

1 02-20-19 Cerritos BOT
2 >> Marisa Perez: Thank you
3 everybody for being here
4 tonight. Trustee Avalos is
5 running a few minutes late so we
6 will go ahead and get started
7 now. Let's and do we have an
8 invocation today? Okay. So
9 everyone take a brief moment of
10 silence and -- Well, we will go
11 ahead and start with the Pledge
12 of Allegiance and I will ask
13 Trustee Phil Herrera to please
14 lead us.
15 >> [Off Mic].
16 >> I pledge allegiance to the
17 flag to the United States of
18 America and to the Republic for
19 which it stands, one nation
20 under God, indivisible, with
21 liberty and justice for all.
22 >> Marisa Perez: All right.
23 We will go ahead and go to Item
24 Number 3 which is a roll call.

Sample footer

1 Avalos will be arriving shortly.

2 Vice President Marisa Perez.

3 >> Here.

4 >> Board Clerk Martha

5 Camacho-Rodriguez.

6 >> Present.

7 >> Member James Cody Birkey.

8 >> Present.

9 >> Member --

10 >> Here.

11 >> Sandra Salazar is absent

12 and President Superintendent

13 Fierro.

14 >> Present.

15 >> Thank you. We would have a

16 quorum. Do we have any Trustees

17 that would like to change the

18 order the items?

19 >> No.

20 >> Okay. Seeing none we will

21 go on to comments from the

22 audience? Do we have any

23 request for public comments?

24 Okay. No request for public
25 comments. At this time we will

Sample footer

3

1 do brief reports and summary of
2 initiatives from any of our
3 identified constituent group
4 leaders. Who wants to go first?
5 Okay. Great. Thank you. CCFF
6 President Stephanie Rosenblatt.
7 >> Good evening. I am happy
8 to report in case you didn't
9 know that the Cerritos College
10 Faculty Federation and the
11 district, the negotiating teams
12 on both sides have reached a
13 tentative agreement so what
14 happens next we have been
15 working to put the contract
16 together so that we have one
17 document that we can send out to
18 our members so they can review
19 it and then they will have a
20 ratification vote and we're
21 looking to have the vote done in

22 time in case our members ratify
23 the agreement it will come back
24 to you guys at your March 6
25 board meeting. Since the

Sample footer

4

1 negotiation team sincerely
2 thinks this is the best
3 agreement that we could get at
4 in particular time. We hope
5 that you guys ratify it just
6 like we hope our members ratify
7 it. There's a lot of great
8 stuff in the agreement that will
9 change the way that people here
10 work for the better. Things
11 that we can be proud of, and
12 things that show your values and
13 how much you praise the
14 contributions of the faculty but
15 and things like equity and I
16 hope it goes through and I think
17 it will change things for the
18 better here. I wish Adriana was
19 here and commend Adriana
20 Flores-Church and Mr. Felipe

21 Lopez for the hard work during
22 the process. I know the rest of
23 the team did a lot of work as
24 well but there were a lot of
25 side bars and turn around with

Sample footer

5

1 information and proposals that
2 happened at the end and without
3 the hard work and with others
4 there's no way that we would
5 have been able to make an
6 agreement. I want to thank Dr.
7 Fierro for his leadership as
8 well so I hope that in the next
9 time we see you we're enjoying
10 pizza and all smiling and anyway
11 have a nice evening.
12 >> Thank you very much. Next
13 item -- anyone else? Okay. All
14 right. So that concludes
15 reports and comments from
16 constituent groups so moving to
17 Item four which say
18 Institutional Presentation on

19 virtual counseling. The Board
20 of Trustees will receive a
21 presentation from the counseling
22 division on face-to-face web
23 based counseling services for
24 students.
25 >> Hi. Good evening to

Sample footer

6

1 President Fierro and President
2 Avalos in her absence and to the
3 members of the Board of
4 Trustees. I'm Sheila Hill and
5 one of the virtual counseling
6 leads.
7 >> [Off Mic].
8 >> [Off Mic].
9 >> Okay. So this evening
10 we're have a chance to share
11 some information about a new
12 service that is being provided
13 through our counseling division
14 so this service is the result of
15 the Chancellor's Office
16 initiative. The Chancellor's
17 Office about two years ago

18 encouraged all Counseling
19 Departments to provide different
20 ways to have access for
21 students. This initiative
22 allows to address students
23 related to flexibility and also
24 responsiveness to our students.
25 >> Sorry this thing is

Sample footer

7

1 sensitive.
2 >> Let's see. In order to
3 participate in this service the
4 counselors had to be trained.
5 They participated in 42 hours
6 over six weeks of professional
7 development related to providing
8 online counseling services. We
9 have 27 counselors who are
10 trained.
11 >> Quickly would you mind
12 stepping closer to the
13 microphone so it projects.
14 >> Sorry about that. We have
15 27 counselors and provide two

16 appointments a week as well as
17 one hour of drop in. This is in
18 the initiate stage and as you
19 can see by the presentation we
20 only been doing this for about
21 one year so at this point I'm
22 going to let the rest of the
23 team share some more
24 information.
25 >> So just a little bit our

Sample footer

8

1 features. I have a quick video
2 to show you guys. The system
3 that we use has an online
4 scheduler so students can
5 schedule online. We have the
6 option of screen sharing and we
7 can share screens. We record
8 sessions so students can go back
9 and if they forget something.
10 It's ADA compliant and closed
11 captioning and also text to
12 voice. The volume is not
13 working. Is there something I
14 am supposed to push? .

15 >> Students can find the
16 virtual counseling option on our
17 website under popular and also
18 on the main page. If you click
19 on virtual counseling it takes
20 the students to a page where we
21 describe our drop in session and
22 advertise days and time for the
23 sessions and appointments. The
24 schedule system filters down by
25 what the student needs help

Sample footer

9

1 with. For example maybe the
2 student wants to complete an
3 education plan. This would be a
4 video meeting and available on
5 said with what types the
6 counselors are available and the
7 name of the counselor and brief
8 information about the counselor
9 and the student will fill out
10 some basic information and sign
11 a waiver in order to sign the
12 appointment.

13 >> The knock on door feature
14 allows to send a message to the
15 counselor and allows the
16 counselor to contact the
17 student.
18 >> You can see this is the
19 counseling view. We can talk to
20 each other. We have questions
21 to ask another counselor I can
22 knock on somebody's door and in
23 a second I will have my
24 assistant come knock on the door
25 from the web page. Someone

Sample footer

10

1 wanted to enter my room and this
2 is my assistant. Say hello.
3 >> Hello.
4 >> So we have lots of features
5 in here and one of them is that
6 we can turn on our closed
7 captioning. We can also change
8 it so that we have text to
9 speech. The system is fully ADA
10 compliant. We can share
11 documents [INAUDIBLE] General

12 Education Associate's Degree and
13 can share that document with her
14 and begin writing on it by
15 circling the courses she
16 completed. She completed
17 reading and math. Can I do
18 check marks and I can open up
19 the document so the student can
20 also write on it.
21 >> And we can do that with both
22 pages so there's a page one and
23 a page two. When we're done
24 with our evaluation I could
25 instruct the student in saving

Sample footer

11

1 the student on to the computer
2 by clicking the floppy disk and
3 the save as PDF. If I want to
4 do something officially I could
5 use a white board by explaining
6 why completing the Associate
7 Degree for Transfer is a good
8 idea and the Bachelor's Degree
9 is comprised of these sections

10 and requirements and I can give
11 her a visual so she can
12 understand the General Education
13 at Cerritos and the lower
14 division of the majors so she
15 can transfer into upper division
16 courses in major and electives
17 and again she could save this so
18 those are some of the simple
19 features. Thank you.
20 >> All right.
21 [Applause]
22 >> And then so just a couple
23 of numbers so. So far we had
24 149 drop in sessions. 517
25 appointments with students and

Sample footer

12

1 our no show rate is 13.1% which
2 is actually pretty good.
3 >> I don't want to break
4 things here, so virtual
5 counseling is an exciting and
6 innovative way to deliver
7 services rather than students
8 having to truck up to our

9 counseling offices counselors
10 and students simply log on and
11 we meet virtually. Students can
12 take advantage drop in sessions
13 for questions or schedule
14 appointments for complex issues
15 like selecting a major or
16 educational plan or think going
17 transfer. We find that the
18 services that we're able to
19 deliver virtually is just the
20 same as what the student came
21 into the office. We're able to
22 show them the catalog. We can
23 pull out the General Education
24 sheets. We think that the
25 quality of virtual counseling is

Sample footer

13

1 as high as in person counseling.
2 We counsel students in their
3 homes, and we know that they're
4 at home because we can look at
5 the surrounding, and we can look
6 at the little kids popping up

7 and wondering what their mom or
8 dad are doing on the computer.
9 We can meet them at work, at
10 their work place. Sometimes we
11 see the students after work. I
12 even saw a student who was
13 actually working while we were
14 doing virtual counseling and one
15 of the first students I saw was
16 a transfer student. She was in
17 her dorm room at UC Berkeley.
18 Our reach for virtual counseling
19 is vast. Most of the students
20 we see are from here. They're
21 local. However, we have also
22 served students in Texas, in
23 Arizona and in Nevada, and I
24 would like to share with you a
25 story about Samantha. She is a

Sample footer

14

1 teacher track student and I
2 helped her last semester. She
3 was in the Army Reserves and she
4 was called up to service, and
5 she couldn't tell me where she

6 was deployed but because of the
7 time difference I think she must
8 have been serving in the Middle
9 East. She called in for her
10 appointment or she logged in for
11 her appointment. It was
12 2:00 a.m. her time. We talked
13 about the classes that she
14 needed to complete at Cerritos
15 for her ADT and I told her if
16 you only took one more social
17 science class she could get a
18 second AA Degree. Then we
19 talked about what she would do
20 when she came back home. She
21 said her goal was to apply to
22 Cal State Long Beach to earn her
23 Bachelor's Degree and teaching
24 credential and what do students
25 say about virtual counseling?

Sample footer

15

1 They say number one "it is so
2 convenient." they very much
3 appreciate the fact that they

4 don't have to truck up to campus
5 to see a counselor. They said
6 it's easy to used and impressed
7 by the quality of the audio and
8 visual connection, and what's
9 next? We want to spread the
10 word about virtual counseling.
11 We want students and faculty to
12 know that this great service is
13 available to our students. We
14 also want to work on increasing
15 the number of contacts that we
16 have on virtual counseling. We
17 want students to feel
18 comfortable in using virtual
19 services. I am sure that
20 virtual services are going to be
21 available at more and more
22 offices here on campus. We want
23 everyone to know that virtual
24 counseling increases
25 accessibility and responsiveness

Sample footer

1 for our students, and just a
2 quick few thank yous for support

3 to Dr. Fierro, to our student
4 services Vice Presidents, and
5 our counseling Deans, and to
6 those 27 counselors who can be
7 at the ready by their computers
8 to help students wherever they
9 are. Thank you.

10 [Applause]

11 >> Any questions?

12 >> Great thank you very much
13 for your presentation. Do we
14 have any questions from any of
15 my colleagues?

16 >> I one and I am still trying
17 to formulate it. Seems like most
18 students are able to find a
19 computer because I know that I
20 lot of students don't know a
21 personal computer so is that --
22 it sounds like that's not been
23 an issue. Is there a mobile
24 work around or anything like
25 that?

Sample footer

1 >> [Off Mic] -- the students
2 are able to use the computers
3 here on campus so if they
4 schedule a appointment during
5 the work hour they can use the
6 facilities on campus to meet
7 with us and that is the case.
8 Most likely there is not an App
9 available. We have had a couple
10 of students figure out a way to
11 do it through Google on their
12 phones but the App from the
13 actual vendor is not actually
14 available but it's in the works.
15 >> Okay. Great.
16 >> Dr. Fierro: There is I
17 think Bernice mentioned it last
18 time how the students are
19 accessing via mobile devices
20 particularly tablets so
21 essentially many of the phones
22 now you can just call by
23 pressing on the address bar you
24 can call the desk top version of
25 the App and they have been able

Sample footer

1 to sign many students that don't
2 have access to computers access
3 the site through the mobile
4 devices. Not the most ideal
5 situation but it happens and I
6 think you mentioned it last time
7 that we talked about this.
8 >> Also when we have technical
9 difficulties we pick up the
10 phone and call the student so if
11 they can't access the computer
12 or the internet is not working
13 or I am driving now and I forgot
14 about the appointment and we
15 call to accommodate them. The
16 point is to access the students
17 that want to meet us that way
18 and we're hoping it's helping
19 the ones and if you can't do it
20 online they can come in person
21 and get the same service.
22 >> Any other questions?
23 >> Shin Liu: No. Great job.
24 >> Yes. Very cool.
25 >> Okay. Thank you very much.

1 Moving on to Item Number five.
2 Which is an Institutional
3 Presentation on enrollment. The
4 Board of Trustees will receive
5 an enrollment update from Rick
6 Miranda, Vice President of the
7 Academic Affairs.
8 >> So VP Miranda, thank you.
9 >> Rick Miranda: Thank you.
10 Good evening. Thank you for
11 this opportunity. So as you're
12 all aware once at a minimum I
13 try to give you an update where
14 we are with the enrollment
15 status for this semester. I
16 paired this down for many years
17 you saw back going 10 years but
18 I think this is more relevant to
19 the last few years. As you can
20 see I will start with the head
21 count. In the last few years
22 has decreased nearly 3,000 to
23 this year is 20,000. FTEs are
24 also down from 15-16 budgeted at

Sample footer

20

1 down as well. You know the head
2 count is down a few percentage
3 points, and as the head count
4 also goes down then the FTEs
5 will also dip a bit as well.
6 >> Can you go back one?
7 >> Yeah. Sorry.
8 >> If FTEs are down by a
9 thousand and head count is 1300.
10 >> Yes, and roughly about 6%
11 on both. It's not a direct
12 correlation but it's pretty
13 close.
14 >> Okay. Thanks.
15 >> And let me make that clear
16 that 158 is also an estimate.
17 We report to the Chancellor's
18 Office and the state three times
19 a year, three reporting periods
20 called P1, P2, P3. One is in
21 January and one in April and
22 reconcile in P3 for the year is
23 an estimate for P1 and accounts

24 for two semesters that occurred

25 and where we are to date with

Sample footer

21

1 spring and estimated max

2 capacity. So again unduplicated

3 head count I gave you the number

4 a moment ago so it was 6%.

5 Again this is a re-cap. This

6 lost in FTEs translates to

7 approximately 1.4 million

8 reduction in apportionment. In

9 the past it would have been a

10 little higher with the old

11 funding formula but with the new

12 funding formula it doesn't have

13 the same sting if you will so

14 it's about a 1.4 million

15 reduction. Now why? We look at

16 the external factors. As we

17 know not only locally but up and

18 down the state there is a

19 healthy economy, more jobs.

20 L.A. County for example the

21 unemployment rate is

22 approximately 4.1% and four or
23 five years ago it was close to
24 15, 16% so what we're seeing is
25 more jobs and as we all see

Sample footer

22

1 these trends in education the
2 lower the unemployment rate or
3 more students are working or
4 more individuals are working the
5 fewer students you have, so we
6 are not novel in that way, but
7 so is L.A. County has a higher
8 working populous than our
9 students tend to work more.
10 What you see on the national
11 trend lately is a shift from
12 full time enrollment to part
13 time enrollment. Again that
14 dovetails with the healthy
15 economy. They work more and
16 take fewer units and see
17 enrollment of full time students
18 is declining as a faster rate as
19 well and part time they're able
20 to maintain part time as they

21 continue work but full time
22 students have the opportunity to
23 work more so they're willing to
24 shift the class going
25 activities to part time and

Sample footer

23

1 they're national trends at point
2 and time.
3 Now you've heard me speak about
4 some of these actions in the
5 past and you know these are on
6 going actions and we could talk
7 a bit more and I could share
8 some data a little bit today or
9 at a later date as well. What
10 we see in the increase of online
11 courses I made a mistake.
12 That's a OEI Faculty Senate goal
13 that we brought to light. This
14 is the first year. I apologize
15 that should be OEI. I will
16 correct that and get that to the
17 office for you. That online
18 course goal was in phases and

19 parts, and to not simply add
20 more online courses but to
21 provide the resources for
22 faculty to get training and
23 understand that online Pedagogy
24 is very different in many ways
25 than face-to-face and that is

Sample footer

24

1 going well. That initiative
2 through the Senate is
3 progressing well, so what will
4 allow is in year two of this
5 proposal that we should see more
6 faculty engaged using the tools
7 and training so we can move to a
8 greater offering online as we go
9 forward so that's moving well.
10 >> We have to keep up with the
11 counselors.
12 >> Yeah, they set the bar
13 pretty high today, so the Dual
14 Enrollment Programs at local
15 high schools as you're aware we
16 finished the CCAP agreements
17 here and with the local high

18 schools so we can push those a
19 lot bit more. We've had the
20 opportunity to look at other
21 models of neighboring colleges
22 using the dual enrollment on a
23 four year pattern at the high
24 schools and having up to six
25 cohorts starting with freshmen

Sample footer

25

1 so the freshmen track for four
2 years and the sophomore for
3 three depending when you
4 started, and the continues to
5 move on through the entire high
6 school and then sometimes 11th
7 and 12th grade only so we have
8 met with the team that
9 instituted this at other local
10 colleges and we've had our
11 Superintendents and presidents
12 of our local feeder high schools
13 meet with us and talk about this
14 so we will put the plan together
15 as we move forward and in that

16 direction so it can be very
17 helpful. For those students who
18 may not have chosen or think
19 about community college
20 initially now they have the
21 opportunity to capture them and
22 go to a four year straight out
23 of high school but allows for
24 increase for the students to
25 come here and success for them

Sample footer

26

1 to a four year pathway and as
2 you know the development of the
3 Guided Pathways -- Guided
4 Pathways is a five year
5 implementation through the
6 Chancellor's Office. The
7 funding was set at five years
8 with goals at year one to start
9 initial conversations and talk
10 about Implementation Plans and
11 that's where we are at at this
12 point and time so we're moving
13 forward on the development.
14 Years two would be to start

15 phasing in other pieces and by
16 three, four and five is to have
17 different components of that
18 together. At any point and time
19 if you would like to hear more
20 about Guided Pathways again as a
21 presentation to the board I
22 would be happy to as well but
23 we're in year one which is the
24 discussion, the planning. It's
25 the planning to implement year.

Sample footer

27

1 That's the way the Chancellor's
2 Office has allowed us to do
3 this. Maximization of summer
4 schedules. We continue to add
5 summer classes. We also -- I
6 don't know if you're aware -- I
7 apologize if are you. We have
8 typically offered two six week
9 sessions in the summer and first
10 six or second six and made start
11 and July start. We added last
12 year an overlapping six as well.

13 The overlapping six is allowed
14 us to add another set of courses
15 that are in there as well. The
16 challenges for some students who
17 might want to take a course that
18 is a prerequisite just to take
19 the overlapping doesn't work for
20 them but we try to add the
21 serious courses and the
22 opportunities of a course in the
23 first six and a following course
24 in the next six and the overlap
25 is still available and that

Sample footer

28

1 allows for some of the local
2 schools and colleges of four
3 years that get out later than
4 May to still have that student,
5 maybe not late July but ready to
6 move quick so we continue to
7 look at that summer schedule and
8 lastly some of the most recent
9 actions that you're all away of
10 the partnership with Norwalk La
11 Mirada and our off site

12 facility. We had the ribbon
13 cutting about a year ago. We
14 added we have two classrooms
15 there that are mostly English
16 and some of the liberal art
17 division courses and math
18 courses in two rooms and most
19 recently we have been able to
20 add two more classrooms so we
21 will have a total of four.
22 Those just have been up-to-date
23 and brought up to our standards
24 for teaching environment, and we
25 are adding second nine weeks at

Sample footer

29

1 this time, more English and
2 Mathematic courses are going in
3 there. I will share what we
4 have added to that with Dr.
5 Fierro here in a couple of days.
6 We're trying to finalize the two
7 divisions first so the high need
8 courses and English and Math and
9 continue to open up to any

10 division that might have other
11 courses there that are needed as
12 well so that continues. What
13 other actions? Well, we have a
14 lot of data so it's time to take
15 a deeper dive with much our data
16 I have both myself and VP Lopez
17 have spent time meeting with the
18 Senate and various bodies on
19 campus to talk about data needs
20 and where we're moving forward.
21 I have also discussed there are
22 some basic reports that we get
23 from the Office of Institutional
24 Effectiveness research and
25 planning that will shared across

Sample footer

30

1 the district and those data
2 dives and the analysis will also
3 be shared on a newly developed
4 website on a link out of my
5 office. Well, it just flew this
6 morning if you will. I sent an
7 Email out and the discussion
8 topic on that why a web link?

9 As we all gets hundreds to
10 several hundreds of Emails over
11 a day sometimes and sometimes we
12 don't want these important
13 messages to get lost so we will
14 continue to send the updates but
15 an on going record where we are
16 on the Academic Affairs website
17 and we will share the data and
18 asking for feedback from all
19 constituent groups what they see
20 that can help enrollment as
21 well. We continue with the
22 information campaigns and for
23 financial aid for more than 12
24 units. Financial aid has made
25 many of the students aware of

Sample footer

31

1 other eligible funds they can
2 receive and not just financial
3 aid but counseling working with
4 the students to make them aware
5 what is available to them and as
6 you know if we can get them to

7 take one more class and the
8 support is \$5,000 a year and
9 that time and effort for a lower
10 paying position you know a basic
11 kind of wage job. By the time
12 they put gas in the car and
13 travel they could take that one
14 more class while getting
15 financial aid to them move
16 through and completion velocity
17 to transfer so that is important
18 and we will continue with that
19 campaign and you should see that
20 really kind of take off a bit
21 more here for the next term.
22 Student Ed Plans trying to have
23 as many of the Ed Plans done by
24 the end of their first term or
25 at least the second term. The

Sample footer

32

1 more information the students
2 have and a clear pathway it
3 allows the students to know what
4 their next step is and again
5 helps and keeping the behavior

6 of taking courses and moving
7 forward. Increased outreach and
8 in reach efforts. You know the
9 outreach continues not only
10 through educational partnerships
11 and programs, not only also
12 through our student services as
13 well and the outreach Ambassador
14 Programs they have. Those are
15 all important efforts but in
16 reach is important as well to
17 let our students know what our
18 services are and the
19 opportunities they have here so
20 we can continue to keep them
21 moving through and not lose them
22 as they move through their
23 education. Other strategies.
24 Target recruitment for special
25 populations . This is key and

Sample footer

1 discussion topic more and more
2 as we move through reenvisioning
3 of equity 3SP and developmental

4 Ed as the funding structure
5 changed from the state and not
6 being distributed in silos
7 anymore. As three disbursements
8 and now it's one and aligns with
9 the Chancellor's Vision for
10 Success for we are able to do
11 revisit data that we've had in
12 the past, maybe asked new
13 questions and do recruitment and
14 support for unrepresented
15 populations and keeping on the
16 path and the language of keeping
17 on the path is aligned with the
18 Guided Pathways as well and not
19 only on boarding, creation of
20 paths and keeping them on the
21 path just to name a few.
22 Recruitment of international
23 students. That's an on going
24 effort. We keep looking for
25 students to bring students here

Sample footer

1 and work with universities and
2 admission to online programs as

3 well. Just recently we met with
4 another private university who
5 would like to create know an
6 articulation agreement for a
7 fully online and we have our
8 local Cal State as well who has
9 asked us to be supportive for an
10 online program in the business
11 -- in their business degree so
12 they're willing to come to us
13 and we seen what the business
14 program has done, and we are
15 trying to build our online
16 component and let's work
17 together so we're doing this at
18 this point and time.
19 >> I'm sorry. You described
20 some element how that works but
21 I am trying to understand how
22 that works from a student
23 perspective? They're taking a
24 Cerritos College course -- is it
25 cobranded?

Sample footer

1 >> No, it's a good question.
2 It starts acting like a two plus
3 two or three plus one and the
4 students come here either
5 physically on campus or online
6 they have awareness responding
7 that the courses they take here
8 can be applied to a four year as
9 they leave quite readily and we
10 create the pathway for them and
11 allows them to move through with
12 much more ease.

13 >> Dr. Fierro: In addition to
14 that in the case of the CSUs
15 it's a guaranteed transfer, so
16 where we're working to develop
17 at this time with Cal State Long
18 Beach and now we're in
19 conversations and try to go to
20 Fullerton as well is to develop
21 fully online program in business
22 and the variations of business
23 and for our student graduate
24 from that program they have
25 admission to the business

Sample footer

1 pathway with Cal State Long
2 Beach and Cal State Fullerton.
3 The reason for doing it that way
4 one it's an incentive for our
5 students and a clear pathways
6 and specific route to get there,
7 but two, the Cal State student
8 don't have a limitation online
9 enrollment as yet and the
10 business programs at Cal State
11 are impacted programs that
12 prevent the students from
13 interesting them but if they
14 move to the business pathway
15 online they will have entrance
16 immediately after they complete
17 with us, so hopefully that
18 happens relatively quickly. I
19 actually started the
20 conversations this week with
21 Fullerton to see how that will
22 work and we recently completed
23 similar integration with
24 Brandman University. Brandman
25 University is a very popular

1 university in this particular
2 region and now we have that
3 connection with our students
4 complete the online program and
5 able to enter the program
6 seamlessly as well. It's worth
7 mentioning and kudos to the
8 Business Department they have
9 taken the lead in the
10 development of this pathways and
11 the creation of the stackable
12 credentials and the enrollment
13 is as we continue to
14 disaggregate the data the
15 enrollment seems to be one of
16 the only areas on campus that is
17 showing an increase of
18 enrollment at the same time with
19 they're showing an increase in
20 the production of graduates.
21 They have taken very, very close
22 look at the curriculum and they
23 have completely revamped what
24 they're doing in order to have

25 the level of success that they

Sample footer

38

1 have had at this time so
2 hopefully as we disaggregate the
3 data some more we able to
4 establish the connections with
5 more areas on campus.
6 >> Thanks. That makes sense.
7 >> Lastly funding formula
8 awareness. This is key as we
9 talk with all constituent groups
10 on campus of why enrollment
11 matters. As you're aware
12 there's the base grant of 70%,
13 supplement allocation of 20% and
14 student success incentive grants
15 of 10% for now. This will be
16 changing over the three year
17 period. It may hold for the
18 same percentages for year one
19 and two but by year three it
20 will change and FTEs will not
21 have the same impact and a three
22 year rolling average so the
23 highs and lows are kind of

24 tempered but what you really see

25 is on the far right side is the

Sample footer

39

1 incentive portion of the grant

2 is what they're looking for is

3 success. More AAs and ADTs,

4 certificates, completion of CTE

5 units, velocity complete

6 transfer level English and Math

7 and so on and so forth and

8 attainment of a living wage.

9 Now we have to some degree

10 opportunities to foster the

11 growth in all areas except in

12 the last one and attainment of

13 regional living wage. We do

14 that indirectly through most of

15 our programs allow our students

16 to have a living sustainable

17 wage, and both technical and

18 academic courses, but that value

19 is given to us by the state. We

20 don't control that value. One

21 of the other things we continue

22 to talk about to come up with
23 clear strategies to increase all
24 these areas.
25 >> Dr. Fierro: Thank you.

Sample footer

40

1 One of the reasons that we need
2 to have an understanding of the
3 funding formula is what Vice
4 President Miranda just
5 mentioned. The funding formula
6 boils down to collaboration.
7 This is a funding formula
8 assigned to award collaboration.
9 In the past we were not
10 necessarily awarded for
11 collaboration. We were awarded
12 for being strategic as we
13 increase our enrollment. Right
14 now based on the three buckets
15 that have been developed in the
16 funding formula we are rewarding
17 for collaboration so essentially
18 collaboration between all the
19 different departments of the
20 institution, collaboration

21 between student services,
22 academic services, Business
23 Services in order to be able to
24 determine how is best to develop
25 programs to support our students

Sample footer

41

1 in order to lead to higher
2 graduations, higher retention
3 rates and completion, and as you
4 can see under the different
5 metrics we're well positioned to
6 continue to do well in the
7 funding formula if we continue
8 to develop our collaborations
9 efforts particularly as is
10 concerned in Guided Pathways,
11 program alignment and how we on
12 board our students from the
13 student services perspective,
14 and that is not just when they
15 get to counseling but everything
16 that happened prior to, so we
17 have to have a full integration
18 of all these models so I am very

19 happy to hear the Equity
20 Committee or what used to be
21 this large committee are
22 starting to meet and develop
23 specific goals that are aligned
24 to what our students need and to
25 develop the actions necessary

Sample footer

42

1 for the next step. I think this
2 is timely intervention. We had
3 been lagging behind about a year
4 for enrollment drops as everyone
5 has been dropping we have been
6 stable for an extra year and
7 then we drop, but I think we
8 need to start having the
9 conversation as to how we do our
10 projections. Do we do our
11 projections flat, upwards or
12 downwards? Many districts are
13 starting to project downwards
14 because most districts? Our
15 area -- in fact most of the
16 districts in the State of
17 California are experiencing

18 decline on enrollment, and since
19 I have spoken a number of
20 individuals. Many of them are
21 taking the approach of
22 projecting downwards on
23 enrollment to be able to project
24 one adequate revenue and two
25 allocate resources based on the

Sample footer

43

1 goals that are being achieved on
2 a realistic expectation, so
3 while we don't expect to lose
4 enrollment and we will do
5 everything we can to maintain
6 and/or increase enrollment I
7 think it's important it to begin
8 to have the conversations how we
9 project based on the trends that
10 the other districts are
11 experiencing. As I said before
12 some of the districts have been
13 losing enrollment every year.
14 We have been stable a year or
15 two and then lose and we should

16 perhaps have the conversations
17 as to how we project. The other
18 part that is important, and I
19 think we should emphasis is the
20 online education component.
21 Yes, we are building online.
22 Yes, are getting there. We're
23 doing the training. However,
24 the online college is moving
25 really, really fast and the

Sample footer

44

1 approach they're taking is very
2 different than the approach
3 we're taking at the local level.
4 It's aligned with work force.
5 It is program based development,
6 not a course based development.
7 That has the potential to serve
8 the population that we are not
9 serving so we need to get their
10 heads together, continue to work
11 on the course development that
12 we're doing, but we probably
13 need to change the approach from
14 looking into courses to looking

15 at pathways that lead to program
16 completion. We know that the
17 students don't come to college
18 looking for a course. 80% of
19 the students look to complete a
20 credential and we need to start
21 looking at the same information
22 that the state is looking into
23 it. The person that became the
24 new CEO of the online college
25 has incredible success as an

Sample footer

45

1 entrepreneur as a technology
2 expert. Has done a lot of work
3 with independent Educational
4 Foundations which means she
5 would probably able to bring
6 additional funding for the
7 online college which it will put
8 her very close to meet her
9 deadline to launch the first
10 program fully developed by the
11 end of this fall and as the
12 programs come online they will

13 be competition for most district
14 focus we do not take advantage
15 of the opportunities that we
16 have at the local level by
17 connecting with our communities
18 and looking into the development
19 of actual degree programs. So
20 with that said I will encourage
21 both Vice President Miranda or
22 Faculty Senate President April
23 Griffin to continue to have the
24 conversations as to where we are
25 on our online initiatives, how

Sample footer

46

1 the programs are coming along
2 and what can we do to support
3 the development of this
4 initiatives as we move into the
5 future and be ahead of the game
6 as we enter a new era with the
7 online campus.
8 >> President Avalos: Well
9 thank you for the information.
10 I think it's very timely and as
11 we move on and how do we support

12 our students staying here at
13 Cerritos College and certainly
14 enrolling more students -- I
15 know I brought up before the
16 second Master's Degree I did was
17 a hybrid program and 60% was
18 online and 40% was face-to-face
19 and it was done in a way that it
20 was every weeks and one week in
21 between and that worked
22 phenomenally well for most of us
23 working so we need to look at
24 not completely online because I
25 think many of the students still

Sample footer

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1 need a face-to-face and that
2 support system to not feel like
3 they're out there and that has
4 been one of the concerns that I
5 have seen with many of our
6 students who may not necessarily
7 have access to the phones and
8 everything else still need more
9 coaches with someone there, so I

10 think in regards to not just
11 necessarily looking at
12 completely online programs but
13 looking at a hybrid program and
14 take a couple of classes on line
15 but still come to class once a
16 week and do in person course
17 because I think this will set
18 some of the balances until
19 they're comfortable to go truly
20 online and I think we need to
21 manage some of that and
22 understand the needs of the
23 students and two just to be
24 mindful being online for some
25 people completely is still

Sample footer

48

1 scary. I know I was worried
2 whether I would understand and
3 not understand as well and what
4 that was going to look like I
5 think there are wonderful
6 platforms out there that
7 obviously support true online
8 education, but I think that for

9 some students -- particularly
10 those returning to school a
11 hybrid program might work better
12 to transition on to online.
13 >> Let me make one comment.
14 Thank you for that. All of the
15 courses here that would be
16 packaged for a program are go
17 through curriculum with the
18 traditional face-to-face and
19 with the added Distant Ed
20 components, so not all but they
21 have that opportunity to go both
22 modes, so as they offer online
23 there is nearly always a
24 face-to-face traditional course
25 as well, so just want to let you

Sample footer

49

1 know that courses that we offer
2 are not 100% programs on line.
3 There is always a face-to-face
4 course as well, but I hear what
5 you're saying too to have
6 face-to-face with online but

7 then you have the possibilities
8 for students to do both so thank
9 you for that?
10 >> Dr. Fierro: I think that
11 is the opportunity that we have
12 and the advantage that we have
13 when the online college comes
14 online or life is we are
15 connected in the community. We
16 are here, so as we grow the
17 programs we can always have the
18 support on ground. They already
19 knows the faculty. They already
20 know that we have the Student
21 Success Center that we can
22 provide those students support
23 services on campus if they need
24 it which say huge advantage that
25 we will have that the online

Sample footer

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1 campus will not have. It will
2 be just essentially an online
3 entity that is harder to get
4 that type of connection, so I
5 think it's incredibly important

6 for us to build around our
7 strengths and make sure that
8 when we say yes we have an
9 online program but we're here.
10 You know where to find us. We
11 have tutoring sessions and
12 support sessions and come to
13 campus and see us if you have an
14 issue but the program yes, you
15 can do at midnight if that's the
16 time you come from work but if
17 you need to talk to anyone we're
18 here and have the online
19 counseling and things like that
20 to take advantage of and I think
21 we're ahead in that regard but
22 we need to explore the
23 opportunities that are before us
24 in order to maximize our ability
25 to develop something to serve

Sample footer

51

1 our students in the best
2 possible way.
3 >> I have a couple of

4 questions. Thank you very much
5 for the presentation. In
6 regards to the trend for
7 students to go to school more
8 part time than full time what
9 else could we be doing as a
10 college to support more students
11 to make that transition from
12 part time to full time? You.
13 >> Know I think it's really
14 sharing data with them of what
15 is the earning potential the
16 sooner that you complete. There
17 is great data out there that
18 expresses that and the longer
19 you stay in college as a part
20 time student your earning
21 potential is diminished as years
22 go by so that's one key. Show
23 them not our data locally but
24 trend data that is out there and
25 that's where I would start and

Sample footer

1 comes back to the information
2 campaign and secondly the

3 financial aid. Many of our
4 students we do a very good job
5 but I think we can do that a
6 little extra push to make sure
7 that the students know there are
8 other funds available if they
9 take more units and that is part
10 of the internal campaign as
11 well. I think those two things
12 out of the gate initially you
13 would see an increase.
14 >> Okay. Great. That's
15 helpful to know. The other
16 question I had was how does this
17 expected decrease in FTEs impact
18 our plans for future faculty
19 hire something I know we were
20 kind of gearing up to hire
21 faculty -- I thought it was in
22 the fall?
23 >> Yeah. So we in November
24 /December we -- the campuses
25 went through a hiring

Sample footer

1 prioritization and joint effort
2 between the faculty and
3 management to identify using
4 some metrics and creation of a
5 hiring priority list, and
6 through that 30 plus positions
7 were ranked but with the 16,800
8 which is not correct in the
9 sense that the state assumes
10 growth at a higher level so they
11 send a theoretical number to us
12 what would have been higher but
13 knowing at the time we would be
14 at 16,800.
15 >> We felt comfortable with a
16 27 number and as P1 that I
17 mentioned earlier had to be
18 reported to the state and that
19 drop in FTEs now brings our FON
20 down to 13 so FTEs drive the
21 calculation and it's unfortunate
22 how it works. It's in arrears.
23 In a lagging indicator so the
24 Chancellor's Office will tend to
25 estimate where you were or if

Sample footer

1 you're going to grow to give you
2 a theoretical and as the year
3 progress and it is actuals come
4 out of where your FTES are then
5 you can get an updated FON but
6 late in the year.
7 >> [Off Mic] the only other
8 comment or concern is the
9 funding formula. I know we here
10 at Cerritos College we're
11 actually really benefiting from
12 the new funding formula but a
13 lot of colleges aren't and there
14 is this vocal group of colleges
15 who are fighting to actually
16 oppose it so I just think that
17 we always need to keep that in
18 the back of our mind because
19 we're going to be success -- we
20 have already demonstrated
21 success. The numbers are based
22 on success and completion and
23 transfer and I think that's a
24 really important story that has
25 to be told is that the funding

1 formula changed but it's changed
2 to actually increase student
3 outcomes, so again I think
4 that's something to be mindful
5 because there's a group of
6 colleges that are very much
7 against the changes and what the
8 Chancellor is doing and keep it
9 in the back of our mind and
10 stuff.

11 >> I like that because what I
12 am hearing the take away we
13 should celebrate the metrics
14 where we're accelerating on and
15 where we're not we have
16 opportunities to grow. Thank
17 you.

18 >> President Avalos: I just
19 had one question in regards to
20 actually when we at this time
21 the students about the financial
22 aid component in terms what it
23 looks like. Do you do that
24 during just orientation? Does

25 that happen -- when? Is it

Sample footer

56

1 counseling 101? How does it
2 come into play? One of the
3 things I found working with
4 students that work part time
5 most make \$8,000 to \$10,000 a
6 year working part time but when
7 I sat down and talk about the
8 amount of financial aid they can
9 get from a Pell grant and Cal
10 Grant and other grant it works
11 out to be the same exact amount
12 they would have made part time
13 so when the discussions happen I
14 think part of the discussion
15 needs to be here's what the
16 package will look like and
17 here's what will happen if you
18 work part time. Why don't you
19 go to school full time and
20 pretend it's the part-time job
21 and focus on that because the
22 reality is many students don't
23 know what that looks like and I

24 sat with kids at my table and

25 let me explain this to you and

Sample footer

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1 when they look at what they're

2 actually making, right, working

3 part time and trying to do well

4 in school and taking part time

5 classes they realize if they did

6 go to school full time assuming

7 that we have the classes

8 available --; right? That's the

9 other component that they fair

10 better and much better off.

11 >> Agreed.

12 >> Financially; right? Because

13 they're that much closer to the

14 goals but we need to sit down

15 with them one-on-one, not just a

16 classroom, because to say

17 everybody's situation is the

18 same you know we're shooting

19 ourselves in the foot and not

20 supporting that student's true

21 needs.

22 >> It's an interesting -- I
23 was talking with a colleague
24 yesterday and they rebranded the
25 financial aid office and call it

Sample footer

58

1 a financial Wellness Center and
2 to that point is sit and talk to
3 them about it's not just
4 financial aid. What is it and
5 how do you be a successful
6 student? So your point is taken
7 so I will share with that Vice
8 President Perez and the
9 Financial Aid Department.
10 >> Dr. Fierro: So our
11 Financial Aid Department has
12 been working diligently on
13 making financial aid -- the
14 financial aid package more
15 attractive to our students and
16 came out with interesting catchy
17 phrases and there is one that
18 called 40 steps for cash and the
19 other one is -- it pays to go to
20 college, and essentially what

21 they do is they provide an award
22 letter ahead of time which they
23 can actually see -- the student
24 can actually see how much money
25 they can get, and now they're

Sample footer

59

1 partnering with Cerritos
2 Complete, and what they show is
3 this is what you could get and
4 if you follow all of these and
5 have all these credits and
6 complete the program
7 successfully you can get
8 additional dollars to motivate
9 you to take more classes and to
10 be successful, so in the packet
11 that is provided the different
12 orientations all the steps are
13 done. There is actually step by
14 step guide that provides to tell
15 the students how to look at the
16 awards and how to look in and a
17 possibility to do appointments
18 at their office at the one and

19 one cost -- the one-on-one
20 basis. The other part they do a
21 break down of the cost of
22 attendance, and what we're
23 finding out obviously is the
24 cost of attendance is not just
25 the tuition. It's the books and

Sample footer

60

1 so on and so forth that the
2 students have to cover, so what
3 they tried to do is provide them
4 with the best option with the
5 highest number of hours that
6 they could take in order to get
7 the additional dollars to
8 replace for instance the
9 part-time job, so the numbers
10 have actually increased on the
11 number of students going through
12 the process and filing FAFSA and
13 getting the financial aid which
14 is part of the increase on the
15 funding formula, but we still
16 have significant room to
17 continue to grow to your point,

18 so we will continue to work with
19 financial aid. I think Tuesday
20 I think we're look at some of
21 the disaggregated data with
22 Dr. Perez and there is a gap
23 that we can still meet and work
24 in a better way to assist the
25 students to one, only to take

Sample footer

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1 that additional class and
2 translate into additional
3 dollars, but a number of
4 students that actually do not
5 file are eligible for those
6 resources but to persuade the
7 students that don't file to file
8 in order to get access to the
9 resources.
10 >> Yep. Thank you.
11 >> President Avalos: All
12 right. So moving on -- thank
13 you very much again for the
14 wealth of information. Item
15 Number six is an information

16 item and that's a board policy
17 review. In accordance with
18 Board Policy 2410 Policy and
19 Administrative Procedure the
20 board shall review the policies
21 on a regularly scheduled basis
22 to be completed no later than
23 one year of the prior to the
24 regularly scheduled
25 accreditation site visit. The

Sample footer

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1 next site visit is scheduled for
2 spring 2020. Anyone have any
3 comments on that particular
4 policy? Dr. Fierro do you want
5 to just give us a quick overview
6 of that policy, Board Policy
7 2410?
8 >> So the main thing with this
9 policy that strikes me is that
10 we have to have all of our
11 policies reviewed by spring
12 2019, and obviously we're in
13 spring 2019, so I am wondering
14 how that works?

15 >> Dr. Fierro: The way it
16 worked -- sorry, I was trying to
17 pull it up so the way this work
18 they're different stages in
19 which policy reviews take place,
20 so for the last several months
21 Coordinating Committee has been
22 reviewing policy by policy
23 chapter by chapter, and we have
24 had very great conversations
25 that most of us actually have

Sample footer

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1 been part it and some will go
2 into a lot of detail. Some are
3 cursory reviews to make sure
4 that the policy still applies,
5 so for you this is essentially
6 an information item so you know
7 that the different chapters are
8 starting to come to you so we
9 have two different options we
10 can work on these chapters. We
11 can have the board Policy
12 Sub-Committee look at the

13 recommendations from the College
14 Coordinating Committee and then
15 review it and then we will bring
16 them to the board as a whole for
17 you to approve or comment on it,
18 or we can send this information
19 for you for you to review ahead
20 of time, and have it as a packet
21 for you to either discuss or
22 suggest revisions or approve
23 during a regular board meeting
24 so if you call the board policy
25 committee and add additional

Sample footer

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1 step and the members have to
2 look at the different chapters
3 that have been already reviewed
4 and they make a recommendation
5 to the board, or we can send
6 these ahead of time and you have
7 a couple weeks before the next
8 board meeting for you to provide
9 any feedback. We will
10 incorporate the feedback and
11 bring it back to the table for

12 your approval as a whole, so
13 whichever way you think it will
14 be best I think we can
15 accommodate.
16 >> I think I still don't guide
17 understand that fits with the
18 one year guideline and maybe I
19 missed it.
20 >> [Off Mic].
21 >> Yes.
22 >> Dr. Fierro: We will review
23 them and get them to you in
24 batches and approve or
25 acknowledge approve or that you

Sample footer

65

1 reviewed them --
2 >> [Off Mic].
3 >> Or if you want to send
4 anything back to the book. We
5 have two ways to do it and bring
6 to the board as a whole or bring
7 to the Policy Committee and then
8 back to the board.
9 >> Right. But in the context

10 do we need to have that process
11 complete before the start of
12 spring 2019?
13 >> Dr. Fierro: No, by the end
14 of the semester so hopefully we
15 get everything reviewed and send
16 your way by the last meeting in
17 May and probably by June 30 you
18 will have to have all the
19 chapters completed.
20 >> Okay. That makes more
21 sense. So it's not a full year
22 prior to the visit because the
23 visit would be sometime during
24 spring semester.
25 >> Dr. Fierro: One year from

Sample footer

66

1 now, yeah so you essentially
2 have a year.
3 >> A year.
4 >> Yeah.
5 >> Got it.
6 >> Dr. Fierro: So would you
7 like to have the board policy to
8 the committee or see them as a

9 whole?

10 >> [Off Mic] I think through

11 the committee.

12 >> President Avalos:

13 [INAUDIBLE] thank you guys.

14 >> Dr. Fierro: So Andrea will

15 be setting up some meetings so

16 we will have to have --

17 >> President Avalos: Who is on

18 the Policy Committee? I know you

19 are --

20 >> [Off Mic].

21 >> Okay. I wasn't sure of the

22 other two.

23 >> Dr. Fierro: As we send the

24 dates we will send you the

25 review chapters ahead of time to

Sample footer

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1 take a look and when you come in

2 we can have a conversation of

3 the ones that you want to edit

4 or send back some changes, and

5 if not when we come in you say

6 which ones you want to move to

7 the board as a whole and we go
8 because there's a few that you
9 will have to look through.
10 >> President Avalos: Okay.
11 So I am happy with doing that
12 but I do think that moving as we
13 get started with this process
14 and having it go through the
15 Policy Committee that you really
16 pull out those that are going
17 red flags immediately so we work
18 on those first.
19 >> Okay.
20 >> [Off Mic].
21 >> Do we need to vote on this
22 or just information?
23 >> President Avalos: No, it's
24 just information but in the way
25 to set up it and not fall into a

Sample footer

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1 trap and go through the policies
2 and as things are changing at
3 the state level we need to
4 address quicker and that's the
5 only thing and I am fine with

6 that. If there is nothing
7 further on this item it's
8 receive and file with the
9 comments made with regard to the
10 Policy Committee.
11 >> [Off Mic].
12 >> Second.
13 >> President Avalos: Great.
14 Motion moved. Next is reports
15 and comments from district
16 officials. Last time I went
17 this way and I got a request for
18 the right so I'm going to have
19 Mr. Birkey start off.
20 >> James Cody Birkey: No
21 comment.
22 >> [INAUDIBLE].
23 >> Just we're going to be
24 attending the case District 7
25 meeting starting tomorrow, and

Sample footer

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1 so I am just excited what we
2 will have when we come back.
3 That's it for me. Thank you.

4 >> Dr. Fierro: So I would
5 like to start by thanking
6 everyone that attended the
7 diversity seminar about a week
8 ago I think, week and a half.
9 We had perhaps the largest
10 representation of any of the
11 community colleges that
12 attended.
13 [Applause]
14 >> [Off Mic].
15 >> Dr. Fierro: In fact some
16 people were happy we had the
17 largest and some were
18 complaining because we were
19 taking up too much space and
20 dominating the conversation and
21 too loud but it is what it is so
22 it was really good to see so
23 many people there from all the
24 different groups on campus and
25 the ideas that came up that were

Sample footer

1 very good I think. Valencia
2 will be sending a follow up with

3 a survey for us to put the plan
4 together based on the
5 information that we collected
6 out of there and some ideas and
7 I know Veronica Miranda sent an
8 Email trying to speed up the
9 process, and I had the
10 opportunity to speak with her
11 and she's quiet but she had some
12 very good ideas when we spoke so
13 we're looking forward to the
14 feedback and where it goes on
15 after we complete this. I think
16 Trustee Perez will probably
17 share on this it was very
18 interesting when we presented we
19 both had the opportunity to be
20 in separate panels. We were
21 talking about actual things that
22 we were doing and showing data
23 how we changed things and I am
24 saying "we" I am talking about
25 the campus, and how many

Sample footer

1 questions people ask, so what
2 did you do for people to respond
3 to this?" It's like they do.
4 They are committed to get it
5 done. It is already part of the
6 culture, so we find students
7 being very comfortable speaking
8 in public saying things they
9 wouldn't say in other situations
10 and have faculty creating
11 affinity groups and
12 Administrators supporting the
13 groups. There is free exchange
14 of ideas. It is not as common
15 as you may think. A lot of
16 people talk about plans and
17 activities they have done or
18 they're planning to do on the
19 panels and the forums and they
20 were very few of us that talk
21 about things that have already
22 happened, data that has been
23 collected based on that and
24 future plans based on the data,
25 so when we talking about

Sample footer

1 diversity and equity and closing
2 the gap and making people
3 comfortable on campus I think
4 you need to give yourself a pat
5 on the back because internally
6 you will see that we're probably
7 normal or we want to be better
8 than what we actually see but
9 when you have benchmarks we are
10 doing really well and we are
11 ahead of many institutions
12 including a lot of the four year
13 institutions that there were
14 people present in the seminars
15 trying to understand what is
16 happening at community colleges.
17 We also had a number of very
18 good presentations on Black
19 History Month. One in
20 particular that caught my
21 attention was -- two actually.
22 One was Emoja event. It was
23 called discovering Emoja and two
24 students that shared their
25 stories with the audience and

1 when you think about having a
2 hard day or having had a
3 difficult situation that you
4 have to deal with when you hear
5 the story of these two kids --
6 particularly one of them, you
7 think you had a walk in the park
8 any day that was a hard day for
9 you because when he said Emoja
10 saved my life he wasn't using
11 hyperbole. He was actually
12 meaning that. When you hear his
13 story Emoja did actually save
14 him from the situation he was
15 in, so I think it's important
16 for all of us to attend those
17 presentations to learn and hear
18 what our students have to say
19 because that puts what we think,
20 what we do, and how we plan for
21 the future into perspective and
22 I think we need to be grounded
23 by our students so we can serve
24 them better, but the other

25 presentation was on poetry and

Sample footer

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1 organized by Monica who is our
2 foundation advancement -- senior
3 advancement of the foundation
4 and I didn't really know she was
5 a poet on her spare time. I
6 kind of had the idea that she
7 did some writing but I didn't
8 know she was a poet and that she
9 knew very good and well known
10 poets, black poets, and she
11 brought them on campus to have a
12 nice conversation and the
13 conversation was so comfortable
14 that we have staff and students
15 getting up and cheering and
16 reading their poems in front of
17 the audience and it was a very
18 good event, very eye opener -- I
19 guess if you don't know what
20 people do in their spare time
21 and how they can actually
22 integrate their hobbies in their
23 day to day activities at work,

24 so it was an incredible activity

25 so as you see more activities

Sample footer

75

1 happening and there are more
2 coming up with women history
3 month starting in a couple
4 weeks. I encourage you to
5 attend that and keep an eye for
6 what is happening on campus
7 because we have many, many
8 things going on so I want to
9 thank everyone who have helped
10 put all these activities
11 together. They're clearly
12 making a difference on campus.
13 I want to thank everyone that
14 participated in the Cerritos
15 Complete press conference. It
16 was well attended by the media
17 and we got way more publicity,
18 way more traction than we ever
19 expected to get with this
20 initiative. I got messages from
21 people out of state inquiring

22 what is it that we're doing
23 because we got a lot of media
24 attention, so it was a good
25 event, but this is just tip of

Sample footer

76

1 the iceberg because the real
2 work that happened across campus
3 during the last couple of years
4 to make sure that this program
5 developed into a strong academic
6 initiative that is just not a
7 scholarship program but a strong
8 academic initiative so we had
9 the opportunity to celebrate
10 that last week but I think we
11 need to remember everything
12 below the surface that is the
13 incredible work and the heavy
14 lifting done by all the
15 different groups on campus to
16 make sure that this initiative
17 was successful so thank you to
18 everyone.
19 >> President Avalos: Great.
20 Thank you Dr. Fierro. I will go

21 here with Marisa. Sorry, Board
22 Member Perez.
23 >> Marisa Perez: Thank you
24 very much President Avalos. The
25 only thing I wanted to add on

Sample footer

77

1 the diversity seminar -- yes, it
2 was wonderful to attend. I do
3 have information here so I can
4 pass it around for anyone that
5 wasn't there and I am looking
6 forward to the action plan. I
7 think that would be good to have
8 someone from the team or a group
9 of people present the actions
10 from the diversity summit. The
11 only thing I thought and I don't
12 know if we already did this we
13 requested a partnership resource
14 team from the Chancellor's
15 Office to come. Have we asked
16 for that yet a PRT? It says
17 help your college or district
18 improve institutional

19 effectiveness and student
20 success and align with the
21 Chancellor's vision for success.
22 Each location that receives a
23 PRT is eligible for IEP grant up
24 to \$200,000 to facilitate and
25 expedite the implementation of

Sample footer

78

1 the effectiveness plan and
2 sounds great and they will come
3 and visit three, four times and
4 they will share best practices
5 and then the best part was the
6 money part of it for me, so
7 hopefully we could look into
8 that and I will pass if everyone
9 wants to share that information.
10 It was really good. Thank you
11 very much for giving me the
12 opportunity to attend and I did
13 actually talk on the Trustees'
14 perspective on equity and I have
15 shared the story of how the
16 college selected Dr. Fierro in
17 many different public locations

18 because I think it was a very
19 thorough process that the entire
20 community both in the college
21 and external to recruit Dr.
22 Fierro, and we actually got
23 really positive feedback on our
24 Screening Committee, and one of
25 the things that a classified

Sample footer

79

1 employee came up to me later and
2 said "I am so happy that you
3 treated your classified
4 employees as important as the
5 faculty members" because that's
6 something we did on the
7 Screening Committee that we had
8 four classified members as well
9 as four faculty members and
10 again I thought that was very
11 positive, really good feedback.
12 On that same note I participated
13 in the EEO and Diversity
14 Advisory Committee last week via
15 phone. Good information they

16 passed on to Adriana
17 Flores-Church and Dr. Fierro but
18 one of the things that was
19 really interesting is some of
20 you had heard of the project
21 learning network that they used
22 to do so the Chancellor has
23 reimagined it and repackaged it
24 into the vision resource center,
25 so they went over a

Sample footer

80

1 demonstration with us online,
2 and they're going to be modules
3 that are going to be on various
4 topics such as Guided Pathways,
5 such as the new funding formula,
6 and really going to be
7 facilitate an online discussion
8 amongst everyone in college to
9 talk about the issues and I
10 thought that was kind of
11 interesting and I think once it
12 gets started a good resource to
13 share campus wide. I also
14 attended the ACCT Conference in

15 DC and here's the information
16 and I will pass that along so
17 the first thing I did when I got
18 there I attended the advocacy
19 Leadership Academy and that was
20 a pre-conference afternoon and
21 really good presentation for me
22 about the history of the Pell
23 grant and the future of the Pell
24 grant which I found it
25 fascinating because I didn't

Sample footer

81

1 know a lot about it. The one
2 thing I will talk briefly about
3 and I know Trustee Avalos is
4 interested too. There was a big
5 push on restoring second chance
6 Pell grants because the new ACCT
7 Chairwoman is actually big
8 proponent of that so we spent a
9 lot of time talking about that
10 but right now there are 69
11 locations in colleges and
12 universities in 27 states across

13 the country and of course I
14 talked to Dr. Fierro and do we
15 have one? No, we're working on
16 it already. Okay good and the
17 outcomes are really good and I'm
18 going to pass out the outcomes.
19 I don't know if anybody heard a
20 presentation from the
21 [INAUDIBLE] institute and
22 they're all women researchers
23 and I heard them multiple times
24 and fantastic research but they
25 have been doing some data

Sample footer

82

1 collection on the second chance
2 Pell experimental sites and
3 since the program has been -- so
4 basically second chance Pells
5 were eliminated back in the
6 1990's the tough on crime bills
7 that were passed and they
8 eliminated them but they decided
9 to bring them back on a test
10 site and 65 colleges and 27
11 states and so far 82

12 certificates have been awarded
13 and 69AA and AS degrees and 24BS
14 and BA degrees have been awarded
15 and I think it's fantastic but
16 the outcomes are even more
17 interesting so what they found
18 is that post secondary education
19 in prison increases employment
20 and earnings for formerly
21 incarcerated people so one of
22 the things the employment rate
23 when they returned home
24 increased by nearly 10% and
25 roughly 2.1% during their first

Sample footer

83

1 year of release as a result, and
2 that their combined wages
3 increased by \$45 million during
4 the first year of their release.
5 I think actually the most
6 interesting thing was the reduce
7 -- the reduction of the
8 recidivism rates which is
9 amazing when you think about

10 that that the incarceration rate
11 and think about all the money
12 that goes into the prison system
13 it was really interesting so I
14 am passing around the
15 information from them and again
16 I think this is something that
17 would be really interested for
18 us to pursue and look into
19 because I think it ties to a lot
20 of things that we're doing here
21 to advance equity and to give
22 people opportunities to really
23 succeed so I'm going to pass
24 that around too because it was
25 great. It was fantastic. I

Sample footer

84

1 learned so much about it. The
2 other two big issues that we
3 talked about was of course DACA,
4 finding a permanent path to
5 citizenship for the students and
6 have the opportunity to apply
7 for Pell grant and work study
8 program and talked about higher

9 education reauthorization act.
10 There are some chances it's
11 reauthorized finally because the
12 change in leadership but some of
13 the key themes were
14 affordability, making sure that
15 the FAFSA was simplified and
16 talked about how difficult the
17 FAFSA process is for the income
18 verification requirement for our
19 students and that just kind of
20 the struggles that our students
21 go through to basically prove
22 that they're poor and all these
23 things we have to require them
24 to do to prove that so talked a
25 lot about making it easier for

Sample footer

85

1 students to apply for the FAFSA
2 and talked a lot about some of
3 the federal -- greater federal
4 oversight in transparency for
5 the for profit colleges so again
6 that was interesting too but a

7 lot of really good information
8 of. Here's the legislative
9 priorities that we talked about
10 and I wanted to pass that along
11 to everybody as well so thank
12 you.

13 >> President Avalos: Thank
14 you very much for your report.
15 Dr. Shin Liu.

16 >> Shin Liu: Kudos for the
17 two years complete. I heard so
18 many from my neighbors, from my
19 community members, even from my
20 own students from Rio Honda
21 College. Everybody wanted to
22 say how can I get at two years
23 free? So thank you Dr. Fierro.
24 Thank you Miya. You did a great
25 job. Thank you.

Sample footer

86

1 >> Zurich Lewis: So I
2 participated in the press
3 conference along with Dr. Fierro
4 and President Avalos and it's
5 thrilling to see that we're

6 getting recognized on a regional
7 level for our efforts in
8 providing access and completion
9 for our community students, so I
10 look forward to many more
11 opportunities to show case what
12 we do here at Cerritos College.
13 Thank you Miya for putting all
14 of that together and we look
15 forward to many more in the
16 future in case I didn't say that
17 before. I also attended the
18 Norwalk Mayor's prayer's
19 breakfast at 6:30 a.m. the
20 ungodly hour but nonetheless I
21 still attended with Dr. Fierro
22 and I came on the right day of
23 the week -- or the right week.
24 As I mentioned before as well,
25 so it was 450 people from the

Sample footer

87

1 community to show up at the I
2 believe 49th annual Mayor's
3 prayer's breakfast in Norwalk so

4 they have a great tradition
5 going and I look forward to the
6 50th next year. I attended the
7 La Mirada High -- the
8 presentation of Cerritos
9 Complete at La Mirada High
10 School. Counselor Chris
11 [INAUDIBLE] was there as well as
12 well as Francesca and our very
13 own Colleen McKinley were on
14 hand as well as members from the
15 Norwalk La Mirada Board of
16 Education were there to support
17 with about 100 students and
18 families in attendance to learn
19 how we do what we do with
20 Cerritos Complete, and I imagine
21 that we will not have gotten a
22 hundred had we hadn't had the
23 press conference ahead so that
24 really helps with getting the
25 information out and getting the

Sample footer

1 students interested and signing
2 up and we look forward to seeing

3 how that's impacting the number
4 of students actually signing up
5 which I imagine would be a
6 significant increase.
7 And finally I want to just
8 mention the taper tournament and
9 I couldn't make it this year but
10 I am sure it went swimmingly as
11 it always does no problems and
12 thank you April. That ends my
13 report.
14 >> President Avalos: Thank
15 you. Trustee Herrera.
16 >> Phil Herrera: I had a
17 chance to attend the press
18 conference and shout out to Miya
19 and when I got home everyone I
20 knew said how they saw us on the
21 news. That was just fun to be
22 at. The day after I had the
23 chance to be at the Norwalk
24 Mayor's prayer's breakfast
25 bright and early with the rest

Sample footer

1 of you all that were there.
2 Before that though the weekend
3 before this last I was elected
4 to the Regional Affairs Director
5 position of our SSCCC region
6 eight. Now we have almost all
7 of the executive positions
8 filled with the exception of the
9 position they left vacant that I
10 share a position so we will be
11 trying to get that filled along
12 with a couple other legislative
13 initiatives that we're working
14 on. Also another thing that I
15 am really excited about is we
16 have finally gotten the order
17 for our native plants for our
18 garden they mentioned at the
19 last meeting and we will
20 bringing those to the campus and
21 planting them this Saturday
22 morning. I know Stephanie said
23 she's going to try to make it. I
24 sent out an Email to most of you
25 I believe regarding the planting

Sample footer

1 of the plants this next Saturday
2 morning. If you know anyone
3 else that might be interested or
4 bring in family or friends out
5 we're going to be out there from
6 9:00 a.m. to probably about
7 3:00 p.m. and that's again in
8 the center divider where old
9 Falcon way dead ends into the
10 other parking lot over there, so
11 we will be there at nine in the
12 morning on Saturday. Lastly I
13 have been working on a it's a
14 competition they have gotten me
15 and a few of my constituents
16 involved in on campus. I might
17 have mentioned it before. It's
18 a campaign to raise awareness of
19 the national debt. It's a non
20 partisan campaign. This is
21 going to be taking me up to
22 Oakland California March 1-three
23 at the beginning of the next
24 month for training for that
25 campaign but I will be working

1 with students from our campus
2 along hopefully a couple of
3 clubs and organizations on
4 campus. Our plan for one of our
5 events to raise the awareness
6 and reach out to the debate team
7 and the Toastmasters team and
8 have a debate and have a local
9 politician or Assemblymember and
10 to be remembered and get
11 [INAUDIBLE] if they're
12 interested.
13 >> [Off Mic].
14 >> It's about 60 trillion I
15 believe, yeah -- oh 62? 22?
16 Sorry.
17 >> [Off Mic].
18 >> Besides that I think that's
19 all I have for today.
20 >> [Off Mic]
21 >> And that is our news adviser
22 right there.
23 >> I think he's including the
24 projected CBO score of the tax

Sample footer

92

1 >> Let's not talk about that.
2 I'm not happy.
3 >> [Off Mic].
4 >> Let's not talk about the
5 tax codes, no. Well thank you
6 to all my colleagues within the
7 last weeks had the opportunity
8 to attend the various
9 conferences and certainly
10 provide not just input but
11 feedback in regards how we make
12 our community colleges better so
13 I had the opportunity to attend
14 the diversity conference and you
15 know the one thing I noticed at
16 this conversation how few
17 Trustees were there and so thank
18 you Dr. Fierro for sitting on
19 the panel as well as my
20 colleague Perez for doing that
21 because I think not only was the
22 college well represented but my
23 colleagues on the board thank

24 you for the courage to push the

25 envelope and I think oftentimes

Sample footer

93

1 people are afraid to do what

2 hasn't been done and the

3 Cerritos Complete is another

4 component of that and in terms

5 of expanding the opportunities

6 kids tend to generate to people

7 that look like them and how it

8 is unfortunately, right, and

9 those folks understand their

10 plight a little better and one

11 of the discussions I attended

12 and I thought it was very

13 fascinating to hear from some of

14 the students who were there and

15 certainly some of the folks who

16 were participating about who

17 they connected with and why.

18 You know you have folks

19 returning from wars. You have

20 folks returning from the streets

21 quite frankly and you have folks

22 who were just empowered to have
23 someone who understood them that
24 much better to continue to show
25 up everyday so I thought that

Sample footer

94

1 was spoke volume about what
2 we're trying to accomplish here
3 at our own campus and trying to
4 do the outreach programs to be
5 able to facilitate students
6 feeling welcomed and supported
7 and safe and at home to some
8 extent; right? And you know it
9 was interesting there was some
10 one particular -- I shared with
11 my son went to Cypress, right,
12 because -- I was too involved in
13 his life so he went to Cypress
14 and one of the professors and
15 talking about the second chance
16 you were talking about was part
17 of a gang. He is now a
18 professor at a college and part
19 of the Puente Tang program there
20 at Cypress.

21 And my son talked about this man
22 all the time. Not that my son
23 is involved in street anything
24 but someone he truly connected
25 with and you know many of you

Sample footer

95

1 already know he graduated from
2 college and when I asked him
3 what he wanted to do with his
4 life he said he wanted to doing
5 a community college professor
6 and not a Cal State or higher
7 education. He specifically said
8 a community college professor
9 and I said to him why is that?
10 He said because that is where
11 change happens for young people
12 and that is the biggest impact
13 you can make. That's where I
14 want to be. Because of one
15 person who truly connected with
16 him, and when I asked his
17 professor, right, how my son is
18 doing -- typical mom. How is my

19 son doing in class? "you would
20 be proud to know he started at
21 the beginning of the mountain to
22 leap over a mountain in his
23 writing" .
24 So I was excited and proud mom
25 but the one thing he said about

Sample footer

96

1 the classes in the program he
2 had of the same class, right,
3 the same class, English 100, and
4 that the personality was very
5 different. He said you know
6 when the kids showed up they
7 were at home. They talked about
8 everything and those
9 conversations were lively, but
10 the same class being taught by
11 me in a variety of students that
12 didn't feel as comfortable was a
13 completely different dynamic and
14 he said it's because of those
15 types of classes where kids feel
16 truly in a safe space that the
17 biggest learning happens and so

18 you know when I hear stories
19 like that and happened to run
20 into someone from Cypress and
21 talking about this professor and
22 she knew who I was talking about
23 and she said that's one of the
24 reasons that many students
25 stayed at Cypress and one of the

Sample footer

97

1 reasons they came back and
2 connected to the professor and
3 the programming they had, the
4 variety of support services they
5 had and so I am hoping as we
6 continue to provide these
7 support services for students
8 that they truly feel at home
9 here and if there is something
10 as a board that we continue to
11 do is push the envelopes for
12 them on their behalf to empower
13 them to change their lives so
14 thank you Marisa for sharing all
15 of that information that you

16 have been fortunate to be able
17 to travel and go on and have
18 that time to do that and thank
19 you for bringing that back and
20 to my colleagues for always
21 stepping up to the plate in many
22 ways be at the table all the
23 time to continue to support our
24 college and students so thank
25 you for that and then too you

Sample footer

98

1 know thank you to Miya and her
2 team and everyone who
3 collaborated all of the CSEA
4 staff that put it up and did the
5 work to make it happen. Thank
6 you to all of that you
7 collaborated to make not just a
8 successful event but get the
9 word out Cerritos College is
10 here to support and make the
11 dreams come true and a reality
12 for many of the students. The
13 one thing I didn't see on here
14 --

15 [speaking Spanish]
16 And bilingual station and got it
17 half right and the college is
18 doing wonderful stuff but not
19 all of the information but the
20 fact that they mentioned it and
21 made the kids in my car very
22 happy. "mom isn't that your
23 school?" That is totally our
24 school so very happy about that.
25 again when we talk about having

Sample footer

99

1 to take -- you know having the
2 courage to really push the
3 envelope I want to thank my
4 colleagues to do that and
5 continue to support Dr. Fierro
6 for being as they say a champion
7 for our students here on campus
8 and for the team that supports
9 every program that happens on
10 campus for kids and families so
11 thank you everyone. This last
12 week was phenomenal for our

13 campus so thank you. Let's
14 continue to have more of those
15 weeks and then I think that's
16 it. I just want to encourage
17 folks to start looking at
18 opportunities for summer
19 schools. I know that when we
20 talk about offering summer
21 programs we do have the Cerritos
22 College -- what is it? Kids
23 college?
24 >> [Off Mic].
25 >> I always called it the kids

Sample footer

100

1 college.
2 >> [Off Mic].
3 >> President Avalos: So I'm
4 going to challenge you a little
5 bit Dr. Fierro because one of
6 the things that I see oftentimes
7 is that it's great to be able to
8 have that but I don't think that
9 many of our Spanish speaking
10 first generation parents you
11 know know how it works honestly.

12 They don't know how it works and
13 when looking for programming and
14 many of the high schools have
15 limited funding to offer
16 enrichment classes and so if
17 we're looking at really being
18 able to sort of bring them in
19 early on this would be a
20 phenomenal opportunity to be
21 able to do that and of course
22 that means more work on your end
23 and the college campus but I
24 think the more parents know what
25 is available to their families

Sample footer

101

1 locally the more comfortable
2 they be to make decisions to go
3 perhaps somewhere else but just
4 to start the conversations early
5 on because I recognize that even
6 though our parents -- many of
7 our parents want us to go to
8 college -- my parents for
9 example didn't have a clue to

10 get me there other than to do
11 well in school but didn't
12 understand the financial aid
13 part of that. Many first
14 generation families particularly
15 families still going through the
16 legal process don't quite
17 understand what that means in
18 terms of their kids being born
19 in this country and them not and
20 what it means financially for
21 their families if the kids go to
22 school fully.
23 And have the conversations in
24 the summer and we need to look
25 at continuing our partnership

Sample footer

102

1 with the K-12 but really looking
2 how we bridge that so that
3 parents don't always feel
4 disconnected because I think
5 that is going to be a dig
6 component as we try to increase
7 the numbers of enrollment for
8 students here on campus.

9 >> Dr. Fierro: That is a
10 point well taken. I had the
11 opportunity last night to attend
12 with Dr. Perez the Cerritos
13 Complete orientation at one of
14 the Lynwood Unified schools --
15 >> [Off Mic].
16 >> [INAUDIBLE] and I had the
17 opportunity to speak to the
18 parents and the kids at the end
19 and the parents were excited as
20 I was talking to them and they
21 were nodding and so on, and
22 obviously they knew English was
23 my second language but I
24 realized at the end of my speech
25 that most of them did not speak

Sample footer

103

1 English. They were simply
2 agreeing with me because I mean
3 they knew --
4 >> [Off Mic] they're being
5 respectful.
6 >> And English as a second

7 language and they kind of knew
8 what we were trying to say but
9 at the end I realized that we
10 need to bring some of that
11 information in Spanish for the
12 parents because they were very
13 supportive and they have the
14 kids sitting there and following
15 the whole thing. It was
16 interesting to see, but we could
17 have connected perhaps a little
18 better if we had that
19 information in Spanish for them,
20 and then we had a conversation
21 with the principal and the
22 Assistant Principal and they
23 also suggested that perhaps for
24 some of the parents the
25 information should be presented

Sample footer

104

1 or at least written and given to
2 them in Spanish but I have to
3 say that your point about that
4 is well taken, and two, that
5 they do get committed to keeping

6 the students there, and you
7 could see the students were
8 there because the parents want
9 them there so we will work on
10 that in the future to have
11 additional information in
12 Spanish.
13 >> President Avalos: Well,
14 thank you great. Thank you for
15 that. That's all I have. I want
16 to thank my son in the audience.
17 Hi. You can see how excited
18 he's in the meeting but he's
19 learning about college and all
20 good and thank you to the staff
21 members on campus from the
22 Administrators to the faculty to
23 the staff to our wonderful folks
24 who support our students through
25 various services on campus for

Sample footer

105

1 making this an amazing school to
2 be at, and really focus for the
3 phenomenal week we had for the

4 opportunities we can provide to
5 the students so thank you once
6 again and with that we'll move
7 on to closed session. We do
8 have two items. We have
9 liability claims: significant
10 exposure to litigation pursuant
11 to and that's pursuant to
12 Government Code Sections 54954.5
13 (d) and 54956.95 and this is a
14 JPA liability claims against
15 Cerritos College. Then the next
16 item is conference with Labor
17 Negotiators pursuant to
18 Government Code 54957.6. We do
19 have CSEA, CCFF and represented
20 employee, Unrepresented
21 Employees, confidential
22 employees and Child Development
23 Center Teachers and
24 Instructional Associates,
25 Short-term, Temporary, and

Sample footer

1 Substitute Staff. Did I forget
2 anyone Dr. Fierro? Okay. All

3 right. Do we have any read outs
4 tonight? No. With that thank
5 you very much for being here
6 tonight and giving us an
7 opportunity to come into your
8 homes for those watching at
9 home.

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Sample footer