1 03-07-18 Cerritos BOT

2 >> President Lewis: Good evening everyone. Tonight we have will invocation done by our Student Trustee. Raul Avalos.

3 >> Raul Avalos: Good evening Board Members. I am here tonight to give an invocation that reflects the fact that we're a diverse community of many faiths. We're a campus that is welcoming and accepting of all. And I will now begin my invocation. Let us rise each morning and strive each day to do only that brings happiness and joy to others and let us avoid doing things that cost others hurt and pain. Let us use our minds and our reasons to encourage behavior based on the neutrality and reciprocity in human relationships and respect the dignity and worth of each
And let us above all love one another not to obtain rewards for ourselves now or hereafter or to avoid punishment but to bring each other containment and peace. Thank you.

President Lewis: Thank you. Next we will have the Pledge of Allegiance done by Trustee Marisa Perez.

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: Roll call please.

Board President Zurich

Here.

Board Vice President Shin

Liu.
Camacho-Rodriguez.

>> Present.

>> Member James Cody Birkey is participating via teleconference.

>> Yes, I am trying to get him in.

>> Member Marisa Perez.

>> Here.

>> Member Sandra Salazar is absent. Member Carmen Avalos.

Student Trustee Raul Avalos.

>> Present.

>> And President Fierro.

>> President Lewis: All right. Is there a member of the board wishing to reorganize the agenda in any way? Seeing none I would like to recommend moving Item eight and is regarding the sabbaticals -- eight something
else. Okay. 39 -- yeah, Item
39 to the next agenda item after
the reports and comments from
constituent groups. Is there

anyone objecting to the
reorganization of the agenda in
that way? Seeing none we'll
Item eight after the reports and
comments from constituent
groups. Is there anyone else
wishing to reorganization the
agenda?

>> Item 39.

>> President Lewis: Yes Item
39.

>> Dr. Fierro: We have
Trustee Birkey on the phone.

>> President Lewis: Welcome.

We will now go to public comment
and we have one public comment
card from Sandra Licard.

>> [INAUDIBLE] [Off Mic] --

>> President Lewis: Is your
mic on? I'm sorry.
Okay.  It's on now.  Okay.
I just wrote it on the card.  I don't remember what I wrote.
Can you read it for me?
>> President Lewis: You wrote
what is the classified stocking
-- underlined twice with
confidential persons with
current open cases.
>> Yes, I would like to know
who the confidential -- yes,
effectually that -- that you have
listed A through F it was and
now through E because I feel
like I have been stopped through
this college -- whoever,
whatever program it's through
and plus I also have my showing
I was active in the program
since 12-21 since 1952 on the
unofficial transcript and I
would like to know why that is?
>> President Lewis: As I
mentioned last meeting we're not here to dialogue with public commenters and we can direct your questions to be answered by staff at a later time.

I have been here plenty of times and no one answered the question.

President Lewis: We can't answer it legally because of the Brown Act and unfortunately we have to refer you to staff. And that would be who? Who wants to take that because I called the President who sitting right next to you and he hasn't called me back. I have been escorted off this campus more than I can count and all I am doing is try to get into the classes here for the last two semesters and I want to know what the problem is? Is there a problem with me coming to the
18   school --
19   >> President Lewis: Again we
20   can't dialogue with you --
21   >> He just said you welcome
22   everybody with every diverse --
23   whatever. Every diverse group
24   there and I have tried to come
25   here for the last two semester

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1   and not successful in doing and
2   one because I check the the
3   financial aid box and the
4   computer crashed and the
5   Administration office. Seems
6   like a little weird to me and
7   the second time that mass
8   communications in society class
9   I tried to get into and the
10  instructor accepted me in the
11  class and then from the time I
12  went from his classroom to the
13  office to get the paperwork and
14  then I got to his office in the
15  Fine Arts building and it didn't
happen. He told me no he
couldn't because it was closed
and there was a thing in the
article on your newspaper here
that said you guys were closing
classes before they are even
filled and I experienced that
after that publication that came
out, so somebody is not doing
their job and it's affecting me

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8

because I haven't been to get
enrolled in this school and
again I'm going to ask who is
going to tell me what is really
going on here?

>> President Lewis: We
referred you to staff.

>> Who is staff? I need a
name? Who is going to take
ownership of this.

>> President Lewis: The staff
are the people that you have
contacted.

>> Well Mr. Fierro why haven't
you called me back? I called you two times.

>> President Lewis: We're not here to dialogue with you. This is public comment time and people can air the concerns.

>> That's my concern and I don't think it's fair that I can't enroll in the school and if the reasons and be straight up here and if it's because my sister was a Chancellor and it's not cool at all. Somebody has to own it.

>> President Lewis: Next we move on to reports and comments from constituent groups. Is there a constituent group wishing to make a report? .

>> Hi good evening. I want to say I am proud to say that the counselors worried about their jobs are no longer worried and
got an Email that restored the hours for the rest of the semester and I think that's a really great statement for the campus to make that they support them by restoring the hours of counselors so thank you guys for that. the other comment I have to make relates to item number 32 on the agenda which is the list of tenured faculty. There's a person's name missing from that list who should be on the list and I want to explain to you why this is a significant mistake they hope you can remedy. Her name is Maria Gorola. She's the Program Director for medical assisting. She's done an excellent job while here. She has excellent evaluations and managed to double the size of the program that she's here. She's so great
and the direct is recommending she is denied tenure the Dean offered a position teaching part time here because she's wonderful. She is also to go on maternity leave. Why isn't she getting tenure? Because she doesn't have a Bachelor's Degree and that rule is unconscionable and several areas in education that Bachelor's Degree is not degree and demanding where it doesn't exist is arbitrary. Not long after AB 1725 was adopted

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the California Legislature adopted a Bachelor's Degree requirement in the code and however because that requirement was inappropriate in 1995 the legislature voted to repeal this requirement. This situation is described by an arbitrator Barry Winograd in the decision with
the Peralta Community College
District and I have copies that
I would like to share with you.
That district made the same
mistake that we're about to
make. They denied tenure to an
exceptional teach because she
didn't have a degree. That
requirement had never been
negotiated with their union and
the degree program here hasn't
been negotiated with the
Cerritos College Faculty
Federation. The district has
indicated and show me four sign
agreements where she agrees to
get a Bachelor's Degree in order
to be granted -- or meet the
requirements of tenure. However
as in the Peralta case such
agreements are illegal. The
district's claim that a employee
can seen a separate agreement
promising to this is invalid and
fundamental principle of collective bargaining that contracts between a district and faculty member such as this situation are illegal and no legal effect. The Supreme Court ruled the labor agreement requires that the negotiations over terms and done conditions of employment take place with the exclusive representative and precludes individual contracts in such matters. This means that the individual contract between Cerritos and her are invalid as a matter of law. The district is trying to apply a

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requirement that was never negotiated with the union. Ed Code Section 87663 states that a probationary faculty member shall be accorded the right to bested under clear and fair and
equitable evaluation procedures
locally defined through the
collective bargaining process.
The bachelor's rule for tenure
requirement has not been
negotiated and not applied to
her who has done an exceptional
job. She tried to get the
Bachelor's Degree and unwise and
she's a Program Director and
think how difficult it is to
teach full time and get a degree
full time. The district must
cease and desist on this
aneristic and illegal policy or
go forward to the legal arena.
Therefore we ask you to do the
right thing tonight and award
exceptional performance and

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advance her to tenure. Thank
you.

>> President Lewis: Is there
any other constituent group
wishing to give a report?
Seeing none we would move to Item 39 and that being the consideration of approval of sabbatical leave reports for the 16-17 academic year. Dr. Fierro.

>> Dr. Fierro: Thank you. Would you please -- oh okay. Yeah, let's go into the report so we're going to have a short presentation of each of the sabbaticals similar to last year on the three faculty members are here this evening with us and they're going to walk us through their experience during their sabbaticals so thank you very much.

>> Thank you. I am Ms. Alvarez. Dr. Fierro, Board Members and the larger Cerritos College community including my colleagues and students and
community members.

Thank you for the professional opportunity of a sabbatical. It's been exhausting and rigorous and a multi-year effort of tremendous value. Because of the connection to the college this is my 17th year teaching here my research in idiosyncratic ways connects and connects our work.

I am confident that is the case for all that accept the challenge of a sabbatical and eligible faculty must invest at least 7 years before applying. By that time Cerritos College is in their blood and informing the on going development as professionals. This familiarity with our students makes sabbaticals a good investment for in house experts. I am proud to work for an institution.
and supports the faculty and by extension the larger community in this way. All right. Now picture a student who comes to Cerritos College. Chances are they're a first generation college student but what does that say about this student's specific needs? What does that tell us about the support we need to promote and design for this student's success? I use my sabbatical research to uncover the answers to these questions and I found -- what I found might surprise you. Responding to the needs of first generation college students will look very similar to appropriate responses designed for most all the students attending Cerritos. My research has shown the label of first in one's family to
attend college does little to describe the needs of students. For example, contrary to common belief the first generation student is not necessarily someone who must compensate for lack of parental interest or engagement. More often than not these students feel intensely the support and pride of their families. Rather than searching for the internal factors shared by first generation college students or the individual's secret for success what I discovered instead is the need to acknowledge the forces shaping the challenges and opportunities facing our students. Opportunities and obstacles for student success at Cerritos College a designated Hispanic Serving Institution are products of the institution's history as well as the history
of the larger school system and society. With this in mind part of my sabbatical is dedicated to researching the history of segregation in Southern California and the historical, social, political and economic networks continuing to determine the conditions of life for our families and their children. My research took me to a time when the fertile slopes at the base of the San Gabriels were marketed as paradise to midwestern families, families who were lured by the promise of 10-acre citrus grows and just big enough for a family to tend without having to invite the labor problem. The labor problem being coded language for outside nonwhite labor. But eventually the grows grew and the need for outside labor brought with it a determination
on the landlord's pride to keep
the workers of color isolated
and separate through
intimidation, physical
boundaries, social expectations
and the law. Eventually single
male laborers were replaced
specifically with married
Mexican and American men because
they were thought of as most
reliable and from there came the
communities and then the
neighborhoods and then the
question what do we do with the
children? For the citrus grows
are all but gone our
institutions including the
school system is rooted in this
history of the it is part of our
student's narrative, our
narrative and institutional
narrative with Cerritos College
Student Success Plan refers to
as a social super structure, a
class into which we are born.

As mentioned in the Student Success Plan as well it is difficult to interrupt this super structure. As we look for ways to support student success to interrupt the achievement gap we should resist looking for solutions which decontextualize student achievement which plays unfair responsibility on students on the strengths and perceived deficits without considering the social and political and economic histories at play. My research shows that the college should foster and support professional development and modules by [INAUDIBLE] and responsive teaching modules offered through the CTX and other efforts that expose the super structure. By placing
challenges to student success in a larger context we shift the perspectives and better position ourselves to be part of the solution. Thank you

[Applause]

>> President Lewis: Thank you.
>> Actually I have questions for her. Yes please. So first of all thank you for the work. I did read through it. I went through the literature review and great articles in there they went back to look up so thank you for that but I had questions in terms of the take away for students. How does this research and this opportunity to go on the sabbatical how does that translate into more success for our students and what is going to change from what you
learned?

>> That's a good question.

Excuse me for hesitating just because I am in the reading mode and presenting mode rather than the question answering mode.

The benefit to our students is the fact that I am bringing a new perspective from myself. This is not a perspective that I went into my sabbatical report with and like I said I have been teaching here for 17 years and before that ten years so 27 years all together so the sabbatical personally helped me to readjust and as Bronfenbrenner says reeducate myself for a perspective to be engaged in the many ways I am for the students and in the curriculum and classroom and professional contributions as a member on the DEAOC. Also as a
presenter for the culturally
responsive teaching and
learning. I am looking for
opportunities to disseminate the
information that I learned

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we're not responsible and do the research and have a broader view of the ecology that our students come from that we will easily fall into the trap of designing policy and curriculum and interactions with students that are based on assumptions and based on maybe stereotypes even and so I think that being more informed of the network of factors also keeps us -- well, we're looking for solutions. We are bothered by the achievement gap; right? So we're looking for solutions. If we keep calling the problem something that's very specific to the students we're never going to find the solution because that's not the problem. Students have to learn that's why they're students. But if the ecology is also contributing to the achievement
gap we need to be aware of that
and not just design solutions
that are addressing the students
as individuals or in isolation
as if they're bringing the
problem rather than they're
coming to a place that isn't
meeting their needs.

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>> Shin Liu: Thank you for
the report. It's a very
interesting perspective. Thank
you.

>> Thank you.

>> President Lewis: No
further questions? Thank you.

>> Dr. Fierro: Next we have
Fraline Cabuto.

>> Good evening. I want to
thanks the Board of Trustees for
giving me the opportunity to
take the sabbatical, and it was
a learning experience and I
really enjoyed my research and I
upgraded my professional skills and enhance my professional development to include increased curriculum design development and implementation, and upon my return to Cerritos College I exposed students in the community to Mexican art and culture and I promoted modern language department's course offerings so I'm going to use the PowerPoint too. Let me see. Where is the mouse -- is this one? Okay. I'm going to skip this slides. I will integrate the slides in the next one in the development, so my research that I propose was to do a thorough and complete research of Frida -- [INAUDIBLE] and the main Mexican muralists. There are three actually and considered the three and [INAUDIBLE] so I did this
research through reading great number of textbooks and also part of my sabbatical offer was to create manuscript and develop a lecture or symposium so upon my return I can start lecturing to Cerritos College students and every single aspect of my sabbatical I completed, so in addition to do an intensive reading and research and

learning about the Mexican history in the context -- you know this artist and the context of the Mexican revolution that affected there and shape the view and artistic views, so I also travel. I traveled to mainly to main cities in Mexico and Guadalajara and two important landmarks that I visited and displays the work of Jose Clemente Orozco and went to
Mexico City and the majority of my the murals and museums that I visit you know the majority of the art is somehow they have all you know the work displayed at different landmarks and I'm going to show you some of the museums that in addition there was a learning experience because when you read through the books and about the history, their techniques. When you read the commentaries that some critics says about their particular work but when you're in front of the art work the process of learning continues, so you get a different perspective of what you read and see in the books. These are some of the main places I visit and let's say the first one there. The Secretary of Education building in Mexico.
It hosts 127 murals of Diego Rivera and a great experience to spend days visiting this place and learning about the art itself and I also documented all these murals with pictures. I took over 1,000 pictures that I you know I'm going to utilize in the course outline they created, so I can just mention a few more if you would like but I'm going to go back to that one if you have more questions I can just make this brief presentation.

These are some of the paintings that I -- I mean the photographs they took. The first photograph I visited in addition the national Anthropology museum of Mexico is use and related to my research because all these artists, not only they were looking for, or trying to
describe the new identity of the Mexican people, but also they went back to the pre-hispanic civilizations and they actually incorporated all these elements into their paintings, and during this time that the Mexican mural started in 1920 85% of the Mexican population was illiterate and didn't know how to read or write and the President of the secretary of education he decided that he was in addition building schools was going to employ all these artists so they can teach the Mexican people through art, so now I'm going to talk about implementation, so after I returned to Cerritos College I submitted the outline of curriculum and the name of my outline the class is Spanish 260 and Mexican muralists so they
already approved this class and it's pending in the Chancellor's Office to be approved. Most likely this class is going to be approved and the first of its kind in a Cerritos College in the state, and this is a great opportunity that students learn about Mexican history through art through the Spanish department, so this originally I proposed Frida Kahlo because due to the fact that this class is highly specialized and only taught in upper division levels in the universities in the 400 levels and through those universities they actually teach about Frida Kahlo so I have to make these classes more broader so I can -- that's what I included the Mexican muralists in the class so I can you know, so the
students can get credit for this class and will be credited at 200 level lower division class, and UCLA and other universities have similar courses like this one of course -- not about Frida Kahlo but about the same cultural and history concept I submitted my manuscript as part of the my sabbatical proposal. I wrote six monologues on Frida Kahlo from that perspective so I brought her from dead to tell her own stories and what I did I talk about some paintings and in a way I give my critical opinion through you know writing these monologues so at times they're very political. They're very social and also I am implementing my knowledge in the classroom so I am teaching students about Hispanic highlights of you know of
murallism and painting in general and also I am teaching about the Mexican revolution and the effect that this revolution had on the Mexican society at the time and how this revolution not only shaped the minds of penal in general but also they forced them to live behind what they actually had -- you know, in the artistic way. They used to call them the Europeans art and also because I included the Spanish 260 into part of the AA Degree as an elective so I have to use know I am done rewriting the AA Degree in Spanish for transfer and maybe by the end of this week I'm going to send it to curriculum and if it's not late so I can -- so they can approve the class and also upon my return I was asked by the
Hispanic committee to give a presentation about Frida Kahlo so what I did I went beyond that and took the manuscript and turned into a performance that I actually -- that ASCC funded and it was the community and students in general were invited and people and we had almost 200 attend and it was a huge success so I directed this performance and I put plus 40 hours in directing and rehearsing. I also got collaboration of professor Fuentes and actually wrote the original music for the performance so we record the music in the studio. We spent hours in making sure that the piece was perfect and I also working in collaboration with Andrew Mars who helped me with the sound system and he provided the students so they can arrange
everything and I also ask help from the media department so they put together a wonderful show, and I want to show you on this -- just one minute of the performance I put together so it's not going to be more than that I promise, and then I can give you a little feedback of what my role during this presentation. Do we have sound here? How can you -- will you -- can you put the image? Sorry. I'm just going to because this is the beginning. It's a lot of music and you don't want to do that. you don't want to see all that. Okay. So if you see this paintings in the background so -- this is very political and you don't want to hear that. [Laughter]

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not today.

[speaking Spanish]

>> Okay. Here we go. So in between presentations Frida Kahlo would talk about the paintings that she is talking like in that particular few small slides Frida Kahlo -- okay. Never mind.

[Applause]

[speaking Spanish]

(video).

>> All right. So this is a little presentations of what we did. It lasted one hour and a half so if you saw the painting by Frida Kahlo. She wasn't able to have children and she had a miscarriage so she is talking about the pain she went through and you know the pain of not being able to be a mother and all of that. So I wrote a poetic prose so the way I write it's actually -- I can do
performances like this one.

This is not the one I do at Cerritos College. I like to do artistic things on my free time and many of you know about, so because it was a huge success among the students that really loved that so we scheduled to present her again for two days.

We presented this on November 2, the day of the death and these are the two Frida. One is the alter ego of the other one and present the show this year November 2 and November 3 and I already asked for more money to the ASCC. Hopefully I can get some and if not I'm going after Dr. Fierro.

>> Dr. Fierro: I remember you already came to my office.

>> Yeah, so I am reminding you and professor Andrew in the Music Department we're going to work in collaboration also with
professor Fuentes and expand the show. I'm not going to be part of the lecture because in this particular I was given historical notes and I was explaining and you know in the context getting ready the audience so they can understand the next performance without talking about the performance I would talk about Frida like I was part of my duties and responsibilities of conducting the lecture and symposium, and I really hope that all of you can attend this time because we're going to try to do it -- not try, we're going to do it -- we're going to have the presentation in the theater because it was last minute and I put together this show in a month and a half or less actually but because I was
working with professionals so it was easy for me to finish this task, not easy but now it's easy. Thank you. Any questions?

[Applause]

>> Carmen Avalos: Well, I want to comment and thank you very much for the presentation. The fact that you visited my city is the better and I am from there and thank you for visiting the museums there and yes they have amazing art. And fact that you're incorporating into our program I think is phenomenal and I think many of our students in our particular area with Hispanic Serving Institution really look for those kinds of courses to make themselves really understand the culture because many of us leave our countries at a very young age,
me included and we can't get to experience it in high school or

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college sometimes simply because they're not offered or not available. I was a community college student myself and I never recall taking a course in the arts that I related to or learn about my culture and thank you for doing that and empower the students to be proud of where they are and regardless where there from and learn about the opportunities and broaden life and as they leave Cerritos College so so thank you so much for that.

Thank you for the opportunity and I am really happy that I did this happy that I did this sabbatical.

Carmen Avalos: I am looking forward to the
presentation and I couldn't go
last year because it was my
birthday and thank you for
bringing it back and more

Thank you very much.
Dr. Fierro: Thank you very much. Next we have professor --
[INAUDIBLE] and going to talk
about I believe photography.
President Lewis: Is the blue light on?
Here we go. Our distinguished colleagues
students faculty Board Members,
Mr. President. I am here to say
thank you and I will try to be
brief and accountable because I understand that's why I am here tonight. My project was very
multifaceted and it involved
writing a book migrating
I went to the society of photographic education in Florida and meet colleagues at various universities such as Long Beach State UCR, UCLA, USC and Princeton. So the main body of the work is the book that you see behind you there which is now has been uploaded onto canvass. Oh why is that happening? Okay. In any event it's an interactive PDF document so any of my students can access it directly from canvass and download it, take it home and keep it. It's a 180 page document and instead of buying a textbook they can now get this for free. I teach on a rotational basis I teach ten sections of photography and this book covers all ten sections.
although the bulk of the book
50% is for photo 100 which is
our most popular course and used
by other instructors if they so
wish. As you can see here each
one of these subjects in the
cells is a link so if I click
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on these links it takes me
directly to that particular
subject, and if I go back to the
icon on the bottom left hand
corner it takes me back to the
contents so I can quickly go
through the entire book. There
are three and a half pages of
contents. For example here's
color which I'm teaching right
now, and I used all of my own
photographs -- excuse me, it's
not there. There we go. Yeah.
So as to any copyright issues --
well, we seem to have lost the
visuals here so I am improvise.
Yeah. So obviously students
don't have to buy a textbook.

They have access to the information 24/7 and for nearly every lecture I give I can identify the link they need to go to, and also the lectures that I migrated from analogue to digital are important because I have been teaching photography a very, very long time. I taught introductory photography over 40 times and most of my lectures in the past were analogue and because having taught photography a long time I collected over 4,000 slides and it takes a long time to properly scan and you know I take PowerPoint presentations very seriously. It could take me quite a long time to make a good PowerPoint so I did make six additional new PowerPoint
presentations and those together
with the other PowerPoints I
have done for the 100 are all
loaded on canvass and students
can access them in case they
miss the lecture or in case they
want to review the lecture, but
I didn't put a voice over
because I didn't want them not
to come to the lecture. Studies

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have shown when instructors do
that attendance is compromised
and it's hard enough already, so
there's that, and then I wanted
to address safety issues, so I
made a safety manual also. The
last chapter of the book here
photography and health and
safety issues addresses all the
concerns regarding both dark
room and computer work, and I
included a glossary at the end
of the book so if students came
across a difficult word they
could immediately access it, and
in addition to being a chapter
in the book, the health and
safety issues is printed
separately as a brochure
available to all students for
free, and I think this also
protects us from any litigation
if an accident were to occur
although it haunt up to this
point and what else? The travel

was very expensive and fun and
it did contribute to my writing
in the book. Basically I did
change my own digital work flow,
and I deemphasized Photoshop and
more of an emphasis on adobe raw
so I am advocating a different
work flow than I did before the
sabbatical, and in addition to
that I also learned light room
which is a good alternative to
Photoshop and adobe raw and had
to learn and design to design
the book, and that was -- that
could have been a sabbatical on
its own. That is a gnarly
program. Anyway I did have some
help from Bonnie Barrett the
design teacher. So I am trying
to think what else but maybe
just take your questions and see
because I know it's getting
late.

>> President Lewis: Anyone
have questions or comments?

Dr. Liu.

>> Shin Liu: Is your book on
the OER for the state office.

>> President Lewis: Open
education.

>> I thought about that but I
think there's going to be too
many copyright issues with that
format and I foresee having to
update this book every year or
two, and so yeah I wrote that in
my original proposal that I
decided not to do that yeah.

>> Well thank you. I think
the benefits will greatly
benefit from that and
particularly if they don't have
to buy books for the many
courses this will cover and be
successful having the tools
readily available for that.

>> Yes. Thank you for your
support. It really was helpful
to be able to retrain and
rethink all of these subjects

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and make it available to my
students in a very easy manner.

Thank you.

>> President Lewis: Thank
you.

[Applause]

>> President Lewis: That's
it. Okay. All right. I will
entertain a motion for the
10 approval of these reports.
11 >> Motion to approve.
12 >> President Lewis: Is there
13 a second?
14 >> Second.
15 >> Second.
16 >> President Lewis: We have a
17 second. Is there any objection
18 to the adoption of this motion?
19 Seeing none thank you for your
20 presentations. They're very
21 informative and very
22 enlightening and we're happy to
23 invest in our faculty to do
24 these sort of projects that will
25 help our students so thank you.

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1 Next we will move on to Item
2 Number four which is a
3 recognition of a Classified
4 Employee of the Month in which
5 we will recognize David Tilahun,
6 the International Admissions
7 Specialist as Classified
8 Employee of the Month for
February 2018. Is he here?

[Applause]

>> President Lewis:

Congratulations. The outstanding outstanding and confidential employee committee named David Tilahun as the outstanding Classified Employee of the Month for 2018 and began his career at Cerritos College in the Office of International Studies in 2005. David exemplifies the quality and character of the a dedicated college employee who goes above and beyond the call of duty. He is an utmost professional who represents the college favorable in the Office of International Student Services they're focused on engagement and student success and David works tirelessly to help contribute.
towards these efforts. He's always ready and willing to welcome and guide students through the application and admissions process and involved with the safety committee and has been the adviser and coadviser for the International Student Association Club for many years and is a trainer for Cerritos College's cultural responsive teaching and learning workshops. David your dedication, commitment and willingness to go above and beyond to meet the needs of students and staff are truly exceptional and we're proud you're a Cerritos College employee and we commend you for your outstanding service and dedication. Thank you for a job well done.

[Applause]
It looks like President Fierro wants me to say a few things about this. I really like to say thank you for the opportunity. I really thank all of you for great work that you do for our students for staff, faculty and the community as well, and I am delighted and I am very proud to be part of Cerritos College community and I will continue to serve our students which is the main portion of our being here, and I would like also like to collaborate with the faculty, staff and the community as well, and thank you again for this opportunity. Thank you.

>> Shin Liu: I would like to add some comments because I attend a lot of David's international event and I
witness how he care about
students and all the students
treat him like uncle David.
Thank you so much.

[Applause]

President Lewis: Next we
move on to Item five which is an
enrollment update by our Vice
President Dr. Rick Miranda.
It's good. Thanks. You're
done.

I have a bad ear. That's a
good excuse at least huh?
[INAUDIBLE] good evening board.
I would like to take this
opportunity to just give you a
brief enrollment update of where
we are for this semester. I
like you to focus on the bottom
right hand corner for the fall
17 and spring 18. As you can
see this is our FTES for the

Sample footer

year. We have budgeted for
16,800 which is as you know
about 900 -- almost a thousand less than what our cap is. For the fall we were over 7600 and we're on target for this year to hit our 16800 so that is good news we will meet our targeted goal. Now there are some assumptions I would like to quickly go through as a whole as we talk about enrollment. Head count is down approximately 5% for the campus. Okay. Head count is down and head count is not the same as obviously as FTES. If we had dropped only 5% in FTES the 16,800 wouldn't be as low as it is but many students are working so I will talk about that in a minute so not all students are taking full loads at this time. As I mentioned before the current FTES base is 17,700. We are
funded at 5151 and 20 cents I believe per FTES so at a deficit of nearly a thousand FTES to this number that will put us down approximately nearly approaching $5 million reduction in apportionment for this year and again this was part of the budget for the year and was calculated. Now there are some external factors driving some of the numbers. L.A. County unemployment rate is approximately 4.4% as of August November of last year just a few months ago. If you remember the last time I gave this report last semester I showed a approximately six or seven year trend as we went from nearly 14% unemployment down to 4.4% in the recent so that stronger economy which is great for our economy has our students now working more so they're more jobs
available to students and to work more so we see a shift from full time student enrollment to part time students who are enrolled. Okay. Now, this trend is not unique to Cerritos College. Nearly 70% of all colleges in the state are on stabilization this year due to low enrollment. Now, as you're aware last year and enrolling this academic year the new enrollment management plan. This the first comprehensive strategic enrollment. Brief overview just a couple of the key points are maintaining our base FTES, so we want to employ as many tools as we can to keep the FTES as high as we possibly can. We want to improve completion success rates in courses over a five year period. That's part of the plan and aligning more front door
activities so a little heavier
on the on boarding of student
and provide more student
services to help keep them here
and able to attend, more units
or full time so these are just a
few of the key points. As you
remember the enrollment plan is
several pages long and this is
just a few so what are the
actions that occurred this year
and this scheduling and what
we're trying to accomplish for
FTES and scheduling for next
year as well? Well, we continue
to explore Friday and weekend
offerings. I know we heard
discussions of weekend college
and we would have to offer every
service but expanded offerings
for the weekends and we continue
to explore those working with
faculty and chairs and making
sure that we the space is an
issue but we do have staffing

and some of the classes need for example some of the science courses need classified support as well so they're always there to help so we have to explore more potential offerings for weekends. Increased number of on line courses. We tend to do that this academic goals and one of the Faculty Senate goals and the President herself is for OER push. We have more dual enrollment. We are completing the contracts at this point and time to bring to you in the near future so we can look at our contracts for dual enrollment with our surrounding high schools. Continue development of the Guided Pathways, so if you recall Guided Pathways our plan to plan is to later this month I believe you will see
this later this evening as well.

Maximization of summer schedules

so we're offering both the first six weeks of summer, the second six, and the last six weeks of summer and immediate carries across all. Okay. We call that the summer swing so we will be offering more sections that way as well and if you recall we last semester we opened up the Cerritos La Mirada site. In the fall we had 11 English and speech and eight math sections so nearly 19 sections and spring we have a few more sections so 21 sections so we went up in the number of sections, and we continue to -- we hope and continue to see growth in the number of sections being offered at that site so thank you for your support and establishing
that site. Now, I would like to

take the opportunity as we talk

about funding just to bring this
to your attention. Many of you

are probably aware of the

Governor's budget and the

proposal for a new funding

structure for the California

Community Colleges. That

funding structure will be

something along this line. A

base grant of 50%, a

supplemental grant of 25% and

the student success incentive

grant of nearly 25%. What those

are is the base grant is

essentially what we know as

FTES. A base grant of FTES base

now of let's say 16,800 to reach

that what is good we will offer

some of the swings in enrollment

if only half of our

apportionment is based on FTES.

The supplemental grant is based
on the number of low income
students and who we serve that
will continue to get funds.
Okay. So that's based on the
number of students who received

fee waivers and recipients of
financial aid so based on our
need that will drive our 25% of
the supplemental and last
student success incentive grants
which are student centered
success metrics so this is more
performance base on the
district. The last 25% is based
on the number of degrees
conferred and certificates and
awards so one is how many awards
did we give? And second of
those awards how many are
transfer awards to the four year
college that were completed
within three years? That is the
key, the completion within three
19 years. I believe we're in a
good position for this moving
forward with the adoption of
AB005. The multiple measures
approach and faculty of math and
English are working on
corequisite models and

accelerated or compressed
schedules to move our students
into college level math within
one to two -- well, within one
semester typically so I think we
will be in a good position and
bring you the multiple measures
at a future date if you wish.
Something I would like to
mention what happens if we don't
hit the 50-25-25 out of the
gate. Any district that
receives less of the new formula
would be held harmless -- tongue
twister for me so that means
next academic year we will
receive our full funding
regardless, so the proposed
budget will essentially keep us
whole for one year. That will
allow us to work through the
final formula from the Governor
and work through the transitions
or anything we need to put in
place. After that 19-20, that

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academic year, so two years from
now, we will be held accountable
to whatever we earned. Okay.
So the hold harmless will be
gone. Now there is also an
opportunity in there. We will
have to denote going forward how
we will adjust our summers. In
the past you may realize we hit
the 17,700 swung the summer into
an academic year to capture
growth funds and put us forever
at that number and this is
potentially more of a right size
for the campus 16,800 where we
would normally be but we thou
have to state ahead of time when
we do with summers so there are
challenges coming up, some
opportunities, but I just wanted
to share with you what is being
proposed at this time. There is
not much more detail than we
have been given from the
Governor's Office at this time.

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Dr. Fierro has recently had some
conversations he might like to
shed some more light on this.

>> Yes, I will provide those
with my update so I don't hold
the rest of the presentation.

>> That's it for me. Do you
have any questions? I am happy
to answer them.

>> President Lewis: Trustee
Perez.

>> Marisa Perez: Thank you
very much for the presentation.
Can you go back to the first
slide please?

Technically I am there on my screen.

Marisa Perez: Okay. You mentioned that our current projection for this fiscal year is 16,800; right? FTES?

That's what we budgeted for this year.

Marisa Perez: Are we projected to hit that?

I believe we're going to be around the 16,800.

Marisa Perez: Okay.

Because what you don't see here if you don't mind and this number -- what you don't see in the numbers going forward is the expected same FTES plus the summers plus the Adult Ed plus some of the positive attendance from the learning resource center so there are still other
non credit FTES to be add so I believe we will hit that number.

Dr. Fierro: That is correct, so our projections all combined will get us probably to 16,800, maybe a little more, or just below and around the benchmark and my next comment will give Stephanie some ammunition to take a hit at me but because of the proposed formula and the summer switch we were front leading some of our classes to have the opportunity to move that in order just in case we didn't get to the 16,800. Because right now we don't know what is going to happen if we're allowed to move or not in which case we will do not to lose money move everything become wards and go above the 16,800 and our budget will show additional -- exactly.
Additional dollars on what it was projected but those dollars have not been necessarily real because they were supposed to be counted the following year so there is going to be a discrepancy there depending what the state decides to do, but we have maybe 400 FTES -- 2.2, 2.5 million dollars that could switch from next year to this year which mean next year we will be starting enrollment at a deficit.

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>> Marisa Perez: I'm sorry. That doesn't seem to make sense and because on the last slide they're saying that is no longer that we simply can't do anymore, right? It's saying that we can't choose to put summer FTES to benefit officially and again it seems to me.
The first time is summer

Marisa Perez: Again, it doesn't seem right to do that and again we know we can't do that in the future so why do we want to do that?

Dr. Fierro: Because we don't know how our allocation will be calculated next year so based on the current conversations and whatever we make this year is the base allocation for the following so if we don't take advantage of all the dollars that we currently have we will lose them next year because we won't get more money than we currently have and the additional issue is the hold harmless -- apparently at this point -- none of this final. At this point it doesn't include COLA and not eligible to
get that COLA that is projected
in the State Chancellor and the
reason to do that is capture as
much money possible now because
for the following budget year if
the model continues to be the
way it is we're likely to lose a
million dollars and within two
years based on some projections
that I have here we could be
losing $5 million.

Marisa Perez: Okay. So I think this whole discussion about the new funding formula that needs to be agendized for April and there's a lot more to this and I feel we're mixing two issues here so I will save all my opinions on what I think we should do on the funding methodology moving forward so I will reserve my comments on that but going back to this issue on
FTES sos as I remember it when Vice President Lopez briefed us we go through a three year stabilization period and we're in year one, correct? So what are we projecting now for the next three years we talked how we have to hit certain points so are we on target to get out of stabilization? Yes or no? It's either yes or no?

Dr. Fierro: No, it's not yes or no. I am not saying that to be smart but it's tied to the new funding formula so the -- >> Marisa Perez going to override stabilization?

>> Dr. Fierro: It's giving 50% of the funding based on

   enrollment, 25 on the consolidation of our categoricals and 25% on performance. What essentially means the stabilization isn't
likely to exist any lodger and you will be given funding in an annual basis based on the benchmarks that you hit, the combination of the three.

>> Marisa Perez: So you're saying that stabilization making over?

>> Dr. Fierro: Correct.

>> Marisa Perez: So if this takes precedence the stabilization is thrown out the door?

>> Yes.

>> Marisa Perez: That makes sense. My next question goes to the comment more of the students are going from full time to part time, and what's a full time student here? How many hours?

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1 >> Dr. Fierro: The number is 12 so 12 semester units will make a student full time and --
Marisa Perez: What percentage of our students are taking nine credits or more?

Dr. Fierro: Full time students is somewhere between 42 to 45%. I have to confirm the number but as of last year our part time students overtook the number of full time students.

Marisa Perez: So next month when you bring this back I would like to come up with a cost proposal of every student who is currently this semester enrolled and still enrolled in nine credit hours how much it would take us to give them a grant to go from nine credits to 12 credits? What's that cost differential? So in April I would like to see that and again we're trying to get the students go to school full time. All the data shows that they're more
successful. We know that. We know that our students have multiple challenges that they're facing so that's I didn't want to see what the number is and how many students are taking nine credit hours or more and how much would it cost for this board to give them a three credit grant so instead from nine go to 12 and in addition helping them be more successful address the FTES problem 250 and we can discuss or think about it now but that is another thing I would like to see when talking about the methodology in April.

Dr. Fierro: Okay. Let me ask so I am getting what you're telling me, so we want to know telling me, so we want to know what it will take financially to provide the students the opportunity to take an extra
class and cover the cost of that extra class if they choose to do so.

>> Marisa Perez: Correct.

>> Dr. Fierro: In an annual basis.

>> Marisa Perez: Sure. I guess a semester basis and it switches and not as much enrollment during the summer and probably on the semester basis but you could break it down by fiscal year too and I am curious what that amount. How many students do we have in this category and just a little bit of help could get them to their goals and help us get to our goals.

>> Dr. Fierro: Yeah, we can bring a couple of ideas on how to go about that. The only thing to keep in mind is about 72, 75% of our students get the board of Governor so that part...
we will have to think different
solution for those students
because they could already take
the hours so let me give it some
thought and bring a couple of
ideas and see you know how we
can do something.

>> Marisa Perez: Right. For
those students we can get a
textbook grant or what we do for
Cerritos Complete and other ways
to capture the students that are
taking between nine and less
than 12 hours what we need to do
to get to full time and nine
units is not full time?

>> Right.

>> They have to get to 12
Correct

>> And that could open up a lot
more students but that target.

>> Dr. Fierro: Let me throw
in 2-cents and more complicated.

If you do the math 12 hours is
not full time. It's 15, so I
think --

>> Marisa Perez: That's why I asked you at the very beginning

[INAUDIBLE].

>> Dr. Fierro: That's why I said I want to give a couple of proposals and I have read people say 12-6-12 and different campaigns regarding that so let me put a couple of things together and I will bring it up, so I will take the liberty to add some of the summer combinations to offer a possibility of 30 hours, so I am already looking some of the examples you put together when we talk about the calendar I think those will be great examples that we can put some numbers and pencils on if you're okay with that. Thank you.

>> President Lewis: All right. Without any further
questions or comments from the board thank you. Next we move to the Consent Calendar items Number six through 35. I will take a motion on these or a pulling.

>> Marisa Perez: Yes Mr. President I would like to pull seven, 12, 34 and 35.

>> President Lewis: Seven, 12, 34 and 35? All right. Those items have been pulled. Is there any other member wishing to pull items? If not I will entertain a motion to approve the rest.

>> Carmen Avalos: Motion to approve.

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

>> Shin Liu: Second.

>> Marisa Perez: And 25 too.

Seven, 12, 25.
motion to approve all items except those that you requested

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and we will do a roll call vote because of the teleconference here so if we could have a roll call please.

Student Trustee Avalos.
Aye.
Trust Avalos.
Yes.
Trustee Birkey.
Aye.
Trustee Camacho-Rodriguez.
Aye.
Trustee Lewis.
Aye.
Trustee Liu.
Aye.
Trustee Perez.
Aye

And Trustee Salazar is absent. Motion passes.

Thank you. Item Number
seven. Trustee Perez.

Marisa Perez: I would just like a staff presentation on this item.

Dr. Fierro: So the business and humanities and social science division have been working with Dr. John Haas in creating for many years a program that exposes our students to international relations and international efforts and the speaker Rachel Wolf is an economist right now and economist; a very prominent economist around the world and they are asking to be able to bring Dr. Wolf to speak not only to our faculty but to our students, and the honorarium has been significantly reduced of the speaking fee of this particular individual. In addition to that the department
is using external funding to cover travel and housing expenses for the speaker while they're here so the support they're requesting out of professional development funds from the General Fund is a total of $2,000 which I can say is at least ten times lower than the value of that speaker.

>> Marisa Perez: Is this for one speech?

>> Dr. Fierro: It's for a day worth of work, Yes.

>> Marisa Perez: So not an hour presentation.

>> Dr. Fierro: They will work on other projects, Yes.

>> Marisa Perez: And the source of funding is the General Fund?

>> Dr. Fierro: Correct.

>> Marisa Perez: I think for
these things $2,000 is a lot of
money and I haven't seen one
high in had position on a
college board. I know they're
not that common in the private
sector and other places but I
think for this amount of money

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it seems to be very expensive
and I think also how this was
presented it doesn't look like
it's a whole day presentation.
There's no agenda. There's no
schedule. So with that I will
not be able to support this item
but again I think in the future
to be able to present and to be
more transparent it should have
more details on you know what
this person is going to be
presenting for $2,000 out of the
General Fund.

>> President Lewis: All
right. Is there any discussion
or a motion that any Trustee
wishes to bring to the table
either to approve or to deny?

>> Carmen Avalos: Well, I think the only question I have when is this expected to take place? Like what is the timeline in terms of when? I didn't see that.

Dr. Fierro: Do you have the dates?

>> [INAUDIBLE] [Off Mic]

Carmen Avalos: It just says spring.

>> [INAUDIBLE] [Off Mic].

Carmen Avalos: So I think in looking at the agenda and some of the things that need to be defined what particular group of students if this is some type of conference set up --

>> Dr. Fierro: It's college wide. Any student can come in.

>> Carmen Avalos: But is it
set up for a particular series
-- I get that but in terms of
lecture for certain courses or
what exactly is it?

>> Dr. Fierro: It's mostly for
students in the social sciences
that this is brought and open to
the public and other students.

They generally bring a number
of speakers throughout the year

very relevant and well known
speakers and they request
funding for this type of
presentation. The presentations
are usually a standing room
only. I believe last week we --
they brought -- I said "we" but
they brought one of the
activists from the social
movement rights and the black
panthers and so on so they do a
number of speakers every
semester of very well known
speakers. He also has a series
in which he collaborates with professors around the globe and they do teleconference from classroom to classroom and also we -- the only thing we provide in those particular events is actually the technology to do that. they do their own fundraising and so on, so this occurrence is actually not very common. It's just this speaker is of significant caliber than traditionally wouldn't do this type of presentation and they were able to secure a much lower rate and do some fundraising outside of this to cover the rest of the cost.

>> Carmen Avalos: Well I think it's important that our students are exposed to these things. I support that. I think we need to be more specific in
of spring semester could be the last day of the semester and how is that impacting whatever programs we have going on to support that so just a little more detail.

>> [INAUDIBLE] [Off Mic].

>> Carmen Avalos: Okay.

Great. Is that during the day time?

>> [INAUDIBLE] [Off Mic].

>> Carmen Avalos: Okay.

>> President Lewis: All right.

>> Carmen Avalos: So what schools are we contacting to invite them? Are you talking about high schools?

>> Dr. Fierro. All of the local partners.

>> Carmen Avalos: Okay. I think it's important. The surrounding private schools tend to do these series and I am glad
we're bringing to the students.

I think it's important and again
I just needs more detail on our
agendas.

>> Dr. Fierro: We will take
care of that.

>> President Lewis: Any other
Board Member wishing to discuss
this item? Trustee
Camacho-Rodriguez.

>> Trustee Camacho-Rodriguez:
I think it's good exposure for
the students and a lot of money
and speakers run for many

Sample footer

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thousands of dollars and I think
our students would greatly
benefit from so putting that out
there.

>> President Lewis: Without
any other comments I would like
to add if and when this does
happen I hope this gets some
public press in some of the
local newspapers that we're bringing people of that caliber and paying people of a certain caliber to come to our school we want to make sure everyone knows about it and not just on campuses but in our communities that we represent that not only that we have the event happen but will happen so those people in the community can also benefit from what we have paid with their dollars for these people of caliber to come here, so with that and without any further discussion on that I would like to entertain a motion either way.

>> Carmen Avalos: Motion to approve.

>> We have a motion to approve. Is there a second.

>> I will second?

>> We have a second. Is there
any objection to the adoption of this motion?

>> [INAUDIBLE].

>> We have an objection so can we have a roll call vote.

>> Student Trustee Avalos.

>> Aye--

[Laughter]

and Trustee Avalos.

>> Aye.

>> Trustee Birkey.

>> Aye.

>> Trustee Camacho-Rodriguez.

>> Aye.

>> Trustee Lewis.

>> Aye.

>> Trustee Liu.

>> Yes.

>> Trustee Perez.

>> [INAUDIBLE].

>> Trustee Salazar is absent.

>> President Lewis: All right. We will move on to Item
>> [INAUDIBLE].

>> Dr. Fierro: Staff presentation please.

>> [INAUDIBLE] [Off Mic] --

>> President Lewis: Is the mic --

>> For small business entrepreneurship so doing what matters as you know is part of the state wide initiative in CTE. This is a career technical program and we applied and we received a mini-grant to work on our small business entrepreneurship AA and certificate that we have not -- well, we have been trying to build so this is outside funding.

>> Marisa Perez: So just a quick question so is the end result we will have a pathway? What is the deliverable?
A pathway. You're correct.

Marisa Perez: Okay. God got it.

Andrea do you have the CTE pathways book handy? Just to give you an example of the faculty that is doing is actually -- I will give one to Michelle and see if she can get -- [INAUDIBLE] to do that.

They're doing some great work on this CTE pathways, and similar to this what is going to be delivered at the end which eventually will be included into this manual but this pathways is what many of our students are starting to see in most of our CTE areas or anything that is classified as a CTE area. It

has very clear information as to what classes they need to take, how they need to move through

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the schedule to completion and
so on, so just to give you an
every example of the type of
deliverables that are connected
to this type of project, and
this has been put together in
the last few months, and we are
continuing to make progress on
it.

Shin Liu: May I have say
something? I know the pathway
good and other college try to
copy. It's very good. It's
worth it. Good program

Business Administration
Department as well as all of our
campus, our faculty are working
at developing their pathways.
Whether it's small tract
pathways for students to
complete basic skill courses,
other pathways like the
initiative you heard in the past
or CTE pathways, stacked

degrees. This is a movement by

many of the departments and

faculty and the BA department is

one of the leaders in this as so

thank you for that comment.

>> President Lewis: Any other

comments from Board Members?

>> [INAUDIBLE] [Off Mic] so I

had a quick question because I

am looking at the Small Business

Management entrepreneurship and

I find it interesting it would

require an associates and arts

degree but it doesn't

[INAUDIBLE] the classes as well

as this one here. If I wanted

to do it and where do I start?

Wait I have to do all of this.

>> Most of the courses is

built through the mini-grant and

the BA department and one of the

approaches is the stack and

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ladder approach and students take a few courses in a major.
They realize they like it and they start following a tract and
they realize oh I'm going to get the AA and have to repeat
courses and lose time so they build essentials which is three,
four class and a breath of what is Business Administration.
From that then they can move into a larger unit certificate
without repeat and that certificate stacks into their AA so that is what they have been working on for the last several years.

>> Carmen Avalos: I should have turned the page. Here it is. Sorry.

>> That's okay.

>> Dr. Fierro: Just to add a little bit what Rick mentioned and the stackable credentials and not only a movement at
Cerritos College but gaining momentum across the state to create very specific entry and exit point for students so their credits are not -- I like to call a credit wasted but they just expire and they're not allowing them to continue to count them into their degree programs so many of our programs that you see in this catalog are developed in such a way so the student could get the certificate. Go and work a little bit. Bring the subject certificate back and move to the progress for the Associate Degree and once they get the certificates in the program and get the Associate Degree and lead to cases of transfer or more opportunities or licensing into a professional field.

>> Thank you.

>> President Lewis: Without
any further discussions or
comments I will entertain a
motion to approve item Number
12.

>> Carmen Avalos: Motion to
approve.

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

>> Second.

>> President Lewis. We have a
second. Is there any objection
to the adopt of the motion it
passes --

>> Roll call.

>> President Lewis: Just
kidding. James are you still
there?

>> Still here.

>> President Lewis: All
right. Never raise your hand or
anything.

>> Student Trustee Avalos.

>> Aye.

>> Trustee Avalos.
25  >> Yes.

Sample footer

1  >> Trustee Birkey.
2  >> Aye.
3  >> Trustee Camacho-Rodriguez.
4  >> Yes.
5  >> Trustee Lewis.
6  >> Aye.
7  >> Trustee Liu.
8  >> Aye.
9  >> Trustee Perez.
10  >> Aye
11  >> And Trustee Salazar is absent. Motion passes.
12  >> President Lewis: Thank you.
14  >> Marisa Perez: Yes, I
15  wanted to know what the cost
16  was?
17  >> I'm sorry.
18  >> Thank you. Well right now
19  the previous board meetings the
20  board approved the Resolution to
21  move forward with the SERP along
22  with it. This contract is for
It's based on a 4%. We did an RFP and this firm was selected as the low bidder and it's contingent on how many participants so there isn't no concrete dollar amount. At the next meeting we're going to provide information with the SERP in accordance with the Resolution and the Resolution dictated that we meet minimum benchmarks and at the next meeting we're providing an date to the board on the benchmarks whether or not it's successful or not and at that time I can actually provide the concrete amounts to them because again this is just contingent. It's a 4% based on the volume of overall participants that are in
there so that's typically how it's paid for.

>> Marisa Perez: So what I understand then the cost you will present to us?

>> Yes, I can bring back the actual cost and right now it's an estimate based on what the minimum parameters were but that wouldn't necessarily be accurate (paused).

>> President Lewis: Further discussion? Then we will approve the motion.

>> Marisa Perez: Just FYI the vote board keeps crashing and every time I try to get where we're at in the agenda it crashes so I don't know what is going on.

>> President Lewis: All right. Is there anyone wishing to make a motion on this item?

>> So moved
President Lewis: Is there a second?

Second.

President Lewis: Roll call please.

Student Trustee Avalos.
Ayе.
Trustee Avalos.
Yes.
Trustee Birkey.
Yes.
Trustee Camacho-Rodriguez
Ayе.
Board Member Perez.
The motion passes.
Board Member Perez.
President Lewis. All right. Thank you. Item 34.
Trustee Perez.
Marisa Perez: I would like to have a presentation. There was no report in this item
before and I see we have bio
here but I want to understand
why we're hiring someone because
I thought we had a hiring freeze.

Dr. Fierro: So the Captain of police submitted his intent to retire I believe last October and he finalized September in November and since then we have been working without a Captain of police which has good additional burden in our police personnel so we are asking to be able to hire an interim Captain to cover the evening shift is what the Captain used to do so right have the [INAUDIBLE] shift with the sergeants to modify the hours so once we do over time and calculations of that were not necessarily saving enough money to maintain the position of and at the same time we are
shorthanded as we don't have a
fully staffed department.

>> President Lewis: Any
Trustee wishing to comment on
this?

>> Marisa Perez: I think we
have a hiring freeze and asking
many people to do more work

without additional back up or
additional help. I didn't know
this group maybe somewhat
different and I know they get
paid over time and you mentioned
that's the reason you're
recommending it but again I feel
like we have a hiring freeze.

We're not in a good financial
situation so I just think that
we need to be very clear that
this is what we need to do.

>> Dr. Fierro: Yes and part
of that is the over time they
get and the second part is the
security of our campus. We
don't -- I can't say how many
officers we have on staff at any
given time, but being down a
Captain for the evening shifts
makes our rotations difficult
and I could provide additional
explanation in close session if
needed but I can't give you
details on TV.

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Marisa Perez: Again we're
approving to June 30 and this
position and you're going to
come back and say we want this
extended again so I just feel
like all right. If that is
absolutely the case that's the
case. I understand that for
campus safety reasons but I kind
of feel we always do this with
campus security. That's what
happens. We put an interim and
did that last time too, same
thing and we end up hiring that
person so I don't know just
seems -- again seems to be a
much more transparent way
because we have a hiring freeze.

>> President Lewis: Any other
Trustee wishing to make a
comment? Trustee Liu.

>> Shin Liu: I think that
even though we have a hiring
freeze the student safety can't
be compromised.

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Marisa Perez: The position
is handled right now by the
sergents so it's not that
safety is compromised because we
have somebody there in the
evening covering that. Again if
we have a hiring freeze we have
a hiring freeze, and there's
very few exceptions that should
be made. I understand for
campus security that's fine. I
will support this and I
understand it's what you need
and I do believe -- again it
sets precedent when we're
talking again being in a
challenging financial situation
there shouldn't be anymore
hirings besides public safety in
my mind. In my mind this is the
only thing brought to the board
until we resolve our financial
issues.

>> President Lewis: Any other
Trustee wishing to make a

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1 comment?

>> [INAUDIBLE].

>> President Lewis: Yes
Trustee Birkey. We have you on
mic now.

>> James Cody Birkey: I want
to comment that my understanding
this is a little bit of a
different issue and a hiring
freeze reflects a lot of open
positions and certain kinds of
12  faculty positions but in this
d  13  case we have to pay a lot of
  over time for the existing
15  security employees to cover this
16  shift so my understanding is
17  that between that and connecting
18  with other kinds of [INAUDIBLE]
19  this is probably a wash in terms
20  of the financial implication and
21  certainly being able to have
22  adequate security given the
23  recent history seems like an
24  important exception --
25  [INAUDIBLE] of anything else,

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1  but I think the two major points
2  I think Marisa you're bringing
3  up but this is a very valid
4  exception so I thank you for
5  bringing it up.
6  >> Marisa Perez:  I just want
7  to follow up then but I haven't
8  seen the over time cost.
9  They're not presented. There
wasn't a report for this item.

No where it's written down what the over time and staffing costs are and again the hiring freeze just impact for faculty. We haven't been able to hire classified staff hire and down in different divisions as well and again I think it's a bigger picture issue as well. I mean this is a path we get started on and then we can't reel it back in and I would like this to come to the board with a report first thing. We have been it's been coming for a while. There is no report. This is on the table and not on the internet as well and the whole financial reasoning is not included on the item so again obviously we need to hire him right away but I ask this item be brought back next item. We can approve it today
but again we are responsible for the decisions that are made and we're responsible to the residents of our district so I feel that information is needed to make a decision such as hiring somebody at $8,643 a month and especially a person already retired too so just --

President Lewis: All right. Any other comments? We will entertain a motion on this or discussion and includes you Trustee Birkey. I can't see you but I know you're still there. James Cody Birkey: I am still there.

President Lewis: All right. Well, I'm allowed to make a motion; right? Nobody else will I will make a motion to approve.

[INAUDIBLE].
Is there a second? There's a second. Is there any objection to the adoption of this motion?

No.

President Lewis: No objection or no to the motion?

James Cody Birkey: No objection.

President Lewis: Okay. Without objection then we will still do a roll call.

Student Trustee Avalos.

Aye.

Trustee Avalos.

Aye.

Trustee Birkey.

Aye.

Trustee Camacho-Rodriguez.

Aye.

Trustee Lewis.

Aye.

Trustee Liu.

Aye.
Trustee Perez.

Aye

And Trustee Salazar is absent. The motion passes.

President Lewis: Thank you. Next we will move to Item 35. Trustee Perez.

Marisa Perez: Same exact issue.

President Lewis: Staff presentation.

Dr. Fierro. Okay. We've had the Dean of Academic Affairs position vacant for almost two years now and in the past what we have done is provide a stipend to a backup to fill in and the stipends are a small fraction of what the full salary will look like so last year we had Dean Gary Preacher and Patricia Smith doing the work.

They both have different
projects. If you recall
Patricia lead the initiative of
the educational Master Plan.
However the area continued to
grow during that time and she
said she did not have the
capacity to do that this next
year, so initially Dr. DeLong
was going to work on the project
was essentially is our
accreditation. This is the
person that is going to work
with the Vice President
developing our next
accreditation report that is due
in about a year and a half, so
there were some changes and the
task was offered to [INAUDIBLE]
based on the availability of the
current capacity to help with
the back fill that essentially
includes few hours a week going

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into the Academic Affairs office
depend on the availability
will be either late afternoons
or evening and the completion of
additional projects outside of
their scope of work.

>> Marisa Perez:
Unfortunately I can't get to the
item on the iPad. So I would
like to know how much money on
an annual basis has been paid to
our Deans to perform the out of
classification assignments?

Maybe -- I can't open it. I
don't know why. Thank you
Andrea.

>> Dr. Fierro: It's says
about the steps depending which
classification they are we have
to run the numbers on each but
essentially our procedure is two
steps above their rank
temporarily so for instance on
Dr. Smith as soon as she goes
back to the regular assignment
her salary goes back to what it was and two steps just to give you an example let's say $2,000 over the year one term so we're talking about 8,000 so 16,000 per year and if we do two it's somewhere around 22,000, 35,000. This Dean -- the salary to hire a full time there ranges from $140,000 to $160,000 so it's a net savings for the college of $120,000 by keeping the position open the way it is.

>> Marisa Perez: Again I think we have been doing this several times and so we need to figure out the solution to this problem because this doesn't seem like a good solution.

>> Dr. Fierro: We have a couple of solutions but requires us to back fill the position or change the full structure of that unit which we also have a plan but that would require your
approval and essentially the
rehire or hire of a new position
which essentially would require
a finance and investment. One
it's cheaper than the next so
the structure of the whole area
is less costly but it will
require your approval and your
agreement to combine some
duties, and then the easiest way
obviously would be to hire that
position, but --

>> Marisa Perez: And are we
confident that Shawna Basket
pathways' responsibility -- I
don't know what her job is here
is not impacted from the
additional work. Where is she
at?

>> Will let the Vice President
answer that question.

>> So Dean Basket pathways is
highly capable both in her
current position and with work
that she's done similar. If you
recall the integration plan that
was for 3SP, the BSI grant and
the student equity that was due
in at the beginning of this
term. She lead that as well.
That work showed me demonstrated
her ability to move through
highly complex categorical
funded positions and plans into
one but the accreditation is
more work on top of that, a bit
more, so the compensation to the
office I think it's what is
needed and she will be able to
handle both. I am confident in
her abilities or I wouldn't have
proposed this.
>> Marisa Perez: What is her
current position here?
>> Dean of student success and
library, LRC and a few other
departments.
>> Marisa Perez: Okay. I am
cconcerned because again we're
taking a lot of people to focus

on some of these responsibilities and I am just concerned about their current work, what they're supposed to be doing because she obviously plays a important role with the Student Success Center.

Dr. DeLong plays a very important role in counseling and Dr. Prichard too so again I am just wondering if this is a good solution long-term because I feel like we have been doing this for a while now I guess for the last two years. I mean --

>> Dr. Fierro: I understand your concern. I 100% agree with your concern and the short answer it is not a good solution for the long-term which is that is -- as you said part of a bigger picture because we have people doing a lot of work in
soon begin providing some level
of relief especially if the SERP
goes through because we could
see a significant exit of
employees and we are already
shorthanded in multiple areas,
so so it's my opinion and
recommendation that we have to
address some of these needs in
the upcoming weeks, months to
strategically release some of
our current positions to provide
the relief and two, to plan in
the event that the SERP will go
-- short answer is yes, I agree
with you and it's not a good
idea in the long-term.

>> Marisa Perez: All right.

Thank you.

>> President Lewis: Without

any other Board Member
discussions we will take a
motion on this item.

>> [INAUDIBLE].

>> President Lewis: So moved.

Is there a second?

>> Second.

>> President Lewis. Roll call please.

>> Student Trustee Avalos.

>> Aye.

>> Trustee Avalos.

>> Aye.

>> Trustee Birkey.

>> Aye.

>> Trustee Camacho-Rodriguez.

>> Aye.

>> Trustee Lewis.

>> Aye.

>> Trustee Liu.

>> Aye.

>> Trustee Perez.

>> Aye

>> And Trustee Salazar is absent. The motion passes.
President Lewis. Thank you. As it is 8:59 p.m. now and according to our board policy or at least our board recommendation that we're to

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move into close session by 9:00 o'clock but seeing as how the rest of the items are either informational or an approval would anybody of the Board Members like to continue with the rest of the agenda before we go into close session for the rest of the evening or would you like to go into close session now as it is 9:00 o'clock?

>> [INAUDIBLE] [Off Mic].

>> President Lewis: All right. We have a close session and without objection we will go into close session as it is 9:00 o'clock per board policy.

Close session includes
significant expose tower

litigation pursuant to

Government Code 54954.5(d). One case and Item 43 which five cases of employee discipline and dismissal and release and Number 44 conference with Labor

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Negotiators there will be one read off and we will continue with the open agenda item and this close session will last no longer than 90 minutes. Thank you.

[GAVEL]

(closed session)

>> President Lewis. Welcome back we're done close session and there are reports the Board of Trustees authorize said the Vice President of resources to enter into a tentative agreement between the district California school employees as reported in close session and article leave
off and the vote was six yes, zero no. The close out and the board took action pursuant to the add code and not employ a probationary employee as a regular tenured faculty member for the 18-19 years and subsequent years and terminate

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the employment effective May 2018 and provided the President or designee to provide notice to the employee before March -- roll was as follows. The board took action for of an employer as identified by the case cited and effective the employee's last working day of the academic calendar year -- academic year or June 30, 2018 whichever is sooner and directed the Academic Senate provide advice and judgment whether the employee meets minimum
of the that concludes the read
outs for close session and move
to Item 36 and the ASCC report
for ended December 312017. I
will a motion to receive and
file.
>> Carmen Avalos: Motion to receive and file.
>> President Lewis: There's a second and since we still have
Trustee Birkey.
>> [INAUDIBLE].
>> President Lewis: We will wait for the call and if he
doesn't answer we will do a
voice vote on it. You need some
WD40.

>> [INAUDIBLE]

[Laughter]

>> President Lewis: Nice.

Nice. All right. So we will
take a roll call vote. We
already heard Trustee Birkey.

>> Trustee Avalos.

>> Aye.

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>> Trustee Avalos.

>> Aye.

>> Trustee Birkey.

>> Aye.

>> Trustee Camacho-Rodriguez

>> Aye.

>> Trustee Liu.

>> Aye.

>> Trustee Perez.

>> Aye.

>> All right. Motion passes
so item number 37.
Informational item on the College Coordinating Committee minutes. I will entertain a motion to receive and file. (INAUDIBLE)

We have a motion from Trustee Perez. Is there a second.


President Lewis: All right. Perfect. Motion passes.

Item number 38 a Guided Pathways work plan informational item. I will entertain a motion to receive and file.

[INAUDIBLE]. Unless there is a presentation that somebody wants --

Can we it to next time? It's an important presentation if nobody wants to hear it.

Dr. Fierro: Could you --
Marisa Perez: Guided Pathways.

President Lewis: Do you want to give a brief --

[INAUDIBLE] [Off Mic].

President Lewis: Is the mic on? I can never tell.

College needs to fulfill certain requirements attending certain meetings, preparing a self assessment and then a work plan. The work plan is a plan -- VP Miranda said to plan for the next year and this is in my opinion one of the most exciting projects that has come to the college, and I would ask you all to embrace it and to become enthusiastic supporters of this. It inspires to transform the college in ways that help students reach their goals effectively, efficiently and
with more speed than as occurred
in the past so it's an ambitious
project and in the first year
the item before you tries to set
forward how in the next year the
college would move to become
more equipped and able to
support the Guided Pathways
structure. They're certain
specific things I envision the
college would do such as --
well, actually I think member
Perez brought the board's
attention to Item 12 which dealt
with the CTE pathways. Guided
Pathways take a lot of cues from
that area and a lot what you
admired in the flier is what
Guided Pathways is about to give
students clearer direction and
courages students to -- well,
so part of our process for next
year would be to develop these
kinds of resources, electronic
and otherwise and begin building

the infrastructure that would

support this and by

infrastructure I mean the

technological tools that staff,

faculty and most important

students would need to have in

order for them to know where

they are in progress towards

their degree, so we have worked

with a group of probably it's

included 50, 60 people across

campus to develop this plan, and

it still is under way, and if

that is the plan might be

subject to further revision and

I would also invite all of you

Trustees to take a look at this

and give us some feedback --

sorry?

>> [INAUDIBLE].

>> It is due on March 30 so if

you have some feedback we would
appreciate it say by March 24 or

so that we can incorporate it

into the plan so is that

sufficient or shall I go into

further -- I can get really into

the weeds if you like.

>> President Lewis: I think

we're good. We may have a

further presentation if

requested.

>> I appreciate that. Thank

you. I will entertain a motion

to receive and file this item.

>> Second.

>> Motion and a second.

>> (calling roll).

>> President Lewis: Motion

passes. Thank you. On to Item

40. Consideration of the

ratification of academic

calendar for the 17-18 fiscal

year. No presentation on that?

>> Dr. Fierro: Just the board

policy that I don't think has
been consistently implemented in the past and like said we're going back to the policy and make sure we're implementing them.

President Lewis: I will entertain a motion for ratification.

So moved.

President Lewis: So moved.

Is there a second?

Second.

We have a second. Roll call please (roll call).

The motion passes.

President Lewis: All right. Number 41.

Consideration of approval of the academic calendar for the 2018-19 fiscal year.

[INAUDIBLE].

Move approval. Is there a second?
Second.

Second. Roll call please (roll call).

Motion passes.

>> President Lewis: Thank you. We will move to reports and comments starting with Student Trustee Avalos.

None for tonight. Thank you.

Trustee Perez.

[INAUDIBLE].

Trustee Avalos.

No report.

No report.

Dr. Fierro.

Dr. Fierro: So I know you're tired. Funding formula --

[INAUDIBLE] [Off Mic].

Sorry Trustee Birkey do you have a report?

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No.

No report.
President Lewis: No just kidding. Dr. Fierro.

Dr. Fierro: As much I would not to give you a report I have to tell you about the funding formula so there has been controversy with the model presented. The model -- I don't know how to call it that came out from the Department of Finance simulation. It is not very favorable for Cerritos College as I mentioned in a previous report. It shows losing about a million dollars once we come out of the hold harmless. This model essentially moves nearly 7% of the total budget of the state into a handful of districts, so you will have a switch in funding in which some districts lose money like we will, and
some districts could gain upwards to $12 million, $15 million in new revenue. The problem with that is the equity, and the equity as to how you fund students FTES, so I'm going to give you only examples of single campus districts so on the current funding model the colleges that gain additional dollars on this formula starting with number one -- I don't want to give you the name of the college because it's not their fault. It's just how the formula works. They will allocation of -- per FTES. Cerritos College as a single college district like number one will only receive $5,690 so it's an issue of equity because we will be losing nearly $4,000 per student putting the students that need the most help at significant risk. This is only
a single campus districts so
when you're talking about
multi-campus districts in the
current model that we have today
without changes they already do
better than districts like ours.
Some could receive as much as
$7,000 per FTES and in a
district that already is ahead
that is also significant, so
obviously our hope is that these
formula as presented is
[INAUDIBLE] happening because
over time it gets worst so about
49 districts out of the 72 will
progressively lose money after
the third year ranging from
losing a quarter of a million
dollars to losing $23 million
after the third and fourth year.
Unfortunately Cerritos College
does not fair any better during
that projection and within about
a couple of years, maybe third
year after the model is
implemented we could be looking at five mild loss or some other district within short driving distance from us could see an increase in revenue of $19 million so it's not this is coming out of new money. You're essentially taking it away from some districts and giving it to other districts and when Vice President Miranda talked about the 25 on performance, 25 on consolidation of categoricals and 50% on enrollment and we have increased our graduation rates by 30% in the last three years but that doesn't count so are we getting penalized for doing better? Under the current description of the formulas we are because only completions within a three year period will be counted and we have done better, but our better numbers
are showing in the fourth and fifth year. As we mentioned earlier we have a student population because of the economy and their needs they tend to work more on jobs and come to school less because they need to make a living, and under this condition obviously they are penalized and we are penalized for doing better because we are essentially increasing graduation rates but in the current formula we will continue to lose funding, so some of the conversations that are taking place to implement this formula over a seven year period with a two year of hold harmless that includes COLA. The current hold harmless doesn't include the COLA so the COLA@indicated by the state is unlikely to be allocated under
the current model to us because we're not in growth mode which means we will only receive what we received this year so the same amount for the next year, not including the augmentation of COLA so part of the proposal that we have been working on with a group of other CEOs. I spent Sunday doing some of that work with them is a model that projects a seven year implementation with a two year minimum of hold harmless with COLA augmentation. Why is COLA important? Simple. We all have negotiations to do and we all have raising costs of STRS and PERS considerations so hold harmless without an increase on COLA means less money because the contributions for this year STRS and PERS increase and next
year too and the implementation
proposed and I guess this is
again just a proposal we're
trying to work through the

Chancellor's office and see if
we get transaction and phase
every year until we get to 25 at
the end of the seven so at the
end of the second year of hold
harmless we will allocate 5% of
the revenue on the performance
model being proposed, second
year ten and 15, 25 at the end
of the fifth year. I don't know
if this is going to happen.
This is what we had been trying
to advocate for because based on
current climate it seems a
change in the funding formula
will happen. We don't know how
so we're trying to mitigate the
impact as much as possible, so
how can you help? And I hope
more of you are listening at
home. Contact your local
legislators and ask them to look
at the current projections. We
are not against accountability,
but I think a change in formula

that is leading to this type of
changes in budget so quickly is
detrimental for the work we're
all trying to do. It's
detrimental for the students
we're trying to serve and the
community we're trying to serve
and for all of us who come to
work everyday to do the best we
can for our students, so the way
that you can help as I said
before contact your local
legislators and ask them to take
a closer look at those models
and to help us develop a new
formula that is more doable that
favors everyone equally and
doesn't create a model of
disparity in which some colleges will receive significantly more dollars to serve the students because that will lead is to a competition more so than exists today between districts and the districts like ours that are in the lower end of the scale of funding will continue to lose students to the districts that have more dollars per head to provide services. As a student my college down the street is giving me $8,000 in services and you can only give me five I go to the eight so that will be detrimental for all of us and this is one of the things we can all agree to work together to advocate, to make sure the formula is fair. I'm not saying that we shouldn't do performance but there are other ways in which we can all continue to
serve our students and sorry for the length.

>> President Lewis: Is the way it's formulated now the same amount for each student no matter where they go?

>> Dr. Fierro: Yes. Right now it's relatively even. Every college $5,100 or $5,200 and if you're a large district you have things to do with the dollars and right now it's about fair but the current model has 7% of the total budget of community colleges from some colleges to the next creating disparities $5,200 to $9,200 per FTES.

>> President Lewis: It's certainly something we can advocate the legislators for and not as helpful in our area and the situation with our legislators so with they want to
make a couple quick points. I not to the Norwalk State of the City address. It was great. I went to the gastro pub Culinary Arts -- not really a region and it was great. You should have been there and Dr. Fierro was there along with Student Trustee Avalos and glad to see them and looking forward to the Hall of Fame dinner tomorrow night and with that without any objections our meeting is adjourned. Thank you.

[GAVEL]