

>> President Lewis: Excuse me for the soft tone and I'm a little sick and welcome to the Cerritos College Board of Trustees for April 19, 2017 and we have an invocation here.

>> Good evening. Heavenly father we recognize you're a compassionate God and loving kindness. Father we want to thank you tonight for this wonderful place. We so grateful for this place and the wonderful college and the people here that live like families and thank you to the students and thank you so much for the resources the last few years to build good buildings and acquire technology to help our students succeed. Father there's a couple of things I want to ask you tonight. It seems like this semester my students are really struggling with things outside of school. Many of them -- I've had several in the hospital even one this week. Some are struggling, some with mental illness. Some are struggling with families, parents getting divorced. It just seems more than normal. Some are under deep financial struggle and stress. Lord I just ask that you would intervene in their lives and help them and encourage them and give them strength and help us in the community, those with resources to help our students. Father I also ask for protection on this campus. I ask that you put a shield over this campus so we're protected from anyone who would want to do any kind of violence or harm to us. Would you protect us? And father we're a family here, and we ask that you would continue to unify us. We all have the same purpose. We want to see our students succeed

and sometimes the means we may disagree on the means but I pray that you would unify us and keep us encouraging one another. Please be with our leaders as they make difficult decisions, even tonight considering a Board Member would you be with them and encourage them. Bring us to unity father and father I thank you again for these wonderful people in front of me, our President, our Board Members and our staff members and wonderful colleagues that work so hard and sacrifice so much for the success of our students, and so now Lord would you bless this meeting and keep these people. Make your face shine upon them and give them peace. Amen.

>> Amen. Thank you. For Pledge of Allegiance can we have Dr. Sandra Salazar. Pledge of Allegiance.

>> 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: Can we have the roll call please.

>> Board President Zurich Lewis.

>> Here.

>> Vice President Carmen Avalos is absent. Board Clerk Shin Liu. Member Martha Camacho-Rodriguez.

>> Present.

>> Member Marisa Perez.

>> Here.

>> Member Sandra Salazar.

>> Here.

>> Student Trustee Karen Patron.

>> Here.

>> And President Superintendent Fierro.

>> Here.

>> President Lewis: Is there any agenda change of the organization all of the two

items? Seeing none we'll move on to comments from the audience. Is there anyone that wants to comment on the one item we have night? Seeing none we'll move to the item and consideration of Board Member vacancy. Dr. Fierro.

>> Dr. Fierro: Thank you President Lewis. So tonight you have the consideration before you essentially two options to nominate or to call a special election to fill the vacancy that Board Member Drayer left with his resignation on April 11 and as mentioned before we have 60 days to either appoint someone or decide what to do. So the option that I am presenting to you is a calendar for the advertisement and appointment of a community member from area three to fill Trustee -- former Trustee Drayer's vacancy. At this point I am not recommending a special election due to the cost and the length of the term. It's only essentially will be one year from appointment until the person has to start campaigning so this calendar here gives you a little less than 30 days for advertisement of the position so 20 days that we can do advertisement of the position. Take resumes, letters of intent and then after that we will have the opportunity -- you will have the opportunity as a board to review the candidates, rank them according to their materials, and pre-determined rubric we can put together. We have suggestions for those as well if you wish to see those and after that we will do interviews. Interviews have to be conducted in open session before you, and the day for us to consider the approval of the nominee will be June 7 which is just a couple of days before or the deadline for

appointment which will be  
June 10.

>> President Lewis: So a  
quick question before we begin  
discussion. It says the  
advertisement window is starting  
April 28. Is that the same  
considering our decision now --

>> Dr. Fierro: Yeah, so we  
will essentially start  
advertising immediately.  
Ms. Walker has prepared already  
a potential press release  
calling applicants and do  
advertisement in area three  
starting tomorrow.

>> President Lewis: Okay  
thank you. Any Board Member  
comments or discussion?

>> The only question I have is  
for the accepting the letters of  
interest what are we going to  
request from candidates who want  
to submit a letter of interest?  
What does that include?

>> Dr. Fierro: Good question.  
After my conversation with LACOE  
it is recommended that we have a  
very broad parameters so  
essentially they have to be  
members of the area three.  
Interested candidates should  
submit a basic curriculum vitae  
and a letter of intent  
essentially stating why they  
want to be a part of the  
Cerritos College and how they  
will be up for the institution  
and it's recommended that we  
mirror anything that will allow  
someone to run for office and so  
should be inclusive, not  
exclusive based on that. my  
recommendation in that case will  
be to pay special attention to  
the letter of interest looking  
into someone committed to the  
mission of a community college  
and someone aware of the issues  
facing community colleges,  
issues that are related to our  
local communities, the  
importance of partnerships and  
collaborations with the K-12

districts, so essentially someone that is going to help us continue to move forward during the next year, year and a half.

>> Then my next question is on the approved criteria who is going to decide what criteria we're going to be evaluating applicants on?

>> Dr. Fierro: I can make some suggestions but the decision is yours so I will provide you some suggestions and you could give feedback on those and give me a little bit direction of what else you would like to see, but I have some suggestions I can provide to you if you choose to go that route.

>> Okay. And the only other suggestion I would change the May 29 day because it's Memorial Day and again I'm not sure if we're adopting the sample timeline too but it should be a different day since people will be on holiday that day.

>> Dr. Fierro: Sure. We can do that.

>> I will go ahead and move approval.

>> I have a question. Are we going to see the criteria today, approved criteria?

>> Dr. Fierro: We have some samples I can show today or you can give me direction and I can do something else.

>> Can you describe -- could you describe -- so I guess a little more in detail the -- so the letters -- will they hold any weight, the letters -- so say there's 20 people applying; right? Then we rank them based on --

>> Dr. Fierro: On the criteria in the rubric so you will give them scores so zero to one -- [INAUDIBLE] and total those and those with the highest results will be presented to you for consideration. You will have a discussion and you will select

the person that you think the appropriate person for the position.

>> And 0,1, and two?

>> Dr. Fierro: Correct. But that's only an example. Can you give any ranges you want so you can tell me you want one, two through five.

>> Dr. Fierro: This is just an example of what it could look like or you could give me direction to make modifications here and we will make those corrections and send them your way tomorrow.

>> So we are deciding on that on the actual number ranking, the scoring?

>> Dr. Fierro: You could do that today but the decision today is to decide to have not have a special election or want appointment. If you like this we can leave it alone and use it and if you don't we can make corrections between now and next week or when you consider necessary prior to ranging the candidates.

>> So we can discuss it at a later date?

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>> Dr. Fierro: Yes, or you can send me Email with the feedback and make corrections and present it at the next meeting.

>> it would require a vote, the official ranking and scoring?

>> Dr. Fierro: I wouldn't say a vote but what you're looking for as a board.

>> And that is in open session.

>> Dr. Fierro: Everything with a Trustee has to be in open session including the interviews.

>> And our goal and your advice is maybe to -- should we limit the number of interviews?

>> Dr. Fierro: I will say it will depend how many candidates you rank high. I will treat these similarly as we treat it

when we hire an employee at the college, so you consider the packet, and you bring the top five, somewhere around there, a number that is relatively manageable for you. It doesn't mean that you can't do more but we will build time for the introduce.

>> So the scoring is based on a letter that they will --

>> Dr. Fierro: Yeah. What I see is you know the resume plus the letter and look at the combination of the two, but a lot of the criteria that you will see here will be probably better reflected on the narrative of the letter, so the knowledge of the local communities and a strong candidate will probably speak about the different needs of the community and what they know about the college in combination let's say fiscal expertise or maybe accountants during the day, their actual job so they can identify that in the resume and not write it in the letter to supplement their answers.

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>> Would it be recommended to have them include like a letter of rec?

>> Dr. Fierro: Yes.

>> I don't know. I guess it would be interesting to see who they would choose to recommend them. I don't know. Because to me it seems like if their letter is short and the resume then we don't have really much to --

>> Dr. Fierro: Yeah. That could work. The only thing I would recommend is not narrow the criteria too much because the idea is anyone that will qualify to run as a candidate during a traditional election should be able to complete this paperwork.

>> President Lewis: Okay. There was a motion on the table. Is there a sufficient second?

>> [INAUDIBLE] [Off Mic]

>> President Lewis: Okay. Anymore discussion? One thing I do want to add and your motion was for --

>> [INAUDIBLE] [Off Mic]

>> President Lewis: Staff recommendation? Okay. Perhaps one other thing we may want to consider that not necessarily that we're leaning one way or another but ask the question whether or not that person intends to run for the next four years of that seat? And it's up to us to decide whether we want to make that a factor in our criteria either being a caretaker or being someone that could potentially serve with us for the next five years instead of one and a half, so if we could look at that if there is no objection to that just to ask the question and not necessarily as a criteria but to ask the question and see what their intention is, so with that and with no --

>> Just to clarify that Trustee Lewis.

>> President Lewis: Yes.

>> Is that part of the first step, the letter of interest or part of the criteria or a question we ask when we interview them?

>> President Lewis: It's more of a question when we interview them and if they choose to put it in the letter that they send us "I intend this" or "I don't intend this" and I don't want it a criteria for who we pick for the board so without anymore discussion there is a motion and a second. Is there any objection to the adoption of the motion? Seeing none item passes and we move to adjournment.

[GAVEL]

>> Dr. Fierro: We will be back in 15 minutes -- 13. Please stand by for the meeting

to resume.

>> Shin Liu: We will have our regular meeting today and President Lewis and Vice President Carmen Avalos are sick so we're going to start the meeting and first we got -- Let me see. Pledge of Allegiance Karen.

>> [INAUDIBLE] [Off Mic]

>> 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.

>> Shin Liu: Roll call.

>> Board President Zurich Lewis is absent. Vice President Carmen Avalos is absent. Board Clerk Shin Liu.

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>> Here.

>> Member Martha Camacho-Rodriguez.

>> Present.

>> Member Marisa Perez.

>> Here.

>> Member Sandra Salazar.

>> Here.

>> Student Trustee Karen Patron.

>> Present.

>> And President Superintendent Fierro.

>> Here.

>> Shin Liu: All right. We will start with meeting. We will start with agenda organization. Are there any Board Member that want to change the order of the agenda items? All right. Seeing none so we'll follow this agenda. Now comments from the audience. I have one card. Is about Item 9? Do you want to right now? Okay. Go ahead.

>> [Off Mic]

>> No, you can do it first. Linda Vasquez.

>> Linda Vasquez: Good evening President Fierro and I am Linda Vasquez and from I Am College Opportunity and I had

the opportunity to speak about college transform and we're have a broad base coalition non-profit ensuring that our students have a chance to succeed in college. We are college focused. We are sponsoring AB 705 and I wanted to provide some comments on the bill and hope we can count on your support. I will share before I share the comments it was heard history in the Assembly Higher Ed Committee and passed with full support and on to the next part of its life.

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In a nutshell this is to allow students access more English and Math courses. I think you heard from research numbers and PPAC and the Columbia University -- College at the university and Multiple Measures Assessment project that talks about the power of using high school GPA as a predictor for college success and PPSEA and has called it a last impediment to California Community Colleges and motivated us to place this and where they are placed determines where they are in five to seven years so AB 705 will require community colleges to set the standard in community colleges to use high school transcript data in the placement practices and allow students to enroll directly into college level courses which they need to earn either a Associate Degree or to transfer. Right now the community college system as you know requires colleges to use Multiple Measures as part of their placement practices but an overwhelming majority colleges rely on the placement exam to place students into courses but research tells us and this isn't just my opinion, research tells us that the placement exams are one of the worst predictors of student success and why we have

a huge bottleneck in students earning a degree, certificate or transferring out and the real opportunity is because the economy needs a educated work worse and you heard the numbers and we're going to be short 1.1 Bachelor's Degrees by 2030 and 2.4 college educated works with certificates and degrees to meet the economic demand by that time

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and we can't afford to lose any talent and we have opportunity to help students get to and through college. AB 705 helps to ensure that poor placement policies do not determine a student's destiny. This will make students capable -- the current placement practices are hindering students to reach their dreams so AB 705 helps to remedy this. The current supporters to the legislation and this only been in the last few weeks the list of supporters continues to grow. We have the American Association for Hispanics in higher education, a place called home, alliance for boys men of color, alliance for public schools, -- [INAUDIBLE] California Acceleration Project which is the organization that is lead all of this work -- most of the work in remedial and Ed redesign. Imperial Irvine and Long Beach College and California Senate for colleges and student lead work the trust west and student success and known as Tickas and United Way of Greater Los Angeles. Youth Policy Institute and a growing number of faculty members include Los Medanos College and I hope you support AB 705.

>> Shin Liu: Thank you. All right. So we are going to move on to the report and comments from constituent groups. Anyone? Seeing none we are continue to -- we will start the open session agenda. Number --

yeah, oh you have.

>> [INAUDIBLE] [Off Mic]

>> Shin Liu: Yeah please go ahead.

>> Good evening Board Members. I'm here to report from Cerritos College Faculty Federation.

We're having upcoming elections for incoming two year terms for our Executive Board. We are moving to have a dues increase with the membership.

And we're conducting a climate survey in the semester to assess priorities and faculty morale and that is my report. Thank you.

>> Shin Liu: Thank you. Any other reports? No? All right. So we're going to start the open session agenda. Number 3 is Institutional Presentation, Women's History Month Essay Winners.

>> Good evening board and Dr. Fierro. On behalf of the Women and Gender Studies Department and I would like to greet and you thank you very much for this opportunity.

We are very proud and very happy to introduce you, the winners of the Women's History Month and women that participated here at Cerritos College in a contest and these are the winners that will receive awards and later on some type of monetary compensation. Before we continue I want to thank Dr. Fierro for the immense support to the Women's History Month celebration. Please do read his message in the program and I distributed program to all of you. It's a wonderful source of information, data and urgency to really advocate for women's rights. Likewise I need to thank Dr. Fierro also for hosting the visit of the President of Santa Monica College here, Dr. Jeffrey that visited our campus for the first

time and was very impressed with the variety of programs we have for our students for student

success so thank you very much Dr. Fierro. And now I would like to introduce my colleague Michelle [INAUDIBLE] English Professor and the one that coordinated this contest and she will introduce our students. Thank you.

>> All right. Hi everyone. So before I introduce the students I wanted to talk about our theme for Women's History Month this year which is seeking economic justice employment opportunities labor fairness and gender equality so this comes from the larger theme from the national women history project about labor and work and I want to bring that up being the 30th anniversary of Women's History Month here at Cerritos College this has been a 30 year labor, right, 30 years of work towards acknowledging women's accomplishments throughout history and in particular the hard working student writers that we have here and the hard work of the judges and everyone else who was involved in the contest. All right. So I will introduce the students to you now so we will start with the honorable mentions so first for the essay devotion with grace, Rosa Balcazar.

[Applause]

For the essay "Mom of the Year" Raquel Lopez.

[Applause]

For the essay "Our History Is Our Strength" Kelly Perez.

[Applause]

For the essay "A Strong and Selfless Woman" Valerie Soto.

[Applause]

Okay. And then our third place winner for the essay "This Woman's Work" Ted Kanu.

[Applause]

Our second place winner for the essay "Unbreakable China"

Fernando Pesido.

[Applause]

And our first place winner for the essay "Based on True Events, My Mom Cleans Houses for a Living" Vanessa Bijan.

[Applause]

Thank you students and thank you everyone.

[Applause]

>> Dr. Fierro:

Congratulations. Thank you for the work you have done and I want to point out how clever this award is. I'm not sure if you can actually tell what it is. It's a piece of glass breaking the glass ceiling; right?

>> Oh!

>> Dr. Fierro: So very clever. Thank you. And I would like to thank both of you for the work that has been done and everyone else for the work done during Women's History Month. I had the opportunity to attend a number of sessions, very informative and I really really, really, really pleased see a lot of males there. I think it is very important for all of us to actually support gender equality, not only on this campus but in our community so thank you very much for the work you're doing, and congratulations guys. Well deserved.

[Applause]

>> If I could just add every year I get to judge the essays and every year I am really inspired by all of you as students. The stories you tell about the women who have raised you, and who have inspired you I mean they're just amazing and I want to congratulate you and just the ability to write your feelings so well, again it's really my favorite job I do as a

Trustee every year is to read all of your essays and pick the winners and I recognize the titles because they were well written and inspirational so thank you very much to the faculty who organized it. It's fantastic. I know it's a lot of work and thank you for all the students that participated. I was really moved by your stories so thank you.

[Applause]

>> Dr. Fierro: Thank you again.

>> Shin Liu: Thank you again.

All right. Thank you. So we move on to Item Number 4, Institutional Presentation, Sabbatical Leave summary. Office of Academic --

>> Dr. Fierro: We have a couple of faculty members that are going to talk about their Sabbatical Leave Reports and walk us through the projects, how they're implementing them and their experience during the sabbatical and obviously how the students are benefiting from their work so welcome Amy.

>> Thank you. Good evening Board Members, faculty, staff, everybody that's here. You guys are great. Thank you so much for the opportunity to get to do my project. Mine was different and one semester long and fall semester 2015. What I wanted to do I am Chair of the Sociology Department. The majority of our majors are in a transfer program opposed to a CTE program. There aren't a lot of jobs with someone with an AA in this field so the majority transfer and go on. What I needed to find out as a faculty member and Department Chair if we're preparing our kids to be successful at a four year school. If that's the place they're going and the next step I want to know. We have been

important the Sociology Department has seen a number of degrees awarded jump by 333% in five years and a huge amount of AA Degrees awarded during the years and doing a good job but are they successful? So I followed 710 -- the reason 7-ten students and some dropped out and transferred in Fall 2015 to see how they fared when they transferred so I was in constant communication with them. I met with them every two weeks and interviewed them at campus to find out if they were doing well in classes. I did surveys of over 50 students who have already transferred, Sociology majors who have transferred and graduated and found out some really really great things for our department. Overwhelmingly students say they're academically prepared. Research says there is sometimes transfer shock and the grade point average goes down when they transfer. In the students they surveyed that is not the case. Their grade point average stayed the same or got high when they transferred. They're absolutely academically prepared. What I wasn't prepared for is the anxiety they felt and the social issues they faced when transferred. Those things I learned into going into this and not part of the project but the bulk of the project. I handed out the pamphlets that the transfer center has available. I here talking about two sabbaticals at the same time. Margleana who is on maternity leave on sabbatical as well and produced the booklet for out of state transfer and the blue is the introduction to transfer, transfer 101 but they didn't have one for out of state colleges and she did that on her sabbatical and visited colleges and started getting different

articulation agreements with them so we have been working closely and closely communication to make transfer more accessible for the students and not just my Sociology majors but for students and how to make it easier for them and our students are anxious before they transfer.

They don't know how to do it or go about it I tried to implement in my classes and Sociology classes to make sure that students are ready for transfer want I bring in transfer counselors into every single one of my classes, not just the 200 level of courses of students transferring next year but the first day they're at Cerritos College or the third year, whatever. Counselors come into my classroom. They have a lot of ways they communicate with students and they talk about transfer 101. They talk about what's next so one of my classes this semester all my students -- most students are transferring out of 25 students and when Britney came to talk to the class she talked about what's next? What do I do this semester to get myself prepared? When she comes into my 101 classes she talks about

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transfer, what is it? What are the different colleges? How do you navigate these things? They're fantastic and Karen is in my 101 class so Britney came in and was helpful, and so I realize that making it real, making it accessible to them is really, really important. The Sociology Department has our AA Degree patterns listed right in front of my office on a bulletin board. We have a board with all the transfer events and all of the AA Degrees and my division and I'm going to be talking to the Chair's Council in the fall.

I am encouraging every single division office, academic division office -- doesn't matter where on campus, CTE, transfer, whatever to have the Ed plans available in every division office. Students tell me even though they go to counselors they always forget so my thought is you can't have the information available enough. It has to be always there. Students told me that's good. I kept in contact and they come back and talk to students and they want to see them be successful so this semester is fun at spring break. All of the UCs and CSUs have the breaks at the same time and in Karen class and one transfer and one in Graduate School getting Ph.D. talked about that and part of the sabbatical was to make the contacts with the students who transferred, with the students who have gone on and make those connections so they feel committed to Cerritos College and those students so hopefully we can continue the pattern and I have recommendations in the report they think you have

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available to you. One of the huge recommendations for this board and campus is to I think one of the things we really need is we need somebody that is a full time Director or counselor in the transfer center. Right now that money is not available. Right now the things they do is hire part time counselors is from grant money and that is great but we need a person assigned to the transfer center 100% of the time as a counselor and maybe a Director. We are growing with transfer and they need the counselors and resources at 100% funded so I really want to thank you for the sabbatical. It was really an enjoyable time. I learned a lot

and I hope I can be effective  
with my students in the future  
so thank you.

[Applause]

>> Dr. Fierro: Just to add a  
little bit to what Amy was  
mentioning a lot of the  
direction of the transfer center  
is as a result of the  
combination of the sabbaticals  
between Amy and Margalina and an  
Advisory Board for transfer and  
I think for the first time you  
have active private universities  
partnering with us and trying to  
support the transfer of our  
students into the universities  
and recently in the last meeting  
there was some data presented on  
the increase on the number of  
contacts with our students and  
the number of interventions,  
that private universities are  
having with our students, and as  
a result of some of the  
partnerships and even  
scholarship opportunities for  
our students to attend private  
universities I think it's

progress that is being made in  
the transfer center. There's a  
lot more work to be done but a  
step in the right direction so  
thank you.

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>> Karen Patron: I wanted to  
speak on beneficial this is  
being a first generation student  
you don't hear transfer or  
college or that language. She  
has been able to give one, two  
days of her teaching to  
emphasize how important it is to  
transfer to have us be more  
knowledgeable on what it means  
and have us -- you know we can  
do this. We can transfer.  
That's possible. That's the end  
goal with community college.  
She forgot to mention the  
students she brought in one was  
a AB 540 undocumented dreamer  
for her to come to the classroom  
and say the "I graduated from  
Cerritos College within two,

three years and got my AA and now at UCLA." It's inspirational to me and gives me the vision I can make it and get there and I will get there and imagine what it means to other students? I don't know if you remember Dalia and at Berkeley and she also came to her class and spoke and when I went to Berkeley the first person I thought of was her and she was my guiding person as to how Berkeley works and it's nice to know somebody on campus to teach you the ins and outs of it so it's really good to have that one-on-one, the first-hand experience versus I read a book and this tells me what it is a book or brochure or whatever it is and I want to thank you for doing that and thank the board for approving the sabbaticals and gives myself an opportunity

but every student on campus an opportunity to know what it means to transfer and see the end goal and want to strive for it and that's all.

[Applause]

>> I am George Jarett. Thank you to the Trustees, to President Fierro and Vice President Miranda and faculty and community. I am grateful that the opportunity I was afforded to do a sabbatical. And I wanted to tell you a little bit about what I did and also share some of what I learned. So first of all the sabbatical was the opportunity to improve my abilities as a historian and instructor and the focus was historical research on the antinuclear weapons movement of the 80's and their impact on Ronald Reagan's foreign policy. To do the research it's important to look at the documents, the pieces of paper from history. In my case they were in St. Louis Missouri and

New York City and in Pennsylvania so I spent a good time in those places, and I copied literally thousands of pages of documents for further contemplation and research while I was traveling. I also read deeply in historical literature of the period and because I was interested in the Reagan Administration most of the relevant documents have been published so I didn't have to travel. I went briefly to Simi Valley, the archive there but worked with publishes for that part. I wrote about what I learned and I presented a paper last summer at society of Americans of foreign relations and I have two arts forth coming and encyclopedia peace movements. I used the experience and materials I found to enhance my instruction with my students in my history classes so for example this week students in my history 210 class -- I am trying to get this -- no, PowerPoint doesn't want to work for me. Oh, well. I wanted to show you this is the lesson my students read this work and incorporates primary sources I got on the sabbatical and I won't take you through the whole thing but the page in canvas they're reading this week and a image of a brochure for the largest antinuclear demonstration in American History and again that one happened to be in St. Louis that I found that and have others from other places that students are looking at. I am also organizing and continuing to present some of my findings in workshops on campus and here's just a couple of them. Last month for Women's History Month I gave a presentation and next week in conjunction with a professor from Political Science

we're going to be doing a discussion on taming weapons of mass destruction and tying the historical research to current events that are great interest of students. I am delighted if anyone wants to join us in social science 140 next Tuesday and finally I was able -- wasn't part of what I planned to do but the opportunity came up and during the sabbatical I investigated pretty deeply open educational resources for American History so part of the plan was to produce that lesson I just showed is going to be

showed as OER this summer as soon as I finish testing it with my students this summer but I wanted to look at what other historians have done and I adopted an OER textbook in the fall 2016 and I did research on my students as well so I shared what I learned about the books with my colleagues and I did surveys so I wanted to share some of the results of the survey and let's jump ahead to that and all is in the sabbatical leave report and in one of the appendices if you want to review it later. I first surveyed my students if they read the class with a commercial textbook and 95 said yes and I want to point out it's anonymous and no reason to not to tell the truth so I thought it was pretty good access that 95% of the students could access the book I wanted them. When I use a commercial book it's cheap and \$65 for and doesn't sound cheap but it's cheap for a textbook. Then I continued to use the survey with the students -- I'm not sure what is happening there. Ignore the thing in the corner. Something got mangled. Excuse me for a second. Let's see if I can fix that. Notice I can't. Okay.

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Never mind. I didn't get a chance to go through this beforehand. I need to put my glasses on. That's the problem. Okay. Yay, for some reason my charts got duplicated in the corner of this one. A little quick preview. Okay good. Let's go back to the slide show. There we go. All right. So the next thing I did I asked students both who use the commercial textbook and the OER

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book whether they completed their reading? And one of the things that is striking here that 8% of the students with the free textbook said they didn't do the reading. That's a little counterintuitive and one reason I wanted to use the OER textbook the other research that has been done says they have access from the beginning of the semester if we provide the book for them. At least students said they didn't do the reading but most of them said they sometimes did the reading and that's comparable to what the print textbook did. Now I have no explanation for this but I found it interesting. Maybe if you buy a \$65 book you feel more committed to read it. I don't know. It's also interesting -- remember there were 5% that said they didn't buy the book and all of them said they read it sometimes and they read the reserve copy in the library or borrowed it from a roommate. I didn't ask if they read the book without buying it? I asked them if reading the book helps them understand American History and the goal with the reading and the students with the OER book had a higher level of reading the book so that suggested there's no disadvantage in this case. I also asked students whether they prefer to read off the page or off the screen? And

as you can see overwhelmingly they prefer to read off the page and before I made my final adoption decision I had the data from the commercial textbook so I made to sure an OER available in print so most are not but the ones from open stacks which is the one I use the students can

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buy a book so I have it as a recommended textbook and not required. It's \$50 and it's big and heavy so I know students are committed to reading on paper when they come in with the big heavy book and I about 15% students said they bought the book and they like to have it available. Then I asked another question and asked if they choose between taking a class with a free textbook they had to read online or a class with a better textbook they had to pay for in print in both classes they prefer the free one, even if was a worse textbook. Fortunately students aren't the ones that choose the books. The faculty do and you can see interestingly that preference was higher among the students that went through a semester with the free textbook and in other words didn't see a disadvantage at all and like the advantages and again because of the timing and because I also use a different book which is still a commercial book none of the students signed up for the class knew ahead of time they were signed follow-up for the OER class and not how they ended up in the class. Yes Dr. Fierro?

>> Dr. Fierro: Why did you put better textbook and free textbook?

>> That was the question killing me. I'm going to read either book either way, right? I wanted to know what my students thought. It was perverse in a

way and unfortunately I found what was true and they would rather take a class with a free book than a better book. It's a false dichotomy. I wouldn't

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have adopted the book if I didn't think it was adequate for the class you know and I tell my students every semester the thing they can't get more of is time and they should use it wisely and learn like they can but 65 bucks is a lot to our students and their \$65 cell phone bill doesn't and wouldn't give that up; right? So a couple other things I asked them to compare the book to the OER book and college textbooks they had to pay for and most take American History once so it's not apples to apples but most said it was the same or better and none said it was worse so the previous question was a false one in the answer of the students that answered right? Finally and most important and three quarters thought access to a free online textbook helped succeed in class and why I continue to use the book and advocate for my colleagues. Are there any other questions about the sabbatical or the survey they did? And I came to the decision that they're an attractive version for students at Cerritos College and I am looking forward to the summer having the complete data of a year using the scores and use the retention rates and determine how they're affected as well by the OER book. This is survey data is preliminary so finally thank you very much for the opportunity to do the sabbatical to do my research and to share some of it with the campus and with all of you here tonight. Thank you.

[Applause]

>> Dr. Fierro: Thank you very

much. I appreciate your time.

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>> Just as a point of clarification today was only presentations. Next week you will see the sabbatical reports for approval. You will see 2014-2015, 2015-2016 sabbaticals for approval as per our discussion last meeting. That is part of the requirements from the contract. The sabbaticals are and approved by the board so you will be seeing that. Today is essentially a presentation of some of the reports so if you have any questions about the sabbaticals report that you see in the board book please let me know.

>> Shin Liu: All right. We're moving on to the next one. Institutional Presentation, Multiple Measures Assessment overview.

>> Dr. Fierro: All right. So the next presentation we have this evening is essentially an update some of the work being done on Multiple Measures, and English and Mathematics. I would like to point out this is joint effort between multiple departments and trying to essentially change a little bit the way how we place students as the comments from Ms. Vasquez earlier today there is a lot of research that shows that Multiple Measures are a little more effective and "little" Is an understatement and more effective placing students but the trick is how you do it and place them. There are different ways and using the GPA, GPA plus placement and plus last level of mathematics that was taken in high school. An additional measure that could be taken when the last time they took the class? How long have they have been out of school from high school to college? So the work this evening we are going to see

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that is being done as mentioned before is a team effort. There are a number of people behind the initiative and the progress that we have made towards the last year, year and a half has been significant, so you will see in some of the comments the different angles we're taking into looking at different measures, so I don't want to take the spotlight away from the people that have actually been doing the job and I think it's time for you to show what you're doing. You have been doing great work so I don't want to take your spotlight so go for it.

>> Thank you Dr. Fierro. So I think what you will find Ms. Vasquez at the very least tacit approval of AB 705 in our presentation so and you may find it explicit, but so thank you thank you inviting us this evening the of we appreciate the opportunity to share the continued efforts of the college to improve students placement into and success in the basic skills math and English courses. The presentation will begin with an view of the current placement process and the steps towards implementing Multiple Measures and it will continue with a discussion of the innovations that have taken place in the math and English Departments. Before we begin it is important to note that most if not all of the innovations have been formed by the research and practices and programs around the country and state in particular the California Acceleration Project has informed our implementation and expansion of the math and English accelerated courses. Math 75 and English 72 respectively. We have faculty and staff who regularly attend the CAT Conferences including

our own Terrie Lopez who attended in March with a few faculty members. We have faculty who are attending the Leadership Conference this summer eager to return and further the cause of acceleration across the campus. Finally this Leadership Conference is just a next step what is an ongoing effort to disseminate acceleration across the campus. My colleagues Angela Conley from math and others conducted a workshop for faculty interested in teaching the accelerated courses. As a result of these efforts our accelerated course offerings continue to expand. With this in mind I would like to turnover the podium to Terrie Lopez our Director of Career and Services and discuss placement in general and Multiple Measures in particular.

>> Terrie Lopez: Thank you frank. Good evening. As Dr. Mixson mentioned I am Terrie Lopez and tonight I would like to give you a snapshot of where we are and where we're headed with Multiple Measures. As the slide indicates Multiple Measures is the use of more than one tool or data point to place students in English, Math, ESL and Reading. We currently use the product of the college board. Just Acuplacer for testing and once the assessment is finished we will transfer to that tool. Counselors meet with students to review transcripts and the results determine the course level students would benefit from instruction. I would like to take a few seconds right now to recognize Dr. Renee Delong and the counselor of services and thank you for being here. Counselors look at transcripts and determine the highest math and English level

pass with a C or better. This spring our K-16 Cerritos Complete partners have submitted transcripts for the students in the program did providing with the consistency and utilization of Multiple Measures thus giving us a pilot group for validating the Multiple Measures and I will talk about that in a few minutes. Lastly we have been using test results from the California Assessment of Student Performance and Progress which is also known as CAASPP which was formerly named the Early Assessment Program. High school students in the junior year complete the CAASPP to determine if they're college ready or not. Those assessed as college ready are directly placed into College Level English and/or College Level Math. Those that assess conditionally ready in English may enroll in a course the senior year of high school if they pass with a C or better it will allow them to be placed in transfer level English. We have been using this tool since Fall 2010. The common assessment is our long anticipated statewide initiative instrument that is faculty driven and faculty developed. It will bring consistency and portability of test results across all colleges. However, please keep in mind that -- sorry -- I looked at the slide and didn't see what I was looking for. We will have locally managed control over our placement scores. It is currently scheduled for piloting at 12 colleges for fall of 2017. Our faculty have been diligently working on mapping competencies for their courses and will be setting cut scores for the various course levels. We are working towards being ready so once the pilot is successful we

can transition as soon as possible. In addition to the test the common assessment incorporates Multiple Measures into the instrument making it possible to automate the use of high school GPA for placement. We have taken several steps to prepare for this. We have worked to make sure that the schools in our service area submit their data to Cal-PASS. Additionally our math and English faculty -- English faculty are establishing the criteria with slight modification of the Multiple Measures Assessment project criteria and we will pilot the placement through Cerritos Complete [INAUDIBLE] and EOPS. As I mentioned earlier we'll collect data on the Multiple Measures this fall and adjust GPA if necessary. As we heard this evening AB 705 will mandate the use of high school transcripts and when they do we want to be ahead of the curve either having implemented the process or be well on our way to doing thank you so much this is what we're doing to place our students as accurately as possible. Angie, Frank and staff will talk about this and be successful in their courses.

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I like to welcome Angela Conley and [INAUDIBLE] to the podium at this time.

>> Good evening. So we're here to talk about some of the innovations in math. Here's a list of some of the things we have been working on. We have been working with the common assessment and using high school transcripts to determine placement. We have been working with educational partnerships and programs and looking at dual enrollment with the high schools. We implemented Math 75. It's been going on for a year and a half, two years --

>> Three years now.

>> Three years now and we're looking at getting that more well known and more visible. We have worked on the flow chart for our courses and placed 75 in there so there's a clear pathway of what 75 does for our students and how it can accelerate them towards the transfer level course. We are still offering a variety of flexible class offerings. We have nine week, 15 week and 18 week courses. We offer online classes and constantly looking at improving that. we recently started offering weekend college classes again so on Fridays and Saturdays and then of course we have the semi-independent classes as well. We have been working with Frank Mixson in English in working with the accelerated classes with Amy -- sorry. He hates that so we have been working with that as well and then of course we still have our embedded tutoring project going on as well so these are some of the things we have been working on to work with Multiple Measures, acceleration and trying to get the students through.

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>> And we appreciate the team effort from all these people. Sometimes when we want to tip toe they give a push and we will make headway thanks to them.

>> Thank you. I can even turn the slide for you.

[Laughter]

>> And I'm going to wrap up with some of the innovations going on in English. The first is with the ERWC placement. This is the -- we're using the expository reading and writing course to place incoming students. If they pass both semesters of this high school course with a C or better they're placed into English 100.

This is a good example of a placement floor at school. I know we have spoken about the common assessment but I will add the English Department has done the competencies of the tool to our own writing courses and on dual enrollment we offer English courses and the President's scholar academy and staff that are here tonight are instrumental in moving this along and talking to the chairs of the English Department to offer English courses at each of the local high schools. We have a co-requisite English course now piloted in the fall and allows students that assess at the top half of 52 to enroll in the English 100 course with a two hour lab and provide them with the additional help they need to be successful. We have the English 72 course that follows the cap accelerated model. It is a college level

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skills taught at a slower pace and greater support and in doing so students develop the skills they need to be successful and develop their intellectual development or improve their development. This is the AIME Program -- no "E" at the end. It's silent. I am working with Dara on that. This provides pathways through the basic skills and Study Sessions and academic support and transfer with English and Math in a single academic year and have the embedded tutors too and proven the most effective way to get students into the student success if you don't just require it so in conclusion the message we to convey different areas of the college are working together to improve the placement of students and basic skills and transfer courses of English and Math. While there is plenty to be done there is

more to be done and we'll will be working on that in the upcoming academic year. Thank you for your time and your attention.

[Applause]

>> Dr. Fierro: Thank you very much for the work you're doing, and just to add a little bit to the good work you're doing I think it's worth mentioning the efforts on dual enrollment and concurrent enrollment being made right now. You briefly mentioned it and the goal and one of the ways to have at least one math class but it looks like we will have two I believe -- she said, something like that at the beginning of the fall in each of the high schools. There is progress also being made on English which is going to help

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us get our students better prepared here. AIME was mentioned with the "E" Being silent frank and the success of this program, so in AIME for math for instance -- I don't want to misspeak but the I think the passing rates on Math 60 on the non AIME were in the 40's and 50's and we're talking about success rates in the mid-70a for the AIME students and Math 80 it was 75 -- actually 80% and English 72 passing rates of 97% and we have about 400 students or so going through the pathway right now so obviously it's a scalable process but something we need to look into easily as we make it bigger and the other part they think is important to mention is the pathways that are being created from non credit to credit, the work that is currently being done it shows there is possible pathway for our students to go from developmental or basic Ed to college credit within one year based on the accelerated models that right now are producing

very good results. There is an interesting correlation or relation I guess -- relation doesn't always mean causation but a very interesting relation on the AIME students, their grades and how many of them are successful based on how many hours they spend working with tutors in the Tutoring Center or the success center so students spend more hours seem to have higher grades and greater completion than those students that spend fewer hours in the center so I can't shall the exact number but nine hours students get grades of Bs and As versus lower hours which

essentially yield Cs or less so the work that is being done is encouraging as we move forward.

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And obviously mentioned tonight it's important to be ahead of the game once the changes take place. In Sacramento it looks like we're going to get there so thank you for the work being done.

>> Shin Liu: So next one? All right. Question?

>> Karen Patron: Quick question. The AIME Program is for the high school graduates?

>> Correct.

>> Karen Patron: So if I'm a reentry program I couldn't apply for the AIME Program?

>> No you would be able to, absolutely.

>> Karen Patron: Awesome. I wanted to clarify that. I love the work and hopefully close the gap and better transfer rates that way. Thank you so much.

>> Shin Liu: I think ready for the next one enrollment [INAUDIBLE], yeah.

>> I have a question. Thank you very much for the presentation. I think the question is for I think it's for Terrie. You mentioned with the modification what will that

modification be? I'm sorry. I just wrote down -- it was on slide -- I'm sorry. Under high school transcript slide. It said math and English established their criteria a slight modification of the Multiple Measures. What is that modification?

>> Terrie Lopez: We would have the ability to adjust the GPA based upon data that we find once we do the validation process. We can take a look and see at the end of the year which we will be doing -- how did the students do being placed upon the GPA? And if we determined that perhaps students were not as successful as we hoped then perhaps raising the GPA. That would be one of the modifications we could do. The other thing we could look at is what is recommended by the MMAP and we can adjust it maybe higher or lower depending what the faculty determine what might be a better determination of a GPA, and MMAP projects is giving recommendations and suggestions and we can adjust accordingly.

>> Okay. You mentioned also the other thing right now a student can request to have their high school transcripts reviewed in addition to the accu scores and how do you suggest that to students who may not know that?

>> Well, a lot of the students are currently participating through the summer connections. That's one of the ways they could do it. we also at the end of the placement test the staff tells the students these are your results. Please bring your transcripts and meet with a coiner during the orientation portion of OAC as well. When I go out and talk to the high school students prior to taking on the on-site placement test I

let them know as well and always bring your transcripts and meet with the counselor so they're getting more than just one measurement in order to be placed into a course.

>> And then for returning students and out of high school for a while do they have access to the high school transcripts? I don't know how that works.

They can request them and bring them in or how does that work for returning students?

>> [INAUDIBLE] [Off Mic]

>> Good to know and my last question is for Dr. Mixson. The question is on the corequisite course. When did it started?

>> In the fall.

>> So we will start in the fall of 2017.

>> Yes, this coming fall.

>> So I ask Dr. Fierro to agendaize the results of that in January of 2018 and I am interested in that so I am interested to see what the results are and how they compare to the other options that we have right now.

>> Yeah, we're anxious for it too.

>> All right. Thank you.

>> Dr. Fierro: Sure. Trustee Perez brought a very good point and I would like to comment on when you place students on Multiple Measures obviously some of the early research on that and coming from the states that have adopted that statewide chose to place obviously more students into basic Ed or developmental. Let's say you used to have a placement of 30% of incoming students or 20% placing in college considered. With Multiple Measures you could go place 50% of all incoming students into college credit so it's important to measure success in different ways because we can look and say only

50% of students that are placed after we implemented Multiple Measures are being successful versus the same 50% when we didn't have Multiple Measures, but then we have to look at what is the output and the input of

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students? Meaning that if I place -- you know if we have 500 in coming students and place 200 of them and 250 and 125 move through versus only if I had 125 students and only 60 of those moved through so the output is greater than the opportunity for those students will not have the opportunity to take that college credit with Multiple Measures. It needs to be recognized so while the adjustments are made and we learn more I think we need to be patient on the actual percentages and start looking doing size adjustments. How many students are actually getting through versus the raw percentage only. The reasonable I am saying that is because the results are showing more students going through but the percentages are not changing as much. Comparing a smaller size sample with a larger sample at the other end and no size adjustment or consideration is being done in some of the early studies and results. The reasonable that -- two reasons this is relevant. One, we're moving more students and giving them the opportunity to access the college level courses and graduate and the second one is because the research is also showing that the developmental education is good for the students that are in the bottom end of the spectrum. They score very low. They didn't take the math class. They have been out of school for too long so they get benefit from it but they're students almost there that didn't make the threshold. Some

of the data are showing they're less like to stay in school and graduate and more likely to get frustrated so with Multiple Measures you give the students that are in the top percentile and the score and succeed in the college credit classes and get motivated and as Terrie mentioned it's important to have the flexibility to adjust up or down as we learn more on placement, so I will say initially and for all of us not to get too concerned about the percentage but the output, the actual number of students that we are moving through the courses.

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>> Shin Liu: Okay.

Enrollment management update, right.

>> Okay. Good evening. Thank you. So I want to give you an update on the enrollment management at Cerritos College. I want to start with a little bit of information on the historic section count. As you can see over the years the first column going vertical is years 11 and 12. Second is 12-13, 13-14 -- sorry for the numbers. It's our system and how it puts it out but if you notice we have been increasing in section count over the years from 6500, a little dip in 12-13 and 61 and rebound in 13-14 and 68 and 14-15 it was 7,000. Last year 7300 essentially and this 7442 so you see increase in the overall section count over the last five years.

Now if you look at the number of FTEs earned the trend data following the same years we can go to 17,191. 16,000 for the 12-13. 16,863 and so on and so forth. I'm on the bottom and looking at totals. Sorry. As you work to the right you can see many of the FTEs follow the trend of section count and the

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projection is listed here.

What I would like to draw your attention to also is where sections are being and FTEs are being earned. You can see summer sections and fall and spring and summer and two summer number there is so just a point of clarification summer is divided into what we call a summer one and summer two. Summer one traditionally starts in July at the beginning of a fiscal year if you will. That's summer one and fall spring and summer two is the closing summer or beginning of summer for the next year. Sorry. The nomenclature is confusing so you can see the first summer up is high and are I add this and the seconds were lower in this case. Surprising 1.59 FTEs in one area. There was a time we borrowed from one year to go to the next year.

That is allowable. If you have a census date that passes July and what the Chancellor's Office allows to you do is move them to the next year if you need to add FTEs to that next year so when you see the number it's not a mistake and roll year of FTEs and just under the order of under 500 I believe we moved at that time. Okay.

>> Dr. Fierro. Sorry.

>> Oh no, please.

>> Dr. Fierro: So I would like to add here on the bottom of the slide as you can see -- I'm not really the sure to move of place of the FTEs potential to capture growth money but as you can see if you go from 2011 all the way to 2016-17 and look at the bottom of the screen you can see that Cerritos College

traditionally has been a college of 16,500 to 17,000 FTEs and even if you go further past 2011 you will see the college has never been that high in

enrollment as it was in 2014-2015. The reason I am pointing that out is because of that growth the base of our institution change to 17,740 which it means that we obviously are able to access more dollars but with that comes additional commitments we have to make with the state. The problem we're facing now is the college is sizing again to what it has traditionally been, so we will continue as Vice President Miranda will mention during the presentation to work on enrollment growth but it's important to look at the historical enrollment of the institution to point out that the size of this institution only the one year and the last year as you know we received growth we didn't get the year before so the enrollment wasn't necessarily -- that number was between 17,300 or something like that which is sort of the size that the college has been for many years.

>> Thank you. Okay. So what is the impact of the changing enrollment count on FTEs? Well, we do have a long-term plan which is the Enrollment Management Plan. The Enrollment Management Plan went through shared governance this year and it went through also the Enrollment Management Committee, and I have to thank publicly Dr. Kristi Blackburn who headed the task force and the group that spent the time writing this and bringing this to us. It was a Herculean effort to get all bodies on campus moving and thank you and we have the long-term strategies and what we need to do to maintain the FTEs and we have short term adjustments as well so let me mention the plan again and the long-term goals. It went

through the shared governance  
this academic year and finished  
this semester. Also in the  
Enrollment Management Committee  
we will be aligning the plan  
with the Educational Master Plan  
that we will bring to the board  
next month as well. There's  
also implementation strategies  
and kind of who is in charge of  
what sections and strategies  
moving forward and timelines  
that we presenting in the near  
future as well but the brief  
overview of the plan is such as  
this. Maintaining our base  
FTEs, improving completion,  
success ratings, program  
retention rates and not just  
courts but programs as well over  
a five year period. Okay.  
Identifying and resourcing  
programs to help the improvement  
rates of retention, success and  
completion. Identifying new  
programs to offer and develop.  
Those programs could be both  
academic solely in nature and  
also CTE programs as well. We  
will look at local labor market  
and see where it's moving so  
maybe creation of new programs  
along that line are helpful.  
Aligning the front door  
activities. This is key as we  
move forward and tying to  
maintain the bases. This is the  
outreach component. This is the  
branding component if you will.  
This is us speaking about the  
great things that Cerritos does  
and let the community know we're  
here and we have great programs  
and the alignment from the  
faculty perspective. Faculty  
are the first line of -- our  
first line for many of our  
students who see them day in and  
day out for the retention. Our  
Counseling Department as well.  
They are -- they're advising the  
students and alignment as well.  
Our other outreach to the  
community as well is very

important so these are all critical in reminding the community of the great things we're doing and continue that progress and then also improving fiscal reporting to guide and Enrollment Management Planning. Now I picked a few key points. The plan itself has comprised of five goals and many activities. Who needs to be involved in the leads? The metrics, the values in which we're going to evaluate achievement of our goals, the resources needed, and a timeline. Those sit currently on the institutional research and planning effectiveness website under planning if you would like to look to them or I can speak more on a future date on those as well but these are a few key points today. There are assumptions as well and as Dr. Fierro mentioned we are seeing historical trends that we might have been traditionally a campus that should be somewhere high 17,000 and what does it mean currently when the cap is at 17 -- you know 740? Well, our head count right now is down approximately 6%. As our head count drops 6% we also find that many of these students are students no longer taking full loads as about and eight or greater units so in the reduction of head count you see a reduction of FTEs as well so this is part of the strategies in which the goals and the Educational Master Plan and the Enrollment Management Plan will be approaching to make sure that we keep our students here so we can see persistence and success and ultimately retention and completion. Recall our funding structure is probably near \$5,000 per FTE. Our current projections as the last slide is 16,747 and 992 FTE lower than the cap is set. Now I am

telling you to emphasize at \$5,000 and nearly a thousand FTEs translates into a deficit of 4.9 million in apportionment. Okay. As you know you have heard this before a stabilization year and we will get the funding this year but it's critical that next year we start the Enrollment Management Plan and these efforts in earnest because we will be experiencing a reduction and we have to find a way it help maintain our base as close to the 177 as well or just to what this campus -- right size of the campus is so they're all important values to keep in mind. Now what are some of the drivers forces for the impacted enrollment here at Cerritos? You saw numbers presented by Dr. Fierro that the employment rate in L.A. County Is 5.3% -- unemployment rate. Now six months later we see it's 4.8. There are more jobs. There are more individuals in the county employed. That means our students are working more and as they work more they don't have the time to be here as much for one. Okay. They have other external factors. They have families. They have bills just like the rest of us so we need to and part of the strategies and how do we create pathways? How do we create blocks? How do we create the fervor for our students to want to be here? These are many strategies to employ. They're front door efforts and counseling and queries we can see where are the students and reach out to them. These high impact high contact practices are needed so we could have the students here and have just one more class per section would make the difference here for the students and their success and the FTEs base as

well and a strong economy means more jobs and that means more opportunities for our students as well, so we're seeing a shift from full time enrollment to part time so that's the reality but we do have a lot of students that cannot find their courses that they need. Though the courses are here they might not be placed in the best arrangement of times for them so we will have to examine those patterns again as we move forward. Now, what I am showing you here is just a quick trend across the nation of public institutions. There's private there as well but focus on the upper line, public institutions. Now this is projected data through 2024 and what I would like to draw your attention to is the flat line essentially flat from 2014 roughly to 2019. Now this is nationwide but the nation has been seeing a decrease in enrollment across the nation so this is not unique to Cerritos. As a matter of fact 2/3 of all colleges of the California Community College system are experiencing the same decline as we are.

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So you know can we overcome the flat line? I hope so. We have some opportunities and strategies we can employ to help, but it is going to take a -- well, a village effort, a community effort, all of us collectively, so I wanted to point out this is a national trend, not just a local trend. Okay. Yes please?

>> Is that only community college or UCs or CSUs?

>> It's public across the nation.

>> Dr. Fierro: To clarify we have still have UCs and CSUs impacted so the enrollment issues are not there correct.

>> [INAUDIBLE] [Off Mic]

>> Correct.

>> Thank you. So what are some of the actions, the short term actions? Again we're going to be working diligently on the long-term plans moving forward here but some of the short term actions we have been attempting this semester going forward in the summer and quickly for the fall are increased number of sections offered on Friday and weekends. You heard in last presentation that we have Math Departments now offering Fridays increasing weekend classes. Greatly appreciated. This is important for the students to have the opportunities so we're looking for unique patterns now. We have increase the hybrid courses with block scheduling. It's an interesting proposition. This saves classroom space in the sense that one day, one class can use one section can use the same room on Monday and Tuesday a separate section at the same time because one day a week can be met virtually on line and the other day can be in the class so you can split these things. They're hybrid approaches which is viable as well. Again though you need to have the faculty who teach in this mode and this Pedagogy that can express to the student and have the right student that can work on an online environment and increase the online courses. We have the Distant Ed and Community Ed Programs, local high schools. As we've heard we have the K-16 Bridge and Cerritos Complete and on a side note we went from 800 last year with the intent to begin the program to this semester nearly 1100 students with the intent and of those many of them have already went through much of the assessment portions already, so you know our outreach efforts to

the local high schools are showing their fruits, and along that line the pipeline for our students now our outreach to the K-16 partners. These students are coming in a part of AIME as well and hopefully that pipeline will meet the AIME for transfer, kind of a guarantee to follow the AIME Program, the lower math and English and now take that model and move it into the majors and move them through, so these are all important development and pathways and it takes time but we're moving in that direction. You heard about dual enrollment through AB 288. We have MOUs we're working with districts right now to offer the Dual Enrollment Programs. These are English and they are math. These are the two most critical being asked for. We also have other programs looking at engineering for summer courses for some of the programs as well. We have articulation agreements so we're finding multiple avenues to bring students to the campus. We created the summer scholars academy and some of the K-12 wanted students to have a jump start as well on college and we will offer courses in the summer for high school students as well to be here on campus with us.

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Yes?

>> Karen Patron: Have we looked into replicating the teacher track program? Because we guarantee a state to Cal State Long Beach and come here and two years and specific requirements you meet and then transfer to Cal State. I don't know have we tried or replicate that for other majors or other degrees?

>> First let me answer -- the easy answer is no. Okay. What we have done though is with some of the programs we created

partnerships with [INAUDIBLE]  
university and [INAUDIBLE]  
university north wood here on  
campus and our students when  
they enter here they're making  
-- we do have MOUs and  
articulation agreements that the  
students can transfer easily  
with the units accepted but a  
clear program that you mentioned  
no but we have other things in  
the works that are similar.  
Yeah.

>> Dr. Fierro: So we've had  
conversations with the local  
CSUs and part of the hesitation  
is because they're impacted so  
obviously they need to be able  
to serve all the students that  
apply from all the service area  
and not just Cerritos College  
students. Now, there is a  
partnership with Long Beach in  
which students from the service  
area Norwalk, La Mirada and most  
are part of the service area so  
they have transfer guarantee.  
They graduate from local high  
school, but many of them take  
advantage of the possibility  
straight out of high school and  
some of them do it through our  
program, but if it's an impacted  
program they have to meet the  
requirements prior to admission.

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>> Okay. I would also like to  
mention some other actions. The  
continuation of developing  
online programs. We still work  
with many programs across the  
campus and probably one of the  
most far along is the Business  
Administration programs. They  
have developed and nearly all  
courses online and the challenge  
now is having some of the  
General Ed patterns as well for  
them to complete all their units  
to move through and the faculty  
have heard that and many of them  
are moving in that direction.  
It takes time with the  
Chancellor office and get the  
courses approved but we're

moving in that direction as well to offer another avenue to our students away from the brick and mortar if you will. And then lastly maximization of summer schedule as well, so we are offering more sections in summer one of this year which is a July start to remind you to hopefully increase FTEs but kick start and allow students to have more students for more sections as they enter as new students or continue. Thank you.

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>> I have a question. I have's question. First of all thank you very much for the presentation. In regards to -- is there a fact sheet? I know we talked to Dr. Fierro about this. On the various Dual Enrollment Programs we need a fact heat and the number one question I get asked if the community. There are different programs. I am confused and I need a fact sheet so that's the first question.

>> Okay.

>> The second request is going back to the assumption slide. It's a question. Does the loss in FTEs necessarily equate to a reduction in sections that we're going to offer?

>> Actually no. Let me move back here to an earlier slide. Go ahead please.

>> Dr. Fierro: Get to the slide. I think I know where you're going, so between this slide and the next one what you will see is the sections increase dramatically in the last three years but enrollment did not, and even when we had the big spike in enrollment in 14-15 our sections did not increase from 13 to 14. I'm sorry. Go previous -- I'm sorry. So you will see the sections that increase here is probably attributed to the switch of sections from the

summer which will reflect the growth of nearly a thousand FTEs at that point and so I guess what I am trying to say we need to examine closely the number of sections that are being offered and level of efficiency and fill rate in order to properly schedule sections based on the number of students we have.

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>> [INAUDIBLE] [Off Mic]

>> Correct. I guess that's a long way to say it.

>> Because not because we're decreasing FTEs we will have to decrease sections?

>> Dr. Fierro: We have to properly schedule based on the number of students and we offer 700 sections more, a thousand sections more and enrollment didn't change and ran classes on a 70% fill rate.

>> Any other questions?

>> Shin Liu: Thank you very much.

>> Thank you.

>> Shin Liu: Number 7 is Dr. Fierro. Community College Survey of Student Engagement results.

>> So as I was looking at the information from CCSSE I remember that Kristi had done a really good presentation on the CCSSE data. In fact all that is her work so I wanted to make sure I give Dr. Blackburn the opportunity to present the work and take credit for the work that she did by running the CCSSE. I think for the first time in many years at the institution so although my name is listed there the credit goes to Dr. Blackburn for the work she has done providing the data and the interpretation for us.

>> Thank you. And there are a lot of people to thank to get this off of the ground. First I want to thank the Faculty Senate for supporting the activity because the survey is done in

the classroom and requires that the students are given time to participate so we very much thank the Senate for getting behind this and thank the

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faculty whose sections were selected to participate because we really needed them to do so. We also thank the students for participating and finally one of my research analyst Clarence Wheeler who couldn't be here tonight existed with the data analysis so I would like to give him thanks as well.

So the CCSSE is a national instrument out of the University of Texas at Austin and provides information on student engagement which is a key indicator of learning and a quality of community colleges.

It assessing institutions practices and student behaviors that are correlated with student learning and retention. It is a benchmarking instrument so this provides us the ability to compare ourselves with other colleges that are our size and it also provides us the ability to compare ourselves nationally which is pretty exciting.

Further it's a diagnostic tool and as we go through the results you will see where we can start to use this instrument to take our institutions' temperature and how we're serving students and how we can serve them better and finally it helps to monitor over time documenting and improving institutional effectiveness. In 2016 which is when we participated in the CCSSE there were 134 colleges. 162 were rural -- I'm sorry. 162 were urban. 405 were rural. 46 dates. Three Canadian provinces and Micronesia and Quam and the Micro Island and widespread instruments. In total students is listed here of that took the assessment. They

do the results to compare to other colleges and you're in a category of size and we fit the definition of extra large college along with 76 colleagues across the nation. This allows a comparable comparison. So of all respondents we ended up surveying approximately 60 sections. This is done through a random selection. We provide a course master data file to the see CCSSE and they do the sampling from that master data file. It included CTE class, Gen-Ed classes, night and day classes and really spanned the gamut. Our overall percent of target rate we have 94% of usable results and very high and thankful for the faculty helping us achieve that. Non Respondents were excluded and we also had over sampling were excluded. There are some things I should tell you you're going to see throughout this because I don't want to sound shocking as we go. We already know a lot about ourselves as a college and we know ourselves in comparison to our state as well. Now we're going to start to see ourselves compared to the nation. Overall we know our students are younger. We are minority majority less white. Majority commuter students. The majority are not married and childless so these are things that really pronounced in the results we learned from the CCSSE.

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And it gives us the opportunity to reflect on different services we're providing our students to help them further engage. 67 percent of the students that responded to the survey were less than full time. 33% were full time and you can see we're actually inverted from what the national comparison group was and if you're wondering how do you do a

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comparison? Well statistically they weight things and they do a correction and so the statistical corrections where we're not in sync with the population that the rest of the nation was you will see it weighted and that statistical correction gives us that ability to benchmark. I also should mention that this data is based on IPED's data and federal reported data so if you're wondering where the numbers come from they're from their base. In regards to the age the student respondent it is of our CCSSE were (paused).

And we just want to note that matches our fact book of our student population pretty well. In regards to racial identification 7% of our students that responded to the survey were white, Non-Hispanic, 68% were Hispanic, Latino or Spanish. 7% black or African-American, 5% Asian Pacific Islander and 3% Native American and 6% other and this correlates highly with the student population and the fact book so the sampling was pretty well on that. We also had 6% of our students identify as international or foreign national students and the -- CCSSE cohort had less and 41% of our CCSSE respondents are non native speakers of English. This is not in sync with the rest of the respondents of the CCSSE whereas the group 16% were not non native speakers of English so again we have a higher percentage of non native speakers of English. In regards to married and children we find that 13% of our students are married and 28% are living with children. In the response to asking our students if they took advantage of child care 4.2% of the respondents who had children

are taking advantage of the child care. In regards to first generation status we found that 49% of our students neither parent has attended or earned a degree higher than a high school diploma. we can break that down further and 19.4 of our students indicate their mother's highest level of education is a high school diploma and 28.8 indicated that the high school diploma was the highest for their father. Another pretty exciting thing about our respondents was that 75% of the students that took the survey all started their career here at Cerritos College and so that was really pretty affirming to see that high of a response rate really truly are Cerritos College students. They started here. Approximately 79% of the students indicate their highest level of educational attainment so far is the high school or GED. So that is a very high number of students. 16.8% have completed fewer than 30 credit hours of college level work. 6% report having a certificate or a Associate Degree. 6% have already earned a Bachelor's Degree and 1% have earned an advanced degree so we are finding that people are coming back to us even after they have achieved higher education elsewhere and that could be due to career technical programs that we have that really cater to that population. When we asked students to evaluate their educational experience at Cerritos we have very good news. 82.5% of the students indicated it was good or excellent so we're really meeting a lot of the needs of our students. In regards to their goals students were asked to indicate what their reason was for attending this institution and the

majority of the respondents indicated they were transferring to a four year college or university. Secondly 98% said it was the reason for that and 607 students indicated the goal was to earn a AA Degree or certificate and 320 indicated that is a secondary goal so close to a thousand students want to earn an associates or a certificate. In regards to total credit hours earned 37% of the surveyed students indicated they have completed fewer than 15 hours. 19% have complete the between 15 and 29 and the others have acquired more than 30 credit hours. The wonderful thing about the CCSSE we get to ask them about their commute, if they're work for pay and caring for departments.

And this is important because they're competing priorities with a life and so our students aren't just students. They are commuting, working, caring for family members and so what was really interesting out of this result was 46% of our students are working 21 or more hours a week. 46%. That's a sizable chunk. 65% of our students are commuting between one and five hours per week and that's good news is that they have a short commute. They're choosing to come here because we're easy to

get to. In regards to participation and college sponsored activities over three quarters of the students and 82% indicate they are not participating in any college sponsored activities. Now before you freak out we're in good company because the rest of the respondents to the survey nationwide 79% do not participate in college sponsored activities. 12% of our students are spending between one and five hours per week

participating in activities and nationally it's about 14% so we really do mirror closely the national picture on that measurement. In regards to student persistence. When we asked students how likely is it that you would have an issue causing you to withdraw from class? Overwhelmingly the students indicate it was financially related.

So 48 said they're working full time and 50% indicated that lack of finances would be the one thing that would cause them to withdraw. We also asked the students what their plans were following the current semester so they took the survey in the spring and we said what are you going to do in the fall? And again good news only 2% indicated that they would not return. The rest of the students indicated they would definitely be coming unless something else such as these factors got in the way. With the CCSSE we had the opportunity to do customized questions so we formed a group to create these questions and so what we're going to share with you is the relevant results from those and

we really focused on things that tied into big initiatives that we've had at the college so they will probably look familiar to you. 70% of students are indicating they're more connected to the college because of Social Media. 76% say they can find what they need on our college website. 45% of our students sampled indicated that diverse perspectives are included in class discussion or assignments. 67% of students indicated they were satisfied or very satisfied with the quality of Cerritos College orientation or program for new students. We also found that a lot of our

students have a computer and internet at home. Of those that were sampled 87% indicated they have access. 65% of the students indicated they had a student clearly explain core courses and other requirements for completing a certificate or a degree or transfer which is also really exciting news. 35% of our students reported that their health needs are satisfactory met by the student health center and 53% do not receive their services from our student health and if they are working close to full time they may have health benefits and a doctor and those kinds of things outside. 70% of students agree that the assessment process resulted in accurate placement for English and Math and ESL and reading courses and I will take you back to the presentation we did last year and this is the flip side of that coin that we presented with the CCRC out of Columbia University and the teachers college and a third of students are not adequately placed and this is the flip side and 70% are saying they feel that they are and we can do better and they think the Multiple Measures work will pay dividends over time. We have the mind set and we asked questions in specific to that and we have wonderful news to share with and you 60% of the students often put together ideas and concepts from different courses when completing assignments or during class sessions which means they're making the integrated learning happen. 57% of our students often or very often learn something that changed their viewpoint so that opened mindedness and ability to think critically is making a difference. 70% of students

like challenging courses more than they like easy ones so we love rigor. 85% of the students indicated that they like school work that they will learn from even if it means they will make a lot of mistakes. 68% of students disagree that individuals cannot change their basic amount of intelligence and this is key to the mind set concept that intelligence can change with education and we're excited to see that and I will touch on the benchmarks quickly and if we have any questions we will save them for the end.

The first slide is how we did comparatively and as a reminder we're considered an extra large college so you can see we're within decent ranges of the cohort overall as well as comparatively with the extra large colleges. There are several areas we performed most favorably so we have some kudos

to give ourselves and say yay let's keep doing this and more of it and that includes support for English language learners and some are the work we're doing and career counseling and encouraging students among the different groups. We really encouraging that to take place on campus. We do have a few areas were that identified for improvement and some of the things were pretty close to the CCSSE cohort so again we're not too far out of that range and these are things that I believe we already have several initiatives in place that we're going to continue to address these going aggressive. Active and collaborative learning means they learn more when actively involved in the education and have opportunities to apply what they're learning in different settings. On this particular benchmark we scored very

positively. In regards to student efforts student behaviors contribute significantly to their learning and the likelihood they will attend their educational goals so time on task is a key variable here and that means students applying themselves to the learning process and again we fared very well on the individual measures that comprised this benchmark. In regards to academic challenge our students definitely as you saw in the customized learning they really enjoy rigor so when I found this capture on the website -- thank you Maya -- when we have students saying "you challenge me to do the best in your class" They mean it and we're excited that our students

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feel that way. In regards to faculty student interaction the more interaction students have the more likely they are to learn effectively and persist towards achievement of their goals and so this is one area that we have wonderful things happening inside of the classroom but due to the sub measures within some of the things that we could do outside of the classroom could use just a little more tweaking but again we have plenty of opportunity through the initiatives we have coming up. Support for learners. Students perform better and more satisfied at colleges that are committed to their success and cultivate working and positive social working relationships among different groups on campus so again we have a lot of equity work going on this campus and many of the sub-measures indicated we're meeting this measure very well. You will see quite a bit and very much reported. CCSSE asked the

college to consider ten different practices and I am going to bullet point many of these because we have discussed them through the presentations you have even heard tonight. Advising for all, assessment prep, Multiple Measures, and identifying students need for support, and alignment. We have those things going on and what we want to continue to do is scale those up and definitely coordinate those efforts even more. We also heard tonight that corequisite in accelerated developmental education are happening and we are scaling them up and most importantly

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what I think was really well timed with tonight's presentation is hearing about the support from our faculty that are so interested in continuing to support students through the transferring process. I can't wait to read her work. I think there's a lot of things that could be shared across the campus and at that point I would like to take any questions that you may have.

>> Dr. Fierro: Before you take any questions we're scheduled to finish at nine to closed session based on some of the changes we made. We don't have any items for closed session this evening so if you want a motion to continue we can do that, so whatever is your desire.

>> Shin Liu: Motion to continue. Anyone to second? All right. So we will continue. Anyone have a comment or question for this? Thank you very much.

[Applause]

>> Dr. Fierro: Thank you Kristi. Thank you for doing the week. Obviously you choose -- there is good work being done based on the answers from our

students and some work that we still need to do and there's a couple of pieces that I think are important to keep in mind. As you see open enrollment is rapidly switching to part time students based on the numbers. What that basically means our offerings or services need to actually be more accommodating of the part time student because the part time student is usually at a greater risk of the full time student not completing their work so we need to start

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looking how we do our services in a way that is more favorable our part time students that leads to a shift of offerings as Vice President Miranda was mentioning and more online courses and accommodate the schedule and even though the data seems flat it's very important for us to learn what the students are doing and what they're saying in order for us in order to accommodate the services to what they're looking for. Some parts we knew but solidified the number of non native English speakers as students and being one myself I understand the difficulties sometimes the students face in that regard even when they're fluent because of initially limited vocabulary or because you can't really understand some of the non formal cues of the language after you have been a while here so that's an additional barrier to be aware of and obviously the number of first generation students. Another part that is very important and I think is it's very important to highlight and very important to pair with some of the work that our counselors are doing is the educational attainment of our students. Time and time again the data is showing the level of educational

attainment is going to likely predict the educational attainment of our students. In particular it was highlighted the mother -- the level of educational attainment is usually most important, the level of educational attainment from the mother's side than the dad but obviously that has a couple of implications. The

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first one helping our students navigate college and it's actually complicated and filling out the applications and financial aid and so on and the behaviors associated with college and transfer so I think learning that and continuing to know this is important for us to modify the services to provide to fill the gap that our students have in the particular goal and the other part is the number of students I believe it was over 700 students in this slide. They stated their goal is to transfer to a four year university. The relevance of that is we are not -- [INAUDIBLE] 70% of students transfer to a four year university so if the students desire that and we're learning about the students it's important to start switching the practice for other practices to mirror what our students are aiming to do. This is I think the first time in many, many years that the CCSSE has been done on our campus and scheduled to do this every three years I believe and the idea is to put this results into consideration when we make decisions and start benchmarking what we're doing today with our results and the practices that we implement so thank you Kristi again.

>> Shin Liu: Number 8 is yours, Legislative Update.

>> [INAUDIBLE] [Off Mic] Legislative Update so tying to

go over a couple of key legislative pieces that we are watching. I'm going on not going to take too much time since -- if you have specific questions I could answer them but I'm going to go quickly what

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we're doing so the first one that we are keeping an eye on and actually supporting and provided support letter is the transit passes AB17.

Essentially it is to create pathways to students who are eligible for Title I funding so they can access transportation and school. This year we supported Assemblyman Ben Holden with a bill and drawing good benefits for our students so we're doing the same on the transit pass. If you remember last fall I believe we had conversation and adopting the U Pass and we will continue to have the conversations in order to provide access to transportation, affordable transportation for our students. We will keep an eye on this one. As I said we put a support letter out for this bill and we will let you know the additional developments so it's right now in committee on transportation. AB95 -- this is a very interesting bill and essentially it's mirroring bills that have been introduced in other states. The first one I believe was the state of Texas of the 10,000 Baccalaureate -- \$10 million Baccalaureate Degrees. This is a good bill for us in order for it is CSU campus to reach this goal they have to partner more closely with college communities. We have been work them and partners quite well but I think this will open the door for us to continue to have the pathways from the K-12 exercise, ability to do concurrent and dual enrollment for students and

bring them here and guarantee transfers essentially put them into the \$10,000 Baccalaureate

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Degree. The data from other states is very favorable. It was just like in any case opposition where it's implemented but the results are hard to argue with and brings affordability back into higher education, these degrees. This year the legislation especially the Assembly with the support of Senate is focusing very much on affordability and access to education so hopefully we will continue to see bills like this. The degrees -- [INAUDIBLE] program is another example of the efforts from the Assembly and focus on affordability so this program is looking to reduce the cost of Higher Ed by supporting additional options to pay for Higher Ed, scholarships, additional waivers. The only issue that we have right now with this bill is it's not include additional revenues and for community colleges what that basically means if a bill like this is approved it's likely to draw funding from Prop 98 which is where we get the traditional funding so the more you draw out of there the less money that is available for community college so the bill is not a bad bill. The only issue we see at this time and others is it does not identify new revenues to support the initiative. The waiver for enrollment fees obviously this actually put a little bit of -- I don't want to say restriction but accountability to students to maintain minimum progress in order to be eligible to get the BOG Fee Waivers. While it seems restrictive it's good and the levels of accountability are something that we want in order to help our students maintain academic progress in their

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programs and help them to graduate on time, help them to transfer on time, so these are efforts. The legislators and us want to make sure that the students complete on time and successfully. There has been a lot of comment on housing and student hunger so this nutrition assistance program is going to increase access for low income students. Obviously to get expanded access to CalFresh and access food essentially, so we are obviously watching this bill as well in order to make sure that our students that need this help are able to access this. This is a bill that has created a lot of controversy, AB387, the minimum wage for health professional interns and what this bill is essentially saying that every bill in training to be a health professional will get pay for the internship work. What is concerning to many community colleges like ours is getting clinical sites to let our students practice is difficult, so this will add to the level of difficulty of us to place them into clinical sites if they have to cover the wages of students entering the practices. Obviously the flip end of the coin of this is if our students are going to do practices 20, 30 hours a week it makes difficult for them to work, so you know it makes them difficult to make ends meet, so right now this got out of committee already, and there is significant opposition across the state on this bill. However, there are other areas -- especially in the Bay Area that are supporting this bill.

As of right now it has a good chance based on what I hear in Sacramento of being approved by the Assembly and depending how things go approved in the Senate

as well so we're keeping an eye on this. Our main concern is whether the students can access the clinical sites and how can we advocate for them to have access to those clinical sites because at the end of the day what we want is for them to complete training and graduate and earn a higher wage, not necessarily minimum wage that is what they're earning here. Multiple Measures obviously as you see we are on this campus making progress for that and supportive of this. You are going later on consider this evening A Resolution supporting this bill and assembly it's going to -- the bottom line of this is requesting community colleges to use the high school transcripts in order to place students into college level classes or whatever the placement maybe. Implementation day and 2018. As of right now there is no significant opposition to this bill so it's likely to pass. The community colleges student achievement -- essentially this is two pieces to this. The first one is Guided Pathways initiatives that require every community college that is participating in to -- that wants to be part of this to be part of the Guided Pathways and the funding will be available for those colleges that comply to the specific requirement, and it will provide an additional \$4,000 in financial aid to who are completing and from Assembly

Member Medina the two bills are focusing on the units they're taking and maintaining completion goals and trying to graduate students on time, and make appropriate progress to graduation so this has an incentive but also specific requirements to motivate our

students to get there. Teacher credentialing program. This bill is actually very interesting bill and a bill that could favor us significantly, so essentially this bill is a bill that would allow community college to provide teacher certifications to professionals that already have a Baccalaureate Degree or higher so essentially what we're providing is a post-baccalaureate certificate that leads to a teacher certification. I have been involved in conversations about this bill. It's been supported as of right now but obviously there are some concerns from our CSU partners that will draw students away from the program but this is targeting a completely different population. Again this is not a new concept. It's a new concept to California but it's a concept used in other states to deal with the shortage of certified teachers so there are multiple ways to become a teacher in other states. California is more limited on that but this will address teacher certification needs. It will be really good for us. As you know we have teacher track, one of the best teacher preparation programs and mirror and pair up with the work we're doing at Cerritos College. The Baccalaureate Degree program, the expansion of this bill is obviously of great importance for us. Right now there are 15 college that have been approved to offer Baccalaureate Degree program and this particular effort has a sunset. This bill is looking for the expansion to 15 to 30 programs. We will be obviously considering moving into that direction once this bill passes, if it passes, again no opposition from our CSU

partners but we're looking into applied programs which are very likely to be offered at the local CSU campus. And that's all for right now. Any questions?

>> So all these bills -- are you recommending we take a support position or are we just watching them.

>> Dr. Fierro: So we have bills that we already supporting so we are supporting holding the transit -- thank you Maya. So we're supporting the Holden bill for transit pass. We are supporting the teaching credentialing program. We are supporting the tax reporting and not part of the bill but the accounting club gets involved with this and they do community service so we're supporting that bill as well and the student success act and support of the similar -- student success act of 2012 on the matriculation assessment. Those are it as of right now. Oh and the post secondary education and the teacher certification and the expansion of the Baccalaureate Degree program so those are just letters right now. The one in front of you is a first Resolution on the bills and you could consider additional

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Resolutions for some of the bills that were presented here so the res you have today in front of you on the next item is for the Multiple Measures.

>> Can I clarify that you said yes we adopted a support system on the teacher credentialing one, the Dodd bill.

>> Dr. Fierro: Teacher credentialing. I have it but not a Resolution.

>> Can we agendize that for next meeting.

>> Dr. Fierro: Sure.

>> And AB387.

>> Dr. Fierro: A Resolution

in support or opposition? The minimum wage?

>> Support for minimum wage.

>> Okay.

>> Shin Liu: We're going to motion for --

>> Dr. Fierro: I will prepare something for next week, yeah.

>> [INAUDIBLE] [Off Mic] all right. Number 9.

>> Dr. Fierro: Number 9 is a res, the discussion of a res in support of Multiple Measures. I will remind you today you're only considering it and you will be able to vote on it on May 3 during the regular business meeting but this Resolution essentially states your support to the adoption of Multiple Measures if the bill was to pass and our implementation will be August 2018. We also have a letter of support for it.

>> So just to have it's on the next board meeting for approval.

>> Dr. Fierro: Correct. If that's how you want it written or any additional changes but essentially as you can see it's support on campus for this as well and we're moving in that direction so I will recommend that you support it.

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>> All right. I just want to see if it went through the shared governance process and College Coordinating Committee and the feedback you heard on that.

>> Dr. Fierro: Usually Resolutions don't go that route but I can circulate it to these groups and provide feedback next time. When I spoke to the group that came in this evening they are obviously are working towards Multiple Measures, so without really asking them directly I will guess they are in favor but I can move it through the different groups and ask for some feedback.

>> Shin Liu: Thank you. All

right. Thank you Dr. Fierro.  
We're going to move on to the  
report and comment. Why don't  
we start with Dr. Salazar.

>> Just wanted to congratulate  
Trustee Patron for her election,  
Student Body President. I am  
very proud of you.

[Applause]

>> Shin Liu: Do you want to  
be the last one?

>> Sure.

>> Karen Patron: I just  
wanted to thank all the members  
of the task force that out in  
the community supporting our  
college.

>> I also wanted to  
congratulate Trustee Patron.  
Thank you very much. We're  
going to miss you but glad for  
your new role and officially  
welcome our incoming Trustee  
Avalos.

Thank you very much for being  
here today. We look forward to  
working with you. I wanted to  
acknowledge Dr. Shin Liu today  
and her entire committee

especially all the community  
outreach, Maya's team for the  
fantastic celebration of Asian  
cultures. Thank you for all  
your work for bringing the  
community today on campus. I  
thought it was well attended and  
organized and thank you very  
much for doing it again for the  
second here.

>> Shin Liu: Thank you very  
much. Dr. Fierro.

>> Dr. Fierro: So I'm going  
to do something that I was  
taught a while ago and a  
sandwich method and say  
something positive that needs to  
be said and close with something  
good again so one of the things  
that I think we need to  
celebrate is Women's History  
Month and everyone involved on  
campus from faculty, staff,  
administrators and students. It  
was like a whole campus wide

effort, extremely successful, great participation so thank you to everyone that worked on that. The Chinese -- Asian Cultural Festival today. It was great. I had the opportunity to show me great dancing abilities on stage and I think there is video circulating quickly through campus, so I will be teaching a dance class pretty soon.

>> Shin Liu: Karate too.

>> Dr. Fierro: And a demonstration of karate too and other duties as assigned. We had senior preview day and again a college wide effort, huge effort made by all of our staff, all of our faculty, administrators and it was incredible how our staff put together everything and next day I was here at seven in the morning and it was clean, empty, ready to go. It was a huge

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effort to have that huge event.

Our staff take everything down, clean it up and ready to go so thank you very much to our classified that staff that work on making sure the campus was like nothing happened the next day. Incredible effort. Thank you again. We had a publication today on Telamark and unfortunately there are some claims that our credit rating is not good and is going down. That is incorrect. Our credit rating is still solid. There are some improprieties on the bond management of the bond and that again is incorrect. Please feel free to check the audits online and published for everyone to see and that we do not have a Bond Construction Advisory Committee. We do and they have met and they review our audits so our bond is well managed. The financial statements are online and available for anyone who wishes to see them, and of course if they are any concerns

we will be happy to provide any type of information that leads to answering any questions that anyone could potentially have. All that information is publicly available and whatever isn't available on the website feel free to reach out my office or the Vice President and we will provide any information that is needed in order to clarify this. We are finishing -- actually we finished today -- the Vice President of Academic Affairs the videos are going to be available for campus community to view. Once they are closed captioned I believe the first video went out today with a link for feedback so please make sure to watch the videos. Provide your feedback. I am going to take into consideration all feedback. I'm going to speak with many of you about what you have seen before a final recommendation to the board is made. I want to thank the Search Committee. They work many hours and they even work on a Saturday. I was surprised that I got calls Saturday afternoon on the work that was being done so thank you for the work that is being done, and as some of you probably already hear the rumor already started on commencement and our unofficial numbers we will again break the graduation record so it looks like it's going to be somewhere in the neighborhood of 3,000-degrees. I don't want to give you degrees and certificates --

[Applause]

Last year was the largest graduating class in history and I think we're going to do it again this year. My main concern this is going to be harder to keep up for the next year but we will give it our best to continue the completion

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trend so that's a testament to every one of you at the institution and thank you for working that hard to make it happen for our students. That completes my report.

[Applause]

>> Shin Liu: No report.

Karen I forgot you. Sorry.

>> Karen Patron: I want to thank the Trustees for being here. One more month and then I am done but I am happy to help Raul and guide him and getting him settled in.

I also wanted to announce we have Go Green Earth Day that is put together by the task force.

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Tomorrow if you would like to come in and join us we will serve vegan food from 10:00 a.m. to 2:00 p.m. and in Falcon Square and Marisa helped us get and later we will have a movie screening and I think that's it. Thank you so much for the time. I would like to call up Raul if he could come. He has a gift for you all.

>> [INAUDIBLE] [Off Mic]

>> Shin Liu: Thank you.

[Applause]

>> Dr. Fierro: Very nice. Thank you.

>> Shin Liu: Yeah.

>> He also created it and developed the colors and the front and everything and it's all him.

>> Shin Liu: Thank you. It's a great design.

>> Dr. Fierro: Thank you.

>> Shin Liu: All right.

Adjourn with happiness.

>> Dr. Fierro: That's right.  
(end of meeting).

