

1 05-15-19 Cerritos BOT
2 >> And what was posted online
3 the image was clear obscenity.
4 The verbiage is verbiage. The
5 illustration is a repost of a
6 porn hub piece of art with an
7 erect penis highly detailed and
8 color and Photoshop and full
9 vagina full spread pinching a
10 nipple. That is obscenity.
11 That's pornography. We have a
12 Child Development Center here.
13 I'm an artist. I'm a creative.
14 I value the First Amendment. I
15 have lived in Saudi Arabia and
16 Indonesia and worked in those
17 countries. I value the First
18 Amendment. The First Amendment
19 doesn't protect speech and other
20 forms of expression that are
21 obscene. Under the Supreme
22 Court's guidelines material is
23 obscene if it shows sexual acts
24 in a clearly offensive way. The

25 average person would consider it

Sample footer

2

1 lewd. I'm average or appealing
2 -- (no audio)
3 Or political value, Miller V
4 California cited code. I am
5 asking you to please take down
6 this pornography that is on our
7 web. In 2014 I took first place
8 in the State of California
9 community college with two
10 illustrations, first place and a
11 third place. First place for
12 the Tallen Marks. I know what
13 happens of art is of a photo
14 montage but I also understand
15 there is a clear distinction
16 between the subject that I am
17 discussing versus a teacher and
18 a staff who is trying to teach
19 our Tallen Marks students to go
20 to the next level to be a writer
21 or in my case an illustrator, a
22 political illustrator. Like I
23 said I took first place out of

24 all the community colleges. I

25 know what I am speaking and that

Sample footer

3

1 is just one award. When you put

2 a bubble on repost and write

3 your name and then another

4 bubble and write your name that

5 is not art so I'm asking to you

6 please take that down and the

7 instructor should be taken to

8 course for such a thing.

9 >> President Avalos: Thank

10 you very much for your comments.

11 Next we are going to ask

12 Ms. Casey -- I'm sorry, I can't

13 read the name.

14 >> [Off Mic].

15 >> President Avalos: Thank

16 you. Thank you for correcting

17 that.

18 >> Good evening Dr. Fierro

19 members of the board full house

20 of guest and other distinguished

21 people. I came by to thank you

22 for the support of the radio
23 station. We got some stuff in
24 and I didn't want you to wait
25 until August when the general

Sample footer

4

1 student populous gets it. We
2 have caps for each of you.
3 Unfortunately I don't have
4 enough for everybody. I wish I
5 did but I don't and they're
6 really nice. We also have
7 buttons which are in Spanish
8 with Mexican colors. Should
9 have had them by Cinco de Mayo
10 but didn't happen and a short
11 five minute CD of what we call
12 imaging in the business.
13 >> [Off Mic].
14 >> I told Dr. Fierro and I
15 think all of you guys when we
16 were here we weren't done trying
17 to win awards this year and even
18 though we won a national award
19 and best station and more
20 nominations than any other year

21 we didn't get the level of
22 recognition that students
23 deserve so we're entering
24 tomorrow I hope the CBI awards
25 which is for the college

Sample footer

5

1 broadcasters incorporated and I
2 pay the bill and then looked on
3 the receipt Email and it said
4 we're now paid through
5 September 1, 2017 which doesn't
6 do us a whole lot of good so we
7 have to check into that but one
8 of the things we're entering we
9 are doing something I wanted to
10 do for a long time. We were
11 able to carry earlier this
12 semester for the first time a
13 live performance from our
14 theater department. We carried
15 skyline. Now we can't normally
16 carry something like that
17 because of royalty limitations
18 but Reed Brown who wrote the

19 play and directed it gave us
20 permission to broadcast it and I
21 thank him for that so we aired
22 that and we had people listening
23 and I was there and people
24 listening in Germany and England
25 and hear our students perform as

Sample footer

6

1 actors. In addition to that on
2 Friday May 24, a day that may
3 sound a little familiar to you
4 and GIPs and the Improv show
5 that was started and Forest
6 Hartel kept going and he had
7 family matters to take on and I
8 inherited the class on
9 graduation day we we will have
10 the pre-commencement show and
11 out at 3:00 o'clock perform
12 being and if you're on campus
13 that day and have the caps and
14 gowns on and you will get some
15 laughs and we promise not to
16 laugh at you until after you
17 leave and wool record it and put

18 it on the radio and submit that
19 for awards next year too and
20 that's the thing that makes the
21 college radio station special
22 they think college radio should
23 be my best friend and for 40
24 years now -- more than that
25 sends me a couple times a week

Sample footer

7

1 updates on what is going on in
2 the radio industry, and in fact
3 he used to for many years run
4 the radio station at Fullerton
5 College and retired and now he
6 says they ought to shut it down
7 and the station is not used
8 (paused) whether doing music
9 radio or talk radio or a
10 broadcast journalism. Those
11 jobs are just disappearing
12 unfortunately but we don't do
13 that sort of thing. We do stuff
14 they think serves the college
15 and serves the students, and

16 there will always be an audience
17 for that, and I really
18 appreciate Gary for letting us
19 use the space and I thank him
20 publicly for that and all of
21 your continued support for what
22 we do and hopefully in the next
23 few weeks there's other award
24 competitions we will enter and
25 during the summer you will see

Sample footer

8

1 me walking in with trophies and
2 sharing the good news and I wish
3 you all a great summer and rest
4 well and be safe and see you in
5 August. Thank you.
6 [Applause]
7 >> President Avalos: And
8 congratulations to the ongoing
9 success not just of the radio
10 station but certainly the
11 students who are extremely
12 talented. We're extremely proud
13 of all of you and your
14 dedication to improve the

15 quality but not just the
16 broadcast but the quality of
17 student that leaves this campus
18 thank you so much for that.
19 Next we have Ms. Roxanne
20 Michelle.
21 [Applause]
22 >> Hello everyone. My name is
23 Roxanne and a dedicated and
24 loyal employee on this campus
25 for 20 years now. Every faction

Sample footer

9

1 on campus except for the
2 classified staff has completed
3 their floors and everyone except
4 classified have received the
5 increase. In addition to that
6 increase the management has
7 asked for and received an
8 increase in their vacation buy
9 back. Full time faculty has
10 asked for and received to double
11 the units they teach in the
12 summer. Part time faculty have

13 received two step increases and
14 confidential received a
15 longevity increase. We the
16 classified have asked for and
17 denied a request for a six step.
18 Why? Why has every faction in
19 campus received what they
20 requested exempt the classified?
21 Why do we have to continually
22 ask for a six step something
23 that every employee on campus
24 has and you have to worked on
25 campus for five years to take

Sample footer

10

1 advantage of. Currently
2 management has eight steps.
3 Confidential has eight steps and
4 now a longevity step. Full time
5 faculty have eight steps and
6 part time have six steps. We
7 the classified staff has shown
8 time and again that we're
9 dedicated to students and our
10 campus. We're usually happy to
11 work in the background and keep

12 things running smoothly. We
13 feel there is no equity between
14 the classified staff and the
15 rest of the employees. We
16 firmly believe in and if denied
17 again are prepared to express
18 our commitment to this at the
19 boor meetings. Thank you.
20 [Applause]
21 >> President Avalos: Thank
22 you Ms. Mitchell for your
23 comments. Next we have
24 Ms. Carmen [INAUDIBLE].
25 [Applause]

Sample footer

11

1 >> Good evening. I would like
2 to stand up here again and speak
3 on behalf of my fellow CSEA
4 union members. I believe the
5 classified staff deserves a fair
6 contract. The district and had
7 a contract and quoting from the
8 campus updates "the contract
9 significant expands our

10 investment in part time faculty
11 and in the contract they
12 received two progression steps
13 back to July 2018 and the steps
14 were taken to ensure that the
15 district's faculty are fairly
16 compensated for student success
17 and completion and staff have a
18 hand in student success and this
19 is your opportunity to make
20 things right and show us that
21 our responsibilities are just as
22 important as the faculty and
23 other members. Thank you.
24 [Applause]
25 >> President Avalos: Thank

Sample footer

12

1 you so much for your comments.
2 Next we have one final speaker,
3 Ms. Evette Juarez.
4 [Applause]
5 >> Good evening Dr. Fierro
6 Trustees faculty and guest and
7 all my union brothers and
8 sisters. CSEA is asking that

9 the work of the classified staff
10 be acknowledged appropriately
11 with the six step and the salary
12 ask. The district has yet to
13 agree to this long overdue
14 contract negotiation. Since the
15 last meeting with the Board of
16 Trustees the classified staff in
17 Cerritos College have continued
18 to work hard for the betterment
19 of this district. We coordinate
20 programs run the daily
21 operations and offices on
22 campus. We hired and scheduled
23 and supervised hundreds of
24 employees on the campus to keep
25 things running the way they. Do

Sample footer

13

1 Administration officials won't
2 be able to do the job without
3 the support staff and classified
4 employees in the offices.
5 Faculty will not have teaching
6 assignments or students in the

7 class if not for the classified
8 staff on campuses. Classes
9 office and would be dirty if
10 not for the staff on the campus.
11 Our beautiful grounds would be dead
12 and overgrown without the hard
13 work of the staff on campus.
14 We're the foundation and glue
15 that hold the institution
16 together everyday. We're
17 waiting for our turn and our
18 time is here. We have earned
19 the six step and not settle for
20 a contract that devalues our
21 considerations to this college.
22 Thank you.
23 [Applause]
24 >> Congratulations to the
25 college.

Sample footer

14

1 [Applause]
2 >> President Avalos: Thank
3 you for your comments. Seeing
4 no further cards we're going to
5 close the audience portion on

6 comments for tonight and we
7 would like to move on to reports
8 and comments from constituent
9 groups. I'm not sure if we have
10 a comment or report from our
11 associated students of Cerritos
12 College, the ASCC President?
13 No. Just making sure. All
14 right. Seeing none we'll move
15 on to Faculty Senate President.
16 >> Hello. Lisa Betella I'm
17 not the Secretary and sitting in
18 for April Griffin our President.
19 I want to be quick and get it to
20 CSEA and I want to voice my
21 support for the classified staff
22 here at Cerritos.
23 [Applause]
24 >> With a special shout out to
25 Alva Acosta and Debra in the

Sample footer

15

1 Fine Arts Division and they keep
2 us running.
3 [Applause]

4 >> So back to Faculty Senate.
5 We did have our last meeting of
6 the academic year yesterday and
7 approved short diversity
8 commitment and statement of
9 diversity always the longer
10 statement of diversity and
11 inclusion and we were happy to
12 approve them. In the last week
13 there were many activities by
14 April Griffin and the planning
15 sessions and run by Dr. Valencia
16 Raphael and April Cruz the area
17 representative, these sessions
18 were established precise goals
19 work towards best practices for
20 hiring diversification. The
21 Faculty Senate representatives
22 took place in the equity meeting
23 this last Friday and look
24 forward to completing the plans
25 over the summer. A few other

Sample footer

1 announcements our Speech
2 Department is now called

3 communication studies and this
4 name change has taken place to
5 be in line with the Chancellor's
6 Office and also with
7 professional organizations and
8 also to reflect changes in the
9 field and then my last
10 announcement and my favorite
11 announcement is that last week
12 we had 26 students and some
13 parents meet for a pre-departure
14 plan meeting the Florence study
15 abroad program. Myself and
16 Steve Clifford will teach
17 history and art classes in Italy
18 from June and July. Everyone is
19 welcome. This is a great
20 opportunity for our students to
21 earn GE credit in UC and CSU
22 transferable courses and two of
23 the students that are coming
24 have never been on a plane
25 before and pleased to show them

Sample footer

1 more of the world and all right
2 and that's it for today.
3 [Applause]
4 >> President Avalos: Thank
5 you very much for your comments
6 tonight. Next we have our CSEA
7 President, Ms. Houge.
8 [Applause]
9 >> Good evening Board of
10 Trustees, Dr. Fierro, our Vice
11 Presidents, CCFF, Faculty Senate
12 and the audience and most
13 importantly my CSEA brothers and
14 sisters of Chapter 161. The
15 district has begin of the
16 following full time faculty
17 4.71% and summer over load from
18 40% to 80%. Part time faculty,
19 two additional steps to their
20 salary schedule and \$100,000 for
21 the group for health and welfare
22 compensation. Confidential
23 employees of course given COLA
24 plus longevity step after the
25 previous longevity step were

Sample footer

1 blended into their salary
2 schedule so they have received
3 4.71% plus a 5% longevity step.
4 Managers have received COLA of
5 4.71% plus they have increased
6 their vacation buy back from 40
7 hours to 80. We the classified
8 staff are asking for a six step
9 which equals 4.5%. Not all of
10 us will get that six step right
11 away. We have to take the steps
12 to get there, and we are asking
13 for the 4.71 that all other
14 groups have already received.
15 Now that the May revision for
16 the state has been released the
17 short fall of over \$10 million
18 potentially is -- I'm sorry,
19 \$10 million has been reduced to
20 approximately \$1 million. The
21 growth rate limit has changed
22 from 8% to 10%. Cerritos
23 College growth rate is around
24 12. There are many change to
25 the May revision that may have a

1 positive impact on community
2 college funding. This
3 information was provided to us
4 during the last College
5 Coordinating Committee. Again
6 the meaning of equity comes to
7 mind. How are the classified
8 staff treated equally to all
9 other groups on campus? I ask
10 you all this question tonight.
11 I want to end with some kind
12 words that Dr. Fierro said
13 published in the May 72019
14 campus connection. "our
15 employees are the most valuable
16 assets we have to support
17 student success and enrich our
18 campus" said Dr. Fierro. We
19 are always in search of
20 opportunities to recognize the
21 contributions outstanding
22 faculty and staff whose
23 dedication to Cerritos College
24 is unmatched. Thank you Dr.

Sample footer

20

1 tonight I ask you to recognize
2 our hard work and dedication to
3 community college by approving
4 our compensation proposal that
5 was submitted to the district
6 negotiation team today. What do
7 we want?
8 >> A raise.
9 >> When do we want it?
10 >> Now.
11 >> Thank you.
12 [Applause]
13 >> President Avalos: Thank
14 you. I appreciate your comments
15 tonight. Next and last on our
16 list is our association of
17 college management employees or
18 ACCME. Is the President here
19 and like to make a comment? No?
20 Okay. Seeing no one come
21 forward we will close reports
22 and comments from constituent
23 groups. Moving on to the open

24 session agenda we do have

25 opportunity Item four which is

Sample footer

21

1 recognizing our employees of the

2 month. The Board of Trustees

3 will recognize Ms. Jennifer

4 Mejia and Ulysses Valencia the

5 financial aid technicians as

6 recipients of the Classified

7 Employee of the Month team award

8 for spring 2019. The board will

9 also recognize Ms. Nancy Molina

10 testing technician as recipient

11 of the Classified Employee of

12 the Month and this award is for

13 the month of March if they're

14 here. Can I have the team come

15 on up, Mr. Valencia and Jenn.

16 Okay. Great

17 [Applause]

18 >> Good job buddy.

19 >> President Avalos: I said

20 that we love that you give money

21 away and we hope students give

22 applying and thank you for the
23 commitment to the students and A
24 they can stay on the compass and
25 complete their education and

Sample footer

22

1 move on to other things in their
2 life and this outstanding
3 Classified Employee of the Month
4 is recognizing Ms. Jennifer
5 Mejia and Mr. Ulysses Valencia
6 for the outstanding work and
7 contribution to the students.
8 These two individuals have
9 provided quality financial aid
10 and outreach services to Student
11 Trustees on campus by providing
12 work shops awareness fairs and
13 classroom presentations. By the
14 way if you know this I have
15 talked several times and talked
16 to each you and nice when you
17 don't know who I am and I get
18 quality service with a smile and
19 they present to high school
20 counselors and students and

21 parents through the Cerritos
22 Complete program which we're
23 proud of on the campus. They're
24 organized and enthusiastic about
25 increasing the awareness of

Sample footer

23

1 financial aid resources and
2 simplifying the process for
3 students and ceremony for the
4 families. As a team they
5 created excellent fliers and
6 posters for students to
7 understand the financial aid
8 process and I will say thank you
9 because they're simple and easy
10 to understand so thank you for
11 that. They have built
12 relationships in the community
13 which received positive feedback
14 from off campus Administrators
15 and counselors. Their
16 dedication and hard work is
17 certainly appreciated. We would
18 like to thank you. We

19 appreciate and you your personal
20 contributions outstanding
21 efforts to everyone who come on
22 to our campus who wants to come
23 to campus needs to know how to
24 get money and more importantly
25 being part of the community and

Sample footer

24

1 empowering them to be successful
2 in life so so thank you so much
3 for that.
4 [Applause]
5 >> President Avalos: Don't
6 know if you want to recognize
7 anyone in the audience and I am
8 sure there are folks supporting
9 you in the department.
10 >> On behalf of financial aid
11 I would like to thank you for
12 the award and nominate us and we
13 took the lead in the outreach
14 and couldn't do it with the
15 specialists and others that are
16 classified employees who we're
17 off campus for the future

18 students to come to Cerritos so
19 thank you team and staff for
20 helping us and supporting us.
21 [Applause]
22 >> Just to add on that thank
23 you for the award and put us in
24 a position to make a difference
25 in students' lives. Thank you.

Sample footer

25

1 [Applause]
2 >> President Avalos: Yes, if
3 their families are here and like
4 to take pictures. Come on down
5 you're the next contestant with
6 this school is right.
7 [speaking Spanish]
8 we're going to take a picture
9 here.
10 [Applause]
11 >> President Avalos: We feel
12 like that sometimes too.
13 [Laughter]
14 >> Tonight might be one of them
15 nights.

16 [Laughter]
17 >> Come on guys. We have to
18 have some fun around here. All
19 right. Now we got to calm down
20 and be real here. All right.
21 So the next awardee is our
22 Employee of the Month, Ms. Nancy
23 Molina. So Nancy began the
24 career at Cerritos College as a
25 short term temporary employee in

Sample footer

26

1 the Assessment Center.
2 Congratulations. That was back
3 in 2014 when she was 12, so I
4 think she's now 18 or 19. She's
5 legit now and hired as a testing
6 technician in the Assessment
7 Center. Nancy was nominated for
8 this award for her
9 contributions to helping student
10 implement the self reporting
11 tools on campus and thank you
12 for doing that and when new
13 legislation came into law
14 January 2018 the college began

15 the process of implementing this
16 tool and impact the seams in a
17 big way. She was part of that
18 team. She entered more than
19 1,000 student results into the
20 people soft system for the
21 Cerritos Complete program.
22 Nancy's can do attitude and team
23 ensuring that student data was
24 entered on schedule and along
25 with her colleagues continue to

Sample footer

27

1 streamline the process so the
2 students receive a speedy
3 clearance and move on to
4 registration. Our dedicated
5 service is acknowledged tonight.
6 The commitment and willingness
7 to go beyond meeting the needs
8 of student and staff is
9 exceptional. We commend you for
10 the outstanding service and
11 dedication and trying new things
12 to improve the quality of

13 service to our students and
14 thank you very much and we're
15 very much proud of you for
16 achieving this milestone here at
17 the college and I am sure more
18 to come and thank you for
19 supporting the students and
20 congratulations. If you have
21 families here we would like to
22 recognize them to support you.
23 No one is here. Who is here?
24 [speaking Spanish]
25 All right. Come on over here.

Sample footer

28

1 Her sister. Oh wait. Let me
2 put this down. I have to look
3 cute for the picture. My son is
4 laughing thinking my mom is
5 crazy. Oh the flag.
6 [Laughter]
7 >> Did I not say we're going to
8 have fun tonight? And would you
9 like to say something as well?
10 >> Thank you.
11 [Applause]

12 >> President Avalos: Again
13 thank you to our awardees
14 tonight for supporting the
15 students that come on campus and
16 making sure they get the need it
17 is that they come see you for
18 met so thank you very much for
19 that.

20 [Applause]

21 >> President Avalos: I love
22 all the wonderful awards to our
23 students so next on the agenda
24 is the Institutional
25 Presentation. The board will

Sample footer

29

1 recognize the students who
2 participated in the 99th annual
3 Western Psychological
4 Association conference in
5 Pasadena in April and Dr. Fierro
6 I understand you're going to do
7 the presentations.
8 >> Dr. Fierro: Yes thank you
9 President Avalos, so now we have

10 the opportunity to say thank you
11 to an ambitious student who has
12 been part of the leadership here
13 at the board table.
14 >> [Off Mic].
15 >> President Avalos: Item 5
16 -- well, we can skip to Item 6
17 if you would rather do Item 6.
18 >> Dr. Fierro: We might as
19 well. We're here.
20 >> President Avalos: Okay.
21 We will come back to Item 5.
22 >> Dr. Fierro: I didn't know
23 I skipped.
24 >> President Avalos: Let's go
25 to Item 6 and this is a

Sample footer

30

1 certificate of appreciation to
2 Phil Herrera for the service as
3 the student this year and
4 putting up with us we're an
5 amazing team and with you we're
6 phenomenal and thank you for
7 being part of this team.
8 [Applause]

9 >> Dr. Fierro: So now item 6.
10 We have the opportunity to say
11 thank you to the ambitious
12 opportunity who is part of the
13 leadership at the board table.
14 In addition to balancing his
15 regular job and studies Phil has
16 served as the Student Trustee in
17 the last year and championed
18 this role on campus and across
19 the state. We are grateful for
20 his active role in leading our
21 campus and in representing the
22 students of Cerritos College.
23 Phil we appreciate your
24 dedication in leading Cerritos
25 College. We wish you continued

Sample footer

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1 success and we looking forward
2 to batching -- watching you grow
3 and achieve goals in future
4 years. It's been a real
5 pleasure working with you. You
6 have been an outstanding Student

7 Trustee and I am very proud to
8 have worked with you this past
9 year. I hope this is not the
10 last time we collaborate on
11 anything, on something, and I
12 wish you the very best.
13 [Applause]
14 >> Phil Herrera: Do you mind
15 if I thank a few people?
16 >> President Avalos:
17 Absolutely not. This is your in
18 a moment.
19 >> Phil Herrera: Thank you.
20 I want to thank a few people
21 that believed in me and inspired
22 me along my route at Cerritos
23 College. I want to say thank
24 you to Dean Miller, Raul Avalos
25 and all of the hard working

Sample footer

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1 staff and thank you also to some
2 of the classified staff that
3 have been amazing. Nicky and
4 Maria from student activities
5 office. Obviously I have to

6 thank people from Culinary Arts
7 and the chefs and my fellow
8 Board Members. Thank you for
9 just inspiring me to be all they
10 can be as a Board Member. I
11 also want to thank a couple of
12 the people who helped me with Go
13 Green Task Force and Val and
14 Henrietta who were huge parts of
15 go green this year and advising
16 me and someone who helped me
17 find my identity in the Chicano
18 in the Arts Department Carlos
19 and a special thanks to two
20 people specifically, Danielle
21 from the Culinary Arts cafe who
22 is always there to inspire me
23 throughout my Culinary Arts
24 adventures and she's right here
25 and sorry if it is embarrassing

Sample footer

33

1 and JA from student activities
2 and I couldn't have done this
3 without the inspiration that I

4 got from the pride that two
5 specific groups on this campus
6 really take in their campus and
7 specifically our classified and
8 our facilities staff who I know
9 are handling our Waste
10 Management right now. I want to
11 say thank you to all of you. I
12 see your hard work and I
13 appreciate all of you. Thank
14 you very much.
15 [Applause]
16 >> President Avalos: Well
17 again congratulations. It's
18 certainly been a pleasure to get
19 to know you. More importantly
20 to see where you're headed and
21 excited to see your growth and
22 you're going to do some
23 phenomenal things in life and we
24 hoped that we trained you well
25 to take on many challenges and

Sample footer

1 that you don't forget this time
2 on the board is really about

3 service to the students and I
4 know you have been an amazing
5 advocate as Dr. Fierro mentioned
6 and not just for students on
7 campus but at community college
8 level state wide and thank you
9 for all of the contributions and
10 just being their true voice when
11 sometimes I think it gets not
12 heard as often so we hear you.
13 We're listening and certainly
14 we're very proud of you having
15 you on our team and look forward
16 to your many successes.
17 Congratulations. Item 5. Can
18 we go back to that?
19 [Laughter]
20 >> President Avalos: All
21 right. So Item 5 is our
22 student going to be recognized
23 for participating in the 99th
24 annual Western Psychological
25 Association conference in

Sample footer

1 Pasadena in April so if
2 Ms. Doctors Kimberly Duff and
3 [INAUDIBLE] are here.
4 >> Thank you for having us
5 President Avalos, President
6 Fierro, members of the board. I
7 am so excited to be back here
8 sharing you with you the
9 successes of my colleague who
10 presented at the conference and
11 along with students and thank
12 the Community College Foundation
13 Board who will support the
14 students who will go on to do
15 amazing things that you will
16 hear about on alumni website and
17 I will turn it over and then the
18 students will say your name and
19 what you got out of the
20 conference.
21 >> Thank you for having us
22 tonight. One of the great
23 things of bringing students to
24 this kind of conference is see
25 the hard work in the course

Sample footer

1 really come to fruition in terms
2 what it will serve them in a
3 career. A lot of these students
4 here put in weeks and weeks of
5 work in the class and it's the
6 kind of class that's project
7 based so they learn a lot of
8 skills that you can use and many
9 of the students have actually
10 gotten jobs or have successfully
11 placed in research assistant
12 labs because of the skills they
13 learn in the research methods
14 courts and I don't want to talk
15 too much and I want them to
16 share the experience and thanks
17 the foundation and thanks to the
18 students for inspiring the
19 instructor and you're the reason
20 we do what we do.
21 >> Good evening. My name is
22 Evan and we presented our poster
23 on the effects of tire positive
24 and negative trade attributions.
25 It was exciting to be there but

1 more exciting when we won the
2 student regional research award
3 so that was really great and
4 overall it was a wonderful
5 experience to see our peers and
6 talk to people about our
7 research. Thank you very much
8 for sending us there.

9 [Applause]

10 >> Good evening everyone. My
11 name is key air Henderson and we
12 did have a wonderful time at
13 conversation. It was my first
14 time attending great experience.
15 I was able to gain research
16 experience there and network
17 with the faculty and students
18 that attended and just kind of
19 share knowledge of Psychology
20 and what we inspire to do with
21 our degree.

22 [Applause]

23 >> Good evening. My name is
24 Angelle A I wanted to say thank

25 you for granting the opportunity

Sample footer

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1 for my peers and I to share the
2 experiences with you this
3 evening. Attending the
4 conference opened my eye to the
5 opportunities to community
6 college students. It helped to
7 destroy the inhibiting narrative
8 in my head that I am not
9 qualified to pursue certain
10 opportunities because I go to a
11 community college rather than a
12 university. I believe the
13 students exposure to a
14 conference like psyche day or
15 WPA can be a pivotal experience
16 to the undergraduate career.
17 Thank you.
18 [Applause]
19 >> Good evening. My name is
20 [INAUDIBLE] and I would like to
21 thank you for sending us to W
22 PA. I had a great team seeing
23 my peers present their research

24 and all the role models that I

25 learned about in my Psychology

Sample footer

39

1 class. It was an informative

2 experience and thank you again.

3 [Applause]

4 >> Good evening my name is

5 Anna Liu. My time presented our

6 research on the effects of the

7 different genres of music and

8 memory recall. The team's first

9 time there and we so honored and

10 enjoyed the experience so much

11 for a chance to network and to

12 learn a little bit more about

13 the field of Psychology from a

14 personal level as a returning

15 student after a 20 year mommy

16 sabbatical thank you for me to

17 reaffirm and know that I can

18 still be a vital member of the

19 educational community. Thank

20 you.

21 [Applause]

22 >> Hello my name is Joseph and
23 WPA just opened up my -- it
24 brought my mind to Psychology.
25 First college student in my

Sample footer

40

1 family I see that WPA just gave
2 me more confident in myself
3 because I never expected at the
4 community college student to
5 transfer out of here so I guess
6 share with family and makes me
7 feel -- more opportunities out
8 there if I look for it.
9 [Applause]
10 >> Thank you very much for
11 letting our students come and
12 recognizing their
13 accomplishments. They worked so
14 hard I know you will hear about
15 the future successes when they
16 transfer out. Thank you.
17 >> President Avalos: All
18 right. Thank you.
19 Congratulations to all of you.
20 [Applause]

21 >> President Avalos: Again
22 thank you and congratulations on
23 your successes and we look
24 forward to happens to you next
25 thank you so much for sharing.

Sample footer

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1 Next we have item seven which is
2 our accreditation presentation
3 so at this time the board will
4 receive a presentation from
5 Ms. Shawna Baskette, Dean of
6 Academic Success and
7 Accreditation Co-Chair regarding
8 the college's efforts in
9 preparation for the 2020
10 accreditation site visit.
11 >> Thank you. Is this on --
12 Oh okay. All right. Thank you
13 President Avalos, President
14 Fierro, Trustees, colleagues. I
15 am here on behalf of our
16 Accreditation Liaison Officer,
17 Rick Miranda who couldn't be
18 here tonight to give the update

19 and joined by my Co-Chair and
20 colleague Michelle Lewellen.
21 Six months ago Rick Miranda
22 provided a report on the
23 Accreditation Team membership,
24 the expected timeline, the
25 process that we are using to

Sample footer

42

1 write the Institutional Self
2 Evaluation Report, which I will
3 now refer to as the icer. We
4 talked our progress at the time
5 of writing the narrative for the
6 standards. At that time we were
7 in the middle of writing draft
8 number one and he talked about
9 the changes to ACCJC and the
10 form at and I will talk about
11 the draft and update you on
12 that. Hold on a second. I am
13 trying to get to my notes here.
14 I'm going to briefly touch on
15 what we can expect for the visit
16 so the draft so thanks to our
17 accreditation standard writers

18 and leads the accreditation
19 committee and the accreditation
20 leadership team we now have a
21 full rough draft. This draft
22 relates multiple voices and 77
23 individuals that collectively
24 worked on the draft.
25 19 classified staff helped and

Sample footer

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1 five confidential staff helped
2 and 28 faculty and 23 managers
3 and two students including our
4 very own Phil Herrera helped
5 with this draft. This is really
6 valuable to the institution
7 because all individuals are very
8 well versed in the standards and
9 can not only articulate this to
10 the visiting team on campus next
11 year but self reflected during
12 our institutional plans and
13 identify avenues to continually
14 improve under served students
15 and that's the heart of services

16 and continual improvement to
17 serve our students and why we're
18 doing this so now it's the job
19 of the accreditation leadership
20 team, Michelle, Rick, myself,
21 Chad Green who is our editor to
22 take all of these voices and
23 unify into one document and so
24 far they're in one document but
25 we need to make sure that the

Sample footer

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1 voice sounds like it was written
2 by one unified institution, so
3 to accomplish this task we're
4 going to launch into the
5 timeline right now. Starting
6 with Item three on this slide
7 the accreditation Co-Chairs who
8 are Michelle and myself along
9 with Rick Miranda are combing
10 through the draft in
11 excruciating detail and
12 continuing over the summer and
13 looking for complete list of
14 evidence. We're going to modify

15 some of the evidence to make it
16 clearer, seeing -- (LOW AUDIO).
17 (checking audio)
18 So in fall 2019 we will have the
19 entire campus ring the second
20 draft. That is just the
21 institutional analysis and the
22 meat of the icer that we're
23 working on right now and we need
24 to do the introduction and
25 present the data on the draft,

Sample footer

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1 work on the eligibility
2 requirements and we're doing
3 that over the fall as well and
4 then our plan right now is to
5 have the final draft of the icer
6 ready for the board meeting in
7 November. The external team
8 visit is going to happen less
9 than a year from now. It's
10 going to be in spring. Last
11 time when Rick Miranda was here
12 he told you the visit was in

13 March. It's actually in
14 February and February 24-28.
15 And I just wanted to tell you a
16 little bit more about what to
17 expect from the visit. We will
18 be back in this board room in
19 the fall to walk you through the
20 visit in much more detail but
21 now I wanted reassure about
22 their new approach. I just
23 returned from a week long annual
24 ACCJC approach is work with the
25 be institutions to help them

Sample footer

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1 improve. They believe it's
2 their job to serve their members
3 and we are their members. When
4 the visiting team comes if they
5 followed instructions they will
6 have 70% of the review written
7 just by reading our icer.
8 Therefore they will -- focused
9 inquires and a set agenda for
10 them. We're on track where we
11 expected to be with the draft

12 and on track with the timeline.

13 We expect to have draft two for

14 distribution this fall and also

15 in fall we will begin

16 preparations for the actual

17 visit and at this time we will

18 back in the board room to update

19 you again so let me know if you

20 have any questions.

21 >> President Avalos: Great.

22 Any questions from my colleagues

23 on the board?

24 >> Dr. Fierro: No question

25 but I just want to thank

Sample footer

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1 Michelle and Shawna for leading

2 the effort. They're obviously

3 many changes through ACC and

4 some of the standards they have

5 changed, so Michelle and Shawna

6 with the help of the others 76

7 members of the team have put

8 together the first draft, and

9 unlike in other years this draft

10 is only 196 pages long, and
11 while that sounds scary it's
12 more productive than having a
13 400 and 500 page report which
14 you just put everything but the
15 kitchen sink so this is a little
16 more -- is that how you say
17 that? I just made a new one.
18 >> President Avalos: I love
19 it. In our household there's
20 probably a chicken in the.
21 >> Dr. Fierro: Beat around
22 the bush or something like that.
23 anyway it's 196 pages. It's
24 very focused on what we need to
25 show to meet the standards so we

Sample footer

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1 made a first pass of the full
2 report yesterday with the help
3 of Julie Moon, Andrea, Rick and
4 I have we went over some of the
5 pieces of the report trying to
6 get a more comprehensive view
7 trying to connect the pieces,
8 and the team and both Shawna and

9 Michelle have been open to the
10 feedback and continue to work
11 during the summer so it's a lot
12 of work being put into that
13 report the whole summer and
14 November before we have it here
15 and the goal is get a clean bill
16 of health from the report and
17 make sure that the report meets
18 and exceeds all of the
19 expectations and I want thank
20 you for all of the hard work and
21 I'm going to pre-thank Chad for
22 the work ahead and to read the
23 report it's there but to sound
24 like one voice good luck but
25 thank you.

Sample footer

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1 >> Thank you.
2 >> President Avalos: Thank
3 you very much. Are there any
4 comments anyone else? No all
5 right. Thank you very much for
6 the presentation. I appreciate

7 the update. Next we will move
8 on to Item Number eight which is
9 our bond Project Labor Agreement
10 update. Mr. Felipe Lopez Vice
11 President of Business Services
12 will provide with the status
13 update regarding Measure G Bond
14 Construction Program and the
15 district's progress with the
16 Project Labor Agreement.
17 >> Felipe Lopez: All right.
18 So we have two presentations for
19 you. The first one is going to
20 be the status on the Project
21 Labor Agreement and I have two
22 colleagues here and I will
23 introduce Mark Logan our
24 Director of purchasing and
25 contract Administration. Mark.

Sample footer

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1 >> Good evening. Mark Logan
2 Director of Purchasing and
3 Contracts so actually I'm going
4 to hand this over to the Solis
5 group and Joe Carol will give a

6 overview of the presentation and
7 you were given a similar one
8 last year and this is a follow
9 up to that presentation.
10 >> Thank you very much. Good
11 evening. My name is Joe Carol
12 and I am glad to be here to give
13 you an update on our Project
14 Labor Agreement. The Project
15 Labor Agreement was signed in
16 2015. It's a with the L.A. and
17 Orange County building and
18 Construction Trades Council and
19 Ron Miller is with us here
20 tonight and to cooperate over
21 the term of certain projects and
22 you can see the three projects
23 included here and the one
24 currently under construction is
25 the Health and Wellness Complex

Sample footer

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1 and we were in 2018 letting you
2 how things were going at that
3 time. The labor agreements

4 include provisions for local
5 hiring and they're structured in
6 different tiers. They have a
7 tier for district apprenticeship
8 graduates. At the moment the
9 only one training on campus is
10 the iron workers and that
11 accounts for that and a tier for
12 district residents and veterans
13 and where they live and regional
14 residents within 25-mile radius
15 and all residents of L.A. and
16 Orange County. When contractors
17 are working on the projects we
18 like to use local workers.
19 That's the agreement with the
20 association with the building
21 trades and they're able to have
22 access to the union hiring halls
23 whether or not they're union
24 contractors. They have the
25 right to turn what they call a

Sample footer

1 craft request form and because
2 we signed this agreement the

3 unions are able to put the
4 district residents and local
5 workers to the top of the list
6 and send them out to the
7 projects so the district
8 resident definition is residents
9 of any city that contain it is
10 the district zip code and
11 district students and armed
12 services veterans again wherever
13 they reside so here's the latest
14 numbers. This is through the
15 certified payrolls submitted for
16 the projects through March and
17 as you see we're meeting our
18 goals and apprentices 17% and
19 district residents and 266
20 worked on the project so far and
21 19% of the workers as a whole.
22 Then third tier which includes
23 the 25-mile radius and up to
24 half of the workers in the
25 project and 71% are from Los

Sample footer

1 Angeles and Orange County so the
2 pie charts break local down into
3 different categories of local
4 workers that are there. All
5 right. We wanted to do a
6 comparison how the labor
7 agreement is working at
8 attracting and encouraging
9 contractors to use these
10 residents and we have smaller
11 projects not covered in the PLA
12 and we were doing labor
13 compliance analysis to make sure
14 that workers are paid properly
15 on the jobs and have access to
16 the payroll that shows where the
17 workers live. For the Health
18 and Wellness Complex currently
19 we've had 19% of the workers
20 from the district area. For
21 these list of non PLA projects
22 completed during 2018-19 it's
23 about 11.7% of the workers were
24 district graduates and 60%
25 higher district hiring when we

Sample footer

1 have the large PLA project.
2 Okay. I want to talk about some
3 of the efforts we have done to
4 maximize the local hiring and
5 make sure that it happens. One
6 is of course that we have a
7 pre-job conference. Contractor
8 comes on the job and
9 subcontractor to talk about the
10 work they were intended to do
11 and make sure that the trade it
12 is understand what is coming up
13 and workers to send out and make
14 sure that the contractors hear
15 about the hiring targets that we
16 have and know they're important
17 to the district. On a monthly
18 basis we're analyzing the
19 current status. We're putting
20 together a status letter and
21 make that part of the invoice
22 payment so the Construction
23 Managers on the job when
24 deciding if the contractor is
25 compliant to continue to receive

1 the invoice payments one of the
2 items are you turning in the
3 payroll and hiring district
4 residents. We take a look at
5 the look aheads and which
6 contractors are coming up in the
7 future and target and talk to
8 them and don't forget you have
9 local hiring goals on this
10 project. What are you intending
11 to do and who are you use and
12 make sure this happens? We're
13 able to make introductions -- it
14 can happen in a contractor is
15 willing to use local workers but
16 the trades are full and they're
17 doing well and they are working
18 elsewhere and then we have the
19 opportunity to talk about
20 partnership agencies and
21 pre-apprenticeship programs in
22 the area and Long Beach
23 apprenticeship readiness
24 program. There's a agency

Sample footer

1 veterans who are just getting
2 off of deployment and transition
3 into other careers. We've also
4 worked with work source centers
5 in the area so that we can make
6 that guarantee to the contractor
7 that if you're willing to used
8 the worker we will work with you
9 to find somebody and not send in
10 a request and they say no and
11 that's the end of it and under
12 the PLA as well we do labor
13 relations. Part of the
14 guarantee to the trades from the
15 college there are no strikes or
16 work disruptions on the project
17 so if there questions on the
18 work or problems there are is a
19 process of grievances to get
20 those resolved. We only had one
21 on the project and essentially
22 the work was assigned to one
23 union contractor and another

24 wanted to claim the work and

25 we're going through the process

Sample footer

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1 to have their dispute heard now.

2 All right. Next steps, the

3 things we will do up front. We

4 will continue to do the status

5 reports and up-to-date and

6 outreach to the contractors that

7 are working on the job. As the

8 project goes into different

9 phases different scopes of work

10 come up and different people

11 they have been off the job since

12 the last phase last year or

13 never on the job at all so we

14 have a chance to remind them of

15 the obligations and then of

16 course being able to refer

17 apprenticeship candidates from

18 the partner agencies and make

19 sure that the contractors who

20 are coming on made the

21 assignments clear so everyone

22 knows the type of work they're
23 doing and the trades they're
24 working on and everyone has a
25 chance to raise any questions

Sample footer

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1 they might have so -- excuse me,
2 we have new liberal arts DSPS
3 building. I think this is an
4 old one from last year's
5 presentation but you can see
6 that the project 15 out of 21
7 contractors were union and the
8 project was completed a couple
9 years back. The Fine Arts
10 building similarly had been
11 completed and again with the
12 majority of contractors that
13 were union. Neither project was
14 included in the Project Labor
15 Agreement because it wasn't
16 signed at the time and the same
17 with the fine CIS building and
18 percentages for those so
19 combined we had about 2/3 of the
20 contractors before we signed the

21 agreement. I would say for the
22 current contract we have the
23 vast majority -- I didn't do the
24 numbers but all but a couple
25 contractors are union and

Sample footer

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1 working on the PLA project now.
2 This is the Health and Wellness
3 Complex project and 90% the
4 contractors have been union
5 signatory contractors is
6 intended to go through
7 February 2020 so if you have
8 questions how the Project Labor
9 Agreement is working I would be
10 happy to answer them.
11 >> Madam Chair may I.
12 >> President Avalos. Yes go
13 ahead.
14 >> Zurich Lewis: So three
15 years ago we were in this room
16 and given projections from the
17 Vice President that we would see
18 five to 10% increase if we were

19 to accept PLA. How has that
20 panned out since and how many
21 more local hires do we have now
22 with these projects opposed we
23 did before the PLA?
24 >> I don't have numbers in
25 front of me but I will talk

Sample footer

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1 generally -- you're talking on
2 price and comparison on that.
3 >> Zurich Lewis: Sure.
4 >> If you go back to the
5 slides on the non PLA projects
6 really we have a significant
7 amount of union work on here, so
8 we haven't necessarily seen that
9 really spike in additional costs
10 on that. You know it's pretty
11 comparable to whether or not
12 it's a PLA agreement or a non
13 PLA agreement because even
14 without a PLA agreement the bulk
15 of our work is done by union
16 work but I don't have any
17 concrete numbers in front of me

18 to be able to share but in
19 general we haven't been seeing
20 that.
21 >> Zurich Lewis: So there
22 hasn't been a significant change
23 in the percentage of unions
24 working on a particular project
25 that happened previous to the

Sample footer

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1 PLA to the PLA now?
2 >> There is a bump up
3 comparison because really we're
4 averaging about 68% on the non
5 PLA projects of union work on
6 the PLA that bumps up to 90%
7 union work so there was an
8 increase of union work going to
9 the PLA.
10 >> Zurich Lewis: Okay. And
11 one other question to help me
12 understand the two bullet points
13 in each of those projects say
14 that if all bidders were -- and
15 it gives different ones. Some

16 day if they're all union 3.6%
17 increase on the combined totals
18 slide and on the Health and
19 Wellness Complex it would be if
20 all bidders were 68% union, 32%
21 non union so that's a comparison
22 to if we hadn't done the PLA on
23 it -- [INAUDIBLE] decrease?
24 >> Right.
25 >> Zurich Lewis: Okay. So

Sample footer

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1 it's not the 5-10 percent we
2 projected but still --
3 >> Yeah, there is still some
4 adjustments that we see on it,
5 but not significant amounts.
6 >> Zurich Lewis: Thank you.
7 >> President Avalos: Any
8 other colleague?
9 >> [Off Mic].
10 >> President Avalos: Yes
11 Marisa.
12 >> Marisa Perez: Yes, I have
13 a couple of questions. Thank
14 you for the presentation. My

15 first question is going back to
16 the first tier, the
17 apprenticeship programs that you
18 mentioned. You mentioned we
19 only have the iron workers as
20 part of that first tier. What's
21 the status of negotiations with
22 other trades? We had talked
23 about the possibility for
24 electrical workers, just
25 different ones so I wanted to

Sample footer

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1 see where we're at with those?
2 >> I'm not sure if I
3 understand the question.
4 >> Marisa Perez: So one of
5 the things that we talked about
6 when we entered into the PLA was
7 developing apprenticeship
8 programs for other trades. I
9 remember we've used the iron
10 workers here and the painter and
11 the two trades that I knew we
12 already had on campus but I want

13 to know where we're at staff
14 wise of developing additional
15 apprenticeship programs? We
16 talked about electrical and
17 electricians and talked about
18 other things to expand?
19 >> We would have to get back
20 to you with the information.
21 >> Marisa Perez: Okay. I
22 think that is important and
23 going to the first tier and make
24 sure we get as many graduates in
25 the first tier as possible.

Sample footer

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1 That's my first comment. My
2 second comment next slide you
3 mentioned 29% non local. What
4 does that mean?
5 >> People who aren't resident
6 of the tiers outside of L.A. and
7 Orange County and San
8 Bernardino.
9 >> Marisa Perez: And the
10 reason why we couldn't find
11 workers in the trades?

12 >> Because trades had and used
13 whatever they workers they
14 wanted.
15 >> Marisa Perez: Okay. That
16 makes sense and the first one
17 and 216 people we hired through
18 the program. Is that correct?
19 >> 26 --
20 >> 226 so with the 226 I would
21 like to see Dr. Fierro and staff
22 could do profiles of the
23 employees that we hired.
24 I think that's an important work
25 of the work we're doing here and

Sample footer

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1 expand the efforts out into the
2 community and having employees
3 come from the areas where we all
4 work, we live and we serve, so I
5 would like to see about make
6 getting in touch with some of
7 those especially if they're
8 students too to really highlight
9 a positive benefit of the PLA

10 was to reengage our effort and
11 what we're doing at the college
12 and they're paying for the bond
13 so that would be my other
14 comment. And I just wanted to
15 talk about next steps a little
16 bit so when we entered this PLA
17 agreement we did it after having
18 the committee that researched
19 this. They made recommendations
20 that we were going to enter the
21 PLA for the first three projects
22 and the idea was once the
23 project is completed you guys
24 come back. You were going to
25 give you measurable data and see

Sample footer

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1 if we would expand and I want to
2 make sure because of the timing
3 issue and ready to get into the
4 next phase of the next building
5 and the Ad Min building so I
6 want to make sure that the
7 timing is not missed where we as
8 a board have the opportunity to

9 discuss if we want to enter a
10 PLA for that project so I know I
11 mentioned that before but I want
12 to make sure we're able I know
13 the first project is Health and
14 Wellness and not done because
15 it's in two phases but I want to
16 make sure that we have that
17 data, that information, before
18 we start the contract and start
19 letting any contracts for the Ad
20 Min building.
21 >> Right. With the Ad Min
22 building our goal is provide an
23 architect -- award an architect
24 at their next board meeting.
25 That is a good number of years

Sample footer

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1 out before we get to that
2 standpoint so our goal is
3 hopefully we would have -- for
4 sure have the Health and
5 Wellness Complex completely
6 done. The up in the air

7 projects because one of them
8 being a state funded project is
9 really driven off of the state
10 funding that health science
11 building. We're hoping and
12 still pushing and crossing our
13 fingers it wasn't in the May
14 revise that was just released
15 last week however we're still
16 hoping that there is some
17 language in the May revise that
18 it could be added as part of the
19 adopted budget for next year, so
20 we're still hopeful on that but
21 we're still pushing on that and
22 the other building, the third
23 building is the field house, and
24 so with the nearly completion of
25 the Facilities Master Plan

Sample footer

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1 there's been a lot of talks
2 about that project whether or
3 not you know on the timing of
4 that project. Is it worth going
5 now or should we hold back and

6 wait and incorporate in the new
7 Facilities Master Plan on that?
8 So the timing on that you know
9 -- so when that time comes we
10 will definitely keep providing
11 information and updates
12 regarding the progress of this
13 to sure if there's a need to
14 expand the agreement we have
15 some time, but based on the
16 termination -- or the contract
17 length I think it get us us to
18 2020 so that gets us into next
19 year. We would have to be
20 providing either amendment to
21 the contract at that time.
22 >> [Off Mic].
23 >> Yeah, and so --
24 >> [Off Mic].
25 >> So we can either -- auto

Sample footer

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1 renews at another five years or
2 if we wanted to add an
3 additional project we can do it

4 at that time as well, but by
5 then we're not going to
6 necessarily have much data on
7 the two other projects because
8 we're just waiting on that
9 because we haven't even had an
10 architect ready to go on the
11 projects until we get the
12 funding for them, so for sure
13 we're going to have data for one
14 projected but depending on the
15 timing we will have limited data
16 for the other two projects on
17 the list.

18 >> Marisa Perez: Can you
19 please remind me what the state
20 funding commitment that we had
21 asked for health and science?

22 >> It's 50% of the budget.

23 That is -- it's a renovation

24 project which I believe it's

25 about \$20 million project with

Sample footer

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1 the state funding 50% of that --

2 >> [Off Mic].

3 >> A little over.
4 >> Marisa Perez: 11.6 million
5 and the figure we of talking
6 about and again I would
7 reiterate we should hire a
8 lobbyist. It's well worth the
9 money to get that project funded
10 because we're not going to get
11 money waiting for the May revise
12 for the Chancellor to recommend
13 it. It's not going to happen
14 and I again I think this is the
15 perfect opportunity to work with
16 labor to get that project funded
17 because as we just said here
18 this is a project that is part
19 of the PLA, and we have people
20 who can help us get that project
21 done in the labor community
22 because it will benefit their
23 employees so again I will put
24 that out there again saying I
25 understand we have been working

Sample footer

1 on it but we can do a lot more,
2 and we need to get that project
3 funded, so thank you.
4 >> President Avalos: Any
5 other comments from the board?
6 >> I mean this is the same
7 project we just went to
8 Sacramento to lobby.
9 >> That's correct.
10 >> And that was several
11 different legislators.
12 >> President Avalos: Anyone
13 else have comments?
14 >> Madam Chair.
15 >> President Avalos: Yes.
16 >> Zurich Lewis: As I recall
17 it just occurred to me we got
18 a letter from Association of
19 Builders and Contractors that
20 used to have apprenticeship
21 program here on campus.
22 Has that hole for lack of a
23 better term been filled since
24 then of apprenticeship programs
25 that we used to have?

Sample footer

1 >> Are you talking about the
2 pre-apprenticeship program that
3 was created?

4 >> Zurich Lewis: As I recall
5 they had a program for 20 years
6 that would have some
7 apprenticeship program that
8 would come on here and students
9 would be able to go through
10 their program. They pulled out
11 -- okay. It was at painters and
12 currently haven't had that
13 apprenticeship program since
14 they left. Have we? Is that
15 true?

16 >> I believe that's correct but
17 we need to follow up with the
18 previous question and expanding
19 the trades. I believe that is
20 correct.

21 >> Zurich Lewis: Okay.

22 >> Can you give us an update
23 on the pre-apprenticeship
24 program that happened after the
25 PLA?

1 >> I'm not sure if I

2 understand the question.

3 >> There was a

4 pre-apprenticeship program

5 created.

6 >> Well, there's been a

7 pre-apprenticeship program

8 through Community Ed and that's

9 been in place for quite some

10 time but if you want an update

11 on that we can give you a

12 separate presentation.

13 >> Yeah. I would like that.

14 The other -- can you talk to us

15 a little bit about the some

16 apprenticeship program that you

17 mentioned for LBCC.

18 >> Sure. Long Beach City

19 College has the construction

20 readiness program -- [INAUDIBLE]

21 readiness program. Yeah. And

22 it called MC program and

23 multi-craft curriculum and done

24 in cooperation with the building

Sample footer

1 you need a license and so
2 there's a cost associated but
3 when you have it the -- people
4 who are part of that program are
5 trained about -- the basics of a
6 lot of trades and few weeks and
7 6-8 weeks depending on the
8 program and then they're
9 introduced to apprenticeship
10 programs. Often the
11 apprenticeship program that the
12 coordinators will come speak to
13 the class and give them an idea.
14 For someone never worked in
15 construction before and might be
16 interested and give them an
17 opportunity and see what a
18 painter does versus a iron
19 worker and which one am I
20 interested in and work with the
21 programs and get the graduates
22 to refer to contractors who
23 might be interested in hiring

24 them or apprenticeship programs

25 that might take them in.

Sample footer

75

1 >> Dr. Fierro I thought we

2 were implementing that

3 curriculum here after the PLA?

4 >> Yes, there were a number of

5 conversations but due to the

6 cost the program I do not

7 believe it was implemented. I

8 know there was work and I think

9 it was continued work to find a

10 grant to fund the cost of the

11 program because every student

12 besides obviously the cost of

13 coming to the college they will

14 have to pay the license and fee

15 of the particular program, so I

16 know Graciela and --

17 >> [Off Mic].

18 >> Would you like me to add?

19 >> Dr. Fierro: He's from the

20 trades. I forgot his name. No.

21 But anyway they were working to

22 secure a grant to be able to pay
23 for the cost of the licensing.
24 >> So the grant didn't go
25 through?

Sample footer

76

1 >> Dr. Fierro: To my
2 knowledge not at this point.
3 >> So I think that's something
4 we need to look at and as
5 Trustee Perez said we need to
6 really kind of get the most of
7 the bang for the buck with the
8 PLA which means that we're
9 increasing local hiring. We're
10 increasing opportunities for our
11 students and job opportunities
12 and career opportunities for
13 them so I think to look into --
14 I mean I wasn't aware because I
15 believe it was Chris.
16 >> Dr. Fierro. Chris, Yes.
17 >> Chris from the trades. I
18 understand it's a cost issue.
19 We didn't get the grant. I
20 wasn't aware of that, but I see

21 it as a lost opportunity for our
22 students, and we should look
23 into the cost. How much would
24 it cost? I'm not sure it's a
25 large number of students that

Sample footer

77

1 would even go through the
2 program so maybe we can do like
3 a Vintage fund. I don't know
4 the entire cost. I remember it
5 was \$50 per student something
6 that seemed minimal when you
7 looking at the big picture and
8 \$30 million buildings so I would
9 like to revisit that and look at
10 the cost and see we pull money
11 from somewhere to really give
12 grants to these students to do
13 the six week program just like
14 we send them to conferences and
15 they can present in different
16 states. I think this is
17 something life changing
18 potentially for a student, so I

19 would like to look at that, and
20 I also like to look at how do we
21 get more trades on campus, not
22 just the iron workers who have
23 been here forever? How do we do
24 that and that's part of the
25 interest in having the PLA here

Sample footer

78

1 and having the community benefit
2 from it and I would like to
3 sooner than later look into into
4 that and how do we make that
5 happen?
6 >> President Avalos: Thank
7 you for the comments and we have
8 a member of the building trades
9 here. You have heard the
10 comments and give us feedback
11 what things are happening across
12 the state or L.A. County that
13 can facilitate what we discussed
14 here at the dais and supporting
15 our students and expanding and
16 getting the full benefit of the
17 PLA here on campus. Thank you

18 for being here by the way.
19 >> Thank you for having me.
20 We have the pre-apprenticeship
21 program various places across
22 L.A. and Orange County at Long
23 Beach City College, Antelope
24 Valley college, trade tech
25 college, south west college.

Sample footer

79

1 There are ways to make it happen
2 here and we're committed to
3 doing that just like from the
4 very beginning. There was an
5 issue with some language that
6 there was a difference between a
7 national building trades in your
8 college and it was -- it had to
9 do with around ADA requirements
10 I think but we're more than
11 willing to sit down. We started
12 a non-profit apprenticeship
13 readiness fund. We go after
14 grant money. We're capable of
15 sharing in some of the costs of

16 the classes. We're doing it in
17 other places, and as far as the
18 apprenticeship programs at your
19 school you have electrical non
20 union ABC Program here for a
21 long time. They never put
22 anybody to work on your campus.
23 That was proven the night you
24 passed the PLA. That question
25 was asked and they couldn't

Sample footer

80

1 answer it so they're gone. The
2 union trades all have LEAs or
3 relationships with different
4 educational institutions so they
5 usually only have one at a time
6 and hard to leave one
7 institution and come to another
8 unless they're really having
9 issues but we can certainly put
10 a apprenticeship readiness
11 program here, train local
12 community members, getting them
13 ready to go into the
14 apprenticeship programs, and

15 it's a big success everywhere
16 that's happening, but I must say
17 we have to have the pathway to
18 jobs. We can train people till
19 the courts come home. Hear
20 that, till the cows come home
21 but if we don't have a job
22 they're sitting around and not
23 happy so we need projects under
24 the PLA to do that. Long Beach
25 City college 95% of the projects

Sample footer

81

1 under our agreement and getting
2 aid to add more. Antelope
3 Valley has the same. Trade tech
4 has the same so we need the
5 pathway otherwise it's not worth
6 committing the time and effort
7 to train people if you can't put
8 them to work and not fair to
9 train them here to work in Long
10 Beach or Santa Monica so we all
11 have to do our part. We're
12 willing to be a partner with

13 you. That's what these are.
14 You can call it an agreement but
15 it's a partnership. So anything
16 else?
17 >> President Avalos: No. I
18 want to thank you and for our
19 college it's been a while. It
20 took us a while to get to the
21 point we are now and happy to
22 hear the feedback in terms of
23 the data showing it's not
24 outreach and that everybody was
25 talking about. I was on this

Sample footer

82

1 board when we had a lot of the
2 issues when we were going on
3 union so we spent quite a bit of
4 money trying to remedy the
5 projects and I can attest to the
6 fact that the union has gotten
7 it right 99% of the time, 90% of
8 the time but I think bringing
9 you on board has given us an
10 opportunity to see what happens
11 when we do it right the first

12 time and what happened in the
13 past when we didn't get it right
14 and you have been part of that
15 and we have been working
16 together for a while now and I
17 would like you to continue to
18 bring forth some of the other
19 examples of what is happening
20 around the state and certainly
21 around L.A. County that could
22 facilitate where we want to be
23 and offer more opportunities for
24 our students and community to be
25 invested and should we go out

Sample footer

83

1 for another bond? Because
2 truthfully our buildings are
3 aging. We're going through our
4 Master Planning for the entire
5 campus and look at what still
6 needs to happen. It doesn't
7 just happen overnight. It takes
8 years -- I agree with Marisa you
9 know in terms of lobbying not

10 just ourselves but getting folks
11 to lobby on our behalf and the
12 reality is the squeaky wheel
13 gets the oil and we hope you're
14 part of our wheel and on behalf
15 of our college for more funding
16 and finish and complete some of
17 the buildings but more
18 importantly partner with us as
19 we make our campus and
20 beautifying it for the community
21 and thank you for being here and
22 your input. We look forward to
23 working with you and I asked Dr.
24 Fierro you know who you need to
25 connect us are with and

Sample footer

84

1 mentioned Graciela and
2 Ms. Vasquez and connect with the
3 folks behind you and they can be
4 a resource as well and hopefully
5 continue to broaden the
6 opportunities through different
7 PLAs on different projects as
8 well.

9 >> So I stepped foot on this
10 campus 42 years ago. I lived
11 across over the hill. There's
12 not too many old buildings here
13 left. You guys have done a
14 great job and a lot more to do
15 and I appreciate the report
16 tonight. It shows that the PLA
17 works and there is no cost
18 difference.
19 >> President Avalos: Thank
20 you for being here tonight and
21 is thing our community and thank
22 you for the presentation
23 everyone. I appreciate the
24 updates and certainly the
25 information coming back and I

Sample footer

85

1 hope that some of the comments
2 that our colleagues expressed
3 are going to -- we're going to
4 hopefully more information come
5 back and truthfully able to
6 implement something that can

7 expand on what we're doing so so
8 thank you so much for that.
9 >> Okay. Moving to the next
10 up date and this will be quick
11 so we're going to give an date
12 on the current two projects on
13 the Health and Wellness Complex
14 and also the performing arts so
15 I have Jimmy to assist me in
16 going through this.
17 >> Jimmy Riordan: Good
18 evening. Jimmy Riordan Program
19 Manager with Tildon-Coil. Thank
20 you. I will share a brief
21 update on the current two
22 projects.
23 >> President Avalos the
24 squeaky wheel gets the grease I
25 think.

Sample footer

86

1 >> President Avalos. Go
2 ahead.
3 [Laughter]
4 >> So the last update you
5 received regarding the Bond

6 Program was in November just
7 after the performing arts bids
8 were received. At the time you
9 approved the majority of the
10 contracts so we just wanted to
11 come back and give an update on
12 the recent accomplishments and
13 two major projects currently
14 going on. I am sure recall a
15 very wet day in March and the
16 groundbreaking of the Performing
17 Arts Center that I think most
18 were at. That was followed in
19 April by the grand opening of
20 the first phase of the new
21 Health and Wellness Complex with
22 the Kinesiology building, dance
23 fitness and the conference
24 center. So again the two major
25 projects are phase two of health

Sample footer

87

1 wellness and the Performing Arts
2 Center. On the previous version
3 of the Facilities Master Plan I

4 think in the very near future
5 you will see a new and kind of
6 different color scheme of the
7 new Master Plan. That has been
8 in the works but the two
9 buildings in orange -- three,
10 health wellness in the upper
11 right and performing arts in the
12 middle. Those are currently
13 under construction. Here's an
14 aerial shot that we took a few
15 months ago. You can see the old
16 PE building had been torn down
17 at this point above the pools
18 and the upper left is the
19 performing arts site in front of
20 the Fine Arts complex. So phase
21 two of health wellness combines
22 square footage of over 22,000
23 square feet and student services
24 building and a in a modular
25 building for years and team room

Sample footer

1 building and occupancy in fall
2 2020. The deep pile foundations

3 have been completed which is a
4 big win. Pile used to be a four
5 letter word a long time ago and
6 the footings and foundations are
7 going. Again those are the two
8 health wellness buildings there
9 on the map. Rendering of health
10 services to come.
11 The tall one in the background.
12 That's health services as of
13 yesterday. The team room
14 building to the south of that.
15 Performing Arts Center. That's
16 the one taking up the most real
17 estate in the middle of campus.
18 84,000 gross square feet
19 occupancy is about over three
20 years away. It's a very complex
21 project, a lot of lower levels
22 that have to happen one after
23 another before we even get out
24 of the ground. In November the
25 budget you approved was \$76.4

Sample footer

1 million. Four categories to be
2 rebid at that time.
3 After your approval we value
4 engineered and reduced quite a
5 bit of scope, about \$700,000 and
6 rebid and the bids came in lower
7 and another \$140,000 saved.
8 That was a big win for the team
9 and the program. Current status
10 the piles there are also
11 completed which is a major
12 operation on that structure and
13 the basement shoring is in.
14 It's something that I believe
15 it's a first on campus and
16 digging a very large deep hole
17 and utilities and the foundation
18 is continuing, so in this
19 rendering you can see how much
20 is going on below the surface
21 that you can't really see from
22 outside the fence line. Most of
23 that underground -- all the long
24 fingers if you will are done and
25 all the lower levels are being

Sample footer

1 built right now. Another shot
2 from a couple months ago when
3 piles were in full swing. Here
4 you can see the shoring, the
5 hole beginning to be dug. Piles
6 were being completed and this is
7 as of yesterday down in
8 basically the orchestra pit kind
9 of center stage in the future.
10 We've got bin modeling and built
11 the building in 3D and worked
12 out clashes so it doesn't cost
13 time and money in the field and
14 another couple shots so other
15 than that thank you very much
16 for your time.
17 >> President Avalos: All
18 right. Thank you so much for
19 your presentation. Anyone have
20 any comments, questions? Yes.
21 >> Marisa Perez: Quick
22 question. Can you give us an
23 update on updates -- costs?
24 Last time we talked about this
25 we talked about the increase

1 cost of materials and how that
2 was affecting the cost of the
3 buildings so I want to see an
4 update on that.

5 Also the shortage of contractors
6 due to building everywhere and
7 the thoughts on that speaker.

8 >> Yeah last year was a heavy
9 year and costs. We haven't on
10 campus had a lot of bids and
11 performing arts and last years
12 there were jobs of all sizes
13 bidding throughout the year.

14 Right now for the next one to
15 three years we pretty much have
16 the two major projects that I
17 just shared with you under
18 construction so have small bids
19 to compare data to as far as
20 cost escalation so I think it
21 started to level out a little
22 bit, and so as other bids start
23 to happen in the future we can
24 gauge that better against what

25 was experienced last year with

Sample footer

92

1 performing arts.

2 >> So change in material --

3 cost of materials wouldn't

4 affect us at this point?

5 >> Not today because we really

6 aren't -- what we are buying we

7 already contracted for.

8 >> [Off Mic].

9 >> President Avalos: Any

10 other questions? I'm sorry.

11 Did you have a question? No. I

12 know that -- did I see anyone

13 else raise their hand? No. All

14 right. Well seeing no other

15 questions if you're done with

16 your presentation I want to

17 thank you for bringing us up to

18 speed and appreciate the insight

19 and bringing us up-to-date.

20 Thank you so much. So we have

21 -- moving on to items Number

22 nine and 10. So Item Number 9

23 is Board Policy review. In

24 accordance with Board Policy

25 2410 Policy and Administrative

Sample footer

93

1 Procedures the board should

2 review the policies on a

3 regularly scheduled basis to be

4 completed no matter than one

5 year prior to the regularly

6 scheduled accreditation site

7 visit and scheduled for spring

8 2020 and the Board of Trustees

9 will review chapter seven which

10 is human resources.

11 >> Dr. Fierro: So we made the

12 reviews and list of policies

13 that you see there are for your

14 approval to clarify BP

15 [INAUDIBLE] academic employees

16 and review by [INAUDIBLE] and

17 discussing with CCFE some

18 changes so we agree to bring

19 that policy at a later date as

20 it says on the line 7210 so just

21 to clarify. Everything but that

22 is what is being approved.
23 >> President Avalos: Any
24 comments from my colleagues
25 around the board? Other than

Sample footer

94

1 that I would like to hear a
2 motion to receive and file.
3 >> [Off Mic].
4 >> President Avalos: Great.
5 Can I get a second please?
6 >> [Off Mic].
7 >> President Avalos: Motion
8 to receive and file with a
9 second. All those in favor say
10 aye?
11 >> Aye.
12 >> All those opposed? Motion
13 carries. Thank you. Item
14 Number 10 is Chancellor's Office
15 -- I'm sorry, Chancellor's
16 Office Vision for Success. The
17 Board of Trustees will receive
18 an update regarding mapping the
19 Chancellor's Office Vision for
20 Success goals to college goals

21 and indicators. Dr. Fierro I
22 understand you're doing this
23 presentation.
24 >> Dr. Fierro: Yes so I will
25 try to go quickly through it.

Sample footer

95

1 As you know AB1809 will require
2 us to align our goals and
3 metrics to the Vision for
4 Success established by
5 Chancellor Oakley, so we have
6 made a lot of work on campus.
7 The process has been a
8 collaborative process and we
9 were supposed to bring it to
10 this meeting for approval all
11 and submission. However, we are
12 going to ask for an extension to
13 file this particular report, and
14 the reason is not that we don't
15 have the metrics or the
16 direction where we want to go.
17 It's that we want to ensure that
18 the data being reported is

19 representative of the population
20 we serve so throughout the
21 process we identify some issues
22 with the accuracy of the data on
23 some student categories, and we
24 make some corrections. We had
25 the data that seem to be close

Sample footer

96

1 enough to reflect our student
2 body, but we did make the
3 determination that we needed to
4 get the best data as possible to
5 accurately reflect our student
6 population on campus rather than
7 an approximation and this was
8 made under the frame that we
9 continue to talk diversity and
10 inclusion and we're doing a lot
11 of work around diversity and
12 inclusion and in our minds
13 diversity and inclusion begins
14 when we recognize accurately the
15 groups that we're serving, so
16 the reason that we are delaying
17 the submission of the report is

18 to ensure that our data is as
19 clean as possible in every
20 student population and not
21 approximations, so as many of
22 you know the Vision for Success
23 has had some controversy around
24 the state based on its
25 implementation and we have

Sample footer

97

1 chosen to stay away from the
2 controversy and what it is that
3 success implemented and look at
4 the goals for what they are, so
5 when we talk about the Vision
6 for Success and what it's trying
7 to accomplish we start seeing a
8 lot of similarities with what
9 we're trying to accomplish based
10 on the Educational Master Plan
11 that we put together a couple of
12 years ago so in goal one for
13 instance on the Vision for
14 Success we're talking about
15 focus relentlessly on student

16 end goals and part of our work
17 on the student end goals is
18 essentially increasing the
19 velocity of completion and
20 strengthening the culture of
21 completion on our campus so it's
22 very hard to argue that focusing
23 on the student's goals is not
24 part of what we do and when we
25 go to goal two and look again

Sample footer

98

1 and says always side with the
2 student in mind and this is part
3 of the reason we decided to file
4 for the extension because we're
5 going to make a decision and
6 make sure that the students are
7 represented exactly how they
8 report, not as an approximation
9 based on a calculation, so again
10 hard to argue once again the
11 making our decisions and
12 planning and so on around
13 student success shouldn't be
14 part of the goals. The students

15 high expectations with high
16 support and aligns with the
17 educational behalf behalf and
18 expand educational services and
19 increasing embedded tutoring and
20 tutoring hours and [INAUDIBLE]
21 hours and so on and goal four
22 and inquiry and evidence and
23 alignment with the Educational
24 Master Plan which we're working
25 more with the data and now we're

Sample footer

99

1 able to access and make some of
2 those decisions based on the
3 data that we have had the
4 conversations around campus
5 based on that data and question
6 obviously the validity of the
7 data and our interpretation of
8 the data. In goal five take
9 ownership of goals and
10 performance and this is
11 something that the campus
12 embraced this year as you will

13 see in a minute by the
14 development of some of the
15 metrics. We taking owner thank
16 you very much the numbers and
17 challenge ourselves that the
18 numbers increase over time and
19 we have goals where seem to be a
20 lot of increase. Yes. Because
21 we could do a lot better. Could
22 we get there this time around?
23 Maybe, maybe not, but if we
24 establish the goals it will help
25 us drive the success of our

Sample footer

100

1 students and enable action and
2 innovation and something we're
3 moving in this direction.
4 Reward those that are developing
5 ideas that are going to improve
6 the services for those that are
7 going to implement ideas that
8 are going to lead to higher
9 completion rates to increase
10 enrollment and so on and focus
11 the resources in those areas and

12 to that end we have been working
13 closely again with all the group
14 it is on campus to ensure their
15 budget prioritization process
16 aligns with our Educational
17 Master Plan and aligns with the
18 area plans and the dollars that
19 we're spending are being spent
20 on what we said we're going to
21 do for our students so as you
22 know AB [INAUDIBLE] zero nine
23 requires that we align our goals
24 and as I said largely the
25 overall goals from the

Sample footer

101

1 Educational Master Plan are
2 aligned with the Vision for
3 Success. As you know last year
4 the whole campus including all
5 of you able to align goals from
6 the Board President, Executive
7 Council, division areas. All of
8 our goals align and they match
9 and they are also connected with

10 our budget and planning process.
11 This is something that we were a
12 little bit ahead based on the
13 requirement of 1809 and we
14 continue to work into that
15 direction. At the requirement
16 of 1809 essentially states that
17 we have to set the metrics on
18 all constituent groups on campus
19 vet the metrics and eventually
20 come back to the board and
21 approve the metrics and align
22 the goals, and this is the part
23 that we are delaying a little
24 bit until we get the data that
25 we're looking for P the process

Sample footer

102

1 it's very simple but the goals
2 are May 31 and have a 60 day
3 extension which we will be
4 requesting that extension to the
5 end of July. To that end we
6 have committed to work during
7 this final piece of the plan
8 during the summer. The

9 constituent groups that are
10 involved in this have agreed to
11 to do that and it was a very
12 collaborative effort to get us
13 there. I want to jump really
14 quickly to some of the increase
15 -- some of the increases that
16 you will see. In goal one when
17 we talk about completion we're
18 talked about increase by 10%.
19 This is I will say probably the
20 first time they can remember
21 that we starting to put goals
22 that are stretch in our plans.
23 Oftentimes we see 1%, 2%, 3% and
24 those goals are obviously
25 attainable as we have

Sample footer

103

1 demonstrated over the last three
2 years and hopefully this one by
3 increasing our graduation rates.
4 10% is a challenge, and yes we
5 may not get there the first
6 year, but we sure want to

7 establish the parameters and the
8 framework that is going to
9 require us to get there. Yes
10 ma'am?

11 >> Marisa Perez: So just to
12 clarify the actual 2016-17 is
13 actual data? , left column.

14 >> Dr. Fierro: Correct.

15 >> Marisa Perez: And the next
16 column is the goal that we're
17 hoping to achieve that in year
18 20-21.

19 >> Dr. Fierro. Yes correct.

20 Then we in the next two columns
21 we have done the same. We have
22 created a minimum of 10%, and
23 again the 2016-17 our numbers
24 reported in those particular
25 categories. Once we go to

Sample footer

104

1 transfer again we're talking
2 about an increase of 10% in
3 transfer and you will see a
4 difference on the transfer to
5 CSU and UCs that is only 5%.

6 It's not because we don't want
7 our students to transfer to UCs
8 and CSUs. It's because they are
9 impacted, and if the best
10 solution for one of our students
11 is go to a private institution
12 that's where we're going to send
13 them to meet the educational
14 goals F the best solution is
15 going to the schools that we are
16 partnering on campus that's
17 where we want to send them
18 because our goal is help them
19 achieve their educational goals,
20 not to wait a year or two to be
21 accepted because that increases
22 the cost of their degree
23 completion if you calculate the
24 lost of income during that
25 period of time so we want to put

Sample footer

105

1 the heavy emphasis on transfer
2 and helping our students achieve
3 that educational goal even if it

4 isn't to a CSU or UC. If they
5 transfer to USC or Biola or
6 other private universities or
7 out of state that is fine.
8 We're the first college in
9 California to have the passport
10 agreement and allow the students
11 to transfer to other
12 institutions without losing
13 Gen-Ed credits so that's
14 something we're trying to expose
15 our students to rather than have
16 them wait a long time to get to
17 the desirous school or the
18 school they think their program
19 is only available to go, and I
20 think many of you have examples
21 or have met students that have
22 one -- actually come so
23 frequently this is the beginning
24 of the single year waiting to
25 get to the school he considers

Sample footer

1 his school of choice and waiting
2 only to get to that school and

3 in that period of time he could
4 have completed that degree and
5 work, so we're trying to expose
6 our students other opportunities
7 for higher education. Then we
8 have unit accumulation and you
9 see here rather than a
10 [INAUDIBLE] and on purpose and
11 we want to decrease the number
12 of units that the students take
13 to complete. This afternoon I
14 was speaking with a student that
15 is walking and she is walking
16 unfortunately with 112 units.
17 That is 50 too many units so we
18 have students on average in our
19 college close to 90 units to
20 completion so obviously that
21 increase the cost of community
22 college significantly. That
23 delays their completion and
24 transfer day and when you do the
25 calculations that makes it very

Sample footer

1 expensive to go to a community
2 college and not as convenient we
3 want to make it.
4 >> Marisa Perez: Question on
5 fiscal. Why are we choosing 86
6 and not choosing 79 for
7 expected?
8 >> Dr. Fierro 79?
9 >> Marisa Perez: Because the
10 goal is 79 units system wide.
11 Decrease it from 87 to 79 so
12 what we're saying we're
13 expecting to get to 86. I
14 understand because obviously
15 we're starting at 95. I assume
16 that's why but don't we should
17 make it a more ambitious goal
18 there or no? Doctor.
19 >> Dr. Fierro: I agree that
20 we need to do that. Do you have
21 a comment --
22 >> [Off Mic].
23 >> Dr. Fierro: I agree that
24 we have to go to a lower number.
25 I wasn't part of the

Sample footer

1 conversation that got to that
2 number but the number has to
3 come based on the collaboration
4 between the different groups so
5 I am assuming there was some
6 level of discussion that I could
7 find out the specific reason to
8 get us there, but I agree. I
9 think it has to be lower over
10 time to get our students there.
11 I think part of the challenge in
12 the past has been the basic
13 education courses that the
14 students have to take before so
15 I think not having to place many
16 of our students in developmental
17 courses any longer should help
18 decreasing that. The other
19 thing that should help us a
20 little bit is the implementation
21 of Guided Pathways so I think
22 this is probably one of those
23 numbers that even if the goal
24 wasn't going to change getting
25 to less than 86 based on those

1 changes should not be
2 necessarily a surprise when we
3 get to there, but I will --
4 >> Marisa Perez: I ask that we
5 look back at that one. I can
6 see not meeting the goals for
7 the other one, right, because
8 we're not hitting the system
9 wide goals. That's not what
10 we're expecting but for this one
11 I ask that we look at that one
12 again because it ties to a lot
13 of things we're doing. AB 705.
14 Guided Pathways, change in the
15 financial aid so people have
16 more financial aid available
17 when they actually transfer.
18 Just like you said I interview
19 students here for scholarships
20 that have 112 hours. It's too
21 many. It's too many and so I
22 would ask that we take a look at
23 that goal again because I think
24 that's a real important one.

25 >> Dr. Fierro: Yeah. I will

Sample footer

110

1 speak with Vice President

2 Miranda on that and get a lot

3 background on the conversation

4 and as I said still we're not

5 submitting yet, so the metrics,

6 the completion of the metrics is

7 still ongoing. Yes Dr. Liu.

8 >> Shin Liu: Yeah, I want to

9 ask you and just a wild guess.

10 This decrease is now -- three

11 courses. Is that [INAUDIBLE]

12 because the new assessment

13 system so the student will not

14 -- not necessary to continue to

15 take low level class so that is

16 reduced three courses?

17 >> Dr. Fierro: My guess is

18 that once we start accounting

19 for the new placement system and

20 the pathways that number will

21 decrease more than the 86.

22 However, we have to look at two

23 groupings so for new students

24 that number will automatically

25 be lower. For students already

Sample footer

111

1 on campus the average will

2 probably want decrease too much

3 because they already have those

4 credits to begin with so in

5 order to see the full impact of

6 all those changes we probably

7 have to wait about three years

8 until we complete at least half

9 of the cycle of the students

10 transitioning because that

11 number is counting incoming and

12 current students so the incoming

13 students that number will be be

14 lower on graduation and some of

15 the students already here have

16 accumulated the credits and

17 increasing them at this point

18 obviously wouldn't work for

19 them.

20 >> Shin Liu: Just my personal

21 opinion. To reduce three

22 courses that's a great
23 achievement.
24 >> Dr. Fierro: Thank you.
25 The work I have to repeat again

Sample footer

112

1 that the work being done, the
2 different committee levels in
3 order to have more challenging
4 percentages has been very good.
5 The conversations have been
6 robust and at points not
7 necessarily the most comfortable
8 conversations but overall
9 everyone is very willing to be
10 more bold with our percentages
11 than we have been in the past.
12 >> My read on this is this is
13 what is expected from
14 [INAUDIBLE] to next year -- well
15 to 2021 so this is a measurement
16 of step it is we're taking
17 within the next two cycles.
18 >> Two cycles.
19 >> So in that sense cutting it
20 and our gap in half from the 79

21 to what we were before is a
22 pretty big move seems to me.
23 >> Dr. Fierro: Yeah, we want
24 to get as low as possible and
25 obviously that will vary with

Sample footer

113

1 degrees when you have a
2 accumulation of credits for
3 instance in the health science
4 they're for a reason because
5 they have a certain number of
6 pre-reqs and the actual program
7 requirement so they're not able
8 to graduate with 65 units,
9 right, but there are many of our
10 programs that by doing the
11 pathways and placing them into
12 college credit those will
13 decrease nearly immediately but
14 in order to see the real impact
15 of -- changes will be two years
16 until the students under the new
17 placement procedures go through
18 the programs.

19 >> President Avalos: So Dr.
20 Fierro having been a community
21 college student myself as I look
22 at these numbers I am wondering
23 -- 86 still seems high to be to
24 be frank so would certainly like
25 to see when we think about nine

Sample footer

114

1 units it's not even one
2 semester. To me that's
3 disgraceful and get our students
4 where they need to be. I
5 recognize that many of our
6 students because we didn't have
7 some of the new legislation
8 coming online came in and tested
9 at a lower level so those kids
10 -- those folks are going to have
11 perhaps nine units of really non
12 transferable credit in one
13 subject area perhaps; right? We
14 know our kids come two, three
15 years behind particularly in
16 math, so I can see where we
17 would add an additional nine

18 units just to math alone if not
19 12, so when I look at this and I
20 am thinking wow just nine units,
21 three classes. That's not even
22 reducing by one semester because
23 to get financial aid you need to
24 be full time which is 12 units
25 so I would like to have that

Sample footer

115

1 looked at again particularly
2 when we talk about moving our
3 students just starting school to
4 completion and moving on to
5 transferring. I think the fact
6 as I look at this you know if
7 every kid who came here took 12
8 units they need every semester
9 we would be at 48 units and that
10 is already two full years so you
11 know we're adding an additional
12 you know 38 units to this. I
13 just find that hard to like be
14 okay with.
15 >> Dr. Fierro: We're not

16 adding units. Our effort is to
17 decrease units.
18 >> President Avalos: Right.
19 >> Dr. Fierro: We have an
20 issue with the students taking
21 too many classes and that is
22 multiple reasons, right.
23 sometimes it's the placement
24 which we're trying to address.
25 Other times it's switching

Sample footer

116

1 majors which we're trying to
2 address with Guided Pathways so
3 if they switch during the first
4 year they will lose probably
5 less hours or sometimes no hours
6 at all so all those pieces are
7 made to address. We're not
8 talking about adding purposely
9 adding classes on top of the
10 degree requirements, so for
11 instance the 9% that you see
12 here will bring us higher than
13 the state average is the same
14 percentage that is being

15 decreased at the state level, so
16 for us to get for instance to
17 the 79 units we will have to go
18 greater than the 9%, so that is
19 part of the ongoing conversation
20 that we need to have on campus
21 so for instance just by looking
22 at it they adopted the state
23 percentage, the state goal, but
24 in our case our current average
25 is greater than the state

Sample footer

117

1 average which means that we will
2 have to decrease by more than
3 the state wide goal.
4 >> For clarification that
5 means that in our expected
6 number for average number of
7 units is lower than what the
8 current system wide average is
9 by one unit.
10 >> Dr. Fierro: Correct.
11 >> So that's what we're
12 expecting to do by 20-21-22.

13 >> According to the
14 information on the screen.
15 >> President Avalos: Go ahead
16 Dr. Fierro.
17 >> Go ahead.
18 >> President Avalos: I was
19 going to say we talked about on
20 multiple occasions about doing
21 cohorts. We see many students
22 go to for profit schools simply
23 because the way they are I would
24 say put together in terms of you
25 know here's a schedule. You're

Sample footer

118

1 going to stick to this schedule
2 and you're going to get through
3 this in this -- 18 months, nine
4 months, whatever the case might
5 be and we keep talking about
6 working with our faculty in
7 terms of creating some of the
8 cohorts which we know studies
9 continue to show support student
10 success and yet we're still
11 having these discussions why

12 we're not there and as the
13 faculty is chatting away they're
14 listening and working with
15 collaborating with many of the
16 folks in the different
17 departments and divisions to
18 really work on having these
19 cohorts. You know we talk about
20 the Cerritos Complete which is a
21 great program that really
22 exponentially supports student
23 success. If you come here and
24 go full time and support your
25 education for free. I think

Sample footer

119

1 that's a great incentive. I
2 think what we continue to run
3 into is that many of our
4 students come and it's hard to
5 see a counselor, continue with
6 that counselor, get counseling.
7 We continue to talk about those
8 plans so I am happy that the
9 State Legislature is really

10 pushing us to do this but we
11 need to push ourselves more in
12 terms of creating those programs
13 whether in the cohort fashion or
14 a different fashion and now
15 we're going to have AB 705 and
16 allow the student to the look at
17 their transcripts and based them
18 on what they have taken in high
19 school I think we're going to
20 have more success with cohorts
21 at this point and I think we
22 need to start focusing some time
23 genuinely dedicated time how we
24 do that and as the students
25 continue come to campus and

Sample footer

120

1 picking a class here and there
2 that's part of the program. I
3 can tell you that from
4 experience. There is no one
5 that sat down and here's the
6 schedule for the next two years
7 and you have to stick to it and
8 in that let's continue with the

9 embedding of tutorings, continue
10 with some of the other support
11 services for students because I
12 think first generation
13 particularly like many of us on
14 this dais struggled our first
15 year in college; right?
16 Understanding A what financial
17 aid was like. B, how to select
18 the right class and you have all
19 these option and I hope I am
20 picking the right option as I am
21 trying to figure it out on my
22 own and we know many students
23 counsel themselves among
24 themselves and I think that's
25 where some of the increase in

Sample footer

121

1 classes is. The other component
2 that we continue to hear here at
3 the dais when the folks come in
4 when the students come in is
5 inavailability of classes at
6 certain times and yes we're

7 restricted to the availability
8 of classroom it is so we
9 definitely need to provide more
10 online or hybrid courses and I
11 have talked about again to share
12 that balance we get a variety of
13 folks from different ages and
14 different stages and so to be
15 able to provide some support as
16 we move into the digital era.
17 We have people unhappy or not
18 comfortable there and the I
19 think the hybrid model works
20 very well and doing some of
21 that. We're in competition with
22 some of the for profit schools
23 and you know I think it's great
24 when they're able to give you a
25 timeline that says we expect you

Sample footer

122

1 to be here at this date and
2 completed at that date. That's
3 very powerful to someone because
4 they have got something that is
5 going to be deliverable at the

6 end of the program so I really
7 hope that our faculty gets on
8 board in terms of changing some
9 the structure of the only
10 personal schedule to fit their
11 live and we're here to support
12 the students and we continue to
13 struggled with some of the
14 challenges and talked about some
15 of the challenges and we
16 continue to offer ideas, right
17 but ideas that are implemented
18 else where and working and for
19 some reason we're trying to get
20 to some of that and I would hope
21 that we recognize that
22 governance is importance and we
23 embraced shared governance but
24 we need to be focused on really
25 what is the dollars back to the

Sample footer

123

1 school and success of students
2 and we're going to be measured
3 on that and I hope that as we

4 continue to have these
5 discussions that we continue to
6 be supportive of collaborating
7 with our faculty, our staff and
8 certainly with our counselors to
9 get the programs in place so
10 that the students have a real
11 clear map where they're at and
12 headed and we're in the mix of
13 trying to have much of that
14 ironed out and we know not every
15 student has a Ed Plan and hope
16 to catch them early and in the
17 high schools and all the
18 programs that we're doing to be
19 able to facilitate that and
20 they're going to be on that
21 track ready to run versus trying
22 to find the track.

23 >> Dr. Fierro: So to that all
24 of the conversations are taking
25 place, so about three, four

Sample footer

1 weeks ago maybe -- three, there
2 was a retreat in which everyone

3 from student services, from the
4 different areas that touches
5 students from the point of
6 entrance to the point of exit
7 got together, and map the
8 student experience meaning what
9 does it take for me to be
10 registered, get an Ed Plan, go
11 to my classes semester after
12 semester and finish? And they
13 had a whole wall with the
14 procedure, and the conversation
15 started it's a difficult
16 conversation and it became a
17 much harder conversation as
18 everyone mapped out what the
19 students were supposed to be
20 doing, and where it got very
21 difficult is where everyone in
22 the room realized that we have
23 too many obstacles that we
24 created and where the
25 conversation got really, really

Sample footer

1 good was when the plan and the
2 conversation began of saying how
3 we're going to change that
4 because that created awareness
5 among the different team members
6 in student services so there is
7 an active effort that includes
8 everyone in student services,
9 counselors, classified, managers
10 to say what is a stopping point
11 could frustrate them and send
12 them away and we don't know and
13 simply could be fixed or a
14 procedure that we created that
15 isn't really necessary so all of
16 that is already taking place and
17 that is one effort. The other
18 effort is the pathways, right,
19 so as we develop the pathways
20 that makes it easier for the
21 students to know where they're
22 supposed to go it to understand
23 what classes they need to take
24 at any given time and how those
25 classes relate with each other

Sample footer

1 at the different measures? Then
2 we have AB 705 that again is a
3 process that included many
4 groups on campus, and the data
5 AB 705 group had last time
6 around is showing tremendous
7 success on the number of
8 students moving forward, so
9 there is a lot of structural
10 issues that we're tries to
11 correct now because the
12 conversation got to the point
13 that the different areas
14 recognized what are the pieces
15 that need to be changed?
16 Because I don't think anyone
17 comes with the purpose of saying
18 I'm going to put this barrier
19 here to make it harder for the
20 student to work, but we create a
21 process to make an internal
22 dealing easier or get around
23 something we don't want to do or
24 we couldn't do and we do it and
25 becomes a procedure that

1 inadvertently makes it hard for
2 the student to get through or
3 help the student so we're moving
4 rather quickly into that
5 direction, and what I want to
6 emphasize is it is not being a
7 forceful conversation. It's
8 actually a very productive
9 dialogue and yes at time it gets
10 uncomfortable for everyone and
11 shows all of our flaws but we're
12 taking it from the student's
13 perspective to make sure that
14 the piece is addressed so we
15 expect to see a lot of progress
16 in the next couple of years. We
17 expect to continue to see
18 increase on our completion rates
19 as we have been doing over the
20 last couple of years, and I
21 think everyone is listening and
22 looking into ways of making it
23 better for the students, and yes
24 it's part of the funding formula

25 and we all want to do well on

Sample footer

128

1 that regard, but the way that
2 we're looking at is that every
3 student we graduate, every
4 degree we grant is a life we
5 change. Yes, we happen to get
6 paid that way, but the important
7 part there it's a life that we
8 change, and as I said the
9 conversations and the one I was
10 most impressed and the student
11 services and map the process
12 over a two day period and now
13 putting together a plan as to
14 how to remove those things that
15 not helpful for the students.
16 >> President Avalos: Well, I
17 think it's great that we're get
18 the update and because we're not
19 here everyday we appreciate you
20 sharing what is happening with
21 the groups and departments to
22 facilitate breaking down the
23 barriers for our students. It's

24 9:12 p.m. and you to wrap it up

25 and for the colleagues to ask

Sample footer

129

1 questions and request my

2 colleagues that we go into

3 closed session after the

4 presentation and I want to Dr.

5 Fierro to comment on some of the

6 comments made earlier by some of

7 the folks who came to the dais

8 particularly about what was

9 depicted in the tela mark

10 because I know there were

11 several concerns from Board

12 Members as well and so I do want

13 you to address some of that

14 before we go into closed

15 session.

16 >> Would it be better for

17 public comment time and not a

18 specific agenda item that

19 doesn't bear relation to --

20 >> President Avalos: Well, no

21 perhaps you didn't hear what I

22 said and have the comments and
23 have everyone else wait and go
24 to the closed session --
25 >> I heard it hold the

Sample footer

130

1 comments on this item. I see
2 what you mean.
3 >> President Avalos: Go ahead
4 Dr. Fierro. Please continue.
5 >> Dr. Fierro: So I wanted to
6 reiterate I do agree that this
7 number has to probably continue
8 to get lower. I will find out
9 the reason of that my guess it's
10 a 9% because it's the same thing
11 that was adopted in the state
12 but I am full agreement on that
13 we need to continue to decrease
14 the excess units so if I am
15 understanding correctly you want
16 me to do my official comments?
17 Yes. So --
18 >> [Off Mic].
19 >> President Avalos: With
20 this item? No.

21 >> [Off Mic].
22 >> President Avalos: No, I
23 wanted you to finish this
24 particular item -- Yes.
25 >> Dr. Fierro: I got it. So

Sample footer

131

1 work force again we're talking
2 about salaries and yeah
3 initially salaries and then
4 living wage. We adopted 9% and
5 10% goals. This goal is not
6 something that we can directly
7 control like the goals before
8 because they deal with the
9 economy but the commitment is to
10 prepare our students in the best
11 possible way so they're as
12 competitive as possible to be
13 able to earn those salaries and
14 become competitive for the jobs
15 that pay the salaries. That's
16 the commitment we want to make
17 to the students. Obviously we
18 want to increase 9% or 10% or

19 more and under our control what
20 is under our control is the
21 preparation and education and
22 competed for the high paying
23 jobs. Students that are
24 employed closely related jobs to
25 their field of study we want to

Sample footer

132

1 increase again by 9%. However,
2 the point that is as many of us
3 sitting here today we have
4 probably changed careers or find
5 different ways to utilize the
6 value of our degrees. Sometimes
7 they're not necessarily the
8 degree you graduated for and
9 once again our commitment to the
10 students is to provide them with
11 transferable skills when they
12 decide to or not to transfer to
13 a different field they have
14 those skills that are
15 transferable to other job
16 opportunities, but hopefully
17 they're employed on their field

18 of study if they choose to do
19 so. And these are the goals
20 that you're going to see that
21 are zeros on the increases and
22 this is because we want to make
23 sure that data that relates to
24 ethnicity is fully correct so
25 with this we had an issue with

Sample footer

133

1 the reporting of American
2 Indian, Alaska natives Asian
3 students and African-American
4 and we went back and looked at
5 what we thought was a clean set
6 of data we compared the data
7 with national averages and we
8 have a number what reflects very
9 closely national averages and
10 what we should be basing the
11 projections that we have
12 established. However, because
13 it's not the exact figure as it
14 was reported by our students we
15 decided to find that data get

16 the download, clean the data,
17 and use the correct numbers as
18 the student report them for this
19 category, so all the ethnic
20 groups are on hold until we
21 count our students in the way
22 that they're reported and again
23 the reason for doing that is
24 because the value of
25 representation so if they

Sample footer

134

1 reported their ethnicity in
2 whatever way they choose to
3 report it we have to report that
4 as accurately as possible and
5 don't want to just have an
6 approximation of the projection
7 with it and the rest of the
8 goals are zero but all related
9 to ethnicity. We have increased
10 the percentages until we get the
11 correct numbers.
12 >> So to make -- President
13 Avalos may I ask a question? In
14 this slide here am I reading

15 this statistic correctly that
16 the data that we at least have
17 is that we only have 75 Asian
18 students who received an
19 approved certificate? And only
20 17 students in the college
21 similarly that are LGBT?
22 >> That's self reported data,
23 correct. So our numbers are we
24 found an issue and we believe
25 the issue was that at some point

Sample footer

135

1 in the data download the numbers
2 switch so we have some
3 populations that increased by
4 five fold and some that
5 decreased by seven folds, so
6 what we did then was go back to
7 previous growth and make a
8 projection of what will have
9 been projected in the future
10 based on all numbers. Compare
11 those with the national averages
12 and we came very close but don't

13 feel it's the correct way of
14 reporting that so we're going
15 back to the original files and
16 the students self reported and
17 clean the files --
18 >> I understand that but the
19 baseline numbers is so far.
20 >> Correct. Correct.
21 >> I am surprised.
22 >> Dr. Fierro: We want to
23 make sure it's correct and the
24 other slides are essentially the
25 same and the reason of that is

Sample footer

136

1 the same reason.
2 >> Thanks.
3 >> [Off Mic].
4 >> Dr. Fierro: Yes, yes. We
5 want make sure you knew where we
6 were and asking for the
7 extension.
8 >> President Avalos: All
9 right. Does that conclude your
10 presentation?
11 >> Dr. Fierro: Yes.

12 >> President Avalos: Thank
13 you Dr. Fierro. Like I
14 mentioned earlier we're at
15 9:22 p.m. and our agenda does
16 say we go into closed session no
17 later than 9:00 p.m. and we have
18 quite a bit to discuss in closed
19 session and I believe it will be
20 longer than I would like however
21 I'm going to ask my colleagues
22 that on reports and comments
23 from district official that I
24 was going to ask you to come
25 back and do it after closed

Sample footer

137

1 session and I'm going to ask to
2 you do one minute and be done
3 and I hope that's not a lot to
4 report. Do you want to do it
5 now or after closed session?
6 >> [Off Mic].
7 >> President Avalos: Do it
8 now. Dr. Fierro I will let you
9 go first and have comments

10 tonight and go to the right and
11 followed by colleague cam macho.
12 >> Dr. Fierro: The first
13 comment you should go to
14 graduation and we will have the
15 largest graduation class at
16 Cerritos College.
17 [Applause]
18 >> I won't tell you the number
19 just yet because we're making
20 sure the number is correct but
21 it's a significant increase for
22 the previous year so good job
23 everyone. The next one we got
24 notification that we are up for
25 a national award on our

Sample footer

138

1 diversity work, so we will
2 report on that later, but we
3 submitted our work, and it looks
4 good. Right? The next one
5 obviously there were some
6 comments and some concerns about
7 the article on our student
8 newspaper and what while we

9 support the First Amendment and
10 the rights of our students to
11 publish information that they
12 see that fit I think what we
13 need to look at is not
14 necessarily whether or not the
15 picture is offensive because the
16 offensive nature of the picture
17 is in the eye of the beholder.
18 There maybe people offended by
19 it and others not and I think
20 the dialogue should be around
21 the educational value that we
22 provide and whether we're
23 providing that educational value
24 and reflective of that. Any
25 article that we publish there

Sample footer

139

1 could be controversial and any
2 article could have opposing
3 point of views but what we need
4 to focus the conversation one
5 remember we have students on
6 campus and all of these is part

7 of their development as students
8 and two that we have the duty
9 and the responsibility to
10 enforce freedom of speech
11 whether we agree or not what is
12 said but always as educators we
13 have the duty and the
14 responsibility of priding
15 valuable critique that allows
16 our students to grow over time
17 and become better and better
18 regardless of the views that we
19 have on what is published, so
20 for instance the critique -- I
21 am just making this up. I'm not
22 a journalism professor. Okay.
23 I will look at it and the value
24 of what I wrote and the value of
25 the image that I chose and what

Sample footer

140

1 am I trying to teach with that
2 because what I would like to see
3 our students be be successful
4 and transfer and the work that
5 they do here help them achieve

6 those goals and I know it's hard
7 for everyone to have those
8 conversations because we all
9 have different views on the
10 different topics that are
11 published at any given week, but
12 we need to keep in mind that
13 they're an independent
14 newspaper. That they are
15 students and they're learning
16 and all of these should be part
17 of the learning experience and
18 how we guide them to get to that
19 next level. Maybe next week is
20 an article about what I said
21 that I'm not going to like, but
22 not necessarily has to be seen
23 as something that I didn't like
24 but whether or not we
25 accomplishing our educational

Sample footer

141

1 mission with that, so I am
2 hoping that we look at it that
3 way and our faculty members are

4 looking at it that way when they
5 work with our students because
6 again for us it's about the
7 growth of the student. It could
8 be tomorrow anything else that
9 we will have to address in the
10 same way that is growth whether
11 or not we like what is says
12 because that happens in any
13 publication that we see. Other
14 than that I think I already
15 exceeded my minute so --
16 >> President Avalos: Thank you
17 Dr. Fierro.
18 >> Dr. Fierro: I just wanted
19 to report I was able to attend
20 the 2019 Civil Rights Summit at
21 Ruckers University and a
22 beautiful experience. Lots to
23 gain in terms of information for
24 our students. We were in the
25 presence of Majority Whip James

Sample footer

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1 Clyburn and had the presence of
2 Douglas Macy from Princeton

3 university that writes on
4 immigration and the list of
5 individuals present from the
6 East Coast and the West Coast
7 and just bridging the gap so
8 that everyone is on the same
9 page in terms of civil rights
10 education, housing and
11 employment and where's that
12 going to go with where we're
13 currently at today? So very
14 dynamic. Thank you.
15 >> President Avalos: Thank
16 you
17 >> And thank you to Cody
18 Birkey.
19 >> President Avalos:
20 Mr. Birkey.
21 >> James Cody Birkey: Very
22 quickly very excited about
23 graduation. Favorite time of
24 the year, very excited and
25 congrats all the students who

Sample footer

1 are going to walk next week so
2 that's just kudos to everybody
3 putting in all the hard work and
4 the students, faculty and staff
5 alike. In terms of the comments
6 earlier I just wanted to point
7 out that as much as the readers
8 for the most part and all the
9 writers for the tela mark are
10 over 18 we had half a dozen
11 children in the audience tonight
12 including my own and she doesn't
13 speak more than a dozen words of
14 English so I think we're already
15 in that regard, however I would
16 just like to make sure that we
17 understand the difference
18 between adult debate and
19 conversation and broader debate
20 conversation and be more
21 thoughtful in the comment period
22 going forward.
23 >> President Avalos: Thank
24 you. Dr. Salazar. We will with
25 Marisa.

Sample footer

1 >> Marisa Perez: Yes really
2 quick. I attended the city of
3 Lakewood luncheon and Lakewood
4 celebrates and honored many of
5 our students who graduated high
6 school and moving on to college.
7 I wanted everybody to know I am
8 flying for the day to Sacramento
9 to go to the Vision for Success
10 Diversity Task Force meeting and
11 the first meeting and there's
12 the big discussion should we add
13 a seventh goal to the Vision for
14 Success on faculty diversity?
15 So that's kind of the key
16 question we're going to be
17 answering. Again we're going to
18 have information on defining
19 data and defining diversity and
20 addressing unconscious bias why
21 it matters how we hire and teach
22 and regulations of Prop 209 and
23 diversity continued and goal is
24 adding the seventh state wide
25 goal related to diversity and I

1 wanted to remind everybody next
2 Thursday we have the foundation
3 scholarship reception so if you
4 haven't RSVP'd let the staff
5 know. It's a fantastic event
6 where we honor all the
7 scholarship recipients through
8 the foundation and the staff
9 does a great job putting that
10 together. Thank you.

11 >> President Avalos: Dr. Shin
12 Liu.

13 >> Shin Liu: I want to thank
14 the faculty and the study, broad
15 in Florence. I know how much
16 benefit it will bring to the
17 students.

18 I want to go too. Yeah. I also
19 want to share with you today we
20 just had our Taiwan study abroad
21 student our orientation for
22 2019. This year our Cerritos
23 College sent to Taipei 19
24 students and new pie pie -- and

Sample footer

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1 this moment we have 51 students.

2 At this moment we have eight

3 students currently in Taiwan so

4 we're growing. Great. Let's do

5 it together.

6 >> President Avalos: Thank

7 you Dr. Shin Liu. Mr. Lewis.

8 >> Zurich Lewis: We had the

9 day of -- service in La Mirada

10 and we had a project and Pence

11 the horse rail fences and gave a

12 nice touch up. I started with

13 five volunteers to cover 50 feet

14 of horse rails and it looked

15 like it would take over three

16 hours but over the course of the

17 next hour I increased triple

18 fold of volunteers and we were

19 able to knock it out in an hour

20 and a half and get Chick-Fil-A

21 earlier and good.

22 >> President Avalos: That was

23 the incentive right there.

24 >> Zurich Lewis: Exactly.

25 It's always night to see the

Sample footer

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1 community come out and give love

2 to the city. Even the La Mirada

3 is well maintained and one of

4 the issues for the organization

5 is finding enough projects to

6 actually give volunteer service

7 to you know we still have

8 hundreds of people from the

9 neighboring communities come out

10 and show that we are a unified

11 community and making sure that

12 we have the best place to live,

13 work and play in. Second thing

14 is that I will be walking in my

15 law school graduation this

16 Saturday.

17 [Applause]

18 >> But don't clap too hard

19 because I have to study for the

20 bar in July so two months of

21 living in a grotto cave studying

22 14 areas of law so there's that
23 and speaking of law one of the
24 first person that gave the
25 public comment cited the Supreme

Sample footer

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1 Court case of 1973 Miller versus
2 California which stated in
3 certain part that the
4 obscenities are based on the
5 prurient interest and the
6 community standards which they
7 are a part of which is then
8 reaffirmed in Glen theater and I
9 am just remembering all this
10 stuff and the point is this
11 debate is not based on what the
12 author said. It's based on the
13 image that was printed in the
14 newspaper. Nobody disagrees
15 that the author has a right to
16 say whatever she wants in
17 whatever word it is she does
18 want. I think the question is
19 what kind of images are
20 published for publication and

21 community standards are for what
22 maybe apparent interest or a
23 "deviantancy" as one of the sin
24 themes and a conversation we
25 need to have for the tala marks

Sample footer

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1 paper to know what our community
2 standards are for the printing
3 of such images whether we as a
4 community -- as a community
5 college consider them obscene or
6 not and I think that's a debate
7 to have one way or the other but
8 to come to a resolution so we
9 know we come to controversy such
10 as this again. Thank you.
11 >> President Avalos: And
12 Mr. Herrera.
13 >> Phil Herrera: My last
14 report. I will make it quick
15 don't worry. This Saturday I
16 had the opportunity to join
17 Assemblymember Christina Garcia
18 for the roundtable in the liable

19 and great conversations to
20 improve not only the K-12
21 districts but our connection via
22 community colleges with the K-12
23 districts. I was proud to say
24 that we're already working on
25 that and doing a pretty good

Sample footer

150

1 job. Besides that this Friday I
2 am attending the spring awards
3 banquet with a few of you I
4 believe and the Springs award
5 banquet and very proud to
6 announce that the following
7 Friday on the 24th I will be
8 finally walking with three
9 Associate Degrees, three
10 certificates and honors so
11 please join me and I will see
12 you all there.
13 >> President Avalos: You're
14 one of the kids we're talking
15 about tonight.
16 >> Phil Herrera: Yes. I
17 don't want to count how many and

18 that concludes my report. Thank
19 you.
20 >> President Avalos:
21 Congratulations on the successes
22 here at Cerritos and as you move
23 on we wish you well in life. I
24 know you have done great amazing
25 things in the culinary arts area

Sample footer

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1 and other areas as well and we
2 wish you the best as hopefully
3 it's me that hands you your
4 diploma and I welcoming everyone
5 to share in the excitement as we
6 celebrate the students on the
7 24th of May and I don't know how
8 many I'm going to share and I
9 will be tired of shaking hands
10 and the best part what we do as
11 a board and for personally me to
12 have my signature attached to
13 someone's success on their
14 diploma and one of the greatest
15 takeaways in my life as far as

16 my personal accomplishments and
17 it really signifies the
18 opportunity that we all come
19 here to this country for and
20 that's really to empower others
21 to be better and make our
22 society better, and so on that
23 note I am excited for the
24 families that will be there.
25 Certainly it's the best Mother's

Sample footer

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1 Day gift ever to have your child
2 graduate and move on to do many
3 more things in life and many
4 more graduations to come so I am
5 certainly excited for that and
6 looking forward to all of the
7 families and the students there
8 who I will be there to celebrate
9 their own success, personal
10 challenges and accomplishment of
11 so many trials and tribulations
12 just to make it there and
13 excited to be and hope everyone
14 had a wonderful mother day and I

15 did and wishing a deleted
16 mother's day and many of the
17 things that happen at the State
18 Legislature depend on folks that
19 vote for people there and we
20 have a special election district
21 33 and just a reminder to
22 everyone that your selection on
23 that ballot makes a different in
24 our communities and I hope folks
25 come out and vote and I say that

Sample footer

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1 that we had an election in South
2 Gate and many people weren't
3 aware it was happening and I am
4 reminded of the importance of
5 voting and registration to vote
6 and how much money gets spent on
7 producing the ballots, letting
8 people know, the outreach that
9 happens and for folks really
10 take they're their tax dollars
11 utilized to make a positive
12 impact in the communities when

13 they go out and spend time to
14 make that difference at the
15 ballot box and we have a land
16 election that the district 33
17 and encompasses some of the city
18 in Cerritos and reminder to go
19 out and vote and then too just
20 you know I wanted to thank Maya.
21 She was at our Council meeting
22 last night to talk to our City
23 Councilmembers about the
24 Cerritos Complete and some of
25 the other programs that we for

Sample footer

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1 in our community Ed department
2 to be able to provide the
3 opportunities for the young kid
4 to really embrace going to
5 college early on and makes an
6 impact on students and
7 particularly families the kids
8 are the first to go to college
9 and shout out to all the
10 departments who put all these
11 programs together to really

12 empower our folks to take that
13 first step even if it's when the
14 child is seven versus 17 to
15 really come and make that
16 different for them and get them
17 into just the language of coming
18 to college and that means and
19 could be a class in robotics or
20 cooking or any class and the
21 important part is going to
22 college and that's the take away
23 and hopefully fun coming to
24 campus. With that Dr. Fierro I
25 did some of the comments made

Sample footer

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1 tonight about what was printed
2 and what wasn't printed and what
3 was said and not said for me
4 personally I was disappointed it
5 was on there and as women we see
6 all the movements to support and
7 empower woman and I thought it
8 was degrading permanently. Son
9 was in the audience and speaks

10 fluent English and I know he
11 will say mom what was that
12 about? And I have explaining to
13 do and it's important to talk
14 about the difficult
15 conversations with our kids and
16 freedom of expression is truly
17 important. When we talk about
18 folks who may not have a voice
19 because they may not be citizens
20 I think we really need to be
21 able broaden the opportunities
22 of speaking out and really
23 sharing your passion and I
24 recognize in journalism there
25 are so avenues to express an

Sample footer

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1 opinion and certainly a story
2 and I think as much as I was
3 disappointed with what was
4 printed in terms of the visual
5 you know I thought the story was
6 well done, but think they could
7 have selected other images to
8 portray perhaps the same point

9 and as we say a teachable moment
10 so I hope it's a teachable
11 moment and we reevaluate our own
12 values not just as a college but
13 as society and whatever you
14 think can go out there and we
15 talk about empowering women and
16 I think one thing it didn't so I
17 will leave it at that. I'm happy
18 that our students are courageous
19 obviously in pursuing their
20 goals and their dreams and
21 certainly pushing the envelope
22 but I do think you could push
23 the envelope in different ways
24 so again food for thought but
25 with that we will go into closed

Sample footer

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1 session and I thank my
2 colleagues for all comments and
3 look forward to seeing for the
4 commencement on the 24. In
5 closed session we have Item 11,
6 12 and 13. Item 11 is a

7 liability claim. Significant
8 exposure to litigation pursuant
9 to and that's Government Code
10 54956.9 paragraph one of
11 Division E and 11B is
12 significant exposure to
13 litigation pursuant to
14 Government Code 54956.9
15 paragraph three of division
16 Division E and the claimant is
17 Oceana Christopher. Agency
18 claim against district. Item
19 11C is significant exposure to
20 litigation pursuant to
21 Government Code 54956.9
22 paragraph three of division
23 division claimant is Fata
24 Construction. And this is
25 agency obviously Cerritos

Sample footer

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1 Community College District.
2 Item 12 say public employee
3 discipline dismissal release Sue
4 Parsons to Government Code
5 54957. Case is described as

6 case number as cited. Item 11
7 is conference with Labor
8 Negotiators Sue Parsons
9 Government Code 54957.6. We do
10 have our agency represent on
11 behalf of the college Adriana
12 Flores-Church and Dr. Fierro and
13 then B is employee organizations
14 is the California School
15 Employees Association. With
16 that unless there's something
17 else you would like to add Dr.
18 Fierro we will go closed session
19 and thank you everyone and we
20 appreciate you being here.
21 >> Are there any read outs?
22 >> There will be one read out.
23 >> President Avalos. So in
24 closed session the board met
25 [Off Mic] paragraph three of

Sample footer

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1 subdivision -- are we good?
2 Significant exposure to
3 litigation pursuant to the

4 claimant was Oceana Christopher
5 and versus Cerritos Community
6 College District. In closed
7 session the board met and voted
8 this matter and motion made by
9 Board Member Lewis and seconded
10 by Board Member Birkey and on a
11 vote of 7-0 this claim was
12 denied.

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Sample footer