

>> President Shin Liu: All right. We have five. All right. We start with today's meeting Study Session. We're going to go close session first.

>> No.

>> President Shin Liu: No, we don't? Okay. Different -- okay. I should get -- okay. So let's start with invocation.

No? . All right. Pledge of Allegiance John Paul, yeah.

>> 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 Shin Liu: Andrea roll call.

>> Board President Shin Liu.

>> Here.

>> Vice President Marisa Perez is absent. Board Clerk Zurich Lewis.

>> Here.

>> Member Bob Arthur.

>> Present.

>> Member Carmen Avalos.

>> She's in traffic.

>> She will be here shortly.

Member John Paul Drayer.

>> Here.

>> Member Sandra Salazar.

>> Here.

>> Student Trustee Karen Patron.

>> Here.

>> And Superintendent President Fierro.

>> Here.

>> President Shin Liu: First agenda reorganization. Any member like to change this agenda? All right. Seeing none. We're going to the comments from the audience. Any from the constituent group? No?

Okay. So and there's no -- okay. There's no audience.

There is no constituent group so we're are going to start with

first reading.

>> Dr. Fierro: So we have on the first reading for service animals procedure and essentially it's an update to comply with some recommendations from the league and from new changes in the law. The biggest change you will see is the inclusion of additional service animals, so small horse if you will, miniature horse as you will as a service animals. It was not previously included in our policy but it is valid service animal and it's actually used quite a bit. I haven't seen one on this campus yet but they're not uncommon.

>> President Shin Liu: Okay. So do we need to vote for this one?

>> Dr. Fierro: If you have any questions.

>> Bob Arthur: I read through it and I really don't -- more of a clarification on line 168 dealing with the conflicting disabilities, and it just seemed a bit unclear to me how we handle that if there are conflicting disabilities contact Human Resources is the response. For example, if there is a service animal allowed in the classroom and there are -- an individual or individuals that have allergies to pet hair or a phobia with dogs, big, small, or medium size. Contacting Human Resources I'm not how that is going to be your resolution. How do we handle something like that?

>> Good question and something we have faced before and part of that section is actually anticipating that. What we have expect in some circumstances would be that as we do in other cases where there's some sort of conflict -- usually one of a very different nature, we will find a different section of the

class that one of the other students might be able to enroll in or provide equal access to both parties without creating a negative impact on either one. That's what we're usually working for and HR is able to expedite the resolutions quickly in most situations. There may be times that it's not the case that is obvious and we will look for cases it's satisfactory and there are others and it's just real and Dr. Raphael is may want to add to that.

>> Thank you. I am the HR Coordinator and the Department of Justice fear even a diagnosed phobia or allergy isn't acceptable not accommodate that and have to accommodate the student and the student with the allergy and it doesn't supersede the person with the service animal.

>> John Paul Drayer: I have a question. Sandra and I ask for a lawyer to be present. What if the dog is not properly trained and bites another student will we be liable and sued by the student who is bitten along with the owner of the dog? Like what protections -- legal protections do we have as a college in case something like that happens? And how do we ensure that the dog -- so can we ask they get a different dog if the dog is not well trained or gets excitable around too many people? What do we do in that case?

>> She will have a more specific point on this but let me comment if the individuals involved is using a service animals they're trained and understands what kind of environment it's going to be in, and makes allowances for that. The way service animals are ordinary trained they're not in a position to be aggressive or biting people. Now, is it

possible? It is possible under those circumstances Dr. Raphael might have something to comment on that but ordinary a service animals not in that mode.

>> John Paul Drayer: What if?

>> If that occurs I would be contacted and again the Department of Justice is clear the only way that a dog or animals removed if that animals out of control.

>> John Paul Drayer: Okay. So we can make changes but could we be legally liable? I

remember a story when I was running for college board in 97 I was bitten by a dog and the people didn't want me to Sue so I had to sign an agreement that I wouldn't Sue and I had to go to Mulligan medical center to get a tetanus shot after campaigning so people are concerned about legal liability also. Is there protection -- does the student of the service dog -- do they have to have some kind of insurance themselves because they could be legally liable too? Are aware of that and do we make them aware of the liability?

>> That is beyond my scope and that hypothetical. That is probably rare given the training of a service animal. I imagine if they have a service animal and bites them they're likely to be held liability because that's what happens when you have an animal but that particular instance I'm not sure. I would say that the ADA would require us to have an animal and if they bite something we have to take that up case by case basis.

>> John Paul Drayer: I hope legal counsel gets back to us and I asked for legal information if this was a possibility.

>> I am a lawyer so I would -- I'm just speaking from my

experience, but in terms of consulting with counsel that represents this district we can get that information to you.

>> John Paul Drayer: Okay.

>> Dr. Salazar.

>> Sandra Salazar: Did legal counsel review this policy?

>> Dr. Fierro: The counsel has not but the policy conforms with the requirements of the federal and state requirements on ADA and so this particular policy and the way that it's presented is not different than policies from other districts.

>> [INAUDIBLE] [Off Mic]

>> Sandra Salazar: So we did review?

>> [INAUDIBLE] [Off Mic] with the person they're with, and if you travel in the air you often see service animal in training.

Do not approach and not supposed to go near the service animal and I have dealt with service animals in classes and never had a problem. Some are just companionship and others for blind. We have military vets who needed a companionship dog and never had a problem.

>> If I might? We do know that liability will visit us first no matter if we don't allow a service animal to be present, so in terms of the concern about legal liability we have significant exposure if we're not providing appropriate access, and again if the animal has demonstrated that they're a risk that they have been aggressive then of course we have to them removed but otherwise our responsibility is make sure that the individual that requires the service animals able to have that.

>> [INAUDIBLE] [Off Mic] and the student having -- not be present so it is addressed in the policy.

>> Zurich Lewis: Just

speaking on a strictly legal basis to answer Mr. Drayer's question dog bites are a -- [INAUDIBLE] contributory action or action and provoke the animal and again as a college we're not liable and I am pseudolegal counsel and it's the liability of the service animals under properly trained and servicing and otherwise according to Ed Code, correct, we are able to tell them it's not proper accommodation so Dr. Johnson is completely correct. Talking about a liability issue it's more important whether or not as a college we're liable for not complying with Ed Code and basically codifying this policy into our own board policies and administrative policies so I would make the motion to accept the first reading of this board policy.

>> John Paul Drayer: Second with more discussion. I would like to discuss it further. I never said I wouldn't adopt this. I want to make sure we're going into this understanding the legal liability and also to present legal liability and make sure that the dog is properly trained. We could be asked -- I mean what did do our own end to make sure that the dog went through proper training and do we meet the dog before we let it into the classroom? I don't know. Would that be part of our due diligence?

>> Dr. Fierro: The policy on the dogs is already in place and we're already implementing this. The changes are the addition of additional service animals. We are not allowed to require the owner of the dog -- the person that has the liability to self identified and bring the dogs. We're not even allowed to ask them for identification if they declare that it is a service dog

we have to assume they're telling us the truth, so the district is more liability for not allowing service dogs on campus because it's a violation of the ADA requirement unless liability, if you will, but I am assuming some level of liability exists if there was to be a dog attack because in any lawsuit the person filing the suit is going to seek the entity with the deepest pockets so that would be the college, but we are in a bigger liability for not having a policy but I just want to clarify that we're currently -- we do currently have this policy in place. This is a revision and an addition of additional service animals.

>> John Paul Drayer: Okay. Thank you. Call for the question.

>> President Shin Liu: Let's vote.

>> Dr. Fierro: You don't need to vote tonight. This is just your first reading so any additional questions we just make note of those, make the necessary corrections if any, and during the October 19 we will come back for your second reading and final vote.

>> President Shin Liu: Okay.

>> Karen.

>> Karen Patron: I want to say the section states a person with a disability described -- I apologize 3D the care and supervision of the service animals the responsibility of the section and it states that the owner is responsible for the damage done to the premises or facility to the animal.

>> Dr. Fierro: Correct.

>> Karen Patron: In regard to Drayer's I think this protects us as a school.

>> Dr. Fierro: Correct.

>> President Shin Liu: All right. So we move on to Number

5 Institutional Presentation  
review of board policy. Do we  
have to do it one by one?

>> Dr. Fierro: Yes, I can go  
individually but let me start by  
saying this just traditional  
review. These policies are due  
for review. I think the last  
review was around 2007 or so we  
need to update them. We will  
soon develop procedure to keep  
regular schedule for reviews of  
the policies at the college so  
we will work on that. That is  
an item for accreditation  
compliance. We do not have any  
additional suggestions on what  
is provide here, so I will go  
one by one and if you have any  
comments on this particular  
policies we can take the notes,  
make the modifications and bring  
them back at a later time and if  
there aren't comments or  
requests for modifications we  
simply update them with review  
with today's date, so the first  
one we have the BP 2010 which is  
the board membership, and I  
believe it is in your board  
packet, so if you have any  
questions on this or any  
particular comments.

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>> John Paul Drayer: I do.

>> Dr. Fierro: Go ahead.

>> John Paul Drayer: Some  
people in the Senate  
[INAUDIBLE]. It might be better  
to have appointed Board Members  
instead of elected Board Members  
to consider that in the future.  
They had different reasons why  
and I know at Cal State Long  
Beach they have appointed board  
of regents and one of my dear  
friends Gloria willing ham is  
one of the appointed regents and  
you have the Governor or  
different people -- or different  
state officials get to appoint.  
I know our school district --  
our college district was created  
by four school districts. What  
about possibly having people

appointed who live from the four school districts? It was something that I read when I first got elected in the Senate Rostrum and quite interesting and I am wondering if there are any other community colleges that have people appointed?

>> In California, not to my knowledge. Other states do appoint in a couple of days. For instance, in Florida Trustees were appointed by the Governor depending on the size of the district and five or seven and direct appointments by the Governor and renewed by the Governor, so it was just basically a direct appointment.

Other states -- like I believe New Jersey is a combined system and some are appointed at the state level and some at the local level and some elected and the size varies between nine and 13 or 15 members and I believe it's a similar situation in South Carolina. There are other Board of Regents that are similar to the CSU system and have a central board for institutions but in California all boards are locally elected, and following local control and basically all aspects of the business which is different from what CSU and UC and they're centralized in the offices and in the case of Long Beach and Berkeley I believe -- somewhere around there.

>> Zurich Lewis: But it's something we as a board cannot change?

>> Dr. Fierro. I don't believe that and has to be elected and I don't know the reason behind the answer and it has to be elected.

>> Carmen Avalos: It has to be elected and part of the code. And Mr. Drayer is talking about the appointment and officer and we had deaths of two Board Members here on our board so

during the two different times appointments have been made versus an election which is more costly to the election so in response to being more fiscally responsible the board opted to appoint versus elect. Laws have changed in regard to that. Now if the appointment is made it's only good until the next election. Before it used to be the appointment was good until the term is over. That is no longer the case. In a case where a Board Member may die and the term is coming up it follows the election cycle regardless and that's why it's there. I am concerned actually about Number 11 and stipulates no member of the Board of Trustees during the term they're elected hold an incompatible office and I would like to clean up the office to say what the state of secretary's commission and the fair practices and their language is clearer and terms of the cleaning up the language to know concise with what the law stipulates. So that's my only recommendation on that.

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>> John Paul Drayer: I would like the Attorney General to have a ruling on that or the lawyers that clarify these things. Cassidy Leibert --

>> Carmen Avalos: I have caution you and the Secretary of State --

>> You have a conflict of interest.

>> No, I don't.

>> Bob Arthur: I make the recommendation instead of doing it here it's referred to the board policy committee and let them review it and come back with a recommendation. I think that would let it work out there and come back with the recommendation.

>> Carmen Avalos: I am agreeable with that, not a

problem so thank you.

>> Dr. Fierro: The next one is 2100. Trustee elections and we have no sessions or modifications for this one either.

>> Bob Arthur: Madam Chair.

>> President Shin Liu: Yeah.

Do you have a question.

>> Bob Arthur: I would like to bring up a recommendation again something to move forward

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to the Board Policy Committee for review, consideration their discussion and let them report back. It has to do with possibility of the board considering term limits. I have given this a great deal of thought over the last several years and I think it's a possibility that the board consider moving to term limits. Perhaps I put two scenarios down here. There is a variety that could potentially be enacted where members are limited to a maximum of two six year terms and I just plugged numbers in here. This is not a -- from a decision point of view. These are just figures. That's all I did and if it were to be considered it could be enacted in the election cycle of 2018 with say these three districts, three, five and seven, or any other districts there, 357 are up for reelection in 2008 and election cycle in following years and again make it -- however it play out, a maximum of two four terms. It could be three two year terms, but my concerns were that in the election cycle of 20124 new members came on to the board and whether we want to admit it or not there was some turmoil that was amongst the Board Members and my thoughts to this are if we added another election cycle, three election cycles into instead of two election cycles

that that possibility of a majority of new Board Members coming on to the board -- could not occur again and prevent some of the turmoil and not a historical knowledge brain loss of information going from the board. It would always have a -- there would always be a some history of the board that would remain. Again it's just a thought, just something that I think needs to be considered and discussed. I think the board is working well together. It's taken us a -- it's taken us a while to get there but we are progressing I think well, and getting along well, and I think it's something that we should discuss or let the board policy team committee look at this, come back with a recommendation, yes or no, something other than the ideas that I proposed here or brought forward to discussion to them, and let them come back at a future date. My recommendation is just to have the Board Policy Committee discuss this.

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>> John Paul Drayer: Well, I am glad you came around to my original platform four years ago in favor of term limits. I don't understand the two six terms. Can you explain that better?

>> Carmen Avalos: Well, he is just introducing it.

>> John Paul Drayer: I don't understand it. I am asking for clarification.

>> Bob Arthur: Each member is limited to two six year terms.

>> John Paul Drayer: So they would serve -- I wonder legally if you can do that because I don't know of any legal office where you can serve for six years in a row. I never heard of that so I don't know if it's legally possible. It's a different thought, but I guess

what I proposed four years ago and hope that the committee would consider like in the City of Cerritos. You can serve for two four year terms and take two years out and then you could run again later. I think that allows someone the opportunity to serve again but give somebody else new a chance to come in, so I'm I think it's good to have changes. I think changes are good and healthy but I don't think we get along especially if people don't want to talk to one another, or are not nice to each other. I don't agree with your assessment of the board and I asked for mediation with different Board Members or to meet with them to heal the board and I have been denied and I asked again that one at a time or two, three at a time to have coffee -- you know, no matter the outcome of the election we're still community members. We're still neighbors. We should be able to talk to each other and this really concerns me and to build and heal the board and saying things that aren't reflective of the whole board. I don't think you could speak for the whole board. You could speak for yourself sure but we need to do a lot more to heal this board and to be nicer to one another and I made apologies but I haven't heard others do that and I would appreciate it and especially how it's affected me and my family. I can send you the Email later about my family. I really appreciate you considering my idea, like coming around to it. I feel that's a good sign but to be -- I think change is good, but I think this is idea to allow new people in and maybe even with term limits you could have a big change. There is no way of having a big change

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you're trying to prevent. It still could happen if the community wants that.

>> Bob Arthur: Thank you.

>> Dr. Fierro: Any other comments? So we will add it to the review for the board policy committee, and try to schedule another meeting. If not we will bring it back to the group with a couple of suggestions based on your proposal. The next one is BP 2105, Student Trustee. This one was recently reviewed in 2012 and we have no recommendations for change at this time. As I said before it's just a review. If there is anything that you would like to modify, add or comment on. Okay.

>> Karen Patron: The first sentence -- I know I am non voting but I have an advisory vote and should the language be changed. I don't know what the board thinks. Maybe it somebody one advisory. I don't know if we can change the language to that.

>> Dr. Fierro: To make it advisory?

>> Karen Patron: Yeah, I know it's non voting but I have advisory vote.

>> Carmen Avalos: If I can weigh in. You weigh in on issues for students and the opportunity is to voice your concern. Now in regards -- you're saying an advisory vote. That's what this is actually. We hear your opinions and you have say so it doesn't change how you approach every item and more specifically your voice is heard at the dais.

>> Karen Patron: Thank you. Just wanted to clarify.

>> Dr. Fierro: We will take a look at other board policies and give you some feedback on that and see if there is anything that we don't have -- any of our

neighbors colleges have and what you stated is correct Trustee Avalos so we will look into it.

>> Zurich Lewis: On line 12 through 16 it says on or before May 15 we can consider whether to have the Student Trustee make motions and cast advisory vote and compensation for attendance and we do all three so we look forward to motions from you.

>> Karen Patron: In compared to other Trustees I am the most privileged and thank you for allowing a Student Trustee to do this.

>> Dr. Fierro: Just to re-cap line five; right? All right. Thank you. Additional comments? 2105 is elections -- I'm sorry.

>> [INAUDIBLE]

>> Dr. Fierro: Yes, Student Trustee elections and responsibility on the AP.

>> Carmen Avalos: I have a question on that. I didn't see in terms -- I know we've had issues and concerns -- more of concerns I guess in terms of students not academically doing well so do we have anything stipulated for the Student Trustees and if we want them be academically successful there should be something in terms of scholarship or academic attainment. Are they passing classes or not? I know we had those concerns in the past with some of the Senators and some of the folks on the leadership teams at the college so I am wondering maybe an idea or thought given to that particular area?

>> Dr. Fierro: For ASCC we have that in place and I actually addressed ASCC at the first meeting and I will go a second time and do a presentation but I want to do that in combination with a couple of students last year and multiple times and halfway

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through the year I was disappointed to see half of them were gone because they didn't perform academically so we have the system in place and have to be eligible to be there so last year unfortunately we had to appoint a number of new Senators because a number of them weren't eligible to stay in Senate, so that part is already in place there. It's not in place however for the Student Trustee, but I -- even though this is obviously outside of my area I do think it's a good idea to incentivize academic performance and probably have a conversation with Karen and the students since this is an elected position. I think it would be wise to speak with our current Trustee and the electorate.

>> As far as I can remember you need to meet a certain GPA to even run and 2.5 and need to be in good standing and as far as if you're not in good standing halfway through the term and I don't know if there are repercussions and I think it needs to be implemented but in order to run for the position I need to maintain the GPA.

>> Carmen Avalos: I recognize there is an academic goal and the concern is because we've had this experience I don't want to be something that happens Student Trustee. Things happen and challenges happen and it

doesn't take away from the intellect and have a safety net in place and something to guide us. Obviously it's not something that I want ever to happen but if it does we have guidelines to follow and just so everybody is clear with what happens.

>> I agree with that and in a scenario I fail one of the cases and can't come back next semester what do we do then so I

think something should be in place.

>> Dr. Fierro: We will have a conversation and what other colleges are doing and if we don't find something and look for something that is agreeable to you and your constituents and since this is an elected position for you too.

>> Bob Arthur: I remember it happening once with a President Student Trustee at the time and the individual got so involved in their responsibilities of office that they failed to pay attention to their academic responsibilities and they got so far behind in their classes that they had to step away from their responsibilities of office. That's the only time -- only recollection that I have of a student ASCC President, Student Trustee ever having academic problems. It occurred and it was just a time management issue with the student.

>> It's hard you know and you got to remember your priorities, so being in this position -- like I said the person makes the title and depending on the person and that's the title and how involved they get in the position.

>> Bob Arthur: I am sure ASCC and the students in the student activities office have safeguards in place to see that doesn't happen again. Do we not Steven? Yeah, I thought so.

>> Dr. Fierro: Okay. We will review. We will have a couple of conversations with Karen and go from there, but I think it's a valid point and I think it's obviously in the best interest of our Student Trustees and everyone so that's good. All right. So the next one is 2110 and vacancies of the board. We talked about this when we talked about 2010, and again no

recommendations on this one.  
This particular BP currently follows the requirements and the standards for vacancies of the board, appointment or elections (paused).

>> John Paul Drayer: Not to finish the term. Are we kind of limited by stay law? I mean what are the options with state law?

>> Maybe we're handcuffed by state law.

>> Dr. Fierro. We are bound by Government Code and the Ed Code and the Government Code is 1770 and the Ed Code is 5090 and 5091 which essentially tells you how you can fill the vacancies one option is calling a election and in a district like ours it's costly so direct appointments can be made. However, you can not keep the appointment as the general election so if the election is up in a year and a half you can't have an appointment longer than that that you're up or whoever is up for reelection or reappointment at that time by their constituents.

>> John Paul Drayer: Now that we have district elections is it clarified? Because I am having trouble with my charging device here. Say the reflection that we now have districts and you have to point somebody that lives in the district and just can't be anybody and four people from the same city again? Is that clear it has to be -- you have to appoint somebody from that district in our board policy.

>> Carmen Avalos: Mr. Fierro if you don't find I can answer the question and yes, there are changes in election law this particular year and in response to many of what's low voter turnout and everything and the Senate Bill was adopted. As a

response there were several bills adopted as well particularly those impacts appointments so in order to minimize I guess folks being selected and not having the right of the people to be in that office the legislature adopted -- I forgot which Senate Bill it was or Assembly Bill that did this, but more specifically what it targets is that any appointed member should be from the district as you mentioned John Paul we have districts. We're no longer in the large district so the person who appointed needs to be from that district. We call them areas here. So we have seven areas but if the appointment is made it can't go beyond the next election cycle which basically means we have an election coming up. Let's say something happens and I move out of town or Bob Arthur moves out of town and he doesn't complete his four year term after elected. The person appointed can only serve until the increase election and typically for us if we're reelected and happen in 2022.

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Is that right?

>> John Paul Drayer: Yes.

>> Carmen Avalos: If that were the case and let's say Bob decides to move out of town and go to Florida and nice and wonderful. He wants to retire. Then the board has the opportunity to appoint someone only up to the next election which would happen in 2020.

>> Historically on the board I watched appointment processes and sometimes the person who is leaving has had the chance to vote on their replacement and sometimes like they die -- like they can't do that so I don't know if that is clear.

>> Carmen Avalos: The person can only happen after they

vacate the office and not before.

>> John Paul Drayer. Rich Goul and I was witnessed to it and said he was going to law school. Now he's a judge. He decided he was going to leave after they appoint the replacement but wouldn't take effect until he left and he got to vote and the same thing happened in the Bellflower City Council. Scott Larsen didn't leave and postponed his resignation and be the third vote to pick someone else. Like do we have word on that.

>> The Election Code covers that but specifically we're looking at board policy 2110. If you read line 11 -- I'm sorry, alignment. Within 60 days of the vacancy so no one can vote on anything until there is a vacancy and no one can

direct the vote or election because that's a violation of the Election Code and violation of our board policy.

>> So the City of Bellflower and the Cerritos College --

>> I am just stating the policy and can't state anything on that.

>> Dr. Fierro: Let me say something and the AP covers that and yes you're correct and the appointment should happen after the seat has been vacant and notice of the vacancy of the seat need to be posted within ten days of that seat being vacant. The appointment cannot be made after -- before the notice of vacancy has been posted so the member could not or can't actually vote on the election of the new member according to our current AP.

>> Carmen Avalos: Right.

>> John Paul Drayer: But can you legally do it the order way with Rich Goul.

>> Bob Arthur: Point of

order. It doesn't benefit -- I believe it doesn't benefit us to have discussions on our policies, the board policies or the administrative policies based on hypotheticals or something that doesn't apply to Cerritos College. These are our board policies and administrative policies.

Perhaps it would be a good idea if we moved on to the next item.

>> John Paul Drayer: Why am I interrupted? Is that a sign of a healthy board relationship?

Carmen Avalos: I'm sorry he's calling a point of order and he said it's within the time and a process can be done of the appointment and nothing can be done within the 60 days of the vacancy.

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>> John Paul Drayer: Because you brought up a legal issue and done another way in a city could the board policy be changed if it's legally allowed?

>> Dr. Fierro: You could change the board policy but the board policy doesn't describe the procedure of how it takes place. The procedure is described on the AP and the current AP does not allow the current member to elect his or her replacement, so in 2110 right here lines 12 to 15 -- on the AP, so this is the AP. You have the BP there, and 12 to 15 states we have to post a notice of vacancy within ten days after the seat has been vacated and only after those -- after the vacancy has been posted we could appoint someone to fill that Chair, so according to the current administrative procedure we could not allow the current member to appoint his or her replacement because obviously we will be in violation of own rules, so what happened in the past I guess based on this was corrected at some point.

>> John Paul Drayer: So they changed it over time maybe after that experience?

>> Dr. Fierro: Correct. So I think that covers both the AP and the BP 2110 and if there are not additional comments. Okay. So the next one is the committees of the board and on the committees of the board is pretty straightforward process, still current, but obviously we have to review that. The main highlights here is that we have to make sure that the committees of the board comply with the requirements of the Brown Act regarding open meetings, and the second component is they're a committee of the board can not have more than one member less than the quorum so in this case your committees cannot have more than three members. The committees appointments need to happen during your open meetings, and the schedule meetings could happen at the convenience of the committee members.

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>> John Paul Drayer: In my district meetings are in the board room and televised for extra transparency. I hope that the committee considers they're Brown Act meetings to add more transparency to the college and more openness to how the committees work unless it's something of a personal nature that would be close session kind of thing, but I think the public could benefit because the Bond Construction Committee L.A. Unified is televised and not ours and to engage the public more and because part of the initiative I am sharing on Facebook the Davenport engagement for the community and get more people involved and also to train future Board Members and also a civics lessons for the students too to

have our non classified -- non -- confidential committees meet in the board room and have it televised so I would like to -- I hope the Board Policy Committee will consider that.

>> Dr. Fierro: One more part they forgot to highlight on this particular BP is the board committees have no authority or power on behalf of the board, so it's only recommendation that the committees make to the

board. The board has the authority of accepting it or not or sending the documents back to the committee for additional review. Any additional comments? Okay. Thank you.

>> President Shin Liu: Number 6 is policy ending Board Member use of phones or technological device.

>> Madam Chair.

>> John Paul Drayer: I ask that this be postponed.

>> Bob Arthur: Madam Chair I would like this item moved to the next Study Session meeting at request of Trustee Perez.

>> John Paul Drayer: Second.

>> President Shin Liu: All those in favor?

>> Aye.

>> President Shin Liu: Okay. So let's move on to Number 7 Cerritos College budget.

>> Dr. Fierro: Thank you Dr. Liu and let me go to the podium.

>> [INAUDIBLE] [Off Mic]

>> Dr. Fierro: Good evening again. I guess you get to hear my voice a lot today, so last meeting there were some questions on how the budgets are put together and some of the projections on enrollment and so on, so we have taken the liberty of putting together a couple of strategies that we are working on in order to increase our enrollment and increase revenue at the institution in order to

minimize the impact to the reserves of the college, so before I show you that I'm going to go over a couple of slides that shows you some key assumptions based on the work we're doing, and some historical aspects of the impact of the economy to enrollment, and our class offerings historically at least over the last five years. Well, I guess not. So -- thank you. So the section count has changed dramatically over the last five years or so. We obviously had to reduce the number of sections during the downturn of the economy, and if we would have gone a year earlier you would have seen a higher number of courses and that takes place because education is a year lagging, a year after economy downturns, so the impact is slowed down in the economy happens only one year after in education and the same thing once the economy climbs out from a recession education takes one year to fill that impact -- feel that impact so over that time we consistently increased the number of sections at the institution in order to provide better services to our students and to obviously provide access to courses. It is important to remember that during this time our budgets suffered dramatically and most of these courses above or base were funded out of our reserve, and we did not receive additional funding from the state to go above our base number and at one point is was at 16,000 FTES and we're currently 1500 over that number so traditionally the college has made an effort to increase the number of classes and to increase the number of students that we serve even during the economic downturn. Now, on fall

2016 obviously this is only the first part of the year. You see we're on par to increase or at least maintain the number of sections that were offered the previous year which is a consistent increase from 2011 so you can see we have been offering -- at this point we're offering about 1,000 more sections than we have in the past which obviously increases our head count but also increases our costs so every time we use additional sections we're increasing the cost of the institution, but obviously we're are serving more students. So we have separated enrollment into two pieces at Cerritos College at this time so we have a long-term plan and a short term plan. The long-term plan is our Enrollment Management Plan. Up until this year we didn't have an Enrollment Management Plan but we have a committee, Governance Committee working over the last year to develop that plan. The plan is almost ready to be reviewed by the shared governance groups but obviously by the time they finish going through the shared governance groups we're going to be at the end of the fall term or beginning of the spring term which will not allow to implement these until one year from now so we can't wait a year to react to the enrollment changes so we have developed a short term plan -- I don't want to call it enrollment management. I want to simply call it a plan to increase enrollment and use our data to serve our students better so essentially it's just a plan to increase enrollment rather than a comprehensive Enrollment Management Plan which is already being released into the Shared Governance Committees and

hopefully within the next couple of months will be presented to the Board of Trustees. So our short term plan of enrollment is based on these assumptions, so approximately we receive \$5,000 per FTES and the state allocates \$5,000 to Cerritos College. We will manage the numbers, the allocation of 100 FTE is equal to the revenue strain to Cerritos College. Our current budget is based on an FTES projection of 17,250 students so if we multiply that by the 5,000 obviously that is most of the revenue that we receive as we presented last year -- last board meeting. Our current base in order for us to hit base we need to have 17,619 FTES so the observation between where we are right now, the projections right now and making the base is 369 FTES which in dollars translate to approximately 1.8 -- \$1.9 million. Keep that number in mind because that amount it's not necessarily mean that the budget of the institution is increasing by that much. Remember there is a cost associated with increasing the number of sections and the number of faculty members that we teaching those sections. So above the base the 17,619 students there has been allocated as the district base. The state has allowed separated 557 FTES for growth so if we hit our base we can actually open access to 57 additional students above our base which will make our new base 18,176 students or a change in our budget above base of 2.8 million meaning 2.8 plus 1.9. That will be the expected revenue if we hit our base and 100% of our growth. At this point in the year it is not realistic to expect that we're going to be able to reach the 18,176 but it is realistic that

we can reach the 17,619. And this is how we're going to do it. Before we get there I want us to look at a couple of pieces, the external factors affecting our enrollment. L.A. County as of 2016 as unemployment rate of -- [INAUDIBLE] and jobs are available and for students that need to go to work and help and joining the work force so as they the economy gets stronger we have more jobs available and our students stand to [INAUDIBLE] jobs. That is not an unique trend to L.A. County. It's a trend around the state and the nation as I will show you in a little bit and the impact for the institution is that our students are going to switch from being full time students to being part time students, so as we look our data we're starting to seed head count is -- see the head count is climbing. However, the large majority of those 23,000 students are becoming part time students taking between four and seven credit hours. Less and less are taking between nine and ten meaning that the less credits our students take the fewer FTE revenue. The relevance of this we need to start looking at the numbers, and the patterns that our students use to enroll in classes, so as we look at those patterns we need to identify the dates, the times and the modalities they're looking for because a working student needs classes that fit their schedule because they're going to choose getting a paycheck over taking a class, so in order to do that as I will show you in a minute we're going to -- we already scheduling weekend classes, hybrid classes and other modalities they will illustrate

in a second so the unemployment rate in the United States is actually hitting 4.9% and in California as I mentioned before is close to -- in Los Angeles 5.3 and in California as a whole close to the 6% mark. If we go back and you look at the 2010 when we had the highest unemployment rates it's also the time where the United States has the highest student enrollment in recent years, so essentially while I know the correlation doesn't necessarily mean causation essentially you could see as the unemployment rate decreases so does enrollment. When employment rate increases enrollment and higher education institution also increases. This is a graphic of the last 2000's to 2014 and the U.S. but it's also true for California. The difference for us started in 2011 because of the cut of funding colleges were unable to serve the students rather than students not wanting to come to college. That say difference in the enrollment here. So what are we doing? So as we look at the data and starting to see students are switching from being full time students or nearly full time students to part time students we're starting to look for patterns. When do the students work? What type of classes they take? Time of day they take? And because of that we started offering Friday and weekend courses.

There are some departments doing this and including it in the schedule and increasing the number of sections in their schedules starting next fall. The idea on the Friday and weekend leads eventually to develop into a weekend college we could offer classes and degrees or certificates one can take by attending school only on

Fridays and the weekends. The Department of the college -- apparently they like the idea so much and exploring offering Sunday courses so there are different modalities into the weekend duties. The other possibility obviously depends on room availability and evening sections and again for the working students it's easier to come back and take those classes after work. Yes?

>> John Paul Drayer: I think this is great and the part about programs at local high schools. Like will we have 100% of the high schools be fully involved in this program, like the private and public high schools within our district and also going for high schools in the Paramount school district to increase this?

>> Dr. Fierro: We want to open our dual and concurrent enrollment programs to all high school -- especially the local high schools. We can't directly reach out to schools outside of the district, but if they solicit our services we can actually provide those services, but it is not well received by the Community College District to serve those high schools when we enter the local area but we do offer some classes and some of our high schools outside of the district mainly because the local district isn't able to provide the services at the time but yes the idea is actually expand our services offering a period zero so for instance a college course after the regular day that the high school has ended or a period zero before the day at the high school begins.

>> John Paul Drayer: So like currently how many high schools do we have in our service area public and private? Maybe in

the future maybe we could show the growth and have 100% of the high schools on board with this and how much more growth could we get with the programs and some programs only go to certain high schools for advanced placement and it would be nice because we're representing different school districts and cities so we can tell our constituents this is being offered at all of the high schools in my area. Like I represent Warren, Downey, St. John, Bosco, Bellflower and Mayfair and some might go to Paramount because we're on the edge there so I hope in the future to get that data and we could still grow in that area and reach out to more high schools.

>> [INAUDIBLE] [Off Mic] right now we're concentrating on our local that are part of the district. Our Dual Enrollment Manager Ms. Carla York is working on board policy as we speak so you can see how we work with the local high schools as well and working on MOU templates with the high schools as well so we can have more of the dual enrollment. As we

develop these this year you will see these and we can bring numbers as well to see what kind of growth and expected growth, not only for the dual enrollment but articulation agreements. There are CTE programs as well are allowing students to receive credit while at the high school and come for the engineering courses and such so to your question yes we can bring that data and we will continue to develop it this year.

>> John Paul Drayer: Now a member of my family going to Mayfair was a guinea pig for the program and there are kinks to be worked out to make it a more

smooth process for the students bureaucratically. I know it's worked upon and that will make it you know a good word of mouth campaign for the students to go back to their school and continue.

>> Thank you.

>> Dr. Fierro: Yeah, so we have a lot of demand to expand our programs at our local high schools due to the -- mostly to the AB 288 so we are developing some partnerships there. We are developing actually a partnership with emerald cities and an engineering course. I believe we have 70 students from Norwalk High getting -- being part of this particular course so it's growing and it's growing relatively quickly since the inception of AB 288 and we're hoping to continue to develop that and the idea will be to actually open it to every high school but the issue there there will be to find the qualified faculty fast enough to be able to serve the number of students that we would like to serve

because the faculty has to meet the same exact qualification of the faculty that teaches locally at the college because it's the same class, same curriculum and they receive the same type of credit.

>> Carmen Avalos: Sorry Mr. Fierro but the articulation of the classes we need to keep in mind and not to tarnish anything said tonight but we need to be careful in terms -- you know when we look at our K-12 districts we need to be mindful that the AP classes which offer college credit are also offered to campus and when we look at the dual enrollment and the zero period or seventh period and termed at the high schools we need to address the bigger picture and that really

is for an AP student to get the college credit they must take the exam, A which costs money and able to pass that exam with a three, four or five.

And depending what college they choose to go on after high school that number may not be accepted completely by the college so that's where the pitfalls are in terms of the AP Exams. If we're looking at college attainment and accessibility to the district as a whole and the community as a whole we need to look at this AB 288 as a bigger implementation in terms of offering the seniors and juniors the opportunity to take college classes on campus but be college classes and if counts no matter where you go and we need to be mindful of that and I would like a bigger discussion with that and when you schools Chavet in Haywood and doing this and I am

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passionate about our students having the access and there is nothing to change the idea of the academic achievement gap and particularly for younger students in our areas, many of them first generation. I think we need to address it at that level. We have a lot great talented students in the district in seventh or eighth grade reading at college level and certainly able to read something beyond a high school textbook so we need to be thinking long-term in that direction but I think you're right if we're going to just look at what our student population looks like, yes, the more opportunities of employment the decrease in truly having full time students so if we have full time students and look at the way our funding is done at the state level for our ADAs and K-12 districts I think we need

to I think we will have a bigger discussion and balance in increasing the numbers for us throughout the college and really just the opportunities that are made available to the students and families.

>> Dr. Fierro: That's correct. And valid comments Trustee Avalos. The ideas of this over time and the dual and concurrent enrollment, organization and effort in the state while it isn't new it's new in the current structure. They are great models in the nation that actually allowed high school students to complete an Associate Degree while they're still in high school meaning that they graduate usually before they graduate from high school with their

Associate Degree a week or two ahead time but the idea is actually develop a portfolio of courses that are General Education courses and transferable courses that when they become Cerritos College students those courses count for the programs so we hope to offer courses in the General Education first year type of courses that most students are going to need in complete their degrees as we grow the program.

>> Carmen Avalos: I think in terms faculty look at the K-12 teachers and have training and to offer to that population and group of students and particularly that age group then you need to look at the K-12 districts high school teachers who are doing that type of work and truly hitting their age base students in terms of the teaching styles so we need to look to our partners to do that from K-12 and more efficient and attainable way for our students.

>> Dr. Fierro: Absolutely. We need to look into current

instructors and the only thing they need to meet the exact same credentialing requirements as our faculty because at that point they're adjunct faculty so they're under the structure of the college so if I teach mathematics since I just got here my Master's Degree has to be in mathematics just mirroring what we require on campus which doesn't mean that the high school instructors do not have it. It's just fewer of them attain the degree in field versus those that have educational related degrees, but it is not impossible.

>> Carmen Avalos: I think we need to look at forming pilot programs to offer that because it's a different mind set while you're a high school teacher versus a college instructor and some needs to trickle down to reach that group. That is my only food for thought on that one and I don't know if it's something at Cerritos we do or addressed at the state level but in any regard it's certainly an option to look at when we talk about addressing the needs of students of that age group.

>> Dr. Fierro: Absolutely. Thank you.

>> John Paul Drayer: I like the way the vision that Carmen is setting out to expand the horizons of this bill but we shouldn't limit it just to seniors and juniors because our freshmen last year passed the AP human geography class and advanced placement freshmen and sophomores could be considered and we have a magnet school for home schooling students, independent study hybrid and one of the students, a 12 year old and highlighted in our magazine that could also attend so there's different programs for advanced students of all ages

and especially gifted students to expand to.

>> Dr. Fierro: Thank you. As I mention we're trying to find ways that our students that are becoming part time students can access additional units and also to increase the enrollment and beneficial for the student. The longer -- the data shows that the longer they take to graduate the lower chances of graduation. The data shows the fewer credits and fewer units they take the lower chances to graduation.

The biggest success we see in the data is when the students take full time or nearly full time load and faster completion times. They're the students that usually complete, usually transfer and when they transfer they do well, so making courses available to the students is not necessarily only an option to actually increase our numbers it's an option to serve our students better at the same time, so this could be accomplished by offering a larger number of hybrid and online courses in order to combine the instruction, so if I was a full time student and came four days to school and now I work and can only come two and take half classes I could potentially take the other two as hybrid courses and come half of the time or online courses and again do part of the work at home while maintaining enrollment and progression to completion.

>> I just want to add and I shared many ideas and thoughts to you and having more opportunity for folks -- especially working folks to really come back to school and one of the things as a public institution -- I am saying this across the board as community colleges and state colleges and

UCs, right, the for profit schools are targeting that group so I think it's really a detriment to our community because they will end up with major expenses in terms of student loans, a big load with that and we need to look at what they're doing and some is addressed tonight in terms of the hybrid programs. They create these cohorts that give you very specific timelines, very specific defined dates and hours, so if we're able to create some of the programs and market that to the Community College District for Cerritos and anybody really. It's open to anybody, but if we're able to do that I think one we will be doing a better service in terms of providing that opportunity to go back to school for folks working and certainly for the part timers who may be defined by the hours. I think what you talked about was the weekend and evening courses and the opportunity to do hybrid classes and a combination of those three things together to make it more viable and attainable for FTEs and for the community and we need to think how we do that and there's a lot on the table obviously and it's going to cost some money and I am glad we're discussing this because at the end of the day folks want to go back to school but when they're look at a price tag at \$20,000 for a for profit school and I only have this much time they go for that but we have the resources to do that and allocate and make the programs work so I am supportive of that but we need to be thinking in those terms as well because we're in competition with them. We really are.

>> Dr. Fierro. There is traction and we have faculty

trained to teach online and teaching online and limited by internal procedures to teach more and we're working on that how to expand the ability to teach online or hybrid courses for the faculty members that

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have interest and received the training. We do currently offer a robust training online program and in order to maintain the standards every faculty member is required to go through this particular program if they want to teach online which makes it a little slower process to expand faster, but we don't want expand fast if we can't do it well and so we're trying to balance the two but we've had good response by some faculty members and I do think it's appropriate. It is not productive to force anyone, either students or faculty into that environment because it takes a specific skill from both ends to be able to do it well so we want to foster and provide the materials and training necessary for both faculty and students wanting to transition to that environment and those still feel comfortable in the traditional classroom that is fine and we will provide the support in that environment because obviously it's a combination of all of those. There are a couple of programs that have a big interest in completing the whole program on line. This coupled with the initiative will be obviously extremely attractive so one of the programs is business and most of the courses are currently online and they're now in conversations with other departments that have the complementary General Education courses to make sure they can provide business degree that is completely online. The beauty of this is the online

environment -- at least within our region is very much underutilized so if we're able to develop faster and develop this environment well we will meet a niche that isn't well utilized within the region and potentially attracts students serving them obviously better. And talking about maximization of summer schedules so we want to be sure we allow our faculty to teach the classes that are needed to meet the students' needs so last semester on summer one we actually use a different scheduling pattern that was based on data -- [INAUDIBLE] courses and completion courses and we had a summer enrollment in recent years so we're going to apply this enrollment schedule and strategy for the summer too for the first portion of the summer and summer one in order to continue to maximize enrollment and make sure that the courses that we offer in the summer for our students count for the degree or help them to completion or complete the programs. So this estimates right here are actually in the very conservative end, but what I am trying to illustrate here how we're trying to get to the 700 -- 17,619 students that is the base, so on the weekend college initiative we're expecting to be able to attract an additional 50 to 100 FTES and I'm going to go through to the lowest numbers to attract an additional 50. Hybrid courses we block schedules essentially pairing offerings like English one and Math 1000 together on parallel days meaning Monday, Wednesday rather than coming Monday Wednesday to take one class and you come Monday for one and Wednesday for the other one and identify classes that students usually take and

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increase the online offerings and increase by 50 FTES and in the summer on the low end hoping to increase by 200 above the normal summer. Increase of the dual enrollment and concurrent enrollment somewhere between 20 to 55 FTES. Again I like to go to the lower numbers. 50-50 -- 50 to hundred and the 20 and based on the current projections it should get us close to the base and capture the enrollment. If we successfully get the higher numbers obviously we will start entering the growth portion of our allocation but at this time it's most realistic to look into getting to the base as close as possible to the base. So the additional projections -- these numbers are realistically speaking on 500 FTES and I want to go into a lower estimate is 300 to 400 based on the initiatives I mentioned before and generate approximate revenue of 1.5 to \$2 million and remember this is not [INAUDIBLE] revenue. By increasing this we will also increase the cost of operation, and depending who is teaching the classes, when the classes are being taught, the additional cost to the institution could vary from \$750,000 to \$1 million so essentially we will increase the revenue after all expenses are paid by somewhere between 750,000 to an additional 1 million and again this is talking in the low end of our numbers. The next initiative -- but this is a midterm initiative is the expansion of our customized corporate training. We have been doing work around the area with the help of Steve Richardson and Rick [INAUDIBLE] and some other members of the college community on what type of services community colleges are offering to the local

businesses for training and to continue development of their work force and we have found that the offerings for training are actually relatively low, so we want to expand on services that we already provide. I don't know if you're familiar but we already have at the college a small branch of corporate training. That branch works on the foundation umbrella and Steve Richardson our Executive Director so the idea is to increase the size of the operation at the same time that we increase the size of our services, and become a regional hub of corporate training for local businesses. What I am talking about regional I am talking about the northern portion of Orange County and the southeast portion of L.A. County, and the reason I am talking about regional is because as we looked at the different schools around our area corporate training is not an emphasis of pretty much any other college. They offer it in a smaller scale but no one is actively going to the Chamber of Commerce to the cities and speaking with business owners and saying okay what type of training can we put together? How can we build a corporation in order to offer the training to the local work force and the college to be able to generate revenue on this? So they're multiple models of this in other districts and around the country, so we would like to start small but start expanding our operation in corporate training with the objective of increasing revenue for the institution over a period of time. Our current revenue without expenses is about \$700,000 and this is with only three employees and they are all

self sufficient, so what we are hoping to do is actually expand increase the sales force as we expand the operation to reach over a period of time -- perhaps two, three years a \$2 million mark. We are finalizing some of the projects so these are basically the preliminary ideas that we have. We are starting to schedule meetings with the local cities and Chamber of Commerces and I think we have one coming up in a couple of weeks, the first one of the meetings to begin the initiative. The goal is have a functional corporate college but in the meantime it's essentially the development of corporate training customized corporate training and if we grow and hopefully we do the development of corporate college that essentially training for work force directly with the employers. And that is the end of the first part of this presentation. If you have any questions I will be happy to answer them.

>> Carmen Avalos: I just want to comment on the last portion and corporate training. I think it's great. I think many of the cities are growing the leadership within the organization and it's attainable locally is a big plus. I have spoken to the City Manager about that and have reached out and thank you for that and the city of South Gate does host the gatherings of the many of the City Managers in the southeast area, most of the cities that create the cog in the southeast so it's a great place and format to do that. Also your local government agencies through the cog I think that would be an excellent opportunity for the college to be involved and many of the cities are already part

of that, so many of the cities that we serve and another avenue to pursue being able to expose this idea and definitely be able to get buy in from the cities we serve in terms of the district so it's a great plus so thank you.

>> Dr. Fierro additional questions? Comments? Trustee Arthur.

>> Bob Arthur: Thank you for the information.

>> Dr. Fierro: We prepared something else and numbers and if this suffices we have the second part to go over on your desk but we can do at your pleasure.

>> Carmen Avalos: Well, I think there was a lot of information tonight and I okay with this portion and the recruitment portion and the information and getting the information out there as quickly as possible so our corporate partners and our local cities know what we're doing and targeting really the opportunities to continue to grow their own leadership within their organizations I think is a plus so again I think there's a lot on your plate.

>> Dr. Fierro: Thank you. Okay. Well thank you.

>> President Shin Liu: You have more thing to say? No? Do you have any more report? No? Thank you very much. So that's finished presentation. We are going to the report per the Trustees -- for the Trustees. Start with Karen.

>> Karen Patron: So first off I want to thank Bob Arthur, Zurich Lewis, Marisa Perez and Dr. Fierro for attending the first Senate meeting. I appreciate you were there to speak to the student leaders and present themselves to them. I always have good news. On

behalf of student body President Saul Lopez and myself and ASCC we approved the budget and I hope to Email you soon with an official copy so you can look through it and I think that's it. Thank you.

>> I attended the STEM open house this past week and just wanted to thank everyone for that. I know there was a lot of hard work put into it. It was impressive and great to show case the work with the museum so I was happy to be there. Thank you.

>> John Paul Drayer: Good evening. I want to thank Dr. Fierro for the presentation and all the staff that helped with that and all staff working on so many different projects and I really appreciate -- (lost audio).

And then in my community walks I met someone I have seen at meetings in Bellflower. I didn't know where he lived and I bumped into him and the former community College President of mount hood in Oregon and I promised to give the President his card and an excellent resource and Emeritus of the college in mount hood Oregon and I appreciate the staff and work towards healing our campus and board and I want to thank Sandra so much to engage our community in having a strong dialogue for competitive elections to improve our college even further and we could work with whoever gets elected. I am willing to work with anyone that gets elected and improve my Alma Mater and let's have a positive campaign. Thank you.

>> Dr. Fierro: So this week I have been working on accreditation for our college and learning about accreditation. I mentioned before I had taken the first

part of the accreditation training and now I have been shadowing the accreditation share for Antelope Valley College so I have been there and actually I came from there prior to the meeting. My condolences to the L.A. Sheriff Department. One officer was shot and he died in the area of antelope valley and we were on campus and went into a lock down and gave us the opportunity to see the safety procedures but in a very unfortunate situation. The other part I'm going to steal the thunder of a couple of people Andrea and Rick that gave me good news today for a change. 91% of our students that are enrolled in the aim program, so [INAUDIBLE] program are passing Math 60 at this particular time, so it's very, very high rate halfway through the semester for any group of student on campus and obviously extremely great for our students in Math 60. So obviously this is one of the new initiatives rolled out. I know Rick was part of that and Andrea put countless hours working on the initiative and thank you both and thank you Andrea for the work on this. There's a lot of people on campus working on this initiatives lead by frank Nixon and it's already producing great results so I am looking forward to the final grades because if this is the numbers stay is probably a model we will have to very quickly try to replicate. You don't get 91 passing rates every day so that's great.

>> [INAUDIBLE] [Off Mic]

>> Dr. Fierro: Yes and accelerated nine week course if we do everything right and start in the first nine weeks and the second nine weeks and reach the credit by the end of one year and phenomenal for our students

and great work on the aim program. That's it.

>> Dr. Fierro how many students are in that program?

>> [INAUDIBLE] [Off Mic]

>> Zurich Lewis: Thank you Karen for the invitation to the ASCC meeting. It's good to see students actively involved in the college and well being thereof, particularly set amount alto me and I was a Student Senator at Biola at one point and seeing personalities class is interesting to see but nonetheless at the end of the day there is compromise done and work done on behalf of the students and the end result is beneficial for the entire student body and thank you for you and your service as a Trustee and formerly as a Senator and to all other Senates that stepped up by election or appointment to help bring about change it to our college so thank you for that and secondly I also attended the STEM open house along with my colleague Bob Arthur and the opening ceremony and Sandra Salazar later in the day and thank you to Angie for putting together the open house a great presentation and great idea to bring food trucks to lure other students to come from other parts of campus as well as off campus to see what we do offer at this campus and it's a great thing to see, and also thank you to Vadila Hermeo for the presentation on Paleontologist and not often you see it as something exciting but she made it exciting and you don't need to watch Jurassic park to get excited about Paleontology and getting to see history and not just brushing off bones and seeing history occurring right before your eyes and what walked the earth before and it's

exciting and amazing site to see so thank you to her for that presentation. Angie for putting the entire Hope House together and that concludes my report.

>> Bob Arthur: Thank you. What Sandra and Zurich failed to say about the presentation on Paleontology it was a three week dig she participated in and only the only community college student that participated in and was an exciting presentation.

And not just pictures in Utah and camping and the meals and to get to what they were doing, a true adventure. Karen thank you so much for the invitation to the Senate meeting. As I mentioned when we were introduced we had the opportunity to say thank you then but in all my years that was my first Student Senate meet exciting and I appreciate the invitation. Since our last board meeting had I pleasure of attending student athletic events from water polo to football and soccer, men's and women's events and our teams are doing phenomenally great. As usual though. Our water polo team I think is ten and three, the womens' water polo team. I can't remember what the men's team is doing. The soccer teams -- they're playing like mid-season form. The women have lost one match. Defeated Long Beach yesterday. I couldn't stay for the men's game and attended the budget forum a week or so ago. I had the pleasure of representing the college Downey and Norwalk Chamber of Commerce events yesterday on campus out on the quad the nursing department had a health fair, three different locations in the quad with presenting different health issues to the students and it was quite exciting one group had a service

dog with them, it was a beautiful husky, a dog and there was a street fair event and extremely well populated and just this last weekend there was an art show at the Downey Theater and I brought with me -- it was given to me and pass on to our art students and music appreciation students the Downey Symphonic Society is present being a program "Stars Align" on Saturday the 22nd and starting 6:30 in the evening and gave me the cards to pass out to the students. I will leave them with you so Jose or Steven and a discount card to go. It's 6:30. Some cosmic art exhibit and a concert later in the evening. You're all welcome to attend. Also I was able to be present during the day for the ASCC welcome back on campus.

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And before I conclude or we conclude our meeting this evening I hope we can establish a date for the Board Advisory Committee for the board policy meeting. We have been talk about this. Andrea has been working with the members and calendars and yet to be scheduled. I hope we get a date scheduled this evening. Thank you and that concludes my report.

>> Carmen Avalos: Well, thank you. I know there's a quite few things happening on campus and couldn't go. I was out of town for conferences with the position with the city but I wanted to highlight some things happening in the coming weeks. First of all the theater department will be presenting a play entitled "The Women of Juarez, Not One More" I saw this play taking place several years ago and it was such a moving play but more importantly when we think about what's some of the individuals and parents

are going through when they lose their daughters or a loved one I think really hits home now more so for me that I have daughters but it's being going to be held October 7 through the 16. There are two performances that are being given in Spanish. One of them particularly October 14 will actually have one of the mothers of one of the victims, so I think you know when we talk about social justice and being engaged and things that we can do we're not just limited to what is happening in our own country but truly impacting others that come to this country. I know for myself I came from Mexico and born there and for me when I see something of this nature and even now the L.A. Times had the front page talking about some of the parents who have lost their students. You know it's hard to think about what happens when someone takes your student because they're being advocates of social justice, and that happens around the world and we have seen it over and over again. Students who just want to go to school, right, and aren't provided the opportunity simply because of the social norms that are accepted in countries we wouldn't accept here in this country but I ask that folks who are out there in the community really support our theater department. Again I have seen this play several years ago and I am going to see it again in both Spanish and English. In Spanish so I can appreciate the context of where it happened and bring my mother who is you know -- who actually has a lot of family in that area and again I think just shed light on some of the social issues that impact our students, not just because they're not in

Mexico or other country. These issues continue to impact them and actually makes them great advocates for us here in the United States in terms of social justice for many of our students and again recommend the folks out there -- I'm going to have it advertised on our city's website because I think it's a phenomenal opportunity to have it so close and address an issue that many think is truly important and kudos to them for bringing it up. I am looking forward to it this weekend and next weekend and plan on being there and I think we have the home coming soon on the 15th.

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And a lot happening on campus and in terms much elections as many of you know the Secretary of State is looking forward to expanding the opportunities of voters and many drop centers and my City Clerk's Office is a ballot drop off center so when they get the ballot in the mail they can drop it off at the City Clerk's Office and up until the day of the election and October 11 to November 8 and looking to be partners with the City of Los Angeles and our city has done and I'm not sure of other cities in the district but our city has done that and looking forward to more civic opportunities and the folks to drop off the ballots and John Paul you're right and while we're in campaign season and in full gear and being saying the statements and be mindful and listen to you and I know I have and whoever you're supporting doing the same so looking forward to clean campaigning and something I introduced since my introduction into politics and looking to continue on that path at least for me. Thank you.

>> President Shin Liu: I also attend the STEM fair and had the

opportunity to play with a small robot made -- [INAUDIBLE] programming and I was able to guess the random number quickly.

The student asked me "How do you

know that?" It was my midterm exam question and I was very excited and you know it's just on paper, just on your PC to do your exam and it's not that exciting. I saw the excitement of the student you know. I saw them actually apply to that and we know that artificial intelligence and this theme is the future and I am glad our college had to the right way and put a little bit more money, but we will give the student real skills. Thank you. That's my report. And meeting adjourned by 8:30.

>> Carmen Avalos: 825.

>> Bob Arthur: Are we going to do the schedule? I guess we can do it outside the meeting.

>> President Shin Liu: Okay. Let's go.

