

1 03-20-19 Cerritos BOT
2 [GAVEL]
3 >> President Avalos: Welcome
4 everyone to our meeting tonight.
5 Thank you for coming. We will
6 start off with roll call so if
7 you can take care of that for
8 us.
9 >> Okay. Board President
10 Avalos.
11 >> Present.
12 >> Vice President Marisa
13 Perez.
14 >> Here.
15 >> Board Clerk Martha
16 Camacho-Rodriguez is absent.
17 Member James Cody Birkey.
18 >> Present.
19 >> Member Zurich Lewis.
20 >> Here.
21 >> Member Shin Liu.
22 >> Here.
23 >> Member Sandra Salazar.
24 >> Here.

Sample footer

2

1 Herrera.

2 >> Present and President

3 Superintendent Fierro.

4 >> Present.

5 >> President Avalos: Tonight

6 we do have invocation by

7 Dr. Lynn Wang. Are they here?

8 Great. Thank you. Thank you

9 for being here tonight.

10 >> [Off Mic].

11 >> Okay. Thank you. So right

12 now when we're hearing so much

13 disserving and hateful rhetoric

14 it's important to remember that

15 our diversity has been and will

16 always be our greatest source of

17 strength and pride here in the

18 United States, and that is by

19 Michelle Obama and the reason

20 chose this quote and I am

21 presenting later today to talk

22 about our diversity programs so

23 therefore I thought this quote

24 would be fitting.

25 >> President Avalos: Thank

Sample footer

3

1 you very much for sharing with

2 us tonight. The Pledge of

3 Allegiance if I can have our

4 Student Trustee unless we have

5 someone in the audience who

6 would like to lead us. I saw

7 someone stand. Come on down.

8 You're the next contestant --

9 [Laughter]

10 >> President Avalos: Just make

11 sure that we get your name for

12 the record.

13 >> [Off Mic].

14 >> President Avalos. Great.

15 Thank you.

16 >> I pledge allegiance to the

17 flag to the United States of

18 America pledge stands one nation

19 under God, indivisible, with

20 liberty and justice for all.

21 >> President Avalos: I love

22 that spirit by the way. Keep it
23 up all year long. Thank you.
24 Okay. Next if any Board Member
25 wishes to make changes to the

Sample footer

4

1 current items on the agenda the
2 way they're listed they may
3 request so at this time. And we
4 are going to postpone Item
5 Number 9 to the next meeting
6 for April 3. My understanding
7 it needs to back for one more
8 review to the committee. Is
9 that correct Dr. Fierro?
10 >> Dr. Fierro: Yes it's going
11 to the Board Policy Committee
12 for additional review and then
13 back again to the board.
14 >> President Avalos: Okay.
15 Great. We will pull that item
16 to come back then. Anyone else
17 have any other changes to the
18 agenda? Nope. Okay. With that
19 we'll move to the next item
20 which is comments from the

21 audience. I don't think we have
22 any cards, do we? No. In case
23 anyone walked in late and want
24 to address the board they may do
25 at this time. I know with rain

Sample footer

5

1 and traffic sometimes people get
2 here late? Anyone in the
3 audience? Okay. We will close
4 that portion. I didn't see
5 anyone jump up either. Next we
6 will move to reports and
7 comments from constituent
8 groups? Is there any reports
9 from ASCC? No? I don't see
10 anyone here. Okay. I don't see
11 anybody jumping up. Going once.
12 Trying to figure it out. Okay.
13 I don't think we have anyone.
14 How about the Faculty Senate
15 President? No reports. The
16 CCFE President? No. And CSEA?
17 No. And how about the ACCME
18 President? Nothing to report.

19 Moving on the open session
20 agenda. We do have a
21 presentation. It's a
22 recognition for the Employee of
23 the Month and unfortunately we
24 don't have any -- we are on
25 spring break and thank you for

Sample footer

6

1 those that are here. Thank you
2 very much it to those that are
3 here and we will bring this back
4 April 3.
5 >> Correct.
6 >> President Avalos: We will
7 move to number 5 and a
8 Institutional Presentation. The
9 first discussion is on a
10 presentation on AB 705 and Rick
11 Miranda our Vice President of
12 Academic Affairs will be giving
13 us a presentation on the
14 initiatives here on campus so if
15 you could do that.
16 >> [Off Mic] and the trailer
17 Bill 1805. I'm going to try

18 something a little different
19 today. Usually I present and
20 it's just myself talking about
21 what we as a campus and many of
22 us doing, but today we decided
23 to bring a team and let those
24 who work on the different
25 components speak with you today.

Sample footer

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1 I will introduce them as they
2 come up and introduce the next
3 speaker as well. AB 705 was
4 essentially requiring the
5 community colleges for our
6 students to be successful in a
7 college travel transfer level
8 course in a one year time period
9 so from that part of also it
10 would include the placement
11 results we had to examine,
12 historical placement results why
13 our students are placed in a
14 less than transfer level or
15 college level course so these

16 are traditional placement exams
17 called acre Placer. It's not
18 simply for Cerritos College.
19 Many districts and throughout
20 the nation as well use this.
21 What we can see looking at our
22 data for our campus we had
23 nearly 84% of our students using
24 the tool to place them below
25 transfer level and 96% of our

Sample footer

8

1 students in math --
2 >> What is -- I thought it was
3 ACCUPLACER. What is ACCUPLACER?
4 >> It's essentially an exam,
5 if you will, that the students
6 will take and go through a
7 series of questions, and it
8 gauges where they should be
9 placed, which course, one level,
10 two level, three level.
11 >> A placement item.
12 >> A placement item. Thank
13 you very much for that. Sounds
14 nice. So you know there is --

15 again I want to get to our
16 colleagues here today but you
17 know the results themselves of a
18 tool like this have been shown
19 statistically in many tests now
20 to show that these placement
21 tests are not as reliable as
22 looking at high school
23 performance mostly around the --
24 11th grade and high school and
25 grades and as system we took a

Sample footer

9

1 look and moving in that
2 direction. I will add one
3 caveat. When I say moving in
4 that direction AB 705 required
5 full implementation of the
6 maximization the probability of
7 transfer level within a one year
8 timeframe to be full
9 implementation fall of 19 so
10 next fall. I will also tell you
11 that our campus went to full
12 implementation in the English

13 beginning of Fall '18, a year
14 ahead, so that is a lot of hard
15 work and a lot of discussions
16 with all groups and again we
17 will let the experts here talk a
18 bit more about that, and by fall
19 we will also have math with full
20 implementation as well. Okay.
21 So why is it important? Well we
22 talk about achievement and
23 equity gaps for one but if you
24 look at the percentage of our
25 students if they're one, two,

Sample footer

10

1 three level below to be
2 successful in completing a
3 degree one level below 40%, two
4 levels -- this is in English,
5 26. Three levels 38. You can
6 see as you place more and more
7 levels below transfer level you
8 see the less likelihood of
9 success of our students and I am
10 exemplify the last one or the
11 1%. That is essentially saying

12 that one in a hundred are going
13 to make it through. Those are
14 some shocking values. This is
15 you know corroborating data with
16 the group and 2% at most can
17 finish within the six year
18 timeframe to finish a degree.
19 >> [Off Mic].
20 >> Yeah. So the challenge is
21 more levels below the greater
22 likelihood of success.
23 >> Dr. Fierro: Are you saying
24 --
25 >> I have the opposite? Sorry.

Sample footer

11

1 >> Dr. Fierro: Are you saying
2 .9 and three levels below and
3 only 1% ever the students
4 complete transfer level or
5 graduate within six years?
6 >> RP Group and ours graduate
7 within six years.
8 >> So they may improve along
9 the way but to get to graduation

10 within six years is one in a
11 hundred, correct?
12 >> Yeah. It's shocking so
13 that's why these placements
14 practices of the past and the
15 new AB 705 are important for our
16 students.
17 >> [Off Mic] do we know
18 anymore about the other 99
19 students or is that all that we
20 measured or that all we can
21 gather from?
22 >> I'm not sure what you're --
23 >> [Off Mic].
24 >> What happens to the other
25 99?

Sample footer

12

1 >> Right.
2 >> They don't complete within
3 a six year timeframe.
4 >> [Off Mic].
5 >> What do they do?
6 >> [Off Mic].
7 >> I see. Is there any
8 completion?

9 >> [Off Mic] like do we have
10 any other data?
11 >> That's a good question. I
12 can look but I don't have the
13 answer right now. Now, as I
14 mentioned what is typically used
15 these days in at Multiple
16 Measures approach is high school
17 transcripts and look at course
18 work and grades and GPA. On
19 high school transcripts are
20 difficult to obtain -- well,
21 what data is difficult to obtain
22 logistically problematic to use
23 or not available we have other
24 tools which we can use to help
25 guide our students into the

Sample footer

13

1 course that they need, so --
2 >> Can you give us an example?
3 We have a good relationship with
4 high schools.
5 >> So we have a self report tool
6 that the students coming out of

7 high school within a reasonable
8 amount of time and have their
9 own transcripts and we'll show
10 you aspect of the tool in a
11 moment and the guided placement
12 is for individuals that may have
13 been out of the system for
14 greater 10 years or out of
15 country or for some reason not
16 available. Okay. So to talk
17 about these tools a bit more I'm
18 going to hand this over to our
19 faculty counselor Tracy.
20 >> Thanks Rick. Good evening.
21 So about a year and a half ago
22 cross functional team across
23 student services and Academic
24 Affairs began meeting to work
25 out how the how and how to

Sample footer

14

1 implement AB 705 here at
2 Cerritos College and enter the
3 self report tool referred as the
4 SRT and the brain child of
5 Dr. Nixon and he worked closely

6 with English Professor Colleen
7 [INAUDIBLE] and others in the
8 department and ESL, reading math
9 and counseling so the self
10 report tool relies primarily on
11 student self reported data from
12 high school. It asks them a
13 series of questions including
14 high school GPA and course work
15 they completed in order to place
16 them into English or ESL and
17 market courses. Students are
18 encouraged to work directly off
19 of transcripts but as Rick said
20 we're can't require them to
21 bring the transcripts in and
22 they're hard to obtain and not
23 available we rely on the student
24 of the reporting of the
25 information.

Sample footer

15

1 >> [INAUDIBLE] the student has
2 the transcript at hand but you
3 do not?

4 >> I'm sorry?
5 >> But the college does not?
6 >> That's correct. The
7 student doesn't have to submit
8 the transcript so we ask them
9 and encourage them to bring the
10 transcript when they take the
11 SRT but we can't require them to
12 so it's based on the base
13 selfing information when the
14 transcript is not available or
15 difficult to obtain.
16 >> [Off Mic].
17 >> I have no access to my
18 transcript. By the way all this
19 information is based on my
20 transcript. Okay
21 >> And studies have been done
22 do demonstrate that students
23 tend to actually under estimate
24 their performance, so we don't
25 see a lot of great inflation

Sample footer

1 when it comes to these things
2 with students trying to place

3 higher. In many points it's I
4 mute point. Dr. Nixon will get
5 to that later and the SRT and
6 the placement rules from the
7 Chancellor's Office. The
8 initial version was deployed
9 about a year ago and we had the
10 incoming group of Cerritos
11 Complete students serve as our
12 larger pilot group. There's a
13 smaller group of EOPS students
14 as well and the current version
15 uses the rules and will be
16 explained in a few minutes.
17 It's a self report tool is
18 mostly for those students who
19 are graduated -- well, actually
20 they attended at least through
21 11th grade here in the U.S.
22 within the last 10 years, and in
23 situations when it's not the
24 case they take a self assessment
25 of student experiences with

Sample footer

1 writing, English and Math and
2 essentially asks them to reflect
3 on experiences and history with
4 these areas for them to
5 determine appropriate placement.
6 I should mention that tools ask
7 them to weigh in broader areas
8 of study to identify the math
9 course because for math it
10 depends on the math way in terms
11 of their major and career.
12 [INAUDIBLE] (low audio) math
13 recommendation but students
14 would receive a transferable
15 math or recommendation and again
16 this is for those students who
17 did not complete through 11th
18 grade at a U.S. high school or
19 it's been over 10 years and make
20 took a test -- [INAUDIBLE] other
21 countries.
22 >> Is that a requirement that
23 they have that option to self
24 select pretransfer level
25 classes?

Sample footer

1 >> Is it a requirement?
2 >> Is it part of the law?
3 >> Law allows students to self
4 select lower than transfer.
5 >> Why are we recommending
6 that they have that option?
7 >> Because in this case as
8 part of the [INAUDIBLE] they're
9 looking at the course work
10 itself and sample test and
11 they're asked to assess their
12 level in this case based on
13 their own experiences and the
14 confidence level so we give them
15 the option. We show them the
16 sequence of courses for English
17 -- well, less so for English
18 because they significantly
19 shorten that sequence but for
20 math for them to make the
21 determination.
22 >> So what percentage of
23 students are in that category?
24 >> Dr. Nixon will share that
25 with you.

1 >> Okay. Thank you.
2 >> Thanks. So in terms of the
3 Administration of both the SRT
4 and the GPT it's administered by
5 career and assessment services
6 here on campus. The exception
7 is with our massive incoming
8 Cerritos Complete population the
9 assessment team has been going
10 out to the area high schools to
11 actually run SRT session there
12 is and they will do that with
13 some of the campuses as well but
14 focusing on the Cerritos
15 Complete partner schools, so
16 again career assessment team I
17 want on to make sure you're
18 aware of Rosario Rubio and Nancy
19 Molina and the assessment
20 technicians and doing the bulk
21 of this work right now. Each
22 tool can take five to 10 minutes
23 to complete usually closer to
24 five, so it doesn't take a long

25 time for them to actually

Sample footer

20

1 complete, and during peak
2 seasons which is going to be in
3 the summer there are counselors
4 primarily in Career Services
5 that are in these sessions so
6 when students do have questions
7 we're there to help them at this
8 point. The up load of the
9 information in terms of the
10 placement that happens for the
11 SRT mostly automatically and up
12 load into people soft and there
13 are cases that we have to
14 manually input those and the up
15 loads of the placements is all
16 manual and on note I will hand
17 off to Dr. Nixon and talk about
18 the default placement rules and
19 our numbers.
20 >> Dr. Nixon: So to start I
21 want to make a point about the
22 ACCUPLACER exam. Sounds nice --
23 [speaking Spanish]

24 >> Yeah, sounds even better

25 when you say it, but that --

Sample footer

21

1 [Off Mic] and particularly

2 unfair to students of color that

3 the law says if you can't get

4 their transcripts let them

5 decide for themselves. Do

6 anything but make them take that

7 test again, so test it was --

8 the test [Off Mic].

9 >> Microphone.

10 >> My voice carries --

11 >> (INAUDIBLE)

12 >> I will stand back. That

13 test labeled 85 to 90% of our

14 students as unprepared for

15 college unfairly and when we see

16 the data that I'm about to show

17 you will see why that test was

18 unfair and why that guided

19 placement is a better solution

20 than even going back to the

21 ACCUPLACER so I will start with

22 the default rules. In the first
23 one is math. Acronym is slam,
24 statistics, Liberal Arts math,
25 and what I want to do is I want

Sample footer

22

1 to point out that top quadrant
2 where it says if you have a high
3 school GPA of 3.0 or higher
4 you're going to be placed into a
5 stats course no support
6 required. We have a lot of
7 students going in and I will
8 show you. The next quadrant
9 down if you have a GPA of 2.3 to
10 2.9 you're going to be placed in
11 a transfer level stats course
12 but you're going to take it with
13 support, co-req support. The
14 law allows us to require that. I
15 want to point to a number in the
16 bottom corner, 50%. That
17 success rate. That success rate
18 if you are a student with that
19 GPA and took that course no
20 support -- you just took the

21 course -- 50% of the students
22 pass that class. I want to
23 point out another statistic to
24 the right of that quadrant, 29%.
25 If you put a student one level

Sample footer

23

1 below transfer you then reduced
2 the possibility or the
3 probability of them going into
4 to completing a transfer level
5 math class to 29%. We're better
6 off putting them in transfer
7 level and hoping for the best
8 and if you go to the next level
9 you see the success rate. If
10 you're below 2.3 and you take
11 that class your success rate is
12 about 29% and again we say
13 that's low. Well, look if you
14 put two levels below a transfer
15 level class you then have
16 reduced their possibilities to
17 7%, so 29 is significantly
18 higher than the seven.

19 >> Why? I am curious --
20 [Laughter]
21 >> Why is it -- I will hold
22 myself.
23 >> [Off Mic].
24 >> No, usually there's a
25 burning bush but is it because

Sample footer

24

1 there's just such like in part
2 because of the long path for the
3 students to get their just time
4 wise.
5 >> [Off Mic].
6 >> Or other considerations
7 that lead to that statistic?
8 >> Well I think primarily it's
9 the time and also when we first
10 introduced this tool to make
11 sure that it was working
12 correctly I went out to the high
13 schools and to watch its
14 implementation when they got a
15 high school -- when they got a
16 college level placement they
17 were ecstatic. When they got a

18 below college level placement it
19 hurt them, and I do believe that
20 part it was very discouraging to
21 be placed two and three levels
22 below transfer level. I mean
23 our students already wonder do
24 they belong here and then we
25 slam them with this crazy test

Sample footer

25

1 and two levels below transfer --
2 >> It's called "slam"
3 >> And we slam them with
4 English too, but not anymore and
5 we had the message you really
6 don't belong here and start you
7 two, three levels before college
8 and drudge the way back through
9 and I think it was discouraging
10 for students and like I said the
11 test was unfair and didn't
12 belong in the first place, so
13 this law has been a great thing
14 for students. I really believe
15 that.

16 >> It's great.
17 >> Question. Can you go into
18 more detail about the
19 corequisite structure? What
20 exactly are they get something
21 is there a tutor? Is there an
22 aid in the classroom? Are you
23 going to cover that later on?
24 >> Ms. Perez you're not going
25 to be happy and now I'm going to

Sample footer

26

1 say they're going to talk about
2 it.
3 >> That's fine but I would
4 like to hear more.
5 >> So you get the point of why
6 we're putting students in
7 transfer level because if we put
8 them below transfer level we're
9 really diminishing the chances
10 and I will go through the next
11 slides and go to English and I'm
12 not going to short change us.
13 >> President Avalos: I want
14 to stick with the math a little

15 bit and this is the scary hairy
16 part for our students and we see
17 that even across the board with
18 all of the testing that happens
19 both you know at their high
20 schools as well as their
21 elementary schools and those are
22 the two targets ; right?
23 >> That's right.
24 >> President Avalos: English
25 and Math and we tend to better

Sample footer

27

1 in English because it's easier
2 and we're not doing so hot --
3 well, you know what I am talking
4 about -- I am talking about
5 experience here because I did
6 very well in English and aced
7 English test but had many
8 challenges in math particularly
9 as a first generation student
10 and even though I did phenomenal
11 in high school I can tell you
12 being first generation and with

13 a 3.whatever GPA and I probably
14 would have needed and support
15 and most students need support
16 but don't know how to ask for it
17 and even when we tell them how
18 they're embarrassed to ask for
19 it and going to think I'm not
20 smart enough and knowing all of
21 those things I am concerned that
22 will have a class go into a
23 class without support or the GPA
24 and that's just one marker the
25 fact they're smart or committed

Sample footer

28

1 kids who are habitually have
2 good habits, right, but it
3 doesn't mean they know how to
4 navigate the system and where we
5 will fall into the pit hole and
6 I am speaking about this.
7 >> Are you talking about the
8 first tier?
9 >> I am talking about the top
10 tier and they're bright kids and
11 we're happy to have them here as

12 we call them college ready but
13 the reality is what high school
14 you went to, right, that class
15 is not equivalent and know we
16 know that and great GPA and
17 completing with kids down the
18 street, San Moreno and getting a
19 different curriculum all
20 together and knowing the
21 differentiations within our
22 local districts and down the
23 freeway we need to be able to
24 somehow be able to say well, you
25 know even if the kids come in

Sample footer

29

1 with a 4.0 or 3.5 or 3.7 and
2 coming here for financial
3 reasons more than anything else
4 doesn't mean they don't need
5 additional support so I would
6 like some of that reflect in
7 terms of our what we're allowing
8 them to do because I think in
9 one sense we're very proud of

10 them because they're community
11 kids doing phenomenal
12 academically but I don't think
13 they have the level of expertise
14 to navigate the system itself,
15 and so those are my concerns and
16 I have seen a lot of really
17 bright kids drop out.
18 >> [Off Mic] but I will tell
19 you that because they're placed
20 -- because they're allowed to
21 take a course that does not have
22 support does not mean they can't
23 enroll in a course that has
24 support, and we have lots of
25 additional support being made

Sample footer

30

1 available to the student, more
2 than we ever had before and I
3 don't want to step on their
4 slide so I want to assure you we
5 have the same concerns. We're
6 on the same page, and we are
7 looking out for the students
8 everyday. I promise you that.

9 So I'm going to go -- are we --
10 can I move to the next math
11 slide? This is actually the
12 scary slide, B STEM and you can
13 see again now the -- well, the
14 first thing is Algebra -- the
15 assumption is that the student
16 has completed Algebra two so
17 when they take the SRT they
18 identify their highest level of
19 math but they also tell us what
20 area they will be studying so if
21 they're going into STEM they
22 will fall into this matrix --
23 [INAUDIBLE] [Off Mic].
24 >> And enrolled in a calculus
25 course. If you go down and 2.6

Sample footer

31

1 or pre-calculus course and you
2 don't have to take a class of
3 support. You can and take
4 advantage of the support on
5 campus but you're not required
6 to. In the second level we are

7 going to start requiring them to
8 enroll in courses with co-rec.
9 We're working out the logistics.
10 There are computer issues we're
11 work out right now, but so they
12 can -- [Off Mic] depending if
13 they're going to UC or CSU and
14 if it's below same thing and
15 again it's for the same reason
16 of the students you know their
17 success rate is 28% but that's
18 better than the 7% they get if
19 they're two levels below and the
20 same idea with the other one --
21 I'm going to shift -- go ahead
22 I'm sorry.
23 >> It seemed like they're
24 identical results?
25 >> [Off Mic] this was transfer

Sample footer

32

1 level math. We didn't separate
2 out the -- [Off Mic].
3 >> Okay.
4 >> So I apologize for that,
5 but I fear that number would be

6 lower if it were just 140.
7 Here's the English. English is
8 pretty simple. 2.6 or higher
9 you can take the 100 without the
10 support. 2.6 -- below 2.6
11 you're put into 100 plus 5L. We
12 don't offer anything below that
13 starting in the fall so students
14 are going to be placed in one or
15 the other, so now if you have no
16 questions about that I will show
17 you the data.
18 >> Dr. Fierro: Could I ask an
19 appropriate question?
20 >> Yes, something about
21 English I hope.
22 >> Inappropriate or
23 appropriate?
24 >> Dr. Fierro: I learned to
25 speak English and that's a

Sample footer

33

1 positive and that's the truth,
2 so we have data that says that a
3 students two levels below in

4 math only 7% of them complete
5 college --
6 >> No. Transfer level math.
7 >> Dr. Fierro, chances of --
8 >> Transfer level math. Voice
9 of God, the transfer level math.
10 That's not graduate. They
11 complete transfer level math.
12 >> Dr. Fierro: No, on the
13 second slide on the impact of
14 the ACCUPLACER placements.
15 >> Yeah.
16 >> Dr. Fierro: So the way I
17 understood what Rick said is
18 that at least in math for
19 instance on two levels below
20 only 7% of the students transfer
21 or finish within six years which
22 after that the chances of
23 completion decreases very
24 rapidly, and we're making some
25 changes on math placement, and

Sample footer

1 maybe I understood this wrong
2 but it seems like we still offer

3 two levels below?
4 >> In math?
5 >> Is that correct?
6 >> Yes.
7 >> So has there been
8 discussions about eliminating it
9 at all, eliminating all below
10 transfer English and Math
11 classes period?
12 >> Or another question is --
13 [INAUDIBLE].
14 >> Dr. Fierro: Yeah, why keep
15 the two level if that is only
16 7%?
17 >> So again since I am from
18 liberal arts and English I am
19 just going to say that there are
20 discussions, and then I will let
21 Manuel or Rick --
22 >> So I am actually here to
23 keep him in front of the mic.
24 >> [Off Mic].
25 >> For the English there is

Sample footer

1 nearly a complete [INAUDIBLE] of
2 anything before. We'll move in
3 that direction pretty soon but
4 for math some of the
5 requirements as a pre-rec for
6 calculus and have needs that
7 need a 80 or 75 and we will keep
8 those as options so the students
9 who want to move into the
10 sciences have the opportunity of
11 picking up the pre-rec that will
12 lead them to that and lead to
13 success.

14 >> Dr. Fierro: I'm sorry go
15 ahead.

16 >> [INAUDIBLE] you could do
17 the same thing by placing them
18 in transfer path with additional
19 support and remove the two
20 classes. I mean it's a
21 different way to look at it.

22 State wide there is a movement
23 to remove all transfer level
24 classes -- I'm sorry, all below
25 transfer level classes and again

Sample footer

1 I mean we need to keep that in
2 our minds and more than likely
3 the law will change again and
4 the point is moving forward and
5 forward every few years and
6 again I am wondering why we're
7 keeping them because I could
8 argue we could do the same thing
9 by giving them the additional
10 support in a transfer level
11 class, and then -- I don't know.
12 It's just something to start
13 discussing.

14 >> Dr. Fierro: On that am I
15 understanding correctly that in
16 level two we are definitely
17 requiring the students to take
18 the supplemental class and
19 providing that support service?

20 >> So we don't -- we do not
21 put students in a second level.
22 We put them in the transfer
23 level and give them a co-rec
24 course. We're still offering
25 one and two level below. One

1 level below because on the B
2 STEM matrix the assumption is
3 that you have completed Algebra
4 two and not all of our students
5 have, and so we need to have an
6 Algebra two class for them to
7 take in order to prepare
8 themselves to go into the math
9 140 or the Math 114, so that was
10 the -- that would be the
11 explanation for that, and then
12 we have the 60 -- again we don't
13 place students -- if a student
14 identifies themselves as going
15 into STEM and haven't completed
16 Algebra two we place them. They
17 can take themselves out and no,
18 I am going anyway and we
19 recommend because that's what
20 the matrix recommends that they
21 take the 80. The 60 is because
22 the students taking the guided
23 placement some want the
24 elementary and it's important to

25 remember that these placement

Sample footer

38

1 rules are for transfer students
2 and we have students who are not
3 intending to transfer. We have
4 a lot of CTE students and the
5 math requirement for CTE is Math
6 80 or -- for AA for some of the
7 programs but it's AA Math 80 and
8 it's not fair to eliminate all
9 fair to do that and I can assure
10 you we're trying our hardest to
11 get as many students as possible
12 into transfer level. We're
13 encouraging it. We're not
14 trying to circumvent the law or
15 hold our students back. We're
16 really wanting them to be in the
17 transfer level. We really
18 believe that's what is best for
19 them. Some of them don't want
20 to be there and want other
21 options and we want to keep that
22 open as well.
23 >> Dr. Fierro: I don't want

24 to improve the clarification of

25 a very elegant English Professor

Sample footer

39

1 but I think you said that you

2 don't place students other than

3 transfer however we're keeping

4 60 and 80 because there are

5 students that will need that

6 pathway to complete the programs

7 for whatever reason they require

8 that if they're CTE, not for

9 transfer or students that mark

10 STEM and require to go to that

11 particular sequence?

12 >> That's right. That's

13 exactly right.

14 >> Dr. Fierro: Okay. Thank

15 you

16 >> And then it's a

17 recommendation. They can always

18 say I want the transfer level.

19 They're allowed to do that.

20 >> Dr. Fierro: Got it.

21 >> And the policy is we let

22 them do it, the counseling

23 policy.

24 >> [Off Mic].

25 >> Yeah, exactly.

Sample footer

40

1 >> According to the law too

2 they have a right.

3 >> That's right

4 >> And we again support it.

5 We're not trying to hold these

6 students back. We believe this

7 is what is best for students.

8 >> I have a quick question.

9 So how are we doing on

10 enrollment with the remedial

11 courses because historically the

12 excuse was the student couldn't

13 get into the math class at any

14 level and are they getting in?

15 And we cancel courses that don't

16 have enough enrollment; right?

17 How are we doing with the

18 enrollment with the remedial and

19 the transfer? And I think we

20 had a ton of remedial courses

21 and now transfer and now the
22 opposite and less remedial and
23 more transfer but if they're not
24 taking the remedial courses what
25 happens when there is low

Sample footer

41

1 enrollment?
2 >> So now we can get the data.
3 We give it to Andrew, the Dean
4 of SEM and he is making
5 adjustments to the schedule to
6 match what the placement has
7 been, so I know for a fact that
8 we have expanded the Math 112
9 offerings. We're actually in
10 the process of expanding the 140
11 offerings because we're getting
12 more math 140s than we expected
13 so we are being flexible and
14 we're adapting to the data very
15 quickly, and that's to their
16 credit.
17 >> [Off Mic].
18 >> Dr. Fierro: The first part

19 so we have two issue with
20 enrollment now. The first one
21 is because we have eliminating
22 essentially a lot of the
23 enrollment in the lower level
24 classes in English and Math we
25 don't have as many students

Sample footer

42

1 sequencing to those courses
2 which had lead to decline in the
3 number of FTES based on classes
4 taken. On the other hand that
5 has lead to rerouting the number
6 of sections offered in every
7 step of the way so what we're
8 hoping to see and I will let
9 Rick explain this in detail as
10 we implement the changes in two
11 years the amount classes is
12 increased at the transfer level
13 as it was in the lower level but
14 we have to reroute those
15 students there is and allow them
16 to continue their new sequence
17 so initially we see an overall

18 count lower on sections because
19 students have to take less
20 courses now but we're hoping
21 that as we implement this the
22 number of sections on transfer
23 increases, so the enrollment
24 will balance again, and I will
25 let Rick give more detail in

Sample footer

43

1 that explanation, but I think
2 that's somewhat --
3 >> Yeah right. Just to give
4 you an idea of the numbers.
5 Below transfer level we have
6 dropped 33% for Math 40, 63%
7 roughly for Math 60. We have
8 dropped for Math 80 -- still
9 below, 52%, so we're not
10 offering as many of these less
11 than. However, the take home
12 message is the Math 112, 114 and
13 140, the transfer level have
14 went up in offerings by 77% for
15 112, 84% for 114 and 50% for

16 140. That is the offerings so
17 what we have done we have
18 switched the offerings. We have
19 reduced the number of less than
20 and put in place the transfer
21 level.
22 >> So I'm going to show you
23 the data because I think you
24 will be very encouraged by this
25 and see what we're doing -- [Off

Sample footer

44

1 Mic] the most important number
2 is at the bottom. You see
3 transfer 80% of our students who
4 are taking the SRT are being
5 placed into transfer level math,
6 80%. Can you see the
7 distribution. I'm not going to
8 -- of course I planned to take
9 you through it but I have gone
10 way past my 10 minutes but and
11 then I do want you to know the
12 SRT and GPT numbers and notice
13 that the transfer level drops to
14 42%. It's very important that

15 you know that we don't not place
16 students in any of the classes.
17 As Tracy explained they look at
18 the course description. They
19 look at the assignments and
20 select where they place
21 themselves and I think it says
22 something positive about our
23 students because when we first
24 started developing this tool
25 people said they're going to

Sample footer

45

1 take the highest and place
2 themselves up and up, and they
3 have not done that. They have
4 traditionally taken -- when we
5 recommended a course 80% of the
6 time they took our
7 recommendation. 10% of the time
8 they moved up and 10% of they
9 moved down.
10 Now that GPT reflects their
11 assessment of their ability of
12 the we do not place them in any

13 of those courses.
14 >> What does it mean -- you've
15 got the ACCUPLACER -- is that
16 how you pronounce it.
17 >> Yeah.
18 >> On the bottom line and
19 zero. What does that mean?
20 Because I wanted to show it's
21 0,0 and in English there are
22 ACCUPLACER --
23 >> [Off Mic].
24 >> The ESL there are a few
25 instances in which students are

Sample footer

46

1 still permitted to take and it
2 is accessible by the state for
3 them to take the ACCUPLACER but
4 the number is very small and
5 then -- so let me show you the
6 English unless you have
7 questions about this data the
8 English data will notice that
9 transfer number at the bottom
10 and 96% are going into transfer
11 level English. At the top is

12 the reading numbers. Reading is
13 no longer required but on the
14 SRT we tell students that if
15 they take reading classes they
16 tend to perform better and 30%
17 of the time they take the SRT
18 say I plan to take a reading
19 course. Now it doesn't mean
20 they're going to enroll but at
21 that moment it's their intention
22 and I am reflect that. The
23 other thing and English 720.
24 Because we don't offer it. So
25 we don't have any basic skills

Sample footer

47

1 in English anymore. Now I'm
2 going to step away from the mic
3 and turn to over to my colleague
4 Manuel who is in the Math
5 Department.
6 >> I want to speak briefly
7 about the changes that are
8 taking place in the Math
9 Department and to assure the

10 board that the department is in
11 support of the goals and
12 objectives of AB 705. Now we're
13 a large department and within
14 our ranks there are different
15 people in the process that
16 believe in the process and one
17 thing is certain that we want to
18 do this right. The success that
19 has been demonstrated across the
20 state and in other regions of
21 the country require not only a
22 shift in offerings of courses,
23 but a significant shift in the
24 Pedagogy that is utilized with
25 more homogeneous classes in

Sample footer

48

1 order to be successful, and
2 that's requires a significant
3 amount of training, of
4 redesigning the way that we do
5 things, and we are committed to
6 do that it, but that takes time
7 so to give you an example this
8 semester the math department is

9 piloting three math classes with
10 support. We have three of the
11 top statistics instructors
12 teaching Math 112, statistics,
13 together with a math five class
14 which serves as a just in time
15 remediation support mechanism.
16 They are meeting regularly,
17 developing activities that are
18 student centered promoting
19 collaboration among the
20 students. Some of the classes
21 have in class tutors and we are
22 figuring out how best to utilize
23 this resources in the class, so
24 to give you an idea we had -- we
25 offered 31 sections of

Sample footer

49

1 statistics this semester. Only
2 three have math five attached to
3 it as support, as pilot. In the
4 fall we increased from 31 to 51
5 sections of statistics and out
6 of the 51 sections 23 of them

7 will have support built into
8 them. Now I have already I just
9 got back from a conference for
10 the California Acceleration
11 Project in Sacramento. I am the
12 new Math Department Chair and I
13 came back -- how do I put it? I
14 drank the Kool-Aid. I am in --
15 I am in total support of the
16 goals and implementation of this
17 ideal put forth by AB 705, but
18 in order to make this work I
19 need to get buy in from my
20 department and shared my
21 experience and immediately I
22 have eight members that agreed
23 to come in the middle of the
24 summer break to attend a three
25 day institute for training and

Sample footer

50

1 how to build what the California
2 Acceleration Project calls
3 "communities of practice." it
4 was evident through the
5 workshops that I attended that

6 the changes required in Pedagogy
7 cannot be made by individuals.
8 We have too many blind spots as
9 a result of the years of
10 experience that we have doing
11 things our way and the way that
12 we think and there's just too
13 many areas where an individual
14 may not be aware -- may result
15 in roadblocks for student
16 success, so when you get a bunch
17 of three, four committed faculty
18 members who are not only
19 passionate about student success
20 and the subject but aware of
21 their limitations as individuals
22 and we come together to develop
23 lessons, to develop activities
24 that are more student centered I
25 think that is a crucial

Sample footer

51

1 component in the success of
2 implementation of AB 705, so I
3 wanted to tell that you the Math

4 Department is moving in that
5 direction. I know we have a
6 reputation on campus as being
7 perhaps the slowest department
8 to get on board with policies
9 that are this progressive and
10 rightly so. We are my nature.
11 You know we have -- we need
12 evidence. I have the -- I have
13 seen the evidence and I brought
14 it and there are questions I
15 couldn't answer and we're moving
16 like I said in that direction.
17 In addition to the math five
18 that we're building into the
19 Math 112 in the fall we're going
20 to offer 20 College Algebra
21 classes that will have math five
22 built into them. We're going to
23 use the fall semester to fine
24 tune the activities and to offer
25 training and like I said this is

Sample footer

1 new territory for me. I am a
2 very traditional instructor. I

3 have a solid reputation with my
4 colleagues and students and yet
5 my success rates are no better
6 than the national average.
7 There's something that has to
8 change and I see that and I
9 owned the responsibility to say
10 I need to get out of my comfort
11 zone and follow where the data
12 is telling me where I can make a
13 difference and take -- you know
14 bring my department along for
15 the ride. We need to do this
16 together. I appreciate the
17 support they have received from
18 our new Dean, and from Rick as
19 far as the commitment to faculty
20 development opportunities, the
21 support that we have gotten with
22 getting the resources that we
23 need to provide students the
24 support that they need be
25 successful, and I think that

Sample footer

1 we're going to see great things.
2 I am very optimistic about the
3 impact that opening the doors
4 and given real access to
5 students who in essence have
6 been denied access by virtue of
7 strict prerequisites that may
8 not in fact prove to support
9 student success in transfer
10 level courses that we're now
11 saying we're going to consider a
12 new approach that is promised
13 across the country for some time
14 now so can you see we are moving
15 in that direction. In the fall
16 we have also increased the
17 number of trig courses from 12
18 to 18. That was a 50% increase.
19 We don't have any support
20 classes built into just yet
21 because we need to think that
22 carefully. We focus on 112 this
23 semester and 114 in the fall and
24 we hope to tackle 114 the
25 following semester. We want to

Sample footer

1 build it slowly and do it right
2 because what is at stake is
3 very, very important us to, and
4 I am going to turn it over --
5 well do you have any questions?
6 Yes?
7 >> Thank you very much. I
8 actually have to ask Dr. Fierro
9 who you were and I missed --
10 >> Manuel Lopez.
11 >> Yes, and I am excited to
12 meet with you and countless mom
13 friends in the 30's that came
14 back to college and they speak
15 so highly of you as their Math
16 Professor and I want to thank
17 you as a fellow mom and helping
18 my mom friends to see their
19 dream and coming back to college
20 so I am finally glad to meet and
21 you thank you on behalf of the
22 moms.
23 >> Thank you.
24 >> Marisa Perez: But I wanted
25 to see.

1 >> [Off Mic].
2 >> I offer child care at
3 affordable prices -- no, I am
4 kidding --
5 [Laughter]
6 >> Marisa Perez: It's a
7 struggle. Nobody said your
8 class has been easy but they all
9 said the assistance you have
10 given them to help them
11 personally achieve their goal
12 and these are moms who have not
13 been in college for a while.
14 They started at transfer level
15 math classes and struggled and
16 stuff. I wanted to see if you
17 could expand again tell me a
18 little more about the
19 corequisite support? What
20 exactly does that mean in these
21 things?
22 >> Let me give you an example,
23 right. currently we have Math
24 80 as a prerequisite for Math

Sample footer

1 that a significant portion of
2 the content of Math 80 is not
3 essential for success in Math
4 112. Math 80 is a great course
5 for students going into
6 engineering. We need them to
7 understand polynomials and
8 cubics and factoring and quads
9 and important for trig and
10 pre-calculus. Statistics
11 however doesn't require any of
12 that, so when we consider
13 designing a corequisite course
14 we ask ourselves the questions.
15 Let's list the main topics of
16 the in statistics and anticipate
17 where are the roadblocks that a
18 student who has struggled with
19 mathematics and Algebra will
20 face when they attempt to take a
21 statistics course. Once it's
22 been identified we challenge
23 ourselves to come up with

24 student centered activities

25 where students can -- for

Sample footer

57

1 example let's say we're talking

2 about linear regression then we

3 need to review the equation of a

4 line that say topic covered in

5 math 60 and Math 80 but students

6 might not have seen recently.

7 It shouldn't take a semester to

8 review so we have an activity

9 and students build the line with

10 real data, data that is perhaps

11 drawn from the class itself or

12 areas of interest for the

13 students as opposed to here's Y

14 equals $2X$. Graph it. Let's

15 find solutions. We have real

16 data and students can make sense

17 of it and in the context of the

18 data understand what the

19 equation of a line represents so

20 that is kind of the idea but it

21 takes time to identify all of

22 the areas for a course like 112
23 and that's what our three
24 professors are doing this
25 semester.

Sample footer

58

1 >> Do they get additional
2 tutoring then? They go to a
3 class how many hours a week and
4 as part of that --
5 >> Right now they get an extra
6 hour. I don't know if that is
7 going to eventually turn into
8 two hours. In other words I am
9 really not familiar with the
10 process of increasing units and
11 the impact they have on other
12 programs or the student's
13 financial aid or the students I
14 am fairly new at this. I have
15 been in the classroom all my
16 career and I am learning as I go
17 along, but I can tell you that
18 right now we have let's say in
19 the math typical 112 class that
20 is 18 weeks and four hours a

21 week to do statistics and an
22 hour to do the activities. We
23 would like to see build into the
24 Pedagogy these activity and as
25 well and that depends on the

Sample footer

59

1 instructors and the level of
2 comfort and training they can
3 develop in the near future but
4 certainly that supplemental hour
5 -- think of it as a lab, not
6 tutoring. It's not mor of the
7 same. It can be extra hour for
8 me to lecture. It just doesn't
9 work. The data suggest that --
10 >> So what about -- okay. So
11 they're getting the additional
12 support, and do you have -- do
13 you as a faculty member have
14 support staff with you or a
15 graduate assistant or a teacher
16 assistant who they can also
17 connect with afterwards to try
18 to get additional help?

19 >> We have in some courses for
20 instructors that request we have
21 provided availability we have in
22 class tutors and that has proven
23 very effective when faculty are
24 training how best to utilize the
25 tutor. The idea is the tutor

Sample footer

60

1 sits in class with the students.
2 They observe the presentation by
3 the faculty member and right
4 after class they take the
5 students to a room or to the
6 success center and now we're
7 going to work on the homework
8 together or we're going to
9 tackle this additional problems
10 or I will answer questions if
11 you need clarification. That
12 just in time remediation has
13 proven effective. Unfortunately
14 not all students can take
15 advantage of it because they
16 have other responsibilities and
17 get to work or go home to kids.

18 There's a lot of challenges but
19 I want to emphasize that we are
20 striving to not focus in those
21 areas outside of our control but
22 to say what can we do in the
23 time that we have the students
24 that has proven effective with
25 the students.

Sample footer

61

1 >> Right. So if I could add
2 and I know I talked to Dr.
3 Fierro about this before. I
4 would like to develop this into
5 a support for future faculty
6 members because again we have a
7 lot of graduate students who
8 want to be faculty members, and
9 I would love to build something
10 here where they would come and
11 tutor or shadow, mentored by you
12 because again it would be
13 addressing the need to help our
14 students, but also to promote
15 more diverse work force and I

16 know we never met but I shared
17 the story often many times here
18 the only way I graduated with a
19 engineering degree and finished
20 all semesters of math with this
21 model and again I was very
22 blessed and I didn't have to
23 work and I didn't have children
24 which I know is not the
25 situation for many students but

Sample footer

62

1 --
2 >> [Off Mic].
3 >> But required to go to
4 class. Required for four days a
5 week to go to a tutor who is a
6 graduate assistant and helped
7 with the homework and again just
8 prepared -- and again there is
9 no way and I told you the best
10 way not having the money to go
11 to college and when you got the
12 at A" you got \$250,000 and a
13 program to support minority
14 students and engineering and the

15 program and I have talked about
16 it before and to this day I am
17 still scared to speak to the
18 professor. If I was in your
19 class I wouldn't go and it's not
20 in our culture to ask for help
21 or bother because that's not how
22 we were raised so that's why I
23 feel I understand when we say
24 they have all the services and
25 opportunities but many people

Sample footer

63

1 aren't going to take it up
2 because it's not who they are
3 and again kudos. Thank you.
4 Sounds like you're going to the
5 right direction. I will stop
6 asking questions and move on.
7 Thank you.
8 >> Thank you.
9 >> So I just want to like
10 capture that for a minute Marisa
11 because I think you point out
12 something good beyond the

13 presentation which we should
14 probably wrap up soon however I
15 think it should permeate a lot
16 of our questions how we connect
17 students -- like always being
18 ways to pursue students to help
19 and we have to understand the
20 cultural context which our
21 students are coming from to make
22 that happen and I wanted to
23 highlight what you said. I
24 think it was very valuable.
25 >> President Avalos: Well,

Sample footer

64

1 again thank you for the
2 presentation. I can sense the
3 passion when you're speaking and
4 if our students are picking up
5 on that it is I think it's
6 wonderful and I want to shortly
7 talk about what Marisa pointed
8 out and again I was a first
9 generation and also a STEM
10 student. We had different
11 opportunities, right, to

12 supplement our incomes and today
13 I read an article how many
14 students actually pay for all of
15 their education. That would be
16 me and my parents didn't have
17 the funding and understand the
18 system and didn't know what it
19 was to purchase \$500 book and a
20 certain class and had no idea
21 and we persevered and we had
22 challenged and we were bright
23 and whatever the case is and you
24 hit the nail on the head and
25 talk about diversity and next

Sample footer

65

1 week I am going to a work force
2 development workshop and it's
3 important how do we diversify if
4 no one is there to give you that
5 experience. I know when I went
6 through my teacher education
7 program I had a class called
8 field work. We have none of
9 that in community colleges and I

10 would something bridged in that
11 capacity and I think developing
12 people is just that developing
13 people and give an opportunity
14 so I don't know how we embed
15 that into some of our tutoring
16 programs or you know where you
17 give someone an opportunity to
18 actually give the lecture and
19 talk about the skill set that
20 needs to happen to accomplish
21 the project or the goal at that
22 time and get away not just from
23 the textbook component and
24 students need the skill base for
25 that; right?

Sample footer

66

1 We don't need textbooks and you
2 can go online and they show you
3 to do the things and the reality
4 is we have the internet divide
5 and some of the students in the
6 community don't have access in
7 the home because it's
8 [INAUDIBLE] and we have the

9 challenges that we see that
10 address that we can address
11 through the classroom here but
12 in terms of work force
13 development and being able to --
14 as I said fill in the gap with
15 students that want to come to
16 the community college but don't
17 get to teach and don't have the
18 requirements for the minimum
19 qualification and want to give
20 back somehow to be able to look
21 at this as an opportunity for
22 employment, not necessarily at
23 Cerritos but in general of
24 higher education.
25 >> Yes.

Sample footer

67

1 >> President Avalos: Anyways
2 thank you for bringing that up
3 and I didn't think about that.
4 >> I would be remiss before I
5 turn this over and adult
6 education provided a key

7 component of support for math
8 students. I wanted to recognize
9 the great work they're doing and
10 I look forward to increased
11 collaboration between Adult Ed
12 and the Math Department. I'm
13 going to turn it over to Nicky
14 wrap this up.
15 >> Everyone has been
16 magnificent by the way. Thank
17 you very much.
18 >> All right. Hi. I am
19 Nicky. I am English Professor
20 and I am the [INAUDIBLE]
21 coordinator on campus so the
22 next slides are about the
23 English course and the support
24 which you are very much
25 interested in and for the co-req

Sample footer

68

1 support for English it's English
2 plus 50. It's a currently -- we
3 have about 38 sections this
4 semester. We offer it in
5 traditional face-to-face as well

6 as in the hybrid sections. We
7 were -- we piloted our co-req
8 classes as hybrid and the first
9 in the state to do that and we
10 carried that for a year. Now
11 there are a lot of campuses that
12 are also dabbling in the bride
13 and online offerings. We began
14 in 2017 and we have the support
15 in the class and no distinction
16 between the classes and three
17 hours twice a week and it's
18 seamlessly built into that, and
19 so the support class is just
20 working -- or the support part
21 of class is just working on
22 whatever support students need
23 to complete their transfer level
24 course work. Our success rates
25 the informal numbers for fall

Sample footer

69

1 2018 for the stand alone -- (low
2 audio) so the co-req students
3 are actually doing slightly

4 better than our stand alone
5 English 100 classes which I find
6 fabulous. For the fall we are
7 expecting to offer about 150
8 sections of transfer level
9 English. 71% of our students
10 are going straight into the
11 stand alone English 100 class,
12 and then about 25% of our
13 students are going into the
14 co-req class. The other 4% are
15 ESL students. So within the
16 co-req class we focus on
17 contextualized learning. We look
18 at equity focused curriculum,
19 just in time remediation,
20 whatever students need. Any
21 questions? Cool. Okay. So
22 this is the support component.
23 So AED is really helping us in
24 math and in English to support
25 courses so in math Manuel talked

Sample footer

1 about the math five class that
2 only meets for one hour once a

3 week and for AED we want to pair
4 those classes with a course that
5 meets for one hour as well and
6 students get two hours of
7 support every week that meets
8 twice a week and have the
9 consistent support on campus and
10 will give them another hour of
11 support for that. The AED
12 course is open to all students
13 but it's open entry, open exit,
14 non credit and for statistics
15 courses we're working with our
16 reading department to develop a
17 reading course specifically for
18 statistics classes, so next
19 steps for the AED math is
20 marketing and getting students
21 aware of this fabulous support
22 piece. For English we're
23 working on aligning our AED
24 course with the typical
25 composition course and open

Sample footer

1 entry, open exit, non credit and
2 for the English component the
3 students get intensive support
4 over and above the support that
5 is embedded into the class on
6 skills and where they can
7 practice all of that knowledge.
8 Any questions about AED? Okay.
9 So for the success center
10 they're an integral part to our
11 support for all of this and so
12 we have general tutoring that is
13 open to all students but we also
14 have the aim program that is for
15 Math and English students and we
16 have right now a lot of math
17 students who are successful
18 while they're completing the aim
19 program and right now we have
20 about 250 students participating
21 in math for aim. Right now in
22 English we're piloting the aim
23 part of it. For a while there
24 were drop off in English just
25 because there was so much

Sample footer

1 support built into it. Students
2 didn't feel they needed to go to
3 the success center for
4 additional three hours a week so
5 we're piloting activities that
6 students can complete within the
7 English program and so we're
8 working with the Cerritos
9 Complete population to help
10 populate the classes other than
11 workshops and [INAUDIBLE] and
12 tutoring we're working with the
13 success center to build up
14 embedded tutors for all classes
15 for Math and English so every
16 co-req class will have an
17 embedded tutor in that if
18 faculty want them and then they
19 are training for faculty as well
20 as for students for the embedded
21 tutoring program. Questions
22 about that? Cool. Okay. So we
23 are working with our counseling
24 department to increase visits to
25 our classrooms for both Math and

1 English especially in the co-req
2 classes and our goal is connect
3 students with people and student
4 service areas so like the
5 counselor to the English class
6 or to the math class and they
7 are able to connect a name and a
8 face and a person with that
9 support so we're hoping that the
10 counselor can come multiple
11 times a semester to talk about
12 Ed plans, transfer, financial
13 aid, other questions and it's
14 really having someone come to
15 the classroom is beneficial for
16 students instead of saying go
17 over there. Someone will talk
18 to you in counseling or make an
19 appointment with the counselor
20 and having the awesome
21 [INAUDIBLE] come to my classroom
22 and talk for 10 minutes and many
23 students are like "where is her
24 office?" And I walked them over

25 there instead of telling them

Sample footer

74

1 where to go. So that's it for
2 counseling on. We're working on
3 equity gaps in the classes and
4 looking at curriculum that
5 addresses the idea of equity so
6 having students pick readings
7 that are important to them or
8 projects that are important to
9 work on or even just specific
10 ideas about how they view equity
11 within the classroom and then
12 we're providing services that
13 support students and really
14 taking a proactive approach so
15 identifying times in the
16 semester where there is high
17 stress and anxiety which
18 midterms which we're going
19 through right now and
20 identifying those as likely drop
21 periods and reaching out before
22 students drop and address
23 concerns that they have or give

24 them additional pieces of
25 support and then we're focusing

Sample footer

75

1 on having faculty or having --
2 yeah, to have faculty have a
3 capacity mind set for students.
4 Our students are college ready
5 because they're on the campus.
6 They're not under prepared and
7 ready and just need a little
8 help and -- [INAUDIBLE] [Off
9 Mic]. Our students write all
10 the time and it's believing they
11 can write all the time and
12 helping them work through that.
13 As far as professional
14 development goes the English
15 Department held workshops. We
16 reached about 30 faculty and
17 created a resource page on our
18 department campus page that
19 included sample syllabi
20 assignments and activities,
21 readings, addressing domain and

22 things like that and including
23 non credit support and building
24 out more funds for conferences
25 that focus on the co-reqs as

Sample footer

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1 well as how to implement or
2 online or wherever the students
3 are and as mentioned his group
4 is attending the [INAUDIBLE]
5 [Off Mic] and I am happy to
6 support faculty members that
7 want to gain knowledge for the
8 students. Any questions?
9 >> President Avalos: No,
10 thank you. Is that it?
11 >> So that it is unless there
12 are questions. Behind this
13 magnificent team that you heard
14 today there are dozens of
15 individuals classified who work
16 within the Tutoring Centers. We
17 have faculty who are in the
18 classroom working on this, and
19 managerial support who are
20 helping putting all the

21 structures in place. The team
22 that you see today but there are
23 many, many individuals behind
24 the scenes bringing this to
25 light for our students.

Sample footer

77

1 >> Dr. Fierro: I want to
2 thank everyone for this evening
3 presentation. I am very pleased
4 with not just with the passion
5 that all of you show tonight but
6 the lenses that you're using to
7 look at how we address our
8 students' needs better. I know
9 the AB 705 is the low now but we
10 could simply let it be the low
11 or actually do something to
12 benefit our students in a
13 positive way, and I am very
14 impressed of how you're looking
15 at it to make sure the change of
16 low is not simply a matter of
17 compliance. It's a matter of
18 doing what is right for the

19 student and the words that
20 Manuel mentioned that he drank
21 the Kool-Aid really resonated
22 with me because I am very
23 excited to hear you're looking
24 at it from the student
25 perspective, and that you're

Sample footer

78

1 looking at the data because
2 that's all what I personally
3 will ask to you do and look at
4 the data and if it really works
5 do it and if doesn't let's do
6 something that actually works
7 rather than just complying with
8 the law and impressed that
9 you're going beyond complying
10 with the law and making it
11 meaningful for our students.
12 There is something that came to
13 mind this morning when I was
14 reading a report that came out
15 from the CSU board meeting
16 yesterday that was requiring the
17 fourth year of math math of high

18 school students in order to
19 advice the CSU and I think it's
20 undoing a lot of the work that
21 many of us are trying to do
22 remove the barrier for students
23 to enter Higher Ed and as
24 mentioned students of color or
25 students that come from

Sample footer

79

1 community that are underserved
2 because in many of our high
3 schools, particularly in areas
4 that are depressed areas you're
5 not finding that fourth level of
6 mathematics. It's not going to
7 be offered in all high schools
8 which is going to make it harder
9 for the students to access the
10 CSU, so even though CSU is
11 discussing that we're making
12 access to higher education even
13 greater for all students, and
14 with a lens of success, so I
15 appreciate what you guys are

16 doing, and I hope this moves to
17 our neighbors at the CSU campus
18 and they do not implement that
19 fourth year of math. It's
20 probably over kill so thanks.
21 >> Thank you. I have a couple
22 of questions. I wanted to let
23 you finish your presentation
24 before I asked them. For dual
25 enrollment do the students who

Sample footer

80

1 would be dual enrolling use the
2 SRT since there is no high
3 school transcript data since
4 they didn't finish that or how
5 it worked?
6 >> Dual enrollment because of
7 the three years they have to
8 take in the integrated math
9 approach we're -- AB 705 kind of
10 put a little bit of pinch on the
11 dual enrollment aspects with the
12 math courses sorry we're looking
13 towards the other path ways at
14 this point and I we will offer

15 math but if they finish math at
16 this point within the first
17 three years and take the self
18 report tool but we're not
19 offering as many now since they
20 have to finish the full three
21 years now.
22 >> Okay. Makes sense.
23 >> AB 705 threw a wrench in it
24 last minute.
25 >> As it usually happens. The

Sample footer

81

1 second question do we at
2 Cerritos College in our math
3 classes use my math lab as part
4 of instruction?
5 >> [Off Mic].
6 >> Okay.
7 >> [Off Mic].
8 >> Some of the AED as well my
9 math lab.
10 >> Do we have data whether
11 it's been a successful program
12 or not? And there's friends of

13 mine that have gone through
14 Fullerton and Cerritos and used
15 my math lab and found it very
16 difficult to learn during the
17 process and having it be so
18 strict as they said unforgiving.
19 >> We haven't disaggregated
20 based on the modalities or the
21 tools used by the faculty, no.
22 >> Okay. Thank you.
23 >> President Avalos: Thank
24 you very much for your
25 presentation everybody for being

Sample footer

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1 here on spring break so thank
2 you very much. All right.
3 Thanks again. Moving on to Item
4 Number six is also a
5 presentation on basic needs and
6 so the basic needs will talk
7 about the campus wide
8 initiatives and we have several
9 people discussing what that will
10 look like here on campus.
11 >> [Off Mic].

12 >> Good evening. My name is
13 Jamie Quiroz and I am the
14 Financial Aid Assistant Director
15 here at Cerritos College and I
16 am here tonight to present on
17 the topic of basic needs along
18 with my colleagues Yvette Tafoya
19 and Norma Rodriguez. We are
20 here on behalf of a bigger task
21 task made up of many classified
22 employees and fellow managers in
23 the student services area so we
24 have all worked on what we're
25 going to show you tonight. So

Sample footer

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1 we're going to share with you
2 some definitions of what basic
3 needs is. We're going to talk
4 about what we're currently
5 doing, share some statistics
6 with you and also share where we
7 want to go from here. First I
8 want to say that we do want
9 students to know that we

10 acknowledge the challenges that
11 they're facing, and that we do
12 genuinely care about their
13 situation. We want to help them
14 with what we can, and we also
15 want to refer them to outside
16 community resources so they can
17 get further assistance. Above
18 all else we want them to be
19 successful here at Cerritos
20 College so I'm going to talk
21 about the definitions so when we
22 talk about basic needs it's
23 basically the things that they
24 need to survive such as food,
25 shelter, water, warmth, even

Sample footer

84

1 electricity, safety, health,
2 financial security. When we
3 talk about housing security
4 we're talking about the lack of
5 security in an individual's
6 shelter so that could be the
7 result of high -- I don't know
8 what happened there -- high cost

9 of living and comparing to their
10 income, and it also can be
11 situations like they're having
12 to move in with other people
13 perhaps. It could be they're
14 not able to pay the full amount
15 of their rent or possibly their
16 utilities. They have been
17 evicted from their home or maybe
18 they're staying in a place that
19 is not really fit for housing so
20 that would be housing insecurity
21 and homelessness includes
22 residing in a shelter, in the
23 car, in an abandoned building,
24 outside, but this also includes
25 couch surfing so we know that

Sample footer

85

1 our students they're smart.
2 They're resilient and
3 resourceful and so just because
4 they find a place to crash for
5 the night or the week it's still
6 unstable and not fixed regular

7 and adequate, so the last one
8 there is food insecurity, and
9 that is the state of being
10 without reliable access to
11 sufficient quantity of food, so
12 we know that some of the
13 students they maybe skipping
14 meals, going a whole day without
15 eating. They maybe hungry and
16 not have enough money -- I'm not
17 sure what is happening here --
18 but not able to purchase a meal
19 even though they're hungry so
20 those are some of the things
21 that would fall under food
22 insecurity. Okay. Just keeping
23 doing that April --
24 >> [Off Mic].
25 >> Okay. Just move it if it

Sample footer

86

1 happens? Okay. Okay. So those
2 are some of the definitions and
3 now I'm going to talk about some
4 statistics so here on our campus
5 we have 70% of our students

6 qualify for the California
7 college promise grant and 50%
8 receive the Pell grant so these
9 are two indicators of high need
10 and low income. Now of all of
11 our students that qualify for
12 Pell grant 70% have EFC of zero.
13 Now what that means is their
14 family based on the federal
15 guidelines has no money to
16 contribute to their education,
17 and so that means that they're
18 the neediest students. That
19 means they qualify for the
20 maximum amount of Pell grant so
21 that's pretty high compared to
22 other schools in other regions
23 and as far as looking at food
24 and housing insecurity in the
25 local area so in Los Angeles

Sample footer

87

1 County community colleges it's
2 stated that 62% are food
3 insecure, 55% are housing

4 insecure and 19% are homeless
5 and based on the data from 2017.
6 The new data came out and we're
7 look at that as well but the
8 numbers are still pretty close.
9 Now if we talk in terms of the
10 classroom if we have an average
11 class let's say of 30 students
12 that means that 18 of those 30
13 are food insecure, 16 of those
14 30 are housing insecure and six
15 are homeless so that's pretty
16 telling for an instructor just
17 thinking of their class and then
18 if you think in terms of our
19 entire population here if we're
20 talking let's say 20,000
21 students roughly that would mean
22 12,000 are food insecure, over
23 half and 10,000 housing insecure
24 and 3,000 homeless on our campus
25 so those are just some stats for

Sample footer

1 and you Norma is going to go
2 into more of the hierarchy of

3 need.
4 >> So I think most of us are
5 familiar with the diagram that's
6 shown here on the PowerPoint.
7 This is Abraham Maslow's
8 hierarchy of needs and briefly
9 to summarize this pyramid using
10 his theory it's the extent to
11 which our needs are met and
12 predict how well we function so
13 this insight helps us to
14 understand what happens in
15 families and classrooms and the
16 work place and in society as a
17 whole so essentially if people
18 are not able to satisfy a lower
19 level need they will remain at
20 that level and not ascend to the
21 higher level needs so using this
22 theory we have adapted his
23 theory to show our students'
24 educational experience so if you
25 look at the first two levels

Sample footer

1 they're the most basic needs of
2 our students and psychological,
3 safety and security needs. This
4 is human survival. If we can
5 help address these needs then
6 our students can continue on
7 their educational growth by
8 gaining a sense of belonging, a
9 connection to our college, to
10 our faculty and our staff. We
11 want to create a safe space
12 where students feel valued and
13 that they matter and we know
14 with that safe space it will
15 help them be more comfortable
16 and engaging in classes at even
17 investing in their own
18 educational experience so they
19 can continue to keep growing up
20 to those levels until they reach
21 the end goal of completion
22 earning certificates, their
23 degrees and transferring, what
24 we call student success. So in
25 student services we recognize

Sample footer

1 this need and we have
2 established a task force and we
3 just recently renamed our task
4 force. It's the Falcon Basic
5 Needs Task Force and so it's
6 made of up a variety of staff.
7 We meeting regularly to address
8 these issues. We want our
9 students to have the opportunity
10 to focus on their academics and
11 ascend to the higher level and
12 obtain their educational goals.
13 So in this slide we're showing
14 you the current services and
15 resources that we already offer
16 here on campus, and as you can
17 see there's a lot of different
18 resources that we have, and we
19 really tailor those based on the
20 needs of our students from
21 financial support -- [INAUDIBLE]
22 to food and in food one area
23 that I am really proud of is our
24 L.A. Food Bank distribution
25 truck. We have them twice a

1 month. We have been able to
2 serve over 3900 students and the
3 community so this effort is big
4 and had Congresswoman Sanchez
5 here in February and I had a
6 conversation with her the other
7 day and she said it really
8 changed her son's life. She
9 brought him with her and he's 10
10 years old and wants to be more
11 involved and give back and she
12 wants come back to campus to
13 help us. We also have housing
14 support for our students,
15 hygiene and clothing and mental
16 health services. Okay. So now
17 if you look at this slide what
18 we're really proud about the
19 services that we offer here at
20 Cerritos College they're offered
21 in different locations through
22 departments and programs so box
23 one that's typical student
24 experience so you can see they

25 travel in different directions,

Sample footer

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1 different departments. Some
2 students may not know where to
3 go so we know that some students
4 may not be accessing all of the
5 services that we do provide so
6 all goal as a college we want to
7 streamline that process. We
8 want to make it a one stop shop
9 for our students and provide a
10 holistic student experience that
11 addressing basic needs and
12 students academic needs. Now I
13 will turn it over to Yvette.
14 >> Hello everyone. I was
15 mentioning to the group I am
16 glad that we followed the
17 presentation of AB 705 because
18 we have the opportunity to
19 really show -- [Off Mic].
20 >> [Off Mic].
21 >> It's our opportunity to
22 highlight how student services
23 and Academic Affairs are

24 providing a holistic approach to

25 education and their experience

Sample footer

93

1 here at Cerritos and I want to

2 show how we at student services

3 and the task force have been

4 really responsive to our student

5 needs and what we have done in

6 the period of what? A year half

7 to do that, so out of student

8 health services they have

9 Dr. Hernandez to provide the

10 capacity is greater and we're

11 expanding on the model. Norma

12 mentioned the establishment of

13 the food and housing insecurity

14 task force and what they're

15 doing to address this campus.

16 In September 2017 with the

17 legislation of AB 801 we

18 identified a representative in

19 financial aid to serve as the

20 point of contact to be able --

21 at this point basically provide

22 financial aid information to
23 students who are self identified
24 as homeless and as that has kind
25 of evolved the person's name is

Sample footer

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1 Michael Gonzales. He's taken on
2 this role to really learn what
3 services are available in the
4 community and be responsive in
5 that capacity. Just recently we
6 received access to hunger free
7 funds which allows campus to
8 develop expand relationships
9 with some of the community based
10 agencies and Norma mentioned the
11 L.A. Food Bank and provide the
12 services to the students on
13 campus and not just students but
14 the community members and again
15 a campus wide effort to address
16 food insecurity. We have
17 established several MOUs -- we
18 only highlighted a few here and
19 addressing mental health so we
20 have a partnership with the

21 whole child and a local
22 non-profit agency and they use
23 our site to meet with our
24 students and provide mental
25 health services so it's very

Sample footer

95

1 convenient for our students and
2 we talked about asking for help.
3 Students are referred to the
4 agency and then the agency is
5 able to meet on site with the
6 student. It could happen in one
7 of offices, in the student
8 center, wherever the student is
9 comfortable and we partnered
10 with [INAUDIBLE] and the agency
11 that provides access for the
12 L.A. coordinated entry services
13 for homeless youth and provide
14 homeless services for the
15 transitional youth and between
16 18-25 individuals and what they
17 do is they actually have a peer
18 navigator on site. Students who

19 self identify as homeless are
20 referred to this peer navigator.
21 They take a quick assessment of
22 what the student needs are and
23 connects them with a
24 representative to do a larger
25 assessment and provide them with

Sample footer

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1 the resources needed, and then
2 you will see at the end of the
3 timeline we made a conscious
4 effort to invest in the faculty
5 and staff members that
6 participate in the task force so
7 committee participation
8 conference participation is what
9 we have been focusing to -- [Off
10 Mic] I hope you all have a copy
11 of the recommendations from the
12 league about how to address food
13 and housing insecurity so this
14 slide speaks to that and how
15 colleagues is addressing the
16 recommendations and -- Cerritos
17 College is addressing those and

18 we made progress. We're in the
19 process of identifying basic
20 needs single point of contact
21 and Academic Affairs, student
22 services and identifying a case
23 management system for student
24 who is identify as homeless or
25 food insecure. We're also

Sample footer

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1 talking about creating a site on
2 campus where it's a single hub
3 where we can partner with our
4 agencies. They can co-locate
5 and provide the services to the
6 students and community members
7 and developing that system so if
8 a student self identifies as
9 homeless or food insecure
10 there's one point of contact and
11 one process and have access to
12 all the resources instead of
13 sent in multiple directions --
14 [INAUDIBLE]. The committee --
15 we have the task force here at

16 the college that is addressing
17 basic needs so we're developing
18 that expertise for professional
19 development.
20 >> You're explaining it really
21 well regardless of the visuals.
22 >> So we're investing in that
23 and the committee is
24 continuously making progress.
25 Number eight is that the Board

Sample footer

98

1 of Trustees for each of the
2 specific community college adopt
3 the Resolution in support of
4 basic needs and that is drafted
5 and brought to you in April for
6 consideration.
7 >> It might be the input Jack.
8 >> [Off Mic].
9 >> You just need Andrea.
10 >> Okay. Thank you. And then
11 the last piece is what the
12 faculty are working on in terms
13 of OER resources for students
14 and addressing the high cost of

15 textbooks sorry we're making
16 significant progress compared to
17 recommendations by the league so
18 something to be quite proud of.
19 I know in service students
20 specifically we made a conscious
21 effort to prioritize basic needs
22 as a division so you will see
23 that as you become aware of the
24 planning process that we have
25 taken on in student services.

Sample footer

99

1 We have a website. We invite to
2 you visit our website. You will
3 be able to see what the students
4 see, what the community members
5 see in terms of resources, the
6 schedule when the food bank is
7 available and other resources as
8 they relate to basic needs. Any
9 questions?
10 >> President Avalos: Well
11 first of all thank you for the
12 presentation. I think you know

13 for us that live in our
14 communities and have been here
15 for a very long time this is not
16 new to us; right? We recognize
17 that there are many needs aside
18 from what it really means to go
19 to college. It means
20 transportation. It means having
21 the stability to get there and
22 come home and eat on campus,
23 whatever that looks like so
24 thank you very much for bringing
25 that to the forefront for us.

Sample footer

100

1 You know I know Marisa you have
2 questions and kudos on the
3 website and She was on when you
4 were talking and it's wonderful
5 we're able to do that that and
6 have the resources available for
7 our students. I was just asking
8 Dr. Fierro as well and the
9 funding for the things on campus
10 such as Hovus Inc. and you
11 mentioned that and I want to

12 find out are they doing just at
13 Cerritos College. I never heard
14 of them and interested in them
15 and will look into that and how
16 do we increase the amount of
17 students we can support through
18 not just these particular
19 organizations that have
20 partnered up with us, but more
21 importantly to be able to
22 facilitate more funding coming
23 to our college? I know we have a
24 trip next week for Sacramento
25 for lobbying on behalf of the

Sample footer

101

1 college but what other things
2 can we do to support what is
3 happening? I think it's
4 phenomenal first of all so kudos
5 to you and the hard work the
6 staff is doing to implement
7 these programs that support our
8 students on more than the
9 academic component and thank you

10 for that.
11 >> I will say that the
12 collaboration with Hovus and
13 unique and within our
14 [INAUDIBLE] and us and Rio Honda
15 who read models and providing
16 that service. It's a no cost
17 service to us, just the
18 opportunity to provide the space
19 to meet with the students so
20 it's great. I know [INAUDIBLE]
21 is working with other agencies
22 to provide mental health
23 services on campus with a
24 similar approach so we're
25 looking at expanding that as

Sample footer

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1 well.
2 My understanding just to jump in
3 my understanding is that it's a
4 self funded organization through
5 government grants and private
6 donations and we're providing an
7 access point.
8 >> President Avalos: Great.

9 Thank you very much. Marisa you
10 had comments as well.
11 >> Marisa Perez: Thank you.
12 The website looks fantastic and
13 I was looking at it when you
14 were talking and I want to know
15 where are we with OER? I know
16 we have textbooks on to check
17 out the library and the have the
18 rental program and on the board
19 for seven years I have history
20 behind this now finally. Have
21 we moved forward with any more
22 faculty embracing OER? I know
23 we're were at the beginning
24 stages a while ago and what is
25 the status on that?

Sample footer

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1 >> The easy answer is yes. If
2 you like I will provide Dr.
3 Fierro with a historical
4 perspective in numbers of the
5 changes in the last three years
6 and the number of online

7 offerings so I have that to
8 share so you can see. I don't
9 have the percentage but we have
10 a market increase in the number
11 of online offerings. We also
12 have a Senate approved
13 initiative where online is all
14 the tools -- it's not as easy as
15 just putting everything online
16 and hoping the students will be
17 successful as you're aware
18 because I am sure many of you
19 have taken online courses
20 yourself.
21 There is training behind it,
22 professional development,
23 understanding. This modality is
24 unique and how students and how
25 you engage students and the

Sample footer

104

1 initiative by the Senate was in
2 phases and year one was to
3 explore the training needed,
4 accessibility issues and we're
5 about to close out year one and

6 then hopefully with continued
7 development and kind of
8 reenvisioning some of the
9 professional development with
10 CTX move to a greater offering.
11 Also there was a grant -- RFP
12 that came out and letter for
13 intent for OER materials and the
14 Business Department stepped and
15 willing to work and sent a
16 letter of intent to bring more
17 tools and more offerings to try
18 to develop some fully online
19 offerings. We're close to
20 having those programs with the
21 exception of a few disciplines
22 but those disciplines are
23 examining what tools are out
24 there as well so I will share
25 that with Dr. Fierro and pass to

Sample footer

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1 you the actual numbers here.
2 >> Great.
3 >> [Off Mic].

4 >> Marisa Perez: I remember

5 there was legislation that

6 talked about that and require

7 for colleges. Did it pass?

8 >> It did.

9 >> Marisa Perez: Are we doing

10 that?

11 >> We're trying to find out

12 which faculty are using low cost

13 and no course and put a note on

14 the website.

15 >> Marisa Perez: The other

16 thing I would ask the task force

17 to consider transportation and I

18 brought the item and it was

19 rejected and it's okay and look

20 at it again trying to provide

21 student transit passes for the

22 student to get here. That say

23 big hurdle is for students to

24 get here. Not everybody has a

25 car and we could partner with

Sample footer

1 the local transit agencies.

2 Many community colleges have

3 done it. I know we money for it
4 and ask you to explore that and
5 come back with recommendations
6 and that's the only piece that I
7 would see great to add so thank
8 you.

9 >> Thank you. I will say that
10 the timing of your comment is
11 perfect. We had a student in
12 PTK and Tina and looking into
13 the pass and I know Dr. Miller
14 is looking into the program and
15 on the radar and traction moving
16 forward.

17 >> Dr. Fierro: I don't want
18 to put Stephanie on the spot but
19 I will. I remember a
20 conversation I had with
21 Stephanie a while back and she
22 was working on a data base of
23 OER and some information --
24 >> [Off Mic].

25 >> Dr. Fierro: I remember the

Sample footer

1 conversation and now I regret
2 they asked the question --
3 [Laughter]
4 >> One of the things that
5 Dr. Perez reminded me of we're
6 working with the foundation and
7 HOV NUS specifically and
8 identifying real estate in the
9 community and have options for
10 students in terms of preference
11 if we're make a referral and a
12 Cerritos College student so
13 those conversations are also
14 happening.
15 >> I adopt say from my
16 experience in this area HOV NUS
17 and my child are good
18 organizations connected to this
19 communities and I applaud you
20 working to build those
21 conversations.
22 >> President Avalos: Thank
23 you very much. I think we will
24 move on to the next item. I
25 think this was very informative.

Sample footer

1 >> [Off Mic].

2 >> President Avalos: Okay.

3 Got it.

4 >> [Off Mic].

5 >> President Avalos: Okay.

6 Thank you. All right.

7 >> I would like to request that

8 we extend for many minutes so we

9 get through the presentation in

10 27 minutes. Sorry.

11 >> President Avalos: I am

12 fine with that.

13 >> I just realized I left my

14 Dreamers button.

15 >> President Avalos: All

16 right. Item 7 is a

17 presentation and the Campus Ally

18 Program. The board will receive

19 a presentation show casing the

20 three campus programs, the

21 Vet-Net, Safe Zone and

22 UndocuAlly. Thank you. As a

23 result of the these presentation

24 we will know a little more about

25 the program and the leadership

1 and goals and evolution to help
2 our students get to the next
3 step so thank you very much for
4 being here tonight on that.
5 >> Good evening. I am the
6 Director of Diversity Compliance
7 and Title IX coordinator in
8 Human Resources so I am here
9 with my colleagues and Erik
10 Duane and Dr. Lynn Wang and
11 Professor Langdon and Dr. Amy
12 Holzgang are contributors and
13 wanted to give them a shout out.
14 They're unable to present
15 tonight but great partners
16 putting this together. Because
17 we only have 10 minutes we're
18 going to provide a quick primer
19 to show you how these programs,
20 these Ally programs help to
21 advance our mission and vision
22 and value with diversity and
23 provide a climate that
24 discourages discrimination and

25 allows us to challenge myths and

Sample footer

110

1 stereotypes as well as provide
2 climate of support. So we'll
3 talk about a couple of things so
4 I will give you a quick overview
5 of diversity at Cerritos. Our
6 colleagues will provide a primer
7 of program and talk about
8 resources and what each program
9 includes and talk about
10 challenges and opportunities and
11 what is next for us. If you
12 have questions we are happy to
13 address them and datings of
14 events that we have coming up
15 shortly, so with diversity at
16 Cerritos we have several
17 policies, procedures and plans
18 and you probably have seen all
19 the plans and the Ed Master Plan
20 and the diversity plan and the
21 EO O plan and we're planned out
22 trying to align all of thyself
23 with the programs and support

24 services so one way align these

25 is taking stock in inventory

Sample footer

111

1 what is coming in the diversity

2 directory and see the cover and

3 show case all in one place the

4 program and services and funding

5 lines and a lot of folks don't

6 know that we have the ability to

7 provide some mini-grants to

8 invest in professional

9 development and speakers on

10 campus. And so I will start off

11 by talk about Safe Zone. I have

12 been a trainer and collaborator

13 since 2016 and so Lance put

14 these slides together but I'm

15 excited to show case what we

16 have been able to develop over

17 the last few years. So Safe

18 Zone objectives include provide

19 practical training and empathy

20 and training and skills for

21 members and from campuses and El

22 Camino came last fall and the
23 word is out we have a great
24 program and other campuses are
25 coming for training and get idea

Sample footer

112

1 ideas for their campus and most
2 foster supportive climate those
3 in the LGBT whether they're out
4 or not and we have a safe place
5 and Allys to ask questions or
6 shunned or judged for but
7 there's a genuine capacity and
8 try to have the conversations.
9 It provides support that we do
10 through the website and the
11 training and four hour training
12 typically on a Friday for flex
13 credits and great incentive for
14 faculty and open to all
15 employees and students. We
16 create a visible network so at
17 the end of each training Ally
18 that sign and commit to be
19 supportive to folks that
20 identify by the name on a list

21 posted on the website so
22 students can easily search it
23 and get a sticker so at the
24 cubicle, at the desk outside the
25 offices they're able to see the

Sample footer

113

1 sticker that identifies folks
2 that are part of the Ally
3 community. And this has been
4 really great because even when I
5 am working with students "I'm
6 having a difficult time." who
7 is the instructor and look them
8 up on the list and great to see
9 the eyes open and shoulders
10 relax and they're in a class
11 with an instructor that wants
12 them and supports them and great
13 to have that network so just
14 briefly to talk about the
15 history. It started off with
16 the faculty initiative with
17 Lance Kayser working with HR in
18 July 2013 and that training

19 started off with 25 folks now we
20 have over 260 employee Ally and
21 150 student Allys and doesn't
22 include the training that we
23 just had so we're growing every
24 semester.
25 The committee that runs the

Sample footer

114

1 trainings are all volunteers.
2 If they're faculty they get flex
3 credit so that is an incentive
4 to serve on the committee as
5 well as help with the trainings
6 and we do have part time faculty
7 that volunteer their time as
8 well so this has been a great
9 way to board them and get them
10 involved but also assist them
11 with some peer mentoring so
12 they're able to work along full
13 time faculty and we expand to
14 students in 2015 because of the
15 interest so now our trainings --
16 we used to do one student, one
17 employee training but we found

18 it was greater to have the
19 community all together and we
20 had a richer discussion so now
21 we do one training a semester
22 but we invite students and
23 employees to be together so this
24 has been great to create
25 connectivity on campus but with

Sample footer

115

1 colleges and we have been cross
2 training as well so just an
3 overview view of the curriculum.
4 We start off with vocabulary and
5 LGBTQ has several components and
6 growing all the time and
7 sensitivity and identity
8 activities and knowledge and
9 community activities and
10 oftentimes we invite a speaker
11 and they're out and talking
12 about their process and
13 experience and that provides a
14 chance to build empathy because
15 that personal narrative can

16 resonate for people if they were
17 able to overcome challenges and
18 inspiring as well. This builds
19 support for the community in
20 LGBTQ and discuss expectations
21 to to be a Ally there is a
22 contract that folks review so
23 we're honest and what it means
24 to be an Ally and they can sign
25 it and then get the sticker. We

Sample footer

116

1 talk about resources and review
2 some of the resources and direct
3 folks to the website and we're
4 constantly adding additional
5 resources to be comprehensive
6 because if someone isn't out and
7 don't want to identify
8 themselves they can access the
9 website and so just some ideas
10 what is Safe Zone before I turn
11 it over and we have been
12 providing technical assistance
13 to other campuses and members
14 and Erin Cole and Lance Kayser

15 sit on the advocate committee so
16 they have been able to get some
17 great information from the
18 region and bring it back to our
19 campus and infuse into our Safe
20 Zone events and we added events
21 and in the fall we have an
22 awareness month and in the
23 spring and fall we have a lunch
24 and learn. Every month we have
25 a two hour informal opportunity

Sample footer

117

1 called queer coffee where folks
2 that are Ally or the community
3 we can have coffee or
4 conversation and we have a group
5 of students they get to the door
6 when the coffee is served and
7 they stay the whole I we play
8 games and great to connect where
9 students and instructors and
10 staff can just talk and just
11 talk about their experiences
12 without the pressure of the

13 academic conversations so that's
14 been great. We are working to
15 improve our self evaluation so
16 we have an evaluation at the end
17 of every training. We look at
18 those to get a sense how to
19 improve but we're interested
20 okay it's been two, three years
21 since you took the training what
22 did you implement and move
23 forward? So we worked to
24 develop that and look forward to
25 look at that and genuine

Sample footer

118

1 advocacy and one of the items
2 we're is implementing the new
3 law that requires us to
4 acknowledge the third gender,
5 gender non conforming fluidity
6 always preferred name and we
7 have been working on with the
8 support of student services
9 we're looking to implement that
10 so that's important example how
11 we impacted work so if there's

12 no questions now I would like to
13 turn it over to Erik Duane to
14 talk about Vet-Net Ally.
15 >> I am Erik Duane. I'm a
16 Senior Technical Specialist in
17 the IT Department and also an
18 officer in the Marine Corps
19 Reserve a veteran of the first
20 Gulf War, Somalia and Iraq and
21 Co-Chair of the Vet-Net Ally
22 program with Dr. Amy Holzgang a
23 Sociology Professor. You heard
24 a lot of themes and Safe Zone
25 and heard in UndocuAlly very

Sample footer

119

1 similar themes to establish
2 network of advocates and Ally on
3 campus for veterans and face
4 unique challenges that other
5 groups may or may not experience
6 but they also have
7 intersectionality with all these
8 other groups as well so we have
9 LGBTQ veterans, veterans under

10 represented or under reported
11 minorities and fall into the
12 various categories and by the
13 way veterans of the military so
14 that is also a culture they have
15 all had training and
16 indoctrination. Our mission is
17 provide an opportunity for
18 everybody here and you will get
19 the formal invite tonight so
20 stay tuned to be educated on the
21 student veteran issues. We want
22 to foster a inclusive
23 environment for student veterans
24 and have the type of services
25 that are needed and necessary

Sample footer

120

1 for them. We already there
2 there's mental health issues
3 with all population groups,
4 student veterans are no
5 different, so we like to
6 highlight those different types
7 of issues, bring them to the
8 forefront, discuss them, have

9 open conversation and talk about
10 things to resolve those and
11 support the students in the best
12 possible way on campus. We also
13 want to advance their progress
14 in school so student veterans
15 are not unlike other population
16 groups. They're first
17 generation college students.
18 Many are minorities. This fits
19 the same type of demographic and
20 the things that we see here at
21 Cerritos College so our student
22 veterans they're us, but they
23 have served. That's the
24 difference. Our first Vet-Net
25 Ally seminar was May 5 and

Sample footer

121

1 Dr. Marshall Thomas and the
2 creator of the program and if
3 you're familiar with the
4 Chancellor's Office he's up at
5 the Chancellor's Office, the
6 veteran affairs Commissioner for

7 the Chancellor's Office. He did
8 three seminars here and Dr. Amy
9 Holzgang and myself took over
10 the last seminar. To date we
11 trained 94 faculty staff.
12 Students have yet to be trained
13 but we're working with student
14 activities to include them in
15 the training. We've got
16 approximately -- these numbers
17 are from 17-18 where we had
18 about 700 student veterans on
19 campus that identified as
20 student veterans. About 500
21 were using services here on
22 campus. Now compared to Cal
23 State Long Beach for example we
24 had 550 there last year, same
25 thing. That's an university.

Sample footer

122

1 The numbers indicate that the
2 majority of student veterans are
3 coming here and other community
4 colleges to get the start in
5 education. Our seminar content

6 we try not to run it like a boot
7 camp. We wanted a very organic
8 feel to it but we do run down
9 the gamut of things that
10 veterans experience so we have
11 an overview. We do veterans by
12 the numbers and talk
13 demographics and success rates
14 and their experiences and
15 reasons they joined the
16 military. Many thought they
17 joined because of college and
18 there are other reasons and we
19 talk about that. Military 101
20 is the introduction to culture
21 and can be eye opening and go
22 into the challenges for veterans
23 followed by a status exercise
24 and give all of the attendees to
25 put themselves in the shoes of a

Sample footer

123

1 veteran in very scenarios and go
2 over what we're doing for the
3 students at Cerritos College and

4 how to respond to veterans and
5 good Ally and things that come
6 up and situations that come up
7 in classroom. I did say -- I
8 was going to give I a formal
9 invite. There is time to sign
10 up. It's Friday April 5 and
11 senior preview day and the slow
12 extravaganza but we would
13 appreciate your attendance to
14 support this valuable student
15 population on campus. It's in
16 liberal arts 103 and like you to
17 join us. I would like to turn
18 to over to Dr. Lynn Wang.
19 >> Hi. I am Dr. Lynn Wang and
20 a financial aid counselor and
21 the UndocuAlly Task Force
22 Co-Chair so I am here
23 representing UndocuAlly Task
24 Force which faculty and student
25 service staff member

Sample footer

124

1 Administrators also sit on so
2 for example Jamie Quiroz is a

3 key person on the task force so
4 just a little bit of background
5 in terms of goals and mission
6 and structure so this is really
7 just like a title slide. In the
8 middle there is [INAUDIBLE] and
9 the initial trainer who trained
10 us to put on UndocuAlly training
11 on this campus. Similar themes
12 in terms of mission so our goal
13 is really to create a sense of
14 welcoming environment for our
15 students and not just our
16 students but also their mixed
17 status family members as well.
18 We have many students who
19 themselves who are documented
20 but who may have family members
21 who are undocumented you know so
22 they experience similar trauma
23 and stress as well. We want to
24 make sure that we help these
25 students to integrate into our

Sample footer

1 campus lives and we want to
2 educate our campus everyone
3 constituents about the needs and
4 concerns or challenges and
5 issues that our students and
6 their family members face. This
7 is just a diagram in terms of
8 the goals of these Ally
9 trainings so again on the -- I
10 guess basic level larger level
11 is increase the awareness of the
12 needs of undocumented student
13 population, and their families
14 needs, so with the hope that --
15 you know many Ally members on
16 campus we can advocate for
17 institutional policy change if
18 we do see there are gaps that
19 currently exist and lastly is to
20 create a sense of belonging
21 which equals to student success.
22 In terms of history and
23 structures so UndocuAlly Task
24 Force members are volunteers as
25 in with the blessing of our

Sample footer

1 Supervisors and managers we're
2 able to put on these trainings
3 and continue to advocate for our
4 students. Faculty members who
5 do attend a training receive
6 flex credit. We started the
7 first training in 2016-17 as I
8 mentioned and we were trained by
9 Dr. Messias. On the bottom you
10 see the comparative data from
11 2017-18 and the current year and
12 officially done with all
13 trainings for the year. We
14 provided two Ally trainings for
15 faculty and staff for campus
16 members, one training for high
17 school Ambassadors and ASCC
18 leaders and we think it's
19 important because they're going
20 out to the high school side and
21 meeting with students and during
22 Falcon edge and other events.
23 Last we trained high school
24 counselors or educators or other
25 members learning about this

1 topic. This is just an overview
2 of the curriculum. Something
3 that I do really want highlight
4 the difference between the
5 federal Dream Act, DACA and
6 financial aid related terms such
7 as the California Dream Act.
8 The difference between AB 540
9 and other bills and how a
10 student can qualify for these
11 type of benefits. We talk about
12 different immigration terms such
13 as the difference between
14 refugee and [INAUDIBLE] and we
15 also talk about career
16 development and career
17 opportunities for undocumented
18 individuals. Not all
19 undocumented individuals have a
20 social or DACA number. We talk
21 about the importance of SB 1159
22 which means that students can
23 become licensed in the
24 California -- in the State of

Sample footer

128

1 have a student panel where the
2 students talk about their
3 challenges and sometimes they
4 talk about their inspirations
5 and why they continue to be here
6 and goals for the future.
7 Lastly there is the link that
8 you can click on and to our
9 website, our Dream AB 705
10 website and similar to basic
11 needs. We host the information
12 on there and the Ally members
13 information on there, and the AB
14 540 form on there and
15 immigration information as well.
16 In terms of opportunities and
17 demographics so now we have
18 trained over 150 UndocuAlly
19 Ally. We submitted for the
20 California campus catalyst fund
21 and made to the final but not
22 selected. In terms of
23 opportunities we continue to

24 push and advocate for space for

25 the dream resource center. We

Sample footer

129

1 have resources however they're

2 segmented for example oftentimes

3 our student will go to financial

4 aid but from there they are

5 referred to either see myself or

6 Rosa in career and counseling

7 and have to retell the story

8 they're 540 or to different

9 people or strangers and live the

10 trauma one time and refer the

11 students properly. Another goal

12 is making sure that all majors

13 and programs at Cerritos College

14 is UndocuAlly friendly I mean to

15 allow students to apply for

16 program using a I tin number and

17 not required to have a Social

18 Security number knowing there is

19 no more DACA recipients or

20 applications that are in place

21 and lastly an opportunity for us

22 to have the ability to track
23 data in terms of students that
24 we have served and in terms of
25 assessing it is basic -- like

Sample footer

130

1 the baseline and the gap where
2 we currently exist.
3 >> President Avalos: Thank
4 you very much.
5 >> [Off Mic].
6 >> So just going to wrap up
7 with a couple challenges and
8 opportunities that the programs
9 have highlighted and one is
10 cultivating a safe climate to
11 disclose and we talked about the
12 need for a physical space but in
13 a lot of the programs students
14 may not initially see the
15 benefit of disclosing right away
16 so working to make it a safe
17 space disclose and not tell the
18 story multiple times and working
19 on resources and make sure that
20 the programs scale up and

21 looking for the human capital
22 because we want to make sure
23 that the four hour trainings are
24 accessible but sometimes we need
25 to go to spaces and how do we

Sample footer

131

1 create a shorter version and go
2 to different department meetings
3 and meet the people who won't
4 necessarily come to the
5 trainings for whatever reason,
6 time, space, et cetera and we're
7 also looking to strengthen our
8 self evaluation practices so
9 we're using different trainings
10 evaluation tools so we're
11 looking to streamline so we're
12 all using the same instrument so
13 we can assess the Ally programs
14 together so looking at apples to
15 apples and continue to grow the
16 resource libraries to make sure
17 they're accessible so just a
18 couple of diversity initiatives

19 coming up so I mentioned the
20 diversity directory but one
21 things we worked in partnership
22 with public affairs is have a
23 calendar of all events where
24 people can find them in one
25 place and that's been really

Sample footer

132

1 helpful. We have the diversity
2 awards on April 2 so I look
3 forward to see you there. This
4 is the first time we had them
5 this a couple years and show
6 case a lot of the people doing
7 great work on campus as well as
8 our community partners working
9 with us. Again just to
10 reiterate Eric's invitation the
11 Vet-Net seminar is on April 5
12 and the festival of Asian
13 cultures is on April 24. Lynn
14 was selected to represent
15 Cerritos with the APITA
16 presentation at [INAUDIBLE] and
17 we're excited for that and we

18 had awareness week this year to
19 celebrate Lunar New Year and
20 show case additional identities
21 that are invisible and show case
22 our culture and other student
23 identities that are often
24 forgotten or neglected. We do
25 have another member of our Ally

Sample footer

133

1 family coming up so Emoja
2 created a program. We piloted
3 it in the fall and look forward
4 to offering it in the next few
5 months and started a DSPS
6 learning series and professional
7 development and events across
8 campus. In the fall we will
9 have the veterans week, the
10 LGBTQ history month and this is
11 a sample and we're doing great
12 work and thankful to the
13 leadership of Dr. Adriana
14 Flores-Church and all the things
15 that Cerritos is doing. Thank

16 you for your time. I want to
17 leave us with a quote. Ally is
18 a not a non. It's a verb and I
19 think that is show cased by the
20 passion that our Co-Chairs have
21 shown tonight and I thank you
22 for the opportunity to share the
23 great work we're doing on
24 campus. If you have questions I
25 am happy to take them now

Sample footer

134

1 President Avalos: Thank you and
2 in terms of diversity and
3 programming this is wonderful
4 and thank you to the time that
5 put the time and energy to go
6 far beyond the call of duty and
7 it's a passion and personal
8 mission of yours so we support
9 that. I mean many times when we
10 talk about how we support our
11 students sometimes it's just
12 knowing what they need because
13 you get them as they say; right?
14 So thank you and I know for each

15 you in charge of helping to
16 foster the bridge between
17 faculty and between staff to
18 understand those needs I think
19 is great, and I think one of the
20 things you mentioned was how you
21 have to constantly keep
22 explaining your story and after
23 a while you're tired of hearing
24 yourself and many students are
25 going through that and thank you

Sample footer

135

1 to minimize the impact and
2 constantly tell people and
3 ashamed of telling the story and
4 thank you for minimizing the
5 barriers for them. I think it's
6 wonderful. I think it's great.
7 I am a supporter of the
8 UndocuAlly as a former
9 undocumented person myself so I
10 think I can relate to a lot of
11 these things but I think as we
12 transition trying to break down

13 as many barriers as possible
14 you're right.. I think there
15 are other groups we may be
16 missing and I think our students
17 should hopefully come to you and
18 say we need a group for this or
19 that, whatever that maybe,
20 because at the end of the day
21 everybody here is connected to
22 somebody and so the more that
23 we're able to provide more
24 programming for them I think
25 would be great. One of the

Sample footer

136

1 things that you talked about was
2 the limitation of space for some
3 of the centers that we want to
4 see; right? We have a vets
5 center. It would be great to a
6 UndocuAlly center and I think
7 you're right. and a one stop
8 shop makes a difference for the
9 students. I remember going to
10 different offices just to get
11 one thing done. I think with

12 all of the limitations that
13 students come with I think that
14 would be great and I don't know
15 what our space limitations are
16 as we're building these new
17 buildings and adding on to our
18 own Master Plan whether or not
19 that's should go that we have
20 been thinking about in terms of
21 hosting or space for some of
22 these centers and you know I
23 will have to revert that back to
24 you and again just thank you for
25 the presentation and providing

Sample footer

137

1 us with all of this information.
2 We don't always know the
3 programs on campus but great to
4 have them heightened here at the
5 board and important to know that
6 they're available so thank you
7 very much for that. Anyone have
8 any other comments or questions?
9 >> I have a quick question.

10 Are there any ways to sort of
11 track the impact of this work?
12 I mean I don't mean that as a
13 way of saying for accountability
14 sake rather than the other way
15 around. I think the programs
16 probably have significant impact
17 in student success and I want a
18 way to testimonialize that?
19 >> Yeah so one way is through
20 the evaluation and I will have
21 my colleagues have anything to
22 add I will invite them up and we
23 have a post training eval to get
24 a baseline and the other
25 programs are fairly new to

Sample footer

138

1 assess what impact they have in
2 terms of changed behavior for
3 example but I could say for
4 someone who takes and
5 investigations especially with
6 the Safe Zone training in terms
7 of like serious egregious
8 complaints that I am getting

9 they have dropped since I
10 started so I can't say if that
11 is causation or correlation. I
12 am getting people to referral
13 early but it's a small
14 smoldering small fire and not a
15 huge wildfire, so I can say they
16 seen that with the reports I
17 have gotten and also for the
18 consultation and technical
19 assistance so Lance has been --
20 he is seen as a leader in our
21 region and I think that speaks
22 to the work we're doing on
23 campus because otherwise he
24 wouldn't be asked for
25 consultation at other campuses

Sample footer

139

1 if we're not doing good work and
2 I see partnering with
3 [INAUDIBLE] to look at the
4 second evaluation now that we're
5 six years in and we had the
6 baseline and what did people

7 implement and how are the
8 strategies working? So there is
9 a way but not a way yet.
10 >> [Off Mic] and don't have
11 data for UndocuAlly but just one
12 example is that Amy Holzgang had
13 training and had a student
14 distraught in class and found
15 out that the DACA renewal was
16 rescinded and course the wasn't
17 focusing in class and if she
18 didn't go through the training
19 and who to refer to and be lost
20 in terms of resources but she
21 just easily called me as a
22 counselor. Although I have
23 schedule that I have appointment
24 schedule but really that was
25 urgent I was able to see the

Sample footer

140

1 student. I wasn't able to
2 provide legal support because
3 that's not my training or job
4 but provided a space for the
5 student to vent and reassure and

6 let her know that we have an
7 immigration lawyer on campus and
8 make an appointment for her.
9 Long story short I think it's a
10 good contact in terms of liaison
11 on campus and faculty and staff
12 know where they are located and
13 how they can get help and
14 resources for students in the
15 most efficient manner.
16 >> Yeah, I agree it's very
17 useful. I encourage you that
18 we're six years in and look for
19 correlations. You mentioned
20 this earlier that already are
21 existent and we can track the
22 success of the work mostly
23 because I want to brag on you
24 guys as time goes on and that
25 will be really use believe when

Sample footer

141

1 it's beyond anecdotes and I am
2 sure there are great anecdotes
3 on this and ways to data proof

4 it.
5 >> President Avalos: Thank
6 you very much. With no further
7 questions thank you for the
8 presentation certainly for
9 bringing us the information and
10 highlighting the program. Much
11 appreciate it. Okay. With that
12 -- thank you. We move it to
13 Item 8 -- eight through 12 --
14 >> [Off Mic].
15 >> I'm sorry. You know what.
16 We're in closed session at this
17 point. With that we will move
18 into close session to the other
19 items and we have 15 and 16. We
20 have 15 and a public employees
21 discipline dismissal release
22 Government Code 54957. Number
23 16 is conference with Labor
24 Negotiators with Government Code
25 54957.6. We do have the

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1 employee representative is
2 Dr. Adriana Flores-Church, Dr.

3 Fierro and employee
4 organizations are CSEA, CCFE and
5 Item C is Unrepresented
6 Employees management employees
7 contract management employees,
8 confidential employees Child
9 Development Center,
10 Instructional Associates
11 Short-term, Temporary, and
12 Substitute Staff and with that
13 he will go into closed session
14 and we will have a read out?
15 >> [Off Mic].
16 >> No read out. Thank you
17 please stand by for the meeting
18 to resume
19 (closed session)
20 >> President Avalos: Okay.
21 Where is everybody? Here back.
22 We're back in close session and
23 the board went over the items
24 that were listed as Item 15 and
25 16. A report was provided by

Sample footer

1 Dr. Fierro and Dr. Adriana
2 Flores-Church but no reportable
3 action at this time. Would you
4 having on next to item --
5 informational items. We have
6 items eight. We omitted Item
7 9 and bring it back. We have
8 Items 10, 11 and 12 and eight is
9 Board Policy advisory committee
10 meeting summary and so who was
11 on that committee other than
12 myself?
13 >> [Off Mic].
14 >> President Avalos: On item
15 -- yeah, right. on Item 8 do
16 you want to give a brief
17 overview and what happened and
18 transpired during that meeting?
19 >> [Off Mic] we had Trustee
20 Camacho-Rodriguez as well as
21 Madam President Avalos attend by
22 teleconference and myself. Dr.
23 Fierro help us go through the
24 board policies and we asked for
25 clarification on the number of

Sample footer

1 those different things but
2 ultimately no major changes were
3 made as is now presented to the
4 board.
5 >> President Avalos: Okay.
6 Thank you for that. Item
7 Number 9 as I mentioned earlier
8 we're moving that to the April 3
9 meeting. Item 10 is a board
10 policy review. In accordance
11 with Board Policy 2410 the
12 Policy and Administrative
13 Procedures the board shall
14 review the policies on a
15 regularly scheduled basis to be
16 completed no later 11 year prior
17 to the regularly site visit and
18 the next is spring 2020 and the
19 Board of Trustees will E view
20 Chapter 6 which is the business
21 centuries component. Anything
22 there is anything else just
23 bringing it up want okay. Item
24 11 is first reading for the
25 proposed revisions to the Board

1 Policy. It is recommended that
2 the Board of Trustees review and
3 discuss the updates to the
4 following policies during the
5 first reading. Policies were
6 reviewed by the Board Policy
7 Advisory Committee and we went
8 over these in discussion on
9 Item 8 so Board Policy 2250
10 which is institutional planning.
11 Board Policy 2431 which is non
12 discrimination and 3411 which is
13 accessibility of information and
14 communication technology. Board
15 Policy 5140 and is Disabled
16 Student Program programs and
17 service and Board Policy 5160
18 which is career and Assessment
19 Center services. Item 12 is
20 also a first reading of the
21 proposed Board Policy 6307 and
22 debt and management. It is
23 recommended that the board
24 review and discuss the proposed

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1 issuance and management during
2 this first reading and policy
3 and cord spending procedures
4 were review the by the Board
5 Policy Advisory Committee on
6 February 28 and no General Funds
7 used for this item and I think
8 that's it. We have our last one
9 which some of the items and
10 that's the Item 13 and that's
11 consideration of all of the
12 Board Member compensation
13 increase. It is recommended
14 that the Board of Trustees
15 approve a percent% increase of
16 the compensation of individual
17 Board Members effective July 1,
18 2018 based on present amount of
19 \$554.09 of monthly accordance
20 and Board Policy 2725 and the
21 annual cost is a whopping
22 \$2,505.40 annually and will be
23 expended from the General Fund.

24 So with they would like to hear

25 from my colleagues and anyone

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1 wants to motion?

2 >> So moved.

3 >> I would like one point of

4 clarification on 13, the \$2,000

5 item we're discussing. Would

6 there be a way to make it

7 particularly easy for us as

8 Board Members to take certain

9 portions whether it's literally

10 this pay increase or other and

11 basically easily funnel it into

12 the foundation? I mean -- and

13 do the traditional route.

14 >> Dr. Fierro: We can get a

15 payroll deduction form and it

16 automatically goes into it and

17 one time.

18 >> We need to do this an

19 individual basis.

20 >> Dr. Fierro. Yes, once you

21 authorize us to do it we will

22 take it away.
23 >> Okay. Thank you.
24 >> President Avalos: Okay.
25 Anyone second that motion made

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1 by Board Member --
2 >> I second.
3 >> President Avalos: Zurich.
4 All right. We have a first and
5 a second. All in favor signify
6 by saying aye.
7 >> Aye
8 >> And all those opposed say
9 nay so there's only four of us
10 so that passes. Next is item
11 Number 14. We do have a
12 consideration of adopt of a
13 Resolution and that is
14 Resolution 19-032019A in support
15 of declaring April as community
16 college month so it is
17 recommended that the board adopt
18 this Resolution in supports of
19 community college month. The
20 California Community College

21 system is the largest system of
22 higher education in the country
23 with 2.1 million students and
24 essential resource for the State
25 of California for people and its

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1 economy. Cerritos College in
2 partnership with the Community
3 College League of California
4 urges residents of California to
5 participate in public events
6 held on local campuses during
7 this month of April and the
8 Community College League of
9 California and local trustees
10 and Chief Executive Officers
11 urges the Assembly and Senate of
12 California to recognize
13 April 2019 as California
14 Community College month and
15 commend the nation's community
16 colleges on providing
17 opportunity and excellence in
18 higher education and work force

19 preparation. With that can I
20 get a motion to approve?
21 >> I think every month is
22 community college month.
23 >> President Avalos: Every
24 month is but we don't get
25 recognition of.

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1 >> So moved.
2 >> Second.
3 >> Thank you. All those in
4 favor.
5 >> Aye.
6 >> All opposed? This is
7 approved. Next we will have
8 comments from officials and we
9 will start with the left and the
10 Student Trustee if there is
11 anything you would like to
12 report?
13 >> Phil Herrera: Sure. So I
14 just had a couple things to
15 report. Last week I had the
16 honor of going to one of
17 Christina Garcia's events for

18 Women of the Year event. I just
19 want to say really briefly thank
20 you to Colleen McKinley and
21 Carla York and also to Dr.
22 Fierro for giving me the
23 introduction to them to discuss
24 the Cerritos Complete program
25 that we have. I will be taking

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1 that information to the state
2 wide Student Trustee caucus on
3 the 31st of this month in order
4 to clarify some concerns that
5 they had on that on a bill that
6 we're sending and the Resolution
7 packet to the General Assembly
8 this year. I wanted to let
9 everyone know that the annual
10 Earth Day celebration is
11 April 18 and a Thursday this
12 year so if you can join us I am
13 the Chairperson of the go green
14 task force and working with nine
15 clubs on campus. We're going to

16 have a vegan food truck and a
17 documentary how we can be saving
18 the planet in the evening, so
19 that will be -- yes April 18.
20 And lastly I wanted to give a
21 shout out to a close friend of
22 mine.
23 Some might know her and Grace
24 and she received news she got
25 accepted to UC Santa Barbara and

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1 excited and still waiting to
2 hear back from UC Irvine which
3 is the primary choice but I told
4 her Santa Barbara is beautiful
5 and should be happy and besides
6 that everyone enjoy the rest of
7 the spring break.
8 >> No report.
9 >> No report and just have
10 nice spring break.
11 >> President Avalos: Well, I
12 have a report and I want to
13 remind folks that we an election
14 next Tuesday. It's a special

15 election for nomination of our
16 new State Senator will represent
17 many of the cities in our area
18 and so we have elections next
19 Tuesday if you're voting for
20 Senator district 33 so other
21 than that no other report annual
22 action other than you know just
23 excited that our kids are doing
24 well. Everyone is hopefully
25 having a great time off and

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1 study probably for finals,
2 right, so --
3 >> Dr. Fierro. Can only hope.
4 Last week we had the spring
5 dance concert. We had a couple
6 of showings. It was a great
7 event at the pleasure -- I mean
8 had the pleasure to attend in my
9 company and in addition to his
10 lovely girl friend but the kids
11 did a great job on the concert.
12 The faculty has done a

13 tremendous job revitalizing the
14 program. The staff service and
15 the organization of everyone was
16 great so it was a huge effort by
17 everyone so congratulations on
18 that. We hosted the breast
19 cancer awareness walk last week.
20 Some good participation,
21 participation from the kids from
22 the CDC and essentially every
23 employee group so I had the
24 opportunity to spend time with
25 them and walk with the kids

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1 actually, and we hosted actually
2 Monday the [INAUDIBLE] CTA, the
3 California Community College
4 Trustees -- Latino Trustees and
5 Administrators. We hosted the
6 Executive Committee here on
7 campus setting up the agenda for
8 next year and setting priorities
9 for next year, and we are
10 currently running the speaker --
11 the President speakers series

12 and these particular semester
13 we're talking about wellness,
14 and in collaboration with Carrie
15 one of our instructors from our
16 health program we are launching
17 the fitness programs for our
18 employees that we will have some
19 gym open hours for the employees
20 that are going to be supervised
21 by some of our faculty members.
22 We're going to have training for
23 running that will begin soon,
24 and we're going to have some
25 group classes. I was told that

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1 opening at this time is a
2 spinning class so if you have
3 time to spin we will see you
4 there and that's all my report.
5 I will be teaching that class.
6 >> Was your city -- is your
7 report to the City of
8 Bellflower?
9 >> No.

10 >> Since before the --
11 >> No, was trying to remember
12 what date it was on. Last week.
13 Yeah, so I accompanied -- he
14 leaves things off and report to
15 the Bellflower City Council on
16 Cerritos Complete this last week
17 and we're going to be -- some of
18 us are taking a trip to
19 Sacramento to advocate if on
20 behalf of the campus next week
21 and other than that no report.
22 >> President Avalos: With
23 that I want to just wish
24 everyone a wonderful spring
25 break and have a good night.

Sample footer

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1 Thank you for being with us
2 tonight. Meeting adjourned.
3 [GAVEL]
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