



**CERRITOS
COLLEGE**

SHARED GOVERNANCE SELF-EVALUATION REPORT:

July 18, 2023



**Institutional Effectiveness,
Research, Planning & Grants**

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Introduction

Shared governance is a structure and inclusive process, through which various campus constituents participate and collaborate in the development of policies and in decision-making that impact Cerritos College. In accordance with Title 5 of the Education Code and approved Board of Trustees policies, the goal is for this process to encourage the campus community to work together to address college issues and develop innovative recommendations which are then forwarded to the college president and governing board.

An important step in pursuing this goal is to ask committee members for their own self-reflective observation regarding how well their committee's processes, interactions, and outcomes during the academic year reflect this goal. An additional purpose for collecting this information is to improve the functioning of committees for continuous improvement of institutional effectiveness.

The findings for this report are the overall Shared Governance Self-Evaluation results. Findings for respondents who self-identified as serving on the Access to Completion and Equity, Accreditation, Arts in Public Spaces, Coordinating, Department Chairs, Digital Learning, Diversity and Equal Employment Opportunity Advisory Committee, Employee Development, Enrollment Management, Facilities Planning, Faculty Professional Development, Hiring Standards, Information Technology Standards, Instructional Program Review, Outstanding Classified/Confidential Employee Selection, Planning and Budget, Sabbatical Leave, Safety, Student Learning Outcomes, and Student Life Committees are provided in this report.

Methodology

The Office of Institutional Effectiveness, Research, Planning, and Grants (IERPG) developed the survey utilizing Qualtrics. The survey was administered from the President's Office, with an email going to each Committee Chair instructing them to share the survey with the committee (notifications and reminders varied on the committee). If a person served on more than one committee, that person was asked to complete a survey for each committee they served on. On average, it took 5 minutes to complete the survey and was open from March 1st, 2023, through the end of the term, June 30, 2023.

Findings

There are 15 Institutional Committees and 10 Faculty Senate Committees. Table 1, the Institutional Committees, and Table 2, the Faculty Senate Committees, list the Shared Governance Committees¹, along with their member composition, number of members who participated in the self-evaluation, and the committee response rate.

Response rates fared well across the various committees with the majority of Institutional Committees having most of their membership participate. Three-fifths of the Institutional Committees did not count with a response rate of more than half of the participating members with two committees having no

¹ <https://www.cerritos.edu/president/shared-governance/committees.htm>

Table 1. Institutional Committees (2022 – 2023)

| Institutional Committees | Committee Composition | Participant Count | Response Rate |
|--|------------------------------|--------------------------|----------------------|
| College Committee on Access to Completion and Equity (ACE) | 30 | 15 | 50% |
| College Committee on Accreditation | 10 | 2 | 20% |
| College Committee on Arts in Public Spaces (CAPS) | 11 | 4 | 36% |
| College Coordinating Committee | 15 | 12 | 80% |
| College Committee on Employee Development | 12 | 1 | 8% |
| College Committee on Enrollment Management | 20 | 5 | 25% |
| College Diversity and Equal Employment Opportunity Advisory Committee (DEEOAC) | 11 | 8 | 73% |
| College Committee on Facilities Planning | 13 | 2 | 15% |
| College Committee on Faculty Hiring Prioritization | 29 | 0 | 0% |
| College Committee on Information Technology Standards | 14 | 4 | 29% |
| College Committee on Outstanding Classified/Confidential Employee Selection | 15 | 1 | 7% |
| College Committee on Planning and Budget | 21 | 14 | 67% |
| College Committee on Student Life | 17 | 11 | 65% |
| College Committee on Web Standards | 17 | 0 | 0% |
| District Committee on Safety | 16 | 10 | 63% |

Table 2. Faculty Senate Committees (2022 – 2023)

| Faculty Senate Committees | Committee Composition | Participant Count | Response Rate |
|--|------------------------------|--------------------------|----------------------|
| Senate Committee on Academic Excellence | 17 | 0 | 0% |
| Senate Committee on Curriculum | 19 | 0 | 0% |
| Senate Committee on Department Chairs | 71 | 1 | 1% |
| Senate Committee on Digital Learning | 15 | 8 | 53% |
| Senate Committee on Faculty Professional Development | 15 | 9 | 60% |
| Senate Committee on Hiring Standards | 18 | 10 | 56% |
| Senate Committee on Instructional Program Review | 19 | 10 | 53% |
| Committee on Professional Relations | 16 | 0 | 0% |
| Senate Committee on Sabbatical Leave | 11 | 4 | 36% |
| Senate Committee on Student Learning Outcomes | 22 | 2 | 9% |

participation. Four Senate Committees had a response rate of over 50%, while one committee had slightly higher than a third respond, two committees had less than 10% respond, and three committees had no responses.

Committee composition include various campus constituent groups including classified staff,

confidential staff, faculty, contract management, management, and students. Figure 1 summarizes the position of the responding members. Most respondents indicated they were faculty members followed by management.

Figure 1. Respondent Position on Campus

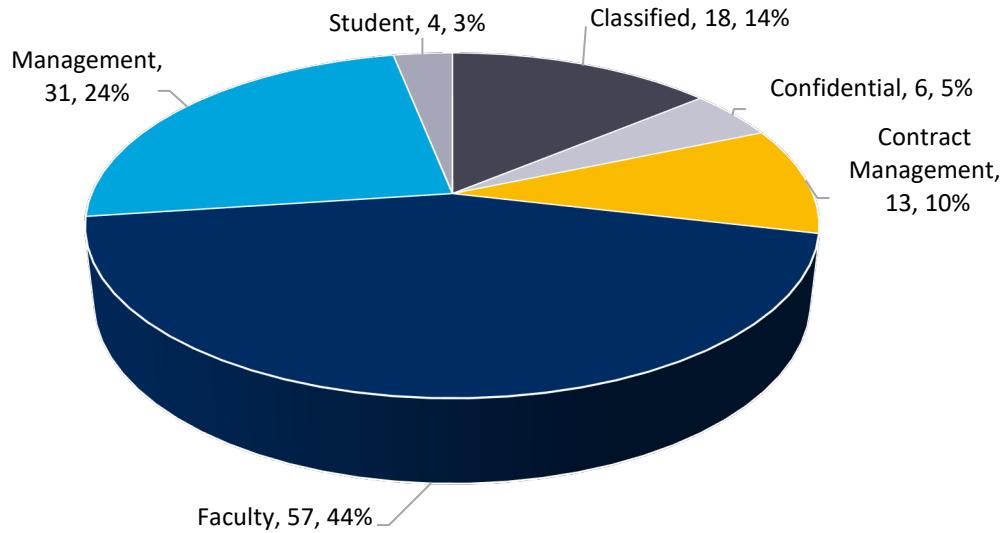


Figure 2 and Table 3 show that most respondents believed that the processes, interaction, and outcomes of the committee were “almost always” or “often” collaborative (94%) and transparent (93%). Respondents were equally as likely to indicate that processes, interaction, and outcomes of the committee were “almost always” or “often” evidence-based (85%), efficient (87%) and effective (87%).

Figure 2. Characteristic Reflected in the Committees Processes, Interactions, and Outcomes

Reporting almost always and often

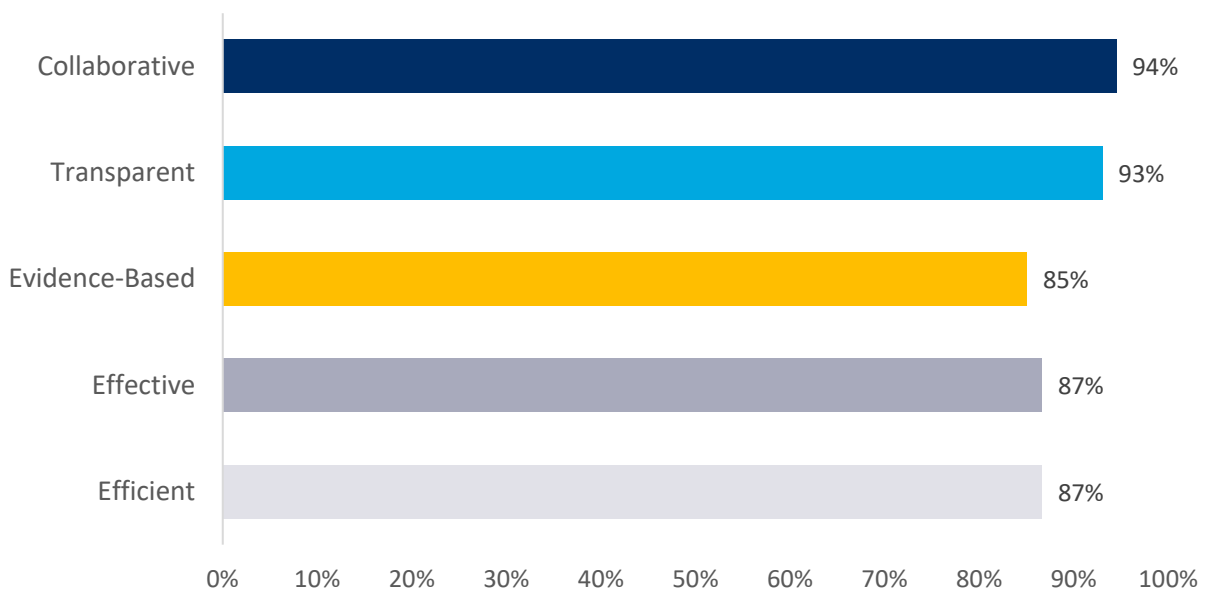


Table 3. Characteristic Reflected in the Committees Processes, Interactions, and Outcomes

| Statement | Almost Always | | Often | | Sometimes | | Seldom | | Almost Never | | Total |
|----------------|---------------|-----|-------|-----|-----------|-----|--------|----|--------------|----|-------|
| | # | % | # | % | # | % | # | % | # | % | |
| Collaborative | 96 | 74% | 24 | 19% | 6 | 5% | 3 | 2% | 0 | 0% | 129 |
| Transparent | 92 | 72% | 28 | 22% | 7 | 6% | 0 | 0% | 0 | 0% | 127 |
| Evidence-Based | 77 | 61% | 31 | 24% | 14 | 11% | 5 | 4% | 0 | 0% | 127 |
| Effective | 74 | 58% | 36 | 28% | 13 | 10% | 4 | 3% | 0 | 0% | 127 |
| Efficient | 75 | 59% | 35 | 28% | 12 | 9% | 5 | 4% | 0 | 0% | 127 |

Committee members were asked to rate their perception on the committee’s communication practices. Respondents were asked how comfortable they felt contributing ideas, if they felt their ideas were treated with respect, and if they felt they had opportunities to provide input. Most respondents “agreed” or “strongly agreed” with all three statements asked with the majority falling within the “strongly agree” category (see Figure 3 and Table 4). Four respondents indicated they “disagreed” with feeling comfortable contributing ideas, two respondents indicated they “disagreed” with feeling their ideas were treated with respect, and three respondents indicated they “disagreed” with feeling they had opportunities to provide input.

Figure 3. Committee Communication Practices

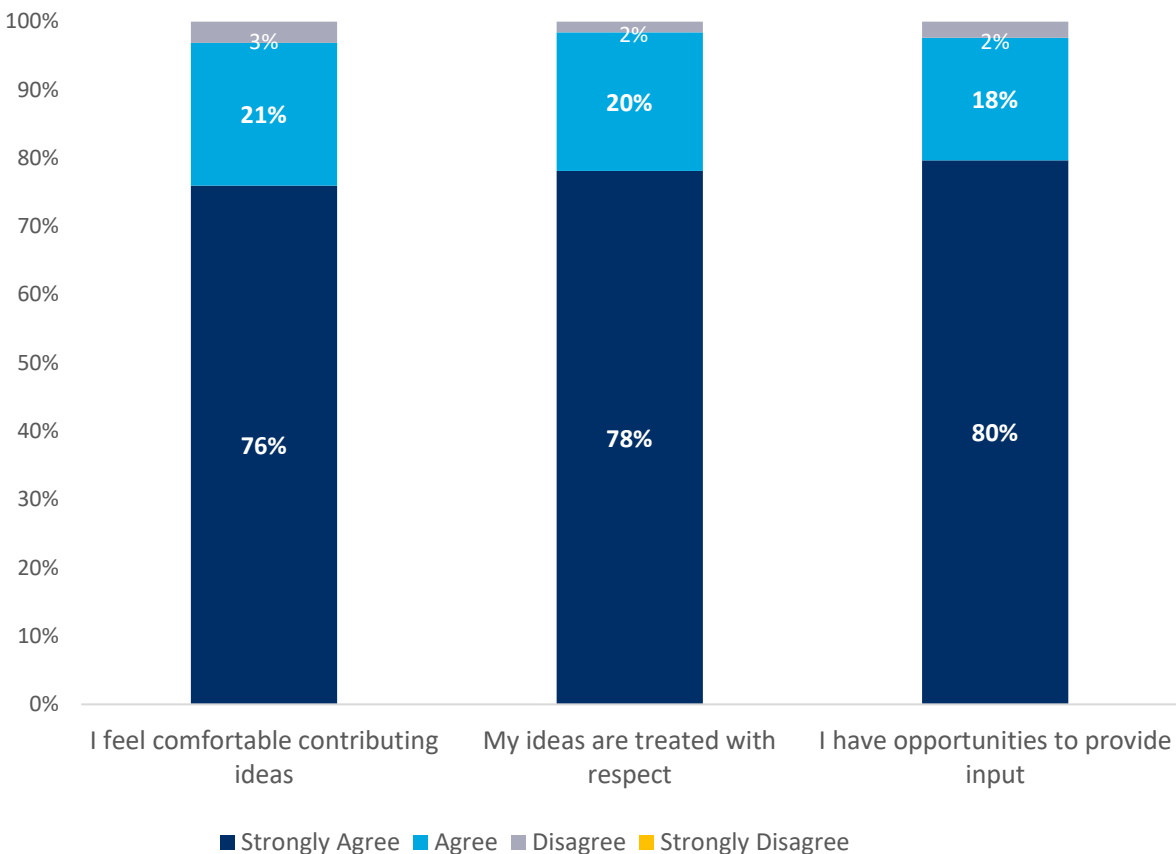


Table 4. Committee Communication Practice

| Statement | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Total |
|---------------------------------------|----------------|-----|-------|-----|----------|----|-------------------|----|-------|
| | # | % | # | % | # | % | # | % | |
| I feel comfortable contributing ideas | 98 | 76% | 27 | 21% | 4 | 3% | 0 | 0% | 129 |
| My ideas are treated with respect | 100 | 78% | 26 | 20% | 2 | 2% | 0 | 0% | 128 |
| I have opportunities to provide input | 102 | 80% | 23 | 18% | 3 | 2% | 0 | 0% | 128 |

Committee Members were asked if they accomplished their set goals for the year. As illustrated in Figure 4, slightly over four-fifths of the responding committee members indicated having met the committee goals for the year. Less than 5% indicated not having met the committee goals while a little more than a tenth indicated “other.” Those indicating other were given the opportunity to expand on their response. Table 5 lists the responses by committee.

Figure 4. Committee Goals Accomplished

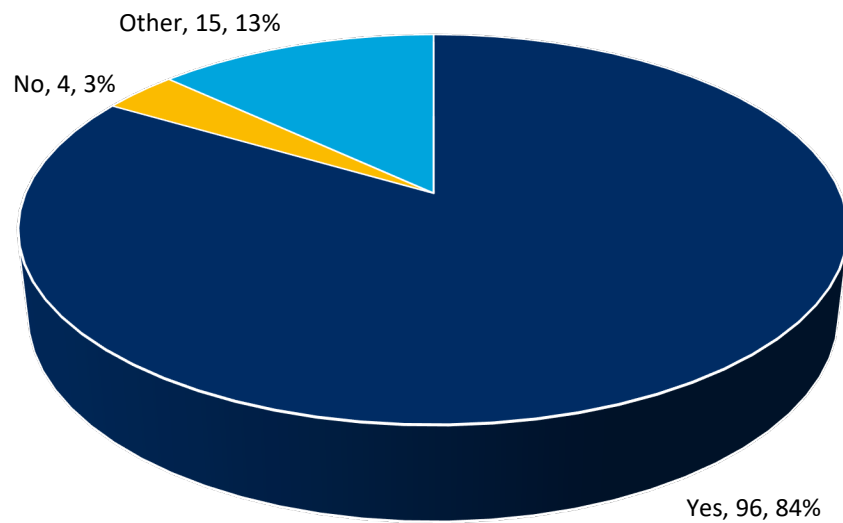


Table 5. Committee Goals Accomplished - Other

| Institutional Committees | |
|---|--|
| Access to Completion and Equity (ACE) | |
| Unsure - no evidence of it | |
| Last year's goals are ongoing. | |
| I feel like the goal was this year was trying to figure out our goals for this year and for the next year | |
| not sure | |
| Some goals are still pending | |
| It seems we spend the majority of time trying to figure out our purpose. | |
| Accreditation | |
| Goals were not set for 2022-2023 | |
| Diversity and Equal Employment Opportunity Advisory Committee (DEEOAC) | |
| EEO Plan Focus | |
| Facilities Planning | |
| Not sure, I joined the committee halfway through the year | |
| Planning and Budget | |
| <ul style="list-style-type: none"> • Provide information to committee members and campus constituents to understand further the Student Center Funding Formula (SCFF) (Goal D: Improving Internal and External Communication) • Committee members will continue to be proactive in regularly sharing and disseminating information and updates with their respective constituent groups. (Goal D: Improving Internal and External Communications) can be improved | |
| Safety | |
| New to Committee | |
| I never remember having goals | |

Faculty Senate Committees

| | |
|---|--|
| Department Chairs | |
| I don't know what they were | |
| Digital Learning | |
| The goals keep evolving because of all the changes in the area of online education as we came out of the pandemic. But the goals at the beginning of the year were met. | |
| Faculty Professional Development | |
| Most goals are ongoing, but we have made progress in all areas | |

Respondents were asked to evaluate the committee’s governance, operations, member relations, communication with constituencies, resources, and conduct. Overall, committee members responded positively to all statements with most respondents selecting “good” or “very good” (see Table 6). All areas received at least three-quarters of responses in this rating range. *Information from committee to constituency groups* and *Communication from committee to campus* had slightly less than a fifth of respondents rate the area “fair.” The area of *Communication from committee to campus* and *Training/mentoring committee members* had the highest ratings in the lower end of the rating spectrum. A little less than a tenth rated the area “poor” or “very poor.” These areas were identified as

an area for improvement.

Table 6. Committee Member Response to Overall Committee Work

| Statement | Very Good | | Good | | Fair | | Poor | | Very Poor | | Total |
|---|-----------|-----|------|-----|------|-----|------|----|-----------|----|-------|
| | # | % | # | % | # | % | # | % | # | % | |
| Clarity of Charge | 81 | 64% | 28 | 22% | 13 | 10% | 4 | 3% | 0 | 0% | 126 |
| Communication within committee | 84 | 67% | 31 | 25% | 8 | 6% | 3 | 2% | 0 | 0% | 126 |
| Information from committee to constituency groups | 66 | 54% | 32 | 26% | 22 | 18% | 2 | 2% | 1 | 1% | 123 |
| Information from constituency groups to committee | 57 | 46% | 45 | 36% | 18 | 15% | 4 | 3% | 0 | 0% | 124 |
| Communication from committee to campus | 63 | 51% | 29 | 24% | 22 | 18% | 8 | 7% | 1 | 1% | 123 |
| Access to data | 65 | 52% | 40 | 32% | 18 | 15% | 0 | 0% | 1 | 1% | 124 |
| Access to meeting space | 92 | 73% | 29 | 23% | 3 | 2% | 2 | 2% | 0 | 0% | 126 |
| Access to other resources (i.e., best practices, materials, etc.) | 71 | 57% | 41 | 33% | 6 | 5% | 6 | 5% | 0 | 0% | 124 |
| Training/mentoring committee members | 58 | 47% | 40 | 33% | 16 | 13% | 7 | 6% | 2 | 2% | 123 |
| Establishment of expectations for the committee | 73 | 58% | 30 | 24% | 16 | 13% | 7 | 6% | 0 | 0% | 126 |
| Adherence to established expectations | 74 | 59% | 35 | 28% | 14 | 11% | 3 | 2% | 0 | 0% | 126 |

Committee members were given the opportunity to share what they considered to be the committee’s most significant accomplishment for the year, the improvements most needed, and any additional comments they wanted to share. Tables 7 through 9 are complete lists of the comments provided by the committee members.

Responses to the most significant accomplishments ranged given the range of committees. Most were highly associated with organizational and procedural accomplishments, refinement of committee purpose and goals, and task specific successes. Areas for improvement ranged from communication processes, clearer purpose and goals, consistency, efficiency, access to detailed data, and training. The additional comments were a mix of acknowledgement to individuals within the committees and further thoughts on areas of improvement.

Table 7. Significant Accomplishments during 2022-2023 year by Committee

Institutional Committees

| Access to Completion and Equity (ACE) |
|--|
| Set goals |
| One of the task forces developed a plan for and implemented auto-awarding of degrees. Clarified scope of the committee for next year and narrowed down to one measurable goal for the year. |
| Auto award degree (with option to opt out) - set up task force to research option pros and cons. |
| This committee feels unfocused. We need to focus the efforts on supporting the GP and Equity work. |
| Regular discussions and assessment of the targeted goals. |
| I think the leadership of this committee inherited the vision from another administration team. There was lack of clarity last year and we spent most of the year trying to figure out if the group should continue. It seems that a specific accomplishment is narrowing down our goal to focus on math and English enrollment and retention next year. A second accomplishment is the implementation of auto-award for degrees and certificates. This seems like it will be a game-changer for students. |
| bringing the 20-30 goals set out down to 5 main goals |

| Accreditation |
|---|
| Developed a timeline and outline to complete the Midterm Report due March 15, 2024. |

| Arts in Public Spaces (CAPS) |
|---|
| Acquiring new art for the campus community Developing networks for our students to be involved in Communicating with new and relevant artists |
| Gronk show, the big painting with the old music device that looks like a curtain, equity center gallery (so far so good) |
| Brian Cooper Purchase Getty Internship Planning for Ground Exhibit PAC Facade Approval of purchase for new works |

| Coordinating |
|--|
| 4. Committee reviewed and approved revised Board Policies and Administrative Procedures Continuous Review Cycle Document. The Committee reviewed and approved as needed revisions to Chapter 3 and other Board Policies and Administrative Procedures brought forth. |
| Approved several AP & BP Policies |
| Removing the requirement for students and faculty check-in prior to coming to campus |

| |
|---|
| <p>1. Committee members intentionally shared and disseminated information and updates with their respective constituent groups. (Goal D: Improving Internal and External Communication)</p> <p>2. Committee reviewed Chapters 3 Board Policies and Administrative Procedures then approved recommended revisions to these policies and procedures as presented. (Goal F: Enhancing Organizational Effectiveness)</p> <p>3. Committee reviewed and approved recommended revisions to board policies and administrative procedures as indicated below. (Goal F: Enhancing Organizational Effectiveness)</p> <p>4. Committee reviewed and approved revised Board Polices and Administrative Procedures Continuous Review Cycle Document (Goal F: Enhancing Organizational Effectiveness)</p> |
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| Decisions regarding policy and procedures and updates under the CCLC model. |
| Continuing the transition from Covid back to the "in-person" world. This created many "ripple effects" that had to be navigated and planned for. |
| Committee reviewed and approved recommended revisions to board policies and administrative procedures. |

| Diversity and Equal Employment Opportunity Advisory Committee (DEEOAC) |
|--|
| working toward the EEO plan completion. |
| Developing the EEO Plan Goals |
| EEO plan!!!! |
| Creating the EEO Plan and receiving training in EEO legislation and practices |
| Completed three 2-hour planning sessions to collaboratively identify activities for the new EEO Plan. Completed training with legal firm on new Title 5 EEO regulations. |
| This the committee established itself with new committee members. The committee assessed various projects HR envisioned as part of the EEO plan. It awaited the changes from the EEO regulations. Once the regulations were updated the Committee worked with HR through a series of retreats in order to determine past practice and future interests. These retreats allowed the group to gather cohesion, and the ability to support the charge of EEO best practices. The plan is being finalized so that it can be shared with the college constituencies as a whole. |
| Draft EEO Plan |
| EEO Plan |

| Employee Development |
|---|
| The committee primarily focuses on the development of Falcon Day. |

| Enrollment Management |
|--|
| Unfortunately, I am not sure. There have been so many changes to the leadership of the committee during the same time that I was away for an extended leave. It has been hard to catch up to the changes and new direction of the group. I am not sure if they original taskforces that were collaborating were ever effective in their charge. Where they disband at the appointment of the new leadership? |
| Develop the 2023-2025 Enrollment Management Plan Collaborated with relevant committees and departments to facilitate implementation and measure effectiveness of strategies identified by the Enrollment Management Academy team. |
| Researching why students weren't returning to the college. |

| Information Technology Standards |
|---|
| The committee met regularly to review and discuss all matters pertaining to the district's IT standards. The group effectively monitored and addressed any issues pertaining to technology upgrades needed for the college. |
| Getting to the point of installing High Flex Classrooms |

| Planning and Budget |
|---|
| Not sure |
| establishing a set timeline |
| Budget Updates |
| Housing program |
| Open discussion regard HEERF |
| I don't know we accomplish things on this committee. Much of our time is spent reviewing information and then being told that information will go to the board. |
| Conducted a training and review of the Planning and Budget Committee structure and process at the beginning of the academic year to familiarize members with their role. Improved internal and external communication by ensuring the committee website is up-to-date, planning calendar/timelines are discussed and posted online, and budget updates are routinely provided. |

| Safety |
|--|
| addressing safety issues on campus |
| New to Committee so I haven't seen any yet. |
| I don't think we really accomplished much at all. just spent the year talking. |
| 1) Redoing the safety signs on the campus. 2) Cameras in areas that needed them. 3) Access for students needing support. |
| - Production and distribution of updated Safety Posters throughout campus - Identified & addressed physical safety issues around campus due to long term closure from COVID - Development of campus safety app – Rave Guardian |

| Student Life |
|--|
| Ready Education App Implementation. Will launch this year. (Promoting Student Life on Campus -Goal 1). Revised AP5520 & AP5530 (Goal 3) Selected Commencement Student Speaker. Developed Fall 2022 Common Student Questions Survey. Reviewed responses and implemented new ideas in line with the campus results, ex. way finding and tabling for Welcome Week. |
| Surveying campus administrative and front-desk staff to seek common questions and inquiries they receive from students the first week, to help create additional resources for the Spring semester. Creating and implementing a Student Commencement Speaker audition process. |
| They meet the stated goals and Commencement was a big success! |
| 2023 Commencement & Online Campus Phone Map & Information for Student Access |
| Graduation was a success. Gave students opportunities to engage on campus and online |

Faculty Senate Committees

| Digital Learning |
|---|
| Contributing to the development of faculty competency in online education; developing standards (and standard language) for online, hybrid, and HyFlex course delivery. |
| Creating a POCR Team and completing the POCR Certification process for three of the classes. |

| Faculty Professional Development |
|--|
| Continuing to provide flex opportunities to faculty |
| We continue to advise on the academic calendar and the impact on Flex that occurred and has been proposed. (Goals A-C) Improving communication with faculty: Newsletter and Division Meeting Announcements (Goals A, B) Improved faculty understanding of Flex reporting process (Goals A-C) Increased pd with equity focus and created Equity Practitioners; Institute (Goal D) Communicated with Union, Senate and Coordinating Committee about the challenges impacting the most accurate recording of faculty completed Flex hours and shared most accurate records of faculty participation in FLEX, corrected faulty data used by Administration. Contributed insight and direction to the Union, Senate, and coordinating committee regarding Flex. Have stayed informed on the progress of hiring an instructional designer. |
| Provided an abundance of relevant and timely training opportunities for faculty. |
| Facilitating the creation of professional development events that encourage an equity mindset and expanding awareness of these events, presenting the annual CTX award for professional development, discussing the transitioning campus FLEX program and the committee's role. |
| Developing new courses for faculty members to choose from and develop their training. |
| Figuring out what to recommend to the board about flex hours |
| Newsletter is a success to get information to all faculty on available workshops. Also, we had a great line of communication regarding FLEX hours and how we would like to adjust in the future. |
| Not really sure |

| Hiring Standards |
|--|
| Committee voted to approve or deny six equivalency requests. |
| Equivalency Requests were completed in a timely manner |
| Completing our equivalency requests asap. |
| Efficient zoom meetings and emails to vote on. |
| Timely evaluation and processing of multiple equivalency requests in a robust and collaborative fashion. |
| Reviewed 6 so far |
| Establishing consistency in the way equivalencies are evaluated. Being responsive to the needs of the departments for hiring processes |

| Instructional Program Review |
|---|
| Creating a presentation template for programs presenting to the IPR Committee. |
| The committee approved a template for departments to follow and help guide their report writing and visitation presentation. |
| Reviewed many programs successfully. |
| The committee is on schedule to complete 10/11 programs identified for review in the 2022-2023 school year. The committee has an organized format to support departments through the IPR process, and has increased its support through the development of a PowerPoint template for the presentations/visits. The committee members provide consultation and guidance to programs undergoing review through assignment of liaisons. The committee has held its regularly scheduled meetings on the 1st & 3rd Tuesdays of the month and has scheduled programs for review during the 2024-2025 academic year. An orientation is held annually for programs that will be undergoing review in the following academic year. The website holds current information on programs under review for the current and next academic years. The director of IERPG meets with committee members on how to review data and include that in their reports in eLumen. |
| Working with all of the departments being reviewed to ensure reports were comprehensive and aligned to expectations. All departments that presented went through the process will be approved. |
| Creating a template for a Slideshow for the Presentation. Most of the credit goes to the committee chair. Also, deciding to remain an instructional program review, and not a services program review as well. |

| Sabbatical Leave |
|---|
| The SLC successfully processed applications for sabbatical in the fall and successfully processed sabbatical reports in the spring. |
| We planned and met our goals. Meetings always on time and the chair is wonderful. |
| Review reports |

Table 8. Areas for Improvement by Committee

Institutional Committees

| Access to Completion and Equity (ACE) |
|---|
| Alignment with campus goals and students served. It is too big of a committee, and work is left to only a few members or not done at all. |
| Improvements are already being addressed by Dr. Brammer. The committee's purpose was not well-defined and understood by the members. Dr. Brammer solicited input and subsequently made well-considered recommendations for next year, which were approved by the committee at our last meeting of 2022-2023. I look forward to the work we will be doing next year with a renewed sense of purpose and motivation. |
| The group is too large to effectively have conversations of successful action points. We also need to have people responsible for individual tasks that they can see to completion. |
| Clear purpose, goals, and process. |
| With a significant leadership change last summer, the committee lacked direction, guidance and understanding of what our charge and goals were for the year. |
| In terms of membership, it feels like the committee needs more faculty. Not sure if they are on the committee and not showing up, or if we just need more faculty. It was mentioned that the first meeting of next year will be August 9th. Instructional faculty will not be back until the following week, so the meeting should be delayed by one week. |

| Arts in Public Spaces (CAPS) |
|---|
| None |
| Its very efficient as it is right now |
| N/A Committee is working well. It would be nice to have a community representative. |

| Coordinating |
|--|
| Not applicable |
| I have no suggestions for improvement. |
| Better communication from the committee to the campus. |
| N/A |
| All is good. |

| Diversity and Equal Employment Opportunity Advisory Committee (DEEOAC) |
|---|
| Nothing. All good. |
| Having the goals be clear and conveyed to committee members. |
| I would like to see the work of the committee guiding current hiring committees. I would also like to see a clear plan to gather information about the hiring process from hiring committees after they have identified and hired candidates. |
| Establishment of more specific goals for the academic year. |
| DEEOAC's charge this year was to support the diversity efforts through the development of the EEO plan. Given that the groups membership is new, changes and recommendations would be premature at this time. |

| |
|---|
| Data, I would like to see more data in terms of % demographics of employee membership and that to also be shared with the campus. |
| None |

| Employee Development |
|---|
| Given the changes in staffing within HR, and the fact that the Director of Diversity, Title IX and Compliance is new in the role as well as the VPHR, we would like the opportunity to better assess the programmatic needs of the group in order to recommend other opportunities or collaboration with the implementation of diversity initiatives. |

| Enrollment Management |
|---|
| Clear objective of purpose with smaller committee conversations to foster participation from all constituency groups. The meetings I have been able to attend since my return have been run/lead by a few participants with a large audience. It does not seem like there is participation from all or majority of members. |
| Giving more time to research data that is important and needs to be looked at closely. |

| Information Technology Standards |
|----------------------------------|
| None I can think of. |

| Planning and Budget |
|--|
| Decision making process. It seem that we only make recommendations, not really make decisions. |
| zoom format is best, in person is not needed |
| Setting goals and purpose |
| We could do more with the "planning" elements of setting goals and establishing funding goals around these. |
| Develops and recommends for approval the college's strategic goals Collaborates in the development of college-wide plans such as the Educational Master Plan and the Technology Plan, and makes recommendations to the Board for approval Ensures that planning and resource allocation are linked Develops and recommends for approval the college's annual budget and ensures that it reflects college planning priorities As a committee we can be more intentional about how general college fund is connected to our educational master plan, and the technology plan. As a committee, we do not get to really get to make recommendations. |
| NA |
| We need to know the purpose of PnB. Right now it just receives a lot of information. There isn't a clear understanding of the role of PnB in the planning process. For example, we reviewed some of the annual area plans in a meeting but we are not reviewing the ones we didn't get through. Why are we even reviewing them? We aren't able to address issues and/or provide meaningful input. We are just a pit stop. it feels like this committee exists just so that we can say we have a transparent planning process. |

- Develop a planning cycle ensuring all plans align to the Comprehensive Master Plan
- Provide information to committee members and campus constituents to understand further the Student Center Funding Formula (SCFF)
- Committee members will continue to be proactive in regularly sharing and disseminating information and updates with their respective constituent groups.
- Continue improving internal and external communication by ensuring the committee website is up-to-date, planning calendar/timelines are discussed and posted online, and budget updates are routinely provided.

| Safety |
|---|
| I would like to address providing better educational opportunities for campus officers. |
| Still learning what it's all about. |
| Meetings need to stop being on Zoom. They just were not very effective online. It made discussions less than ideal. One of the Committee Chair talks too much and the other one does not say much at all. I would say at least 60% of our meeting time is in a monologue from the chair. Meetings were cancelled too frequently. We need better and more attainable goals and review those during the year. Update the website. Last info is from 2021. |
| 1) Sharing information campus wide. 2) More input from the group. |
| Need more input from students and student groups |

| Student Life |
|---|
| Add more members: Alumni Relations representative, Admissions & Records representative, Public Affairs representative |
| N/A |
| None that I can think of at this time. |
| To have more student opinions |
| None |

Faculty Senate Committees

| Department Chairs |
|--|
| I would like more practical information and workshops about processes related to our work and less negativity. |

| Digital Learning |
|--|
| The committee is fine. The college needs more clarity around who takes ultimate responsibility for online education. Personally, I think it should be an executive-level responsibility on the administrative side, as well as the DE Coordinators on the faculty side. The college needs a clearer commitment to, and execution of, an online education strategy. |

| Faculty Professional Development |
|--|
| Data collection & analysis to help drive decisions |
| Much of our meeting time has been spent discussing and trying to minimize the impact on our professional development programs and Flex. That time could have been better spent educating new members of the college: administration, faculty, etc. of the quality and content of the PD program at Cerritos. |
| can't think of anything, it is a well functioning committee. |
| I believe the needs are currently being met and continue to improve. |
| none |
| Sometimes I felt we were not able to make decisions in a timely manner. Only meeting for 1 hour each much makes this a little difficult. |

| Hiring Standards |
|--|
| Everything is running smoothly. No significant changes needed. |
| Keeping records/updating them on the selected cloud platform forever. |
| Have clearly archived records of past decisions. |
| Would be helpful to establish a Teams channel for Hiring Standards so previous decisions can be referenced when evaluating applicants' qualifications for equivalency. |
| None as we are very collaborative |
| Not applicable |

| Instructional Program Review |
|---|
| Active support of and training support for chairs who need to present to IPR. |
| I feel like there needs to be more training on how to guide the report writers on how to access and interpret data from the data dashboard and to use this data to inform soliciting funding and resources. |
| The program is currently working to increase their support of departments who need assistance with meeting the timelines for their program drafts, analyzing the available data sufficiently, and understanding the process. There have been a few department chairs who needed extended time and assistance to complete their program review which impacted their ability to meet the deadlines. This can increase the amount of programs doing visitation with a limited number of meetings available. The liaisons have been tasked with increasing their support for the programs to which they are assigned. The use of data coaches to support faculty who are not familiar with data analysis has also been discussed. |
| I am very impressed with the committee and it's functioning right now. |

| Sabbatical Leave |
|---|
| Division vacancies need to be filled. |
| Its going great. |
| We have an excellent sabbatical president and the members have been doing their due diligence to ensure a smooth operation. |

Table 9. Additional Comments by Committee

Institutional Committees

| Access to Completion and Equity (ACE) |
|---|
| I'm thankful for Dr. Brammer's leadership on this committee. |
| I sincerely appreciate the efforts of Dr. Brammer to create an efficient and welcoming environment in the meetings. It is important to recognize that this group felt disjointed last year and she has made strides to narrow the focus and clarify the goals. It is also appreciated that she encourages and validates participants. |
| Arts in Public Spaces (CAPS) |
| None |
| Great committee and excellent work for college. |
| Coordinating |
| The committee received updates from the Shared Governance Committees. In addition, the committee was presented with key topics, including the Compressed Calendar, the Student Centered Scheduling Process, Cerritos College Performance Indicators, and the Guided Pathways Work Plan. They were then provided with the opportunity to offer feedback and input on these topics. |
| Diversity and Equal Employment Opportunity Advisory Committee (DEEOAC) |
| Because I recently participated in a hiring committee, I know there is a lot of information that could be gathered about the materials and process that could be helpful to our EEO efforts. Could a survey be designed or debriefing opportunities to gather the insight of those who most recently participated in the hiring committees? |
| Enrollment Management |
| Prior committee conversations took place around feedback from Campus wide input. It was easy to be a part of the conversation because all constituency groups were a part of the data/input collection. It was a collaborative effort. I am not currently seeing the collaboration with all constituency groups on campus. |
| Planning and Budget |
| I believe the next years goals should be established at the meeting prior to the meeting where we complete this survey. |
| PnB needs a complete overhaul and to have a true function in the planning process at Cerritos College. Right now it is a rubber stamping body where information is provided |
| Please add established committee goals with survey. |
| Safety |
| Excited for the upcoming year. |
| I feel like the committee needed better training on what we were supposed to do including the chairpersons. It just seemed very inefficient this year. |

| Student Life |
|---|
| I enjoy being on this committee to enhance our student's experience here at Cerritos College. |
| Enjoy serving on this committee |

Faculty Senate Committees

| Faculty Professional Development |
|--|
| The committee members have taken their charge as the Flex coordinating committee very seriously and have dedicated many hours and a trove of institutional memory to responsibly guide the Flex program. As such, more communication from administration with the committee about the proposed changes to Flex would be appropriate. |
| This is a productive and collegiate committee and I'm glad to be a part of it. |

| Hiring Standards |
|---|
| Wonderfully collaborative committee. Institutional memory is important on this committee and the longstanding returning members have been very helpful. |
| Nicholas has done a great job. |
| Hiring Standards is one of the most effective and efficient committees on campus. |
| Very efficient and productive committee. Discussions are thorough and thoughtful. Members care about the quality of the work product and the effect their work has on the campus and the divisions. |

| Instructional Program Review |
|--|
| Professor Tsang is an excellent, organized, and helpful Instructional Program Review Committee leader. |

Finally, Committee members were asked to identify and map the committee’s goals for the 2023-2024 academic year to the Educational Master Plan goals. Table 10 is a complete list of the comments provided by the committee members.

Table 10. Committee Goals for the 2023 -2024 Academic Year by Committee

Institutional Committees

| Educational Master Plan Goals | Access to Completion and Equity Committee (ACE) 2023 - 2024 Committee Goals |
|---|--|
| Goal A: Strengthening the culture of completion | Goal 1 Close DI group for Access Goal 2 Enrollment: identify students close to completion so that LCPs can follow up with students Goal 3 Analyze student drops info Goal 4 Auto award degree |

| | |
|--|--|
| | <p>Utilize data to: 1) identify students who are "close to completion" of any certificates/degrees, and 2) to provide a list of the program(s) so that LCP Success Team members can follow-up with students (unit accumulation).</p> <p>Analyze if there are specific times in semester when students drop courses. Align with early alert efforts that are already being developed and develop a formal procedure for LCP Success Teams to respond.</p> |
| | Increase equitable retention and success of first-year students in Math and English courses. |
| | Increase equitable retention and success of first-year students in Math and English courses |
| | Use the enrollment master plan to identify areas where additional funding may assist campus priorities. |
| | Supporting English and math completion in the first year. |
| | Supporting the Equity Plan Goals of closing equity gaps for disproportionately impacted students in the following Equity Metrics: Enrollment - Asian students Transfer Level Math and English - Black or African American students Retention - Black or African American students Completion - male students Transfer - 1st gen black and Latino male students |
| | All goals of ACE relate here. |
| Goal B: Ensuring program alignment by strengthening partnerships | Have the three taskforces for represented areas report to ACE (Equity, AB 1705, and Guided Pathways). |
| | This seems to be the overall mission of ACE. |
| Goal C: Promoting leadership and staff development | Goal 5 Student Learning - Implement high-impact practices in courses (?) |
| | Implement and promote high-impact practices in courses (Kuh, 2002) to assess and promote student learning at the course, program, and institutional levels. |
| | Create a schedule in each meeting where one constituent group will present on plans for their constituents. |
| Goal D: Improving internal and external communication | Provide documents for facilities and technology current priorities at each meeting. |
| | A secondary mission of ACE. |
| Goal E: Upgrading educational infrastructure | Develop a sustainable way to provide technology to students who need tablets or computers. |
| Goal F: Enhancing organizational effectiveness | Have the three taskforces for represented areas report to ACE (Equity, AB 1705, and Guided Pathways) Focus on one measurable goal: Increase equitable retention and success of first-year students in Math and English courses. |

| | |
|--|--|
| | Build in an approval system for the compressive master plan to come through planning and budget. |
|--|--|

| Educational Master Plan Goals | Arts in Public Spaces (CAPS) 2023 - 2024 Committee Goals |
|--|---|
| Goal A: Strengthening the culture of completion | Set the goal of engaging the community and finding new artists and art and attained both. |
| | More representation from minority to fight the stigma. |
| Goal B: Ensuring program alignment by strengthening partnerships | Built relationships with new artists and incorporated student input |
| Goal C: Promoting leadership and staff development | Lead outings to arts institutions and encouraged engagement and development |
| | Getty Grant Gronk Exhibit |
| Goal D: Improving internal and external communication | sought out and found new and relevant artists |
| | Signage for CAPS Collection |
| Goal E: Upgrading educational infrastructure | Created a dialogue for new art displaying its purpose and meaning for the greater community and students. |
| | Brian Cooper Purchase Getty Grant Gronk Exhibit Small Art Collection |
| Goal F: Enhancing organizational effectiveness | lead and sponsored new and relevant meetings surrounding art in public spaces. Promoted the concept and visualization of the process. |
| | Signage for CAPS Collection |

| Educational Master Plan Goals | Coordinating 2023 - 2024 Committee Goals |
|---|--|
| Goal A: Strengthening the culture of completion | This was addressed toward the end of the year and I look forward to future conversations regarding completion next year. |
| Goal D: Improving internal and external communication | Committee members intentionally shared and disseminated information and updates with their respective constituent groups. |
| | Committee members will continue to be proactive in sharing and disseminating information and updates with their respective constituent groups. |
| | Committee members will continue to be proactive in sharing and disseminating information and updates with their respective constituent groups. (|
| | Coordinating is critical for this, as it is where campus rules are set. These are publicly communicated to internal and external groups. |

| | |
|---|---|
| | <p>Committee members intentionally shared and disseminated information and updates with their respective constituent groups. Committee intentionally shares and disseminates information and updates to the campus.</p> |
| | <p>Committee members will continue to be proactive in sharing and disseminating information and updates with their respective constituent groups. (Goal D: Improving Internal and External Communication)</p> |
| | <p>Committee members will continue to be proactive in sharing and disseminating information and updates with their respective constituent groups.</p> |
| | <p>Committee members will continue to be proactive in sharing and disseminating information and updates with their respective constituent groups.</p> |
| | <p>Committee members intentionally shared and disseminated information and updates with their respective constituent groups.</p> |
| <p>Goal E: Upgrading educational infrastructure</p> | <p>In accordance with the Board Policies and Administrative Procedures review cycle, the committee will review Chapter 4 during the 2023-24 academic year as well as recommend to board policies and administrative procedures as presented.</p> |
| <p>Goal F: Enhancing organizational effectiveness</p> | <p>Committee reviewed Chapters 3 and other Board Policies and Administrative Procedures as presented then approved recommended revisions to these policies and procedures as presented. Committee reviewed and approved revised Board Policies and Administrative Procedures Continuous Review Cycle Document</p> |
| | <p>In accordance with the Board Policies and Administrative Procedures Review Cycle, the committee will review Chapter 4 during the 2023-24 academic year as well as recommend revisions to board policies and administrative procedures as presented.</p> |
| | <p>Updating administrative procedures are critical to organizational effectiveness.</p> |
| | <p>Committee reviews and approves recommended revisions to board policies and administrative procedures. Committee reviews and approves comprehensive master plan.</p> |
| | <p>In accordance with the Board Policies and Administrative Procedures Review Cycle, the committee will review Chapter 4 during the 2023-24 academic year as well as recommend revisions to board policies and administrative procedures as presented. (Goal F: Enhancing Organizational Effectiveness)</p> |
| | <p>In accordance with the Board Policies and Administrative Procedures Review Cycle, the committee will review Chapter 4 during the 2023-24 academic year as well as recommend revisions to board policies and administrative procedures as presented.</p> |

| | |
|--|---|
| | In accordance with the Board Policies and Administrative Procedures Review Cycle, the committee will review Chapter 4 during the 2023-24 academic year as well as recommend revisions to board policies and administrative procedures as presented. |
| | Committee reviewed Chapters 3 Board Policies and Administrative Procedures then approved recommended revisions to these policies and procedures as presented. 3. Committee reviewed and approved recommended revisions to board policies and administrative procedures as indicated below. 4. Committee reviewed and approved revised Board Policies and Administrative Procedures Continuous Review Cycle Document |

| Educational Master Plan Goals | Diversity and Equal Employment Opportunity Advisory Committee (DEEOAC) 2023 - 2024 Committee Goals |
|--|---|
| Goal A: Strengthening the culture of completion | See EEO Plan |
| | Refer to EEO plan |
| | Development of the EEO plan in order to ensure hiring practices lead to updates in employee hiring in order to support student success. Participation in the Cerritos college job fairs, including the fair which was initiated by HR, which allowed for on the spot hiring of employees and student workers. |
| Goal B: Ensuring program alignment by strengthening partnerships | See EEO Plan |
| | Explore and pursue partnerships with other campus departments by providing funding opportunities |
| | Refer to EEO plan Explore funding application process for campus departments and employees to request funding for DEIA activities. (Goal B) |
| | Explore funding application process for campus departments and employees to request funding for DEIA activities. |
| | Falcon Day allowed for outside participation of speakers through SAHARA, LA County Probation, and the services of Leibert, Cassidy and Whitmore. |
| | Provide funding opportunities for campus partners for diversity efforts. |
| | partner with other areas and help them with funding opportunities |
| Goal C: Promoting leadership and staff development | See EEO Plan |
| | Complete the first year of Faculty Leadership Academy and evaluate the experience of the participants - Falcon Day |

| | |
|---|---|
| | <p>Refer to EEO plan Provide Training for faculty Convey the work of the committee on website and provide updates to BOT on progress. (Goal C,D) Complete the first year of Faculty Leadership Academy and evaluate the experience of the participants (Goal C).</p> |
| | <p>Complete the first year of Faculty Leadership Academy and evaluate the experience of the participants</p> |
| | <p>1) Development of Falcon Leadership Academy protocols; 2) Return of Falcon Day; 3) FRISK training for management; 4) LatinX, Black History, and APIDA luncheons; 5) Support of various events in tandem with ALLY groups.</p> |
| | <p>Bring back the Falcon Leadership Academy and evaluate the program Offer Falcon Day for staff development</p> |
| | <p>mentoring and leadership trainings</p> |
| Goal D: Improving internal and external communication | <p>See EEO Plan</p> |
| | <p>-Conveying work of the committee on the website and in updates to the BOT as referenced in the EEO plan.</p> |
| | <p>Refer to EEO plan Convey the work of the committee on website and provide updates to BOT on progress. (Goal C,D)</p> |
| | <p>Convey the work of the committee on website and provide updates to BOT on progress.</p> |
| | <p>1) Support of the HR announcements newsletters through the Diversity email list. 2) Collaboration with BEC on Black History Month. 3) Collaboration with student services and Chicano Studies in order to support first ever Latin X event.</p> |
| | <p>Applicant experience survey. Update selection committee procedures.</p> |
| Goal E: Upgrading educational infrastructure | <p>Update publications and website, updates to Board</p> |
| | <p>See EEO Plan</p> |
| | <p>Refer to EEO plan</p> |
| Goal F: Enhancing organizational effectiveness | <p>1) Support HR vision for anonymous application initiatives. 2) Support for participation of HR in the CCC Registry job fairs.</p> |
| | <p>See EEO Plan</p> <p>- Update BP for District EEO Plan - Begin development of DEIA question bank for selection committee - Update management selection procedures</p> |

| | |
|--|--|
| | <p>Refer to EEO plan</p> <p>Updating board on EEO plan</p> <p>Begin development of DEIA question bank for selection committees (Goal F).</p> <p>Update management selection procedures (Goal F).</p> |
| | <p>Update BP for District EEO Plan.</p> <p>Begin development of DEIA question bank for selection committees.</p> <p>Update management selection procedures.</p> |
| | <ol style="list-style-type: none"> 1) Process monitor training updates for the college community. 2) EEO Plan Training by LCW. 3) Development of the EEO plan by the committee. 4) FRISK Training for managers 5) Falcon Leadership Academy 6) Communication training 7) Falcon Day |
| | <p>Update board policy for District EEO Plan</p> <p>Start development of question bank for interview questions.</p> |
| | <p>Update Board policy for EEO Plan, start development of question bank for DEIA question for hiring committees, begin revising selection procedures</p> |

| Educational Master Plan Goals | Employee Development 2023 - 2024 Committee Goals |
|--|---|
| Goal A: Strengthening the culture of completion | Falcon Day workshops are meant to empower employees to meet professional needs which in turn help them build upon student success. |
| Goal B: Ensuring program alignment by strengthening partnerships | The ability to bring in off campus speakers including the keynote speaker from Probation, the Executive Director of SAHARA, and LCW. |
| Goal C: Promoting leadership and staff development | The goal of Falcon Day is to help foster professional growth for all employees. |
| Goal D: Improving internal and external communication | Falcon Day allows for opportunities to collaborate with external partners so that we can continue to find ways to bring them to the campus, and in turn find ways to build partnerships as in Goal B. |
| Goal E: Upgrading educational infrastructure | Falcon Day allows for presentations which help promotion innovation such as the environmental sustainability efforts, and conversations which allow us to move DEIA forward. |
| Goal F: Enhancing organizational effectiveness | Falcon Day celebrates the campus efforts which help partnerships across the campus between academic and classified service. |

| Educational Master Plan Goals | Enrollment Management 2023 - 2024 Committee Goals |
|--|---|
| Goal F: Enhancing organizational effectiveness | Assist in achieving goals identified in the 2023-2025 Enrollment Management Plan and monitor progress made through a scorecard. |

| Educational Master Plan Goals | Facilities Planning 2023 - 2024 Committee Goals |
|---|---|
| Goal D: Improving internal and external communication | Committee members will proactively share and disseminate information and updates with their constituent groups. |
| Goal E: Upgrading educational infrastructure | Incorporate further environmental sustainability practices into campus practices. |
| Goal F: Enhancing organizational effectiveness | Review and recommend projects for college's Scheduled Maintenance Plan |

| Educational Master Plan Goals | Information Technology Standards 2023 - 2024 Committee Goals |
|--|--|
| Goal A: Strengthening the culture of completion | Recommends policies and procedures governing the implementation and use of college technology |
| Goal B: Ensuring program alignment by strengthening partnerships | Recommends standards for hardware and peripherals that are compatible with our software standards |
| Goal C: Promoting leadership and staff development | Reviews and updates software standards |
| Goal D: Improving internal and external communication | Work with IERP to conduct Campus Technology Survey Implement Phase 1 of IT Master Plan Make recommendations to departments/divisions for computer equipment and peripherals |
| Goal E: Upgrading educational infrastructure | Work with DE Coordinators and Distance Learning Committee to develop HyFlex standard Assist the college in developing and/or maintaining the Technology Master Plan |
| | Upgrading educational infrastructure Work with DE Coordinators and Distance Learning Committee to develop HyFlex standard Assist the college in developing and/or maintaining the Technology Master Plan |
| Goal F: Enhancing organizational effectiveness | Implement Phase 1 of IT Master Plan Keeping campus standards current Monitors trends and practices on issues within the committee's scope and communicates them to the college |

| Educational Master Plan Goals | Planning and Budget 2023 - 2024 Committee Goals |
|--|---|
| Goal A: Strengthening the culture of completion | This had been discussed but not sure on the final actions taken. |
| | strong |
| | Identify and implement technology gap solutions for students with no laptops and hotspots. |
| | We should examine programs receiving funding and ensure they all have outcomes associated with them. Each of these funded elements should contribute to our culture of completion. |
| | don't know |
| Goal B: Ensuring program alignment by strengthening partnerships | Not sure |
| | unsure |
| | don't know |
| Goal C: Promoting leadership and staff development | Limited |
| | strong |
| | Take an inventory on funding set aside for professional development for faculty, staff, managers. Plan more campus wide planning retreats for managers. |
| | Once we establish our desired outcomes, we should develop development trainings around these. These should likely occur as a prerequisite to receiving the funding. |
| | don't know |
| Goal D: Improving internal and external communication | Committee members need to inform groups of what is being planned. |
| | better format needed, board docs is outdated |
| | The outcomes and goals for funding should be clearly known and established. |
| | don't know |
| | <ul style="list-style-type: none"> • Provide information to committee members and campus constituents to understand further the Student Center Funding Formula (SCFF) • Committee members will continue to be proactive in regularly sharing and disseminating information and updates with their respective constituent groups. • Continue improving internal and external communication by ensuring the committee website is up-to-date, planning calendar/timelines are discussed and posted online, and budget updates are routinely provided. |
| Goal E: Upgrading educational infrastructure | There has been discussion on improving educational infrastructure. |
| | very well |
| | don't know |

| | |
|--|--|
| Goal F: Enhancing organizational effectiveness | Work in progress |
| | work in progress |
| | don't know |
| | <ul style="list-style-type: none"> • Develop a planning cycle ensuring all plans align to the Comprehensive Master Plan. • Collaborate in the development of Comprehensive Master Plan. • Review more data for institutional planning |

| Educational Master Plan Goals | Safety 2023 - 2024 Committee Goals |
|--|---|
| Goal A: Strengthening the culture of completion | <ul style="list-style-type: none"> • Addition of student input to committee through partnerships with student affinity groups (Umoja, Puente, Undocu, LGBTQ, etc.) • Establishment of a campus-wide safety survey • Improved communication method for students & staff to report safety concerns |
| | Haven't discussed yet. |
| | I don't know. I missed the last meeting and maybe we discussed it then, but nothing was sent to us or is posted on the website. |
| | Continuing to keep the students, staff, faculty, and administration safe on campus. |
| Goal B: Ensuring program alignment by strengthening partnerships | <ul style="list-style-type: none"> • Addition of student input to committee through partnerships with student affinity groups (Umoja, Puente, Undocu, LGBTQ, etc.) |
| | Haven't discussed yet. |
| | I don't know. I missed the last meeting and maybe we discussed it then, but nothing was sent to us or is posted on the website. |
| | Be as informative about the safety on campus. |
| | <ul style="list-style-type: none"> • Addition of student input to committee through partnerships with student affinity groups (Umoja, Puente, Undocu, LGBTQ, etc.) |
| Goal C: Promoting leadership and staff development | Haven't discussed yet. |
| | I don't know. I missed the last meeting and maybe we discussed it then, but nothing was sent to us or is posted on the website. |
| | Continue to address any safety concerns or issues that are brought to our attention. |
| Goal D: Improving internal and external communication | <ul style="list-style-type: none"> • Addition of student input to committee through partnerships with student affinity groups (Umoja, Puente, Undocu, LGBTQ, etc.) • Establishment of a campus-wide safety survey • Improved communication method for students & staff to report safety concerns |
| | Addition of student input to committee through partnerships with student affinity groups (Umoja, Puente, Undocu, LGBTQ, etc.). |
| | Haven't discussed yet. |

| | |
|--|---|
| | I don't know. I missed the last meeting and maybe we discussed it then but nothing was sent to us or is posted on the website. |
| | <ul style="list-style-type: none"> • Improved communication method for students & staff to report safety concerns |
| Goal E: Upgrading educational infrastructure | Haven't discussed yet. |
| | I don't know. I missed the last meeting and maybe we discussed it then but nothing was sent to us or is posted on the website. |
| Goal F: Enhancing organizational effectiveness | <ul style="list-style-type: none"> • Addition of student input to committee through partnerships with student affinity groups (Umoja, Puente, Undocu, LGBTQ, etc.) • Establishment of a campus-wide safety survey • Improved communication method for students & staff to report safety concerns |
| | Establishment of a campus-wide safety survey. Improved communication method for students & staff to report safety concerns. |
| | Haven't discussed yet. |
| | I don't know. I missed the last meeting and maybe we discussed it then but nothing was sent to us or is posted on the website. |
| | <ul style="list-style-type: none"> • Establishment of a campus-wide safety survey |

| Educational Master Plan Goals | Student Life 2023 - 2024 Committee Goals |
|--|--|
| Goal A: Strengthening the culture of completion | Explore strategies to increase cohort opportunities for students to engage, both in-person and online. |
| | Explore strategies to increase cohort opportunities for students to engage, both in-person and online. |
| | Explore strategies to increase cohort opportunities for students to engage in-person and online. (Goal A) |
| | Goal to increase awareness of resources will strengthen culture of completion |
| | Explore strategies to increase cohort opportunities for students to engage, both in-person and online. |
| Goal B: Ensuring program alignment by strengthening partnerships | Increase opportunity for the students to engage |
| Goal C: Promoting leadership and staff development | Increase a sense of belonging |
| Goal D: Improving internal and external communication | Evaluate the effectiveness of the Cerritos College App to increase student awareness of resources and sense of belonging. |
| | Evaluate the effectiveness and satisfaction with the Cerritos College App to increase student awareness of resources and sense of belonging. |
| | Evaluate the effectiveness of the Cerritos College App to increase student awareness of resources and sense of belonging. (goal D) |

| | |
|--|---|
| | Evaluating the Cerritos College App to increase communication and awareness |
| | Evaluate the effectiveness of the Cerritos College App to increase student awareness of resources and sense of belonging. |
| Goal E: Upgrading educational infrastructure | Increase awareness of resources and allowing them to engage |
| Goal F: Enhancing organizational effectiveness | Evaluate the effectiveness of the Cerritos College App |

Faculty Senate Committees

| Educational Master Plan Goals | Faculty Professional Development 2023 - 2024 Committee Goals |
|---|--|
| Goal A: Strengthening the culture of completion | FPDC Goal: Facilitate the creation of professional development events that encourage the strengthening of an equity mindset as well as foster a culture of respect that reflects the college’s commitment to diversity and inclusion (A1 and A8). |
| | Facilitate the creation of professional development events that encourage the strengthening of an equity mindset as well as foster a culture of respect that reflects the college’s commitment to diversity and inclusion (A1 and A8). |
| | FPDC Goal: Facilitate the creation of professional development events that encourage the strengthening of an equity mindset as well as foster a culture of respect that reflects the college’s commitment to diversity and inclusion (A1 and A8). |
| | Facilitate the creation of professional development events that encourage the strengthening of an equity mindset as well as foster a culture of respect that reflects the college’s commitment to diversity and inclusion (A1 and A8). |
| | adequate |
| | FPDC Goal: Facilitate the creation of professional development events that encourage the strengthening of an equity mindset as well as foster a culture of respect that reflects the college’s commitment to diversity and inclusion (A1 and A8). |
| | Encourage the adoption of policies and procedures that will facilitate faculty professional development (C1). |
| | EMP Goal A Strengthening the culture of completion FPDC Goal: Facilitate the creation of professional development events that encourage the strengthening of an equity mindset as well as foster a culture of respect that reflects the college’s commitment to diversity and inclusion (A1 and A8). |
| | adequate |

| | |
|---|--|
| <p>Goal B: Ensuring program alignment by strengthening partnerships</p> | <p>Expand awareness among faculty of available professional development opportunities (C3).</p> |
| <p>Goal C: Promoting leadership and staff development</p> | <p>FPDC Goals: Encourage the adoption of policies and procedures that will facilitate faculty professional development (C1). Expand awareness among faculty of available professional development opportunities (C3). Facilitate the creation of professional development opportunities meant to help our faculty – and, by extension, our students – meet the overall educational goals of Cerritos College (C4).</p> |
| | <p>Encourage the adoption of policies and procedures that will facilitate faculty professional development (C1). Expand awareness among faculty of available professional development opportunities (C3). Facilitate the creation of professional development opportunities meant to help our faculty – and, by extension, our students – meet the overall educational goals of Cerritos College (C4).</p> |
| | <p>FPDC Goals: 1. Encourage the adoption of policies and procedures that will facilitate faculty professional development (C1). 2. Expand awareness among faculty of available professional development opportunities (C3). 3. Facilitate the creation of professional development opportunities meant to help our faculty – and, by extension, our students – meet the overall educational goals of Cerritos College (C4).</p> |
| | <p>Encourage the adoption of policies and procedures that will facilitate faculty professional development (C1). Expand awareness among faculty of available professional development opportunities (C3). Facilitate the creation of professional development opportunities meant to help our faculty – and, by extension, our students – meet the overall educational goals of Cerritos College (C4).</p> |
| | <p>adequate</p> |
| | <p>FPDC Goals: 1. Encourage the adoption of policies and procedures that will facilitate faculty professional development (C1). 2. Expand awareness among faculty of available professional development opportunities (C3). 3. Facilitate the creation of professional development opportunities meant to help our faculty – and, by extension, our students – meet the overall educational goals of Cerritos College (C4).</p> |
| | <p>Facilitate the creation of professional development opportunities meant to help our faculty – and, by extension, our students – meet the overall educational goals of Cerritos College (C4).</p> |

| | |
|---|--|
| | <p>EMP Goal C Promoting leadership and staff development</p> <p>FPDC Goals:</p> <p>Encourage the adoption of policies and procedures that will facilitate faculty professional development (C1).</p> <p>Expand awareness among faculty of available professional development opportunities (C3).</p> <p>Facilitate the creation of professional development opportunities meant to help our faculty – and, by extension, our students – meet the overall educational goals of Cerritos College (C4).</p> |
| Goal D: Improving internal and external communication | adequate |
| | Facilitate the creation of professional development events that encourage the strengthening of an equity mindset as well as foster a culture of respect that reflects the college’s commitment to diversity and inclusion (A1 and A8). |
| Goal E: Upgrading educational infrastructure | <p>FPDC Goals:</p> <p>Advocate for the college to hire the position of Instructional Technology Designer to assist faculty with best practices for designing online courses, including technical standards for accessibility (E3).</p> |
| | Advocate for the college to hire the position of Instructional Technology Designer to assist faculty with best practices for designing online courses, including technical standards for accessibility (E3). |
| | <p>FPDC Goals:</p> <p>Advocate for the college to hire the position of Instructional Technology Designer to assist faculty with best practices for designing online courses, including technical standards for accessibility (E3).</p> |
| | Advocate for the college to hire the position of Instructional Technology Designer to assist faculty with best practices for designing online courses, including technical standards for accessibility (E3). |
| | adequate |
| | <p>FPDC Goals:</p> <p>Advocate for the college to hire the position of Instructional Technology Designer to assist faculty with best practices for designing online courses, including technical standards for accessibility (E3).</p> |
| | Advocate for the college to hire the position of Instructional Technology Designer to assist faculty with best practices for designing online courses, including technical standards for accessibility (E3). |
| | <p>EMP Goal E Upgrading educational infrastructure</p> <p>FPDC Goals:</p> <p>Advocate for the college to hire the position of Instructional Technology Designer to assist faculty with best practices for</p> |

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| | designing online courses, including technical standards for accessibility (E3). |
| Goal F: Enhancing organizational effectiveness | adequate |

| Educational Master Plan Goals | Hiring Standards 2023 - 2024 Committee Goals |
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| Goal A: Strengthening the culture of completion | manner to facilitate departments' requests for stricter minimum qualifications. HSC will implement procedures to increase access to the equivalency process for CTE disciplines. |
| | Will receive, discuss, and vote on equivalency requests in a timely manner |
| Goal B: Ensuring program alignment by strengthening partnerships | manner to facilitate departments' requests for stricter minimum qualifications. HSC will implement procedures to increase access to the equivalency process for CTE disciplines. |
| | HSC will receive, discuss, and vote on local standards in a timely manner to facilitate department's requests for stricter minimum qualifications |
| Goal C: Promoting leadership and staff development | manner to facilitate departments' requests for stricter minimum qualifications. HSC will implement procedures to increase access to the equivalency process for CTE disciplines. |
| Goal D: Improving internal and external communication | HSC will implement procedures to increase access to the equivalency process for CTE disciplines. |
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| <p>Goal E: Upgrading educational infrastructure</p> | <p>manner to facilitate departments’ requests for stricter minimum qualifications. HSC will implement procedures to increase access to the equivalency process for CTE disciplines.</p> |
| <p>Goal F: Enhancing organizational effectiveness</p> | <p>HSC will receive, discuss, and vote on equivalency requests in a timely manner to facilitate the faculty hiring process.</p> |
| | <p>HSC will receive, discuss, and vote on local standards requests in a timely manner to facilitate departments’ requests for stricter minimum qualifications.</p> |
| | <p>HSC will receive, discuss, and vote on equivalency requests in a timely manner to facilitate the faculty hiring process.</p> |
| | <p>HSC will receive, discuss, and vote on local standards requests in a timely manner to facilitate departments’ requests for stricter minimum qualifications.</p> |
| | <p>HSC will receive, discuss, and vote on equivalency requests in a timely manner to facilitate the faculty hiring process.</p> |
| | <p>HSC will receive, discuss, and vote on local standards requests in a timely manner to facilitate departments’ requests for stricter minimum qualifications.</p> |
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| | <p>HSC will receive, discuss, and vote on local standards requests in a timely manner to facilitate departments’ requests for stricter minimum qualifications.</p> |
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| <p>HSC will implement procedures to increase access to the equivalency process to CTE disciplines</p> | |

| <p>Educational Master Plan Goals</p> | <p>Instructional Program Review 2023 - 2024 Committee Goals</p> |
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| <p>Goal C: Promoting leadership and staff development</p> | <p>The committee will hold regular meetings during the academic year (1st and 3rd Tuesday of each month). (EMP: Goal C, D)</p> |

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| | <p>The committee will hold regular meetings during the academic year (1st and 3rd Tuesday of each month). (EMP: Goal C, D)</p> <p>The Director of IERPG will provide training for committee members on how to use eLumen to review reports submitted by programs undergoing review. (EMP: Goal C)</p> <hr/> <p>The committee will hold regular meetings during the academic year (1st and 3rd Tuesday of each month)</p> <p>The committee will schedule 2025-2026 programs for review during the academic year.</p> <p>The Director of IERPG will provide training for committee members on how to use eLumen to review reports submitted by programs undergoing review.</p> <p>4. The committee will conduct orientation for programs scheduled for review in 2023-2024 and 2024-2025.</p> <hr/> <p>The committee will hold regular meetings during the academic year (1st and 3rd Tuesday of each month). (EMP: Goal C, D)</p> <p>The committee will schedule programs for review during the 2025-2026 academic year; and conduct and attend orientation for these programs. (EMP: Goal C, F)</p> <p>The Director of IERP will provide training for committee members on how to use eLumen to review reports submitted by programs undergoing review. (EMP: Goal C)</p> |
| <p>Goal D: Improving internal and external communication</p> | <p>The committee has scheduled 11 programs for review during the 2022-2023 academic year; and 8 programs for 2023-2024 academic year). (EMP: Goal D)</p> <p>The committee will provide guidance and consultation to programs undergoing review. (EMP: Goal D)</p> |

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| | <p>The committee has scheduled 9 programs for review during the 2023-2024 academic year; and 10 programs for 2024-2025 academic year). (EMP: Goal D)</p> <p>The committee will provide guidance and consultation to programs undergoing review. (EMP: Goal D)</p> <p>The committee will support programs undergoing review by providing a Word template of the report sections found in eLumen and a PowerPoint template for program visitations. (EMP: Goal D)</p> <p>The committee will encourage programs to have an equity lens when analyzing their program data and support departments to use high impact practices to address equity gaps. (EMP: Goal D)</p> |
| | <p>The committee has scheduled 9 programs for review during the 2023-2024 academic year; and 10 programs for 2024-2025 academic year).</p> <p>The committee will provide guidance and consultation to programs undergoing review.</p> <p>The committee will hold regular meetings during the academic year (1st and 3rd Tuesday of each month)</p> <p>The committee will support programs undergoing review by providing a Word template of the report sections found in eLumen and a PowerPoint template for program visitations.</p> <p>The committee will encourage programs to have an equity lens when analyzing their program data and support departments to use high impact practices to address equity gaps.</p> |
| | <p>The committee has scheduled 9 programs for review during the 2023-2024 academic year; and 10 programs for 2024-2025 academic year). (EMP: Goal D)</p> <p>The committee will provide guidance and consultation to programs undergoing review. (EMP: Goal D)</p> <p>The committee will hold regular meetings during the academic year (1st and 3rd Tuesday of each month). (EMP: Goal C, D)</p> <p>The committee will conduct orientation for programs scheduled for review in 2023-2024 and 2024-2025.</p> |
| <p>Goal E: Upgrading educational infrastructure</p> | <p>Implement the presentation template.</p> |

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| Goal F: Enhancing organizational effectiveness | <p>The committee will provide feedback and offer recommendations to programs undergoing review. (EMP: Goal F)</p> <p>The committee will update website to show the revised IPR Handbook; calendar/list of programs up for review in 2022-2023 and 2023-2024 cycles; and guide to eLumen. (EMP: Goal F)</p> |
| | <p>The committee will provide feedback and offer recommendations to programs undergoing review. (EMP: Goal F)</p> <p>The committee will schedule 2025-2026 programs for review during the academic year. (EMP: Goal C, F)</p> <p>The committee will update website to show the revised IPR Handbook; calendar/list of programs up for review in 2023-2024 and 2024-2025 cycles; and guide to eLumen. (EMP: Goal F)</p> |
| | <p>The committee will provide feedback and offer recommendations to programs undergoing review.</p> <p>The committee will schedule 2025-2026 programs for review during the academic year.</p> <p>The committee will update website to show the revised IPR Handbook; calendar/list of programs up for review in 2023-2024 and 2024-2025 cycles; and guide to eLumen.</p> |
| | <p>The committee will provide feedback and offer recommendations to programs undergoing review. (EMP: Goal F)</p> <p>The committee will schedule programs for review during the 2024-2025 academic year; and conduct and attend orientation for these programs. (EMP: Goal C, F)</p> <p>The committee will update website to show the revised IPR Handbook; calendar/list of programs up for review in 2023-2024 and 2024-2025 cycles; and guide to eLumen. (EMP: Goal F)</p> |