

>> President Lewis: Good evening. Welcome to the board meeting for tonight January 25, 2017. Since we don't have anyone to give a invocation I would like to put us into a moment of silence if you could please. Thank you. And for the Pledge of Allegiance could I have Dr. Sandra Salazar.

>> Okay. Please stand. Your right hand on your heart. Ready begin.

>> I pledge allegiance to the flag to the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

>> President Lewis: Thank you. Could we have a roll call please.

>> President Lewis.

>> Here.

>> Board Vice President Carmen Avalos.

>> Here.

>> Member Shin Liu.

>> Here.

>> Member Martha Camacho-Rodriguez.

>> Here.

>> Member John Paul Drayer is absent. Member Marisa Perez.

>> Here.

>> Member Sandra Salazar.

>> Here.

>> Student Trustee Karen Patron.

>> Here and and President Superintendent Fierro.

>> Here.

>> President Lewis: At this time are there any Board Members to making any changes to the agenda? Seeing none we will take comments from the audience. Since we don't have any cards here is there anybody wishing to come and speak on their own will and volition here? Seeing none

we will go to reports and comments from constituent groups. Is there any constituent group that has a report? Okay. All right. We will now move to Item Number 4 Institutional Presentation. The presentation of Cerritos College Foundation Scholarships in which the Board of Trustees will recognize the following Cerritos College Foundation Scholarship represents of the Perez-Medrano scholarship Jessica Haro and Alejandra Robles.

>> All right ladies. All right ladies. We have Jessica and Alejandra here today. Thank you for coming. Thank you for being here today as we honor two women in STEM and I interviewed them a couple of months ago so I am glad we're able to do this finally and we're able support you in your career as a future scientist, doctor, or whatever you want to do and these women are fantastic and we have a wonderful program at Cerritos College that for women that want to major in science and medical science and great interest and first is Jessica. She's a reentry student majoring in Civil Engineering and worked hard hopes to transfer to a university to complete her degree and she would like to work instructional engineering or research and you know engineering is dear to my heart and I was glad to her about her passion and she will be a wonderful engineer and the second lady is Alejandra Robles and wants to transfer to UC Irvine for the Bachelor's Degree and to be a surgeon and thank you for what you do and thank you to the staff and faculty who have been supportive of your careers here at Cerritos so thank you very much.
[Applause]

>> Thank you so much.

>> I hope it helps out a little bit.

>> It does.

>> Someone take a picture.

Individual or together?

>> [INAUDIBLE] [Off Mic]

>> Thank you ladies. Thank you for coming.

>> President Lewis: All right thank you and congratulations again. Next item is

Institutional Presentation, Cerritos College Educational Master Plan update and there's a long paragraph but essentially it says that we are engaged in the development of a new Educational Master Plan and we just went through our first phase of the four phase planning process in which our consultants MIG has been conducting focus groups and you interviews with constituencies and the purpose of this Study Session presentation is provide an update on the process and review what has been learned from each of those interview.

President Superintendent Fierro: Before we begin we have been working on the Strategic Plan since the fall. The response from all the constituent groups of great. The collaboration has been exceptional, and there no shortage of ideas which is a great thing. Our consultants from MIG have been understanding of the different needs of the constituents. I have been taking notes so you can see the Environmental Scan attached to the board book. A comprehensive number of initiatives relative to the future of the institution and the current needs of the institution but I would like to highlight the student participation. I think the student participation has been the biggest group -- not that the rest of the groups have been

participating. There have been good numbers of participation but the student participation is high now of 1400 students provided input in our current plan which it is great, and we will like to continue to see our students letting us know how they feel, where they like to see the college go and so on, so thank you to everyone that has been working on this especially Patricia. Patricia has taken the role of coordinating everything, overseeing the progress and organization and she's had an exceptional role and thank you very much and I won't take more of your time.

>> I am one of the founding principles of MIG and the consulting firm to be selected through your process to conduct the educational plan update and I am here with my colleagues and we were honored to work on the document for you. I want to thank the Board Members, the faculty and the staff and students of tremendous in this effort and we hope to have ultimately a completed draft plan coming out in time for the school year and to be hopefully brought back to you as the board in time for closure of the school year so everyone can be here and potentially engage in that final set of review and adoption sessions. MIG has been in business for over 30 years starting in Berkeley California. We have an office here in Los Angeles County and Orange County and Pasadena and in the state and we specialize on all of the plannings and the various forms. We believe very strongly and passionate in the role of the community colleges in the state. They are so important to the state's economy, to the education of our young people and quality of life ultimately

is greatly affected and determined by what you do here so we greatly admire the work that you do and congratulate you on all of your successes, so this evening we're going to move through a presentation fairly quickly just to give you the high points and then we can have discussion and follow up on any of the data points. A lot of times your questions are answered in the course of the presentation so I will try to get through it so we can have time to take notes and get feedback and additional ideas specifically from Board Members and anyone else here that wishes to comment so we will talk why we do the Master Plan, the planning process and part three here on our overview is really the main part of this presentation and part four the so called emerging themes is a bridge between the session tonight and phase one into phase two whether we start to develop what we call the planning charrette and a great opportunity to bring the college community together for a day long work session thinking about the educational future of Cerritos College and we will have time for discussion and feedback points so of course we have a very dynamic changing world. Nobody can predict the future beyond six or 12 months these days. I like the freeze -- phrase -- [INAUDIBLE] prepared mind and I challenge anybody to say what things will be like in a short time. We have seen so much rapid change but nonetheless we do planning to maintain the level of preparedness so we can be prepared for what comes our way. Engagement is vital to how we conduct our planning activities and one of the signature

approaches in the firm from the beginning. Specifically on the Master Planning we look at the education needs expressed as Dr. Fierro referred to and we had enormous response and we will give you the tip of the iceberg and complete in mid-January so we don't have all of the data to review with you this evening but we'll in a couple weeks with the planning charette and update the presentation and see the findings coming out. This is a way to advance the vision for student achievement and success. We see it as a guidance development and draw on the program review and the materials that you use for the college planning, unit planning. There's a lot of different input that comes along with is it and ultimately this gives direction for your facilities and faculty and staffing and IT systems -- all of the above. We hope to make this transparent and collaborative. We want to know where we're going to be. It has to be action oriented and see it as a living document and one that helps to establish top level priorities for the district. You have a lot of plans as the slide indicates and they're interrelated in different fashions and this one is important and provides input and direction for the other plans as well but we look at other documents to redrive data feedback and make sure there is alignment among the plans and these are ones that we can consult heavily including your 2010, 2016 educational Master Plan. The Project Management Team is listed here. I won't list the members but the design for the process itself that we had good representation not to anyway filter ideas but make sure we're getting a robust

response from the campus communities and the strategic planning community and a larger group to help shape the plan, document its recommendations so you can see how broadly that representative that group is and really wonderful to work with throughout and there's a list of those strategic planning community members. The planning process was organized into four phases and start with the initiation and the visioning and the outreach and phase two is develop the plan and the framework and the recommendations as you see listed there. Phase three will refine the draft plan and ultimately come up back with a final MEP at the end of the school year. If we need to take more time there is always the summer and we want to have that wrap up process when people are here so we would probably go into the fall session in order to achieve that but we're aiming for April /may completion. The environmental scan. It's a term of art that refers not to the environment in the natural green sense but in the broad sense of economy, society, culture, and people of the district, and what are the trends that affect how we're going to be in the future? What are we going to look like? What does our industry look like? So we also take a pulse of what people are thinking. The campus community outreach is a very important part and that was highlighted in our original proposal to the district, and what we heard when we went through a whole series of focus groups there is a boil down of ideas and feedbacks. These are the high points. There were eight specific focus groups, 1500 plus people participating in the survey. We had meetings

and you introduce with Board Members and individual faculty, administrative staff as well, and what comes out is the loud and clear is the students if of this institution, the high level of student interaction, and the cultural competency that is demonstrated in all of the programs and activities of the district. A strong sense of community and great facilities. These are things we didn't say. These are things that people said to us as we went through the process. Great location, good access and the list goes on. You can see for yourself how comprehensive the response has been regard to educational programs both on the transfer side as well as on the career technical side. Hands on. People appreciate this is a college atmosphere. You know there is rigor and a desire for achievement and success and we like to build on those strengths. At the same time we note many issues and challenges that came out from the data and the discussions. One of the biggest ones I am sure you're well aware it's an issue that pervades many of the community colleges and we have worked with more than a dozen, almost two dozen over the years these issues keep coming up. It's a systemic wide issue. The under preparedness of students and unfortunately that does provide problems for the future success so you try to bolster with that with basic skills in English and Math. And all of the other basic skills needed to achieve at a college level and that say majority of students that come to the college from the feeder schools. We are currently performing somewhat below the state average when it comes to completion rate. You will see

that data in the report made more precise and some students we talked to they don't see the college as a first choice transfer college even to you do succeed in that area, and I think that could be a communication and branding issue, which we will come back to later. I think that was noted by some of the faculty and classified staff too so we think it's an unfair label probably. External forces that are impacting us just how we need to respond in so many ways to deliver education content whether it's online or digital textbooks or other means. We're in a rapidly changing economy as we know. We will see the data coming up here shortly. Some of the enrollments are declining. At the same time we're growing the senior population. Competition -- you have a lot of community colleges near by. I don't know if competition is the right term and everybody has a service area and students life and travel and commute and access the different colleges and I think ultimately that free flow across the service area boundaries is a good thing. And we have to respond to changing state policies and mandates. I again greatly respect how many times you have to respond to the late of the pronouncement from the State Chancellor's Office and people make that happen in every single case. Turn over of executive administrators was noted and I think you're well aware of that. Ultimately we need to work to stabilize and get out of the typical silo fashion associated with a lot of our organizations and institutions. That last point about understanding how new initiatives that are going to be initiated here at the college

level or from the state do have resource implications and ripple effects and it was noted we need to did a better job at anticipating those applications and effects as we go forward to respond to those new mandates and requirements. Complexity. Nobody more than the educational institutions in the State of California have more requirements compliance, all the different plans and issues you have to respond to is in itself a complex process. The information needed to support it, the numerous data systems they don't all inter-operate and mesh and we note that. It's a huge problem to tackle these legacy data base systems and it came out in the discussions that we had with people. The need to centralize procurement when it comes to general materials but also with respect to technology so that the systems do have more inter-operability and seems to be one of the issues to note. We asked people about what opportunities do you see to expand and even do more for our students. Educational option and that pathway model was brought up. Keeping up with industry trends and making sure that the curriculum aligns with that and hopefully the Master Plan is for that very purpose to see those linkages. We want to shift resources to the extent we can from less successful programs to ones that are in higher demand obviously to get a more strategic use of resources and make sure that students end up with degrees and certificates and experiences that will enable them to capture higher quality job with better salaries and so forth. Professional training for the work force in the community that could be a revenue source to expand on

those efforts that you already have with the private sector and many colleges have done that successfully as have you and it was brought up maybe we have some untapped possibilities where that is concerned.

People. To see additional opportunities for engaging the community, online courses, best practices. You can see what is

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listed there and I would note at the bottom maybe it's time for us to consider offering fur year degrees. Some of the Cerritos Colleges in the state are experimenting with that and we did work with Colorado mountain college and they have several Baccalaureate Degrees for example and a college in Florida is known for doing and it's such a great deal when you compare it to the cost of four years whether a CSU or UC and private institutions and something to think about and might be another we can advance our students.

This idea of the equity mind set to make sure that everybody sees the potential as opposed to the needs when students come to the college and I think that is something the faculty and staff want to reinforce and I know you have discussed that with some of the your equity planning.

Requires that sense of culture, of completion and counseling and other support systems to really make sure people and students have the maximum opportunities for success and some of those ideas might include partnerships more aggressive linkages with K-12 and the four year schools and flex management and the rebranding. The alumni could be tapped more for resources.

Alumni giving development programs. Colleges have a little slow to get started on that but those that have under taken these development

programs, particularly targeting successful alumni has proven to be successful as a way to generate new revenue sources and of course whatever you generate locally is discretionary and more flexibility compared to

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what you get from the state because it's mandated and targeted and programmatic specific so we need to look at some of these improvements on the facilities side. Obviously green design, green infrastructure are big topics, looking at lower our GHG production and energy use and the lowering use of water. Our whole society is rethinking the traditional landscapes we know to address the drought and that's a good topic because we have climate disruption taking place. We're not going to be able to predict when the next drought comes. Are we out of the drought right now? Probably not so we need a lot more rain and think conservation in all respects and one of the ideas mentioned is a satellite campus and serve students in certain parts of the district where it's less accessible to get to the main campus here at Cerritos College so that's another strategy that other districts have implemented. Los Rios in the Sacramento region has been very successful. They have something like 88,000, 90,000 students in the district so it's very comprehensive and one of the keys is the excuse of satellite -- they call them centers as opposed to full blown campuses and make it a little more convenient for students, and the systems in processes again trying to reduce complexity. There is so many plans and overlapping requirements. We're trying to simplify where we can and do

this at Master Plan as well.
The community questionnaire.
What is the primary reason that
attracted you to Cerritos
College? Primarily this was
students reacting and you can
see location is a big factor so
that aspect of convenience and
access does get reinforced here
when we look at the quantitative
results from the big survey
response and a lot of the
students report attendance at
the other schools.

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Again it reflects they're on the
move and traveling from home to
school and to work and they will
take advantage of these other
institutions. Their experience
at Cerritos College comes out
pretty well if you add the good
and the excellent scores
together. That's a very strong
finding and we like to drill
down into that. We will have
more information as I say in the
next couple of weeks as we go
through the data. This is the
word cloud and not too rigorous
but it gives you a feel and we
wanted to bring that in and we
didn't process the
questionnaire. That ended that
survey on the middle of --

>> [INAUDIBLE] [Off Mic]

>> Last Friday to be exact.

Thank you Mark so we're moving
to give you some taste what came
out but you see some of the key
words. How about parking? Not
surprisingly. Wanting to make
sure people were aware about
specific degree opportunities
some of the issues you can read
about. Demographics and trends
I think is very interesting as
well. I will go fairly quickly
again through this since I know
you all have questions and maybe
suggestions for us too. We're
looking for your ideas tonight.
The district service area is
outlined here on these maps and
now the top cities served by

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Cerritos College based on an enrollment scale and you can see clearly Norwalk is the leading contributor of students to our college, and the darker colors to the lighter colors obviously imply more students to less students. We are part of a diverse growing region, and the location we noted, the proportion of young adults is decreasing with the population youth and when you add up the cities in district the overall total city growth is projected to be 5% over the next 20 to 25 years and you can see comparing to the L.A. county average of 14% so clearly some steady growth there. This slide indicates that so-called graying of the population, the dark color bar is the person 65 or older within our service area and you can see that increasing while the others are decreasing as we move towards 2035. Race and ethnicity within the district. Those individuals that self identify as Hispanic 48% so let's say half. That's a pretty significant number there which indicates the importance of matching and creating that welcoming environment for people of those cultures. Percent of persons below the poverty line and it's down by cities within our service area. You can see most are from Hawaiian Gardens in that respect. That's not about students. That's just the responsible population based on these statistics from the American Community Survey. Regional economy. We're in an area that is still recovering from the deep recession of 08-09 and beyond. Manufacturing and retail trade have been a little slower to recover and we have seen declines actually in this regards. Right now we do need the way to fill the jobs and way

down there at the bottom health care and home care assistance not surprising represent some of the stronger growth sectors from 2015-2016 and you can see them arranged in order and construction and picks up but a less of a decline but still lacking.

Fast grow occupations: From the light blue to the dark blue you can see that professional services, health and education and government are showing those increases along with wholesale and retail trades so there's a projection there that those sectors will improve as we head towards 2040. To simplify as the educational attainment level goes up within those populations there is less poverty and less unemployment which makes logical sense and a lot of research has been done to reinforce that basic idea. Unemployment in the county versus in district cities is highlighted here so you can see that the county overall for 2015 was at 6.9%. That's higher than the national average and some of the cities are clearly above that national average as well. Educational attainment -- again broken out by city and then you have district and L.A. County so it gives you a slice of the picture here. Student demographics on the enrollment front we have been relatively stable across the board from the last five, six years which is interesting in of itself and we would like to bolster that enrollment since you have the facilities and the programs and you have the great staff and faculty so we've got the capacity perhaps to absorb a greater share of enrollment. Head count based on full time, part time, less than six units and six to more units. That gives you a feel how it breaks

out in terms of the Spring 2016 picture. Where do the students come from? 76% Saul the others and you have to match the colors but a lot of detail there. Most are from Downey unified and the 8% slice. Head count by residency. Within the service area you can see how that trend is prayed out and level from 2012 to 2015 and that probably will continue for some point. In terms of race and ethnicity of our students we see that those self identifying as Hispanic are 69% of our student body and you can look at the other slices. Preparedness. We already talked about when we know the issue there. Majority of students are unprepared in math and English. Completion rates. Again pretty consistent, pretty steady. And in terms of their cohort and completion rate you've got the detail there college prepared are very likely to complete and unprepared significantly less likely to complete and this gives you some of the additional details there that are important to understand what we might need to do to improve. That will become one of the major issues to discuss at the planning charrette in a couple of weeks. Clearly if we made 10% or 20% improvement it would have an overall effect on the metrics that the college uses to measure student success and college success so we want to give that strong attention. We have a whole suite of support services at Cerritos and you're familiar with those. This is to identify them and additional ones here in alphabetical order. It's a quite impressive list and necessary for all the reasons we talked about. This section here is on the educational landscape. What do we offer compared vis-a-vis the other districts

offer surrounding us and if we don't have to duplicate and there isn't demand we can shift our resources to where it's highest and unique base our offerings and elsewhere and for example Napa and Solano county Napa has the police academy and Solano has the fire academy and they rarely exchange students back and forth and don't have to duplicate and they're expensive programs and equipment and special facilities so that's an example where we could be more strategic and economic how we offer programs and this gives you a little feel based on the community Chancellor's office and we need to view that to make sure it's right and we have programs unique to community college here relative to the district surrounding us and this series of maps are very interesting in that you get to see how we compare just in terms of the number of programs. It's not giving you enrollment totals but somewhat of an indicator and based on the State Chancellor's Office information. You can see that maybe Fullerton College has more in the agricultural program so for whatever reason you can say a more dominant level of activity there. Our programs --

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looks like Long Beach City College has the most and a scale at the bottom of the map. We're strong in auto as is Cypress College and the data range there and we're the most prominent in this area. Computer and these programs we're strong in the number of programs whereas educational programs are less. Engineering is more distributed around the region. English, health -- so it's interesting when you put the data into a spatial format and see how it lays out within the Southern California region and also in

the region and our district.
Hoar we have a large number of social science programs relative to other colleges and that is true for technology and trade. So the last section is here is what it boils down to and the judgment on data and are current themes and data points whether qualitative or quantitative and we worked hard with our Planning Committee to refine and organize these themes. We think this will provide a strong basis for our discussions and plan offing work at the charette on February 10. Thank you very much. One is the idea of the culture of completion and have clear educational and career pathways all for students 100% and to make sure they're on the right path to meet their educational goals so we want to dive into that and come up with idea and charette comes from the Bozart school in architecture and in France and 20th century and the professor would assign a problem to the students and three hours later wheel a little cart -- that's the French term "charette" and collect the problems by the students and finished or not they had to put it in the cart and the idea of rapid problem solving and in vogue now and transformed to hack-a-thons and the same idea and rapid prototype suggest a big idea in business schools and D school and referring to the same idea of using design methodologies and iterative ways to think through issues and that's how we plan to approach the themes there. Culture of completion. Educational programs aligned with the industry trends that we see and obviously we want students aligned with real jobs and opportunity so we're doing that but maybe we can find ways to do

that even better. Professional development for faculty and staff was a major steam and building the human resources in the college is an important opportunity.

The partnerships with K-12 is noted and there is opportunity there to ensure a good articulation between the college and then going to our feeder schools and in the other direction to the four year institutions. Administrative continuity. Another one of our issue points that was obvious from the scan particularly in the focus group effort and our discussions with the Planning Committee. Information Technology and communications. You can never have enough communications. "why didn't I hear about this? Why didn't you tell us we could do this?" That needs to be upgraded to the things we have. External communication and brand identity to promote more enrollment in the college. Looking at ways to simplify and streamline college systems and last but not least diversifying revenue sources because that's we might have leeway in developing Cerritos College specific facilities and et cetera and that's sort of the desire if we can because we don't have that lay way with state provided funds. They're earmarked and specified so we would like to see an opportunity there at the planning charette how we might do that so it's a lot of information in a compact way I know but our main purpose is give you the flavor of it, let you know what is in there, and also primarily to hear your questions, your ideas and your directions for how we might take this Master Plan forward. Thank you very much for your kind attention. I appreciate it.

>> Thank you. And I appreciate that. Any Board Members at this time have questions or comments on this particular -- Karen?

>> I want to know how many students took the survey in this master education?

>> Yeah.

>> 1416.

>> [INAUDIBLE] [Off Mic]

>> Yes.

>> 1416.

>> That was a number you memorized obviously.

>> Yes.

>> [INAUDIBLE] [Off Mic]

[Laughter]

>> Right.

>> [INAUDIBLE] [Off Mic]

>> 136 I think.

>> I can tell you that the student response far exceeds any of our previous efforts. I found that in itself a finding of interest.

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I was scanning the responses to the open ended questions and hundreds of comments and students took their time to get across their concerns and things they like so it was quite impressive.

>> And mark and his team are tasked with making sense of the qualitative open ended data and we have methodology for it and that's why we don't have it this evening given the recent close on that survey.

>> The Email that was sent out with the survey? I saw people doing that so I appreciate that.

>> I am curious what do you think motivate students to engage in such a great number? Do you have a sense based on your colleagues out there?

>> I am thinking because they had the opportunity to criticize

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>> Oh, oh -- mark is going to read all of that.

>> I am being honest and given

the opportunity and it was on Email we have our phones with you all the time and it was convenient to take the surveys on our phones and I am hoping -- I talked with students and they asked me "I don't know. Just do it." If it's a survey for the school just do it and it's for you as Administration to get back and what we're doing right and need to work on.

>> Outstanding.

>> That's great.

>> Dr. Fierro: From some of the conversations students were thankful when they saw me "Thank you for sending me the Email and inviting me to participate in the survey" and saw it as a personal invitation -- at least

the ones that I spoken to promised to do it "I haven't done it. I will do it by X date" but they felt invited to participate with the Email. It's the feedback I received from the students that I spoke with.

>> Yeah. Thank you. Well, we should bring that in. Make copies of that so maybe that in itself is a resource and we can take -- extract more value from it if we share those result it is directly.

>> Another question. So in the Email I read that there's going to be something in February?

>> Yes.

>> Is that for more student input.

>> [INAUDIBLE] off. It's for anyone's input and faculty and staff and I am not discouraging but applauding the effort. We exceeded the target number by 25 percent. The more the better. The issue would be to accommodate the room but the RSVP are coming --

>> Strong.

>> [INAUDIBLE] [Off Mic]

>> Yeah, that's another distinction but we often have to beat the bushes more to get that one day commitment from people. It doesn't seem to be an issue here whatsoever.

>> Karen Patron: I am thinking it's because of the survey because of the phones and I am glad students are speaking out and the only way to get better and critique ourselves.

>> Yes.

>> Shin Liu: I have an opinion and maybe there is a misunderstanding and AA Degree unique to the district?

>> Yeah yeah.

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>> [INAUDIBLE] and maybe there is a misunderstanding and first visual C programming -- already no longer exists. We don't offer that. [INAUDIBLE] and I also understand that the unique part for us is Mobile App application and that's -- that's unique and this [INAUDIBLE] is not and is not in the market anyway.

>> Yeah. That's a good point. I found that data to be questionable as well. Mark and I were discussing that. We need to define that and clarify the items.

>> Shin Liu: Thank you.

>> All right. Thanks.

>> President Lewis: Anyone else with a comment or question? Yes Marisa.

>> Marisa Perez: I have a series of questions and I will start with the first one. Thank you very much for putting together the information it's positive and sounds like you did a lot of work so thank you for that so far. Let me start with the big picture so once we finish the scan and do the charette what is the end result at the end? What are we trying to produce? And then I assume it's a plan; right? A plan. How

does it get from the planning stage to the implementation stage?

>> Good. On the first part of your question we're looking to develop a document that will be informational. It will inform future program priorities, so where we -- first of all what the overall growth in enrollment might be, and how that would impact our programs that we have now, and any future programs as

well as facilities and staffing impacts so we will note those results. We will also have priorities identified in each of those ten thematic areas developed through the charette process and look at the 2010-2016 plan and update the information that they're using the results of the planning charette as well as the snapshot that we've gained from this current Environmental Scan so we will get an updated Educational Master Plan. If you look at the current one you will see the scope of it is quite broad and there's a lot of detailed information by program area that suggests what the direction will be for that program. Do we anticipate growth in the math and English?

>> Do we expect to see more science, more demand for science? Do we see an industry sector that is growing and do we have a concurrent growth in the programs that would feed that industry sector? And if not we would provide a recommendation that says make we need to increase programming to help students get jobs in that growth area, so the idea is it's a source of information that will inform decisions about educational programs and staffing and ultimately facilities.

>> Dr. Fierro: Just backing

up a little bit the explanation it is obviously accurate, but from the get go MIG and the committee were tasked to produce an actionable document, a document that is not extremely extensive, comprehensive but clear and actionable. Language that is easy to read for anyone, and goals that are clearly identifiable and measurable so if we're talking about increasing enrollment that's how it's written within a convoluted way to enrollment and that and the other aspect we want to attach the college plans to the Educational Master Plan to make sure we're driving in the same direction and later on when we revise or Facilities Master Plan it's also connected with the areas identified for growth and need, so this plan and the conversations we've had have lead to a high level of questioning as to whether or not we should be doing our unit plans when we are doing them and the type of data we are collecting and whether or not we should be doing or a Strategic Plan whether it's done or a budget request when they're being done and all of that hopefully will change as a result of the Master Plan and we will have a whole new cycle of planning at the whole college, but the biggest thing they ask is I want to something they can print a thousand copies if it's needed and give it to every single one of our employees and they can see it and we're doing this because it's something we agree to do and easily identifiable.

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>> It's a five year plan?

>> Dr. Fierro: It's a five year plan, yes.

>> You also asked about funding and maybe Dr. Fierro would comment on that as well,

but if we achieve that clarity of action items and the relationships or the rationale behind them then there's the opportunity to look at our

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existing funding sources. Does it may be help us redirect those funding sources in some other way? So it doesn't -- maybe it's using some of our discretionary revenues to add something we currently don't have that we think is important. Maybe we would pursue grants or foundational support for a programmatic priority or need that comes out that we don't have funding for, so that's how we would use that. It should help us to identify those most important items that we have funding now or we may need to acquire funding to implement.

>> Dr. Fierro: I agree. And the next part is a conversation I was part of and listening mostly and when we talk about reallocation of resources and so on the conversation about professional development came up, meaning we need to mind as we evolve as a college and practices change we also have to make sure we allocate for retooling and training of our current employees so they can grow and change with the institution, and I think there is room for growth there based on the comments I hear from the people in that conversation, and that's probably somebody that will come up as a result of this plan as well.

>> Yeah exactly.

>> I have a couple other questions.

>> Yes please.

>> Marisa Perez: The other slide you mentioned was keeping up with industry trend and how the trends align with our curriculum here and then how kind of gets our students into

jobs, so how often -- I don't know you or Dr. Fierro or whoever. How often is it recommended to look at that? Because trends change and go up and down and I don't imagine you change the programs every year and oh yeah we are seeing a decline in employment in this area and again what is the cycle? If we determine health care is a growing industry and the curriculum and do we have enough to support the industry and what is the next step? Do we change things to attract more students to do that or support the students currently in that program?

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>> Absolutely. I think you spelled out the logic of that very well. I mean if we see it's persistent and health care is one of those we agree is a growth area, and California never seems to produce enough health care professionals, and also there's a trend toward more home care and self care with the aid of technology that's coming out of companies that are here in the State of California you know in Silicon Valley and here in the Silicon Beach, whatever it's called in the south land. San Diego is a big tech center and they're inventing the future so we will see a shift to these lower costs diagnostic tools that are technology driven. It's going to help too. But it will mean that people are more on their own. Lower cost appellate care professionals Tran trained doctors and nurses and I think we will see that shifting and are we teaching our students the right things in order to get those jobs? I think that is one example we would see. Antonymous driving vehicles is going to happen so they predict by 2025 we're going to see massive fleets of these.

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All of the automobile companies are now in the game and even the tech companies are becoming auto makers and if not they're partnering so that changes the nature of your auto tech programs. They need to react to that. We need to bring that technology in so they know how to install, how to repair, how to build those kinds of capabilities and so the way we -- mobility is going to change and I think these are -- the more are cognizant of the trends the more we can present ourselves state of the art, cut edge and get the students ready for the jobs and in labor they don't have all the people and unfortunately importing some from outside the country and desperate for workers so we need to get our students in those. They're good paying jobs.

>> Dr. Fierro: On program [INAUDIBLE] program reviews take place every five years and try to realign. If we're talking about industry alignment, cycle of five to ten years. Five years for short of term and five years for emerging industry and some of the analyses are followed annually but more typical in the CT programs than the traditional academic programs. Traditional academic programs transfer usually to a full program and five years and usually based on what transfer requirements our receiving institutions will require and our counselors and faculty I think they do that yearly if I am not mistaken reviewing catalogs and requirements.

>> My other last bigger question -- I have specific questions after that but the number of 88% that are not prepared to succeed here at Cerritos College. We are familiar with that number at the board and before I got here

too. I have been thinking a lot about that and one of the things we need to have a discussion is how can Cerritos College be better prepared for them.

Because this again -- this trend -- really hasn't changed at least since I have been here. I don't know -- pardon me if I am wrong but knowing that the students are not prepared and they don't have as good chance of completing and then ultimately succeeding whatever they're trying to achieve and maybe we need to stop and think about what we're doing here because maybe what we're doing is not working and I know we have been doing a lot with K-12 and getting them prepared before they come to us but again talking about the students currently here and struggling and not reaching their goal.

What can we do to support them and reach their goal? Those are my macro comments and I will save the specific ones to later.

>> Yeah. I couldn't agree more. It's a troubling number and you know it seems that we need to have faculty and staff who really want to focus on that and make that their major goal as teachers and instructors, and you know it's a difficult area.

A lot of faculty may be -- it's always easier to teach students who are getting it fast and ready to go, and this other requires some different approaches and different mind

set and how we measure success there may be different because we know that -- and that's approach where you adopt and we know they can be. We need to find the right key to what that student can achieve, and I believe we have seen the peer learning communities are successful. Scaling those up. That would be one area. I

talked to the previous Chancellor about that, Brice Harris. We have seen research and they're expensive and if we can scale them with regard for the cost. If we had the money we needed we can change that statistic, the 88% so we know some of the things that work and some that don't and we need to find ways to marshal the resources and the people that can really have an impact on that. The best thing you can say it's not getting worse. We're keeping even but we want to see that number goes down and like the flooding in my basement over the last week. I want to sight water go down and the number go down.

>> So I did have a couple of comments, a couple of things. I think when we look at evaluating our programs few schools have coding as a language and if we offer that you would see a spike for opportunities for folks. When we look at math across the State of California we have issues with math attainment making sure it's like -- it's really I guess the gate keeper in terms of success; right? How do we change the dynamic of what we currently have of the percentage of students that come unprepared and having the turn around and increasing

dramatically and I wouldn't say scaling down the classes but getting classes to the next level. I know statistics happens to be one of those classes and maybe looking at do you need that Algebra two class when you're trying to go into a Psychology major and you really need the statistics class and with the Master's Degree that's what you need and perhaps realigning some of the courses in terms what we're really trying to achieve. If

achievement and success is degree then we're limiting the opportunity for the students when we make them take higher level math classes in areas they will not utilize so I think we need to restructure that. the other thing I noted on the presentation and it was thorough and I appreciate the fact and I talked to Dr. Fierro when he first came on. One of the classes I took for master's program in Administration was looking at an institution and I picked Cerritos College and looked at the different Strategic Plans and every department had one and all over the place and said "how are we going to get anywhere when they're all different?" And I Emailed that to you and nothing was coordinating in terms of the different programs that every department had going on, that as a college were going on. There were all these things going on and students didn't know what to follow and I thought we had great ideas in different sections but it wasn't cohesive and streamlined that everybody was on the same page so when we talk about succeeding. We are assuming we are and based on rates went up with transfer students and or how many students took the English class and passed it but comprehensively we don't have the data to say let's allocate more funding to this area because this is where we're lacking; right? To say we have concerns in this area but not shifting things to take advantage of tutoring or the peer grouping and things of that nature then we as a board -- yes, we're allocating funding for the budget but we're not necessarily impacting the rates -- really the students that we

need to be able to support as they move through the process of graduating from Cerritos and moving on to four year institutions. The other thing I talked to Dr. Fierro about and certainly when our prior person in Academic Affairs was here and Dr. Schilling we attended a conversation and all of the -- conference and it was overwhelming and the students and under prepared and preparing the students to support students so there are different components that factor into the factors that will make the students successful on campus and some need to be addressed, not just at community college but generally at the K-12 and counseling support services and let's be frank. It's one of the health service areas that will significantly grow in the next five to ten years and we know you can't address a social issue and have the students perform and it goes with them regardless where they go to school and looking at those dynamics and

assisting our K-12 and we have a summit here at the college that allows for a very frank and honest and open dialogue about what we can do at the college to support our K-12 districts but importantly what can the K-12 districts do to support the students at college because there is more funding at K-12 frankly than the college so perhaps allocating some of the dollars for resources to support students here perhaps for the first year to make sure that they don't fall through the cracks; that they get the services and more classes and more done locally and you talked about the satellite campus and it's a great idea and if we utilize the school after the normal school hours than we're

tapping into a major resources where we don't need more brick and mortar necessarily but teachers traveling to the need areas are.

>> Yeah. Circuit rider teachers and move around but if I can comment on the points which are great. I have been talking notes. This is the discussion we envision at the planning charette and turn them into opportunities and action and idea and suggestions and on the point about math I think there is research that clearly shows that we can make headway with so-called contextual learning and in welding you learn the math specific to being a good welder and don't have to learn other things but in that context and the math for welder is specific to that and taught in that lab or the work space that's showing students are motivated. They take it and

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grasp the concepts and can perform the tasks and so conceptual learning and concurrent enrollment is a strategy. I know you do that. Maybe that can be expanded and shows that students at the K-12 and those upper grades are you know seeing they can succeed and they come in with more motivation because they have a few credits under the belt so they seem to be individual ideas and some of these things are things we're doing and if we get data on the level of success there we might want to expand or scale those activities.

>> Right and one last question I notice that in some of the -- maybe we will get this when we have the other portion of the survey responses.

>> Yeah.

>> And I don't know if the survey covered in terms of classes, right, in terms of the

length of classes, so we know that studies and data support students who take classes that are shorter tend to perform better and we have talked this at the dais. For example our nine week classes have a higher success rate, right, than the longer term classes and I am wondering of the questions in the survey perhaps to the survey dealt with moving to maybe a two nine week sessions versus an entire 18 week session semester? And so that whatever those nine week sessions are the students automatically are enrolled and give them the week off so folks looking at grades can automatically enroll them if they pass the class and might see a higher success rate in terms of students transitioning

out of Cerritos. We love you guys by the way. Just know that but we don't want you for the five years but the two, three years that the institution was built for and was that addressed?

And I recognize at the state most state schools are moving from the quarter semester to the half or two year semester transition. Most of the Cal States are quarter system are on semester system. Recognizing that this will in anyway impact students moving on to the four year institutions? Those are the two things and knowing that the nine week classes are more successful and transition from English one to English two and get it done in a year frankly, everything done in a year versus two years to have the English courses done and if they're behind get it done in a year's time and that's what I am looking at and when we look at the private institutions and the for profit institutions some of the things they're doing right

they are providing cohorts so a cohort moves together and yes, there are studies done and data shows it's a positive trend in terms of students staying in school, one, and two, you don't have to move with a group that you get to recognize so it's a support system and that was looked at and addressed in the survey or the faculty?

>> We had have very broad open ended questions and some of the responses did address what you're talking about right now. Not the idea of two nine week semesters but students wanted college to make it possible to move faster through the program and Cerritos is the only

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Cerritos College what as 18 week semester and all the other ones it's 16 weeks and saw that a significant disadvantage for Cerritos and others saying the classes that they need to complete their program are not available and they fill up so they're left delaying the opportunity to transfer or reach the educational goal so they were answering in -- I would say in terms of the open ended question. What is the one thing that Cerritos can do to impact and have a big impact was that issue and how can we help the students move faster and identify the barriers.

>> Thanks Mark. That's helpful. Okay.

>> I have a question. As far as the 88% do we know what factors play into why they're not prepared?

>> There's a lot of factors and maybe within the family there is a history of attendance at college or higher education. That could be a barrier. There could be perceptions of welcomed or not weekend or where this is an environment where they would feel comfort or not. Those are

factors. The knowledge about the support services that want help them. Do they know about them? Do they know there is potential financial aid available? Well, it's not feasible. We don't have the income to allow you to go and direct the children or young people into work or occupations at a family business. There's a whole host of reasons and that's not the extent of it, but we can bring some of that information.

>> I also wanted to I guess

keep in mind that I know we allocate resources for students in coming and students transferring and I feel we mission the people in the middle -- miss the people in the middle and those here for years and are we reaching out to them and close to graduation but they don't have a hand to guide them through.

>> Yeah, they're close but might fall through the cracks.

>> President Lewis: Anyone else with a question? Did you have one? Yeah please.

>> A question. When do we anticipate the completion of the Master Plan?

>> Again we're targeting the May board meeting for a presentation of the draft and hopefully approval of the plan.

>> Okay. Will we have anymore input at that point? Meaning will it be brought up again at a meeting or we will just see --

>> Yeah, the intent was also to certainly you have the opportunity to attend the planning charette. That's one but in terms of the final review and discussion and adoption process we're anticipating an opportunity for the board to look at a draft and comment and have those comments incorporated in the draft.

>> At a board meet something.

>> Yes.

>> Okay. Can you touch upon counseling and survey results in regards to counseling? I know there was a big push to increase the number of City Councilors recent -- counselors recently and as we talk about getting the students through the pipeline I would like to know when the AOC was implemented in 2012 how many students are walking around campus not seeing a counselor so even if we increase the resources are we reaching out to these students and have a plan to do that as they walk around and one class away from their certificate. I am concerned about those students because they're not under any of our safety nets I think we did a great job with the K-12, dual enrollment, increasing counselors but how are we ensures these students are being serviced and moving on?

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>> Do you want to know if it's help something.

>> And the special population. I think we need to do a better job. I don't know what the number is but if we have 23,000 students I expect it in the thousands and we have a special population at the community college and they're gone for a semester and come back and are the reentry are we catching them then? I guess what the plan for the students here?

>> In the response to the open ended question I would say second to wanting more courses available was more counselors and not just more counselors but spend more time with them. There was both that feeling there was a shortage of counsels and when they had the opportunity to speak with a counselor it wasn't a positive experience and didn't get the questions answered and some

students feel like they're lost -- at least that's how one quoted their experience. There were positive comments in that regard. We can't quantify that. I can give you the sense from a number of the comments that was a major area of need.

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>> Is part of your role to help us brainstorm and try to figure out a plan to attack -- tackle some of the obstacles that the students have?

>> Yeah. That's the main idea of the Ed Master Plan. If we identify that as a constraint, a barrier that seems that demand for counseling and advice and support has not been saturated. There is still a need there from the anecdotal evidence that we have. Now it's something we need to further explore and see if it's just like Mark said the amount of time. You know it's like sometimes you go see the doctor and 30 appointments in one day. They can't give you the full attention you really deserve and I think we could have that issue. They see the demand and they just can't spend all that time with one person even though that one person needs more time. That could very well be one of the issues.

>> Because I would like to see that addressed because again we've had reports of maybe we have special groups that have maybe access to counselors -- for example athletics but we don't have great outcomes -- you would think if they have a designated counselor for athletics they are excelling and completing but we see the same numbers unprepared, still not completing their Math 40 or Math 60 so again -- again this is what we can see in some of the numbers. They're not very specific but in general, right, so maybe it's -- I don't know

how to tackle the problem but even when students have access to counselors you don't really see much of a difference; right?

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I mean you see the honor students excelling but the number of honor students are very small compared to the 23,000 students and if the 80% are unprepared we can't just focus on those kids that are excelling that will excel entire and not look at the 80 something percent so we also had a counselor that is assigned to project hope and when I asked her at the meeting "Well, they don't come." They're under utilized, the counselor and one issue and how many students are using the counselor. Some are eager to see them and some need to be pulled in and how do we pull them in and not voluntarily go but we will make them go?

>> In other words the very factors that are holding them back are making them unprepared the same factors that will prevent them from fully accessing and utilizing the services we have.

>> Right.

>> If we have to be more -- peel back some of the layers.

>> Right. Several comments is that many students aren't even aware that the services that available and some suggest there is a requirement they have an all day orientation of some sort so from the get go they have an understanding they're all the support services available to them and it's critical that they utilize those and apparently many students -- maybe they hear it but it gets past them when they're here the first week and overwhelmed when they're just trying to get acclimated and they need to be reminded that the service know we don't have the number but how can we work

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together and the first line person is the faculty number and how can we partner with the faculty which identify which students need to see a counselor and what as a board can we do to make sure this happens and reaching out to our students? And the feel the faculty can play a big role and the students are pushed into counseling and completing their goals so I would like to see more discussion on that.

>> Okay.

>> And also the 16 week you mentioned we're the only school without a 16 week calendar and the question is why are we on the 18 week? And maybe we should vote and you move on and incorporate these changes into the Master Plan as we move forward.

>> Sure. That would be a good overarching adjustment if it was deemed to be educationally appropriate. I think that's -- we can act on those things and have a more systemic effect. I know Dr. Fierro if you have a thought on that. I didn't realize that 18 versus 16 and I don't know the history behind that.

>> Being the only college is not accurate and half of the colleges in the state are 16 and half are 18 and variations in between. We actually have to make a decision whether we move to 16. The data I have seen have seen greater student performance on nine week courses and not much difference between 16 and 18, but I think logistically where we need to analyze the move if it is going to help organize or planning

better so we need to -- it is true. We need to make a decision either to stay or to move on but have certainty what we will do within the next five

years? Perhaps part of the conversation is really -- could be creating shorter fast track schedules, eight, nine week.

I know we have a number of programs with that and collected the data from but we obviously have to make a decision coming up in the next couple months so the decision aligns with our planning and we can look five years ahead.

>> So the question should be should we put this on the next agenda? Because if we're already planning -- I am sorry you called it -- a planning charette.

>> What?

>> A planning charette.

>> Yes. So shouldn't we have that discussion made so as we discussions on campus and we're on the same page and not having rediscussions of something we decided?

>> Well, we can take it up at the charette as a point of one of the topics and the pros and cons of that. It's a board policy decision.

>> Right.

>> And give you insight from the different communities.

>> All of the groups as far as I know given the recommendation and where they stand on the 16 week calendar so the question would be as a board we seem to be stalling and we could be more efficient if we make the decision and move forward with the discussions.

>> That's out of my realm here.

>> [INAUDIBLE]

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>> Just for clarification would we have access to disaggregated data and we can see if it's 88% that are coming unprepared or we have 88%?

>> We can give you some of the break downs.

>> [INAUDIBLE] [Off Mic]

>> Yeah.

>> Dr. Fierro: Yeah, we have that too internally so I can provide you with data you want. Depending on the semester it ranges between the high 70's and 88 majority of students actually fall within the Developmental Mathematics and then the percentages change as talking about English. English is actually a much lower percentage than that. When you do combined, students that need two or more remedial courses than the number drops significantly but at least one remedial course in some years as high as the AD mentions and mathematics and any data and he we have been disaggregating that where they land and could be a level or two below the progress they made, areas based on the service cities, and we have also looked at other areas of readiness meaning the probabilities to succeed so we can provide that data.

>> President Lewis: Trustee Liu.

>> Shin Liu: : I work for them for weeks and we can offer winter section. Number two is I work with a lot of international students and international students do they want to go home. With 16 weeks they get a winter break and go home for the new years celebration so I totally support Dr. Salazar. Maybe we should you know have the plan for that to implement.

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>> Interesting, yeah.

>> President Lewis: Last question. Trustee Patron.

>> I have spoken to alumni and went to UC Berkeley and UCLA and one of the extents Cerritos College didn't comment for the UCs and the work load and in a sense hit with the work load they weren't ready to do in the 16 or ten weeks and yes the 18

weeks and I do suggest that we start making decisions and bringing it forward.

>> [INAUDIBLE]. Okay. Obviously the discussion is going to what type of calendar we should have so if it's come back I don't think the next meeting is most appropriate and a lot of data to be compiled. Second if we are looking to make the students successfully my brother went to Berkeley and well prepared and had no problem with the calendar and the reason for that and Martha mentioned that you're looking how students are coming to us and the discussion needs to be at the K-12 level with us as a feeder school on the K-12 or the recipient to the districts to our school but importantly when looking at what type of calendar we should have we need to look at who we're servicing and looking at that data and I don't think next meeting is appropriate in discussing that as Dr. Fierro mentioned the 16 and the 18 that's not the big difference. I would rather shorten it less to be in line with the schools that I think are charging for the students for something we can provide. I have done the eight, nine week. That was part of my program at Cal State Northridge and it was so streamlined once I finished that class and to the next class and done in two years. That's when we should be looking at. We don't need to reinvent the wheel. We need to look at who is doing it and the resources and with the budgeting and addressing the issues many of the students drop out halfway. A nine week would be halfway. An eight week would give them the time off to handle family issues that arise, issues with work. I mean many of our

students do work. We know that for a fact. Many are returning students with families. We than for a fact so taking the two big components and looking at what the calendar should look like to facilitate quicker I guess movement through the system in terms of one class to next class so it facilitates moving to a four year institution or the certificate or whatever they're working on. I don't think by moving from 16 to 18 weeks we addressed the issue. That's not the issue.

>> Let's get data to inform the issue and you pointed out some of the private schools they're offering the fast completion and like the ads "I will give you dental implants in one setting" And I have two and took months and I don't see it's that is possible but anyhow the point being we should get some information about these targets particular student groups and find out if we can really improve their situation and then use that information to make a better decision.

>> Right.

>> You're referencing other universities are doing in terms of the faster courses but what they're also doing is offering more online courses and that's many of the students that responded to the survey are looked for to and get through the program faster especially if they're working to take the course online and have access to support services online.

>> I -- looking at a hybrid program and needs to be a mix. I'm not for let's do it all on line and there is something in the classroom with the peers and anytime stick it out" Whatever that maybe.

>> The students needs it.

>> I think relying on-line

data shows it's not going to work.

>> Dr. Fierro: Just to bring this back together I just want to remind you that this multi-year projection and there are multiple approaches and what is coming out of the different areas of the table it is valid and has this place but I just want to remind us this is a multi-year approach and all those actions need to work together in order to have a long-term impact, so when we talk about student readiness, yes it is true we have to consider student readiness and we have to partner with the K-12 district because I know they're doing as much as they can and they're working hard and their objective is not to under prepare a student but dealing with external circumstances so if we meet and do outreach early, middle grades, it will be five, six, eight years before they get here but we start to correct some of the issues that we see when they get here aligning the curriculum all the way down to the middle grades and that takes collaboration and building trusts with the school districts which we're doing but a slow process and remember it's a multi-year processes and we can address the short week courses. We are successful on some of the short week courses but having the larger conversation about the calendar and go to 16 or 18 and to me it's fine but the conversation we have into how do we organize the calendar into other sections and be very deliberate how we deliberate them and can I make progress at eight week 16, 18, whatever that being, can I make successful completion? So all the comments that are coming forward are very useful again we

need to try to connect them and be part of the whole conversation and remember this is a long-term effort and it is very likely that this five year plan if we do very well will result in essentially building the next step for another five years because what I like to think is I am planning for those students that are jumping into sixth grade fall 17.

>> Yeah.

>> Those are the students we're planning for today.

>> So if I could just to add my agreement about looking at these different issues and then recommendations for action in a grouping that are mutually supportive of what we're trying to accomplish. I would add to that recently for another client we did some benchmarking on the topic of College Promise Programs and I know you heard about them and many in California, Long Beach up on the chart and Kalamazoo, Michigan and one of the early adopters and the state of Tennessee said you graduate from high school you will get to college. We will guarantee that and in Kalamazoo there is a banner what college do you want to go to and we will make sure you get there and at an early age research shows that can be a determinant whether the student believes they're college able and capable so I think there is something to be said about a multi-pronged approach to get at this 88% and it maybe that the semester timing adjustment say point in that but there's a lot of other things that maybe contributory.

>> I have one last question.

In the survey was there anything brought up regarding child care as an obstacle for student success and I think it goes beyond gender and our last

Trustee was a single dad so was there anything on the surveys regarding child care?

>> I haven't had a chance to go through all the comments yet and what I seen so far no but it came up in the focus group discussions that was it an obstacle and wanted help in that regard.

>> President Lewis: Regarding what Trustee Avalos said recently and we want to know who we're serving and I want to know where we're serving and the Norwalk the highest amount and Downey and 2200 people. That doesn't nearly add up to the students that we serve and if you turn to the pie chart over on page 57 it shows that 76% of school districts of in coming students are from other so my question on the methodology of the survey. Were the student not able to report the district they come from? And second part more of a comment 88% of students are coming from outside -- if it's true and couldn't report and 88% are from outside of the service area and to me it seem it is like a very not transparent way of figuring out where our students are coming from because on page 58 there is 39% come from the service area and 25% from adjacent service area and all other zip codes 35% which to me I would like to know where our students are coming from and this data unfortunately doesn't tell us.

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>> Okay. Let me first of all clarify the student survey we have been talking about not the source of data on the charts. They're two different things. This data comes from Cerritos College institutional effectiveness research and planning fact book, so they're different data sources, so you need to look at the source

that's not the survey that we did online. That's not the basis for this.

>> [INAUDIBLE] [Off Mic] what students had to say. It was based on the enrollment data that the research department was looking at.

>> Okay.

>> It's not unusual for a community college to be drawing from outside their service area.

We have discovered that working in Northern California and elsewhere, and so it's not surprising especially from the however best describe the adjacent service area but the city of Compton. Apparently a lot of students are coming from that area at least on a percentage basis and other parts of California and even in international students get lumped into that other zip codes category.

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>> Okay. President Lewis: So in the survey that you took how many people came from outside of service area?

>> So remember the survey that we're talking about is self selected. That's data from people who decide they want to respond to the survey. It's not all of the students of the Cerritos College so in terms of the profile of the sample of people that the survey represents do we have that profile data singled out?

>> [INAUDIBLE] [Off Mic]

>> It's the last section.

>> Ethnicity --

>> Location and residence.

>> [INAUDIBLE] [Off Mic]

>> So the answer is -- In terms of those that participated in the survey and remember it was voluntary. We don't have that compiled yet.

>> Okay.

>> So we have background variables, location of residents

and other factors, age, et cetera.

>> President Lewis: Okay. Because that's important to know because the responses to some of the questions can differ widely depending what their commute is like and what we need to serve and if the data is true from other sources -- hold on. We need to be serving them -- better for better worse just as good as rate of our own students because there's most of FTEs are coming from and the other areas say Compton Bellflower or South Gate or what have you.

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>> Sure. You're clearly providing a service for that group.

>> President Lewis: And that is going to change our perspective as a board in figuring out what direction we need to go and if it's 80% outside of our direct we need to be more accessible to them even if we're in the middle of a cross section of two major freeways that still can be a barrier to a lot of persons especially because of a lot of our students don't drive to the college either.

>> I think an interesting map if I can pull that back up here where the students come from. Top city served by Cerritos College. I think this is -- this is again based on the enrollment data of the college. It's not based on a survey that we did or anybody did, so based on that Norwalk is the biggest contributor of students at Cerritos College, and then lower would be the light blue areas on that map. I think that gives you a good geographical distribution picture of where the students are coming from but they're broad areas. Those are the units we have the data you know reliably. We may not be

able to drill it down to a more specific location. This is zip code data?

>> [INAUDIBLE] [Off Mic]

>> Yeah. Patricia do you have a comment?

>> [INAUDIBLE] [Off Mic]

>> President Lewis: Could you come up to the podium please for those watching at home?

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>> No problem. It's a self selected group and one of the questions was zip code and we could match it and this

percentage is from this zip code and get you the data.

>> I would appreciate it and those outside the district and where it's aggregated from and perhaps the western side or perhaps students from triple -- [INAUDIBLE] OCD coming over here.

>> I noticed there is none from Bellflower and South Gate in the district and portions of Compton in the district. None of those were shown.

>> [INAUDIBLE] [Off Mic]

>> Dr. Fierro: We will review

--

>> We will drive down.

>> Dr. Fierro: I mean it could be right but it seems it is excessively large students from out of the district so we will review the data and make sure and get back to you with any discrepancies.

>> But I think it would be interesting as Patricia said to create a map like this based on the respondents to the survey and see what degree do the survey sample correspond to the entire student body location and origin.

>> President Lewis: And you said they're self selecting and another question I would like to see answered who is self selecting themselves and who are the people most interested in helping our college out coming

from?

>> Yeah. Those are the key informants. They were motivated

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>> President Lewis: Self motivated or Trustee Patron shoved it down their face.

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>> I came from -- Compton was across the street and I could have gone to El Camino and cheap and next door but what attracted me to Cerritos College was the teacher track program and I want to to be a teacher and one of the faster programs to get your BA and teaching credential at the same time and most do it at the end so I am happy to see that a lot of the people are coming from outside. Anaheim is one of them. I know students that come from here to here. We have a Senator that comes every day to go to college here and I have been a witness to students driving all the way to Cerritos just because they like the campus better or the next best option so I am -- I could say I am a victim of this because I could have gone to LBBC and went to Lakewood High School and offered true tuition and my sister as the same opportunity "I want to get away from there and go to Cerritos and because of it is cosmology program and you have work force programs that have worked and this is why people are coming here so I think we need to focus on the programs as well, so I am honored to be here because you guys gave me the opportunity to succeed in my education.

>> [INAUDIBLE] [Off Mic]

>> President Lewis: As I recall back in the Student Leadership Conference in Temecula there was one that I talked to that came from Corona.

>> East side.

>> Right and see the dedication of students what is

an hour drive shows we have a lot to offer that is unique to not just our immediate region but also Southern California as state on to itself own.

>> You know that is good information and I was going to say given the comments you made about the student's willingness to comment there is no reason why you as a college can't be using that technology more frequently and as a follow up. We noticed in the open ended response and certain themes and go back with a multi-choice choice and get percentages on the issues and the barrier is child care or what it is and make you stay in the program and early completion and we could probe that and Social Media provides that opportunity and very low cost and seems like the students will respond and could be valuable to have that -- almost like the flash mob but a flash survey and big bam boom you get that instant response.

>> President Lewis:

Absolutely.

>> I'm sorry.

>> President Lewis: One of the things I wanted to point out about the map on page 41 you show Cerritos College is there in the one area and looking at it geographically there's a lot of students that have to come -- even if they do drive at best 20 minute drive and by bus it's 45 minutes, an hour --

>> At least.

>> Or less. Or if we have a bus and from Artesia and once an hour from my knowledge and traveled on the bus a couple of times and the complaints from the students are and difficult to travel on bus and a lot of time wasted --

>> Could be studying and doing other things and so an hour at best even by bus I think goes

back to one of the points you had made which was put into the emerging themes or suggestions and we have satellite centers and campuses and makes it easier if the students commuting outside of the district and still within the service area but to put it more into the areas that if you're looking there are being very -- I guess you could say in some ways underserved because they're the barriers of transportation to come here and we have online classes but not everything can be online and not the best way to learn anyway so I think that definitely hits on one of the points as far as having a geographical centrality to some of the residents that would increase our FTEs and general enrollments and being part of the community. We're supposed to be a community college and centrally collected for nine cities but 12 in all I believe. I think we need to have more of a presence in that area so
Trustee Patron.

>> Karen Patron: One more comment. I know they have a partnership with Long Beach district high schools if they attend high school and graduate and get one year. I don't know moving forward if we thought of making a contract from high schools outside of our area, maybe Long Beach and personally where I come from or Compton and make a general agreement with them and first semester free like the college complete but instead of closer targets somewhere further and an idea I am shooting out to consider.

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>> I don't know if the state allows to you place your named facilities in other service areas. It's restricted.

>> Dr. Fierro: Yeah. We are supposed to stay within

boundaries. We get reminded frequently to stay within.

>> Karen Patron: There is nothing to allow to promote it so it's like a partnership but not really.

>> I think that's part of a bigger discussion.

>> Dr. Fierro: Yeah, we're supposed to stay within our limits.

>> Karen Patron: Because we have students that come from the outside forces.

>> [INAUDIBLE] [Off Mic]

>> Karen Patron: Got it.

>> President Lewis: All right. With that thank you so much for coming and we look forward to the charette and all of the results and continuing in this process. Thank you.

>> Excellent. Thank you for your comments this evening. They have been well received by our team and we're looking forward to the next phase of work. Thank you very much.

>> President Lewis: Thank you. At this time we will do a board comments and reports starting with Student Trustee Karen Patron.

>> I look forward to seeing you this weekend for those attending the conference. I am excited about that. I guess it has come to my attention from students they are concerned over their class being canceled, not hitting the 60% threshold and I don't know if there is something to do to address that issue or a

case of promotional to promote the classes canceled and they're not hitting that enrollment and it's concerning because those students in those classes they're in fear they need this class in order to graduate and it's going to be canceled so I don't know if we can address that issue and promoting the classes that may be canceled or

in danger of but I really think that the students are concerned over this. Another thing we do have our welcome week next week on the eighth and ninth and I would like all of you to attend -- at least on the eighth and introduce yourself to the clubs on campus. Bob Arthur always came to the activities and events and I appreciate that and the board is part of the campus and want just Wednesday night meetings so I appreciate if you can attend. Thank you so much.

>> President Lewis: Trustee Perez.

>> Marisa Perez: Thank you for being here. It was a good discussion so I am looking forward to this process continuing. I want to talk about three things and very excited and sad we're missing the art show this weekend at Cerritos College because we will be in Sacramento but I want to thank everybody who put that together: It was a lot of faculty and staff that put this together sounds like a great event and I wanted to recognize Dean Gary Prichard and staff and faculty in fine arts and I'm not sure you know but some of the art students are painting murals in the City of Lakewood businesses and young business owners in Lakewood who are committed to getting more involved in Cerritos College and they're allowing our students to do murals so one started this morning. He was excited about it and Cassidy's Corner Cafe at Del Amo Boulevard and Studebaker and another business is Alison tutoring and it's a small business owner, woman owned business in Lakewood and having a mural too and wanted to thank everyone involved in the effort. I am sure most people read this week in the L.A. Times

article about parents pinched by cost of state colleges talking about the elimination of the middle class scholarship program and the impact its has to parents as they prepare to send their students off to the CSU or Cal State system. However I thought it was a huge opportunity to give an opportunity so if you cannot afford to send your student to the one of those schools they should come to a community college because we're a great bargain cost quality education so I thought that was the piece mention missing in the article and no mention of us being an alternative and I think it's something as a college board should be active in and be more involved and maintaining the scholarship program and while the students don't take advantage of it at Cerritos College when they transfer it's an opportunity to pay for class and we know every dollar counts when financing the education especially with the four year degree and goes on to a Master's Degree too and something to add this weekend and Maya and the trips to Sacramento and talking about the support and talking about Cerritos College being a good alternative so the last thing is I got to attend the state of the port today for the port of Long Beach. Fantastic problem. This is their Strategic Plan which they passed out and I thought one of the things interest about it that talked about and attracting and maintaining a strong work force and they have a strong relationship with Long Beach college city and we need to work with them and most of the cities that are impacted by the port are in our service district and a great opportunity for us and

we heard about the bridge construction. Everything they have going on in the harbor and with the port and you can tag about the high turn over in the port of Long Beach key officials. Most people are nearing retirement and great opportunity to get our students into a good career working with the port and it's something we need to work harder on that and again our students are directly impacted good and bad by the port of Long Beach and I think that's it so thank you and looking forward to this weekend as well and into Sacramento and visiting with our legislators on Monday so thank you for everybody that put that together working on it.

>> President Lewis: Trustee Camacho-Rodriguez.

>> [INAUDIBLE]

>> Trustee Avalos.

>> I heard what is happening with the marches and I went to the one in Los Angeles and impactful of the manner and it's not just about women but what we

do as a college do and being inclusive and providing opportunities and I am proud to be there and part of a movement that continues to support diversity at every level and you know our families who continue to be courageous and continue to do every day what we consider municipal 18 tours mundane tools and sending them to school and what makes the United States an amazing country and proud to be there and students on campus and support of families and provide a better quality of life for children and in turn like myself and some of the us on the board and provide for children out in the communities so proud to be part of that. Elections are going over in many cities so last day to register to vote is

February 21. I was at the county. As many of you know I'm the City Clerk for the City of South Gate and they were talking about more accessibility to voters in terms of voters with disability and language barriers and we're excited what we're doing to support more increase voter turn out. Supporting our Secretary of State of course and really making it more accessible and people to vote so we will see a lot of changes in the process here in Los Angeles county and we are really a trailblazing county what will happen with elections in it is next years and excited to share that with you tonight and before I share it with my Council and anyway a lot going on and be aware things are happening and we have an issue dealing with homelessness and affecting students and one more thing to bring to the table. We know

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that there are students that are homeless and every effort we make in the reform and the election processes to make those policy changes and very excited about that and other than that my son's birthday is tomorrow. He's going to be a double digitter. I know you're watching and excited about that now. He's going to be ten and that say big deal as you all know so he's exciting about that and looking forward to celebrating his birthday and we have a new Congresswoman in the area and sworn in at South Gate tomorrow and please come down and amazing celebration to promote great representatives doing the right thing with the communities and good to see women elected and see the voices heard and the manners happening and what is happening in the transition at the political system with the national

government it's great to have women that understand the needs of the families they will represent and look forward to see you there for a historic moment so excited about that.

>> President Lewis: Dr. Fierro.

>> Dr. Fierro: Don't forget the [INAUDIBLE] are this weekend and Saturday to send 12 hours every day over 30,000 square feet of arts. One show on the hour in addition to the art collections. Most of the art collections are from L.A. County and our students. Probably you have seen some of the murals already in the hall final arts building. Probably an event that is unlikely to be seen in the same magnitude. Only a handful of events done and in

buildings abandoned or about to be demolished and this is one of the events. I had the opportunity to see the set up and the art already there. It's very impressive and obviously a huge effort so I would like to actually recognize James. He has worked tirelessly to make sure this goes well so if you're listening which I hope you're getting some rest rather than listening great work and thank you for the work you're doing. I would like to also recognize new reporters. As you see we have a new group of reporters that are hanging out with us every Wednesday and so thank you for being here and we are seeing obviously your new publication so get to work and keep it up. That's it.

>> President Lewis: Dr. Salazar.

>> Sandra Salazar: Thank you. I had the pleasure to join in a tour of Valerie Shaw and member of the California Community College Board of Governors and the chef and staff and

hospitable and we ended up having lunch there so she was thankful and wanted to thank everybody who made her visit enjoyable and the other request would be if we can start compiling data for the 16 week calendar for all members and some feel they're not informed and collect that data and get the same information and make a decision on the 16 week calendar sooner than later because I feel we can be more efficient and finally make a decision and move forward with the strategic educational plan. Thank you.

>> President Lewis: I just want to put into context what we

have looked at and presented today and last week with the feasibility report. We have been given a lot of data and getting more as a result of the charette and the phases of this but we have been provided a lot of information and all this information that is new, that is old, and will be coming new to our knowledge and with that data we as a board need to make sure we're unified and we've had our discussions and we've had our issues resolved in order to move forward with this college and make sure that for the next five years -- not just for this Master Plan but the next ten years, 20 years we're setting the vision forward that we have come together and collected and we have listened to all of the constituent groups on and off campus and doing the jobs we have been elected to do and with this data it's going to be a very interesting time ahead and I hope that we can certainly have civil discussions and we can have good strong and robust collaborations amongst us seven Board Members plus with the very important voice of the Student Trustee and looking forward to

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many of these upcoming meetings
and for this upcoming year how
we can continue to serve our
students and continue serving
our community. (lost audio).
(end of meeting).