

1 06-20-18 Cerritos BOT
2 >> President Lewis: All
3 right. Good evening tonight to
4 the Cerritos College Board of
5 Trustees Meeting for June 20,
6 2018. Tonight we will an
7 invocation done by Cheryl.
8 >> It can be so easy to fall
9 into the trap of not feeling
10 good enough or you're not
11 measuring up or God doesn't
12 care. It happens to all of us
13 and often this is because we're
14 too focused on ourselves to see
15 that God is blessing us in so
16 many ways and often different
17 ways than we expect. We should
18 always do good not because we
19 want it return to us but out of
20 kindness of our hearts. We
21 should allow God's love to fill
22 us and shine through us. We
23 shouldn't be hoping for a reward
24 but God sees the period things

25 we're doing and a good deed

Sample footer

2

1 doesn't go unnoticed and loves

2 us and hasn't forgotten us.

3 >> President Lewis: Thank

4 you. Thank you Cheryl. Next we

5 will have a Pledge of Allegiance

6 done by Trustee Perez.

7 >> [Off Mic].

8 >> I pledge allegiance to the

9 flag to the United States of

10 America and to the Republic for

11 which it stands, one nation

12 under God, indivisible, with

13 liberty and justice for all.

14 >> President Lewis: Roll call

15 please.

16 >> Board President Zurich

17 Lewis.

18 >> Here.

19 >> Vice President Shin Liu.

20 >> Here.

21 >> Board Member

22 Camacho-Rodriguez.

23 >> Present.

24 >> Member Sandra Salazar.

25 >> Present.

Sample footer

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1 >> Member James Cody Birkey.

2 >> Present.

3 >> Member Marisa Perez.

4 >> Present and President

5 Superintendent Fierro.

6 >> Present.

7 >> President Lewis: Is there

8 is a member that wants to change

9 the order of the agenda.

10 >> Upside down. Just kidding

11 >> President Lewis. We will go

12 to close session then. I will

13 move to comments from the

14 audience and I don't have any

15 cards so we upon move to reports

16 and comments from the

17 constituent groups. Is there a

18 constituent group wishing to

19 give a report.

20 >> Hi. I am Stephanie and I

21 can't find the board book on

22 line so I don't know if there
23 wasn't one posted.
24 >> [Off Mic].
25 >> Oh okay just the

Sample footer

4

1 presentations that are listed
2 >> [Off Mic].
3 >> Okay. Thank you.
4 >> President Lewis: Is there
5 any other constituent group
6 wishing to give a report?
7 Seeing none we will move to our
8 open session agenda starting
9 with recognition of our
10 outstanding clarified and
11 Academic Managers and the Board
12 of Trustees will recognize
13 Javier Banuelos the Outstanding
14 Classified Manager and David
15 Fabish our outstanding academic
16 manager.
17 >> Good evening. I am Sandy
18 Marx the President for ACCME so
19 Javier is not able to be here
20 this evening but we do want you

21 to hear all the positive
22 comments that earned him this
23 award. Our tradition is that
24 the recipients from last year do
25 the presentation this year and

Sample footer

5

1 give them their award so last
2 year it was Shannon so he's
3 going to come up and talk about
4 Javier.
5 >> Good evening everybody.
6 Just a couple things about
7 Javier. He is a dedicated hard
8 working man. He was
9 instrumental in upgrading some
10 of the classrooms to smart class
11 rooms and instrumental in the
12 ADA upgrades. I know him and I
13 have been working with him for
14 the last couple of years. We
15 have done projects and he's
16 always very responsive and gets
17 back to me and whoever else he's
18 working with right away. His

19 whole goal is to support this
20 campus, to support student
21 success. He does a great job. I
22 know he comes in after hours and
23 weekends when there's problems
24 so he's dedicated and I am very
25 glad he received this award

Sample footer

6

1 because he deserves it and a
2 hard working man and the right
3 person for this job and
4 unfortunately he's not here
5 tonight I will text him and let
6 him know he was spoken of so
7 anyways thank you. Have a good
8 evening.
9 >> President Lewis: Thank
10 you.
11 [Applause]
12 >> And next we have the
13 educational manager and Shawna
14 was our recipient last year and
15 she's going to come up and do
16 the award for David so David do
17 you want -- where's David?

18 >> So David Fabish has
19 contributed a lot to Cerritos
20 College in his 28 years here,
21 but this award is to celebrate
22 his contributions in 2017 and
23 2018 so I'm going to read a
24 small sample of what David's
25 colleagues had to say in their

Sample footer

7

1 nominations for him. Now this
2 was Liberal Arts so people were
3 quite verbose in their praise
4 for David so I have shortened
5 this quite a bit. They all had
6 one clear theme and that was his
7 fair and unbiased leadership and
8 support. "David Fabish is the
9 best Dean I have ever had. He
10 has establish a division that
11 promotes respect and
12 professional development and he
13 is inspired me to be the best
14 instructor I can be. He listens
15 and counsels and inspires and

16 motivates and fair in all of his
17 exchanges and I am the professor
18 and colleague I want to be be
19 under his guidance" . "I'm a
20 part time teacher and interact
21 with the Dean is scary and
22 intimidating. He makes it easy.
23 He has an open door whenever you
24 need them and great advice and
25 obviously he wants everyone in

Sample footer

8

1 the college to succeed. David
2 is a transformational leader.
3 During his career at Cerritos
4 College he has been a model of
5 involvement and leadership and
6 inspiration. The one thing I
7 have valued the most about David
8 is the personal support he's
9 given to me when I supported it.
10 Every Email was promptly
11 answered and gave me valuable
12 advice. This was so important
13 to me. Instructors need to know
14 that their administration and

15 managers support them. David
16 was that kind of a manager and
17 deserve to be manager of the
18 year so I agree.
19 Congratulations David. I am
20 lucky to have this opportunity
21 to work with you. You have been
22 a great mentor to me and I am
23 proud to call you my friend as
24 well. Congratulations.
25 >> Thank you.

Sample footer

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1 [Applause]
2 >> So you know having been a
3 classroom instructor I have a
4 few words. Thank you for this
5 honor. I don't see myself as
6 particularly outstanding in
7 light of my colleagues, each of
8 whom is a steady and
9 professionalism good judgment
10 and leadership in his or her own
11 right. I'm particularly pleased
12 to be acknowledged alongside --

13 I thought alongside Javier.
14 Over the past years Javier is a
15 resourceful efficient and hard
16 working and fun guy. I think
17 too this pairing speaks to the
18 continuity and spent of the
19 management team. As whatever
20 wake I have cut received behind
21 me now Javier cuts his own fresh
22 wake. The college is in good
23 hands. As an Instructional Dean
24 particularly one who had spent a
25 few decades in the classroom

Sample footer

10

1 I've tried to be mindful of the
2 central faculty play on our and
3 every campus. Teaching is an
4 art as much as craft. It is not
5 hard but perhaps scary to stand
6 in front a classroom and not so
7 terribly difficult to impress
8 new college students with some
9 whit or formidable command of a
10 subject matter, but it is a
11 different thing, a much more

12 difficult thing to teach well.
13 I am amazed how well our faculty
14 do it, so I have seen the role
15 of managers -- or at least my
16 role as a humble one that simply
17 preparing the stage and setting
18 the right tone so the magicians
19 can do their work. I have been a
20 stage hand, set designer, make
21 up artist -- switching metaphors
22 I remember now decades ago the
23 President of CSEA saying about
24 classified staff they were the
25 identify that keeps the engine

Sample footer

11

1 humming and without which the
2 car can't run well done but
3 let's see we this institution
4 isn't a car. It's a body. If
5 we're the body -- a body then
6 what part are managers?
7 Classify staff might say they're
8 the heart. It is true that
9 classified and confidential

10 staff are full of heart.
11 They're dedicated to the mission
12 of the college and devoted to
13 students and faculty through
14 their soulful embrace of the
15 role but despite the warmth they
16 exude the think faculty are the
17 heart of the institution. We
18 managers would like to think
19 we're the brain but I think
20 faculty would fight over that
21 function too and rightly so.
22 Perhaps we're the bones.
23 Perhaps we're the skin. Perhaps
24 we are the tendons that hold
25 things together. The shoulder

Sample footer

12

1 is able to do everything it
2 does. Its dexterity and
3 agility, its grace and strength
4 because four separate muscle
5 groups work together to make
6 this miraculous joint function
7 with all the wonderment of the
8 stars. How would anyone know

9 that? Like these muscle groups
10 we may be little understood.
11 Our value like the tendons of a
12 joint may not be as evidenced as
13 a bright smile but one wonders
14 we make the difficult seem easy.
15 We give wings to hearts and
16 brains. No metaphor is perfect
17 and this one is meant not merely
18 or even mainly to find our place
19 in this complex entity. It is
20 really to show we're all one
21 body.
22 >> We need all the parts.
23 >> The skeleton and the bones
24 no less than the heart and the
25 soul. To everyone here I say

Sample footer

13

1 that though we may occasionally
2 limp and our rotator cuff may
3 flair up time to time we carry
4 this body well now and tomorrow.
5 To my colleagues in management
6 my message here to you is not to

7 say that I am proud to have been
8 one of you though I am, but to
9 say that I know all the work
10 that you do, and I honor you for
11 it. Thank you.
12 [Applause]
13 >> Have my wife come up. My
14 lovely wife without none of this
15 would be possible.
16 >> [INAUDIBLE].
17 >> President Lewis:
18 Congratulations to both Javier
19 and to Dean Fabish. We're sorry
20 to see you go and we're glad we
21 can take this opportunity to
22 honor you for all the work that
23 you put into our college so
24 again from the rest of us at the
25 Board of Trustees thank you.

Sample footer

14

1 Next we will have a recognition
2 of retirees for their years of
3 dedicated service to Cerritos
4 College. Nice segue to that.
5 >> Dr. Fierro: I don't have a

6 presentation I was making a
7 dramatic. I like to take this
8 opportunity to recognize someone
9 who somehow I managed to miss
10 both of his going away parties
11 for valid reasons. I wasn't
12 trying not to show up. I just
13 had other meetings and things
14 outside of campus and by the
15 time I made it the party was
16 over, so I want to take the
17 opportunity to recognize
18 Dr. Jennon for his years of
19 service to Cerritos College and
20 his 37 years in education. I
21 will be 37 next month --
22 [Laughter]
23 >> During the history of the
24 years in education he has held
25 administrative assignments,

Sample footer

15

1 teaching assignments, positions
2 at three different community
3 colleges, address, Mira Costa --

4 four actually and Pasadena and
5 Cerritos College since August 1,
6 2005. I'm not sure this is
7 something that I will
8 particularly celebrate, but may
9 tell you a little bit about
10 Steven. Out of everyone sitting
11 here he's the person that
12 attended the most board meetings
13 --
14 [Laughter]
15 [Applause]
16 >> [INAUDIBLE].
17 >> Dr. Fierro: I know. He's
18 the second longest serving Vice
19 President of students on campus.
20 [Applause]
21 >> Dr. Fierro: He has
22 represented the college and
23 local and state and national
24 committees and conferences, and
25 to this day he still doing

Sample footer

1 everything like he's not leaving
2 next week actually. He was

3 yesterday in Sacramento working
4 on the implementation of 705 and
5 he has been doing that
6 diligently and as always with
7 the student in mind with what
8 the benefit for the student in
9 mind. I have other colleagues
10 in that committee and they speak
11 very highly of Steven and his
12 contributions to the committee
13 although I'm not surprised. I
14 think it's something we need to
15 recognize and remember his 37
16 years of service in education
17 have been always dedicated to
18 what is best for the student.
19 On a personal note Steven has
20 been always extremely
21 supportive, even during what it
22 was about eight years I mean
23 eight months -- it felt like
24 years of the transition when I
25 first came to the college. He

Sample footer

1 was always very helpful, very
2 forthcoming with information,
3 and always here when I needed
4 him and even to this day at any
5 time I sent him a text or call
6 him which we will continue after
7 June 30 he has been always
8 there, so and on behalf of
9 everyone at Cerritos College,
10 the Board of Trustees we would
11 like to thank you for an
12 incredible years of service at
13 Cerritos College and 37 years as
14 an educator, and we hope you
15 have the best time during your
16 retirement years and hopefully
17 you get to do things that are
18 fun and not waking up at five in
19 the morning to drive here and
20 stay here until midnight. Yeah.
21 So with that said we have a
22 little present for you.
23 [Applause]
24 >> Wow. That's extraordinary.
25 >> [INAUDIBLE] [Off Mic].

Sample footer

1 >> Right, right. that's
2 beautiful. All right. Thank
3 you.
4 >> Dr. Fierro: And before I
5 let you talk we have someone who
6 made a special trip to say a
7 couple of things about you too.
8 Raul.
9 >> Hello everybody. I want to
10 thank Dr. for serving Cerritos
11 College throughout the 13 years.
12 I also want to thank him for
13 being there when I needed him
14 and my friends. They both say
15 thank you. Right now Jacob is
16 in Beijing and wants you to
17 thank for the work that you
18 helped him out. I wish the best
19 for you in your retirement days
20 and I hope you party hard and
21 make sure you don't put the
22 alarm and sleep all the way to
23 3:00 p.m. but thank you
24 Dr. Johnson.
25 [Applause]

1 >> Raul I like your image how
2 retirement works.
3 >> Yeah, isn't that good.
4 [Laughter]
5 >> Thank you. All right.
6 Well thank you Raul and thank
7 you Dr. Fierro very, very much.
8 Serving the college has been a
9 profound honor and I have
10 enjoyed the opportunity to make
11 so many things happen and click,
12 and I think especially the time
13 with the people here is what
14 matters the most, makes the
15 biggest difference, and we have
16 such an extraordinary group of
17 people who put students first,
18 make students matter, and bring
19 their very best thinking and
20 feeling to the job so that
21 things can really go right for
22 students, and I really take
23 pride in the fact there are so
24 many people in our midst that

25 take that approach and say

Sample footer

20

1 students are people. They're
2 not anything close to a number.
3 They're a very top priority and
4 we want to everything the best
5 we can for them so it's been an
6 honor to work with Dr. Fierro
7 and this executive counsel team
8 and the manager and student
9 services and the staff
10 throughout student services and
11 faculty and everyone at the
12 college, student leaders in
13 particular that have been so
14 generous with their
15 contributions to our better
16 thinking and better outcomes so
17 thank you all deeply for the
18 opportunity. It is has been
19 awesome and I am deeply
20 appreciative and happy to go out
21 in this way into retirement so
22 thank you so much.
23 [Applause]

24 >> President Lewis: Thank you

25 so much Dr. Johnson. To really

Sample footer

21

1 sum it all up ever since I have
2 been up here on this dais you're
3 now the last person out of all
4 the Vice Presidents that will be
5 leaving from when I first came
6 on and very welcoming to the
7 rest of us Board Members, and
8 have been very prompt getting
9 back to us and more than just
10 the administrative stuff you
11 have been a real person you know
12 to us, and we always appreciate
13 the genuineness and sincerity
14 that you have given the
15 professional relationships to
16 us, and to each one of us
17 individually so again thank you
18 so much and we will dearly miss
19 you in retirement.

20 >> Carmen Avalos: Yes,

21 congratulations.

22 >> Shin Liu: I also want to
23 say something for Dr. Johnson
24 and you involve so much with the
25 community. The community like

Sample footer

22

1 you a lot and you are the pride
2 of Cerritos College. Thank you.
3 >> [Off Mic].
4 >> I just wanted to add that
5 the first time I met you was at
6 vigil for our DACA students and
7 that was my first impression of
8 you and I want to tell you it
9 spoke volumes to me and the
10 community and that will forever
11 be something that you're known
12 for for being an ally to all of
13 the students. Thank you.
14 >> In the short time I have
15 known you have struck me
16 immediately as someone who is
17 exceptionally talented for the
18 position they were in and it's
19 not a type of position you can
20 just learn how to do although 37

21 years I suppose you have a
22 chance to get some warm up
23 rounds somewhere in there, but
24 just mathematically I really
25 appreciate you starting at four

Sample footer

23

1 years on the --
2 [Laughter]
3 >> In order to put in all 37
4 years. But it's going to be big
5 shoes to fill so I thank you so
6 much for expanding them with the
7 role you played here.
8 >> President Lewis: So next
9 we will move on to our
10 recognition of Classified
11 Employee of the Month. We will
12 recognize Quinn Doan and Linda
13 Ramos as classified employees of
14 the month for April and May,
15 2018.
16 [Applause]
17 >> [INAUDIBLE].
18 >> President Lewis: The

19 Outstanding Confidential
20 Classified Committee named Quinn
21 Doan as the Outstanding
22 Classified Employee of the Month
23 for April 2018 and began her
24 career in the economic
25 development in January 2015.

Sample footer

24

1 Quinn is a great team member who
2 is willing to help students and
3 the community and colleagues at
4 large and a key member within
5 the Economic Development
6 Department she maintains corp
7 rat partnerships and programs
8 and grants. She helps students
9 understand the department's
10 grant programs which provides
11 them with training, employment
12 opportunities and funding
13 support towards their education.
14 Quinn is active on campus and
15 serves on several committees
16 including student equity and
17 student success and support.

18 She also volunteers at at
19 foundation's golf tournament
20 Hall of Fame and many other
21 events and supports and
22 participates in community events
23 such as the ABC Unified district
24 fun run. Quinn the
25 Administration, staff and

Sample footer

25

1 students appreciate your
2 personal attributes and
3 outstanding efforts and proud
4 you're a Cerritos College
5 employee and thank you for a job
6 well done.
7 [Applause]
8 >> [INAUDIBLE] [Off Mic].
9 >> Thank you so much Board of
10 Trustees, Dr. Fierro, and my
11 team, my manager, and my
12 colleague. It is truly been a
13 pleasure working at Cerritos
14 College and help our students
15 everyday to achieve the academic

16 goals and their career goals so
17 thank you so much.
18 [Applause]
19 >> Dr. Fierro: There's
20 something else to make Quinn --
21 well, there are many things that
22 make people special and Quinn
23 too and she's doing all that
24 work and at the same time
25 completing her master's degree

Sample footer

26

1 and from I understand she's
2 doing quite well. counseling;
3 right? Well done.
4 [Applause]
5 >> President Lewis: Our next
6 recipient is Linda Ramos. The
7 Outstanding Confidential
8 Classified Committee named Linda
9 Ramos as Outstanding Classified
10 Employee of the Month for May,
11 2018. Linda began her career as
12 the link facilities coordinator
13 in the support division in 2016
14 and done an amazing job of

15 developing meaningful
16 relationships with the foster
17 youth students attending
18 Cerritos College and gained
19 their trust because she's
20 reliable and empathetic and goes
21 beyond to make sure that the
22 students have the resources they
23 need to be successful. She's
24 assisted several students obtain
25 stable how doing that enables

Sample footer

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1 them to focus on their studies.
2 Due to her expertise and
3 professionalism she's developed
4 partnerships with departments
5 and agencies on and off campus
6 to increase the resources
7 available to the students so
8 Linda your dedication and
9 willingness to go above and
10 beyond to meet the needs of the
11 students are truly exceptional.
12 We appreciate your personal

13 attributes and outstanding
14 efforts and commend you for your
15 outstanding service and
16 dedication so thank you for a
17 job well done.
18 [Applause]
19 >> [INAUDIBLE]
20 [Laughter]
21 >> I know the feeling. So I
22 wasn't actually prepared to say
23 words tonight but I do want to
24 express my sincere gratitude to
25 the board, to Dr. Fierro, to all

Sample footer

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1 student services staff and
2 support in EOPS, Yvette and
3 Richard and the staff there who
4 have not only made me feel
5 welcome on this campus, and
6 allowed my contributions and you
7 know creativity hopefully to
8 bring some positive aspects to
9 our students, so I am very proud
10 to be part of the Cerritos
11 family and look forward to being

12 here for hopefully a long time
13 so thank you.
14 [Applause]
15 >> Dr. Fierro: So Linda in
16 addition to being an outstanding
17 employee I learned recently that
18 she's great lead singer. I also
19 learned recently that she knows
20 how to play the guitar very
21 well, so congratulations.
22 [Applause]
23 >> President Lewis: Next we
24 will move on to our on line
25 initiative proposal presentation

Sample footer

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1 which we will be done by our
2 very own Michelle Lewellen.
3 >> Good evening. Thank you
4 for having me. I know I have
5 been talking about this for a
6 long time and anxious to get
7 here and present it and I spent
8 the last two days with the on
9 line teaching conference and

10 more excited today than I would
11 have been previously. As Senate
12 President I worked on the
13 enrollment management plan and
14 saw there was an opportunity for
15 us to increase enrollment and
16 manage enrollment through our on
17 line program. As we started to
18 do this and how we could do this
19 we realized that some of the
20 necessary components for an
21 online program that not in place
22 to scale up as quickly so we
23 needed to take a step back and
24 developed a discussion group of
25 faculty currently teaching on

Sample footer

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1 line and with that input a SWAT
2 analysis for the on line
3 learning program was developed
4 and from the analysis the
5 Senate, technology base
6 committee and the faculty group
7 and discussion and the Academic
8 Affairs and President of the

9 college worked on what we
10 thought would be the best way to
11 upscale our programs so what I
12 am presenting to you tonight is
13 our plan for doing that and this
14 process took an entire year with
15 the proposal being in the
16 spring. How do we get this to
17 move? Okay. How about just
18 like this? No? Okay. So there
19 are three goals to the online
20 initiative that will be
21 completed within the next two
22 years. The first is increase
23 the on line courses by
24 5 percent. Currently 152
25 courses offered in 16-17 and the

Sample footer

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1 last of the year we have data
2 for and that is the first goal.
3 The second goal is to provide a
4 productive environment for
5 quality on line teaching and
6 learning and the third goal is

7 develop policies and procedures
8 that increase the effectiveness
9 of the online learning
10 environment. In the darker blue
11 area on the left side there
12 would be the goal that the
13 activities I'm going to present
14 address and below that is the
15 area of the online learning
16 program that we are talking
17 about so this one is for GE
18 pathways with the first activity
19 to develop courses in those
20 areas have not been historically
21 offered on line and in oral
22 communications would be the
23 first one and they have had a
24 moratorium from the CSUs courses
25 and some of the courses offered

Sample footer

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1 online but that was removed last
2 summer and the speech department
3 has been actively preparing
4 their on line courses for
5 Springs in 19. There is science

6 with a lab that is not in our
7 online program. This is the
8 second piece of the GE pathway
9 is that is missing and of course
10 you know as you approved the
11 sabbatical that he's developing
12 a field manual usable with field
13 trips but also work with the
14 student on line class and take
15 field trips by themselves at
16 their convenience and this is
17 the first step getting a science
18 with a lab course on line. I
19 will be work with the sciences
20 during the initiative to ensure
21 we have a seamless pathway to
22 completion and finally our
23 Business Administration program
24 which you have heard about a
25 they're working to have an

Sample footer

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1 entire program online for an AA
2 Degree, and while this work with
3 the Business Administration

4 Department was already done it
5 is important that our on line
6 initiative and on line program
7 include and support all of those
8 who are interested in building a
9 better on line learning
10 environment --
11 >> Sorry a quick question if we
12 could back up and I want to
13 understand and one of the pieces
14 and the maybe you're getting
15 into the SWAT analysis but I
16 want to telephone to it and what
17 is I -- listen to it and what
18 say limiting factor to target
19 previously? Is it surround
20 student engagement or faculty
21 and staff capacity or other
22 types of internet technology,
23 information technology capacity?
24 >> It is not students.
25 Students are there. Students

Sample footer

1 are prepared. They're ready to
2 take the courses. They're

3 signing up for them.
4 >> Over demand.
5 >> We're right at demand. We
6 would like to increase the
7 demand but the issue is faculty
8 training and one of the issues
9 they will talk about and there
10 are technology issues that are
11 included in here as well that we
12 need to -- I don't want to say
13 overcome but you can kind of
14 develop so we can get up to
15 scale to serve as many students
16 that want to be on line.
17 >> Okay. That's helpful so I
18 can understand the context what
19 this is looking at. Thank you.
20 >> Sure. So that was the --
21 [INAUDIBLE] manual. We have
22 metrics, what we're using to
23 measure how these activities are
24 going and the first one would be
25 to complete the first three so

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1 we get those completed and
2 that's how we have been we were
3 successful with those. The
4 outcomes are the deliverables
5 for these activities of course
6 is have a seamless pathway
7 developed by providing resources
8 and support. For the last
9 courses not ready yet and for a
10 GE pathway to be used for other
11 disciplines and departments
12 besides Business Administration.
13 The next area of online learning
14 also fulfilling goal one is the
15 development of an entire online
16 -- I'm sorry is course
17 development. The development of
18 an on line course can take up to
19 500 hours to complete and that
20 is after they have taken --
21 faculty have taken the on line
22 certification course. The
23 process of putting work lectures
24 together, the prep work, the
25 assignments is much more

Sample footer

1 extensive than face-to-face. In
2 face-to-face I can change my
3 lessons plan at a moment's
4 notice. If something happens I
5 can bring it into the classroom.
6 It's difficult on line.
7 Everything has to be done ahead
8 of time and should be accurate
9 and if it's not students will
10 definitely point that out and
11 you have to fix it and improve
12 it as the class is on going as
13 in a day to day class so the
14 major impediment to this is
15 teachers wanting to teach on
16 line because of the work and the
17 incentives are for faculty to
18 develop a course but we will
19 create a shell template with
20 lectures and websites and
21 research articles and textbooks
22 assessments, rubrics, anything
23 you can imagine that faculty
24 would need to develop an on line
25 course. Those resources will be

1 OER and on Canvas and all
2 faculty have access to. And cut
3 down the time that faculty
4 spends designing a class and
5 provides them a way to
6 collaborate with each other and
7 ensure the quality of an online
8 learning environment. That was
9 the course template. The
10 metrics we're using to increase
11 the faculty teaching on line by
12 5%. There are 160 faculty
13 teaching on line and expecting
14 -- no less than eight more
15 faculty but I would expect again
16 to be much higher as we have the
17 resources for faculty so they
18 don't have to reinvent the wheel
19 the shell templates as well.
20 For the second one activity is
21 to complete it, to develop that
22 course shell. The outcomes and
23 deliverables are to increase the
24 number of on line offerings and

Sample footer

38

1 shell that is housing campus as
2 OER for the faculty. The next
3 area is the online educational
4 initiative consortium so I have
5 been at this on line teaching
6 conference for two days and had
7 the pleasure of hearing
8 Chancellor Oakley this morning
9 about the on line college and a
10 lot of interesting things from
11 him opposed to what I am hearing
12 from the state and they're not
13 trying to compete with the local
14 colleges. The on line college
15 is not trying to compete with
16 the local colleges and have a
17 specific function and the on
18 line education initiative is
19 actually there to prepare
20 students to transfer whereas the
21 on line college is for micro
22 certificates and smaller skill
23 building, so that was really

24 exciting to hear and then after

25 that I actually went to a break

Sample footer

39

1 out on the OEI training as well

2 as the review, so I learned a

3 lot of great stuff there. The

4 activities are to encourage

5 faculty to participate and

6 identify the ones interested.

7 Once they're identified we can

8 provide support and resources

9 including the training so they

10 can review to be OEI compliant.

11 Of course the OEI compliance

12 will allow us to put courses

13 into the initiative within the

14 California Community College

15 system and meeting the other

16 requirements offered at other

17 colleges thereby helping

18 enrollment management. We want

19 to be able to identify those

20 faculty that would be interested

21 over the next two years. The

22 metrics is reach out to five
23 faculty a month over the next
24 two years and start a
25 conversation with them and have

Sample footer

40

1 five to seven faculty commitment
2 to work on the OEI requirements
3 for their course. And the
4 deliverables would be to
5 increase the number of courses
6 verified to be part of the OEI
7 by 2. I am expecting that to be
8 higher, but the requirements for
9 OEI are more extensive than of
10 the number number
11 requirements -- 114 colleges are
12 and that's because they want
13 consistency across the state.
14 Right? If they can't take a
15 class at Rio Honda they want to
16 be assured they're taking the
17 same class at Cerritos College
18 through the on line initiative.
19 >> What are the incentives for
20 faculty to engage?

21 >> Well, with online classes
22 the incentive is we can get to
23 those students -- right now the
24 incentive is get to the students
25 we previously couldn't get to

Sample footer

41

1 because we're offer classes in a
2 traditional format and they're
3 people that can't get here to do
4 that and we see that now and as
5 we upscale and serve more
6 students we're expecting to see
7 more students from the community
8 participating. Right now that
9 is our incentive.

10 >> Dr. Liu.

11 >> Shin Liu: Enrollment. For
12 example I have introduction
13 programming class and I never
14 finish. I never have advance
15 programming class full, so if
16 this go to everybody and we can
17 take the students from other
18 college to make advance class to

19 be completed. You know most
20 advance class we have this
21 problem. The student cannot
22 complete and now if this goes to
23 one so that's whatever course
24 student take at my college will
25 be equal to a course they take

Sample footer

42

1 at Cerritos, at El Camino,
2 everywhere, so we can fill
3 advance class or very specific
4 class with student from all
5 various colleges.
6 >> I mean that's really good
7 and that part I understand in
8 terms of the advantage of having
9 an online curriculum. I am
10 asking specifically if one of
11 the obstacles where we want are
12 today and where we want to be is
13 have a higher engagement of
14 faculty in the online program
15 how do we incentivize engagement
16 from the faculty for the on line
17 program? It sounds like the

18 Faculty Senate President
19 Lewellen is arguing there are a
20 number of faculty who are
21 interested in the outcomes that
22 on line education naturally
23 fulfills and that may be in an
24 incentive in of itself once they
25 understand the context this is

Sample footer

43

1 being offer
2 >> I believe so. And where I am
3 going next will help answer.
4 The training is extensive and
5 not just here at Cerritos. It's
6 different to teach on line than
7 face-to-face so I do have some
8 solutions possibly to
9 incentivize faculty to get the
10 training done. And that was it,
11 the train so the activities are
12 increased technology training
13 and on line speaker series will
14 provide experts in this to speak
15 on campus about the current

16 issues and this is where I am
17 coming from and explore module
18 base teaching certificate on
19 line so one of the things that
20 the Chancellor challenged
21 faculty on this morning was to
22 create a flexible online program
23 and I have talked with Dr.
24 Fierro about that. There's some
25 challenges in doing that in a

Sample footer

44

1 psyche 101 class making it as
2 flexible as an online stand
3 alone college would be but if we
4 use this as a try out for open
5 entry, open exit as well as
6 competency based outcomes I
7 think we will have a template to
8 use in some of the other classes
9 that will provide flexibility
10 for students looking to take
11 these on line courses so we're
12 hoping to see how it would work
13 here. I apologize currently
14 this is in a more traditional

15 set up. It's a 12 week session
16 three times a year and the issue
17 of course is that faculty don't
18 always have the time to take a
19 self contained 12 week class and
20 we see a lot of dropping out of
21 the course because they're in
22 the middle of a semester and
23 couldn't keep up with the on
24 line work and classes and
25 personal life and things like

Sample footer

45

1 that so giving them the
2 flexibility to come in and out
3 is definitely going to be
4 motivating to teach on line in
5 the future.
6 >> Carmen Avalos: I'm sorry.
7 Can I ask you for more
8 clarification on that.
9 >> Sure.
10 >> Carmen Avalos: So the
11 intent is just create a 12 week
12 program for the on line courses?

13 Is that what I am hearing?
14 >> No. Currently we have
15 online training for faculty
16 certification and that is in 12
17 weeks and they have to attend
18 all 12 weeks like a traditional
19 class. What we're hoping we can
20 use the online stand alone
21 college model and create
22 flexible training and faculty
23 can come in and on so if they
24 can't work on March they can in
25 April when they have time.

Sample footer

46

1 >> Carmen Avalos: Courses and
2 is it 5% full time or part time
3 faculty? Because what I see is
4 as a concern for the part time
5 faculty and more willing to do
6 the online courses and eliminate
7 the freeway travel, right, so my
8 concern would be that some of
9 our tenure faculty would lose
10 out on the -- our students would
11 lose out of the opportunity of

12 having someone teaching for 20
13 years such as folks who retired
14 tonight even and have that
15 breadth of experience. That's
16 not to say that we don't have
17 strong part time faculty. I
18 think we have phenomenal part
19 time faculty but I am trying to
20 figure out where the balance is
21 with that and offer a student a
22 full scope of range of folks
23 experience and I think you know
24 like mentioned tonight teaching
25 is not just something you do.

Sample footer

47

1 It's something that you become
2 and it becomes a craft and takes
3 a lot of time and experience to
4 be a great teacher and that is
5 compounded by years of
6 experience; right? So where is
7 that balance going to be in
8 terms of that 5%? That is one
9 question I ask the faculty and

10 challenge you to get 5% on each
11 side part time and full time,
12 and secondly in terms of the
13 classes that are going to be
14 offered I would like to see and
15 I know I have talked about this
16 before and I don't know this is
17 an opportunity to do this, but
18 because there's so much newness
19 it's a opportunity to take on
20 the challenges to look at
21 creating cohort of students and
22 offering nine week courses. As
23 you know many of our for profit
24 colleges and some of the
25 non-profit colleges Cal States

Sample footer

48

1 are doing this and we talk about
2 just on line but I am inclined
3 to think of it as a hybrid
4 program and some of the students
5 need face-to-face contact to
6 know you're not out there in
7 cyberspace somewhere and you're
8 just hearing it on line. I have

9 done both. I have done on line.
10 I am more the brick and mortar
11 student, that traditional track
12 student but I have done on line
13 courses as a hybrid and I found
14 that to be I think a better
15 support for students in terms of
16 getting to meet the person who
17 is actually going to teach the
18 class and having one or two
19 follow up meetings as the
20 program gets started because I
21 really think the purpose is have
22 our students be comfortable in
23 doing this and you're a first
24 time student that decided I am
25 25, 27, 32 and I want to go back

Sample footer

49

1 to college and this is a great
2 opportunity. I don't want to be
3 in the younger folks out of high
4 school but I think this is a
5 great outlet because I am a
6 working individual. How does

7 that work? I think there needs
8 that contacted particularly with
9 the population of students that
10 we serve so I am hoping some of
11 what you express and it looks
12 like to outline a cohort and
13 students are not in a 16 week
14 class or 18 week class for that
15 matter but more eight, nine week
16 class that allow them to take
17 two class and be focused and do
18 better and do the course work
19 typically in a semester and as I
20 am looking through the
21 presentation I don't see some of
22 that and I'm going to challenge
23 you to go back to your groups
24 and talk about some of these
25 things and I think we will be an

Sample footer

50

1 easier way for our students to
2 move through completion and more
3 really truly student success,
4 whatever that may look like for
5 them, but you have I think a

6 very supportive board that is
7 going to do everything possible
8 to make this successful so I
9 don't see that hear and hoping
10 to hear about some of the
11 deliverables in terms of student
12 success retention on line and
13 retention in general.
14 >> Yeah, no you're right about
15 the full time versus part time
16 faculty and I would think we can
17 go after 5% of both and I put
18 that in there. We were very
19 conservative and what we were
20 doing because some of the things
21 like the open entry, open exit
22 we're not sure how it's going to
23 work but I am happy to shoot for
24 the stars on that for sure. As
25 far as the back to back on a

Sample footer

51

1 slide for Guided Pathways and I
2 will talk about that but we're
3 working on it. It's a separate

4 initiative from the on line
5 initiative and we're doing that
6 face-to-face offering the
7 classes back to back but when I
8 was a student and 18 week
9 semester as well and it was
10 incredibly frequenting I
11 couldn't take more in one
12 semester and they changed it
13 after I graduated but Yes.
14 >> On that I know Dr. Fierro
15 telling you to if we move in
16 that direction make it automatic
17 registration and automatically
18 pass the class so we don't have
19 students waiting in line to see
20 counselors or to wait to get a
21 registration date to do that. I
22 think that's what I found
23 personally to be more successful
24 in terms of students trying to
25 get courses. If we make it

Sample footer

1 automatic registration and in
2 the cohort you're registered in

3 the classes and easier access
4 and I would sign up if I was an
5 undergrad and eliminating the
6 guess work whether you have a
7 class.

8 >> President Lewis: Since we
9 have a couple other
10 presentations can we have her
11 finish the presentation that she
12 currently has before we --

13 >> As you can see.

14 >> Like I know I was excited
15 to present this and I know
16 you're passionate and we're all
17 interested and but I think some
18 of this will answer some of the
19 questions. The other issue with
20 training is not all faculty me
21 training especially the part
22 time and may have come with
23 training somewhere else and we
24 want to give supportive and
25 supplemental training where

Sample footer

1 they're lacking instead of
2 taking will whole course. As I
3 mentioned we're looking to run
4 this as the on line college was
5 running and the stand alone and
6 competency based so when they're
7 done with training they have an
8 entire module instead of
9 assignments graded and an
10 incentive to get faculty to be
11 trained is they would come out
12 with an entire module. Finally
13 to keep up-to-date as we're
14 engaging in this initiative we
15 need to go to conferences and
16 meetings and increase the number
17 of on line training and
18 certificate offering that we
19 have. The metrics is increase
20 train faculty and 5% for part
21 time and for full time. Provide
22 the on line speaker series twice
23 a year. We want to complete
24 that exploration or the module
25 themselves which is my hope for

Sample footer

1 sure. For Number four the
2 number of training and
3 certificate offerings for
4 faculty to increase that
5 successful completion by 5%, and
6 I will also work with part time
7 and full time and finally
8 provide information about the
9 conferences and meetings and
10 up-to-date technology for on
11 line learning to the rest of the
12 campus. The deliverables and
13 outcomes for these are --
14 [INAUDIBLE].
15 >> Point of clarification.
16 >> Point of clarification.
17 The number of faculty -- can you
18 go back one slide? I don't know
19 if that is technologically
20 possible, but increased trained
21 faculty by 5%. How many trained
22 faculty are there? Did you say
23 that earlier?
24 >> I don't know how many
25 there. There are about 160 that

1 currently teach on line or have
2 taught on line so we know those
3 are trained.
4 >> So we're looking for an
5 extra eight? Am I doing my math
6 right?
7 >> We're looking for an extra
8 eight, Yes.
9 >> Okay. Just wanted to make
10 sure I understand.
11 >> Yes. Let me clarify that
12 you're right. I am looking for
13 eight that finished the training
14 and develop a class on line so I
15 need to clarify that.
16 >> Okay. Thank you.
17 >> The next area is best
18 practices. We would like to
19 collect best practices not only
20 from the literature and
21 scholarly but also our veteran
22 online instructors and we do
23 already have this. It is
24 currently maintained by one

25 person and we would like to get

Sample footer

56

1 the whole campus involved in
2 getting best practices out there
3 for on line learning. We held
4 two brown bag lunches this fall
5 and we will continue to provide
6 those for professional
7 development and training. The
8 metrics for this would be
9 completion of the on line
10 website and to provide two brown
11 bag lunches a semester. The
12 outcomes and deliverables as
13 professional development
14 repository for best practices
15 and they come with things that
16 faculty can use they're also OER
17 and the lunches on going
18 dialogue between faculty and
19 Administration and strengthen
20 the quality of the online
21 program. Next area is for goal
22 two provide productive
23 preparation for teaching and

24 learning and that is in student

25 training. There is data that

Sample footer

57

1 shows students are not prepared

2 for the on line learning

3 environment. That's not

4 Cerritos but among the colleges

5 in the United States and we can

6 support our students possibly by

7 exploring a mandatory

8 orientation or quiz prior to

9 taking their first on line

10 class. I have taken online

11 classes and I probably would

12 have quit after the first one,

13 two weeks after the first one

14 had I not had the orientation

15 about six weeks long and moving

16 from platform to platform isn't

17 easy and we want to look into

18 that. We want short modules on

19 the end of our orientation that

20 are specific to Cerritos to talk

21 about what a Cerritos on line

22 course is like and what they can
23 expect from Cerritos. We want
24 to develop a tool box for on
25 line orientation. All of the

Sample footer

58

1 courses on line require an
2 orientation at the beginning of
3 the course and this is difficult
4 to do because again in the
5 face-to-face class I can run off
6 what is on the syllabus and what
7 is happening and answer
8 questions and not the same in an
9 on line class and you have to
10 develop that ahead of time and
11 prep for every question the
12 student might have so we would
13 like to help faculty have a tool
14 box to draw from so they're not
15 reinventing the wheel. We want
16 to survey the students and ask
17 them and we want to complete
18 these activities as well. The
19 outcome would be increase
20 success and retention of on line

21 students. I do not think this
22 is the entire issue with
23 retention and success in online
24 classes. I always think that
25 students' lives get the better

Sample footer

59

1 of them and these classes move
2 fast but definitely we can
3 improve success and retention.
4 We want to create an online
5 mentor program matching novel
6 faculty to more experienced
7 ones. The research shows that
8 someone is there for advice and
9 support makes any job a lot
10 easier. The metric for this
11 would be to complete a list of
12 mentors and have ten mentors to
13 mentees connected to each other
14 within the first year. From
15 here our deliverables and
16 outcomes would be to improve and
17 consistent quality of the
18 courses as well as on going

19 professional development and
20 support for both individuals,
21 the mentor and the mentee and
22 that would be to increase
23 concentration on continuous
24 improvement and we're actually
25 pretty excited about doing that.

Sample footer

60

1 We need to update our document
2 and I am on goal three develop
3 policies and procedures to
4 increase the effectiveness of
5 the on line learning
6 environment. We do need to do
7 this periodically and this is
8 just happens to be the time that
9 we're updating the DE document
10 as we're going through this but
11 we need to include any new
12 revised accreditation
13 requirements as well as new and
14 revised best practices. It was
15 stalled. We did get an updated
16 DE document around March from
17 the technology based learning

18 committee from the Senate but
19 got backed up and unable to get
20 that through and it will go
21 through in the fall. The
22 metrics for these would be to
23 complete both of them. The
24 outcomes and deliverables are to
25 align with accreditation

Sample footer

61

1 requirements and of course to
2 complete the list of best
3 practices. The next one is OER.
4 This initiative has been
5 personally folded onto the
6 online initiative because so
7 many OER online and my colleague
8 went to several workshops at the
9 conference this week and this is
10 the best place to increase its
11 use exponentially online. As I
12 mentioned and they're upon
13 developing a field manual to be
14 used as OER and the metrics are
15 increased faculty using it and

16 increase the manual. The
17 outcomes would be increased
18 faculty using OER by 5% and I
19 don't have a current number. I
20 will in the fall of the number
21 of faculty using OER now and the
22 OER field manual for Geology
23 with a lab. Our review
24 processes. This is actually
25 probably the most exciting

Sample footer

62

1 thing. I was at the conference
2 I was at today. We heard from
3 College of the Desert as well as
4 De Anza Foothill and have
5 outstanding review processes and
6 review for the online class and
7 how to develop a review process
8 so I will be working with them
9 closely because they have some
10 great ideas and we want to
11 complete that review process and
12 the outcome will be specific
13 online pathways that mirror
14 face-to-face Guided Pathways.

15 We would have those online.
16 Student expectations. Let me go
17 back. I apologize. Trustee
18 Avalos this is where I was
19 talking about the Guided
20 Pathways. And the review
21 processes for the Guided
22 Pathways. We would be doing
23 this -- for example if
24 Psychology what a path way for
25 -- we're not entirely sure how

Sample footer

63

1 it's going to work out for
2 example if we have a path way
3 for someone to back a clinician
4 and get the basic work here and
5 transfer and intent to go on we
6 might want them taking specific
7 GE courses and line that up and
8 in the online pathway and that's
9 what I was referring to earlier.
10 I think it would be -- it would
11 be fantastic.
12 >> Carmen Avalos: That would

13 be. That would be awesome.
14 >> Super exciting. We want to
15 develop guidelines for student
16 expectations. The literature is
17 clear especially students know
18 what the expectations are
19 they're more likely to
20 understand them, live up to them
21 and work towards them so we want
22 have those student expectations
23 set up for them before they
24 start a on-line program and work
25 with the ASSC and I have been

Sample footer

64

1 working with Karen and the
2 metric is success for the
3 students once they understand
4 what the expectations are the
5 course should be a lot easier to
6 navigate. All right. Getting
7 here towards the end kind of the
8 dream list and of course Dr.
9 Fierro and Rick Miranda we have
10 gone through this and we
11 negotiated some of these things

12 and worked them out but the
13 dream list we would like to have
14 an instructional designer. The
15 model that is currently being
16 used at most community colleges
17 is a 50 percent DE coordinator
18 with a 50% instructional
19 designer. The metric for this
20 would be completion to actually
21 hire one. We have a process for
22 that so again this is a wish
23 list but definitely something we
24 want to explore and the outcomes
25 would be to provide stable

Sample footer

65

1 leadership for DE teaching and
2 learning and it's not that we
3 don't have that now. It's the
4 instructional designer piece
5 that we're missing. Faculty are
6 requesting that testing
7 integrity software be considered
8 for purchase by the district and
9 identify student's identity

10 during testing and assessments.
11 There are a couple of faculty
12 that have piloted several
13 software programs and will
14 support the finding to the
15 Faculty Senate in the fall. The
16 metric is the completion of that
17 pilot and report to the Faculty
18 Senate and potential outcomes
19 are identify which software is
20 most beneficial for the college
21 to use and up to the Executive
22 Council on whether that software
23 is purchased. Accessibility of
24 course is a big issue. The
25 Chancellor talked about this

Sample footer

66

1 this morning. The Chancellor's
2 Office sent out a memo yesterday
3 so we know accessibility is
4 important and we want to
5 increase our accessibility
6 training possibly holding once a
7 month training at division and
8 department meetings maybe.

9 We're not sure how that would
10 work but that's one of the
11 ideas, ideas to increase
12 training for accessibility. We
13 need to clearly flush out
14 because accessibility is more
15 and more important and again
16 this is not just for individuals
17 that would be part of DSPS but
18 especially for science courses.
19 I teach biological Psychology
20 and I am giving them terms they
21 never heard and watching the
22 video or reading an article they
23 need the additional explanation
24 that comes with the close
25 captions -- spelling is the

Sample footer

67

1 issue with the captions or a PDF
2 document that tells what the
3 graphic means and what is being
4 said and that would benefit all
5 students and we want to work
6 toward that. I don't know where

7 we are now but in the fall we
8 will get back to that and in
9 structure the people that
10 created Canvas have a video
11 captioning program called Ark so
12 I have presented that on campus
13 and talked to the Dean with
14 online learning and Rick Miranda
15 and hoping to get that in. It's
16 much more accurate than YouTube
17 and much faster so you can --
18 this is an issue with faculty
19 who want to produce videos for
20 students in a moment's in a
21 moment on a face-to-face class
22 and this would significantly
23 help with that. the metric is
24 complete the exploration report
25 back to the faculty Senate and

Sample footer

68

1 the outcomes are trained faculty
2 and accessible in course video
3 captions as well as other
4 accessible documents and issues
5 in the online program and then

6 finally to organize and lead the
7 plan the Faculty Senate did
8 appoint an online coordinator
9 and that is me and a developer
10 who is Cynthia. I will be
11 working on the coordinating
12 activities between faculty and
13 students and Administration.
14 Cynthia will lead smaller groups
15 of faculty to fulfill goal one
16 and for two years. The metrics
17 are the completed timeline and
18 the outcome is to complete the
19 initiative and that is my
20 presentation. Thank you.
21 >> President Lewis: Thank
22 you: Any Board Members wishing
23 to continue the comments?
24 >> I have a couple of
25 comments. Thank you for the

Sample footer

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1 presentation. I was in the
2 summer speech and debate class
3 currently --

4 >> The hybrid.
5 >> Correct. So I did have
6 some questions and some points
7 to make from the student's
8 perspective who is currently
9 enrolled in one of the classes.
10 It seemed like throughout the
11 presentation and some of the
12 other members were getting into
13 this seems like a big problem is
14 the incentives for the faculty
15 for the professors to do so much
16 work. Like you said my
17 professor is at a conference
18 currently so that's kind of
19 steering the direction towards
20 the online perspective than the
21 meeting in person, but I think
22 it's because of how stretched
23 the faculty is going to be
24 because of this -- which seems
25 like a very large amount of

Sample footer

1 training. 12 weeks is almost as
2 long as one of our semesters so

3 also I wanted to point out the
4 summer classes are nine week
5 classes so this is really good
6 test run for what this kind of
7 class could look like in nine
8 weeks. However some of the
9 points you pointed out I have
10 been noticing some of the issues
11 like technology issues and then
12 faculty training issues. I have
13 ran into some of the accuracy
14 issues. I would consider myself
15 an adamant student of keeping
16 track of what the assignments
17 are and what is expected of me
18 as a student and I still it kind
19 of difficult to figure that out
20 in the online world of being a
21 student. The other thing that I
22 found interesting was the how we
23 got into the point of how much
24 percent of faculty is currently
25 interested in being an online

Sample footer

1 professor, and I think 160 is
2 actually a lot to ask for eight
3 more I think it's possible but I
4 think there needs to be more
5 incentive for faculty in order
6 to make this more attractive as
7 an option and I think it's been
8 brought to the board's attention
9 and a lot of the other
10 leadership on campus is
11 interested in creating more
12 classes for students which is
13 what has been -- I have been
14 looking forward to this
15 presentation all day because I
16 know that a lot of students are
17 looking for more opportunities
18 to take more classes at
19 different hours and we all have
20 different schedules so always
21 one last thing I want to mention
22 we're going to have a debate on
23 this topic next week in her
24 class so there will be more
25 student perspective from that

Sample footer

1 that I can update you on that
2 report if you like.
3 >> Do you still need to take
4 psyche classes?
5 >> I'm sorry.
6 >> Do you still need to take
7 Psychology classes? I think I
8 took them.
9 >> I want someone as
10 enthusiastic as you that looks
11 forward to me talking.
12 >> [INAUDIBLE].
13 >> President Lewis: Trustee
14 Avalos.
15 >> Carmen Avalos: I want to
16 comment that we're talking about
17 incentivizing but it's what
18 happens in the future and we're
19 moving in that direction and the
20 more prepared and the more
21 opportunities for the faculty to
22 move in that direction because I
23 don't think we're going back to
24 a brick and mortar classroom
25 anymore. Many of the students

1 are not on that page and if you
2 think about who we're servicing
3 they're doing things online.
4 They're not willing to leave
5 their homes and today on the way
6 over here and hearing how
7 expensive it is and we're not
8 funding transportation, housing,
9 some of the things that comprise
10 a full education and the cost of
11 going to college; right? And so
12 I think when we think about
13 those things and minimizing some
14 of the things we're looking at
15 continuing progressively to move
16 in a larger direction and the
17 direction of more online
18 courses. If you look at the
19 private colleges and many of
20 them have done phenomenally in
21 terms of student enrollment and
22 we have seen a boom in that area
23 because they offer you know
24 convenience, right, convenience

25 of having classes bundled,

Sample footer

74

1 having classes automatically
2 register the student,
3 convenience having classes done
4 online and having the
5 opportunity to do this and hone
6 in on those skills to provide
7 those online courses so when I
8 am sitting listening we need to
9 incentivize. It's there and the
10 student needs and that should be
11 the incentive and that's where
12 we're going and I would hate to
13 see and I think I'm a big fan of
14 really what do we to do service
15 the student and that's the
16 direction we need to move on and
17 I know we have an amazing group
18 of talented faculty members now
19 and I know that like any avid
20 lifelong learner we're looking
21 to improve our craft, right, and
22 so it takes a little bit of I
23 think self preservation, right,

24 to want to change, but I think

25 also if we look at the needs of

Sample footer

75

1 the students are and who we're

2 servicing we need to I think as

3 they say grab the bull by the

4 horns and we need to start doing

5 this because this is where we're

6 going and I don't see we're

7 turning back and the high cost

8 of buildings. We know what

9 we're spending creating a

10 beautiful space for our students

11 and being able to do that and

12 the cost of everything else that

13 goes into play I think we should

14 spend those dollars in creating

15 a phenomenal program that folks

16 say I want to go to Cerritos

17 College and taking this class

18 and out in two years and if you

19 notice a lot of funding is going

20 in that direction so that's the

21 incentive. I just gave you the

22 incentive so these are the
23 students. The minimumization of
24 cost and expenditures to the
25 students and the opportunities

Sample footer

76

1 to get through completing a four
2 year degree if that's where they
3 want to go or a certificate
4 program or whatever the mission
5 is whether it's skilled to
6 improve opportunities on the
7 job, whatever that may be. I
8 think we should all be saying
9 that's our incentive. Student
10 success at every level so I
11 don't know what incentive we
12 need other than this is the
13 direction I think the entire
14 state is going. We've got a
15 fully implemented online college
16 now that's going to be moving
17 forward so if we're not on that
18 bandwagon then we're already
19 behind in terms where we need to
20 be doing so that's my comment.

21 >> Yeah, and I appreciate
22 those comments because that's
23 absolutely the issues here. I
24 can tell you that in terms of
25 our online program going to this

Sample footer

77

1 conference we're in the upper
2 third of preparedness for an
3 online program so we're in
4 pretty good shape. There are
5 colleges and De Anza and College
6 of the Desert that are way above
7 others.
8 >> That is in Silicon Valley and
9 that's a given.
10 >> So jealous and yeah we're
11 not going back and why I got
12 involved and Dr. Fierro can tell
13 you I was drug. I drug myself.
14 No one made me but I knew this
15 is where we're going. The
16 writing is on the wall and it
17 has to be done whether we like
18 it or not this is the way the

19 students are choosing to be
20 educated and there are ways to
21 do this and good ways we can do
22 this.
23 >> Carmen Avalos: We're
24 excited. I am looking forward
25 to see what comes out television

Sample footer

78

1 and as they say it's not about
2 the discussion but the students
3 and how to get them to the next
4 opportunity in their lives and
5 through the courses.
6 >> President Lewis: Is there
7 any other member to give a
8 comment or a question? I do
9 have a couple of questions and
10 comments. Is there a particular
11 platform that most colleges are
12 at least our college has chosen
13 to give online courses through?
14 >> Canvas.
15 >> Okay.
16 >> Canvas -- not all colleges
17 -- I don't think -- not all 114

18 are going to Canvas and today
19 they referred to as multiple
20 times as the California Canvas
21 so they're expecting that to
22 infiltrate. They would like it
23 to for the 115.
24 >> Second question because I
25 took an online class at Trinity

Sample footer

79

1 law through model and has it's
2 own issues so the other question
3 is how do online colleges -- at
4 least our own college give
5 midterms and finals here? Is
6 that online or do they have to
7 come to a physical brick and
8 mortar place?
9 >> It varies. Yeah, for
10 example I know accounting and
11 math have on campus testing. I
12 did and accounting is concerned
13 -- they're the ones -- not the
14 only once but first concerned
15 about the testing integrity and

16 they're testing the software for
17 that. I don't think currently
18 and Rick might know more but I
19 don't think currently we allow
20 our students to take at any
21 other testing site than here and
22 I know the accounting department
23 is looking at that and part of
24 that testing integrity that we
25 have. For classes like mine I

Sample footer

80

1 have a lot of assessments that
2 are papers and I think that a
3 lot of faculty in liberal arts
4 and social sciences and Fine
5 Arts have that, so my exams are
6 a lot less important because I
7 can see more learning growth in
8 the papers so mine are multiple
9 choice to finish up the module
10 and make sure they understand
11 what is happening.
12 >> Okay. Is there a
13 particular platform that is
14 chosen for those that do the

15 online way of giving midterm or
16 final?
17 >> Yeah, Canvas has a
18 fantastic -- oh my gosh they
19 have a fantastic. You know u
20 can Email me and I will show you
21 how it works.
22 >> President Lewis: I used to
23 use Canvas and it's changed a
24 lot.
25 >> Absolutely. It's changed

Sample footer

81

1 since I have been at the
2 conference. It's great.
3 >> President Lewis: It's good
4 and we use a different program
5 and download the exam and
6 previously up loaded to the
7 server by the professor and take
8 it either at home in some cases
9 but most cases you actually have
10 to be at a brick and mortar
11 place with a professor and then
12 up load it through the internet.

13 It's been helpful at least for
14 those that don't like to write
15 out our essay questions for that
16 and don't have the skills to do
17 cursive or any fiscal writing
18 anymore.
19 >> I know. We stopped
20 teaching that.
21 >> President Lewis: If Canvas
22 has been the gold standard at
23 least for California and having
24 used Canvas at Biola I think we
25 have a good platform going ahead

Sample footer

82

1 and the last question /concern I
2 have is I just want to make sure
3 that the faculty are you know
4 involved in the online education
5 because the one class they did
6 -- let's say part time faculty,
7 and it felt very in absencia to
8 say the least. I could go on
9 and on about that but I want to
10 make sure that the faculty take
11 on the task with without

12 incentives we give is to
13 participate with the students,
14 to up load the videos
15 explaining, to give a ten minute
16 lecture about the terms
17 especially biology and
18 Psychology and ten minutes and
19 go over the material at break
20 neck speed that you can rewind
21 over and over again is immensely
22 helpful to contact our students
23 and I am sure most online
24 courses have students make
25 comments on particular

Sample footer

83

1 discussion topics that either a
2 student or a professor will
3 give. Having that professor
4 comment themselves along with
5 that just makes a world of
6 difference as to how together
7 the class is, and you know --
8 >> That's one of the review
9 process.

10 >> Okay.
11 >> We don't have a
12 standardized review process
13 currently, and that is what
14 we're wanting to do to be part
15 of the Guided Pathways and hope
16 it kind of culturally moves
17 because this would be an some
18 type of kind of rendition of
19 what OEI review is and Stephanie
20 and I work well together and the
21 President April Griffin and
22 Stephanie work together well and
23 I suspect the processes would be
24 worked out between the
25 Administration and the Senate

Sample footer

84

1 and the faculty for sure.
2 >> And the tutorials for those
3 that never taken a class before
4 and especially with Moodle and I
5 believe Canvas is easier to
6 figure out intuitively.
7 >> [Off Mic].
8 >> Yeah, they have good

9 tutorials on Canvas.
10 >> President Lewis: All
11 right. Without any further
12 questions or comments from Board
13 Members thank you Dr. Liuelen.
14 >> Thank you very much.
15 >> Before we go on to other
16 items and it's 830 and we will
17 have the presentation of the
18 budget which is not necessarily
19 a quick review and seeing how we
20 will have close session begin no
21 later than 9:00 o'clock I would
22 put this to the other Board
23 Members that we continue -- we
24 do the board self evaluation and
25 then to close session for an

Sample footer

85

1 hour finishing items 11 through
2 13 before we get to the
3 conference labor negotiators and
4 come back out to hear the
5 presentation and approve the
6 tentative budget and then we go

7 back into close session for our
8 conference with the labor
9 negotiators. Does anyone have
10 any objections or comments on
11 that proposal agenda
12 reorganization?
13 >> [INAUDIBLE] [Off Mic].
14 >> President Lewis: It's
15 inside out actually.
16 >> Inside out. Can you repeat
17 the first two steps so I can
18 follow.
19 >> President Lewis: So we
20 will do Item eight and then
21 close session for items 11
22 through 13, and then once 11
23 through 13 is out and/or one
24 hour is finished, one hour of
25 close session and then we come

Sample footer

86

1 back -- well, yeah, nine -- if
2 we go right now -- well, board
3 self evaluation I estimate will
4 take about ten minutes so let's
5 say we're back by 9:45 p.m.

6 after close session no later
7 since we're finishing it earlier
8 presuming that we have ten
9 minutes of discussion more or
10 less on Item Number eight or
11 self evaluation and then come
12 back and finish the other.
13 Trust me it's going to work.
14 >> I do. It sounds inside
15 out.
16 >> President Lewis: I thought
17 it out. All right. Without
18 that and without hearing --
19 >> [INAUDIBLE].
20 >> President Lewis: Without
21 hearing any objections we will
22 proceed to Item Number eight our
23 board self evaluation in
24 accordance with board policy so
25 Dr. Fierro do you want to start

Sample footer

87

1 off real quick?
2 >> Dr. Fierro: Normally
3 during this meeting we do review

4 of the board goals and what we
5 have accomplished, and we
6 provided the evaluation via
7 Email to all of you. The
8 evaluation looks very good from
9 my point of view. I went back
10 and look at the last two years
11 and I think this one is probably
12 the best out of the last three
13 years and I'm not sure prior to
14 that but I think the work that
15 has been done is remarkable
16 about the collaboration and
17 staying on task what we need to
18 do and I think it's reflected in
19 your self evaluation tonight.
20 One of the things they would
21 suggest if it's okay with
22 President Lewis is to discuss
23 the possibility of assigning a
24 committee of the board to review
25 and update the tool because as I

Sample footer

1 was going through it there are
2 things we have pretty much

3 accomplish and I had think they
4 needed to be developed as far as
5 the implementation that follows
6 after, so I will suggest
7 potentially if it's okay with
8 you that we discuss the
9 possibility and come back with a
10 formal item next time around to
11 appoint member of the board to
12 update the tool. There is
13 something very interesting that
14 I think you will find curious is
15 from year one when we started
16 working together we align your
17 goals with my goals and my goals
18 were put together through the
19 goals that were received from --
20 not the first year but the year
21 after from the departments and
22 Vice Presidents and at that
23 point put mine together, and
24 eventually we ended up having
25 alignment of goals.

Sample footer

1 Coincidentally or not during
2 this year during the different
3 changes on the budget there is
4 actually a strong suggestion
5 even almost a requirement that
6 the goals of the board should be
7 actually align with the boards
8 of the college and the
9 educational plan and the
10 President's plan, so we are
11 already doing that. We are a
12 step ahead on that, and I think
13 it speaks very well the work we
14 together as a campus have been
15 doing and continue to do as we
16 move forward so those are my
17 comments.

18 >> President Lewis: All
19 right. Any Board Member wish to
20 make a comment on the self
21 evaluation results? Seeing none
22 the one comment I did want to
23 make is that going through the
24 report quick the one area I saw
25 great diversity of opinion on

Sample footer

1 this ranging from the very
2 bottom to the very top was
3 regarding our K-12 partnerships
4 where we had one member rating
5 one for a couple of them. One
6 other member rating a three and
7 the rest of us at a five, so if
8 that one member wishes to speak
9 up about why they rated a one
10 because that's the only one they
11 see rating of a one on any
12 particular topic throughout our
13 self evaluation, and I think one
14 -- it is one of our priorities
15 as an institution and as a
16 college is to have one hand talk
17 to the other. The colleges talk
18 to the K-12 partners because if
19 we don't reach them before they
20 even get here it's going to be
21 very difficult as we have
22 observed over these past years
23 to get them up to speed, so if
24 whoever did that or if anybody
25 has concerns without willing to

1 say they were the one.

2 >> It wasn't me --

3 [Laughter]

4 >> It wasn't me.

5 >> [INAUDIBLE] [Off Mic].

6 >> Dr. Fierro: I don't want

7 to speak for the member and

8 staff but I reviewed the results

9 and it seems to have been a

10 mistake, possibly a mistake of

11 the scrolling because there were

12 only two items skewed from that

13 but I don't want to speak for

14 the member but looks like a

15 mistake.

16 >> Was that me?

17 [Laughter]

18 >> Want to be called out?

19 >> Because I did have a

20 question on one but I don't have

21 the survey in front of me so if

22 you could read the question?

23 Okay. That was me --

24 [Laughter]

25 >> Okay. All right. So how I

Sample footer

92

1 read that question about
2 multiple measures and I am
3 talking about like for example
4 personally my neighborhood. My
5 neighborhood kids and so if my
6 neighborhood students come to me
7 and ask me about placements in
8 class having taken ACT or AP
9 classes and just having I guess
10 the assumption that that's a
11 college credit class and they
12 will receive some college
13 credit. There's a disconnection
14 there and so for some students
15 to take a whole semester of AP
16 classes and they're lead to
17 believe that's a college
18 equivalent class, and so if they
19 take a test and they score a
20 three and above that means they
21 actually got the credit for a
22 class so that's number one.
23 Number two, if they score well

24 on certain exams and they have

25 taken all the A through G

Sample footer

93

1 required classes their

2 assumption is that when they

3 come here if there is something

4 that says they can go ahead and

5 move into whatever class they

6 need to be to be on the transfer

7 to a four year college that

8 would be something that's easier

9 done, so I was just speaking

10 myself personally about maybe

11 clarifying that information so

12 that it's clear to everyone

13 because if people in my

14 neighborhood -- especially the

15 kids and the parents are

16 speaking on it and if they come

17 to our college and they bring

18 their transcript and they bring

19 their evidence of their tests

20 and they speak to someone and

21 someone just tells them "well,

22 no it's not like that" . Well
23 if it was one person I could
24 take it as oh it was just an off
25 day, but if it's multiple

Sample footer

94

1 students and I am speaking about
2 my neighborhood that there's
3 just a disconnect with
4 information and I would like
5 that to be clarified so I know
6 if my neighborhood students have
7 the ability just to be placed
8 into the class they need to
9 transfer than that should happen
10 as easy as you know hey I'm
11 going to go ahead and just walk
12 in and this is what needs to be
13 done and here's the proof and
14 let's get that done.
15 >> A bit of a tangent if you
16 pass a AP class you should get
17 credit at college level?
18 >>Not necessarily.
19 >> That's a very good point --
20 >> But if you have a passing

21 score four, or five?
22 >> Dr. Fierro: No. It's a
23 misconception about AP classes
24 and one that allow one to take
25 an exam to take to a college to

Sample footer

95

1 ask for a credit and it's up to
2 the local college based on local
3 rules to determine whether or
4 not a credit is awarded.
5 College AP I mean AP classes are
6 sponsored by college board and
7 they have been entering heavily
8 into the high schools and
9 they're trying to actually in
10 California last year passed
11 legislation to force all
12 colleges to take the credits as
13 is and the legislation
14 unfortunately and fortunately --
15 depending which side of the
16 fence you are failed. The
17 solution to that that we have
18 been really working hard and

19 actually Norwalk La Mirada is
20 making a lot of progress on this
21 is offering the equivalent of
22 those courses of dual and
23 concurrent enrollment and part
24 of the work we're doing. Those
25 courses when the student obtains

Sample footer

96

1 the grade that say college
2 credit that doesn't need to be
3 argued or anything. It transfer
4 right away because they meet the
5 local requirements for the
6 college for the transfer
7 institution and for the high
8 school, so it is --
9 >> Are courses currently not
10 deemed sufficient for Cerritos
11 College in terms of quality?
12 >> Depending on the course and
13 the depend on the score and even
14 if I take the course and I get a
15 three doesn't mean I'm going to
16 get a "B" or anything. It
17 means that you get a passing

18 grade and in the best case
19 scenario it's disciplined and
20 whether the institution they
21 want to attend will take that
22 course as part of their
23 requirements.
24 >> [INAUDIBLE].
25 >> Dr. Fierro: Once they

Sample footer

97

1 advance beyond us so for us it's
2 a service to the student and
3 take the course and waive the
4 requirement and transfer
5 somewhere and it doesn't work
6 out for them so not all AP
7 courses are --
8 >> [INAUDIBLE].
9 >> Dr. Fierro: Transferable
10 or give you one for one credit,
11 but I think we could do a better
12 job partnering with the school
13 and explaining that to the
14 counselors because there are
15 many counselors at local schools

16 that advertise AP courses this
17 is the way you get into a big
18 university, and that is not
19 necessarily accurate. In fact
20 there's plenty of research to
21 suggest concurrent enrollment or
22 dual enrollment courses are
23 significantly more effective
24 building skills up of students
25 to do better when they transfer

Sample footer

98

1 to college.
2 >> Sure.
3 >> Dr. Fierro: So obviously
4 we can do a better job working
5 with the counselors making sure
6 they understand that, but
7 there's also an incentive for
8 counselors to promote and for
9 high schools to expand their AP
10 courses because that increases
11 the weight on some calculations
12 they do at the level level.
13 Fortunately here those
14 calculations could be balanced

15 if the local high schools were
16 to offer our classes in their
17 campus or here because the
18 students and the school will
19 receive the same weight for I
20 believe it's funding or
21 something to do with funding,
22 but AP courses are pretty
23 misleading in that regard and
24 there is no college anywhere
25 that has an obligation to take

Sample footer

99

1 any AP classes.
2 >> Carmen Avalos: If I may
3 add so I taught high school. I
4 know Martha as well so I think
5 she as I say hit the nail on the
6 head because what AP really does
7 is give that extra point on the
8 GPA and ultimately what it comes
9 down to and students get 5.zero
10 and the AP and honor class that
11 AP is higher because they're
12 offering the AP class. It

13 doesn't necessarily mean -- you
14 said it Dr. Fierro and a
15 neighbor down the street at
16 Warren high school and one of
17 the top students and had 20
18 units here and the GPA and blew
19 everyone out of the water and it
20 was here a 3.5 I thought was
21 more significant than the 4.0 at
22 high school because she truly
23 was prepared to enter any
24 private school any UC and
25 prepared to do the work that is

Sample footer

100

1 required of her to graduate with
2 a degree so I think you know
3 unfortunately I think it's a
4 disservice to many of the
5 students and parents really when
6 you're telling them take the AP
7 class and I have high school
8 kids so I did tell my kid to
9 take the AP class because it
10 gives the higher GPA but in
11 terms of the course work I

12 didn't personally see college
13 level work to the extent where I
14 thought it should have been and
15 I think that's part of the
16 problem that we have to send our
17 teachers to go get more training
18 to teach the AP courses and even
19 if the exams there is no
20 guarantee that's it's accepted
21 and get the higher GPA and
22 that's all it does. Technically
23 it should be more challenging
24 and oftentimes it is and I
25 wasn't saying my son wasn't

Sample footer

101

1 challenged and his favorite
2 class but I think there is a
3 misconception when pushing them
4 to do the AP. And we have the
5 opportunity to offer college
6 courses and if you think about
7 in the communities it's the best
8 bang are if the buck and
9 elimination two years of college

10 so you graduate with a AA Degree
11 and transferable anywhere you go
12 so when you look at -- it's not
13 just the for the parents and
14 counselors not really I think
15 understanding the grasp and
16 scope of economics how it will
17 implicate a family to do two
18 more years of college tuition
19 versus two years if they do it
20 right and there's a buy in
21 honestly among most universities
22 that the AP student is a better
23 student and if you take it at
24 face value the student taking
25 college classes already is the

Sample footer

102

1 best student and offered those
2 opportunities and I think in the
3 communities we have a lot of
4 first generation students and
5 many if they get an "A" in a
6 class whatever the class and
7 they're a college student and
8 did well and in terms of success

9 rates for communities of color
10 and first generation students
11 it's the best way to make them
12 understand just provide
13 accessibility to college courses
14 but a better future what they
15 can accomplish in high school
16 and it's one of the debates --
17 is it good? Is it bad? It
18 comes down to whatever the
19 families are trying to
20 accomplish and if we're just
21 trying to provide opportunity
22 and and the programs is a good
23 thing.
24 >> Dr. Fierro: We can always
25 communicate that more intensely

Sample footer

103

1 with the high schools. We're
2 hiring a person. The foundation
3 has agreed to sponsor a
4 technical --
5 >> [Off Mic].
6 >> A liaison to go and visit

7 to the high schools and kind of
8 let them know what is it that is
9 necessary to transfer to college
10 whether to our college or not,
11 and explain some of these
12 realities that oftentimes not
13 necessarily the realities for
14 all of our students. The other
15 part they think is very
16 important and it has been
17 significant effort on the campus
18 as a whole is the CCAP and
19 trying to expand the dual and
20 concurrent enrollment classes
21 because those classes do give
22 the students the ability to
23 access that extra point in the
24 GPA. It gives the students the
25 ability to start earning a GPA

Sample footer

104

1 at the college level that is
2 transferable and obviously
3 removes a lot of those
4 misconceptions on some of the AP
5 courses that have been there.

6 I'm not saying that a AP class
7 is bad but the way it's
8 advertised as a college class is
9 not accurate. A college class
10 is what it is traditionally
11 offered embedded by the college
12 faculty endorsing that
13 curriculum. The AP -- they're
14 selling a curriculum and then a
15 fee -- charging a fee for an
16 exam. That's essentially what
17 they're doing.
18 >> I want to draw this to a
19 close a little bit. I think it
20 was great President Lewis that
21 you brought this up and I am
22 glad that Trustee Board Member
23 Camacho-Rodriguez flagged this.
24 It sounds like the story is we
25 need to be able to tell a more

Sample footer

105

1 clear story to our constituent
2 counselors about how this system
3 works so that students don't end

4 up running down the wrong path
5 when it comes to what goals are
6 for the academic experience
7 between high school and college.
8 I know Miya is not here right
9 now but is there a way to have a
10 location on the website where we
11 could point counselors to to
12 educate them or do the other
13 education they could refer back
14 to?
15 >> Yeah, sure.
16 >> President Lewis: I agree
17 with everything about the AP
18 being misleading. Well, one of
19 the teachers professor in high
20 school told me back in 2012 when
21 I was graduating AP is on the
22 way out. Within the next ten
23 years you will see a lot more
24 dual enrollment perspectives and
25 I never thought I would be a

Sample footer

1 part of that movement and I have
2 seen it just change you know the

3 entire landscape because you
4 don't have to worry about going
5 to take an exam and which by the
6 way Norwalk La Mirada pays for
7 an every student to take the AP
8 Exam which is great of them to
9 keep the cost away from the
10 individual families but you know
11 still it's still a cost to the
12 taxpayers in that sense, but you
13 know with the taxpayers already
14 paying for our college
15 institution why do we have to
16 make them pay twice? We need to
17 have them come to our community
18 college because frankly we do it
19 better plain and simple, so with
20 that without getting too far off
21 on the discussion I am glad we
22 could have that talk because
23 that is a huge priority to serve
24 not just the students that we
25 have here at this college but

Sample footer

1 those future students that can
2 come that we have to reach out
3 to them and not just have them
4 come to our campus for that, so
5 without any questions or further
6 comments on this particular
7 topic or anything else with the
8 board evaluations then we'll go
9 to close session with items 11,
10 12 and 13. Is there any member
11 of the public wishing to make a
12 public comment on these
13 particular items before we go
14 into close session for no longer
15 than -- last no longer than 90
16 minutes so that is an hour and a
17 half which I cannot do math in
18 my head. That would be
19 10:15 o'clock. So we will be
20 out no later than 10:15 o'clock
21 with those three items. Without
22 objection we will see you then
23 or earlier.
24 [GAVEL]
25 >> President Lewis: We come

Sample footer

1 back in close session and.
2 (doing read out). It is
3 reported in the close session
4 that the Board of Trustees
5 conducted Dr. Jose Fierro annual
6 (paused) (checking captions)
7 And that concludes the read
8 outs and we're back to open
9 session for Item Number nine,
10 the discussion and Institutional
11 Presentation of the tentative
12 budget for the 18-19 year. Dr.
13 Fierro.
14 >> Dr. Fierro: Thank you
15 Trustee Lewis. When I do a
16 speech I was told that you never
17 begin with an a pol but this is
18 the exception. What you see
19 today it is going to be very
20 different in the next two weeks
21 because as you know last Friday
22 the state legislation approve
23 different funding formula for
24 community college. The trailer
25 bill was released and we're

1 determine how it's going to
2 impact the budget at the
3 college. It's expected that at
4 the end of next week the
5 Governor will sign the final
6 budget and the simulations from
7 the Chancellor's Office will be
8 released at that time but we're
9 doing the best we can with the
10 information that was produced,
11 released on the trailer bill for
12 the new funding formula, so what
13 you will see here is actually a
14 budget that is built on the
15 assumption of the college
16 receiving 2.71 COLA. No other
17 assumptions have been made at
18 this time so I wanted to make
19 sure and emphasize that what you
20 see today is going to be drastic
21 different in the next two weeks
22 and by the time we got to the
23 adopted budget most of the
24 numbers are going to change and

25 also our projections. Within

Sample footer

110

1 the funding formula approved
2 Friday there is a three years
3 hold harmless provision and the
4 previous one was two years we
5 have three years we funded that
6 amount each year in addition to
7 the budget so we're going to
8 make sure that everyone
9 understand that this is going to
10 be modified as the funding
11 formula is worked out in the
12 state level so I appreciate
13 everyone's patience and I will
14 do my best to keep you all
15 informed of the changes, so some
16 of the key assumptions that we
17 have made and historic
18 presentation what happens since
19 2009 to 2018-19 on COLA and you
20 see to 2009 to 13-14 we only
21 received 1.75 of COLA even
22 though the formula of the state
23 required in most instances that

24 colleges will receive COLA. We

25 didn't receive COLA from the

Sample footer

111

1 state because of the economic

2 downturn. This year the formula

3 produced 2.71 and up from the

4 2.5 that was predicted in the

5 beginning of the budget season.

6 This slide is just a

7 representation of how COLA is

8 actually used at the college.

9 We received 2.71% which is \$2.5

10 million in allocation from the

11 state. As you know there are

12 some increased cost. The

13 district has to incur every

14 year, STRS and PERS -- they're

15 increasing yearly based on a

16 change in law. As you know the

17 STRS and PERS are allowed to

18 increase at least 1% or more

19 every year until 2020, and after

20 that they actually have the

21 ability to continue to do it

22 indefinitely so this next year
23 our cost to STRS is 1.85 and the
24 total cost for all the STRS
25 employ cease over 66 \$25,000.

Sample footer

112

1 PERS has increased cost as
2 listed here and the step in
3 columns across has increase in
4 cost of \$860,000 so the increase
5 of cost even if there were no
6 changes on the current level of
7 salaries and benefits is at 2.--
8 over \$2 million which
9 essentially leave us with a net
10 increase in our budget of
11 \$491,000 out of the 2.71 that we
12 receive from COLA, so it's very,
13 very important to keep in mind
14 especially the STRS and PERS
15 contributions because those
16 continue to increase as I show
17 you in a subsequent slide how
18 they have been increasing
19 yearly. Another key assumption
20 that we're making is the Faculty

21 Obligation Number. In 2018 it's
22 suspected that our FON is 285
23 faculty members based on our
24 current enrollment numbers. We
25 will not know our current FON

Sample footer

113

1 until a few months now but the
2 calculation based on what we
3 know how it's calculated at the
4 state level the number of
5 students we have is about 285
6 faculty members so the budget is
7 under that assumption that we
8 have 285 faculty members on
9 staff. Now, here we can
10 actually see in details the
11 increasing cost on our STRS
12 contributions so as you can see
13 starting in 2013-2014 academic
14 year our contribution was 8.25%
15 and for 2018-19 our contribution
16 is 16.28%. Well the employee
17 contribution has increased from
18 2013-14 from 8% to 10.25%. This

19 contribution will continue to
20 increase as I said until the
21 2021 academic year all the way
22 to an increased contribution of
23 19.1% so essentially at that
24 point it will \$19 for every 100
25 each one of us earn. CalPERS

Sample footer

114

1 has a similar increase over the
2 years on the 2013-14 academic
3 year the employer our
4 contribution to the CalPERS from
5 our employees was 11.7% and by
6 2021 it will go up to 20-point
7 40%. From the 2018-19 the
8 increase is going to be up from
9 15.53 to 18% and this is
10 obviously an increase into the
11 employer contribution which is
12 equivalent of additional \$18 for
13 every \$100 from year to year
14 about 2.5 dollars per employee.
15 Now, our statutory benefits are
16 divided into Educational
17 Administrators and Classified

18 Administrators. As you know
19 Classified Administrators do pay
20 any Social Security and
21 Educational Administrators do
22 not and the contributions of the
23 Educational Administrators from
24 the district is 19.3% for every
25 hundred and classified 27 -- 29%

Sample footer

115

1 and as I was explaining in the
2 previous slide this changes
3 every year based on our cost of
4 STRS and PERS contribution.
5 Once again per every \$100 for
6 Academic Administrators and
7 academic professionals we are
8 talking about an extra \$19 on
9 statutory benefits and for every
10 \$100 a classified employee earns
11 the district contributes \$27 to
12 statutory benefits. Now, on the
13 key assumptions that we're
14 making at least in the initial
15 formula on enrollment we're

16 talking about a decreasing FTESs
17 of roughly 1,000 from the
18 2015-2016 academic year to the
19 2017-2018 academic year. Under
20 this formula was roughly about
21 \$5,100 per student so a little
22 over \$5 million loss of revenue
23 for the decrease in enrollment.
24 Now, under the new formula this
25 has a lesser impact but during

Sample footer

116

1 the first year the new formula
2 is calculated on FTES up to 70%,
3 20% on special programs, and 10%
4 on essentially performance, so
5 the impact that we're going to
6 have for enrollment for this
7 year is not the quite as the
8 impact suffering in years before
9 but we need to determine what is
10 going to be the full impact once
11 the calculations from the
12 Chancellor's Office have been
13 predicted but it's important to
14 remember at this time we are

15 working with about a thousand
16 FTES less than 2015-2016
17 academic year. It's also
18 important to notice here in the
19 2016-2017 and 2017-2018 academic
20 years the FTES remains
21 relatively even and a difference
22 about 100 which it is actually a
23 good thing since most of the
24 colleges continue to experience
25 a decline in enrollment. We are

Sample footer

117

1 not growing but at the very
2 least we remain stable which
3 give us a little bit more -- an
4 easier way to calculate our
5 future revenue based on the new
6 formula and the enrollment
7 portion. Another key assumption
8 that we're making for the budget
9 that you're seeing before you
10 today is the number of FTES on
11 employees so we are budgeting
12 for approximately 673 employees

13 or positions so the budget that
14 you see there is under the
15 assumption that all 673
16 positions are filled. Whether
17 we make the decisions to
18 completely fill the positions or
19 not obviously we will make that
20 decision once the projections
21 from the Chancellor's Office
22 come out so based on what our
23 budget projections land we will
24 make the recommendation whether
25 or not to fill ever position or

Sample footer

118

1 continue to keep some of the
2 positions vacant depending how
3 the numbers -- what the numbers
4 show. Now, on the under
5 benefits and salaries and number
6 of employees the cost of 1% for
7 salary increase including
8 benefits for all the college
9 will be about a million dollars,
10 for every 1% we increase in
11 salary across the campus the net

12 increase to the budget is just
13 under a million dollars.
14 Now on this graph I would like
15 to direct your attention to the
16 first three numbers, academic
17 salaries, classified salaries
18 and employee benefits, and if my
19 math is serving me well that is
20 93.12 percent of our total
21 budget is tied to salary and
22 benefits which essentially means
23 that about 7% of our general
24 budget can be used for other
25 activities like keeping the

Sample footer

119

1 lights on and paying bills and
2 so on and so forth so that
3 number is it's quite high. The
4 recommended numbers are usually
5 between the mid-80's and
6 high-80's but mid-80's is
7 probably a goods place. More
8 conservative like the low 80's
9 and high 70's. That's probably

10 not realistic for our situation,
11 but a 93% is actually a very
12 high number and we like to be
13 first in the state for a lot of
14 things but being first in the
15 state having the salary benefit
16 load this high is not
17 necessarily a metric that we
18 want to have and right now we
19 are in the state the highest of
20 new listings so we're
21 [INAUDIBLE] and more to do.
22 We're third of the highest
23 districts with benefit and
24 salary tied to the General Fund.
25 This is obviously dangerous up

Sample footer

120

1 to a point because with any
2 swing of enrollment we could
3 face severe consequences because
4 the budget -- the General Fund
5 at the very least is not able to
6 absorb that so we have done
7 relatively over the years in
8 this regard by preparing for

9 this type of events as it was
10 demonstrated during the last
11 recession in which some of our
12 reserves kept everything going
13 in the best possible way, but
14 this is certainly something we
15 need to keep in mind as we
16 continue to have budget
17 conversations. This is how our
18 next year projection will look
19 like, and again I will remind
20 you this is a projection only --
21 only taking into consideration
22 the 2.71 COLA. We are not
23 taking into consideration any of
24 the calculations that came out
25 last Friday as approved, so with

Sample footer

121

1 that our budget is projected to
2 be in the 2018-2019 at least at
3 this particular point as soon as
4 I get a new projection I will
5 send everyone including everyone
6 on campus a new projection of

7 this budget but right now under
8 the current numbers is 428,000
9 on the red. This is assuming
10 that we going to keep most of
11 the positions vacant for a
12 savings of 2.2. In full
13 disclosure the faculty positions
14 during the first year we all
15 agree to keep them open so those
16 alone will produce savings about
17 \$1.5 million, somewhere around
18 there but we will have to budget
19 for those positions coming up or
20 at least 12 or 13 of the
21 positions on the 2018-2019
22 academic year because at that
23 point we're required to meet the
24 FON. The rest of the savings
25 come from manager and classified

Sample footer

122

1 positions and most of those
2 positions are currently being
3 filled. Some of those will stay
4 vacant until the final budget is
5 passed so we know what to do

6 more accurately at that time but
7 all efforts are going to be made
8 to provide a balanced budget.
9 Something else that we need to
10 keep in mind we have a fund
11 called OPEB liability and has a
12 little over 14. \$3 million and
13 that fund is assessed every year
14 to determine how long big the
15 OPEB liability. During the last
16 assessment on March 2016 our
17 OPEB liability \$16 million but
18 we had \$14 million. The recent
19 analysis on the OPEB liability
20 is \$21.2 million so we are short
21 \$6.8 million to meet our OPEB
22 liability.
23 How is that important today?
24 The rules have changed. The
25 rules in the state have changed

Sample footer

123

1 so now we need to report the
2 OPEB liability in our books
3 meaning this is money that we

4 owe year after year and will
5 show in the books as money that
6 we owe regardless whether or not
7 we set the money aside, so based
8 on the state recommendations you
9 can do that and continue to
10 carry the liability which it has
11 some taxpayer implications for
12 our neighbors. Essentially
13 everyone that pays a bond with
14 us when we have a liability we
15 have a lower rate on credit and
16 their bond will cost more or we
17 can set 100% of the money aside
18 on an irrevocable trust and
19 remove the liability from our
20 books. That is the two
21 recommendations the state makes
22 and obviously it's up to the
23 local boards to determine
24 whether or not you carry it on
25 the books or you essentially

Sample footer

1 cover your liability all at
2 once, but we can no longer cover

3 the liability by saving the
4 money. It will always show we
5 owe the money also we do that
6 based on the new rules. Things
7 to keep in mind as we move
8 forward obviously the new
9 formula I think it's the biggest
10 issue that we're facing. I
11 think right now we are well
12 positioned for the new formula.
13 The thing is that some of the
14 calculations in the performance
15 indicators changed during the
16 legislative compromise between
17 the Senate and the Assembly, but
18 I think we overall will do okay
19 under the new formula. What
20 that means for us that in order
21 to increase our revenue we need
22 to work very diligently to
23 increasing our graduation rates
24 especially on ADT and make sure
25 that we track the underserved

Sample footer

1 students because the more
2 students that we are able to
3 help that come from the
4 underserved backgrounds and
5 essentially Pell eligible the
6 greater percentage for the
7 graduation meaning that we will
8 be able to increase our revenues
9 that much more, so the formula
10 is designed to reward graduation
11 rates, but also to reward
12 schools who make a big effort
13 serving students of under
14 represented backgrounds because
15 the legislation and the Governor
16 and the Chancellor's Office
17 understand that serving the
18 students that come from under
19 represented backgrounds require
20 more resources but it's up to us
21 to essentially to increase those
22 resources as we move forward, so
23 for right now that is all I
24 have. This presentation as I
25 said is subject to significant

Sample footer

1 change over the next few years.
2 I will keep you updated and I
3 sent everyone campus wide and
4 the board an update on the
5 budget as we develop the formula
6 but this presentation is give
7 you an conservative analysis
8 based on the COLA we're getting.
9 I am not sure how the classes
10 will look on the rest but at the
11 very least including the COLA so
12 we can start July 1 with a new
13 budget and expenses and bring
14 you a budget for approval in
15 assessment that has all the
16 components and obviously I will
17 be sure to brief you before that
18 and have an accurate model by
19 the next board meeting I will be
20 sure to present that to you at
21 the time as well.
22 >> President Lewis: All
23 right. Thank you Dr. Fierro.
24 Is there any member of the board
25 wishing to make a question or a

1 concern known?
2 >> So it seems like the
3 modification is going to be on
4 the [INAUDIBLE] side. Almost
5 all of the rest of the expenses
6 are the same. Seems to me that
7 it would be logical for us to
8 look at these as tentatively the
9 same because heading into
10 September we will probably want
11 to have another round look at
12 how we might interpret what we
13 want to be spending our monies
14 on particularly given the
15 incentives that are relined by
16 the state to have a
17 sustainability stream towards
18 the ref news. Does that make
19 sense?
20 >> Dr. Fierro: Yeah that
21 makes sense of the minimum we
22 COLA. Could get more but based
23 on the earlier calculations from
24 the contribution of the formula

25 looks like we will get some

Sample footer

128

1 additional dollars. How many?
2 I'm not sure yet because what we
3 need to do is break down every
4 degree, apply the points that we
5 get and go over our financial
6 aid, get all the data of the
7 students receiving Pell and Pell
8 eligible and calculate those --
9 >> Yeah, I completely
10 understand. It just seems like
11 the new formula really works
12 well for districts like us so we
13 should work hard to take
14 advantage of that formula
15 because it is designed in some
16 respects for districts like ours
17 to really invest in our students
18 in our population in a certain
19 way they think is valid so I
20 just want to make sure that when
21 we develop our overarching
22 Expenditure Plan coming in
23 September that that really is

24 the priority and then we kind of

25 work back from there.

Sample footer

129

1 >> Dr. Fierro: Okay.

2 >> That's all I am saying and

3 I am assuming there are plenary

4 exercises that go into that.

5 >> Dr. Fierro: Yes this is

6 tentative. We will do a couple

7 of presentations prior to that

8 and bring for full discussion

9 and adoption in September

10 because with the situation with

11 this if we have the numbers

12 prior to the 18 I will make sure

13 we bring a new presentation on

14 the 18th with the updated

15 numbers so you have time to

16 think about it.

17 >> President Lewis: All

18 right. Thank you. Is there any

19 other member wishing to make a

20 comment or a question? Seeing

21 none thank you Dr. Fierro for

22 the presentation and next we
23 move on to Item ten the
24 contribution of the approval of
25 the tentative budget for the

Sample footer

130

1 fiscal year. I will entertain a
2 motion at this time.
3 >> Motion.
4 >> President Lewis: We have a
5 motion. Do we have a second?
6 Is there any objection to the
7 adoption of the tentative
8 budget. Seeing none we will
9 move on to reports and comments
10 from district officials starting
11 with student student.
12 >> Thank you. I just want to
13 make an announcement on behalf of
14 the President who couldn't be
15 here today. We were talking
16 earlier today about expanding
17 the resources awareness campaign
18 started last year. Her and I
19 work personally on that through
20 the library extended hours and

21 handing out coffee and treats
22 and stuff during finals week
23 however she's putting together a
24 group of student leaders for
25 next year to continue the work.

Sample footer

131

1 As far as getting student leads
2 to go out to classes and give
3 presentations to classes on how
4 important it is to seek out your
5 resources and along that same
6 lines also to seek counseling.
7 Besides that I had the pleasure
8 of sitting on the RFP committee
9 for the Request for Proposals
10 for new food vendors on campus.
11 I suppose that was because of my
12 food expertise. I believe we
13 will be bringing that proposal
14 to the revised RFP at the next
15 July meeting I believe. Besides
16 that I had the pleasure of
17 sitting on the Bond Construction
18 Advisory Committee at our last

19 meeting we got to take a tour of
20 the new building. That was
21 actually a lot of fun, very
22 interesting and I am told it
23 should be done -- first phase
24 done by January. Besides that I
25 have been working with

Sample footer

132

1 facilities to finish phase one
2 of legislation that was actually
3 approved by ASSC last year to
4 make designated parking spots
5 for ride share programs if it's
6 -- Uber and spots on the new
7 side of the new construction for
8 the new theater so there's three
9 designated spot there is and
10 phase one of three phases and
11 lastly just on a personal note
12 the culinary world lost a really
13 great chef a couple weekends ago
14 so just Anthony Bourdain was a
15 big inspiration to me and really
16 those that call ourselves chef
17 proud to call yourself chef so I

18 hope he's found the peace he's
19 looking for. That's all I got.
20 >> President Lewis: All
21 right. Thank you. Trustee
22 Avalos.
23 >> Carmen Avalos: Well, I
24 wanted to say thank you for the
25 work that went into the

Sample footer

133

1 presentations tonight. Excited
2 to look into the future as far
3 as accessibility for students
4 and remind everyone there is
5 another section of summer
6 classes right starting July 2
7 and running to August 2 so if
8 you missed out there is still an
9 opportunity. Other than that I
10 think it's -- this is the last
11 board meeting. I think there's
12 been a lot of media attention to
13 what is happening with many of
14 our folks who are trying to I
15 think come to a country that

16 allows them to have
17 opportunities they might not
18 have in their own countries and
19 running away from violence,
20 right. I thought it was heart
21 breaking to see some of the
22 images on TV, some of the things
23 that still for us who are
24 immigrants like myself and all
25 at this table we don't forget

Sample footer

134

1 about, right so I want to
2 reiterate everybody watching
3 that Cerritos College welcomes
4 and supports you so I know I say
5 that collectively because I know
6 we talked about our shared
7 experience and really supporting
8 students at every level to move
9 forward in terms of success in
10 life so we're proud to be part
11 of that and I think everybody
12 here in this room shares that
13 sentiment. And then just
14 students in general we talk

15 about the summer slide because
16 they're out at all levels K-12
17 or preschool and just encourage
18 folks to visit the local
19 libraries. There is a lot of
20 programs and reading programs
21 and great books and diversity in
22 literature now that I think is a
23 explosion of diversity and pick
24 a book that you would typically
25 not pick up and again we talk

Sample footer

135

1 about diversity but that's at
2 every level whether literature
3 whether as friends whether it be
4 in on boards and certainly
5 whether it be just across
6 communities, so very excited for
7 our students going to the next
8 trip to new Taipei, so looking
9 forward to hearing back when
10 they get back on their
11 experiences and certainly
12 bridging the borders that we

13 imaginary are there when they're
14 really aren't and look forward
15 those students transition into
16 leaders in their fields and
17 excited for them and That's it.
18 I hope everyone had a wonderful
19 father's day and tomorrow is the
20 first day of summer fortunately
21 so hoping everyone has a
22 wonderful summer.
23 >> President Lewis: Thank you.
24 Trustee Liu.
25 >> Shin Lui: will give an

Sample footer

136

1 update for the program. We have
2 14 students in Taiwan right now
3 and back June 30. We will have
4 a second group. We're leaving
5 on July 7 to new at a pay and we
6 have Trustee Martha
7 Camacho-Rodriguez and former
8 Student Trustee and I really
9 appreciate Raul you taking the
10 leadership role to help out the
11 student and give the student the

12 direction. That's great. Our
13 third group will be leaving on
14 August 20. They will stay as
15 foreign student at University of
16 Taipei and 12 students and stay
17 for four month and I want to
18 special recognize without these
19 two people this program can
20 never happen and AVA Acosta and
21 angel and the Dean -- these two
22 people work so hard tirelessly.
23 Raul you can witness that;
24 right? So with them and we are
25 able to send student to far

Sample footer

137

1 east. Some student never get
2 out of the country or go to Asia
3 and I believe this will be life
4 changing experience for them.
5 Thank you very much. Thank you.
6 Thank you.
7 >> President Lewis: When do
8 you leave by the way?
9 >> Shin Liu: July 7 and the

10 group will go.
11 >> [INAUDIBLE]
12 [Laughter]
13 >> Left over from when I went.
14 >> Carmen Avalos: I forgot to
15 mention something. I want to
16 mention the folks that did this
17 because when you think about the
18 diversity you look at the pages
19 of the many students here. I
20 want to note that our Student
21 Trustee is on there.
22 [Applause]
23 >> So he's highlighted for
24 being amazing chef. I want to
25 know what this is because that

Sample footer

138

1 looks so good so maybe you could
2 bring that to the next board
3 meeting. Awesome. See we get
4 free food when we ask and I am
5 proud to see this and you look
6 at it and it's beautiful and the
7 design, the colors, the content,
8 just all of it all the way

9 around just true exemplifies
10 some of the amazing students at
11 the college and certainly the
12 staff members and faculty
13 members that support our
14 students being able to go beyond
15 the classroom to explore really
16 the opportunities of success in
17 life so I think this is a great
18 highlight so thank you for
19 allowing us to be part of that
20 and sharing this with us and I
21 think it's wonderful so thank
22 you very much.
23 >> President Lewis: All
24 right. [INAUDIBLE].
25 >> [INAUDIBLE].

Sample footer

139

1 >> President Lewis: All
2 right. Dr. Fierro.
3 >> I want to echo the comments
4 from Trustee Liu. Thank you to
5 everyone. You guys have been
6 great. Thank you Andrea for

7 handling the tickets. You guys
8 --
9 >> [Off Mic].
10 >> Oh Kim. Wow -- but yeah to
11 everyone that have been behind
12 -- two reason. Thank you for
13 the opportunity for the students
14 to go there and the second one
15 not quite as important but very
16 important to me at least. I
17 didn't have to do it so thank
18 you very much. No but you guys
19 did amazing work rallying the
20 students, organizing them,
21 sorting through all the little
22 nuisances and the trip for over
23 20 people by the time this is
24 done so thank you for that.
25 Thank you to Trustee Liu for all

Sample footer

140

1 that work every year she says I
2 am not doing that again and she
3 does it. Same thing she said
4 last time but it's been good and
5 I think it's a life changing

6 experience for our students.
7 Our students oftentimes don't
8 have the opportunity to do this
9 type of trips and obviously
10 because of the connection that
11 Dr. Liu established it became
12 accessible and incredible cost.
13 I mean you can -- I mean you
14 can't get a trip for that cost
15 and the cultural experiences is
16 incredible so thank you for
17 that. Also I would like to
18 thank Michelle Lewellen for the
19 presentation this evening. I'm
20 not sure if you guys have been
21 paying attention but the online
22 conversation wasn't like that
23 three years ago. It's evolved
24 significantly I think Michelle
25 went from a point of being kind

Sample footer

141

1 of like me initially when I
2 started online, not really in
3 favor until she decided to give

4 it a try and do it herself and
5 through the headaches and
6 developed her class and her own
7 experiences and made a personal
8 effort to learn how to develop a
9 course and how to promote the
10 program and the benefit for our
11 students so so hopefully she's
12 watching. She probably has
13 something better to do but I
14 want to recognize the work she's
15 done in this regard. It's
16 important work and I think she's
17 headed the right way so thank
18 you for Michelle for that and I
19 would like to thank the board
20 for the extension of my
21 contract. Thank you first and
22 second I am very happy to be
23 here, very happy to work with
24 all of you, everyone on campus,
25 and I am grateful for the

Sample footer

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1 opportunity so thank you.

2 >> President Lewis: Thank

3 you. Trustee Camacho-Rodriguez.
4 >> I wanted say I am excited
5 about the online classes and the
6 possibilities and I know that
7 for a lot of people who are not
8 comfortable with technology
9 that's like a mountain to cross,
10 but I really believe for our
11 kids that need that technology
12 to be successful that's going to
13 be the bring that will obviously
14 take our kids to the next level
15 so I am excited about that and I
16 am excited that Dr. Fierro has
17 done some excellent work, not
18 some, a lot of excellent work
19 and the team and our whole
20 staff, the whole college. I
21 will say it again. I know that
22 on our first trip to Taiwan it
23 was an interesting experience to
24 almost feel like we were celebs
25 and we had attentions and lifts.

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1 I was overwhelmed with how many
2 gifts we got. I almost had to
3 pay \$200 to return what we had
4 with us, so long story short I
5 am going on the second round and
6 the first round for me was a
7 culture shock. I had never been
8 of Mexican descent and having
9 family members you know from
10 different generations -- like
11 I'm first generation from my
12 father's side and a refugee and
13 a hurricane knocked out the city
14 and they came over to Texas
15 because of the hurricane and my
16 mom's family who were here for
17 quite a while. I think when the
18 U.S. was still Mexico and they
19 established themselves in
20 Chicago in Illinois and they
21 were steel workers. They worked
22 on the railroad tracks. They
23 were union members so I come
24 from a long line of union
25 members so just to kind of leave

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1 the U.S. and go to another
2 country for the first time and
3 so I had mentioned my colleagues
4 I had really good luck but if
5 I'm going to have bad luck it's
6 going to be bad and so being the
7 last person in line whether it
8 was in the underground Metro
9 station and getting in trouble
10 for following these people of
11 everybody in line I would get
12 singled out and then trying to
13 come back into the country and
14 telling please wait for me just
15 in case and just coming full
16 circle and realizing that just
17 because we are American and born
18 in this country that doesn't
19 guarantee us the luxury of
20 saying that hey I am an American
21 and I am not going to have
22 issues possibly returning to the
23 country they was born in, and so
24 that was a culture shock for me
25 and I know with a group of

1 students we're taking I feel
2 like the mother hen. I want to
3 make sure they go and our kids
4 have the maximum experience at
5 least from what I felt as an
6 adult going and being a
7 participant with a group of
8 people that just value education
9 so to me that's the culture that
10 we share where I grew up in two
11 worlds where a part of my family
12 who were field workers who
13 thought hey if you finish an
14 education whether it's high
15 school and college you will have
16 been one of the most successful
17 people that you could ever be
18 and if you manage to get a
19 degree that would be just like
20 the ultimate so looking at
21 education from two perspectives
22 and then going to a country who
23 just values education in every
24 possible way that you could

25 imagine for me was just one of

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1 the things that solidified for
2 the support for our kids that we
3 have to continue to support them
4 in their venture on college
5 whether it's to obtain a
6 certificate and something that's
7 going to bring them economic
8 stability with still the
9 possibility to go to university
10 and get a bachelor's so I am
11 excited to go back again and so
12 anyways sorry --
13 [Laughter]
14 >> I think that's it.
15 >> [INAUDIBLE].
16 >> President Lewis: Nothing
17 to report.
18 >> President Lewis: Just a
19 couple of things to report on
20 June 12 I went to the Columbia
21 Space Center for a U.S. Army
22 event and the office holders
23 with a number of different

24 communities representatives that

25 particularly serve the veteran

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1 community here and that event

2 was very insightful and helpful

3 for us as individuals to know

4 about what the Army offers more

5 than just combat but you know

6 some educational opportunities

7 where you can -- they will pay

8 for you to let's say learn

9 Arabic and pay you a pretty good

10 salary to continue to work in

11 the Army as a translator and you

12 will never see combat so there's

13 plenty of opportunities we can

14 use at the Veterans Resource

15 Center here to connect with the

16 resources that the Army has to

17 offer for our students to

18 continue on there after, so

19 there's that as well as the La

20 Mirada installation of new

21 President so congratulations to

22 Mista who is a good friend of
23 mine for her leadership there
24 and look forward to her
25 leadership for the community so

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1 other than that I have nothing
2 to report and we will continue
3 with our close session for item
4 Number 14 with the conference
5 for labor negotiators. There
6 will be no read out so you're
7 all dismissed. Thank you.
8 [GAVEL]

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