

1 06-06-18 Cerritos BOT

2 >> President Lewis: Good

3 evening. Welcome to the first

4 meeting for the June Board of

5 Trustees and we will have a

6 moment of silence for you to

7 reflect and pray as you wish.

8 Thank you. Next we will have

9 the Pledge of Allegiance done by

10 our Student Trustee Phil

11 Herrera.

12 >> [Off Mic].

13 >> I pledge allegiance to the

14 flag to the United States of

15 America and to the Republic for

16 which it stands, one nation

17 under God, indivisible, with

18 liberty and justice for all.

19 >> President Lewis: Thank you.

20 Roll call please.

21 (calling roll)

22 >> President Lewis: All right.

23 Is there any member of the board

24 wishing to reorganize the

25 agenda? Seeing none we will

Sample footer

2

1 move to comments from the
2 audience and as we do not have
3 any cards for comments from the
4 audience -- right? No. We will
5 move on to reports and comments
6 from constituent groups. Is
7 there a constituent group
8 wishing to give a report?
9 Seeing none we will move
10 directly to our installation of
11 our new Student Trustee. Dr.
12 Fierro.
13 >> Dr. Fierro: [Off Mic] all
14 right. So it's my pleasure to
15 sworn you into the office and
16 repeat after me please. "I,
17 Phil Herrera, do solemnly swear
18 they will support and defend the
19 Constitution of the United
20 States and the Constitution of
21 the State of California against
22 all enemies foreign and domestic
23 and I will bear true faith and

24 allegiance to the Constitution

25 of the United States and the

Sample footer

3

1 constitution of the State of

2 California. I take this

3 obligation freely without any

4 mental reservation or purpose of

5 evasion and they will well and

6 faithfully discharge the duties

7 upon which I am about to very

8 good.

9 [Applause]

10 >> I wasn't prepared for this

11 but I will wing it. I just want

12 to say thank you to everyone

13 that supported my campaign, my

14 campaign manager Corrina. Thank

15 you to my parents for being here

16 and taking the time out of their

17 busy day. Thank you to all of

18 my advisers and I know some of

19 you couldn't be here and thank

20 you Raul and Karen Patron taught

21 me a lot as well and thank you

22 for everyone and I hope I can do
23 right by you and the students of
24 Cerritos College.
25 [Applause]

Sample footer

4

1 >> President Lewis: Thank you
2 Phil and again congratulations.
3 We're looking forward to a full
4 year of working with you as I am
5 sure you are maybe --
6 [Laughter]
7 >> President Lewis: All right
8 we will move on to the next
9 Institutional Presentation which
10 is the condensed calendar which
11 we will have Frederick Trapp the
12 consultant for Cambridge West
13 Partnership LLC presenting the
14 information regarding the
15 proposed condensed calendar.
16 Frederick.
17 >> Dr. Fierro: So this is a
18 presentation based on the last
19 time that we talked about the
20 calendar and we were in

21 agreement that we were going to
22 do a study how to best implement
23 the 16 week calendar, and any
24 impacts that may have on some
25 potential suggestions as to how

Sample footer

5

1 we can minimize any negative
2 impacts as a result of the
3 transition, so we work as we
4 agree with with an independent
5 group and such this evening we
6 will see a presentation on their
7 results of this study. Thank
8 you.
9 >> Members of the board.
10 Superintendent President Fierro
11 and cabinet members and
12 constituent representatives what
13 I have put on the screen behind
14 you is an overview of the
15 highlights that I am sharing
16 tonight in the slide
17 presentation. These are
18 addressed in the longer report

19 that we hope to finalize next
20 week and send on to the college.
21 Our essential task was to
22 indicate opportunities and
23 challenges in your operational
24 practices where do you convert
25 to a compressed calendar. These

Sample footer

6

1 are some general considerations
2 about a compressed calendar that
3 you may be aware of from your
4 prior discussions about it.
5 It's a very popular option here
6 in California's community
7 colleges but it's important to
8 know also that no loss of total
9 classroom instructional time is
10 realized if you do choose to
11 make a conversion from your
12 current traditional calendar to
13 compressed calendar. There is
14 always concern about the impact
15 on student learning and several
16 studies indicates there doesn't
17 seem to be be harm to student

18 success or retention. This is a
19 task that confronts your
20 registration folks where you
21 convert and also add a winter
22 inter-session and there is going
23 to be a work load impact on them
24 because an additional
25 registration cycle would be

Sample footer

7

1 introduced. These are some of
2 the key guidance and directions
3 we were given, assumptions we
4 were to use doing our follow up
5 study. You have been talking
6 about the compressing to a 16
7 week pattern for the primary
8 terms. If you were to do a
9 winter inter-session you have
10 been talk about maybe four weeks
11 in length. All the classes
12 would have the same total
13 contact hours and for the study
14 we were to assume that you kept
15 the same starting and ending

16 type for the instructional day.
17 With respect to finances there
18 is a one time increase that you
19 may realize represented about a
20 2.86% impact going up in the
21 contact hours and subsequently
22 some of the revenue you would
23 from the state but that's a one
24 time experience. You wouldn't
25 keep going up every semester

Sample footer

8

1 after you started the compressed
2 calendar strategy, and indeed
3 you wouldn't necessarily be able
4 to keep that increased bump
5 unless you're also able to keep
6 the enrollment volume you now
7 have and the numbers of class
8 sections and access points that
9 you have for students. There's
10 also an obvious impact on your
11 Information Technology staff.
12 It's my understanding that your
13 staff has reached the point
14 where several key long-term

15 talented individuals are
16 planning to retire, and so you
17 would likely need outside
18 consulting assistance and I
19 think you may have received a
20 brief and a proposal from a
21 consulting firm for the cost of
22 just over \$600,000 to help you
23 in the implementation. The IT
24 staff may also be squeezed a bit
25 in their efforts to support

Sample footer

9

1 instructional lab maintenance
2 and other kinds of support
3 because of the extended hours of
4 instruction and potentially the
5 extended hours in the
6 instructional day, and if again
7 you added a winter inter-session
8 they would have a work load
9 impact because there's another
10 cycle of what is called
11 "management information system
12 reporting" that occurs at the

13 end of every term, reports that
14 go to the state that take quite
15 a bit of time to prepare and
16 quality control. We sometimes
17 forget about maintenance of your
18 very valuable property but
19 there's an impact potentially
20 routine maintenance operations
21 that may cause to you hire
22 additional people or shift
23 working hours but there's an
24 impact on the time needed for
25 deep cleaning of your property,

Sample footer

10

1 conducting maybe some minor
2 repairs and as you're moving
3 forward in your capital
4 construction project efforts you
5 need time occasionally to move
6 offices and instructional spaces
7 in and out of areas that are
8 impacted by capital
9 construction. But perhaps the
10 most challenging thing you face
11 deals with the way in which

12 classes are scheduled. Using
13 your current scheduling
14 protocols that we were asked to
15 assume in your study the college
16 doesn't have enough facilities
17 to meet additional class times
18 required in the compressed
19 calendar. Also if you were to
20 do a winter inter-session the
21 length you choose for the
22 session will sort of determine
23 what curriculum you can offer.
24 Most commonly the colleges
25 around you are offering a 5 week

Sample footer

11

1 inter-session if they offer one
2 at all. There's some particular
3 challenges to some of your
4 programs of study that already
5 have very high weekly
6 instructional contact hours with
7 the students. Foremost among
8 these is Cosmetology. That
9 curriculum is driven by state

10 requirements for certain numbers
11 of hours of instruction and
12 they're going pretty full bore
13 at the time right now. Other
14 institutions that have done to
15 this calendar and offered this
16 curriculum have offered
17 instruction before the rest of
18 the college starts the term
19 because they can't squeeze
20 enough hours into the week but
21 you have a culinary arts and
22 automotive technology with high
23 contact times. They may be able
24 to instruct more hours or hours
25 on Friday to compensate as you

Sample footer

12

1 expand the instructional
2 periods. You have a Nursing
3 Program that is also involving
4 students in long instructional
5 hours each week but the other
6 critical thing about nursing is
7 the competition to gain access
8 to hospital clinical sites for

9 the extremely important and
10 necessary on site in the
11 hospital training that nurses
12 need to under go. I wanted to
13 walk you through a couple of
14 examples of scheduling. In this
15 first I wanted to look with you
16 at the most common class you
17 schedule and that all classes
18 schedule and that is a class
19 that meets normally three hours
20 a week and if you're using a
21 block schedule as you currently
22 do it meets two days a week and
23 that produces three contact
24 hours of instruction with the
25 students and you can see your

Sample footer

13

1 current instructional period
2 might start at eight and run to
3 915. If you compressed a 16
4 weeks that same class will now
5 produce slightly more weekly
6 contact hours and will add ten

7 minutes of instructional time to
8 each class meeting. You have a
9 practice that I haven't seen
10 elsewhere in my 45 years of
11 community college teaching,
12 Administration, researching and
13 consulting work and that is your
14 passing times. For the three
15 hour of a week classes you have
16 a passing time of 15 minutes.
17 The four hour classes and others
18 the passing time is ten minutes.
19 I have never seen that
20 difference because of the 15
21 minute passing time you lose can
22 over the time instructional of
23 time and if may want to
24 revisiting that practice.
25 The second example is the second

Sample footer

14

1 most common schedule and that's
2 one that meets four hours a
3 week. Mathematics is the
4 preeminent example in this area
5 but English and composition may

6 be meeting this way. If you
7 compress this group of classes
8 begin picking up 4.6 contact
9 hours and adding 15 minutes to
10 each instructional class period.
11 Often one of the big challenges
12 in scheduling is how do you
13 interlace the three and four
14 hour a week classes so there's a
15 more common passing period
16 between the two classes so
17 students have an easier time
18 putting together a schedule.
19 One answer is not schedule the
20 four hour classes only on two
21 days. Schedule them four days
22 or schedule them five days and
23 then each instructional period
24 fits within the time and some
25 college have done it and there

Sample footer

15

1 are some places you're doing it
2 as well. That's the good news
3 items. The third example is a

4 bit of a downer. When I was
5 working with your schedule data
6 I ran out of time in the day and
7 looking at your weekly census
8 classes, 180 classes I couldn't
9 fit into a compressed calendar
10 of 16 weeks. That's the same
11 kind of experience we had at
12 Long Beach when they compressed.
13 It's the same kind of experience
14 my colleagues in Cambridge West
15 who do work with North Orange
16 tell me that the North Orange
17 district also experienced
18 employed they lost sections. In
19 fall it's 182 or 180
20 approximately. In spring it
21 presumably might be the same and
22 I got curious to try to estimate
23 what that might translate to in
24 terms of income so if you assume
25 30 students on average in a

Sample footer

1 class and the current

2 apportionment rate for credit

3 instruction per FTES is just
4 over \$5,000 you could lose \$2.8
5 million in the fall from the
6 loss of sections. If you
7 repeated that experience in the
8 spring you could lose 5.6
9 million annually by virtue of
10 compressing but you have some
11 options, and I will go the
12 screen now a series of potential
13 mitigation strategies that would
14 help you retain some degree of
15 access for students. One is to
16 increase the number of online
17 classes that don't require a
18 classroom here at the campus. A
19 second is to make better use of
20 your prime morning instructional
21 periods particularly your
22 college hour time on Tuesdays
23 and Thursdays from 11 to 1230.
24 I could identify 26 committees
25 on your website and tried to

Sample footer

1 trace all of their meeting
2 times. I found nine that had
3 occasional meetings on a Tuesday
4 or Thursday usually once a
5 month. If they're populated by
6 full time faculty they're
7 faculty not available to teach
8 classes during college hour. I
9 found about 43 lecture
10 classrooms that did not appear
11 to have any classes scheduled
12 during the college hour period
13 so you could add potentially 43
14 more classes. Your 8:00 a.m.
15 class instructional period you
16 do offer quite a few classes but
17 I found about 36 lecture
18 classrooms that didn't appear to
19 be used. On Fridays and
20 Saturdays you could add more
21 time and more classes. 46
22 lecture rooms on Fridays and 67
23 on Saturdays. You do make use
24 of late afternoon. I mean by
25 that 3:00 p.m., 4:00 p.m. class

Sample footer

1 time slots but I found 29
2 additional classroom places.
3 Most colleges that have gone to
4 a compressed calendar of some
5 form have broken down and
6 extended the instructional day
7 starting classes very early in
8 the morning getting them to
9 conclude before 8:00 a.m. and
10 allowing some to extend after
11 the normal 10:00 p.m. time.
12 That would be another strategy.
13 Now as I recite to you each of
14 the mitigating strategies and
15 try to identify empty classrooms
16 I have to offer you an alert or
17 a warning or a caveat adding
18 more classes because you have an
19 empty classroom does not mean
20 you're going to fill those
21 classes with students. Yes, you
22 provide the access and the
23 opportunity, but you may need to
24 do quite a bit of markets and
25 persuading with the student

1 population to get them to sign
2 up at some of the other times.
3 I would suspect from my years of
4 experience at Long Beach that
5 anything from eight to 1230 or
6 1:00 o'clock would not be as
7 difficult to fill as something
8 on Saturday or starting at
9 6:00 a.m. in the morning or some
10 of the odd times they put on the
11 screen for you. In trying to
12 think about recommendations for
13 you the first one is to suggest
14 evening if you don't move
15 forward with this compressed
16 calendar you may want to visit
17 some of the mitigation options
18 to see if there are ways to
19 enhance the schedule package
20 that you offer now to provide
21 more access. Your next step if
22 you're interested in pursuing a
23 compressed calendar strategy
24 would be to sit down and go

25 through the very time consuming

Sample footer

20

1 mock up of a discipline specific
2 schedule to evaluate in greater
3 detail as I can as an outside
4 consultant what the impact might
5 be on students, facilities and
6 employees. If you do want to
7 move forward our experience has
8 been you need to settle whatever
9 collective bargaining issues
10 there are before you jump into
11 the swimming pool and implement
12 the compressed calendar. Now
13 there are more materials that
14 will be in the report that I
15 mentioned earlier that hopefully
16 we will get to you next week but
17 for our purposes this evening
18 these are sort of the highlights
19 of what we found when we started
20 look at impact on some of the
21 operations. Did you have any
22 questions that you would like to
23 raise?

24 >> Sure. Frederick in your
25 experience after implementation

Sample footer

21

1 of the compressed schedule what
2 have institutions found to be
3 the on the ground advantages and
4 disadvantages of making that
5 transition?
6 >> If they're willing to
7 embrace some of the mitigation
8 strategies I was alluding to
9 they get better use of their
10 facilities and begin to
11 compensate for some of the loss
12 of sections, so they provide
13 some degree of access to the
14 students. Not all of the
15 colleges that are gone to
16 compression have elected to do a
17 winter inter-session. It can be
18 terribly costly, and at a point
19 in time when you're already at
20 cap I am thinking some years ago
21 you don't need additional FTES,

22 but if you're not at cap there's
23 the possibility of perhaps
24 gaining some additional growth
25 where you were do the winter

Sample footer

22

1 inter-session but I caution you
2 to think about the length you
3 settle O the only college in the
4 area I could find that does a
5 four week session was Rio Honda
6 and they don't do it every year
7 and they offer a very limited
8 schedule. In four weeks those
9 classes meet Monday through
10 Friday. You look at the time in
11 the classroom for the typical
12 three credit lecture class and
13 plus the outside time that is
14 expected of students you're
15 looking at an eight hour day
16 Monday through Friday for the
17 students.
18 >> Because it seems to me most
19 of the mitigation strategies
20 that you mentioned are

21 effectively -- they don't
22 require a compressed schedule to
23 go and do.
24 >> That's correct.
25 >> Right. So effectively this

Sample footer

23

1 is a question between the
2 marketability of a additional
3 session over the marketability
4 of the additional class times?
5 >> Yes.
6 >> President Lewis: Any other
7 questions? Dr. Liu.
8 >> Shin Liu: I want to
9 explain Rio Honda College and we
10 have four weeks but most student
11 that take the course repeat the
12 course. They failed course or
13 they got a "D" so these student
14 will choose to retake the course
15 and instead of whole semester
16 long so they take the winter
17 session, so and we only limit
18 some courses like programming

19 class cannot be in winter
20 session.
21 >> Right.
22 >> So calculus can't be in the
23 winter session.
24 >> And possible to be in four
25 weeks and we will usually let

Sample footer

24

1 instructor explain to the
2 student this will be very
3 intense, maybe only good for
4 you. You took once and you fail
5 and you want to do it in short
6 period of time to make up your
7 credit and that helps so that's
8 a benefit for them.
9 >> Yes, thank you for
10 mentioning that. I forgotten
11 the real possibility of a
12 student needing that second
13 chance as it were so they didn't
14 have to spend all of the spring
15 term trying to catch up for
16 something they failed in the
17 fall term.

18 >> President Lewis: Any other
19 questions? Trustee Perez.
20 >> Marisa Perez: In regards
21 to the cost implications you
22 mentioned the one time IT
23 expenses around \$600,000 for
24 that conversion, and then you
25 also mentioned by losing the

Sample footer

25

1 amount of sections just because
2 we don't have enough space
3 currently that would be annual
4 potential loss revenue of \$5.6
5 million. Are there any other
6 losses or costs that you
7 identified in your study besides
8 those two?
9 >> I don't know how to really
10 get at potential cost for
11 increased work load in
12 registering students for a new
13 cycle or what your maintenance
14 and operations staff might need
15 to do in order to work around

16 class times that may continue to
17 1030 in the evening. I wouldn't
18 imagine every room would be used
19 until that time for example, but
20 there maybe some costs there
21 that are just very difficult for
22 us to quantify.
23 >> Marisa Perez: All right.
24 Okay. Thank you.
25 >> President Lewis: Any other

Sample footer

26

1 questions?
2 >> Among the potential
3 unquantifiable costs are they
4 related to student FTES in the
5 new time slots?
6 >> If you can't mitigate and
7 capture back the potential loss
8 of sections --
9 >> Right.
10 >> Then you may be looking at
11 the 5.6 million loss annually
12 from your primary terms. It's
13 my hope if you go in this
14 direction you mitigate some and

15 not lose that kind of dollar
16 revenue loss.
17 >> Marisa Perez: One more
18 follow up question. You
19 mentioned that Long Beach went
20 through the change. How
21 recently was it?
22 >> 2012. I retired in 7-8 and
23 involved in the planning and as
24 it has been your experience it
25 was the experience at Long

Sample footer

27

1 Beach. This sort of decision is
2 pondered year after year after
3 year with lots of give and take
4 and back and forth and it took a
5 while for Long Beach to finally
6 bite the bullet as it were and
7 they did lose sections in 12-13
8 academic year when they started
9 into a compressed calendar.
10 >> Marisa Perez: Would you
11 say now they're even? Did they
12 catch up or are they operating

13 still at a loss?
14 >> I have to ask them. I
15 haven't done consulting work
16 directly with them although we
17 have a contract pending to do
18 some work with them so I might
19 be able to ask later this year,
20 did you ever catch up?
21 >> Marisa Perez: Okay. Thank
22 you.
23 >> President Lewis: I do have
24 one question. In your
25 experience how has single nights

Sample footer

28

1 of a three -- or four hour class
2 for a three, four unit class
3 helped or not with a compressed
4 or traditional calendar?
5 >> I don't think it has any
6 necessarily adverse impact or
7 any great advantage. As a
8 former classroom instructor I
9 would have a sense of how much
10 lecture material I wanted to
11 cover or how much time a plan

12 question discussion activity
13 might take so I would know my
14 class period is "X" number of
15 minutes and I could plan around
16 that. When you change to
17 compressed then I may need to
18 change my lesson plan and
19 account for the fact that each
20 class meeting I'm going to have
21 ten minutes or more 15 minutes
22 more. I am speaking now just
23 lecture classes. It would take
24 some careful thinking with your
25 folks who teach laboratory

Sample footer

29

1 instruction where I imagine that
2 the preference is we want to go
3 multiple hours to give students
4 to do the learning through the
5 doing of the activity in
6 laboratory but I haven't heard
7 faculty say "we can't do it."
8 initially you hear it from some
9 of the science faculty until

10 they realize it's going to be
11 the same number of total
12 classroom instructional hours,
13 but each class period will just
14 elongate a bit. That was
15 another issue that the trade and
16 industrial people at Long Beach
17 had when we first started
18 talking about compressing from
19 17 and a half -- 18 week to 16
20 or something like that.
21 >> President Lewis: Has that
22 help specifically with allowing
23 more number of sections offered
24 for a class since it's only
25 given once a week?

Sample footer

30

1 >> Depending on what time of
2 day you're trying to do that. I
3 always get anxious when you're
4 talking about one day a week and
5 do it in prime time eight to
6 noon or 1:00 a.m. If you're
7 doing it in the or evening
8 that's another matter. When I

9 look at the evening classes and
10 scheduled one night a week I
11 couldn't make them fit into the
12 instructional day if they
13 started at seven so you either
14 have to let them run to
15 10:05 p.m. or 10:15 p.m. or let
16 them start at 6:30 p.m. or
17 6:00 p.m. and that means you
18 conflict with very late
19 afternoon of the use of the
20 properties. Those are all the
21 trade offs you would begin to
22 engage in when you do a mock up
23 of discipline specific
24 scheduling and get engaged with
25 what rooms you traditionally

Sample footer

31

1 use.
2 >> President Lewis: Thank
3 you. Trustee Birkey.
4 >> James Cody Birkey: One
5 more. Do you think of
6 research related to performance

7 of student outcomes given length
8 of class periods?
9 >> There are two studies and
10 one is a landmark one that Santa
11 Monica did years ago and when
12 they were concerned about if we
13 start offering classes in a
14 session that's eight or nine
15 weeks long rather than 18 will
16 that adversely impact students
17 and they found no it did not.
18 More recently connected to the
19 compressed calendar issue I
20 think it was 2005 -- San Joaquin
21 Delta and Chafey did work and in
22 both cases they didn't find
23 adverse impact on success or
24 retention. Chafey noted they
25 found more on retention and

Sample footer

32

1 success but not terribly
2 significant more. Both of them
3 clearly indicated it's not an
4 adverse impact on students to do
5 a compression of a calendar.

6 >> President Lewis: Thank
7 you.
8 >> Yes.
9 >> President Lewis: Next we
10 will move on to the Public
11 Hearing for the presentation of
12 the college and Career Access
13 Pathways Partnership Agreement
14 with A BC unified school
15 district and public comment. I
16 will now open the public
17 comment.
18 [GAVEL]
19 >> Is there wishing to speak
20 in favor of this agreement?
21 Seeing none is there anyone to
22 speak against this agreement?
23 Seeing none I will close the
24 Public Hearing.
25 [GAVEL]

Sample footer

1 >> And now I will open the
2 Public Hearing for the
3 presentation of the initial

4 proposal of the California
5 School Employees Association
6 Chapter 161 to the Cerritos
7 Community College District for
8 July 1, 2018 to June 30, 2021
9 and public comment.

10 [GAVEL]

11 >> Is there anyone wishing to
12 speak in favor of this proposal?
13 Is there anyone wishing to speak
14 against this proposal? Seeing
15 none I will close the Public
16 Hearing.

17 [GAVEL]

18 >> And now we will move on to
19 the Consent Calendar items,
20 items eight through 41. I will
21 entertain a motion or a request
22 to pull an item. I will
23 entertain a motion.

24 >> Motion.

25 >> Second.

Sample footer

1 >> President Lewis: And we
2 have a second. Is there anyone

3 objecting to the motion? Seeing
4 none the Motion carries and we
5 will move to Item Number 42
6 which is an information item on
7 the Associated Students of
8 Cerritos College financial
9 report for the period ending
10 March 31, 2018. I will
11 entertain a motion to receive
12 and file.
13 >> [Off Mic].
14 >> Is there a second?
15 >> Second.
16 >> President Lewis: We have a
17 motion and a second and is there
18 any objection? Seeing none the
19 Motion carries. Item 43 a three
20 month look ahead of schedule of
21 RFP and RFQ so solicitations. I
22 will entertain a motion.
23 >> [Off Mic].
24 >> Is there a second?
25 >> Yes?

Sample footer

1 >> I wanted to clarify the
2 date and it says fall and before
3 it's released it comes to the
4 board as a receive and file.

5 >> Dr. Fierro: Yes we will
6 bring it to the board with
7 information.

8 >> Thank you.

9 >> President Lewis: Without
10 further questions is there any
11 objection to the motion? Seeing
12 none the Motion carries. Item
13 44 acknowledgment of the receipt
14 of the initial proposal of the
15 California School Employees
16 Association Chapter 161 to the
17 Cerritos Community College
18 District for July 1, 2018 to
19 June 30, 2021. I will entertain
20 a motion.

21 >> [Off Mic].

22 >> President Lewis: Motion to
23 receive and file. Is there a
24 second?

25 >> Second.

Sample footer

1 >> President Lewis. Second.
2 Is there any objection to the
3 adoption of said motion? Seeing
4 none Motion carries. Item 45
5 the Citizens' Bond Oversight
6 Committee 2016-17 annual report
7 to the Board of Trustees. I
8 will entertain a motion.
9 >> I was going to give it to
10 Phil.
11 >> Motion to receive and file.
12 >> We have a motion to receive
13 and file. Is there a second?
14 >> Second.
15 >> President Lewis: We have a
16 second. Is there any objection
17 to said motion? Seeing none the
18 motion carries and we move to
19 reports and comments from
20 district officials starting with
21 Student Trustee Phil Herrera.
22 >> No report at this time.
23 >> Trustee Perez.
24 >> I have no report.
25 >> Trustee Liu.

1 >> Trustee Liu: Trustee
2 Martha and I leave 14 students
3 to Taiwan and student
4 experience. Students doing very
5 well. We have students assign
6 to ten schools and middle and
7 elementary school. We visit our
8 students and they're doing
9 professional job and they have
10 fun during the weekends. We
11 went to I museum and we saw
12 students with their host
13 families so they were treated
14 very well and we saw them
15 everywhere and posts lot of
16 picture. Literally thousands of
17 pictures, thousands of pictures
18 and to our group chat site so I
19 think it's very -- well, it's a
20 great opportunity for student to
21 be able to travel far away and
22 get this experience at a young
23 age and again thanks to the
24 board and Cerritos College to

25 provide the student this

Sample footer

38

1 opportunity. Thank you.
2 >> President Lewis: Thank
3 you. Dr. Fierro.
4 >> Dr. Fierro: I had the
5 opportunity on Monday to to
6 speak to third graders at
7 Gonzales Elementary and every
8 time I do that I have to say
9 it's harder to speak to third
10 graders, fifth graders then to
11 address an audience of adults.
12 This is no way to way to prepare
13 for the questions that come out
14 of their mouth but we had a
15 really good time visiting the
16 elementary school so this was a
17 visit organized by Sara Falcon,
18 professor's Falcon's wife.
19 She's very involved with the
20 school and we visited the class
21 and talked about college and
22 unfortunately the conversation
23 about college quickly came to

24 how did you become a vet and how

25 much do you play with animals

Sample footer

39

1 with the job? But the
2 conversation in general was
3 really good, and yesterday and
4 today I had the opportunity to
5 sit in two large panels and a
6 couple of break outs sessions to
7 talk about equity and diversity
8 and quality and access and
9 inclusion and I was invited to
10 do these few months ago. When I
11 received the invitation I
12 actually ignored the invitation.
13 I thought someone was pulling my
14 leg and eventually the person
15 called the office and end up
16 being an actual invitation
17 because they wanted to learn a
18 little more about the work on
19 access and equity and inclusion
20 that we're doing at Cerritos
21 College and how we're dealing

22 with the changes at the state
23 level so it was nice to
24 represent Cerritos College and
25 obviously the State of

Sample footer

40

1 California at a very large
2 regional meeting that took place
3 down here in Mira Costa, and the
4 work that we're doing based on
5 the conversations that we had
6 seems to be well ahead as the
7 work that is happening at least
8 in the 15 states that were
9 represented in this group of
10 higher education leaders so that
11 is yet again another testament
12 of the hard work and the
13 dedication of all the staff,
14 faculty and Administrators at
15 Cerritos College, so thank you
16 for providing me with great
17 examples so I was able to
18 represent you in the best
19 possible way.
20 >> President Lewis: Thank

21 you. Trustee Camacho-Rodriguez.
22 >> Just real brief. I wanted
23 to say thank you to Dr. Fierro
24 and the faculty and all of the
25 staff and people that work on

Sample footer

41

1 our campus as well as our
2 students. Tinan is a very small
3 place. As we roamed around the
4 area it felt like people that
5 knew about Cerritos College
6 played out to be the rock stars
7 or the Hollywood I guess of
8 education, so it's nice to feel
9 that we are known and seen as a
10 example of how education should
11 play out, and so I just think
12 everybody who is part of this
13 group needs to acknowledge what
14 a great work and dedication and
15 time that everybody puts in to
16 just make things happen and they
17 just don't happen. I think as a
18 collective, as a group,

19 everybody here works very hard
20 and the outcomes are just
21 beautiful. Thank you.
22 >> President Lewis: Thank
23 you. Trustee Birkey.
24 >> James Cody Birkey: I want
25 to welcome Trustee Herrera to

Sample footer

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1 the board. Take a moment to
2 thank you for that and I am
3 looking forward to working with
4 you and also the graduation and
5 commencement was really
6 wonderful so congratulations to
7 all of our students who earned
8 those degrees that were given
9 out and all the faculty and
10 staff that worked so hard to
11 make sure that happened and look
12 forward to the existing -- or
13 the students remaining to enjoy
14 that kind of festivity as well
15 next time. And then I was going
16 to say congratulations to all
17 the winners of the California

18 primary last night.
19 >> President Lewis: Trustee
20 Salazar.
21 >> [Off Mic].
22 >> President Lewis: As
23 Trustee Birkey mentioned the
24 commencement was record breaking
25 as well as heart filling for me.

Sample footer

43

1 It never gets tiring for either
2 Jose or on to hand out diplomas
3 and shake the hands of each and
4 every graduate that walks across
5 the stage and even though your
6 physical smile might get tired
7 your inner heart doesn't not and
8 as each and every one of the
9 students has a story and has
10 been part of our college 96 up
11 our community and reminds us why
12 we're here in the first place
13 and why we work to continue to
14 put students first so thank you
15 to all 3500 plus graduates that

16 have come through our
17 institution and we hope to
18 continue to break records in the
19 future. Isn't that right Dr.
20 Fierro?
21 >> Dr. Fierro: No pressure.
22 >> President Lewis. There you
23 go. Additionally I will finish
24 my comments real quick. I went
25 to the senior T scholarship

Sample footer

44

1 presentation at La Mirada High
2 and gave a scholarship on behalf
3 of the Rotary Club to ten
4 members of the senior class at
5 La Mirada High and look forward
6 to them continue to represent
7 our community out at the various
8 colleges they're going to mostly
9 UCs and such. I also attended
10 the Memorial Day reef laying as
11 a member of the Rotary Club in
12 La Mirada and heard a great
13 address from the corporal who
14 gave a great presentation over

15 there on behalf of the veterans
16 of foreign wars from La Mirada.
17 I attended the classified
18 confidential retirement on
19 Wednesday last week got to great
20 and got to greet them and thank
21 you to everyone that set that
22 up. We're always happy to
23 celebrate the life V many of our
24 employees that have come in day
25 after day for the college and

Sample footer

45

1 provide the best for our
2 community and students so thank
3 you to all the classified that
4 have done that. Other than that
5 I went to the La Mirada Chamber
6 of Commerce as well as the
7 College Coordinating Committee
8 officers luncheon on Sunday so
9 before we continue into close
10 session I have been told that
11 the student veterans would like
12 to speak and we will go back to

13 public comment so if any of the
14 student veterans would like to
15 come and speak for a brief
16 amount of time to discuss what
17 they would like please feel free
18 from the mic please.
19 >> Do we have two minutes per
20 person?
21 >> President Lewis: Three
22 minutes. Five minutes -- but
23 take as much time as you need.
24 >> In that case Board Members
25 there's I am -- my name is

Sample footer

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1 Enrique now former President of
2 the Cerritos Veteran Club and
3 now alumni. There are concerns
4 at the Veterans Resource Center
5 and to the point the environment
6 in the center has become hostile
7 within itself. Now we have a
8 list of complaints that we all
9 of us compiled a lot of the
10 veterans agreed. They couldn't
11 be here because they're taking

12 classes. They have a test
13 tomorrow or on vacation right
14 now. I would like to pass four
15 minutes to my brother who will
16 read everything we have
17 compiled.
18 >> Hello everybody. Good
19 evening. So I'm going reading
20 the full letter so I will read
21 as fast as I can. So it has
22 become a desire of Cerritos
23 College veterans and alumni to
24 obtain a new or alternative
25 academic counselor. Although

Sample footer

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1 Mr. Salazar has been serving as
2 the exclusive counseling for
3 several years he has continued
4 to display a lack of aptitude
5 and emotional intelligence and
6 sympathy with working on our
7 veteran population. He has
8 demonstrated he either doesn't
9 understand or doesn't care about

10 how [INAUDIBLE] for academic
11 clearances impact the daily life
12 functioning of student veterans.
13 Recently he was a day later
14 returning from vacations. This
15 caused students and veterans
16 resuscitate last minute
17 appointments and delayed the
18 time available to submit their
19 certification documents. This
20 is a major issue because of
21 several years the U.S.
22 Department of Veteran Affairs
23 failed to make education benefit
24 payments on time. This issue
25 only happens when colleges and

Sample footer

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1 universalities are under peak
2 enrollment periods. This delay
3 often lasted more than two weeks
4 and sometimes for months and
5 which places a tremendous
6 financial burden on the veterans
7 life. The consequence of this
8 space and range from late fees

9 to home eviction noise
10 furthermore he places unneeded
11 stress or with the student
12 veterans population that is
13 evident to have high rates of
14 Post Traumatic Stress Disorder
15 and brain injury and suicide
16 which such considerations are
17 most important that Cerritos
18 College academic counselor do
19 all he can to expedite the
20 process however it's identified
21 as a pattern to the counselors
22 and clarification dates during
23 the most crucial times of the
24 year. One more -- more than one
25 occasion the vacation days have

Sample footer

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1 coincided with priority
2 registration which is an issue
3 that caused veterans to receive
4 delayed payments. Whenever the
5 counselor does not perform his
6 required duties in a timely

7 manner there is an chance that
8 the student vet will not be paid
9 on time. In accordance to
10 failing that role --
11 >> Dr. Fierro: I'm sorry to
12 interrupt you.
13 >> Of course.
14 >> Dr. Fierro: We're happy to
15 listen the concerns the but when
16 we start naming employees and
17 details things to deal with
18 employee performance that is
19 probably something that should
20 be brought up directly to our
21 Human Resources office or to the
22 appropriate Vice President.
23 We're happy to listen to what
24 you have say regarding the
25 function of the VRC but naming a

Sample footer

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1 specific employees and raising
2 that type of comments of about
3 employee in public is probably
4 not the best venue to do that,
5 so if you want to talk about a

6 particular employee there are
7 official routes to do that and
8 one of those is speaking either
9 with the Vice President of
10 Student Services, Dr. Johnson,
11 or if you choose to you could
12 stop by Dr. Flores-Church.
13 She's equipped to be able to
14 work personnel issues. Anything
15 that isn't related to a
16 discussion about personnel we
17 are happy to listen to but we
18 can't have a public conversation
19 about an employee's performance.
20 >> President Lewis: You may
21 continue to read the letter and
22 it's not illegal to read the
23 letter but we want to make sure
24 that the proper avenues are
25 taken to address the issue as we

Sample footer

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1 cannot engage in a conversation
2 directly with you. We can only
3 listen.

4 >> [Off Mic].
5 >> So continuing in accordance
6 with failing consistences of --
7 [INAUDIBLE] has shown
8 overwhelming lack of leadership
9 ability. It is evident in the
10 management and conduct and
11 [INAUDIBLE] as adviser.
12 Regarding both positions he has
13 been apparently uninterested in
14 opportunities that can
15 potentially have a positive
16 impact on the student veteran
17 population at Cerritos College.
18 His role in VRC and neglected to
19 have staff meetings and
20 [INAUDIBLE] easier he doesn't
21 attend meetings. In spite of
22 this he maintains control of the
23 funding refusing to be
24 transparent about specific
25 regarding the items thereof and

Sample footer

1 purchasing with the use of club
2 and VRC funding. In general he

3 made the veterans feel their
4 voices are and have been
5 suppressed on issues regarding
6 changes at the center and these
7 decisions and finally he
8 demonstrated a lack of
9 professionalism to the extend of
10 disrespecting them in front of
11 veterans and made negative
12 comments about student veterans
13 he doesn't like --
14 >> Can you wrap up the comments
15 in 30 seconds please?
16 >> Okay. Let me finish and
17 [INAUDIBLE] management and
18 allowed to continue. Cerritos
19 College owes to the men and
20 women that risked their live to
21 the great nation and have a
22 academic counselor and adviser.
23 For too long he has --
24 [INAUDIBLE] duties and responds.
25 Thank you.

Sample footer

1 >> President Lewis: Thank
2 you.
3 >> Since I was unaware of the
4 stipulations this meeting has to
5 go I'm going to go with an
6 avenue addressing an issue at
7 the VRC of the termination of
8 veteran resources. There has
9 been an issue with us getting
10 resources as is and now there's
11 been a determination of said
12 resources. One being an English
13 tutor. He has a degree in
14 English and boosted GPA of
15 veterans mine included. A math
16 tutor. I will say that veterans
17 struggled with math and English.
18 I struggled with math and I
19 fought hard and got through it I
20 and will say one of the tutors
21 that helped me is now being
22 removed. He has a degree in
23 math from Long Beach he always
24 has teaching credentials and
25 teaches. We're losing a veteran

Sample footer

1 support member who has a masters
2 in social work and extensive
3 knowledge of our benefits and
4 get everything expedited
5 smoothly. If you know
6 everything about the federal
7 government how they process
8 stuff it takes forever. I have
9 never dealt with more
10 bureaucracy than when I got out
11 of the Marine Corps. I would
12 like to keep these members
13 employed and working with us to
14 better off lives and make our
15 life go a lot easier in our
16 academic career excelling.
17 That's all I have to say.
18 >> President Lewis: Thank
19 you. Seeing no further public
20 comment from student veterans
21 unless there is --
22 >> I would like to say just we
23 have gone up through the chain
24 of command. We feel they're
25 probably not going to be the

1 best option at the moment
2 because they're leaving pretty
3 soon so we -- and at the same
4 time the veterans -- our Veteran
5 Resource Center is among the
6 best centers in the whole
7 Southern California and the
8 reason is because the veterans
9 themselves. We know how the
10 system works. We know how the
11 failure of the VA -- their
12 system works so we know how to
13 run it properly and this is one
14 of the reasons why our Veterans
15 Resource Centers is among the
16 best but it's becoming very
17 hostile and people inside and
18 outside are noticing and even
19 though I'm not here anymore. I
20 am long gone but I care about
21 the veterans. We want to take
22 care of them. Thank you.
23 >> President Lewis: Thank
24 you. Without further comment we

25 will move to the close session

Sample footer

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1 items and significant exposure
2 to litigation pursuant to the
3 sections as leaded. The
4 consideration of employment of
5 the Acting Interim Vice
6 President of Student Services
7 and Assistant Superintendent.
8 The Acting Interim Dean of
9 Liberal Arts. The acting and
10 Interim Dean of Health Physical
11 Education Dance and Athletics
12 The Acting Interim Dean of
13 Science Engineering and Math.
14 The Acting Interim Executive
15 Director of the Cerritos College
16 Foundation and community
17 advancement. The consideration
18 of extension of employment
19 contract for the Vice President
20 of Business Services and
21 Superintendent. And conference
22 with Labor Negotiators. Is
23 there anybody wishing to make a

24 public comment on these items?

25 >> Hello I am Stephanie

Sample footer

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1 Rosenblatt and President of the

2 Cerritos College Faculty

3 Federation and right now I am

4 acting as a faculty arrangement.

5 I guess I have a question so I

6 know we're looking for an

7 interim acting Dean of

8 Counseling and I know this

9 because that job announcement

10 was sent to my house and Email

11 but I'm a little concerned or

12 confused why a different process

13 was used for the different

14 Acting Interim positions

15 including other deans just about

16 the inconsistency so that's

17 really my comment.

18 >> President Lewis: All

19 right. Thank you. Without any

20 further comments we will move

21 into close session. Thank you.

22 [GAVEL]

23 >> And we are reporting --

24 yes, of course. (closed

25 session)

Sample footer

58

1 >> Please stand by for the

2 Cerritos College Board of

3 Trustees to return from close

4 session.

5 >> (end of meeting)

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Sample footer