CTA's State Legislation Committee.

All three sponsored measures could see their first consideration this month.





THE INITIATIVE FOR 2008

## Keeping the Promise

### Californians for Community Colleges

#### 2006-07 Board of Directors

**Ben Duran**  
Superintendent/President  
Merced CCD

**Carl Friedlander**  
President  
Los Angeles Colleges  
Faculty Guild

**Jonathan Lightman**  
Executive Director  
Faculty Association of  
Calif. Community Colleges

**John McDowell**  
Political Director  
Los Angeles Colleges  
Faculty Guild

**Dennis Smith**  
President  
Faculty Association of  
Calif. Community Colleges

**Scott Lay**  
President/CEO  
Community College League of  
California

**Rocky Young**  
Chancellor  
Los Angeles CCD

[www.SignForCCC.org](http://www.SignForCCC.org)

FPPC ID# 1282453

Computer generated and  
printed in-house.

## Our Community College Initiative

**Allows community college funding to increase with the growing student population without hurting K-12 schools.**

- Calculates the minimum community college funding guarantee based on community college growth.
- Avoids an artificial funding cap that will be imposed on community colleges over the next ten years because of declining K-12 enrollment.
- Ends the zero-sum game "Proposition 98 split," which forces community colleges to advocate shifting money from K-12 schools.
- Ensures that promises made by the Legislature are promises kept with a property tax guarantee.
- Funds the increase to community colleges over the next ten years through natural growth in the state's general fund, and does not raise taxes.

**Provides for stable and predictable student fees.**

- Cuts fees to \$15 to bring them in line with personal income.
- Prohibits the Legislature from increasing fees in the future by more than the change in per capita personal income.
- Ensures that fee revenue stays with the community colleges for the improvement of education, instead of being diverted to other state programs.

**Enhances state leadership and secures local governance of the state-local community college partnership.**

- Allows the Board of Governors and Chancellor to hire the senior staff professionals currently appointed by the governor. This is the same authority provided to the UC President and CSU Chancellor.
- Includes in the state constitution provisions for locally elected governing boards accountable to voters and for a statewide chancellor hired by a board appointed by the governor.

#### *Sponsored by:*

Faculty Association of California Community Colleges  
California Federation of Teachers  
Community College League of California  
Los Angeles College Faculty Guild

## **Sponsored legislation would make community colleges accountable**

CTA and its Community College Association are sponsoring three measures designed to make management and governance of the community colleges more accountable.

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## Taking Initiative

*Protecting access and affordability for our community colleges.*



## Major Governance Threats


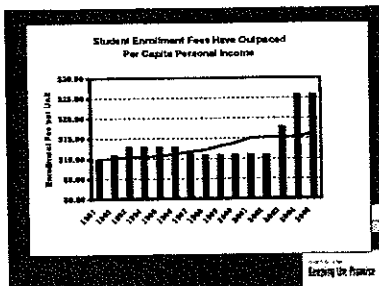
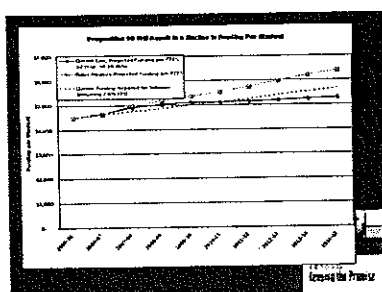
- Senate Bill 6
- California Performance Review
- Governor's control of Chancellor



## Fiscal Stability

*Ensure consistent operations in our colleges.*


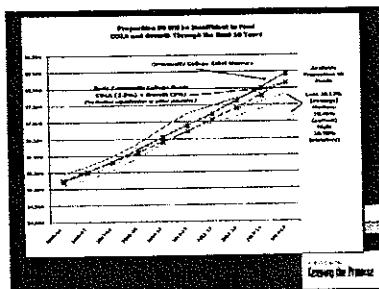
- Property tax backfill
- Fee revenue cannot be offset.

## Securing Effective Governance


*Keep our community colleges local.*

- Writes local boards into the Constitution.
- Increases local control.
- Enhances system leadership.

## Investing in the Promise


- Creates two separate Prop 98 pots.
- Each would grow based on inflation and the segment's enrollment growth.
- Does not hurt K-12.
- Does not raise taxes.



## Predictable Student Fees


*Stop the politics -- keep fees affordable and predictable.*

- Ties fees to income.
- Starts at \$20 per unit.
- No more mid-semester increases.
- Requires political accountability.




### What It Would Take

- To qualify
  - 598,105 signatures
  - Approximately \$1.5 million
- To win:
  - Continued Voter Support
    - + 62% preliminary 69% with arguments
  - Muted Opposition
  - Approximately \$2.5 million




### Proposition: Community College

*Investing in the Promise.*




### Fundraising

- Each district has a goal  
(approximately \$2.50 per credit FTES)
- Individual participation.
- Organizational support.



### Students as Leaders

- Student campaign chairs.
- Student government contributions.
- Student-run volunteer signatures.



# EL CAMINO COLLEGE EL CAMINO COLLEGE CALENDAR COMMITTEE AGENDA

	<u>Present</u>	<u>Members</u>	<u>Absent</u>
Date: September 11, 2007	_____	F. Arce	_____
	_____	A. Ashcraft	_____
	_____	T. Brown	_____
Time: 1:00pm – 2:00pm	_____	C. Casper	_____
	_____	Q. Chapman	_____
	_____	K. Clark	_____
Location: Stadium Room	_____	J. Cohen	_____
	_____	J. Curtis	_____
Chair: Francisco Arce	_____	I. Drew	_____
	_____	L. Hong	_____
	_____	P. Marcoux	_____
Recorder: Mattie Eskridge	_____	B. Mulrooney	_____
	_____	J. Nishime	_____
	_____	D. Paily	_____
	_____	B. Perez	_____
	_____	E. Rader	_____
	_____	H. Tyler	_____

Description	How	Who	Time
Discussion Item:			
a. Research Report – Student Registration	Discussion	Irene Graff	1:00 pm
b. Start and Ending Dates for Summer 2008	Discussion	Committee	
c. Change in Start Date for 8-Week Session	Discussion	Committee	
Agenda Development for future meetings	Discussion	Committee	
Next Scheduled Meeting Date for October, 2007	Discussion	Committee	
Adjournment			

**EL CAMINO COLLEGE**  
**Calendar Committee**  
**Minutes**  
**August 23, 2007**

**Members Present**

Ann Ashcraft, Tom Brown, Carolee Casper, Kelly Clark, Jeffrey Cohen  
 June Curtis, Mattie Eskridge, Lyman Hong, Bill Mulrooney, Jeanie Nishime (Chair)  
 Dean Paily, Barbara Perez, Emily Rader, Harold Tyler

**Other Attendee**

Irene Graff

The meeting convened at 3:05 p.m. in the El Camino College Board Room.

Introductions were made by those in attendance.

**Comments Regarding Minutes of April 26, 2007**

- There are still concerns regarding the registration process.
- In order to avoid long lines during registration, suggest registering and doing more outreach at high schools rather than on ECC campus.
- Because of partnership with Compton Center, there was a problem with summer school start dates. Compton Center's start date was changed to one week ahead of El Camino's without any notification.
- Students applying for summer school wanted that first week and it was not built into the system.
- Once the date is established, it cannot be changed. The critical issue is the start and ending dates of the summer session.
- Reservations for summer school begin on December 1.

**Summer 2008 Calendar**

The Calendar Committee discussed the enrollment for summer 2007 for both El Camino and Compton Center and considered whether modifications are needed based on the enrollment pattern. Irene Graff, Research Analyst, provided enrollment tables for El Camino and Compton Center comparing the first six weeks with the five weeks and eight weeks:

El Camino College	Compton Center
First Six weeks – nearly 7, 000 enrolled, (seats not individuals) – over 48%	First five weeks – over 40%
Second Six weeks – over 23%	Second five weeks - over 45%
Eight-week session – over 2,600 or 18%	Eight-week session – over 450 or 13%

El Camino is considerably smaller as compared to Compton with respect to the six weeks and five weeks sessions. Students are being attracted more to Compton Center and fewer to El Camino in the second part of the six and five week sessions. El Camino offered less than half the number of sections in the second half.

The following are critical issues to be considered:

- Why are there smaller numbers in the second six weeks? Is this based on enrollment in the past or because there are just fewer sections and not that many students?
- Why do we not offer more in the second part as compared to the first?
- The high schools students are out of school for the second six weeks, but not the first six weeks.
- Most of the four-year students return late May beginning of June to complete classes and are ready to return to their schools in August.
- There is a balancing act between trying to meet the needs of seniors coming from high schools and four-year students.
- Correcting one problem could generate another.
- Balance is needed for the 8-week session. These are usually intense courses, i.e., math, science, and some industry and tech courses. Instructors who teach these courses have a very small break before the start of flex days and then back into the fall semester.
- High schools changed their calendars to get out the third week of June.
- Faculty who has been teaching during the summer usually chooses which session they want to teach. Most faculty selects the first session and takes a break on the second session.

Bill Mulrooney stated that 4-year students will be impacted if the schedule is changed; however, it is important to consider the needs of the high school students since many of the classes they need to take are filled by the time they register. The high schools furnish the future students. We cannot attract them if the classes they want are not available. The question is who do we accommodate? A large part of registered students are the 4-year returnees. It is evident that some analysis is needed to determine which group to pursue.

Questions for consideration:

- Look at the market to see which group to pursue.
- Separate out high school and 4-year students from past enrollments.

Irene Graff was asked about providing the following information:

- Age distribution for second six weeks to determine how the students are doing.
- Provide any information regarding 4-year students from CalState and UC.
- Courses offered and the sections.

This information will be shared with Francisco Are and the Academic Deans as to where the greatest needs are for course offerings.

These issues will be forwarded to the Enrollment Management Committee for consideration.

The Committee discussed in detail the summer calendars for El Camino and Compton for Summer 2008. It was pointed out that representation from Compton was needed at this meeting; however, it explained that Mary Callahan, from Compton Center, was invited to attend today's meeting, but due to another commitment was unable to do so.



Nevertheless, Mary Callahan forwarded Compton's 2007/2008 school calendar, summer in particular, for this committee's information. A Compton Center representative will be invited for future meetings.

Although the summer calendar for Compton Center has been developed and accepted by the Compton Board of Trustees, the calendar must go through El Camino College's Calendar committee and then to the Chancellor's Office.

The summer schedules for 2008 are as follows:

Compton Center	El Camino College (Current Board Approved Schedule)
First Five Weeks – June 9 – July 11	First Six Weeks – June 16 – July 24
Second Five Weeks – July 14 – August 15	Second Six Weeks – June 23 – July 31
Eight Weeks – June 23 – August 9	Eight Weeks – June 23 – August 9

Bill Mulrooney noted that the key critical date is that both campuses summer sessions must begin on June 9. The Chancellor's Office is concerned only with the start and ending dates. The individual institution may configure the sessions within that timeframe in the way which is best for that particular institution. Both campuses start date for the eight week sessions is August 23. This start date will enable El Camino as well as Compton to capture the graduating high school students. Classes scheduled during the eight-week sessions usually fill quite fast.

Issues discussed regarding a June 9 start date:

- There is a need for some downtime for instructors who teach summer school
- Parents who have students in summer school want to take vacation

The committee continued discussion regarding the Waitlist. The numbers are must higher for El Camino than Compton Center for the first and second six weeks. The Waitlist presents a concern for the filling of some classes; but for others it is not a concern. Because students are not being automatically moved to a vacant slot once it becomes available, Bill Mulrooney will review the process to determine the cause for the delay. Jeffrey Cohen mentioned a problem, where student names are being dropped off the Waitlist. Barbara Perez also stated that if you received the Waitlist, there is a good chance that a student's name is missing from that list. This is probably the reason for large numbers of those waiting for classes.

Irene Graff was asked to provide the enrollment pattern for the last two years. The past registration patterns need to be reviewed to see if changes are needed in the current process. Fall registration usually starts the week after July 4. However, many campuses have moved it up to start earlier in the year.

Bill Mulrooney stated that Compton Center is now a part of the Colleague system. It is hoped that by next summer rosters can be printed by all faculty. Currently, emergency hires of faculty are not set up in the system; therefore, they cannot print rosters. John Wagstaff, Bill Mulrooney and Satish Warriar will be discussing various ITS issues with the vice presidents.

Following further discussion, it was agreed by the Calendar Committee that a recommendation be made to change El Camino College's 2008 Summer Session to begin June 9 and end August 15. The six weeks and eight week sessions ending dates will be determined at a later time. Calendar Committee members will discuss this proposed change with their constituent groups and report back at the next meeting which is scheduled Tuesday, September 11, 2007 at 1:00pm. If it is agreed that the change is to be made as recommended and approved, the 2008 Summer Session change will be placed on the October 2007 Board agenda for approval.

**Agenda Development – September 11, 2007**

1. Report by Irene Graff
2. Report from Calendar Committee members regarding change in start and ending date for Summer 2008
3. Change in start date for 8-Week Summer Session
4. October Calendar Committee meeting date

**Future Agenda**

1. Presentation by Faculty Member regarding scheduling for Winter Session
2. Winter Session versus two back-to-back Summer Sessions.
3. Proposed Spring 2008 Flex Day Session – Training on how to print class rosters

**Adjournment**

The meeting adjourned at 4:10pm

Hi Pete,

This is a follow up to the Enrollment Management discussion in the Academic Senate today.

I have listed the seven subcommittees below with a brief description of their charge and attached the most recent list of subcommittee members. Please note that the number of faculty members is low to no existent on the subcommittees.

Something you may not know is that there was an expressed desire from Francisco and Jeanie for each subcommittee to have a faculty co-chair lead in the development of short term action items. Unfortunately these subcommittees were formed around the end of the spring semester or start of the summer session so the number of faculty available and interested in being co-chairs was lower than desired, and the same holds true for subcommittee members. Do you think that there are faculty members who would be interested in joining a subcommittee and possibly even co-chairing?

Arvid

#### **Technology and Information Systems**

The College will develop the necessary information infrastructure to provide faculty with multimedia technology in all classrooms and staff direct access to information regarding curriculum, scheduling, room utilization, staffing, enrollment, student records and budget information.

#### **Curriculum and Educational Programs**

The College will ensure that it has an adequate process to initiate, review, and revise programs in a timely and responsive manner in order to meet the changing needs of students and of the labor market.

#### **Course Scheduling**

The College will regularly and systematically assess the educational needs of students, business and the community in order to design programs, schedules and services responsive to their needs.

#### **Student Services**

The College will ensure that its matriculation (admission, testing, orientation and counseling) services are designed to make college enrollment and registration easy, supportive, and successful for students. Particular attention will be focused on students' first contact with the college intake systems.

#### **Student Recruitment**

The College will ensure that it conducts its recruitment and outreach efforts effectively and with an efficient use of staff time and institutional resources so as to strengthen relationships with the community to increase students' motivation and preparation for college.

#### **Marketing**

The College will revise and improve its marketing strategies based on an ongoing assessment of the effectiveness of each strategy.

#### **Student Retention**

The College will conduct ongoing and systematic research of student success, retention and persistence and develop intervention methods to achieve a college-wide retention rate of 80% for 2007-08.



**EL CAMINO COLLEGE**  
Office of the Vice President – Academic Affairs  
24 May 2007

**Enrollment Management Plan  
Subcommittees**

Technology and Information Systems

Bill Mulrooney (co-chair)  
Irene Graff  
Dave Snowden  
Chris Wells  
Jim Noyes  
John Wagstaff  
Satish Warriar

Curriculum and Educational Programs

Gloria Miranda (co-chair)  
Janet Young (co-chair)  
Key Key  
Quajuana Chapman  
Lars Kjeseth  
Lori Suekawa

Course Scheduling

Francisco Arce (co-chair)  
Quajuana Chapman  
Tom Lew  
Don Goldberg  
Gloria Miranda  
Virginia Rapp  
Barbara Grover  
Susie Dever  
Ngoc Tran  
(Francisco Arce will ask deans for a faculty representative)

Student Services

Jeanie Nishime (chair)  
Regina Smith  
Dawn Reid  
Maribel Hernandez  
Cynthia Mosqueda  
Dipte Patel  
Diane Martinez  
(Bill Mulrooney will select an Admissions representative)

Student Recruitment

Robin Dreizler (co-chair)

Stephanie Rodriguez

Arvid Spor

Cece Fuentes

Rory Natividad

John Means

Vicki Mack

Julie Ortiz

(Ann Garten will select a representative)

Marketing

Ann Garten (co-chair)

Arvid Spor

Virginia Rapp

John Means

Melanie Graves

Kim Legier

(Representative from the Business Training Center)

Student Retention

Don Goldberg (chair)

Ruth Banda-Ralph

Margaret Quinones

Susie Dever

Barbara Jaffe

Griselda Castro

Maria Elena Dominguez



## El Camino College Student Learning Outcomes and Assessment

### **Assessment of Student Learning Week:** **A Week of Sharing, Discussion and Development of SLOs and** **Assessments** **Fall 2007 Proposal**

**When:** October 22-25

**Where:** All over campus

**Purpose:** To bring the campus' attention to SLOs and assessments.

**Components of Assessment of Student Learning Week:** There are two main components to the week.

**1. SLO Assessment Fairs:** These will take place three times on the El Camino campus during the Assessment of Student Learning Week, and one time at the Compton Center. The format is as follows.

A series of tables will be set up at each fair in the East Dining Hall:

- *Table 1--Sign-in table:* participants sign in (to receive flex credit); participants pick up some "Zen tea" to set the mood and an empty folder to collect information.
- Assessment of Learning Committee (ALC) members as well as other key faculty will staff the following tables. Each of these tables will have an information handout on the various topics, and the faculty members staffing the tables will be available for discussions and questions:
  - *Table 2: What is an SLO?*
  - *Table 3: How do we assess SLOs?*
  - *Table 4: What kind of data is acceptable?*
  - *Table 5: What can we use this information for?*
- *Table 6: Clinic:* SLO coordinators will staff this table (as well as float around other tables), do individual consultations, and pass out the SLO Assessment Report form

Additional tables will be set up for faculty groups to sit and start/continue the process. Food (fruit, cookies) will be available. In addition, at each fair

there will be a "headliner"—a faculty member or group of faculty members who are featured to display and talk about their SLOs and assessments.

**2. SLO Assessment Mini-Conference:** On the Friday of assessment week, a culminating mini-conference will take place. The tentative schedule is as follows:

- *Opening:* Guest speaker on "Authentic Assessments" (Marilyn Filbeck)
- *Breakout Session(s):* Strengthening Student Success team members give workshops on various aspects of SLOs and assessments
- *Lunch and Faculty Panel on Experience with SLOs and Assessments*
- *Closing*

**Day by Day Plan:**

Mon., Oct. 22	2:30-4:00pm (Normal ALC meeting time)	East Lounge, Student Activities Center	Set Up
Tues., Oct. 23	12:30-2:30pm	TBA (Compton Center)	SLO Assessment Fair
Tues., Oct. 23	4:00-6:00pm	East Lounge, Student Activities Center	SLO Assessment Fair
Wed., Oct. 24	12:30-2:30pm	East Lounge, Student Activities Center	SLO Assessment Fair
Thurs., Oct. 25	12:30-2:30pm	East Lounge, Student Activities Center	SLO Assessment Fair
Fri., Oct. 26	10:00-2:00pm	East Dining Room	SLO Assessment Mini-Conference
Oct. 22-25	Various	Various	Division-level meetings, other meetings between faculty groups around the theme of SLOs and Assessment

**Publicity:** The following means will be used to publicize the event.

- Flyers will be copied and put in faculty mailboxes.
- A series of "teaser" emails will go out each week (starting the second week of the semester) with small bits of information about the events during Assessment of Student Learning Week.
- Banners will be posted in mailrooms in each division.
- Special invitations will be sent to deans, administrators, target faculty
- Deans, ALC Members, and Coordinators will alert faculty to this event through target emails or phone calls to possible faculty attendees.



## El Camino College Student Learning Outcomes and Assessment

### Goals/Objectives for 2007-2008 Academic Year

Where we are now and where we are going:

1. **Institutional Level:** We established College Core Competencies. Next, we will create general education student learning outcomes and establish a cyclical plan for assessments and reporting, campus-wide. Also at this level, we need to explore how and where we will store the results of student learning outcome assessments at all levels. Finally, we need to establish what sorts of reports need to be generated for accreditation purposes.
2. **Division / Program Level:** A few areas of campus have are focusing on program level student learning outcomes. Notably, the Natural Sciences Division established its first division-level student learning outcome. Real Estate and Math for Future Teachers have full sets of program level student learning outcomes. In Math 115, these program level student learning outcomes have been adapted to the course level, assessments have been made and results submitted. This is the area of slowest growth and will, most likely, continue to be so until faculty have completed assessment cycles at the course level or for general education courses.
3. **Course Level:** Among the instructional divisions, we have student learning outcomes and assessment proposals for 90 courses; assessments have been performed in 10 of these courses. While the numbers are small, the impact is large. The 90 courses with student learning outcomes represent close to a third of the total college teaching load, which is roughly equivalent to course offerings. For example, English 1A and Mathematics 70 have actually performed assessments of their student learning outcomes. As more faculty in more areas complete assessment cycles, their reports can be showcased and they may serve as mentors for others. This level is the best place to start changing the culture among instructors to one where assessments of student learning are routinely done and the results both shared and used to improve learning.
4. **Student Services and Community Advancement:** All major areas have student learning outcomes and a few have assessment plans. It is this area that needs greater attention in order to move forward.

**Long Term Goal:** Student learning outcome assessments will become part of the culture at El Camino College, at all levels. Students, staff, faculty and administrators will actively participate in and support the work of assessing student learning. Evidence from Student Learning Outcome Assessment Cycles will be used to improve student learning through course and program review, as well as in budget and planning decisions.



## Goals for the 2007-2008 Academic Year:

1. Integrate SLOs and Assessments more fully into El Camino College, in all areas and at all levels

Objective	Implementation Plan
1A Establish General Assessment Principles	The ALC drafts (early fall), Academic Senate and College Counsel approve / ratify (late fall) <i>No additional funds required</i>
1B Find an Electronic Home for the Evidence of SLO Assessments	The ALC investigates possibilities, working closely with the CCC and Accreditation Officer and makes recommendation (fall). A decision is made by administrators (late spring). The system is set up and ready to go (summer). <i>Funds required</i>
1C Create General Education SLOs and Assessment Plan	The ALC drafts General Education SLOs and an Assessment Plan (early fall), Academic Senate and College Counsel approve / ratify the plan (late fall). <i>No additional funds required</i>
1D Integrate SLOs and Assessments into Course and Program Review, Budget and Planning, the Mission Statement and Master Plan Documents	After seeking input from stakeholders, the ALC proposes a plan of action for approval (spring). <i>No additional funds required</i>
1E Establish a center and for SLO and Assessments	A half-time clerical or secretary position should be funded and hired as soon as possible in fall. A search should be made for a location for an <b>Assessment of Learning Center</b> , with a space selected by spring and in place by fall 2008. Recommendations for future staffing needs will be made in the spring. <i>Funds required</i>

2. Increase Staff, Faculty and Administrator Participation in SLO Assessment Cycles

Objective	Implementation Plan
2A Train More Trainers and Expand Training Opportunities	<ul style="list-style-type: none"> <li>• <b>Send Team to Strengthening Student Success Conference (October 3-5)</b> Team members will become new trainers, responsible for providing focused workshops during the <i>Assessment Week</i> and writing brief articles for the <i>Assessment of Student Learning Newsletter</i>. <i>Funds already provided</i></li> <li>• <b>Student Learning and Assessment Book Seminars</b> Working with Donna Manno and David Vakil, the ALC select and purchase books, recruit faculty, lead discussions and</li> </ul>

	report results to the campus. <i>Funds required</i>
2B Expand Training Resources	<ul style="list-style-type: none"> <li>• <b>Compile Online and Physical Handbook:</b> A draft of the handbook already exists. The ALC will finish and publish this handbook. <i>Funds required</i></li> <li>• <b>Assessment of Student Learning Library:</b> Books used in the <i>Student Learning and Assessment Book Seminars</i> will populate this library (located in the <b>Assessment of Learning Center</b>), as well as other resources. <i>Funds required / Space needed</i></li> <li>• <b>Showcase Colleague's Completed:</b> <b>Assessment Cycles:</b> Faculty and Staff from every area of the campus can offer examples of excellent assessment practices. These will be showcased during the <b>Assessment Weeks</b> and online at our website. <i>No additional funds required</i></li> </ul>
2C Publicize Resources and Successes	<ul style="list-style-type: none"> <li>• <b>Assessment Weeks:</b> Once a semester, a week of professional development opportunities will be offered, focused on issues of student learning and assessments (fall and spring). <i>Funds required.</i></li> <li>• <b>Assessment of Student Learning Newsletter:</b> Twice a semester, the Co-Coordinator and the ALC will publish a newsletter describing progress in SLOs and Assessments and upcoming training opportunities. <i>No additional funds required</i></li> </ul>

3. Grow the number of courses and programs with complete sets of Student Learning Outcome Assessment Plans

Objective	Implementation Plan
3A Course Level SLOs for all courses meeting a General Education Requirement	After General Education SLOs have been established (1C), all courses satisfying a general education component will be required to create an SLO and Assessment Plan that aligns with the general education SLO. The Co-Coordinator will work with Division Deans and Area Directors to work with faculty to develop these SLO and Assessment Plans (spring). <i>No additional funds required</i>
3B Establish Programs for SLO Assessments	Working with each division dean and faculty, the Co-Coordinator will finalize the programs (for SLO purposes) in each division (spring). <i>No additional funds required</i>

4. **Generate Plans for Reporting Progress in Student Learning Outcome Assessments for Accreditation**

Objective	Implementation Plan
4A Create Action Plan for Annual ACCJC Report of Progress in SLOs and Assessments	Plan created with stakeholders and Co- Coordinators in fall, implemented in spring. <i>No additional funds required</i>
4B Assist with Accreditation Self Study Report of Progress in SLOs and Assessments	Co- Coordinators will work with self-study authors to assure accuracy in reports of progress in SLOs and Assessments

**Other Recommendations:**

1. A third co-coordinator from Student Services and Community Advancement be added to team at a one-third release.



## El Camino College Student Learning Outcomes and Assessment

### End-of-Semester Report - Spring 2007 Semester 2: Assess

**SUMMARY:** The focus of the second semester of the original three-semester Student Learning Outcomes and Assessment Cycle Project was to ASSESS. We hoped to assess all of the SLOs identified last semester, move faculty forward in the process of identifying new SLOs and accompanying assessments, and increasing understanding of the issues surrounding quality assessments through faculty development opportunities. Although only a few SLOs were assessed this spring, the semester finished with more SLO proposals than expected.

#### Highlights of the Semester:

- Spring Flex Day - Building Momentum for Assessment Audits and Assessment Design
- More SLOs proposals than expected
- Assessments Run in Courses with the Greatest Total Enrollment
- Assessment of Learning Committee Accomplishments (described below)
- Co-Coordinator Presentations

**Spring Flex Day - Assessment Audits and Assessment Design:** On Spring Flex Day, almost all divisions created new SLOs and assessments, designed assessments for existing SLOs, or engaged in an "assessment audit" process. A starting point for SLO development, the assessment audit process asked faculty to discuss assessments they already do, which encouraged them to create an SLO for which the existing assessment would be appropriate. The Assessment Audit Form, which Jenny Simon and Lars Kjeseth presented at the State Academic Senate's first SLO institute, generated a great deal of interest among SLO coordinators at the one-day conference.

**SLOs and Assessment Plans in every Division and Unit (Spring 2007):** With the exception of programs that have SLOs defined for them by outside agencies, only a handful of courses can be said to have a complete set of SLOs. However, this is expected, with our emphasis on complete assessment cycles during this start-up phase. A summary of progress made is given on the next page and later in the narrative of the report. Progress was made in Student Services as well, with each unit having at least one SLO and at least one assessment plan. However, we have yet to come up with a way of measuring progress in these areas, so their results are not part of the summary below.

**Assessments Run in Courses with the Greatest Total Enrollment:** In addition to the development of new SLOs and assessment plans across the campus, many SLOs created last fall were assessed this semester, with the Mathematics and Humanities division leading the way in this endeavor. Fine Arts and Natural Sciences also had assessments taking place. Humanities assessed two of its largest courses—English 1A and English A, which together enroll approximately 2300 students every semester. Mathematics assessed students in Pre-Algebra (Math 23 - roughly 800 students), Intermediate Algebra (Math 70 - roughly 1500 students), Statistics (Math 150 - roughly 300 students), and Statistics and Probability for Teachers (Math 115 - roughly 20 students). In addition, Biology 10 in Natural Sciences went through an assessment based on the division-level SLO developed during Spring flex; Art 17-18 (Life Drawing) in the Fine Arts division also went through assessment.

**Accomplishments of the Assessment of Learning Committee (ALC):** The Assessment of Learning committee also had a very productive semester. Besides having the College Core Competencies ratified by the Academic Senate, it finalized an SLO and Assessment reporting form which reflects the whole assessment cycle, and it drafted a document of Assessment Principles, laying out the values and ideals that the campus will follow regarding SLOs and assessments. Another accomplishment of the Assessment of Learning committee was that it put together a team to attend the Strengthening Student Success conference from Oct. 3-5, 2007, in San Jose. The team consists of the Vice President of Academic Affairs, the SLO coordinators, two Academic Senate officials, the chair of the curriculum committee, the institutional researcher, and five members of the Assessment of Learning committee. This represents a tremendous opportunity to advance this effort across the campus.

**State-Wide Presentations:** Both Jenny Simon and Lars Kjeseth were invited to present at the first California Academic Senate sponsored SLO Institute (July 11, 2007, San Diego, California) and invited to present at the Strengthening Student Success Conference (October 3-5, 2007, San Jose, California)

**Conservative Summary of Progress:**

Division / Unit	# of Courses with at least one SLO	Approx % of Total Load <sup>#</sup>	# of Courses Assessing at least one SLO	Approx % of Total Load
Beh & Soc Sci	7	28%	1	1%
Business	21	30%	0	0%
Fine Arts	14	23%	2	1%
Health Sci & Ath	1*	4%*	0	0%
Humanities	14	69%	2	30%
Ind and Tech	10**	12%**	0	0%
Math Sci	22	37%	4	32%
Nat Sci	1***	8%***	1	8%
<b>Instructional Divisions Total</b>	<b>90</b>	<b>34%</b>	<b>10</b>	<b>10%</b>

<sup>#</sup> Percent of Total Load is meant to reflect the fact that many of the courses that developed or assessed SLOs this spring were courses with high student impact. Percent Load was determined by dividing the number of sections of the courses with an SLO or an SLO assessment by the total number of sections offered, either in the division or at the school. This does not mean that assessments were done in all sections of the stated courses.

\* Health Sciences and Athletics houses the Nursing, Respiratory Care and Radiologic Technology programs, all three of which have externally imposed SLOs in place. We chose not to count courses in these programs at this time.

\*\* Industry and Technology also has program with externally imposed SLOs in place, and we chose not to count the courses in these programs at this time. We also expect that the number of courses with SLOs is greater than 5, but to date, these are the ones which have been reported.

\*\*\* Natural Sciences chose to start with a single, division-level SLO. To date, the only course that has submitted a course-level SLO corresponding to this division-level SLO is Biology 10. We suspect there are more, but they have not been reported.

