

>> President Lewis: Good evening everybody and we will start out with the invocation and is Vanessa here? Is she here? In lieu of that we will have a moment of silence for 10 seconds and bow your head and pray in the tradition that is appropriate to yours. Thank you. And now we will have the Pledge of Allegiance done by Trustee Martha Camacho-Rodriguez.

>> Hand over your heart. 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: Will the clerk call the roll.

>> President Lewis.

>> Here.

>> Vice President Carmen Avalos.

>> Here.

>> Member Shin Liu.

>> Here.

>> Member Martha Camacho-Rodriguez.

>> Here.

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

>> Here.

>> Member Sandra Salazar is absent. Student Trustee Karen Patron.

>> Here.

>> And President Superintendent Fierro.

>> Here.

>> President Lewis: All right. Is there any member of the board wishing to change the order of the agenda? Seeing none we will move on to items from the public and a representative from Tildon-Coil that will discuss the issues for the committee.

>> Good evening and thank you

for allowing me to address the committee. As follow up to the bond construction meeting held and the bond construction related items before you tonight I wanted to provide a quick summary, kind of a read out of what was discussed and then if you have questions or would you like to discuss more detail I am happy to address the board at the appropriate time that you see fit so before you tonight there are a number of items. The first large group are bit results for contracts for the Health and Wellness Complex. This is a board agenda items 11 through 30. There were very strong bid effort. It obtained solid bid coverage and results for the college. Over 405 contractors looked at the project. Ultimately this resulted in 63 bids received across the 23 bid trade categories. The bids are about 2% under the construction cost estimate that was established before the bid. There are a number of very familiar names. This is the as you're aware the first project that's a part of the PLA. Out of the 20 categories all of those contractors except one are union shops. One would also sign the up to the PLA and meet all of its requirements. A lot of familiar names that have worked here on campus or with different designs on campus. Verne's Plumbing, K.A.R. Construction. Anderson Charnesky Structural Steel, Best Contracting -- I won't list them all but all names that worked in recent years on various projects on campus including the new Fine Arts and Math buildings and Children Center and Culinary Arts among others so there are 16 of these of the 20 items before you for approval for the

lowest responsible bidder. Four of those items the recommendation is to reject all bids for four categories and board Item 21, 25, 28 and 29. There were clerical issues with how the bidders filled out and submitted their bid forms. So given those four trades we're not going to have a negative impact on the advancement of the project at this time. The thought process of facilities and purchasing and Tildon-Coil was to reject those bids, give the bidders another opportunity to fill it out correctly. Beyond the health and wellness results Item 31 is a consideration to approve the contract for the shade structure. The board approved items category one through five and this is category six which are the panels that make up the shade. The bid came in about 10% less than the prior bid so that was great to see. There's a notice of completion Item 32 for the campus way finding project and they completed their obligations. Items 36 and 37 are for the special testing and inspections required for the Health and Wellness Complex. These are project assignment agreements for consulting firms that have Master Agreements with the district. Cory engineering and testing as well as converse consultants. Items 38 and 40 are for hall and foreman another consultant with the Master Agreement. Two are amendments for additional surveying work required at the mat CIS building as well as in preparation for the stadium turf replacement project and the third item is for the design work and engineering to prepare documents for a parking lot renovations around the campus which would be submitted to DSA in the future

after prepared. Other than that the next meeting is scheduled to take place on March 22 at 5:45 p.m.. Thank you.

>> President Lewis: Thank you. I have another card regarding the 16 week calendar.

>> Good evening board and President Fierro, everyone.

Welcome. Thank you all. I know you came to our event for the new building and again I want to express I am here as the fine arts division representative actually. We're saying thank you. The new building is great and also they're in complete support of the 16 week calendar. I'm not going into details. I know Faculty President Llewellyn will detail things and we see on the ground floor, students, students and they're leaving and we're only one of the campuses left with the 18 week and they're not lazy and they're moving on to their lives and the 16 week structure helps them transfer. That is one option.

There were discussion about the weeks hurting degrees and I think many models of the 16 week calendar were brought up last time. I remember Robert Herbert coming to the meeting and we have a 16 week schedule and everyone is on board and prolonged and I was at the Faculty Senate and Dr. Fierro confronted with the same issue and we were moving forward with it and has a long history and I am in support of my colleagues and the students and I -- like I said I went there and Long Beach and Rio Honda and please consider it for our students. The faculty isn't getting extra time and we're crunching the hours into teaching and please consider that on behalf of the fine arts division.

>> President Lewis: All right. Thank you. At this time

are there any reports and comments from constituent groups? Yeah. Go ahead.

>> So the report from the union and I will try to keep it short. I haven't been here for a while and I apologize for that. we do have a lot of concerns of what is taking place with the district. One being that evaluations have been used as a weapon unfortunately and what I mean by that the union did negotiate -- took about a year for seniority rights for part time faculty. It was prolonged unfortunately but we got it done mainly in my opinion because the state legislature legislated that we must have some senior rights provision negotiated. We got it done and the very first semester after we got that contract we see attempts to deny faculty who have been here in some cases 18 years with no negative evaluations brought up with out of cycle evaluations of student complaints never used before in evaluation from a year ago now showing up to deny rights. I think it's unfortunate that faculty did this to themselves and the district which has a role in making sure that the evaluation process is in compliance with Ed Code that everyone is doing what they're supposed to do to make sure that the process is fair is compliant or complicit in this process of using evaluations as a weapon. I would hope that in the next round of negotiations that we could clean up language to ensure it doesn't happen anymore and value faculty and the part time faculty and speaking of evaluations we do have a situation where student complaints as I mention read no longer being followed when it comes to the process. We're

supposed to have a situation where a student complains about a faculty member that student is sent back to the faculty member so they know about the complaint. If the student is unhappy with the Resolution they go to the Department Chair and the Dean. We have students complain about a faculty member and don't find out in some cases until a year later in a evaluation. In other situations we have students complaining about faculty being sexist or racist and it's not appropriate to send them back to the faculty member but the union is denied information we need to defend against these upon charges which I find inappropriate and unfortunate. If we're going to have a better work environment and that's what the union really is concerned with then we have to work together and it seems to me that this pettiness where we have faculty versus the district is just not working. At the end of the day if we're here about students then we need to follow the process that Ed Code gives us. Another issue is SLOs. Faculty are willing to do what we need to do to be in compliant with SLOs. Faculty are supposed to design them. Then we're supposed to develop a tool to access them and then deliver that mechanism, collect data and give that data to the district and we have been doing that for years now. Now there's a new mechanism where faculty are being asked after we collect this data we then have to input all this data, which in my opinion and our attorney's opinion is actually the role of the district, that we have to input the data into a central warehouse which takes in some cases 30 man hours unpaid. If the district feels that the

faculty have to do more work than they have to compensate us for that work. I've reach the out to the ACCJC and the Academic Senate of California and they're not responsible for more than that.

And if the district wants to us do the extra work we need to negotiate fair compensation. As a result the union's position that the faculty shouldn't do more work than is required in the contract and that's it.

That's my report. Thank you.

[Applause]

>> President Lewis: Thank you. Any other reports at this time? Seeing none we will move on to an Institutional Presentation of the recognition of Classified Employee of the Month who unfortunately could not make it tonight but we still recognize her and thank her for her time and her name is Deborah Buffington who is an Administrative Clerk. Hey Debbie.

8

[Applause]

So if you're watching tonight Debbie we appreciate everything that you do for our college.

Thank you. All right. We will move on to another Institutional Presentation. That being the bond construction update in which we will receive a presentation from Felipe Lopez who will provide a status update of Measure CC and Measure G Bond Construction Programs. Felipe.

>> Felipe Lopez: Thank you. So today I'm going to give you an overview and budget update on both the Measure CC and Measure G bonds and currently where we're at and where we're headed. Okay. So this is our current campus as of 2017. As you see we have the completion of the Math-CIS building on it as well as the Fine Arts building.

So a couple of accomplishments

that we had and pretty historic. Over the last eight years we have -- since 2006 we have completed eight new buildings since 2014 we have completed four new buildings totaling well over 300,000 square feet of classrooms. And so very busy, very active Bond Program since 2006. Here is our Facilities Master Plan for 2017 and where we're actually headed. If you notice in the red this is our old performing arts that we have currently marked off that we will be demoing hopefully in the next 30 days and this project should be completed and also moving if the board approves the contracts for the Health and Wellness Complex which is in orange. We will begin construction on this complex. Again a little bit about the Health and Wellness Complex. It is a total of six buildings constructed in two phases. The first phase which is these items -- basically this square here, which is these four buildings will be constructing with the goal of occupancy in June of 19 and in phase two which will begin occupancy in August of 2020 which would finish these two sections of the complex. Here's our snapshot of our Facilities Master Plan out to 2020. Again this would show the removal of the old Fine Arts building with the replacement of the Performing Arts Center along with the completion of the two additional buildings in the Health and Wellness Complex. As you heard earlier on the read out on our Health and Wellness Complex this project is the first project under the Project Labor Agreement. This is also going to be our first certified LEED building and requesting approval on four categories and rejection of all bids.

Here's a summary of the complex bids that we're requesting the board to approve today. Again we're looking at a total project cost of 67.8 million. The original budget in 2015 had it at 60 million.

>> [INAUDIBLE] [Off Mic]

>> Actually --

>> What's the main reason between the difference in the raw number and the current construction estimate?

>> I do have a number of slides that actually talk about that so if I can once I get into that I can go into more detail of the reasons why. The health and wellness -- again based on the bid results we're having this budget increase by approximately 12.5%. Again here's where it talks about some of the reasons why. The raw budgets that were developed in 2015 have not done updated since that time and so as you notice this is the California Construction Cost Index and so since the last -- since 2015 and 2016 construction costs have increased total of 6.6% over that time since the original budget was developed.

10

So part of that we're facing some escalation costs. This data shows over the last two years we're looking at total of 6.6% of construction costs increases. Probably one of the most telling reasons is also if you notice the volume of work has increased pretty dramatically. In 2016 we had 257 bond measures that were passed totaling a little over \$27 billion plus we also had Prop 51, the state's bond of \$9 billion of which \$2 billion is earmarked for community colleges also passed in 2016 so the construction market environment right now is very healthy on it and actually has

so much work that you know we're not necessarily getting as many bids that we want because there's so much work out there and if you drill down a little bit further in just Southern California you can look at the actual bond measures that have been recently passed in 2016, so of the K-12 market we had 8.3 billion dollars passed and for the community colleges a little more 6.6 billion dollars of bond money has passed since 2016, so very large volumes of work out there. On top of that we also are dealing with AB 219 which deals with the concrete delivery legislation which basically now requires prevailing wage to be included on the hauling and delivery of ready mix concrete. We have estimated this increase -- this legislation has increased our costs on the Health and Wellness Complex for about 3%. So based on this information we're looking at three projects of increasing the raw budgets from 2015 to 2017 approximately 12.5% based on the Construction Cost Index, based on concrete increases, and based on the volume of construction work out there. In front of you you should have a detailed spreadsheets regarding each of the Measure CC and Measure G.

11

So I'm going start on Measure CC first.

>> [INAUDIBLE] [Off Mic]

>> Dr. Fierro: There are hyper links at the bottom.

>> Got it?

>> Dr. Fierro: Yep.

>> Felipe Lopez: These are the project budgets and expenditures through September 30, 2016 on the Measure CC, and for the most part we're getting pretty close of expending all the existing funds out of this project. As you can see the major projects

that are still on here that have some dollar value still left is the social science elevator which we're currently working with DSA on. We also have some funds for the press box, student services relocation, and then also the Math-CIS building on there. As we get close and actually putting out the retentions this Measure CC would

12

fund those so even though we have the building completing there are outstanding costs on that building and again this is data as of September 30 so there's some timing issues on there once we spend out the existing funds, and so if you look at towards the bottom of the page it will show you the total project, and so currently we have spent for Measure CC a little more than \$254 million of expense of which \$32 million of keep from State Capitol out lay funds. 1.5 million from donor or other funds and 220 million coming from the Measure CC. The goal is try to -- I would like this spent completely by June 30 but because of timing issues I don't know if we will be able to but the goal is get this entire allotment of funding spent by hopefully by the end of the calendar year of December 31 and so -- okay. Do we have any questions on the Measure CC before I transition to Measure G? I am trying to make this as big as I can. So Measure G if you notice the budgets last time they were updated was 2015. This is the proposed new raw budgets for January of 2017 and you notice these adjustments reflect what was in the presentation. This also includes some State Capital Outlay Funding. Currently we're working with the consultants on finalizing where we are on the State Capital Outlay Fund but

unofficially our health and science building is funded and on the list and funded for 2018-19. Currently the Chancellor's Office has submitted a memo asking districts to update their plans.

13

The goal is for the Chancellor's Office to submit a spending plan. I believe it's a three year spending plan to the Department of Finance so they can actually fund some projects even though Prop 51 was passed in the Governor's initial budget that was released in January of this year you would notice there were only six projects on that list, far short of what the Chancellor's Office was hoping so the goal is to have a detailed spending plan and in '18-19 include 24 projects and hoping this health and science building would be part of that. The next project we try to get on the State Capital Outlay is the business education project and then also if possible the Child Development Center as well. One of the things I do want to highlight on this is based on the projects that we currently have on this list as you can see we're projecting state funds of about 36 million want, Measure C funds at 350 million and you will notice this unidentified number here of 25 million so currently we're about \$26 million short on these projects and so as part of the presentation we're looking at different ways to reengineer, reevaluate some of the needs on the campus. I think one of the needs that we can immediately address and hopefully will take up most of this short fall is the business and language arts building. We believe that this amount that we currently have in the budget doubles on some space we currently already have --

that language arts is included in another building so we think we can actually value engineer this building and reduce the actual scope of it which would reduce this budget hopefully by half. If we can accomplish that that would pick up the majority of the unidentified funds.

14

Okay. Again I know it's hard to see everything on this spreadsheet, but is there any questions on any specific projects that we have on here?

Again this information is as of September 30, 2016. This includes the adjustments in the budgets on those three projects.

>> [INAUDIBLE] [Off Mic]

>> Terrence please.

>> [INAUDIBLE] [Off Mic]

>> Again we're working with the DSA, Division of State Architect, to approve the project. Our team including myself visited DSA to get it kind of -- get the conversation to see where they're at. They were at that time unwilling to release the project on there because of some other outstanding issues, but I think based on the conversation we have we feel confident that they're going to release the us to move forward on the project in the near future. I don't know necessarily know what date is because it's really in their hands so we have been working with our consultants and team to provide them the information they need for us to actually move forward. The goal is to start -- we are currently based on our conversations we're currently going to start moving forward on developing the bid documents to go out to bid in anticipation of the state giving us approval, and I believe we are planning to start this project during the summer, this summer, so that is our goal, and

15

like I said I believe that the state, the DSA will release it based on the information that we provided them, and the information we got from them. Okay.

>> President Lewis: Any other questions from other Board Members? Yeah. Marisa.

>> Marisa Perez: Thank you very much for the presentation. In regards to slide number two on fine arts -- I'm sorry, on the same presentation. Yes, the G presentation on the Fine Arts building. So with the exception of a few close out items it looks like the project will be completed on time and on budget so am I reading that correctly?

>> On which?

>> Marisa Perez: The Fine Arts building.

>> Yes. Let me go back to the presentation and I think it was highlighted. So yes you're looking at this so yeah some of the accomplishments on the Fine Arts and Math-CIS building that we're able to get it done on time basically at budget with no delays, no litigation known and utilizing the multi-prime delivery method, and so we were very happy on the success of this building. Obviously we learned some things regarding the fast pace of trying to move equipment if there and we will work on trying to better plan for implementing and adding labs, but overall we believe the project was a success.

>> [INAUDIBLE] [Off Mic]

>> Some of the things that we will continue to do is identify projects for value engineering. We work these budgets for all projects and then continuing managing building projects out to their optimal scope. Again some of the things we're really trying to do is leverage our dollars with state funding as

much as we possibly can and so like I mention the projects that we're going to get on the list that we're currently working on next is the building Ed building trying to secure state funding. We've already secured the funding for the health modernization and now moving forward on that building Ed building to secure funding on that. here's a couple of pictures that were taken from the Fine Arts and Math-CIS building. And here's some -- some of the -- some of the thing that's community members see and hold on to I believe the way finding project was a great project to kind of show case and look at the directories and naming of the buildings and signage, our marquees and of course our Child Development Center. Any questions?

>> President Lewis: All right. With no questions thank you for the presentation and looking forward to all of the buildings that are going coming up in the near future. Thank you.

>> Thank you.

>> President Lewis: All right. At this time we will move on to Consent Calendar Items 6 through 54 were discussed previously by Jimmy Rierdon. Is there --

>> Marisa Perez: I would like to -- I'm sorry. I would like to pull Item 54.

>> President Lewis: Is there any objection to that? All right. We will pull Item 54.

At this time I will entertain a motion for the rest of the items.

>> Marisa Perez: So moved.

>> [INAUDIBLE] [Off Mic]

>> President Lewis: All right. First and second. Is there objection to the adoption of the motion? Seeing none Item

6 through 53 is passed. Item 54.

>> Marisa Perez: I need to abstain so I will go ahead and leave the room.

>> President Lewis: Okay.

>> [INAUDIBLE] [Off Mic]

>> President Lewis: Is there a second? All right. With a second any discussion? With no discussion any objections to the item being adopted?

Seeing none the item has passed and we can let Marisa back in.

All right. We will move on to informational items number 55 College Coordinating Committee minutes. Is there a motion to receive and file?

>> [INAUDIBLE] [Off Mic]

>> President Lewis: Is there a second? All right. Any objection to the adoption?

Seeing none the motion is adopted. Number 56 informational item. Three month look ahead schedule of RFP and RFQ solicitations. Is there a motion at the table?

>> [INAUDIBLE] [Off Mic]

>> President Lewis: Is there a second? Second. Any objection? Seeing none the item is adopted. Next we will go to administrative matters which is item Number 57 consideration of acceptance of Mid-Term Accreditation Report. It's recommended that we accept the report as advised no cost to the district. Is there a motion at the table?

18

>> Marisa Perez: So moved.

>> Carmen Avalos: Second.

>> Marisa Perez: I would like to request a short term presentation of the highlights of what is included in the Mid-Term Accreditation Report.

>> President Lewis: Okay.

>> Thank you. We have had our accreditation site visit a few years back. We had a few findings compliance issues that

we addressed. There were three. There were roughly eight recommendations total and the way the process works the ACCJC of 11 recommendations by the team will go through and decide what say compliance issue and what is not so we were cited for three if you will. That left a few remaining for us to work on. This report allows us to provide an update of those recommendations from the visiting team at that point and time. The format has changed from what this district and most of California has seen in the past. The ACCJC is now requiring a shorter kind of direct version looking at the annual report that we sent in every year, and speak to trends and also allow us to say for the recommendations what have we done with their recommendations, if anything at all, and I am clear on anything at all because the report itself does allow for us to say that a recommendation we either agree or didn't agree but this report does point to all the changes from the recommendation.

>> President Lewis: Is there any other discussion? Dr. Fierro.

>> Dr. Fierro: It's important to note that we are using a hybrid model. The Commission as all of you are probably aware of has been going through some changes and this model of reporting is actually the result of some of those changes. In the past apparently this reports seem to be complex and very long and very wordy, but this one is addressing directly the issues, providing evidence and that's about it so it's less complicated to put together and address their recommendations. It looks similar to reports from other original creditors so it

seems to be the accreditation that ACCJC is moving to a different model and we're part of that test group --

>> We're the first.

>> Dr. Fierro: We're the first to use this new model. I would like to recognize everyone that participated putting this report together, the reviews look very good. It was a lot of hard work by all groups that participated in this report and it seems there is comprehensive and addresses all the requirements so thank you for the work.

>> President Lewis: Is there any other discussion from other Trustees? Seeing none a motion is at the table. Is there any objection --

>> I would like to add one thing. Thank you Dr. Fierro for mentioning that and the other groups. Publicly I would like to personally apologize. There was a constituent group that I did not include. That is my error and nobody else's error. It's my error in receiving a new hybrid approach moving things through realizing that the

recommendations were pointed more towards the academic and student services end and I neglected to include classified in the way I should and after the fact it was brought to my attention and I have apologized to some of the union leadership, and publicly I would also like to apologize for my lack of inclusiveness.

>> President Lewis: Thank you. Any other discussion from other Trustees or anybody else? Seeing none a motion is at the table is there objection to adoption of the motion? Seeing none the motion is adopted and we move on.

>> Thank you.

>> President Lewis: Thank you

and we move on to Item 58 which the consideration of approval to engage in a major gift campaign with the Community College Foundation and please be aware that this item has been revised as is available at the table over there. Dr. Fierro.

>> Dr. Fierro: Thank you President Lewis so for the last about 12 months or so we have been exploring the possibility of engaging in major gift campaign with the foundation. If you recall maybe three, four weeks ago we had a presentation from consultants about the giving capacity of our community, and different strategies that could potentially work to implement major gift campaign. If you recall at the time the consultant suggested a working goal of ten to \$12.5 million over that 30 to 36 month period. This is based on reviews they conducted with local leaders and potential donors, an assessment of the size of our district and the giving capacity of the community at large. They are three main areas identified for these which are now narrowed down to make the scope of the major gift campaign a little more manageable when one speaks with potential donors and the largest portion of this is going to be allocated for student scholarships. Roughly 50% of what is collected of the money that will be earmarked for scholarships will be for the establishment of a fund to have are you current expenses in the scholarship so essentially a trust for scholarships for our students, and the second part of this will be for immediate expenses on scholarships. The next item will be for faculty and classroom innovations so essentially to fund programs

that are proposed by our faculty or staff that could potentially lead to innovation and student success, and the last part will be to help with establishment of a corporate college so essentially contract, training and a way to serve our community -- to assist your community in economic development and retraining of work force that is outside of the regular for credit. It is worth noticing the college has never engaged in a major gift campaign. This will be the first time. The college do not have a scholarship endowment which essentially is a fund that we will be creating for students, so this endowment, the idea is it will fund the scholarships in perpetuity long the money is available the interest of that money should fund scholarships

22

over the long-term. So it is going to be quite a bit of work, but based on the study it is doable. The foundation has tentatively agreed to this campaign to work with us on this campaign but the campaign also -- or the report from the consultants calls for the expansion on the capacity of the foundation so we're asking the foundation to hire two positions. One a Major Gift Officer and the other one an Alumni Relations person. Some of you may have heard conversations in the past about creating an Alumni Association at Cerritos College that will help with different activities. This will have to be essentially started from scratch. We have at that point don't have that, and the Major Gift Officer essentially will be a person that will be running the day-to-day operation of the campaign plus recruiting potential donors to help us get

to that point. They ask for the board essentially it's a one time payment of \$500,000 to the foundation divided into the three year period that this campaign will run. The foundation will continue to essentially fund this positions to a period of six years minimum, and obviously the commitment here is to be able to raise the money that we are hoping to get through the major gift campaign. We will provide reports to this body every six months about the status of the campaign. Usually when you start a major gift campaign there are two phases, something called the quiet phase, and obviously when you announce.

23

The quiet phase could last a year or sometimes more depending how quickly gifts come and the final goal of the gift campaign is set when you hit half of the target usually needs to happen within ten to 20 gifts. In fact the first ten gifts will determine whether or not the campaign will work in the way that it's projected by the consultants. To that end the working goal that is being proposed here is eight to 12 half million dollars then the ten to 12 proposed on behalf of the consultant. We are taking into account that the first time that the college will have a campaign and build from scratch and do the donor association and cultivation from the ground up so it will require more work that you will find in foundations that have been doing this work for a while. Obviously the goal will be to raise the money, but most importantly the goal will be to change the structure of the foundation in the long-term to make the foundation more of a philanthropic -- active

philanthropic arm of the institution, be more in the community and becoming more of a solicitors or gift rather than events, doing events to raise money is actually the least efficient form of raising money especially in an academic institution. This will require the collaboration of essentially everyone on this table and everyone on this campus if we wanted to be successful over a period of three years or so. So I will be try to answer any questions.

>> Marisa Perez: I am wondering if you could go over the changes you're recommending today. You mentioned the item is revised so if you could go over the changes are?

24

>> Dr. Fierro: Sure. Actually before I do that let me -- with this MOU we're trying to do a couple of things. Highlight the commitments and giving this board and obviously the Foundation Board the opportunity to hold us accountable to make sure that we implement what we said we're going to implement. You know the structure we're describing and obviously the availability of recovering that cost based on the donations that are brought up so the first modification that was done the MOU has highlighted on the new document is to include a goal of fundraising goal. The initial MOU didn't include the total amount. This includes the working goal of eight to 12 and a half million dollars over a three and a half -- over a three year period. It also includes times of the reports. Initially I believe it was a year but it says we have change it to six months report to make sure it's more frequent update of the activities that are taking place. Last but obviously very

important is we will not be used General Fund money to cover the cost of operation of the campaign, and it will not become a recurrent expense to the institution, so essentially this is a one time cost to be able to run the campaign, but it will not come from the General Fund. It not become part of the regular expenses of the institution in the General Fund. We will be looking at auxiliary accounts to be able to cover these costs. Likely take place in three payments.

25

>> President Lewis: Trustee Patron.

>> Karen Patron: Just a quick question what were the auxiliary funds used before and the Cerritos College and what were you using it before for Vintage?

>> Dr. Fierro: One of the large use uses of Vintage were Cerritos Complete and scholarships to students and fees -- not fees but hours on tutoring and so on and there is money allocated exclusively for the students. We don't really use operational costs out of Vintage and given the fact that 70% of the money that will be raised here that directly on scholarships and most of the rest of the money is spent in the classroom this could be an appropriate expenditure on those funds.

>> Karen Patron: Is that the same for the book store and the vending machine?

>> Dr. Fierro: Most of that money is currently going to ASSC and other small expenditures and we have the rental from the strawberry patch which is not a lot but also allocated to cover part of this.

>> Karen Patron: So what is mean for ACSCC does it mean we will get lower money?

>> Dr. Fierro: No.

>> So I have a couple of recommendations and in terms of the financing for the one time that we take it out of the book store followed by the vending machines and lastly the Vintage funds and if we take it out of the Vintage funds I would like the first amount of money to go

back and pay that fund because I think we can do a lot more in terms of the campus wide projects to impact student success, so I recognize it's a one time deal but if we're able to put some of the money back and then have it be I guess neutral or no costs in terms of that funding, so I don't know that is something I am sure we can do that but I am thinking long-term. I want definitely move forward with the item tonight but we want need to address where the money is coming from and if it's out of the Vintage fund and use for improvements in the library or the technology fund that we did a few years ago and basically paid the funding for students and I don't want to move that money because we're doing important things across the board for all students.

>> Dr. Fierro: So on the Vintage the money from a major gift campaign can only be used for what the donor says that money can be used so you give the donor specific buckets and you essentially sign a contract and the contract says that you only use it for that, and because in theory if they don't the donor could ask for that money back so unless someone donates money unrestricted we couldn't transfer that money directly. However, one way of even our Vintage if it was used out of that was -- right now we're funding up to \$250,000 a year for scholarships out of

Vintage so we can as the scholarship fund grows on the other end and creates that until the money is covered and comes back. There is also an

27

auxiliary account, if you will, that we get from the foundation, so when the foundation sells training and so on we charge them back for costs incurred so we can do one exchange of service in that regard, so they're different pieces and I think if we get the different ones we should be able to get the money without going into the General Fund, and as I said the Vintage -- for instance, if we raise the scholarships we could just lower what we spend out of Vintage until it's paid back essentially.

>> Okay.

>> Dr. Fierro: On expenses, yeah.

>> Carmen Avalos: I am okay with that but I would like to use it in the order I request and the book store and we get a certain amount back and that will automatic benefit students and two I think whatever the end having machine costs is because that's always fluctuates and we wouldn't have if we didn't have the machines to begin with and lastly the Vintage funds and most of the funds are going to improve student success across the entire campus and I agree with reducing the amounts of scholarship funding from there if we do the other portion.

>> Dr. Fierro: Any preference on the income we get from the foundation? Like at this time at some point they will have to give us a check based on some of the costs so we could also --

>> Carmen Avalos: I am okay with that and try to make it as cost neutral and self funded as much as we can possibly can. If that's the intent let's address

it from the beginning and try to figure it out. Yeah.

28

>> Dr. Fierro: Okay.

>> [INAUDIBLE] [Off Mic]

>> Marisa Perez: If I could add I think the Vintage fund has a balance of four to \$5 million.

>> Dr. Fierro: A little under five, yeah.

>> Marisa Perez: We generate \$250,000.

>> The rent per year.

>> Yes.

>> Dr. Fierro: I would say it's six something I think.

>> Marisa Perez: So we generate a good chunk every year and there's a large balance in there too.

>> Yes.

>> Ask Marisa Perez: And I believe the Cerritos Complete is limited.

>> Two years.

>> Marisa Perez: Yeah, so there's a lot of flexibility in the fund and a balance and it's been there for a while and money not spent and again I think if we have to prioritize this I think that's fine but I want everyone to know there are balances in that account.

>> Dr. Fierro: You're correct and recently when Vintage changed hands we were able to conflict additional fees and increase the balance on Vintage. Also we asked the board to spent \$250,000 of that and maximize the expenses and actually return some of the unused dollars of that, and now obviously we will do the same thing the next year so the two year commitment to do 250 per year may end up less than the 250 per year -- I mean -- yeah, so yeah, there is money there.

>> President Lewis: Any other Trustee wishing to speak on this matter? No? Then a motion will be in --

29

>> [INAUDIBLE] [Off Mic]

>> President Lewis: No.

>> Marisa Perez: I move the item as amended.

>> President Lewis: Is there a second?

>> [INAUDIBLE] [Off Mic]

>> President Lewis: All right. With a second is there any objection to adoption to the motion? Seeing none we will deem it adopted. Thank you and we look forward to working on this gift campaign and all the successes that it will bring for our students in the future and it's incumbent on each and every one of us and not just at the date but the audience too to make sure it's done well and effectively for the students so thank you.

>> Dr. Fierro: Thank you.

>> President Lewis: All right. We will move on to Item 59 and consideration for authorization for the district to begin implementation of the 16 week academic calendar and this has been revised and has additional items that are also up there on the table.

>> Dr. Fierro: Thank you. So we're going to attack this with Michelle so we will go over a couple of options on calendars later on once Michelle has the opportunity to go through some of the modifications and calendars. I will walk you through the report that was produced by the Ad Hoc Committee in 2015. This presentation that we're going to do here is similar to the presentations with it about a year ago on the forums and essentially it's illustrating the different

possibilities of a 16 week calendar will provide students and faculty alike on organization of schedules and Michelle is going to focus a lot on pathways for completion and potential organizations for full

time students, part time students, intersession, no intersession, and number of variations on arrangements for schedules and after that as I said before we're going to go over the report and what the report highlights are some of the pros and cons of going into a 16 week calendar. Thank you.

>> Good evening thank you for giving me the time to present this. Again we did -- I have presented this to the larger campus and as we get there the 16 week calendar lends itself very nicely to what Dr. Fierro referred to as the Guided Pathways so we will changing to a 16 week calendar gives us more options for students to progress in terms of the number of sessions we have. We're going to increase this by one potentially. This would be the most obvious configuration and summers at six weeks and four week intersection and the fall and spring at 16 weeks. However we could move it around as other schools do offer for example four week intersections or summer sessions or we could limit one of the summer sessions all together but again that's pretty much what we have now is four sessions in one calendar year. Health occupations. Not just at Cerritos but all every school has unique challenges in terms of getting internships for their students and so they would likely stay on an 18 week

calendar and some of our other schools in the surrounding area have done the same, not including health occupations because they have special needs -- not special needs. They have special designs in their curriculum that don't really allow for a condensed calendar. Some of the benefits of going to the 16 week calendar are of

course transfer alignment to the Cal State which are all on 16 weeks and Cal State L.A. in our area was the last one to go and they're on a 16 week semester now coming from a ten week quarter and our surrounding community colleges. All the community colleges in our area are at 16 weeks and so we often lose students -- our closest community colleges are at 16 weeks. We lose students -- if they can't get the class they need or in a time of constricting enrollment as we are now their class gets canceled. They go to other colleges and they don't come back and that's true of other colleges as well when it happens to students at another college they may come to Cerritos and they're unlikely to go back to the home college so this would help really keep us in line with the surrounding colleges and the Cal States as well. In the summer the biggest problem we have in the summer for Cal State students needing to come back they changed their major or pick up units is they cannot take that first six week session so they're limited to 16 week session in the summer. If we matched closer to what the surrounding community colleges are doing and the Cal States are doing then the Cal States as well as other college students have the opportunity to come to Cerritos for the summer and winter session and they currently don't have that open right now. Another issue that comes up frequently is for faculty is that we really don't have enough time to get things done in the regular semester, so we're contracted to work a 40 hour work week with some time -- I did have the number, seven hours, ten hours of service to

do, and actually I don't think it's that much but nonetheless that becomes very difficult because when you do service in the committee work that creates more work so it becomes burdensome to do committee work, teaching as well as some of the duties, so what in the 16 week calendar would give us though is the ability to offer a one week of in service days that we could do things that we do in the regular semester we could do those in one week and not interfere to serve on committees and do teaching and the other things that we have to do, so some examples of that would be professional development can be done during these days, our student learning outcomes that Terrence mentioned. Even without inputting data that's a tremendous work to get it through. In classes that I teach for example I have 60 students in class. When I teach a full load it's 300 students so to do student outs for that amount of students is labor intensive. Unit plans can be done during the in services and some of the hiring process if not the hiring itself could take place during this time.

33

When we hire there's a process we go through with committees. Some of the Trustees served on the presidential committee and that takes again time out of our week to do that which then we have to make up on the weekends. If we could get some of the committee work for hiring done during the in service days that would save on the regular semester schedule. We would offer two of these, one in winter and one in summer and prior to the fall and spring semester. These are the guided pathways and they're based on Area B for CSU transfer and I

went with the one used most often. -- I'm sorry. Plan B and Plan A and C and [INAUDIBLE] that are not included here. I went with the one most often used by the students at Cerritos and this is outlining what would be an AA for science or AA for transfer -- I'm sorry, AA for transfer or AS for transfer and major and core courses and each of the GE areas and Plan B.

So this would allow a student. We could guide their pathway necessary courses to graduation in just eight semesters which is two years so it should help us to complete -- help students to complete and move that completion project much faster. We can do this in the 18 week semester. In order to create the pathways though it will take about a year -- sometimes two years to get pathways created so while we're changing over to a 16 week semester we could working on these in our individualized departments and working with the Counseling Department and student services

that would need helps up that this is going to happen for some majors and it would just be much easier to do when doing it at once then try to create -- them in the existing schedule and additional work in the work week. Yes, you can.

>> Marisa Perez: On the full time student template so what they're gaining by moving to 16 week is that they're gaining the ability to take this winter session; right?

>> Yes.

>> Marisa Perez: Like on the first page the winter area and the next page I assume this is the second year.

>> First and second year.

Correct.

>> Marisa Perez: And then gaining the elective for winter?

>> Yes.

> These are examples and different pathways come out differently. The thing that is also nice about this Trustee Perez while you're bringing this up and the benefits they get. Right now we're at the 18 week and doesn't have the winter session so they have to pick up the classes in the suggest session. What is nice about the 16 week session and the Guided Pathways are eight and eight -- that means they're taking three classes at a time and take the three classes instead of four or five depending on their timeline. Part time student template. Similar. We can still get them out in two years in -- I'm sorry, four years for a part time student but they're similar to the full time student taking four years to get out and of course only taking two courses at a time anyway, so that's what is happening there.

35

Now we have some special issues at community college. Our developmental education people that are not -- students not necessarily ready for college level courses so I did draw up a template for that. As you can see we moved those to five weeks which would allow them to progress faster through their courses while not overwhelming them and two courses at a time. They would have 16 week and one that is five weeks. And I drew out two years of that as well.

>> Carmen Avalos: I'm sorry. Can you explain that and I'm a little lost. I am understanding what you're saying and the educational component of that but I don't understand for example in the developmental Ed full time students explain that a little more because if -- are you saying you're offering two courses to those students?

>> No, no. Students that needs developmental education isn't stuck in only developmental education; right? It's usually English, math that they would need to pick up they're not college ready for so it's only a few of the courses.

What I was suggesting on the --

>> Carmen Avalos: Okay. Let me stop you quick. When you say a few course what is percentage of our students are we talking about? Because we're looking at a large percentage so can you explain how it's implemented? And if that is the case we will see our students in this calendar and not the one that looks more fluid in terms of student progression into a four year school so what percentage of students are we looking at with this program?

36

>> I don't know.

>> Dr. Fierro: The students that place into developmental with at least one class depending on the semester they vary from 78% to 80% depending on the semester and those that require more than one class it could be as high as 70% so 65 to 70% is a good average. As I said depending on the semester sometimes it's a bit higher and sometimes it's a bit lower so the biggest number is ones that come with needing only one developmental class. Then the number gets a little smaller as they need more classes and it's even smaller to those that at least two levels done but we're talking about 80 some percent of the incoming students needing at least one.

>> Carmen Avalos: So that's the incoming students but what about those that we have now and those on campus how many students are in this particular segment of the population? And what is that going to look like

in terms of the impact tell have not only on the faculty but if we're trying to move students along and I think where this is going I see this is a drawback for those students, and obviously it's at 70% at the lowest number it's 70% so I hope that's discussed tonight because I am going to be very frank with you. I feel this is going to be an impediment to those students frankly because they're at a loss when they get here in terms of being college ready so I would like to see is it going to impact them and how is it going to impact other services we offer the students and support services and the faculty -- not the faculty but the staff that has to provide additional services for that? Because I'm going to be honest with you and looking at this calendar and oh my God we're in trouble.

37

>> Dr. Fierro: That is certainly the challenging part of any course set up and one of the early successes we're seeing for instance on the [INAUDIBLE] program and the accelerated courses. They are doing quite well.

>> Carmen Avalos: How long are those courses? Eight weeks; right?

>> Dr. Fierro: Nine weeks.

>> Carmen Avalos: So that is comparable to other for if the institutions that have been doing this already and in order to get there we need to make sure they're ready and when I hear 70% of the student base the concern is that much more heightened.

>> Dr. Fierro: They're developmental students, yeah, and the numbers we're seeing their range anywhere -- correct me if I am wrong and you might remember them and in some cases 70%, 75% success rate which is

in some instances two, three times higher than not aim students.

>> Carmen Avalos: But are they limited in the number of units?

>> Dr. Fierro: They are structured in everything they have to do including tutoring hours and showing up to the lab and so on.

>> Carmen Avalos: Okay.

>> So these were just to clarify these suggestions for guided pathways and not what we're putting in place. It would have to be a larger discussions but it's to show up how they can occur and you're right with for profit schools they have done guided pathways and public higher education has not before so keen on this idea and some of that is because of the amount of work it takes to do that during a regular semester. At for profit schools they hire specialists that create these so we don't have that in the public higher education but they're individualized. A student could take this one or a different one. Depending on the major and how each department or each major that we have here wants to run that would be conversations to take place.

38

>> Carmen Avalos: I have to disagree and the higher education portion. I just finished a --

>> Graduate programs.

>> Carmen Avalos: Excuse me. Let me correct you again. There is bachelors and Masters through Cal State Northridge and it's a public higher education of Ed and they have it and that's not correct because we have public institutions doing it already and the for profits are doing it and Bork for them and the public institutions are behind but

they're doing it so I think it's one of the things -- why recreate the wheel or certainly best practices and if we're talking about getting our students through the courses and making sure the programs work and we need to look at that well and I am hoping out of this discussion tonight we get some of the things brought back and we need to address those and in terms of partnership for the programs and align to student success then we need to look at some of the factors as well.

39

>> Yeah, I wasn't suggested that public education hadn't done it but they're behind.

>> Carmen Avalos. Yes they are absolutely. I agree with you on that.

>> So that is two years for a student that needs to take developmental education courses. CTE is little different. I have lined out a 18 unit certificate here in a 16 week semester, and again a guided pathway that moves them through the CTE program in one year. And that's it.

>> Marisa Perez: Great. I have a quick one more question. Going back to the part time students.

>> Yeah.

>> Marisa Perez: Looking under the part time student template I don't see them gaining an additional class like we talked about the full time students that they're given the opportunity to take the winter intersession class so they could possibly finish quicker but our part time students -- maybe I am reading this incorrectly. I don't see where they gain.

>> Right. So you're right and in this particular template they do not. They could. The reason it wasn't put in here -- again I presented this to the larger

campus last year the guided pathways and talking about a four week intersession and didn't seem practical for a student for the student and they would take that four week course and it's not included but

pathways could be included and these are examples how it might work.

>> Marisa Perez: Okay. Is there flexibility to give a four week intersession based on this or six week based on this.

>> That's decisions of departments as they're created the -- as a college we have to decide that. Once that's decided it's up to the department to determine how it would work for their particular major.

>> Marisa Perez: Okay. I think that's an area I would like to explore more because most students are here part time. We know that and they have lower success rates. We know that too so again if -- I did read the report and talks about a 2% increase in student success, so I think we need to really focus on that aspect too because we need to make sure that the part time students are given additional flexibility to complete as well so that is something I would definitely ask to continued to looked into.

>> Absolutely.

>> Carmen Avalos: And I have an additional question. I noted on your report there's several folks who are appointed and I had specific concerns what it would look for the Nursing Program and in terms of -- we do have one of the best Nursing Programs in the state so I am concerned what impact the 16 week will have that on particular type of career training specifically when you look at the labs there's quite a

few labs that need to be done
and in terms of time if a
student needs to spend more time
on campus on any one given day
you know they're going to get
more exhausted and that's just
you know being -- you know, a
busy student and you know just
natural as they say in the
natural course of the day you
get exhausted so what does that
do in terms of the success for
the students and you're
exhausted and doing the labs and
all these things so I am looking
from the perspective will the
programs go down in terms of
successes there and when we look
at the areas that need the
greatest need it's the Math
Department. What's the need of
the Math Department of students
learning quicker in 16 weeks
versus the 18 week calendar and
I was a slow learner and the
extra time was great for me. I
went to school on a 18 week
calendar and I thought it was a
little bit to my benefit as a
student if I was not as
articulated in the math area to
have the extra hours to spend
with professors to be able to
understand the material better?
So what is it doing to the
segment of that population and
that's the biggest challenge is
the math courses and math
success.

>> I would have to let Dr.
Fierro answer the questions. I
don't know the answer to that
but health occupations does have
issues that are exclusive to
health occupations and stay on
the 18 week schedule.

>> Carmen Avalos: Okay
knowing that how would that work
and have a variety of schedules
and the purpose is being
equitable to all staff depending
on that and how does that work?

>> I will let Dr. Fierro answer
that. He has the answer to

those.

>> Carmen Avalos: All right.

>> Dr. Fierro: So I'm going to walk you through some of the findings on the report, and based on some of the comments just made by Trustee Avalos and Trustee Perez, and I said this publicly so I guess this is not much of a secret. The gains that are somewhat mentioned in the report really do not mirror the data that we have seen consistently on campus and even a disclosure in the report that says the study that was conducted at [INAUDIBLE] I believe it was it was non conclusive. The study studied a large number of results from the Chancellor's Office and as you probably see on the report it says still it is inconclusive. There's a chart that shows the retention did increase but the student success was still a bit inconclusive. The information presented by Michelle is actually very helpful in regards of student success, so I guess what I am trying to say with this is the student success that we may see or may not see based on a potential change it is determined mostly as to how efficient and effective are we creating student pathways to completion. Meaning that if we don't have schedules that lead to completion students are not going to finish any faster. If we don't offer the classes aligned to these specific transfer programs the students aren't going to graduate any faster that if we have back to back sessions that we need to have a limit on how many credits each student takes at any given time, meaning if you have students rotating to a five week course to complete three classes in 15 weeks is probably not the best idea for the student to

take ten credits every five weeks so there has to be a series of rules that we agree to implement in order for the pathways to actually translate into student success rather than expecting just a simple change of a calendar -- I'm not saying "simple" and just a figure of speech because it's not that simple but a simple change to lead to a change. The change alone really as the results show it is really inconclusive.

Essentially the report says at some point there is not up or down so it's essentially in the implementation if it is done properly and we all agree to have pathways to completion and so on we could potentially see gains. Before we go into the reports I would like to give you a little bit of information on what I found to be the history because obviously I wasn't here in 2009. I think the first report on implementation of the 16 week calendar was developed. Later on apparently in the fall of 2014 that report was again brought forward and it was a discussion that led to an agreement to explore the possibility of again revisiting that 16 week calendar and appointing a committee that would produce a report and that report would be presented before you to make -- provide essentially direction to the campus so in that report it was a report -- a group that had equal representation from the district, from CCFF and the

members there and they work together to put this report together. Their report was finished at some point during the Spring of 2015, and during the fall of 2015 we engaged in campus forums in which primarily Michelle and I presented the different options to the campus.

The representation as you see there in that report covers faculty from the health occupations which has been a concern obviously on the implementation on the calendar, and a faculty member from the biological sciences that have expressed some concern about the implementation because of changing the length of the labs in particular, so include that representation, and on the side of the district obviously we had a couple of Academic Deans. One being the Dean of health occupations as well. Later on again during the fall 15 and Spring '16 the different groups took positions on these items. Faculty Senate voted in favor of the implementation of the 16 week calendar. The Student Government also voted in favor of the 16 week calendar. CSEA voted against it and the Deans also voted against the 16 week calendar, so as you see there is -- they're non consensus among the groups at this particular time, so I'm going to walk you through some of the pieces that are here as they are described, and then I will answer any questions you may have from my take on the conversations that I have had with the different groups so the first part is obviously the group that work on this report recommend the adoption of the 16 week calendar as early as practical or as early as possible. They also recommended the forums which we actually had and they recommend an inter session which is probably outside of the purview of this particular body since obviously that is at your discretion. The conversation about having higher performance on a 16 week calendar versus an 18 week calendar as you could see in this report really it is

not very telling. It's relatively inconclusive at the time so I took it upon myself to get data from Cerritos College. We as you know we offer 18 week courses, 15 week courses, nine week courses and I look at the data from our own college with our own faculty and our own students, and there is really no change on academic performance between 15 week class or 16 week class, 18 week class. What I was able to see that the shorter sections had a higher retention rate so more students stay in the class. The major change they saw on the data was in some of the nine week courses which it has been examples of programs like aim and any of our accelerated programs like the Business Administration program they run shorter sessions and they seem to have higher retention and higher performance but when talking about a shorter session I am talking about nine week courses rather than 16 week courses. The data -- part of the data used in this particular report was from San Joaquin Delta College it and had a small sample and saw increasing performance on their students. However, this group recognized that sample wasn't large enough or comparative to Cerritos College so they ask the Chancellor's Office and looked at the data of the Chancellor's website, the performance data essentially of the Chancellor's website, and that data was divided within peer groups or what this particular task force termed or peer groups and Glendale, Pasadena, Mt. SAC and Long Beach and colleges similar in size and population and already transitioned to a 16 week calendar. As you can see right here the retention rate seem to be relatively strong in

some of those changes but the success rate is about the same, so when you get to the chart right here on success and retention it really shows not significant difference on the switches on the calendar. Now, with that said there are other benefits that were outlined prior to that have to do with the opportunity of aligning schedules with peer institutions, the opportunity of aligning schedules with transferring institutions and compressed pathways for graduation and opportunity for a potential intersession, the opportunity of having consolidated times for professional development and in service or essentially a couple of weeks a year in which the college is essentially down for professional development and service for all constituent groups. And those are some of the benefits that I will expand a little bit when we get to that point. One of the considerations this particular group took was able to research is whether or not the curriculum will have to be modified and the answer -- the short answer of that is no. The term length as presented by Michelle provides the opportunity --

47

>> Marisa Perez: I'm sorry. I have a question. I under lined a line for a question. On page four and "nurses would need to offer laboratory or on site courses during this time so students can get the requirements by accredited agencies" And I am wondering what that meant?

>> Nursing is one of the programs -- not just nursing and programs that are not based on credit hours but in actual clock hours of specific work like health occupations and complete

a specific number of hours in labs and sometimes clinicals. For instance Cosmetology is another program they have to have specific number of hours, certified hours, before they can sit for an example and we have a number of those programs so in order for students to accomplish that one of the solutions they run a longer term or begin in one term and end in a different term or that they have longer contact hours during shorter length of the term. This is tricky to achieve, not necessarily because the organization of it, but mostly because in order for our students to be able to access those hours we need to have the available space on campus and the available space off campus, and we do not control that.

That is essentially the prerogative of the receiving entity so for instance if we have nurses students and have a clinical side and have them only two hours a day that's two hours so that in the event that's the direction we will go it has to be -- there will be some work that needs to be done and particularly to those programs that have clocked hours requirements. Now --

>> Marisa Perez: What percentage of students fall in this category, roughly estimate?

>> Dr. Fierro: Rough estimate?

I don't want to say they're small because they're certainly a representative sample of our students but they're less students than the traditional credit programs. Remember most of our -- or all essentially of our health care programs are competitive entry so we only have a few hundred in each program at any given time, so if we count only the heads obviously they're not going to

compare to the rest of the institution, but we need to also remember these are students before they're nursing students or before they become pharmacy students they are General Ed students as well, so they are our students in more than one level and make a relatively large portion of the number of units that are taken on campus. So now that you mention that it's probably a good time for me to say this will put a burden -- I mean speaking with Stephanie obviously she's a team player and she will work to make it work if that is the direction we're going in which we have to especially like I said before have programs that begin in the spring and end in the summer so they don't begin and end within the same semester. They will have to overflow into the next semester to be able to accomplish that. That will require some managing of how the hours are calculated and how you collect the apportionment because it's not simply to say what the class offer you need to show that you met a number of times to collect apportionment from the Chancellor's Office. It can be done. We're currently doing that for some of the courses for various reasons, but these will establish -- could potentially establish that now. The other thing we have obviously colleges like Santa Monica and one of the first colleges to move into a 16 week calendar. They're running everything 16. Initially I believe most of it stayed on a 18 week calendar but a year or two later they migrated to 16 and so it's not impossible to do but takes additional work to get there and making sure that the sites that we send our students will allow the extra time during

the term and that will require tweaking and work from admissions and records and counseling the technological back end to set up the system to track them because if you have too many sections that are overflowing into a different term we need to be able to track them effectively because if we don't we will not be able to collect 100% apportionment. Yeah Trustee Patron.

>> Karen Patron: I had a question for the health occupation configuration if you could explain we can't offer a winter session? Does it not work that way? Because I am looking -- so they have four semesters and if we go with the configuration and six week fall, six winter and spring and summer eight weeks I think it would work out but explanation they can't do winter or what's --

50

>> Michelle on the winter --

>> [INAUDIBLE] [Off Mic]

>> Dr. Fierro: I'm sorry. Yes. So if they stay on the 18 week they can't do an inter session because they're finishing halfway through the semester and beginning the second week of January like everyone else so the semester is actually longer for the regular student. If they went to 16 weeks then depending what classes they could potentially access an inter session so what I am trying to say let's say you're taking Psychology class you begin as a 16 week student and a nursing student and taking pathology and I begin at the same time as you I will finish two weeks after you do.

>> Karen Patron: But the health occupations need to be on 18 weeks like there's no way around it?

>> Dr. Fierro: No. It will be their choice. They could do

that. That would require additional work from the district to accommodate and be able to track that, but there are models if they choose to adopt them to operate in 16 weeks. The challenge that they face is they have to be able to meet on a specific number of hours. They don't operate in the same way that the rest of classes do with credits. We award credits but they need to meet the number of clock hours and in order to do that in some cases they have chosen to go to longer terms to make it manageable.

51

>> Karen Patron: So that can't be done in 16 weeks?

>> Dr. Fierro: No. I didn't say that. they have to choose that or otherwise they have ability of not doing that and we have to use some programming and tracking to be able to collect the state apportionment.

>> [INAUDIBLE] [Off Mic]

>> Dr. Fierro: Okay. So here is the first mention about cost on the report and right here their report is calling for an estimate of 250,000 annually on the implementation on this calendar. Most of that will be from the additional impact the campus will endure during higher traffic so additional maintenance, additional facility cleaning. Obviously the additional tracking that will have to be done if we have uneven calendars and essentially some of the hours that are going to be extended in order to accommodate longer courses. When I mean longer courses in this report you will also see one of the only ways that you will have to be able to offer the same number of sections that we offer today in the same week is by starting earlier and finishing later in the evening,

so rather than start let's say classroom maintenance at 9:00 o'clock or 10:00 o'clock we will starting let's say at 10:30 or 11:00 and classroom will have to be ready to go again next day at 7:00 a.m. so you will have some shift differentials there because obviously some of the work force will have to be shift to that particular structure.

Now, we go to the 2009 report says to eliminate the flex week.

We don't really have that ability. That's not something we said we would do. It's required by the Chancellor's Office and asking for that is very likely that will say no.

However, the committee sees having the week at the beginning and the week at the end and so on and the flex days could be used as mentioned earlier for professional development and so on and so forth, so rather than losing flex you will gain a flex week in which convocations could happen, [INAUDIBLE] could happen, program review could happen and essentially a lot of the additional functions we have to accomplish in order to make sure our programs are compliant.

Trustee Perez.

>> Marisa Perez: Yes, I received a lot of individual comments on this from faculty and staff members and one of the concerns raised was what happens to the two weeks that went from 18 week to 16 week calendar what happens to the two weeks? Would faculty members then be not required to be on campus those two weeks or would they be required? Would the staff who support them inside the classrooms would they have to be here for the two weeks or not be here for the two weeks? And I think this ties somehow to the flex time too so if you could explain that and address that?

Because I got that comment from several people.

>> Dr. Fierro: So there is 175 days on contract on the college here and essentially they're the days our faculty are contracted to be here, so this particular proposal in order to address that is proposing weekend college, Friday and Saturday courses but the reality is essentially the sound course of action would be to establish week before the beginning of each semester to call it essentially an in service week in which all of us will be expected to be here as part of meeting our contractual obligations.

53

>> Marisa Perez: The 175 days for ten months and higher amount for 12 month.

>> Dr. Fierro: 210, yes. And all of the days would still have to be met just as per the contract.

>> Marisa Perez: So everybody classified and faculty have to be here during the two weeks even if we reduce the schedule?

>> Dr. Fierro: Unless it's negotiated a different way. My interpretation of the contract is we're here 175 days.

>> Marisa Perez: Okay. Thank you.

>> Dr. Fierro: So as I was mentioned some of the utilizations and some of the estimates from the report say we have to start classes as early as 7:00 a.m. and end as late as 10:45 p.m. to meet the same number of classes. Obviously we would like to make sure that students have the classes they need so this will be a variation for that. In one of the forums and this is my own comment based on comments from the forum someone mentioned about the dead hour. What happens with the dead hour? And obviously if you

already have classroom impacted meaning you probably wouldn't have a dead hour. I don't know what would be the discussion on that. I haven't had official

54

discussions on that regard but the dead hour is something you could potentially lose in order to be able to fit as many classes that we currently offer in a shorter calendar. The dead hour essentially is a period of time on Thursdays -- Tuesdays and Thursdays that we have -- it's not we don't have classes but we hold fewer classes during that time usually there are meetings that take place throughout the college, so losing those two hours in order to be able to feed the extra sessions mean that some of the meetings take place on Friday or at a different time.

>> President Lewis: So that would affect the ASCC and meet on 2:00 o'clock --

>> Dr. Fierro: It's mostly faculty and full time faculty for the most part that off during that time and when the Faculty Senate meets, the chairs meetings takes place and the government groups that are faculty. They have a large composition of faculty traditionally meet so if we eliminate that you could potentially gain four hours a week to balance out the number of courses that are offered today versus in the future when 16 week calendar transitions which means essentially some of the meetings since there is a proposal here of having additional classes or activities on Fridays they could take place at that particular time or depending what calendar is adopted essentially.

>> Carmen Avalos: So the comment made -- not the comment but the item brought up

regarding what faculty is doing you're saying we already have time for that so that would be a non issue at this point. So you said there is dead hour. That's what you called it so the dead hour is utilized really to support faculty in the various meetings that they do throughout the semester for various matters, correct? So that wouldn't be a part of the discussion at least that's what I am hearing in terms of what Michelle brought up regarding more time needed for these things because we have time built into the schedule for that.

>> Dr. Fierro: No, this is what we talked about on flex week is for instance the development of the SLOs, program reviews, unit plans, and so on and so forth. Those happen outside of these constituent meetings.

>> Carmen Avalos: Okay.

>> Dr. Fierro: So if for instance in the classroom utilization was going to happen if you were to leave everything the way they were you will schedule one less class per classroom every day so essentially if we not going to start earlier and finish late and we wouldn't have any other modifications in the day this report suggests that we will lose one class per classroom per day.

>> President Lewis: Trustee Perez.

>> Marisa Perez: Yes. So that was my question because I was trying to get an equation for the estimated 12% loss in classroom capacity was so you explained that. We would lose one less class per day if we went to this and did not extend the hours of classes and or add classes on Saturday or Friday.

What time do classes currently start and what time do they currently end on Monday through Thursday?

>> Dr. Fierro: Depending on the department and in mathematics it's from 7:00 a.m. to 10:00 p.m. nonstop, one after another and departments less impacted could have them start at eight and in athletic its starts at six in the morning and depends on the department and how impacted the rooms are.

>> Marisa Perez: What about the labs?

>> Dr. Fierro: The labs -- that's a good question.

>> Marisa Perez: I hear we don't have enough hours and Biology.

>> Dr. Fierro: That is correct.

>> Marisa Perez: So they're already impacted and that's my concern and this is how I understand it and instead of teaching three hour lab they have to teach a three hour and 15 minute lab, or whatever the number is and I will pretty sure how we schedule it's back to back because space is limited so what happens to the labs that are already impacted and is there any remedy to address this?

>> Dr. Fierro: The suggestion based on the report is offering more Friday and Saturday class. Now having before in a Biology lab it's not uncommon but more challenging for instance if you're teaching microbiology it's good to meet twice a week and to inoculations today and come back on Friday cults

cultures have grown but teaching on Friday and Saturday you don't get the same changes if you do it from Friday to a Saturday or Friday to the next Friday. There are ways you can slow the growth but requires a number of

additional steps so it will be more challenging. The other part if you leave it that way finishing classes at 1045 or 11:00 p.m. and it's not possible and it was my schedule when adjunct faculty teaching anatomy and used to teach to 10:30 four days a week.

>> Carmen Avalos: And they were lively.

>> President Lewis: Last question from Terence.

>> [INAUDIBLE] [Off Mic] whether I was part time I taught at multiple 16 campuses and I never seen a schedule at other colleges that went past 9:00 o'clock let alone 10:00 o'clock here. How many classes do we have for the allotted block times because when you go to the social sciences building at 3:00 o'clock, 4:00 o'clock it's empty so I think we're forgetting we have down time for classes because we've built in this idea that students don't want a class past 3:00 o'clock and we're waiting for the night students to come in at 530 and no classes at that time and put classes there opposed to adding on more time or increasing past 10:00 o'clock so in a weird way if all of the surrounding districts and Rio Honda is one of them and I have a Trustee we could rely on are implementing this model we could look at what they have done opposed to saying this won't work and they did it

and have a solution waiting for us and that's our comment.

>> President Lewis: At this time we have to go into closed session. That will last no more than one hour as was written in the agenda that we will start close sessions at no later than 9:00 o'clock so at this time we will enter close session and be back in no later than one hour.

So will recess this meeting until then. Thank you. (closed session).

>> Dr. Fierro: So let me just essentially jump to what the advantages and disadvantages for the group are since it's late and the disadvantages that you see there what the report says that obviously is the greatest disadvantage is the cost of the compressed calendar is the actual cost of the compressed calendar. In that report you see there are two pieces of cost. The first one is the actual implementation cost and range from \$600,000 to 1 million and 600,000 came from this one and the 1 million came from the previous CEO.

We need to look at what the actual cost of implementation is but it is around there and the second cost the report outlined an additional \$700,000 a year if operational increase and so significant increase in FTES so essentially what that means you're operating the same number of students at a higher cost. The next concern is students who benefit from longer semester would probably have lower success and retention, but it also says that many of them will not be harmed by the compression of the schedule. We already talked about the issues with

nursing and the sciences and Cosmetology and other programs that require clock hours so it will have to be obviously additional conversations I am assuming from the faculty leadership with these programs to determine a course of action for these particular programs. As I mentioned before the committee had biological science and health care faculty so I am assuming those conversations will continue to be ongoing between the faculty.

There are obviously advantages that we also mentioned before and aligns with K-12 districts and the neighboring college to allow better sharing of resources. Essentially students that go to more than one college the other advantage of that would be the easy transition to the CSUs that have shorter calendars and some of the ones that are not listed here it could be driving time, right, so if you have a student and have to come 16 weeks I save two weeks in gas, two weeks in food, two weeks in child care if that is something I have to pay with, so from the logistical aspect obviously there are a number benefits for the students to be on the 16 week calendar. It was the initial statement there, the performance will increase is not supported by this report. If you have questions I am happy to answer them and happy to be quiet and sit down.

>> President Lewis: Is there any discussion at the take?

Trustee Patron.

>> Karen Patron: I apologize and I have students that would like to speak on this matter and they waited for a while.

>> President Lewis: Yes quickly, yes please.

60

>> Good evening everyone. My point -- the point I want to make and I will keep it brief there are students like me that think we try hard, we do well. I am taking more than the recommended course load and I am doing well in my classes but in terms of transferring many will schools especially UCs require that you be done by the spring so if I needed a math class for example to transfer by the spring I would definitely enroll in that class over the winter and get that over with instead of having to come to summer

session or having to wait to take the class in the fall and delay my transfer by another year. Aside from that for what I want to do internships really count so this year I had to make a choice between taking the class they need to transfer or participating in an internship so I think -- I just wanted to voice my opinion and my support for this. I am strongly in support of a 16 week semester. Thank you.

>> President Lewis: Thank you.

>> Hi. I am Jackie and a STEM major and I am in favor of the 16 week course because I want to transfer soon, and this school offers many opportunities but I feel my education is extended too long and I want to take as many more classes and a winter session would mean a lot to get more classes done and yeah, thank you.

>> President Lewis: Okay. Thank you.

>> Karen Patron: Anymore students that would like to speak that came here?

61

>> Hi everyone. My name is Rod [INAUDIBLE] and a student leader on campus and the Chief Justice. I am in favor of the 16 week calendar because specifically what I want to do as a career going into international relations that requires more so not just the course load to get the degree but background in some of the classes and cultural instances required to be proficient in my career so at the moment I'm not only taking courses to be a Political Science major but to speak a third foreign language and understand cultural religions and those things that private universities and higher level education universities require and having a winter

semester and I'm not required to take as many classes and have internship opportunities and have club opportunities would be especially beneficial. I know that we try to focus as much as we can on the students that need help but I ask you to focus on the students that excel well but need that availability to excel more in the limits they're contained by. Thank you.

>> President Lewis: Thank you.

>> I have a couple of quick questions or concerns about the information presented. As a financial professional when numbers come out and things are going to cost a million dollars or \$700,000 and no break down and numbers thrown out I get very concerned. All I heard was the expensive cost yet all of the surrounding colleges went to it, so that just doesn't add up. The other piece there was no revenue component to the intersession presented and is there a revenue component to it? I didn't see it presented.

62

>> Dr. Fierro: That was a report produced by the group appointed by the faculty leadership and the district and that's when presented to the district.

>> Okay. I guess that's a question I have. Is there revenue that comes in from having intersessions?

>> Dr. Fierro: That the part I mentioned that we have to actually have someone look at the real cost of something because the numbers there -- I have to agree with you. There is not a lot of documentation in the actual report. You know the background seems to add to whatever the comments I have seen before but I agree that the numbers are not sufficient so we probably need to have an

independent person come and look at it and tell us the true cost of implementation and a true revenue in the event there is one. That part is not definitely addressed. It is not addressed in that report so I agree with you.

>> Okay and then just one last comment is if all of the other surrounding colleges are going to it and we're the one out of step with it my experience we should by sticking forward to what we're doing should be producing better results.

That's my personal take and comment on it. Thank you.

>> President Lewis: Thank you. All right. Is there other discussion from the Trustees here?

>> Karen Patron: As far as the 16 week calendar I understand there are disadvantages and advantages and other colleges have taken the risk and other colleges have made it work so I think it's time we consider this as an option moving forward. I really think that the students will benefit from a winter session and transferring into spring instead of waiting to transfer so when considering this feel there are more advantages than disadvantages. There are things to work out and that means we have to work together to find the solutions and not possible and with that being said I am support of this.

>> President Lewis: All right. Is there any other discussion --

>> Marisa Perez: I would like to go ahead and make a motion. First I want thank everyone for being here today. I know it's been a long night and I appreciate everybody here and I want to recognize everybody on the Ad Hoc Committee to make

this recommendation. I know it took time and energy and I appreciate everyone being here and I wanted to acknowledge Trustee Patrons and the students for being here. Thank you very much for sticking with us throughout the night. Again we always make decisions with the goal of trying to serve our students better so thank you very much for providing the students' perspective so I actually have -- I guess -- I have a motion but first I think at this point I think I would like to go ahead and proceed with moving forward with the 16 week calendar. However, I am concerned about the cost related to this. Dr. Fierro reminded me again today that we're facing a \$3.6 million operating deficit this year and continues next year and the third year so with that in mind this would be my motion, so I would like to amend the recommendation to authorize the district to begin implementation of the 16 week calendar once the following questions have been answered -- I'm sorry, have been addressed to the satisfaction of the Board of Trustees. First item would be agreement on the academic calendars for the next four years. Number two, independent financial analysis on the transition costs estimated to be between \$600,000 and \$1 million. Number 3, details -- I'm sorry, financial analysis, -- independent financial analysis ongoing operation cost and revenue needed to support the 16 week calendar. And then let's see once negotiations for fall 2018 reopen the district will report back on how the district will implement the three weeks of additional annual professional development and flex days. Two, how the current

number of sessions offered to our students will be maintained? And three, the proposed academic calendar configuration. That would be my motion.

>> President Lewis: Motion to amend the recommendation is on the table. Is there a second?

>> Karen Patron: I just have a question.

>> President Lewis: Let me get a second.

>> [INAUDIBLE] [Off Mic].

>> President Lewis: Trustee Patron.

>> Karen Patron: Is there a specific date you want this collected or bring back to the board for an action item once it's hashed out? That's my question.

>> Dr. Fierro: Just to clarify saying yes condition two.

>> Marisa Perez: Yes.

>> Dr. Fierro. Yes, I'm sorry.

>> Marisa Perez: Yes.

>> Dr. Fierro: Okay. There is one additional part and I think -- I can't remember if I said that we have to submit paperwork to the Chancellor's Office to get approval from the Chancellor's Office to move that so even if we say yes right away there is the additional step of going through the Chancellor's Office, so I think you said financial report, calendars, independent analysis of finances?

>> Marisa Perez: Yeah, cost and revenue.

>> Dr. Fierro: We could do those items as soon as we can get someone here and submit also paperwork, but that is just outside of -- at the Chancellor's discretion. What I understand is one year to get an answer.

>> President Lewis: There's a motion and a second at the

65

table. Is there any objection to adopting this motion?

>> [INAUDIBLE] [Off Mic]

>> President Lewis: Yes.

>> [INAUDIBLE] [Off Mic]

>> [INAUDIBLE] [Off Mic] --

Marisa Perez: Once negotiations for fall 2018 reopen the district will report back on how the district implements the three week of additional

professional development /flex days and next the current number of sections offered to our students will be maintained and three was the proposed calendar configuration, and I was referring to this, what was presented. Like what would be our calendar? Sounds like we have a lot of great option and those items are once negotiations would reopen.

>> [INAUDIBLE] [Off Mic]

>> Marisa Perez: I don't know. Dr. Fierro.

>> Dr. Fierro: It will be delayed regardless because we still have to file the paperwork through the Chancellor's Office.

>> Shin Liu: Can we submit the paperwork now?

>> Dr. Fierro: You could. But what I am being told you submit like today and takes almost an year to get an answer and I think you probably mention the same -- it takes about a year.

>> President Lewis: So there's a motion and a second at the table and seeing no objection the motion is deemed passed and it was an amendment to the recommendation so I need a second motion to pass the now amended recommendation so --

>> Marisa Perez: So moved.

>> Carmen Avalos: I going to abstain because I think there is more information to be presented on the matter so I will abstain.

>> President Lewis: Is there a second?

>> [INAUDIBLE] [Off Mic]

>> President Lewis: Do you object to the motion on the recommendation?

>> Carmen Avalos: I'm going to abstain.

>> President Lewis: Let the record show without objection

it's passed with the record of abstention from Trustee Avalos.

67

All right. So now we move on to Item 60 a consideration of appointment to three members of the Board of Trustees as Ex-Officio Directors of the Cerritos College Foundation in which we will appoint Trustee Camacho-Rodriguez and Perez and Lewis as Directors. Is there any discussion? Is there a motion?

>> Shin Liu: Motion.

>> President Lewis: Okay. We have a motion. Is there a second?

>> [INAUDIBLE] [Off Mic]

>> President Lewis: Okay. We have a motion. Is there any objection to the appointment of these three? Seeing none the item is adopted and congratulations to us three.

All right. Thank you. Yes.

Thank you. Yes. Thank you.

All right. So now we move on to reports and comments from district officials starting with Trustee Patron.

>> Karen Patron: First of all I would like to thank the students coming tonight. Thank you for lasting. It's their first board meeting and thanks the Dreamers and [INAUDIBLE] and had a speak against hate today and very successful and thank professors for bringing out classes and ASCC is working on legislation and working on a budget and starting meeting and that will be tedious and working on the [INAUDIBLE] program and working with Dr. Fierro and Shin Liu to send students to Taiwan and hopefully we get that passed

and other than that that's it.

>> President Lewis: All right. Trustee Perez.

>> Marisa Perez: Thank you for being here today. I want to congratulate everyone on the opening of the Math-CIS building and the people that did the work behind the scenes and a great event and community support and enjoyed the building open and the students in the building so I wanted to thank everybody for putting that together. It was fantastic. I also wanted to acknowledge everyone that went to the Master Plan Charette and great feedback and well attended and thank everybody who did the planning. I also attended two State of the Cities and in Lakewood where they focused on economic development, public safety. It's a big issue going on right now. I also attended the Bellflower State of the City too where they also focused on economic development along the boor corridors and public safety. That seems to be a big issue right now resonating with all of the cities in regards to increased crime so that was interesting to hear, and again I also wanted to thank everybody for attending the board retreat we had a couple of weeks ago. Thank you. I thought it was beneficial in some senses and I wanted to thank everyone for participating in what and look forward to the one meeting in March so thank you.

>> President Lewis: Karen Patron.

>> Karen Patron: Just quick I attended one of the conferences in DC and two things on the table that we want to continue to support is DACA and also that we move forward with supporting the Bridge Act that will also continue support the DACA students. The other thing was

68

69

to continue support of the Pell Grant for year round so those were two things that a lot of the colleges are supporting so that was it. Thank you.

>> Carmen Avalos: I want to remind everyone many cities are having elections next Tuesday and six days to count down and it's over and consolidated elections and on the L.A. County website and reminding people that the votes matter and particularly in local elections and make it a habit to vote and looking to 8:00 o'clock and one second next Tuesday so good luck to all of the candidates.

>> President Lewis: Dr. Fierro.

>> Dr. Fierro: Thank you for sticking around this long. Tomorrow we have -- thank you. We have the Hall of Fame so hope you see you there. Good night to celebrate the accomplishments of our students and some of our faculty and former administrators and essentially a lot of people that have contributed to the development of Cerritos College over the years so we're looking forward to seeing everyone there, and have a night to celebrate. Last year I had a good time. I remember I had some time to chat with many of you that are sitting in this room after the celebration, so I hope we get to see everyone tomorrow there and enjoy each other's company so that's about it.

>> President Lewis: Dr. Liu.

>> Shin Liu. The Chinese new host and host by Cerritos College and the City of Artesia was postponed so the date right now is March 4, this Saturday, so we will be at City of Artesia and at Pioneer Boulevard so they're a lot of food, prizes, and come join enjoy a day with us. Thank you so much. Okay.

>> President Lewis: I had the opportunity to attend the Norwalk Mayor's Prayer Breakfast a few weeks ago and of course it was one of the earliest events I have been to at 6:30 but nonetheless it was a fantastic event, well attended by all in the Norwalk community and glad to see everyone come out this early and thank you to Trustee Patron for making it. Again it's an early time but she made the dedicated drive all the way over here and I want to thank her for showing up and showing support for our community out here so thank you Karen and thank you to the Norwalk community for continuing to host this great tradition. Also I attended the charette, planning the education planning here today and participated in a few of the I guess charettes -- a little -- I don't know how the plural works with that. It's a foreign term but nonetheless good discussion by multiple members of different aspect of our community, mostly you know in some of the places I went from Downey, from the Downey School District and they certainly came out in force. They had their little contingent there and gave good ideas and along with our faculty and members of the community so I am looking forward to continuing on the EMP process and having the full recommendations brought to the board at this time and other than that I also attended -- or participated in the mock

interviews which were held by the Norwalk Educational Alliance which consists of Cerritos College, La Mirada Unified and the City of Norwalk and we hosted I believe about seven different high schools or so including La Mirada, Santa Fe, Norwalk, John Glen, et cetera

that all sent students to have interviews with different members of our community from elected officials, to business leaders to others that basically interviewed them, had a mock interview, to help them gain the skills necessary to succeed in a competitive business market and job market and let me say they was certainly impressed by each and every one that at least came to my table and they were very poised and they were standing straight and speaking directly to the interviewer, and are answering the questions directly, and I am looking forward on having them in local jobs so they can continue to serve the community themselves in the near future. Also I attended the Falcon Leadership Panel in which I was one of the panelists there along with Trustee Patron who basically talked about what our job is at the board and our job at the board as we each mentioned we're here to support the institution and to make sure that the institution continues to do its duties in helping to bring about student success and here to support you and that's what we ran for each of our jobs. We ran for election -- each of us on student success, and that should always be at every decision at the forefront of our minds and if we continue to do that I think we will certainly make the right decisions.

72

Finally I always attended the La Mirada City Council meeting yesterday in which we had presentation from the La Mirada Youth in Government and the La Mirada Youth in Government every year comes up with an innovative plan and how to improve the City of La Mirada for the future and one of their ideas was to partner with Cerritos College

and particularly in the Culinary Arts program and offering basic cooking classes to our community in La Mirada and ostensibly in other communities as well to help people become independent and understand how to you know live life after high school or even during high school if they find themselves independent before a majority age and so it's certainly something that I am looking forward to having them continue to develop the idea and we will reach out to them. They will reach out to us and hopefully this innovative idea they have the brought forward can be brought to fruition. Finally again I am looking forward to tomorrow the Hall of Fame dinner and seeing you there and with that meeting adjourned.

[GAVEL]