

1 10-19-17 Cerritos BOT
2 >> President Lewis: All
3 right. Good evening everyone.
4 Welcome to the October 18, 2018
5 Board of Trustees Meeting. To
6 open up the meeting we will have
7 an invocation by our own David
8 Bettencourt.
9 >> [INAUDIBLE] [Off Mic].
10 >> President Lewis: Good
11 morning.
12 >> [INAUDIBLE] [Off Mic].
13 >> President Lewis: Could you
14 speak into the microphone?
15 >> [INAUDIBLE].
16 >> [INAUDIBLE] [Off Mic].
17 >> This is really blowing my
18 flow. Is this okay now? Good
19 morning everybody -- okay. So
20 the powerful phrase and I
21 explain it this way so every
22 morning I wake up and I take
23 stock of sort of my life and my
24 four amazing kids and my

Sample footer

2

1 and career they go to everyday
2 as I drive into work and it's
3 amazing and the very thing I get
4 to say is good morning to my
5 Wednesday and my wife and then
6 as the day progresses as you
7 know we often times come upon
8 challenges all days long because
9 it reminds me personally just
10 how fortunate I am in my life
11 and how great I have things and
12 the opportunities I have
13 everyday and that my family has
14 everyday so I do this all day
15 long so much so that the
16 students they encounter on
17 campus say "good morning" and
18 especially the ones that I see
19 every week and I would like to
20 share that message with you and
21 if you don't mind take a deep
22 breath together and as you take
23 that breath what a wonderful

24 opportunity we have to be here

25 tonight together and as you

Sample footer

3

1 begin at the end of the day

2 having come from all different

3 lifestyles and all different

4 challenges that we encountered

5 today that you can start fresh a

6 new tonight because you will

7 have decisions and discussions

8 that will impact students' lives

9 so I wanted to share with you

10 the things you're about to do

11 and help you reboot by simply

12 saying. Good morning. That's

13 it. Thank you.

14 [Applause]

15 >> President Lewis: And good

16 morning to you. Next -- cheers

17 too. Next we will have a Pledge

18 of Allegiance been by myself.

19 All stand. Face the flag.

20 Ready begin.

21 >> I pledge allegiance to the

22 flag to the United States of
23 America and to the Republic for
24 which it stands, one nation
25 under God, indivisible, with

Sample footer

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1 liberty and justice for all.
2 >> President Lewis: Thank
3 you. If we could have the roll
4 call please.
5 >> Board President Lewis.
6 >> Here.
7 >> Board Vice President Carmen
8 Avalos.
9 >> Present.
10 >> Board Clerk Shin Liu.
11 >> Here.
12 >> Member Martha
13 Camacho-Rodriguez.
14 >> Present.
15 >> Member Marisa Perez is
16 absent. Member James Cody
17 Birkey.
18 >> Present.
19 >> Member Sandra Salazar is
20 absent. Student Trustee Avalos.

21 >> Present.
22 >> And President
23 Superintendent Fierro.
24 >> Here.
25 >> President Lewis: All right

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1 with that we have one comment
2 card and that is an announcement
3 about the epilepsy awareness
4 homecoming football game
5 Saturday night 10- 21 by Michael
6 Miles.
7 >> All right. Well good
8 morning everybody.
9 >> President Lewis. Good
10 morning.
11 >> So my whole life I grew up
12 I wanted to fly jets. It was my
13 life dream going through
14 elementary school, junior high I
15 started flying and worked on my
16 pilot's license and graduated
17 from high school and lucky
18 enough to receive a scholarship

19 from the Naval Academy to play
20 water polo and fly jets. It was
21 everything I wanted to. Do I
22 went back east to get started.
23 Came home for Thanksgiving and
24 took a severe blow to the head
25 and developed epilepsy. I still

Sample footer

6

1 have it today. I take
2 medication for it. I actually
3 had a couple seizures on campus.
4 Fortunately it was a few years
5 ago but my life changed and I
6 was 18 and couldn't fly jets and
7 I had to completely change paths
8 and who I was going to be. I
9 came home from lucky for me my
10 parents lived across the street
11 from Mt. SAC and I couldn't
12 drive so I went there and
13 rebuild my life and what else I
14 was good at and reestablish the
15 direction I was going to go in
16 and a reason I am at the
17 community college I'm a here

18 counselor here at the community
19 college and a large reason I am
20 here because it did so much for
21 me. Since I have been here
22 multiple degrees and years later
23 I got here I have been here for
24 five [INAUDIBLE] I just got
25 contact the by the Epilepsy

Sample footer

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1 Foundation and me to be an
2 Ambassador and working with the
3 athletes and one of my main
4 charge is working with the
5 athletes and I took that on and
6 was to promote awareness, do
7 some fundraising. I speak at
8 events. I counsel students and
9 adults with epilepsy. I've got
10 my hand in a number of different
11 things within the foundation,
12 but I worked with the ASCC
13 athletics specifically to put on
14 an event here on campus, and
15 with the coaching staff aboard

16 they decided the homecoming is
17 the best place to do it and the
18 most students and the most
19 people from the community there
20 so we're putting on an event.
21 It's going to be blue, white and
22 purple. Thank you to the
23 President's office for bringing
24 food in because I am using that
25 as a hook to get all my student

Sample footer

8

1 athletes there. The purpose of
2 the event is -- I'm going to
3 bring in all the athletes in
4 purple and have the bands that
5 you have the desk and pompoms
6 and bring them out to the field
7 pregame at 640 as an
8 representation. There are about
9 800 student athletes on campus
10 and a representation of how many
11 students are living with
12 epilepsy on campus so there is
13 going to be a visual there and
14 reading about epilepsy and how

15 it affects the population. I'm
16 going to have a booth there, an
17 informational booth that the
18 students with disabilities club
19 will be running where they will
20 have information about epilepsy,
21 cards how to deal with someone
22 having a seizure. I'm going to
23 give out for people to have in
24 the offices and some swag to buy
25 there. We're doing fundraising.

Sample footer

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1 They said they would donated a
2 dollar from every ticket sold to
3 the foundation. We're taking
4 donations at the booth and if
5 you see on the hand out we gave
6 you there is also a website to
7 donate. I came just to let you
8 all know what we were doing, and
9 to ask if you're coming to the
10 game please wear some purple and
11 celebrate the evening with us
12 and the awareness of everything

13 that happens with epilepsy and
14 people living with it in the
15 community. Thank you.
16 [Applause]
17 >> President Lewis: Thank
18 you. Next we will move on to
19 the reports and comments from
20 constituent groups. There's
21 Professor Lewellen.
22 >> [INAUDIBLE] [Off Mic].
23 >> President Lewis: Is the
24 mic on? Is the blue light on?
25 >> [INAUDIBLE] [Off Mic]

Sample footer

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1 (static on the audio line).
2 >> Hello --
3 >> Yay. Thanks Andrea.
4 >> Good evening Trustees. The
5 Senate has been busy this year
6 and I haven't had an opportunity
7 to get up here, but I know that
8 we are going to be talking about
9 Guided Pathways at the next
10 board meeting and will be at a
11 conference that week so I won't

12 be here so I wanted to give you
13 information about what we're
14 doing in the Senate and the
15 biggest thing we're doing is an
16 online initiative and we're
17 looking to do several things
18 including increase the amount of
19 professional development
20 workshops. Specifically we're
21 looking at brown bag lunches and
22 discuss best practices for
23 online learning. We're looking
24 at the orientation for online
25 learners and determine if we

Sample footer

11

1 need to make it mandatory for
2 the students to be more
3 successful in that environment.
4 We want to help the faculty
5 development the core shelves and
6 to teach on-line and create a
7 mentoring program for the
8 instructors so they're not doing
9 this all alone and wandering

10 through the wilderness. They
11 will have some guidance. We
12 would like to develop some
13 guidelines and are going to
14 develop guidelines for
15 expectations of students, what
16 can you expect in the online
17 environment and we want to look
18 at some software for testing
19 integrity. Having those
20 activities in place will allow
21 us to increase our online
22 offerings here at Cerritos
23 College, produce a productive
24 preparation environment for
25 teaching and learning, support

Sample footer

12

1 faculty development of courses
2 in this format, improve
3 retention and success as much as
4 we can and provide a GE pathway
5 for AA and for transfer for
6 plans A, B and C and we're
7 excited about this and I just
8 wanted to share that with you.

9 We are doing this in part along
10 the Guided Pathways creating an
11 online pathway. That's what the
12 GE pathway is there for and I
13 know Mr. Miranda is going to
14 talk in November about the
15 Guided Pathways but I won't be
16 here so I wanted give you a
17 heads. He will have more
18 information about this in a
19 month from now. Thank you.
20 >> President Lewis: Thank
21 you. Anyone else wishing to
22 comment? (static on the audio
23 line).
24 >> Just to give you a little
25 context -- (LOW AUDIO) -- [Off

Sample footer

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1 Mic] of my colleagues over the
2 last years and those proposals
3 were created by official members
4 of the negotiation team but also
5 different experts within the
6 various areas in which they work

7 -- [INAUDIBLE] (LOW AUDIO) it's
8 really rare that you write a
9 contract from scratch like they
10 have been doing and giving us an
11 opportunity -- [INAUDIBLE] [Off
12 Mic] that long to do with
13 because we met with focus groups
14 and things like that and a
15 really collaborative process --
16 [INAUDIBLE] (LOW AUDIO) happy
17 that the district and the union
18 has come to an agreement
19 [INAUDIBLE] (LOW AUDIO) so thank
20 you very much.
21 >> President Lewis: All
22 right. Thank you. Is there any
23 other one wishing to make a
24 comment? All right. We will
25 then move on to our open session

Sample footer

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1 agenda which our first item will
2 be recognition of a Classified
3 Employee of the Month who
4 unfortunately is not available
5 to attend tonight's meeting but

6 we will still recognize Manuel
7 Mendes for his winning of the
8 month of September 2017 as
9 recognition of the classified
10 employee so thank you Manuel for
11 everything that you do for our
12 community college and we hope
13 that you can make the next
14 meeting if you're listening.
15 All right. So then we will move
16 on to our next presentation
17 which is a Su Casa Book Fair
18 check presentation.
19 >> [INAUDIBLE] [Off Mic] and I
20 want to make sure that you all
21 know our Math Club even though
22 everybody knows as the brainiacs
23 we're actually a very
24 compassionate group -- yeah,
25 good morning too. And Dillon --

Sample footer

15

1 we were working on our float
2 these past couple of days and
3 Dillon made sure we have to have

4 purple on here for the epilepsy
5 awareness so it's cool to know
6 that these students are in touch
7 with a lot of things going on on
8 campus. I am very proud of
9 them. Every year the Math Club
10 makes a commitment -- we haven't
11 done it yet because usually the
12 spring and it's up to them if
13 they want to the Su Casa
14 challenge challenge and the goal
15 is 500 and if we're going to do
16 it we're going to get \$500 for
17 them and last year they exceeded
18 the goal and got \$800 every here
19 we do it and I am proud of these
20 guys. Dillon is part of the new
21 officers and making a difference
22 and thank you Su Casa for making
23 it possible for us to donate.
24 >> We want to introduce -- I
25 invited Lilliana Lopez. She's

Sample footer

1 the shelter Director of Su Casa
2 so when the women and children

3 need to come in under emergency
4 circumstances she oversees that
5 program so I wanted the students
6 and you to see first hand the
7 connection that we've got with
8 Su Casa so we're really doing a
9 good thing in the community, and
10 tonight we are presenting \$800
11 check to Su Casa.
12 [Applause]
13 >> Thank you.
14 >> Thank you.
15 >> Oh wait --
16 >> [INAUDIBLE].
17 >> No, no, you need to be in
18 here. We can open this up.
19 There we go. Yeah. Thank you.
20 Thank you very much.
21 [Applause]
22 >> President Lewis: Thank
23 you. Next we will move on to
24 the FTES update by Vice
25 President Rick Miranda.

Sample footer

1 >> I will just give a moment
2 to Dr. Fierro to return. All
3 right. Thank you. Thank you.
4 Thank you. Good evening. Or I
5 believe there was a request and
6 I am happy to honor that
7 quarterly just ante tee
8 enrollment update as we move
9 through the semesters so this
10 will be a semesterly update I
11 give you. What I would like to
12 share with you is a little
13 history of our section count,
14 head count and FTES. Much of
15 this data you have seen in April
16 the last time I reported up here
17 in section count. You can see
18 the overall for annual for 11-12
19 is 6500, 6100, 7800, 7300, 7400
20 and currently 6200. Notice
21 there are highs and lows during
22 this time period with basically
23 12-13 academic year being one of
24 the lowest years we've had in
25 section count. Head count as

Sample footer

1 you can see during these years
2 coming back -- sorry, from 11-12
3 roughly 23,000 and usually sits
4 per term -- I have it per term
5 here, 23,000, 23,000 again in a
6 spring term and 22,000 and we
7 hold pretty standard, pretty
8 even around 22,000 to 23,000.
9 We've had high years of 24,000
10 in 15-16 but on an average we
11 are roughly you know mid to high
12 22,000 and unduplicated head
13 counts of our students. Our
14 FTES during these years have
15 also changed slightly. Again
16 11-12 was the fall and spring
17 and 17,000 and 192. Fall 12-13,
18 16,000 so that is lower. 13-14,
19 17240 and see in fall 14 we had
20 -- '14-15 year we had a spike in
21 FTES and since that point and
22 time. That was our new base set
23 by the Chancellor's Office, and
24 then in 15-16, 17 and this year
25 -- last year 172 and this year I

1 made this note here. The
2 budget, the adopted budget has
3 set our cap at 168. We know we
4 have lowering enrollments.
5 We're not a unique district to
6 this event. It's happening up
7 and down the speak and I will
8 speak to this later but as you
9 recall the approved budget was
10 for 168 and that second mark is
11 to let you know for this
12 semester alone we're at 7450.
13 We need to be at 7500 to be on
14 target for our annual. What you
15 see here are just fall spring
16 but we also have summers that
17 aren't included in this. We
18 also have some of our other
19 programs like Adult Ed that add
20 but 7500 is the target for the
21 normal academic year for fall.
22 Okay. And spring will be the
23 same so we're are pretty close
24 in those values. Okay. Again I

25 will be trying to give the

Sample footer

20

1 historic values, updates as we

2 move towards the upcoming

3 semesters as well.

4 >> Just a quick question for

5 clarification purposes so FTES

6 are the amount of full time

7 students.

8 >> Full time equivalent

9 students.

10 >> Okay. I'm sorry. So we

11 have a total of how many

12 students on campus?

13 >> We have unduplicated head

14 count --

15 >> [INAUDIBLE].

16 >> As of this semester now

17 22,294. Now that make fluctuate

18 a few here and there as students

19 cross classes and start them for

20 later sessions.

21 >> Carmen Avalos: So we're

22 looking at 30% of the students

23 being full time students,

24 approximately.

25 >> Yeah, I wouldn't argue with

Sample footer

21

1 that.

2 >> Dr. Fierro: Now the

3 portion here to keep in mind is

4 the 22,000 means anyone from

5 taking one class to taking 15.

6 >> Carmen Avalos: Right.

7 >> Dr. Fierro: So the FTE --

8 essentially we took three hours

9 -- group us and until we hit 12

10 and the majority are part time.

11 It's a trend that is continuing

12 to grow and it also seems to be

13 related with employment. As

14 jobs are available they tend to

15 take fewer classes as will

16 sprain in a minute but community

17 colleges are trending and even

18 CSU are trending more and more

19 to part time students so who we

20 used to call the nontraditional

21 is now the --

- 22 >> Traditional.
- 23 >> Now the norm, yes.
- 24 >> Carmen Avalos: I know
- 25 Michelle talked what we're going

Sample footer

22

- 1 to have next month in regard to
- 2 the presentations. My question
- 3 is in terms of support for our
- 4 online courses what percentage
- 5 of our course offerings are
- 6 actually online? Because I
- 7 think once we move more into the
- 8 digital, more of the norm, I
- 9 think we will see the part time
- 10 folks take more classes and I
- 11 think it's something we will
- 12 push for with the board but
- 13 hopefully increase the 30% to
- 14 more than 50%.
- 15 >> Right. So that is one of
- 16 my slides a lot later.
- 17 >> Carmen Avalos: I am so
- 18 sorry. I am just trying to
- 19 think.
- 20 >> No, that is great because

21 that's where we're going with
22 the activity but I will tell you
23 as mentioned as well many of our
24 courses have been approved
25 through the curriculum process

Sample footer

23

1 for what we call Distance Ed.
2 That allows faculty to choose in
3 what format that will be,
4 Distant Ed, could be a hybrid
5 course, online as we know
6 traditionally; however approval
7 doesn't guarantee offering. You
8 know it might be approved but we
9 also have to have the faculty as
10 Professor Lewellen stated
11 trained and willing to teach the
12 sections as well, so that is
13 part of the Senate's initiative
14 that we will continue to talk
15 about and next month I will talk
16 about Guided Pathways and that
17 is one of our goals in the
18 Guided Pathways itself is to

19 have a Guided Pathways that is
20 100% online and the faculty now
21 have -- many faculty and I am
22 incredibly pleased how many
23 faculty have basically risen
24 their hand and say I want to be
25 part of this and we could talk

Sample footer

24

1 about as months go by.
2 >> Carmen Avalos: Perfect. I
3 will let you finish and write
4 down my questions.
5 >> There are some assumptions
6 with the FTES and I thought I
7 would give you more to where
8 we're moving in this academic
9 year and the next year.
10 Unduplicated head count is down
11 as we have seen compared to some
12 of the high years and set the
13 17741. Students are not taking
14 as many courses as you said
15 Trustee Avalos. They're not
16 taking the full load like they
17 have and overall reduction in

18 FTES. Fewer students taking
19 fewer loads they don't add up.
20 It's cumulative so we see a
21 reduction in total FTES. Now
22 our current FTES projection as
23 we're going for the 168 as the
24 board approved in the adopted
25 budget. If we can maintain the

Sample footer

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1 17500 now for this term which
2 we're there essentially and next
3 semester as well I think we will
4 hit our projected FTES so
5 funding has gone up a little
6 bit, about \$140 or so from last
7 year and that help off sets
8 buyer per FTES is not that much.
9 We're looking at deficit
10 \$5 million due to the dwindling
11 enrollment in the state. Now
12 the external factors. Why do we
13 see this lower enrollment?
14 Well, L.A. County unemployment
15 rate and I will talk to L.A.

16 County since we're in there
17 since April this value is
18 reported every six months oh so
19 and we should get updated
20 numbers and 4.1. This is great
21 for the community and great for
22 the neighbors and everybody that
23 we work with, but as you are
24 aware stronger economy and more
25 jobs our students are working

Sample footer

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1 more. They have those
2 opportunities to make money and
3 have substantial living wage, so
4 we're seeing a shift from a full
5 time enrollment to part time
6 enrollment. Again your point is
7 maybe online courses might bring
8 some of those back and again I
9 would agree with you and that's
10 some of the things we're
11 discussing and moving towards.
12 I believe that is one of Dr.
13 Fierro's goals as well to see
14 that as he said over the last

15 year or so. Now I like to point
16 out these some factors and speak
17 to Cerritos doesn't live in a
18 bubble. Cerritos College is
19 part of a larger problem. The
20 problem is as more students work
21 the overall enrollments are
22 going down. We are not unique
23 is what I am trying to say.
24 State wide nearly 70% of
25 districts have entered

Sample footer

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1 stabilization. As you recall
2 stabilization is when a district
3 falls below the face set by the
4 Chancellor's Office and we asked
5 for stabilization which we get
6 funding at that base level. As
7 you know we went to
8 stabilization for last year,
9 17741 is what our base S we were
10 at 16800 so we had a short fall
11 of about a thousand FTES, 992 I
12 believe, but nearly a thousand

13 FTES translates to a \$5 million
14 loss. Stabilization allows the
15 office to fund us as we hit that
16 value and then we have the next
17 three years and this is year one
18 I believe. Please correct me if
19 I am wrong but the next three
20 years to reach our base once
21 again. If we do not reach our
22 base within the three years we
23 will be set at a lower base and
24 that will put our annual budget
25 or apportionment lower going

Sample footer

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1 forward until there is
2 opportunity for growth again,
3 but again nearly 70% of all
4 districts. Now some districts
5 are single college. Some are
6 multi-college districts but
7 within a single or multi-college
8 district nearly 70% went into
9 stabilization in the last year.
10 Okay. Now this is a quick
11 graphic to bring this point home

12 a little more again. These are
13 in the blue bars. This is the
14 L.A. County unemployment rate
15 since 2008. As you can see in
16 2008 we were just over 12% and
17 over the years the unemployment
18 rate for this year now is down
19 to about 4.1%, so that is a
20 narrowly 300% decrease and every
21 four units and a whole
22 percentage point and 300% drop
23 or increase in our neighbors,
24 our community, our students
25 working.

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1 >> I have a question Vice
2 President Miranda, so I
3 understand that the economic
4 rationale in terms of cause and
5 effect and why we have so many
6 more students taking less class
7 load; however I am surprised we
8 don't have any significant
9 reduction in the number of

10 overall enrolled students would
11 think that would be also
12 affected by the economic
13 changes? Can you speak to that?
14 >> That's a good point. So
15 traditionally what we see and
16 anecdotal and let's use the base
17 of 22,000 and taking full load
18 for argument's sake. Now they
19 have the opportunity for
20 employment at a better wage they
21 will work and do value education
22 so they will take fewer units so
23 they're trading their time so
24 you don't see a linear or a
25 proportional drop in head count

Sample footer

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1 with FTES. It's not linear.
2 It's typically not linear but
3 they're trading time. They're
4 still taking units but they're
5 also working more as well.
6 >> Do we have a break down of
7 historical kind of
8 stratification of how many

9 students within the head count
10 take what kind of course load?
11 I haven't seen that before.
12 >> That's a good question. I
13 have some preliminary data I
14 just received within the last
15 month from Institutional
16 Effectiveness Research and
17 Planning Dean that looked at
18 what percentage of students are
19 one class. It's based on units,
20 three units five units and above
21 so we do have that data and just
22 starting to look at that.
23 >> Okay. Because I think one
24 of the things I am trying to
25 understand is do we -- do we

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1 have a extraordinary appeal that
2 brings students on campus
3 compared to what you see across
4 the state would normally not go
5 a community college? In other
6 words students that take one,

7 two classes a few back why
8 aren't those students coming to
9 a community college given the
10 economic improvement?
11 >> Do you want to address
12 that.
13 >> Dr. Fierro: I don't think
14 it's not the issue coming to a
15 community college. I think it's
16 more of an issue of the amount
17 of time they're spending at the
18 community college, so in our
19 unduplicated head count we are
20 only short by about 1500 which
21 if was all one per one and the
22 students were taking the same
23 number of credits or enrollment
24 reduction would probably be two
25 or less -- less than 2% versus

Sample footer

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1 what it is now so as Rick was
2 mentioning how many hours can I
3 spend in the classroom versus
4 how many hours can I spend
5 working? So I don't think the

6 students are necessarily
7 migrating to a four year. I
8 think they are taking less
9 classes and some of them have
10 splitting their work load or
11 enrollment course work between
12 multiple institutions, so if I
13 am working part time or full
14 time and I need to have -- my
15 schedule only allow me to have X
16 and Y days off I meet my school
17 load if you will a class in
18 Cypress and a class here and a
19 class in Rio Honda because that
20 allows me the flexibility of
21 doing so.
22 >> Okay. That argument is
23 there are less students in the
24 system total.
25 >> [INAUDIBLE].

Sample footer

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1 >> And occurs to me because
2 students are taking longer to
3 get through the system and the

4 head count might not be -- but
5 the reality of the students
6 lagging and perhaps there are
7 less students entering into the
8 system to begin with.
9 >> Dr. Fierro: Now that you
10 mentioned there there is
11 something I forgot, a important
12 point, the completion rates have
13 increased significantly, and
14 some of the work that our
15 faculty has been doing and our
16 counselors has been doing is
17 reroute the students they should
18 have using ADTs, Associate
19 Degrees for Transfer, which
20 means minimize the number of
21 units that our students are
22 taking, so a student that used
23 to take let's say four years to
24 graduate and left with 80 some
25 credit hours may be taking the

Sample footer

1 same four years to graduate but
2 only leaving with 65 credit

3 hours meaning that they took
4 fewer classes to graduation
5 which decreased our enrollment
6 numbers as well. The work that
7 is being done in pathways is
8 bound to this as well so the
9 better we do on graduating our
10 students on time the less
11 appealing our FTES will look
12 until we hit a balance on this,
13 so we're being face with an
14 increase in certificates of
15 about a thousand in the last
16 three years. I think we were
17 doing a little under 2200 three
18 years ago when we just did 3300
19 so the better they do the fewer
20 units they take so that leads to
21 a funding issue which the state
22 at this point doesn't reward
23 performance, and performance
24 funding is obviously is big --
25 sensitive topic, but right now

Sample footer

1 we're doing quite well. If they
2 were going to award districts at
3 least a percentage of that we
4 would be collecting some of the
5 money we're missing because the
6 students are taking fewer
7 courses so the system
8 unfortunately is 100% FTES so
9 only access, not necessarily
10 completion. The other part I
11 think is important -- I don't
12 know if Rick was going to
13 mention this --
14 >> I haven't gotten there yet
15 but go ahead.
16 >> Dr. Fierro: The dotted
17 line is a little bit deceiving
18 because doesn't account for
19 years which we borrow FTES from
20 another year, so if you look in
21 14-15 --
22 >> [INAUDIBLE] [Off Mic].
23 >> -- significant increase for
24 the low 17's that we were in
25 2013-14 and then you see a big

Sample footer

1 increase of about a thousand in
2 one year. That is a result of
3 moving FTES from the previous
4 years to the next year meaning
5 you did not collect those FTES
6 during that academic year so you
7 see an increase of nearly a
8 thousand, and that trend
9 continues in 2015 and 16 which
10 we didn't have that many
11 students because we had
12 [INAUDIBLE] FTES so we received
13 the funding so that's why the
14 two, three years look uneven but
15 in reality if you were to split
16 the FTES to where they were
17 earned you will see the line
18 continue to decline but a little
19 higher up because it would be
20 balanced so that's something
21 that we are allowed to do but
22 sometimes skew the numbers.
23 >> Yes, ma'am that's why I add
24 the solid trend line to show you
25 yes, there are the skewed

1 numbers but even using those
2 numbers you can see as the
3 unemployment rate drops and
4 students are working more and
5 because they're working. I
6 would like to take this
7 opportunity to talk about
8 enrollment management because
9 this is a lot about what you're
10 alluding to and how do we
11 compensate and deal with a loss?
12 As you're aware we finish our
13 first comprehensive strategic
14 enrollment management plan. It
15 was approved. We are now
16 needing to go through and with
17 the activities to start working
18 on these activities. Some of
19 those activities are activities
20 to maintain our base and some of
21 could be online offerings,
22 exploration of more weekend
23 offerings as such. Improving
24 completion success rates in

25 courses and over the five year

Sample footer

38

1 period and resourcing for
2 improved rates. As you're aware
3 a prime example of this was our
4 Business Administration program
5 over the years. Their numbers
6 have -- completions carry a
7 nearly 1/4 of our graduates now
8 for their completions and what
9 they have done. Now they were
10 working off a grant which is
11 important to understand it was
12 non district funds but a grant
13 so things like this will be
14 needed for sustainability
15 programs. Identification of new
16 programs to offer and develop,
17 aligning our front door
18 activities. How do we on board
19 the students more effectively?
20 How to do we bring them to get
21 them the tools to be successful
22 and pathways that allows a work
23 life balance as well so they can

24 maximize the opportunities while

25 they're here and also improving

Sample footer

39

1 fiscal planning and management

2 planning. This is not fiscal

3 alone but this all reporting so

4 we can have a strong data base

5 so we're making data informed

6 decisions and moving forward.

7 Some of these actions which I

8 have already laid out is

9 increased number of sections

10 offered, some weekends, next

11 number of hybrid sections. They

12 allow us to utilize the space

13 almost twice over so we can get

14 two classes in the place of one

15 classroom at the same time.

16 Increase number of online

17 courses. This is again one of

18 the initiatives by the Senate

19 and this was in the enrollment

20 management plan, our Strategic

21 Plan and it will be aligned also

22 with our Guided Pathways as
23 well. Some of this will include
24 OER, another Faculty Senate goal
25 tied together which is open

Sample footer

40

1 educational resources. This is
2 zero or low cost class materials
3 which is important as well.
4 Many of our students for just
5 because of funding can't afford
6 some of our classes because of
7 the cost of the textbooks so
8 they choose to work, maybe save
9 the money for a later time but
10 you know sometimes work will
11 keep people away from school for
12 a longer period of time so we're
13 looking for other options for
14 the expensive textbooks that are
15 out there today. We will
16 continue to work with our
17 district -- local district high
18 schools to develop a Dual
19 Enrollment Programs. I believe
20 we have nearly three of the four

21 feeder high schools. We have
22 MOUs with them at this point and
23 time and we're developing those
24 courses. We have actually
25 offered some of the courses

Sample footer

41

1 already so we have can have the
2 students arrive on campus with
3 the math and English courses
4 that slow them down here and we
5 can work with them in 11th and
6 12th grade so when they arrive
7 move into college level courses
8 at a higher rate and increase
9 our success and completion.
10 Continue to develop online
11 programs. As I stated earlier
12 the issue is not only approval
13 of courses to offer online but
14 it also comes with training. We
15 have phenomenal faculty here,
16 but the tools of online change,
17 our tools -- like our platforms
18 and from different ones to

19 canvass and they require
20 training and tools and the power
21 of these programs and just some
22 online designing are useful for
23 our faculty to get us to that
24 next level because as other
25 campus are developing their

Sample footer

42

1 online we want to be the campus
2 they look at because we have the
3 faculty and the we have the
4 resources best for our students
5 and it will continue drawing our
6 students to us. Okay.
7 Maximization of summer
8 schedules. We will continue to
9 offer classes in summer and this
10 is important to note and there
11 was a time when classes weren't
12 offered in summer for all 12
13 weeks of summer. This was
14 before my time, many years ago,
15 but we moved in that direction
16 so we're essentially offering
17 year round education for our

18 students. Lastly I would like
19 to talk about the Cerritos at La
20 Mirada class site. As you know
21 we had a ribbon cutting for the
22 beginning of the semester and
23 this semester we offered 19
24 classes roughly 11 English and
25 speech and eight math sections.

Sample footer

43

1 Spring we have 22 scheduled so
2 we went up in numbers already
3 and we still have as you met
4 Ms. Connley earlier they're
5 looking to add more sections
6 later into the day so I expect
7 to see that 22 increase several
8 more courses as well so the La
9 Mirada site is working very well
10 for us. And we will continue to
11 move in that direction. And
12 then lastly it's not written
13 here and I apologize but it's
14 also to look for and continue to
15 offer sections as needed during

16 the term. We have multiple
17 sessions in any term. We have
18 an 18 week term. As you're
19 aware we have first nine, second
20 nine and first 15 and second 15
21 and every combination of how
22 many weeks a class can run we
23 pretty much offer it and as many
24 of the faculty are aware when
25 there is need and the wait list

Sample footer

44

1 have filled if there is space we
2 look for the -- I look forward
3 to saying yes to offer another
4 section so we continue to add
5 sections. That will also be
6 occurring next term as well to
7 help maintain and get us to the
8 7500 mark for spring of we did
9 it this semester. Classes that
10 didn't fill we replaced with
11 courses that did fill and need
12 forward our students to graduate
13 that were part of an educational
14 pathway, a certificates, or a

15 degree so that will help our
16 students as well so these are
17 all some of the actions that we
18 will be taking and as I said as
19 we move through the semesters
20 with your permission I will be
21 bringing you updates semesterly
22 of what has changed in the
23 numbers and what else have we
24 put in place.
25 >> Vice President Miranda

Sample footer

45

1 doesn't the fact that we would
2 be offering more class choice
3 across the spectrum of the year
4 effectively mean that students
5 can graduate sooner? In some
6 cases?
7 >> In some cases but remember
8 more class choice comes with a
9 double edge and what I am saying
10 you might offer more offerings
11 but if you start diluting some
12 of the sections where they're

13 not filling you only have ten
14 students in there, 11 students
15 when the class normally has 35
16 or 40. It's not effective at
17 that point and time so we're
18 trying to pick classes that will
19 have waiting lists, have filled.
20 We know we have full waiting
21 lists to offer more sections so
22 there is a little bit of a
23 dilution problem we have. We
24 need to make sure we're offering
25 the right classes so they fill

Sample footer

46

1 because if we offer some that
2 don't fill they don't still --
3 they're not offered and we
4 cancel them and doesn't help our
5 students. I see the wheels
6 spinning.
7 >> Well, I am also thinking
8 about -- I mean how long are
9 programs on campus? Most of
10 them I mean there is -- I know
11 there's a variety

12 >> I will put it this way there
13 are CTE programs -- let's start
14 there. There are certificates
15 in the career technical Ed that
16 can be achieved within one year
17 if the students are full time.
18 Okay. There are opportunities
19 for students for some of the
20 programs the chairs and faculty
21 have now offered multiple
22 sections in a certificate in
23 nine weeks so students can take
24 two nines in the first and
25 second to reduce the time so we

Sample footer

47

1 have these opportunities for
2 students to finish at a fast
3 rate. CTE often doesn't have
4 many prerequisites with it. It
5 doesn't mean there are none but
6 allows students to move in and
7 through at a quicker pace and
8 some of the other programs have
9 higher units and those higher

10 units -- heavier load courses
11 will take our students longer,
12 upwards to two years if they are
13 when they arrive if they're
14 college ready at college level
15 and taking full loads and
16 probably taking summer as well,
17 so it is imperative really to if
18 we want to get our enrollment as
19 high as possible that we have
20 full alignment for our students
21 to take full loads and that is
22 all the services in line, but
23 again you know we can offer I
24 think student services, the
25 counseling, the faculty and

Sample footer

48

1 staff has done a terrific job to
2 make sure the campus is prime to
3 offer this but if the students
4 are working that is our
5 challenge, so our challenge is
6 to show them that taking one
7 more class a term will help them
8 finish at a quicker rate, and

9 then enter the work force and
10 see the value of the later
11 earning potential so that is
12 part of the messaging too and we
13 started that messaging.
14 >> It's true. I just -- part
15 of my thinking and I don't know
16 what the substantive answer to
17 this is but if our programs --
18 given the fact we're still
19 drawing from a number of overall
20 students coming in the door if
21 we have certain programs that
22 are by nature more robust and
23 takes three, four years to
24 complete theoretically that
25 would mathematically help our

Sample footer

49

1 FTES performance.
2 >> Yes. That would but we
3 also have a -- they would for
4 some -- so let's look at the
5 sciences. Okay. If you want
6 they're more robust in units and

7 they also require quite a few
8 more prerequisites for those but
9 if you look at the overall
10 number of science majors they
11 only make up a small percentage
12 the 22 so it's not directly
13 proportional and think that the
14 higher unit programs would
15 automatically move up in a
16 linear but it's not linear. You
17 still have all the other
18 programs that are smaller units.
19 We have -- as Dr. Fierro
20 mentioned the ADTs which the
21 faculty did a fantastic job both
22 with the faculty and the
23 counselors putting these forward
24 but up and down the state the
25 discussion between my counter

Sample footer

50

1 parts in other districts as they
2 see the rise in ADTs in
3 completion students are -- well,
4 they have a clearer path and
5 clearer understanding of the

6 programs are so they're not
7 taking as many sections as well,
8 so I wish Mr. Birkey I could say
9 there is a direct correlation,
10 but these are all small pieces
11 in a bigger kind of pie here and
12 we try to address again both
13 from the faculty and the
14 offerings, the staffing for
15 support for our classes. That
16 becomes stock rooms. We're
17 dependent on the classified for
18 the facilities and how fast we
19 can get the facilities prepared
20 for the next section. Our
21 student services -- again which
22 are -- there are counselors who
23 are faculty as well, but all the
24 other staffing that is in there
25 as well, so we are doing I would

Sample footer

51

1 say a phenomenal job to put
2 things in place but now it's
3 time to refocus on a few key

4 things and the legislation is
5 changing that you're away and
6 opportunities to help the
7 students more and allow them to
8 progress at a faster rate and as
9 Dr. Fierro said if they progress
10 at a faster rate we need to find
11 a balance of FTES -- maybe it is
12 168, 172. We want to get to 177
13 but the students don't need to
14 take the load of courses they
15 would have in the past. Long
16 answer. I apologize.
17 >> Carmen Avalos: Thank you.
18 First of all --
19 >> [INAUDIBLE] [Off Mic].
20 >> Carmen Avalos: First of
21 all thank you for the
22 presentation. It's eye opening
23 to see the bigger picture where
24 things are and I appreciate it.
25 Thank you very much for that. A

Sample footer

1 couple of questions. One of the
2 slides you mentioned that we had

3 a 4.9 million deficit. The
4 question was -- or at least one
5 of the questions I wanted to ask
6 was that just on a yearly basis?
7 Was that state wide? Was that
8 our college?
9 >> That's our college, yeah.
10 >> Carmen Avalos: That's what
11 I thought and this particular
12 year?
13 >> Last year.
14 >> Carmen Avalos: That wasn't
15 very clear.
16 >> Would you like to address
17 this?
18 >> Dr. Fierro: We will see
19 that short fall at the end of
20 this year, so our current
21 projection -- correct me if I am
22 wrong, 4.something, but based on
23 adjustment to the base brought
24 the FTES close to 51. It went
25 down to 3.7, and with our hiring

Sample footer

1 freeze and so on we are likely
2 to save another 1.5, 1.3,
3 somewhere around there. The 4.9
4 is the difference between 16,800
5 which is our enrollment
6 projection with our current base
7 that is 17,740 so essentially
8 just the number of FTES
9 multiplied by that and give us
10 the four .9 million but our
11 actually deficit that we will
12 see or we could theoretically
13 see at the end of this year is
14 3.7, and that is under the
15 assumption that all of our
16 positions are full; that all of
17 our budget lines get spent.
18 >> Carmen Avalos: Okay.
19 >> Dr. Fierro: The problem is
20 the longer we stay at this
21 enrollment and don't adjust it
22 internally it compounds every
23 year because it's essentially
24 lack of additional revenue.
25 >> Carmen Avalos: Oh okay.

Sample footer

1 >> Thank you. Trustee Avalos.
2 This was based on FTES and thank
3 you Dr. Fierro for explaining
4 the other cost saving measures
5 in the district.

6 >> Carmen Avalos: Thank you.
7 That does clarify it and you
8 made it clearer as the
9 compounding issue. We have of
10 lower FTES and everything will
11 be affected -- (LOW AUDIO) and
12 even when you were discussing in
13 terms what that is going to look
14 like because obviously
15 everything gets impacted based
16 on the budget.

17 >> Dr. Fierro: Correct. So
18 it's very important for us to do
19 everything we can to be able to
20 hit the enrollment marks. The
21 more students we take in the
22 more revenue we will get, the
23 better we treat our students the
24 more likely they're likely to
25 stay with us. The more we

1 accommodate the schedules the
2 more likely they will take
3 classes. Essentially we need to
4 beef up our customer service
5 with recruitment efforts and
6 once we get them into campus
7 they stay with us. Because this
8 year we're on stabilization we
9 are paid on what we get not like
10 previous years and hit the
11 benchmarks and know what we're
12 going to get. This next year
13 and why we are stressing the
14 16,800 and that's what the
15 projections is based on hitting
16 that number of FTES and at the
17 end of the year we can count
18 getting paid that but let's say
19 we get 16,200 and they pay pay
20 us for that and don't get that
21 amount and in the next years we
22 will battle to hit the marks to
23 make sure over time we can
24 eliminate the budget short fall

25 but our biggest source of

Sample footer

56

1 revenue is essentially FTES.
2 The more students we get the
3 more allocation we receive then
4 the easier to -- you know to do
5 everything.
6 >> Carmen Avalos: So on that
7 note in terms of recruiting for
8 the Dual Enrollment Program
9 where are we on that and what do
10 those numbers look like?
11 Because I think -- I know I
12 brought this before you know we
13 have local community colleges
14 down the 710 freeway I won't say
15 where -- that does a great job
16 recruiting high school students
17 particularly for the summer math
18 programs and that adds up and
19 not just at one school but
20 across the entire district and I
21 know it's something we need to
22 look at and yes it will require
23 some funding and allocations --

24 categorical funding for but it's

25 an opportunity we're losing if

Sample footer

57

1 year not targeting those

2 students.

3 >> Thank you for the question.

4 We have four feeder districts

5 and within them we essentially

6 have ten high schools, so of the

7 four districts right now we have

8 three MOUs, Memorandum of

9 Understanding, for the dual

10 enrollment completed and we are

11 completing in the fourth one

12 now. We have offered sections

13 with the other three today but

14 the challenges -- the student

15 count so it is a new process for

16 many of our feeder districts as

17 well, so they are trying to get

18 the students engaged and willing

19 and we are doing everything we

20 can to make ourselves available

21 so we are reaching across the

22 table and developing those
23 bridges with the districts. We
24 have offered a few, but I would
25 probably say our shining star

Sample footer

58

1 and bringing the high schoolers
2 right now is through our promise
3 program, Cerritos Complete and
4 we're reaching out to students
5 during their senior year and
6 bringing them in the summer for
7 the first course and not only
8 giving them a counseling career
9 course but also developing their
10 Ed Plans so that we can maximize
11 the number of offerings as well,
12 so if you like I would be happy
13 to bring back some dual
14 enrollment data at a later time.
15 Yeah. Thank you.
16 >> Carmen Avalos: On that
17 same note I know we always have
18 -- I want to say is it called
19 early college now -- it was
20 renamed. I can't keep up with

21 the name.
22 >> Dr. Fierro: Middle
23 scholars.
24 >> Carmen Avalos: So on that
25 know I know others are looking

Sample footer

59

1 to enroll students in the ninth
2 grade here and we have some in
3 the Long Beach district and Cal
4 State L.A. that are doing this
5 -- hopefully we are. I don't
6 know where we're at and
7 hopefully something similar
8 particularly when we have ninth
9 graders doing it and we may be
10 missing the mark and how we
11 streamline them so this is the
12 part of the 9-12 curriculum in
13 terms of social -- accessibility
14 and if we're looking at those
15 districts we should look at
16 those opportunities
17 >> I agree. Ultimately be
18 beneficial for the students to

19 create a pathway from the K-12
20 all the way through. I say this
21 occasionally we need to reach
22 down to pull up and bring up to
23 us in that curriculum and I am
24 in agreement and I am happy to
25 see what some of the earlier

Sample footer

60

1 conversations, what some of the
2 Superintendents to see what they
3 have in place and if they have
4 the capacity to allow us to
5 present something to them.
6 >> [INAUDIBLE] [Off Mic].
7 >> Yeah, thank you.
8 >> President Lewis: Is there
9 any other Trustee having a
10 comment or a question? Okay.
11 >> Thank you.
12 >> President Lewis: I have a
13 few. I just wanted to make sure
14 everyone else --
15 >> [INAUDIBLE] [Off Mic].
16 >> President Lewis: No.
17 First question is for students

18 that have jobs on campus versus
19 off campus and affects the full
20 time rate?
21 >> That's a good question. I
22 would probably point to HR in
23 this regard or at least ask
24 through the President's office
25 to see if we can pull that data

Sample footer

61

1 for you. I don't know that
2 answer.
3 >> President Lewis: Okay.
4 One of the things that --
5 >> I thought he was going to
6 ask -- sorry.
7 >> Dr. Fierro: I think we
8 have data on students that work
9 here, but I don't think we have
10 data on students that work
11 outside of the institution so we
12 will have to first find that, a
13 way to get that data, but we do
14 have data of students that work
15 here on different capacities

16 actually, so that should be
17 easily acceptable. We will have
18 to design some kind of tool to
19 be able to collect the
20 information from students
21 working outside of the
22 institution.
23 >> I would guess Board
24 President Lewis President you
25 might be alluding to the classes

Sample footer

62

1 and work in the same place and
2 reduce travel time and maximize
3 their schedules -- not only the
4 work schedule but their units.
5 >> President Lewis: That's
6 exactly what I said. You're
7 right.
8 >> Whether I'm a good product
9 I am a product of that
10 employment during community
11 college and worked as well in
12 the Tutoring Center and had
13 flexibility in my schedule.
14 >> President Lewis: And

15 Student Government and others
16 that work in the various
17 departments. I worked while I
18 was at Biola. My mother worked
19 here at Cerritos College -- I
20 won't say how long ago but it
21 was definitely a boon to have a
22 job -- (lost audio)
23 On campus so can you continue to
24 work for pay and have classes
25 that much more available so if

Sample footer

63

1 we can explore options for
2 allowing more jobs to be offered
3 specifically to students at
4 Cerritos I would be all for that
5 so that's the first question.
6 Second question is do we have
7 any FTES projections for any of
8 those solutions that you put up
9 on the board? Like any rough --
10 I'm not putting you on the spot
11 and you don't need to answer it
12 now necessarily but do we have

13 any projections how many FTES
14 will the La Mirada bring in?
15 How many will dual enrollment
16 bring in? How much for the
17 maximization, et cetera?
18 >> Thank you for the question.
19 A question that was asked
20 earlier I want to combine and
21 how many online questions are
22 offered? And I have to have it
23 built and on term on average and
24 what is the current FTES so we
25 can look at that as a percentage

Sample footer

64

1 or proportion of total and again
2 I think there are opportunities
3 if it's a small percentage --
4 10% of FTES and we can increase
5 that, five, ten, 15% increase on
6 those offerings helps offset all
7 FTES and something we can look
8 at and to the question on La
9 Mirada I do have rough numbers.
10 I would be happy to share them
11 with Dr. Fierro so he can

12 present them to the entire board
13 how many FTES were theoretical
14 for La Mirada versus actual and
15 I am careful saying theoretical
16 and actual because the
17 theoretical what does a class
18 'at capacity versus how many
19 students were in the seat during
20 census? But we can share those
21 with you going forward, both
22 what we have done this term and
23 projected for next, so there are
24 possibilities and as mentioned
25 earlier just like the student

Sample footer

65

1 employment data it would just
2 take a little bit of data mining
3 if you will so that we could
4 present that to all of you in a
5 complete package.
6 >> President Lewis: Okay.
7 And last question is regarding
8 the high schools that we reach
9 out to have we reached out to

10 any private school in the the
11 district? The one that comes to
12 mind is Valley High.
13 >> That's a great question. I
14 spoke to the public schools. I
15 apologize for not addressing
16 private schools. There are a
17 couple we started the
18 conversation with to see what
19 they need and what we can offer
20 them so that is not off the
21 table and initial conversations
22 have at least occurred so we
23 will continue to follow up with
24 the institution you mentioned
25 exactly was one that we have

Sample footer

66

1 spoken to at least once or
2 twice.
3 >> President Lewis: All
4 right. Sounds good. Are there
5 no more questions? Student
6 Trustee Avalos.
7 >> I know we're talking about
8 increasing courses online but

9 are we also considering
10 increasing courses for evening?
11 >> Oh yeah, I apologize. I
12 only spoke to online for one
13 option to help increase butt
14 night offerings we have data we
15 have historical fill rates. We
16 have what -- how they fill. The
17 faculty I -- aware and cognizant
18 when we should start and are we
19 starting it too soon or late and
20 after work is 6:00 o'clock
21 better than 5:00 o'clock and we
22 can offer 5:00 o'clock and get
23 two sessions in and they don't
24 make it and low enrollment. We
25 continue to look at that and

Sample footer

67

1 maximize offerings. We're
2 always looking to maximize. The
3 challenge -- I don't want to get
4 too much into the weeds if you
5 don't mind, but much of the
6 challenge is finding faculty.

7 As you know our full time
8 faculty, 300 faculty, cannot
9 teach every session so we have
10 an incredible part time faculty
11 constituent group here as well.
12 They have jobs here, jobs at
13 other campuses home lives and
14 often it's a challenge to find
15 enough faculty. I think both
16 the Faculty Chairs and Deans are
17 always looking to open up pools,
18 hiring pools for more part time
19 faculty to allow this but it's
20 something we're always trying to
21 do.
22 >> The reason I brought it up
23 the reasonable reason I picked
24 Cerritos College because they
25 were offering even courses that

Sample footer

68

1 started between five and
2 7:00 o'clock, so I get off at
3 6:00 o'clock and I would come
4 straight over here and start
5 class at 7:00 o'clock for

6 accounting, Biology so I took a
7 lot of evening class and also
8 online courses and eventually
9 when I settled in with work they
10 allowed me to come on campus in
11 the morning and do my things and
12 that's when I became a full time
13 student so that's why I am
14 bringing it up.

15 >> No, it's a great point. We
16 do have a very robust evening
17 program and we will continue to
18 add more evenings and look for
19 more weekend offerings as well.
20 There are quite a few faculty,
21 both full time and part time
22 that are offering courses on
23 weekends now and even Sundays in
24 some departments.

25 >> Can I just make a comment?

Sample footer

69

1 Since we have probably about 60
2 part timers would there be --
3 your part time staff.

4 >> Yeah, I was going through
5 the numbers in my head. That's
6 the look. I apologize.
7 >> If we're looking to
8 increase our FTES and gain more
9 income from offering more
10 classes could we look at
11 possibly offering more time to
12 our part time staff so they're
13 not all over the place and their
14 commitment to stay here for more
15 hours would increase our income
16 and our --
17 >> No, that's a good question.
18 Unfortunately due to Title V we
19 are only allowed to employ them
20 66-point 7% of a load so they
21 can only work roughly eight or
22 nine units total, so we cannot
23 say would you like to work more?
24 Because we're not allowed so we
25 have a cap. We don't set the

Sample footer

1 cap. It is set for us through
2 Title V.

3 >> Maybe we need to look at
4 policy to change --
5 >> That would have to be Title
6 V policy. That's not our local
7 policy. That's legislation.
8 That is law.
9 >> Right.
10 >> Yeah. Until that point and
11 time we are tied to that.
12 >> President Lewis: All
13 right. With that thank you.
14 >> Thank you.
15 >> President Lewis: Next we
16 will move on to our legislative
17 update. Dr. Fierro.
18 >> Dr. Fierro: So we will
19 save the most riveting part of
20 the meeting talking about
21 changes in Sacramento for last
22 when you guys are fully awake
23 and not wanting to go home.
24 >> Good morning.
25 >> Dr. Fierro: Good morning.

Sample footer

1 Okay. So I'm going to go
2 relatively quickly through some
3 of those and I will start and
4 elaborate more on some of the
5 ones, some of the legislation
6 they think will be of most
7 interest to many of us, and the
8 changes on some of our current
9 practices, so you know the
10 legislation was pretty busy this
11 last year writing a lot of bills
12 and approving a lot of bills and
13 the Governor has been busy in
14 the last few days signing or not
15 some of the bills that were
16 moved to his desk. So the first
17 one and this is a bill that we
18 actually supported AB17, the
19 transit pass. This bill was
20 recently vetoed by the Governor
21 and the reason of the veto is
22 essentially because he seems to
23 think that it has some
24 duplication based on current
25 program like the Metro student

Sample footer

1 tap cards. Based on this I
2 think we are over due to do
3 something at the local level and
4 I think if our student leader
5 here Raul will work with the
6 ASSC President to finish the
7 work we started a couple of
8 years ago trying to create a
9 local transit card for our
10 students or the tap card for our
11 students it will go a long way
12 and one of the transportation
13 issues and even if this bill
14 passed it would require for us
15 to finish that work. I don't
16 want to pressure you into
17 anything but Norwalk has a tap
18 transit that provides tickets
19 for students to go to Rio Honda.
20 Rio Honda is outside of our
21 district and they get to ride
22 the Norwalk line in our district
23 and take our students to Rio
24 Honda. No offense Trustee Liu
25 but you know -- so I think that

1 begs the sense of urgency for us
2 to try to finish this. We were
3 really close but we didn't get
4 to a point where the dollar
5 amount was satisfactory but we
6 should get to something to get
7 us started and later on work on
8 how to continue to fund it or
9 reduce the dollar amount of the
10 tap card costs. The next bill
11 is AB 21. We supportd that and
12 we have done quite a work with
13 that and DACA advocacy week. We
14 had the opportunity to visit
15 representative Sanchez visit
16 yesterday and we took one of the
17 faculty member and students to
18 visit her and we did work for
19 this policy and we shouldn't
20 have a problem moving and
21 approving this work by March 1.
22 We have some informal processes
23 already. Dr. Johnson and his
24 team have been putting that.

Sample footer

1 believe one meeting ago so we
2 moving with this and one of the
3 bills we supported and signed by
4 the Governor. The next bill is
5 AB 705. This bill has been
6 controversial and essentially
7 addressing Multiple Measures.
8 The good part about this bill it
9 doesn't necessarily dictate what
10 the local districts to do and we
11 could work with the faculty and
12 how to define and put Multiple
13 Measures in place. The good
14 thing about this bill as I said
15 gives us the flexibility. The
16 thing for us we have been
17 conducting pilots on Multiple
18 Measures especially in English
19 so we have some models we could
20 replicate in order to meet the
21 deadline of August 1, 2018.
22 This bill seeks to essentially
23 increase the number of students

24 that enter math and English,
25 College Math and English and

Sample footer

75

1 hopefully they could graduate on
2 time. This was a bill that we
3 supported and it was signed by
4 the Governor a couple of days
5 ago again. Then we have AB 795.
6 We also supported this bill. We
7 do every year with the
8 Accounting Club. We do a
9 volunteer income tax assistance
10 and we bring our accounting
11 students. They volunteer and
12 they take care of the local
13 community and help them file
14 their taxes for free. This bill
15 SB577 is a great bill.
16 Unfortunately it's still being
17 held. They made it multi-year
18 bill so it could potentially
19 resurface and continue the
20 conversation next year, but
21 essentially at this point it's

22 in the assembler education. The
23 current issue is the
24 Chancellor's Office and others
25 don't feel we have enough data

Sample footer

76

1 to support the initiative to
2 allow community college to offer
3 what is considered a full
4 Baccalaureate credential to
5 certified teachers. I also see
6 there is competing interest with
7 the Baccalaureate Degrees and
8 the cost of the Baccalaureate
9 Degree bill did not make it. I
10 think this bill was held
11 probably for the same reason;
12 competing reasons. I do think
13 personally that there is plenty
14 of data on Baccalaureate Degrees
15 and teach clarification programs
16 not in the State of California
17 but outside of California and
18 not an innovative idea of
19 Baccalaureate goings in
20 community colleges and they're

21 at least 20 years old. To go
22 back we have universities in the
23 state just a little older than
24 20 years so a Baccalaureate
25 Degree in a community college is

Sample footer

77

1 not necessarily a new concept
2 and there's plenty of data that
3 shows it's a completely
4 different audience and the same
5 with teaching credentialing and
6 there are institutions -- not
7 higher education institutions in
8 the state already offering
9 pathways for teacher
10 credentialing. Hopefully this
11 bill comes back next year and a
12 good bill and to Cerritos
13 College and we already have a
14 strong teacher tract program and
15 we could be ready to offer the
16 Baccalaureate credential if this
17 bill were to pass. We have the
18 California State budget assist

19 Compton College district. We
20 have a letter of support and
21 this bill was signed by the
22 Governor. As you know recently
23 a few months ago they were fully
24 accredited again and the reason
25 they're asking for additional

Sample footer

78

1 money is to be able to separate
2 the functions from El Camino so
3 in that case they're going to
4 need essentially all the
5 technical and infrastructure
6 that will allow them to continue
7 or to begin to be a stand alone
8 institution again so this
9 funding is going to be spread
10 over a number of years but the
11 reason it's relevant one we
12 supported it and two, this money
13 will come out of the top of the
14 money of allocations of all
15 community colleges. AB387. We
16 had some concerns about this
17 bill. We did not oppose the

18 bill however we spoke with some
19 of the local legislators and
20 voiced our concerns about this.
21 It's not that we don't want our
22 students to be compensated for
23 the work they. Do the issue
24 here in reality is whether or
25 not the clinical locations will

Sample footer

79

1 allow us to place a students
2 because now they will cost them
3 minimum wage to have them. The
4 bill received so much opposition
5 to the writer of the bill
6 actually withdrew the bill and
7 essentially become an inactive
8 bill so we don't have a lot of
9 information on this bill. The
10 [INAUDIBLE] protection act. We
11 oppose that bill and most of the
12 colleges opposed the bill. Not
13 because we don't want to have
14 legislation that protect our
15 athletes. It was because it

16 wasn't colleges. It was based
17 on four year universities like
18 USC and UCLA and so forth. They
19 have very different athletic
20 programs and their funding for
21 athletics is probably larger
22 than the funding to operate 100%
23 of this college, so the fees
24 associated with it, the
25 requirements associated with it

Sample footer

80

1 were things things that the
2 community college wasn't likely
3 to comply with so essentially it
4 didn't pass. It's likely to
5 resurface maybe in a year or the
6 following because obviously
7 there is a need to create
8 legislation to protect the
9 student athletes, but obviously
10 we will have to take a different
11 shape to address the needs of
12 community college athletic
13 programs which as you know work
14 vastly different than the

15 athletic programs in four year
16 institutions. We have some of
17 the other bills that are
18 potential concern for us, not
19 necessarily a concern but will
20 impact us. AB 1018 and Student
21 Equity Plan so includes
22 homeless, LGBTQ students as
23 independent categories and we
24 have to report them as any other
25 group that we will report

Sample footer

81

1 currently in our Student Equity
2 Plan. Obviously this will
3 require us to collect data in a
4 different way and to
5 disaggregate the data in Ia
6 different way which obviously
7 work that we have to do. We
8 obviously will find a way to get
9 it done. We have the youth
10 program -- 67 -- and let me look
11 at my notes here. This bill is
12 actually going to impact Prop

13 98, and is going to have an
14 impact of \$360,000 on the
15 General Fund of Prop 98 and
16 (INAUDIBLE) cost of \$15,000 a
17 year and this bill will impose
18 new duties on Community College
19 Districts and county welfare
20 departments. The law impose
21 that the [INAUDIBLE] local
22 program and the -- the law will
23 implement a program and impact
24 of 360,000 to Prop 98. Have the
25 Santiago bill and a promise bill

Sample footer

82

1 and signed recently by the
2 Governor and this bill has been
3 controversial for the last
4 couple of years. It was
5 received with mixed support, not
6 necessarily because people are
7 not in favor of the promise
8 because it has impact on Prop 98
9 and essentially every bill that
10 we see pass continues to impact
11 Prop 98 where is essentially

12 where we get our funding from so
13 this particular bill looks to
14 provide one year of free tuition
15 to community college students.
16 However, the community college
17 has to be a first time college
18 student. Has to be enrolled
19 full time, 12 hours or less. Has
20 to not qualify to BOG Fee
21 Waiver. The college has to be
22 in the pathways program and has
23 to comply with Multiple Measures
24 so essentially has so many
25 caveats that it's projected to

Sample footer

83

1 only impact 19,000 students
2 across the state for a cost of
3 about \$31 million. Now there is
4 a problem with this. That is
5 based on old data meaning the
6 data that we currently have, the
7 large majority of our students
8 come to school part time. It's
9 also on the assumption our

10 economy is good. Meaning that
11 we don't have that many students
12 but remember that every time our
13 economy changes our full time
14 enrollment increases. The
15 calculations of how this bill
16 impact Prop 98 funding are not
17 necessarily correct with the
18 \$19 million so if we have a
19 significant increase of students
20 brand-new to college and taking
21 more than 12 credit hours the
22 amount of money will increase
23 obviously the higher we get from
24 19,000 students. If we were
25 going to divide this by 114

Sample footer

84

1 which are the colleges we're
2 talking about 166 students on
3 campus will benefit out of this.
4 We may have the potential of
5 receiving some -- a little more
6 than 100 some students out of
7 this based on the student
8 population that we serve, but

9 remember the majority of our
10 students, about 70 to 75% of
11 students already receive the
12 Governor's fee waiver so the
13 impact for us is not going to be
14 as significant as it could be in
15 other institutions. The AB504
16 triggers some changes on triple
17 SP funding and this is based on
18 a report that was provided to
19 the legislation and essentially
20 says that the colleges are not
21 necessarily using the triple SP
22 funding appropriately or let me
23 rephrased that. We're not
24 producing the results we were
25 expected to produce based on the

Sample footer

85

1 amount of funds that have been
2 allocated so what AB 504 is
3 asking is to have more specific
4 measurements of the actions that
5 we are taking to improve student
6 success on campus, so it falls

7 to the Chancellor's Office to
8 create the specific guidelines
9 that will be required for us to
10 continue to receive SSSP
11 funding. Now this is not
12 necessarily bad if the
13 consultation is collaborative
14 consultation but it could have
15 uneven consequences based on the
16 population of the different
17 districts serve, so if we have
18 populations that are impacted
19 and other districts are not
20 obviously achieving some of the
21 benchmarks will be relatively
22 easier in some colleges and
23 others if not done properly but
24 I don't think this bill is
25 necessarily bad because it's

Sample footer

86

1 going to create some
2 accountability on some of the
3 actions that we are proposing
4 and the good thing again is that
5 it's going to fall to the

6 Chancellor's Office to create
7 the criteria rather than to the
8 legislation to create the
9 criteria. AB 637 by
10 Assemblymember Medina. This is
11 an interesting bill and I
12 recently learned about this. It
13 wasn't on my radar to begin with
14 but essentially what this bill
15 is allowing cross enrollment on
16 community college online courses
17 which means that our students
18 are going to have an easier way
19 taking online classes in other
20 institutions and the host
21 institution is likely to receive
22 the FTE that we will lose which
23 puts pressure on us to be able
24 to develop our online programs
25 faster and keep the good quality

Sample footer

87

1 in order to be able to compete
2 for the enrollment as students
3 transition from one place to

4 another. Initially this bill
5 only applies to institutions
6 that are members of the online
7 educational consortia. Cerritos
8 College at this point is not but
9 that doesn't prevent the
10 students from going elsewhere so
11 one way or another we have to
12 catch up with this and professor
13 luelen has been working with the
14 faculty to ramp up the efforts
15 here but this is an interesting
16 bill that could trigger student
17 migration from one place to
18 another based on the
19 availability of classes. 776 is
20 a foster youth that is
21 essentially provide a safety net
22 for students under 18. When
23 some changes on the status take
24 place they're likely to become
25 homeless so this particular bill

Sample footer

1 is going to create a safety net
2 to make sure that students under

3 19 -- foster youth under 19 are
4 not left without a place to stay
5 or to become homeless based on
6 changes on their different
7 status.

8 >> Can we go back to that one
9 real quick? I was just reading
10 it.

11 >> I'm sorry.

12 >> In this case what's the
13 definition of a college
14 dormitory?

15 >> For us?

16 >> Right. Does this have any
17 impact on us since --

18 >> Dr. Fierro: We don't have
19 dorms.

20 >> Okay. So no.

21 >> Dr. Fierro: The next one
22 is SB12 foster youth in higher
23 education and the bill requires
24 every child welfare agency to
25 assist foster youth in the

Sample footer

1 financial aid process. Requires
2 that the financial aid
3 commission to work with the
4 department of social services to
5 develop an automated service for
6 their status for applying for
7 federal Pell grants. We do have
8 a very strong foster youth
9 program. We do quite well with
10 our program and we have
11 implemented a number of these
12 initiatives even before this was
13 signed so it will have an impact
14 on us we are working in that
15 particular manner. We have
16 foster youth records and grants
17 and this is an important bill
18 actually for foster youth. If
19 you're in a foster home and your
20 records is only accessible to
21 your parents that is detrimental
22 to your academic progress so
23 this bill is allowing their
24 caregivers to have access to
25 that documentation. Obviously

Sample footer

1 as long they're under 18 years
2 of age. You know some of the
3 documentation -- parents or
4 caregivers are aware of the
5 academic status of the students
6 they can help them to make sure
7 they stay on track and if
8 they're in a foster house
9 obviously access to their
10 parents is probably not easy or
11 desirable at any -- at some
12 point, so this bill allows that
13 and is for the betterment of our
14 foster youth. So we have
15 student hunger which essentially
16 spans the eligibility for
17 CalFresh and we have been
18 working on that on campus. We
19 have a CalFresh drive trying to
20 sign as many students as
21 possible. About 80% of Cerritos
22 College students could qualify
23 for CalFresh and that is just
24 based on the data that we have
25 from financial aid for the

1 applications that students meet.
2 However, many of them qualify
3 for CalFresh not many of them
4 have actually done the paperwork
5 to be able to access CalFresh so
6 we're actively engaging our
7 students to make sure that they
8 submit the paperwork and if
9 they're qualified we walk them
10 through the process so they're
11 able to receive this help and
12 try to reduce student hunger and
13 that's it.

14 >> President Lewis: All
15 right. Any questions or
16 comments from any Board Members?
17 Trustee Birkey.

18 >> James Cody Birkey: What is
19 the criteria in order to be
20 eligible for CalFresh?

21 >> Dr. Fierro: Dr. Johnson
22 would you help me out with that
23 please?

24 >> [INAUDIBLE] [Off Mic].

25 >> President Lewis: Okay.

Sample footer

92

1 Anyone else? Okay. That's it.
2 Thank you. Next we will move
3 to Number eight, to receive the
4 initial proposal of the Cerritos
5 College Faculty Federation, AFT
6 Local 6215 to the Cerritos
7 Community College District for
8 negotiation of the CCFE district
9 Collective Bargaining Agreement
10 for the period July 1,
11 2018-june 30, 2021 and
12 notification of a Public Hearing
13 at the November 15 regular board
14 meeting. I will entertain a
15 motion to receive and file.
16 >> [INAUDIBLE].
17 >> There's a motion. Is there
18 a second?
19 >> Second.
20 >> There is a second. Is
21 there any discussion or any
22 objection to the adoption of
23 this motion? Seeing none motion

24 passes. And we move to Item

25 nine which is the other way

Sample footer

93

1 around. The college to CCFF and

2 --

3 >> [INAUDIBLE].

4 >> Thank you. There's a

5 motion. Is there a second?

6 >> Second.

7 >> President Lewis: There's a

8 second. Is there any objection

9 to the adoption of this motion?

10 Seeing none the motion carries

11 and we move to administrative

12 items. Number ten consideration

13 of approval of Board Advisory

14 Committee membership in which we

15 will revise the membership of

16 the Bond Construction Advisory

17 Committee in accordance with the

18 board policy we 20 and the Board

19 Members will be Trustee Liu,

20 Trustee Birkey and ca Board

21 Member Camacho-Rodriguez. Do

22 you all accept this?
23 >> Yes thank you.
24 >> Aye.
25 >> President Lewis: All

Sample footer

94

1 right. It is unanimous. With
2 that we need I motion from the
3 board to make these finalize
4 said so I will entertain a
5 motion at this time to approve
6 the Board Members.
7 >> [INAUDIBLE].
8 >> President Lewis: There's a
9 motion. Is there a second?
10 >> Second.
11 >> President Lewis: We have a
12 second. Is there any objection
13 to the adoption of this motion?
14 Seeing none congratulations and
15 we hope to hear much from you in
16 the coming year. With that --
17 what time is it? Okay. We
18 will go to reports and comments
19 from district officials starting
20 with the Student Trustee Avalos.

21 >> No comments. But it's not
22 too late to get together and
23 build a float.
24 [Laughter]
25 >> No comment.

Sample footer

95

1 >> No comment. Thank you.
2 >> All right. And Dr. Fierro.
3 >> Homecoming Saturday. Be
4 there or be square. A lot of
5 food on the pre-show so
6 hopefully if you're listening
7 come in. We will do the pre-game
8 reception with the students and
9 nachos and chili and something
10 else and tasty. Last Saturday
11 we had the opportunity to --
12 Sunday and had the opportunity
13 to run a half marathon with the
14 student veterans and 35 people.
15 All of our students finished.
16 Some with a smile, some in
17 significant pain but they did
18 finish. We had a really good

19 time and it was a really great
20 experience for me. I usually
21 don't train with anyone. I do
22 it by myself so having the
23 opportunity to meet with them
24 every Thursday and develop a
25 relation with them and learn

Sample footer

96

1 about their stories and what
2 they're doing and what they plan
3 to do it was great. I learn a
4 lot from being with camaraderie
5 and the bond and I don't want to
6 assume they understand but I
7 have a better understanding of
8 the bond they have and how much
9 they care for each other and
10 that was so, so, so evident
11 during the race. At the end of
12 the race there was one of our
13 runners they started to cramp
14 and it was so hard he couldn't
15 walk. Two of the other guys
16 walk and carry him for almost a
17 mile to make sure he cross the

18 finish line with them so they
19 did not leave him. They stopped
20 and did the whole thing together
21 so it was a really good
22 demonstration of camaraderie and
23 collegiality and just
24 essentially caring for each
25 other, so it was a great event,

Sample footer

97

1 and I was hoping to teach them
2 some techniques on running but I
3 learned about being part of a
4 team and I appreciate the guys
5 and everyone actually that
6 showed up to support our team so
7 we will be doing this soon so
8 hopefully all of you start
9 training for the next run.
10 >> [INAUDIBLE] [Off Mic].
11 >> President Lewis: Dr. Liu.
12 >> No report.
13 >> President Lewis: Trustee
14 Birkey.
15 >> No report other than go

16 Falcons.
17 >> President Lewis: All
18 right. I had the opportunity to
19 attend the Flapjack Fundraiser
20 for the Cerritos College
21 veterans scholarship held at the
22 Applebees Norwalk and imperial
23 and I always love to see the
24 community coming out and
25 supporting our veterans.

Sample footer

98

1 Unfortunately I won't be able to
2 make it to the dinner on the
3 23iff but nonetheless go
4 Falcons. Also I attended the La
5 Mirada volunteers dinner in
6 which the city recognizes over
7 300 volunteers that work at the
8 city at splash and various parks
9 in La Mirada and hosted at
10 splash and well attended with a
11 Hawaiian theme and the cultural
12 dances for anything you imagine
13 basically. I also went to the
14 [INAUDIBLE] restaurant or the

15 Falcon restaurant hosting
16 [speaking Spanish]
17 -- this was last week the
18 presentation was fantastic and I
19 am looking forward on their job
20 expo starting tomorrow and the
21 food competition on Friday so I
22 will be on campus at that time
23 to come and watch the
24 festivities and the teeth
25 griding of the competition. I

Sample footer

99

1 attended the La Mirada ebell
2 fundraiser and it's the womens'
3 service club of which they have
4 a chapter in La Mirada and they
5 had a bingo night which you may
6 think they're all older senior
7 women but they're not, so which
8 is --
9 [Laughter]
10 --
11 >> [INAUDIBLE] [Off Mic].
12 >> No. No. They're still

13 twice my age. Still twice my
14 age in the younger ones and I
15 have a girlfriend of three years
16 just to put that out there, just
17 to put that out there.
18 >> [INAUDIBLE] [Off Mic].
19 >> Yeah, yeah, so that was
20 good and it was well attended
21 and well funded so that was in
22 the past. In the future looking
23 forward to judging the floats
24 which is a video game
25 competition which goes to more

Sample footer

100

1 to my expertise and I will be
2 very glad to provide that for
3 the competition but I will
4 refrain from nerding out too
5 much at least on the form you
6 might see some drawings and such
7 but other than the that La
8 Mirada theater is hosting an
9 open house on Sunday in the
10 afternoon if you want to come by
11 and see their celebration of

12 their 40th anniversary. They
13 recently had Tony Bennett who
14 was the opener 40 years ago come
15 and perform this last week on
16 Thursday and despite being
17 pretty up there he still has
18 enough wind in his lungs to
19 continue to sing at a great
20 performance so it was well
21 attended. Unfortunately I
22 couldn't attend myself but
23 Councilman Lewis did so on my
24 behalf and he also went to this
25 Rosecrans mark -- [INAUDIBLE]

Sample footer

101

1 road separation and it's the
2 single dangerous rail crossing
3 in the State of California.
4 Rosecrans and technically in
5 Santa Fe Springs but between La
6 Mirada and Norwalk and there
7 have been as I recall three
8 deaths in that year just at that
9 railing crossing there so there

10 was a community meeting just on
11 October 17, yesterday, to talk
12 about a grade separation project
13 which there will be an underpass
14 what is currently at Valley View
15 and stage, so that has been
16 entirely helpful to those that
17 commute at that intersection in
18 both directions and we look
19 forward to the underpass that
20 will be coming but not the
21 traffic and blockage from the
22 construction so if you want to
23 see anymore detailed plans of
24 what this underpass will look
25 like you can go to Councilman

Sample footer

102

1 John Lewis' page. He has posted
2 it on there so with that we will
3 now go into close session. We
4 have two items. We have a
5 conference with real property
6 negotiator pursuant to
7 Government Code 54956. eight
8 which the district negotiator is

9 the Vice President of Business
10 Services and property subjected
11 to negotiation is in the
12 Southwest portion of the
13 Cerritos College campus and the
14 close session discussion is
15 related to the lease of the
16 property in the Southwest
17 portion of the Cerritos College
18 campus as well as item Number 12
19 difference with labor
20 negotiators and there is no read
21 out. With that we will go to
22 close session.
23 [GAVEL]
24 Thank you.
25

Sample footer