

CERRITOS COLLEGE
COORDINATING COMMITTEE MINUTES
May 6, 2019

PRESENT:	Dr. Jose Fierro Rick Miranda Felipe Lopez Dr. Adriana Flores-Church Norma Rodriguez (<i>for Sandy Marks</i>) Tim Juntilla (<i>for Dr. April Griffin</i>) Stephanie Rosenblatt Armando Soto Liz Page Kathy Hogue Kim Applebury Danylle Williams-Manser Julie Mun Kathy Azzam	ABSENT:	Dr. Dilcie Perez Dr. April Griffin Sandy Marks
		GUEST(s):	Dr. Michelle Lewellen James MacDevitt Dr. Elizabeth Miller Dr. Gary Pritchard

I. MEETING CALLED TO ORDER

Dr. Fierro called the meeting to order at 1:05 p.m.

II. PUBLIC COMMENTS

There were no public comments.

III. INTRODUCTION OF NEW EMPLOYEES & ANNOUNCEMENT OF EMPLOYMENT OPPORTUNITIES

Information regarding all employment opportunities is posted on the Human Resources webpage.

Employment Opportunities

	Closing Date
Student Events Specialist	May 23
Dean of Counseling Services (extended recruitment)	May 26
Program Assistant (Economic Development – Categorically Funded)	May 29
Program Assistant II (Educational Partnerships and Programs)	May 29
Director, Physical Plant and Construction Services	June 9

IV. APPROVAL OF MINUTES – April 22, 2019

It was moved by Mr. Soto and seconded by Ms. Hogue to approve the April 22 minutes. The vote for approval was unanimous. Ms. Rodriguez abstained. Ms. Rosenblatt was not present for the vote.

V. BOARD AGENDA – May 15, 2019

The committee reviewed the draft May 15 board agenda.

VI. ITEMS FROM INSTITUTIONAL COMMITTEES

Art in Public Spaces (CAPS)

EMP Goal D: Improving Internal and External Communication

Mr. MacDevitt distributed the attached January 14, February 4, and March 4 meeting minutes. The committee acquired artworks by professional, contemporary artists, and will be distributing them to areas on campus. The Godoy Sculpture was installed in the Kincaid baseball field during winter break. RFQ No. 18C0138 for the Student Center Public Art Project is complete, and there is a shortlist of qualified artists to provide the design, creating, and installation of large facades/murals to replace sections of damaged, abstract tilework on the exterior of the Student Center building. The RFP is in progress and interviews are scheduled for June, and a recommendation will be forwarded to the Board for approval in August or September. The projected completion date is Fall 2020.

Enrollment Management

EMP Goal A: Strengthening the Culture of Completion

Mr. Miranda distributed the attached March 27 meeting minutes. He stated that the shared governance evaluation form was discussed at the April 24 meeting, and a special meeting was scheduled for May 22 to continue review and complete the form. The committee also discussed establishing a singular goal: to review data and the percentage of students who are taking 6, 9, or 12 unit loads, and to determine how to support them to take full loads. There is also a corollary goal of improving retention. This will require much work including information and marketing campaigns, reviewing and evaluating our resources, and identifying barriers. Cerritos was selected to participate in the [CCC Institutional Effectiveness Partnership Initiative \(IEPI\) 2019-2020 Strategic Enrollment Management Program](#), and a team of 10 managers, faculty, and staff will be attending meetings throughout the year to study integrating data and technology to create a student-centered enrollment management plan.

Outstanding Classified Employee Selection

EMP Goal C: Promoting Leadership and Staff Development

Dr. Flores-Church stated that the committee meets monthly to select the employee of the month. They also recently selected the employee of the year, and finalized the team nomination form, which will be awarded once a semester. She also reminded everyone to attend the Outstanding Classified Awards scheduled for Thursday, May 23, to begin at 11:00 a.m. in the Student Center. Everybody will be asked to wear shirts featuring their favorite team.

Student Equity

EMP Goal A: Strengthening the Culture of Completion

Mr. Miranda distributed the attached March 13 meeting minutes. Subcommittees have been sharing updates, and plans to merge the Developmental Education Committee, Student Success and Support Program (SSSP) Committee, Student Equity Committee, and the Guided Pathways group are moving forward. The draft committee structure is being reviewed, and the goal is to finalize plans by Fall 2019 so that the new, integrated committee can begin meeting in Spring 2020.

Mr. Miranda also stated that a separate task force is working on developing the Student Equity Plan, and an update will be presented to the campus on Friday, May 10.

VII. ITEMS FROM FACULTY SENATE STANDING COMMITTEES

Technology-Based Learning

EMP Goal E: Upgrading Educational Infrastructure

Dr. Lewellen stated that the committee continues to have issues with meeting quorum. The committee is recommending that its name be revised to the Online Learning Committee to align with statewide efforts. A recommendation to acquire [Proctorio](#) was presented to Faculty Senate, and the committee will be contacting deans for help to increase faculty participation. She stated that she hopes that a full, functioning committee will be set in Fall 2019.

VIII. STATUS OF SHARED GOVERNANCE

Fall 2019 Meeting Schedule

EMP Goal F: Enhancing Organizational Effectiveness

Ms. Azzam requested that the committee considering changing the meeting time as it conflicts with ASCC Cabinet meetings scheduled for Mondays at 2:00 p.m. Dr. Fierro stated that options will be presented for the committee to review at the next meeting.

Enrollment Update

EMP Goal F: Enhancing Organizational Effectiveness

Mr. Miranda stated that the P2 report numbers are essentially what we estimated for the year, and although a little over 120 FTES were picked up, we are still down nearly 800 from where we were expected to be for the year. He hopes to have comparative trends for 2017-18 and 2018-19 soon so that we can determine whether we are on track.

Administrative Procedure 5530 – Student Rights and Grievances

EMP Goal F: Enhancing Organizational Effectiveness

Dr. Miller stated that the recommended revisions clarify that students may only appeal final grades, include definitions, clarify that the student must initiate the process, and require more documentation of the decisions. The step to appeal to the President/Superintendent was removed, leading to direct appeal to the Board of Trustees. The President/Superintendent is present when the Board reviews appeals, and removing the step removes redundancy and possible perceived influence on the Board. The revisions were vetted through the Student Life Committee, Faculty Senate, ASCC Senate, and academic and student services managers.

It was moved by Mr. Juntilla and seconded by Ms. Page to approve the proposed revisions to Administrative Procedure 5530 – Student Rights and Grievances as attached. The vote for approval was unanimous.

Shared Governance Evaluation Form

EMP Goal F: Enhancing Organizational Effectiveness

Dr. Fierro stated that the committee did a great job this year in reviewing all of the board policies and administrative procedures, and that a multi-year cycle will be established for the future. The committee discussed its 2018-19 goal to share and disseminate information with their constituent groups, and agreed that there is room for improvement. The goal to work with and assist constituent groups by serving as a resource for ISER-related issues can be refined to be more specific.

The committee also discussed the need to identify and remove barriers for new students, create a retention plan, and reduce workarounds and inefficient processes. Through the Coordinating Committee's role as the approving body for shared governance committees, efforts can be made to reduce silos and duplication of work.

IX. REPORTS FROM COORDINATING COMMITTEE MEMBERS

Ms. Rosenblatt stated that the Go Green Task Force, including 15 students, spent the weekend weeding the garden area. She stated that anyone interested in participating can contact Anna Valcarcel.

X. PRESIDENT'S REPORT

Dr. Fierro asked the Coordinating Committee members to encourage their peers to carefully review the draft ISER and submit feedback and suggestions, as it is important for us to identify and address issues prior to the February 2020 site visit. He also discussed the news he shared in his [April 29 President's Message](#). If the Chancellor's Office reduces apportionments as stated in its April 26 memorandum, Cerritos will be faced with a \$10.7 million reduction to the 2018-19 budget. This will put us in a deficit. Although we hope that the projection will be lessened to some degree, there is no question that a significant cut is forthcoming, and this will not be finalized until June. He also stated that the May Revise will include changes to the Student Centered Funding Formula and 2019-20 budget.

XI. ADJOURNMENT

Meeting adjourned at 2:18 p.m.

CERRITOS COMMUNITY COLLEGE DISTRICT

ART IN PUBLIC SPACES (CAPS) COMMITTEE

Meeting Minutes of Monday, January 14, 2019

Members Present: Dr. Jose Fierro, Dr. Lisa Boutin-Vitela, James MacDevitt, Hagop Najarian, Rebecca Pang, Sarah Pirtle and Dr. Gary Pritchard

Absent: Dave Moore

Meeting called to order at 4:07 p.m. in Dr. Fierro's Office (minutes from the October 1 and November 26 meetings presented and passed with corrections.)

Chair Report:

1. James reported that the install of the Gustavo Godoy Sculpture is complete and Sarah Pirtle commented that she saw it at night with the spotlight and it looks very good. James is busy writing up the Didactics/Plaque and asked the committee about who should attend the Ribbon Cutting. The Ribbon cutting should coincide with the opening of the Cerritos College Falcons Baseball Spring Training. Potential dates might include Friday, February 1 before 2:00 p.m. or Saturday February 2 before 12:30 p.m. Invitees include the Cerritos College Board of Trustees, The CC Foundation, the Dean of HPEAD, Baseball Coach, and the Falcons Baseball Team. The committee is reaching out to contacts to reach former Dodgers Pitcher, Fernando Valenzuela to guest host the dedication activities. There was no discussion regarding costs associated with the event.
2. James reported that the RFP for the Student Center Mural is live and posted on the Purchasing Website and is due February 28 for consideration. (RFP posted at ARTS Websites, like GYST and ARTS for LA) Since the process of evaluation is quick (March 4/Review Process; March 13/Evaluations returned to Purchasing; and March 25 Approval of Finalists) James conveyed, the committee develop a set of criteria for evaluation purposes (he distributed a document with suggestions).

The committee commented the mural reflect the following components: geographic location for the East/West facing walls; East, sports or activity as it faces the new HPEDA Division Building; an Academic focus for the West facing wall toward the Learning Resource Center; reflective of the community; sustainability and longevity/durability; and, composition and dimensionality will be categories to be evaluated. Sarah Pirtle asked what happens to the mural if the Student Center should need to be refurbished or worse. James replied that one of the suggestions was to have the murals on panels that can be removed for maintenance and cleaning. In response to the question of vandalism, Dr. Fierro commented that the campus has little vandalism/graffiti and is generally limited to the periphery of the campus. Hagop also commented that many public art works have a protective layer just in case of graffiti.

Dr. Fierro and James will attend the ASCC Meeting to discuss student input with the newly elected Student Body members. Additionally, they propose a plan for community involvement/input by hosting a gallery of the Proposals and a digital post that community members would be able to view and comment on from their home computers.

3. Finally, James reported on the small Arts Acquisitions Collection. All of the paperwork associated with the acquisitions was submitted to Fiscal Services, and we have received a

couple of the pieces. The committee needs to finalize display locations for each of the art pieces, broadly based on the context of the work and how the artwork connect to different disciplines taught on campus. Further James or another member of the committee needs to solicit input from the Dean or Director of each area for agreement on placement. Last, James asked about an 'Installation Process'. Is he solely responsible or is it possible to hire help? The committee offered help and proposed a media campaign in dispatches to promote the Arts Acquisitions as the campus is unaware of the creation or direction of the CAPS Committee. There is no other campus with an art installation at this level.

Next Meeting – Monday, February 4th at 4:00 p.m. in Dr. Fierro's Office

Respectively submitted,

Alva-Marie Acosta, Administrative Secretary II
Fine Arts and Communications Division

January 14, 2019

CERRITOS COMMUNITY COLLEGE DISTRICT

ART IN PUBLIC SPACES (CAPS) COMMITTEE

Meeting Minutes of Monday, February 4, 2019

Members Present: Dr. Jose Fierro, Dave Moore, James MacDevitt, Hagop Najarian, Rebecca Pang, Sarah Pirtle and Dr. Gary Pritchard

Absent: Lisa Boutin-Vitela

Meeting called to order at 4:05 p.m. in Dr. Fierro's Office (minutes were presented/not approved)

Chair Report:

1. James distributed an attachment of the didactics for the Gustavo Godoy Sculpture. All agreed that editing was necessary. Further, Dave Moore commented that a normal plaque would not allow for the entire description. James will continue to work on the language and Dave will bring sample plaque sizes.

James proposed two dates for the dedication in February and March however with further discussion May might offer the best time for the dedication of the Godoy sculpture, as it would coincide with the selection of the Mural Project along with Art installations in various rooms on campus. There was minimal discussion of cost estimates.

2. James followed-up on the Student Center Mural Project and informed the committee that the RFQ was live on the Purchasing Homepage. Based upon the orientations for the RFQs Purchasing is expecting approximately 20 submissions. Additionally, James went over the logistics of the submissions and advised the following to the committee:
 - Monday, March 4 Mark Logan, Purchasing Director, Selection Process Procedures
 - Wednesday, March 13th Evaluations due to Purchasing
 - Monday, March 25th Finalists Approval
3. Finally, James reported on distribution of the small Arts Acquisitions Collection with a handout that showed each of the works locations and the committee went over the placement of each piece of art.

Next Meeting – Monday, March 4th at 4:00 p.m. in Dr. Fierro's Office

Respectively submitted,

Alva-Marie Acosta, Administrative Secretary II
Fine Arts and Communications Division

March 4, 2019

CERRITOS COMMUNITY COLLEGE DISTRICT

ART IN PUBLIC SPACES (CAPS) COMMITTEE

Meeting Minutes of Monday, March 4, 2019

Members Present: Dr. Jose Fierro, Dr. Lisa Boutin-Vitela, Dave Moore, James MacDevitt, Hagop Najarian, Rebecca Pang, Sarah Pirtle and Dr. Gary Pritchard

Guests: Mark Logan, Director of Purchasing and Contract Administration
Mayra Radillo, Buyer II

Meeting called to order at 4:07 p.m. in the Cheryl Epple Board Room (minutes approved with corrections)

James called the meeting to order, introduced Mark Logan and turned the meeting over to Mark to present the procedural aspects of the selection process of the RFQ for the Student Center Mural – RFQ No. 18C0138, Student Center Public Art Project.

After introductions, Mark stated Purchasing received 11 proposals and of the 11, four of the proposals had no indication if they were for the front or back wall of the Student Center. The committee reached consensus and agreed that unless clearly stated in the narrative of the proposal these documents would be marked Non-Responsive/Not Sure of Which Location.

Ratings of proposals were returned to Purchasing on Wednesday, March 13 and Mark Logan will present the results of the ratings data at the meeting of Monday, March 25.

Next Meeting –
Monday, March 25th at 4:00 p.m. in the Cheryl Epple Board Room

Respectively submitted,

Alva-Marie Acosta, Administrative Secretary II
Fine Arts and Communications Division

March 21, 2019

Cerritos College
Enrollment Management Committee Minutes
Wednesday, March 27, 2019
3:00 – 4:30 p.m.
LC-51

Present:	Rick Miranda	Absent:	Dr. Kristi Blackburn
	Dr. Daniel Gardner		Dr. April Griffin
	Dr. Amy Holzgang		Phil Herrera
	Dr. Frank Mixson (for Sandy Marks and Rachel Mason)		Dr. Michelle Lewellen
	Stephanie Murguia		Brittany Lundeen
	Dr. Gary Pritchard		Sandy Marks
	Armando Soto		Rachel Mason
	Yvette Tafoya		Dr. Dilcie Perez
	Traci Ukita (for Brittany Lundeen)	Guests:	Linda Ramos
			Robert Aguayo

I. Approval of Minutes – February 27, 2019

There was a motion by Dr. Pritchard to approve the minutes and Ms. Murguia seconded the motion. The vote to approve the minutes was 7-0-1; Ms. Ukita abstained.

II. CSSE, CCEAL, and EOPS Exit Survey Data
EMP Goal A: Strengthening the Culture of Completion

Following the discussion on February 27 to identify the student opinion in terms of barriers they are facing, the group received CSSE, CCEAL, and EOPS exit survey data to review to guide the discussion today. Ms. Tafoya and Mr. Aguayo noted the reason the survey was conducted was due to persistence issues.

The group discussed the survey feedback, specifically:

- Students appreciated the rapport created between them and their counselor, showing a potential opportunity to address retention issue through trust-based relationships
- Finances directly impact students' ability to persist
- Gender roles in certain cultures impact persistence
- Students will sacrifice performance to take advantage of full-time financial aid while working (12-15 units vs 6-9 units)

The discussion following the results of the survey touched on ways the campus could make changes from an enrollment management lens in order for students to overcome identified barriers. Suggestions included:

- An awareness campaign putting student options in perspective so students can better make financial, academic, and overall time management decisions
- PACE or Weekend College course packaging, and scheduling them on Friday night and Saturday morning allowing students to continue to work full-time while being enrolled
- Campaign for "one more" course

- Offering opportunities for campus employment serving as a component to keep student persisting, which leads to community building, better time management, etc.
- Incorporating more cohorts via Guided pathways model
- Faculty mentorship programs across divisions and/or other ways for faculty to engage and build community with students outside the classroom
- Incorporating alumni in whichever plan results in order to build connections and exemplify the outcome of completion

The group also noted some important key points and considerations for planning, such as:

- What is required to successfully pitch a true block design for class schedules and how it impacts faculty schedules
- Coordinating student service availability and hours to mirror night and weekend courses
- Each academic year does not present the same barriers; one year might be a trend of financial issues but recent years have shown a trend of mental health issues
- Existing students also need support, not just first-year students
- Whichever plan is agreed upon will need a metric in order to show the needle is moving and incorporating numbers

The identified goal following the discussion is to increase the number of students completing more than 9 units and to increase retention. At the next meeting, the committee will bring the rest of the members up to speed with this goal and provide an opportunity to provide input. Also, the group will need to identify activities to carry out the goal.

III. Enrollment Data Trends (CS200 & CS250)
EMP Goal F: Enhancing Organizational Effectiveness

This item was not covered.

IV. Member Reports and Announcements

Mr. Miranda announced the campus' application was chosen for the IEPI Strategic Enrollment Management Academy to focus on integrating data and technology. This will include assessments, inventories, and identifying capacity.

V. Next meeting – Wednesday, April 24

Student Equity Committee Minutes
Wednesday, March 13, 2019
3:00pm – 4:30pm
Cheryl A. Epple Board Room

Present:	Rick Miranda		Norma Rodriguez
	Dr. Dilcie Perez		Niki Lovejoy Robold
	Kim Applebury		Armando Soto
	Dr. Kristi Blackburn		Yvette Tafoya
	Damon Cagnolatti		Graciela Vasquez
	Ali Delawalla		Lynette Void
	Amber Dofner		Danylle Williams-Manser
	Dr. Chelena Fisher		
	Dr. Adriana Flores Church	Absent:	Dr. Shelia Hill
	Dr. April Griffin		Dr. Steven La Vigne
	Phil Herrera		Dr. Natalie Sartin
	Terrie Lopez		Joshua Williams
	Brittany Lundeen		Dara Worrell
	Dr. Frank Mixson		
	Dr. Patricia Robbins Smith	Guest(s):	Humberto Solis
	Dr. Valyncia Raphael		

I. Approval of Minutes – February 13, 2019

There was a motion to approve the minutes by Ms. Lovejoy and seconded by Ms. Rodriguez. The vote to approve the minutes was 17-0-4; Mr. Soto, Dr. Griffin, Dr. Robbins Smith, and Dr. Mixson abstained. Ms. Void and Dr. Fisher were not present for the vote.

II. Student Equity Subcommittee Reports

EMP Goal F: Enhancing Organizational Effectiveness

A. Budget/Funding Request Subcommittee

Dr. Blackburn shared the funding request form sample, reporting form, budget addendum, and equity indicators forms. In order to eliminate equity gaps, the idea is to connect the metrics to the activity through a logic model (used as a funding request form). Dr. Blackburn asked the group for feedback on the forms. Ms. Lundeen added it is important to get information back fast enough for the measurable outcome component of the requests, and IERP would be able to provide workshops for this reason.

Dr. Griffin asked which goal should be listed at the top of the Funding Request Form, to which Dr. Blackburn clarified it should be any campus documented goal

(i.e. Enrollment Management, EMP, etc.) Ms. Vasquez asked why it wouldn't just be tied to the Student Equity Committee goal due to concerns of missing the mark.

Mr. Miranda noted this document is useful for the desire to have transparency with Student Equity funding. But the important piece of this work is identifying the equity goals and needs prior to the request for funds. As the Student Equity Plan is developed, the group can be mindful of these drafts.

The intention for the Reporting Form was to offer seamless planning campus-wide on a single document. Suggestions to improve the form included the following:

- Establish a rubric to gauge activity success
- Identify when the form would be submitted based on the activity (ongoing funding vs. one-time funding)
- Due date for 19-20 requests should be established as soon as possible
- Include new equity goals in upcoming plan
- Include guiding language, possibly with examples, so the form guides the person filling it out

Dr. Perez acknowledged the timing is difficult right now with how quickly things are changing while trying to meet deadlines and prepare the budget for the next year. Dr. Blackburn noted the Goal Setting/Infrastructure Fundable Projects will report out next meeting.

B. Equity Professional Development Resource Coordination Subcommittee

Mr. Cagnolatti shared that currently, in support of task 3, the subcommittee is working on establishing resources for the equity archive (Canvas is temporarily housing the information). The page has a files tab to house all resources that are related to professional development, data, and literature which are focused on student equity. The goal moving forward is giving access to the committee to be able to add items to the page in order to share resources. The page also has a draft google form for requesting professional development activities, and the requestor is able to select the target group and indicator which the professional development activity supports. Suggestions and feedback were requested for the form and the canvas site, which included:

- Would an individual be assigned to reviewing and approving the requests?
- Establish a systematic way to communicate opportunities as to not allow monopolization of professional development opportunities
- How would the form interact with the funding request forms?
- Suggestion to have the google docs option as shorter turnaround requests

- Infrastructure for professional development (request process, approval process, funding source) is needed

C. Outreach/Communication Subcommittee

Dr. Raphael provided a subcommittee task status sheet. Suggestions for updates or additions should be forwarded to Dr. Raphael. Ms. Lundeen suggested listing the co-chairs at the top of the list for each subcommittee to create consistency. The group is also currently working on infrastructure, timeline, and constituent groups targeted for communication. An acronym handout will be provided soon and recommendations for future tasks are welcomed.

III. Student Equity Planning Retreat Report

EMP Goals A, B, C, D, E, F

Mr. Miranda thanked the Retreat Planning Subcommittee and Dr. Perez for the successful retreat on March 1, and congratulated all of the group for participating in that day.

Mr. Cagnolatti thanked the entire committee for being willing to engage in the retreat from start to finish and tackling the difficult conversations. It required courage and bravery and he wanted to acknowledge the committee for those efforts. He also thanked Mr. Miranda and Dr. Perez for their efforts, Dr. Raphael for her comments, and noted the retreat consisted of the best conversations to date for this committee since he has been involved.

The feedback summary sheet showed positive feedback, and the retreat outcome was identified campus equity challenges. Dr. Perez cautioned the group the categories, which are listed on the grid, have not been flushed out and given context yet. Mr. Cagnolatti, Dr. Griffin, and Dr. Blackburn volunteered to work on the grid, and it was noted the committee would also receive an opportunity to provide context to the grid.

Next steps:

Subcommittee chairs met to debrief the retreat and discuss next steps. It was decided at the debrief meeting that the identified campus equity gaps are not all solely the responsibility of this committee to fix, and they should be flushed out and provided context. The subcommittee chairs decided the priority at this time is completing the Student Equity Plan by the June 30 deadline.

IV. Student Equity Plan – Due June 30, 2019

EMP Goal A: Strengthening the Culture of Completion

Subcommittee chairs are meeting weekly with Dr. Perez and Mr. Miranda, beginning March 19 at 4pm, to work on the plan. Committee members are welcome to join if they are interested.

It was noted that the data from the State Chancellor's Office is still not accurate/ready. Dr. Blackburn has the most current data and will put it into an understandable format to use for the plan. Her goal is to provide it for the March 19 Student Equity Planning meeting. Dr. Perez would also like the entire committee to have an opportunity to see that data as well.

V. Member Reports and Announcements

April 2, 2019 marks the date for the Diversity Awards, which will consist of a guest speaker and presentation of awards. Please RSVP on the DEEOAC website.

VI. Next Meeting – Wednesday, April 10

Student Services

1 AP 5530 STUDENT RIGHTS AND GRIEVANCES

2 References:

- 3 Education Code, Section 76224(a);
- 4 Title IX, Education Amendments of 1972;
- 5 34 Code of Federal Regulations Parts 106.1 et seq.;
- 6 Sections 504 and 508 of the Rehabilitation Act of 1973;
- 7 Americans with Disabilities Act of 1990;
- 8 ACCJC Accreditation Eligibility Requirement 20;
- 9 ACCJC Accreditation Standard IV.D.

10 Note: Complaints under Section 504, Section 508, and/or the Americans with Disabilities
11 Act are to be made to the Section 504/508/ADA Coordinator in the Disabled Student
12 Programs and Services Office or to the Diversity/Compliance/Title IX Officer in the Human
13 Resources Office. Complaints of sexual harassment and other illegal discrimination are
14 to be made to the Diversity/Compliance/Title IX Officer in the Human Resources Office or
15 the Vice President of Human Resources.

16 If a student files a grievance under this procedure that includes an allegation of unlawful
17 discrimination, including harassment or retaliation, the grievance, or portion of the
18 grievance, will immediately be referred to (i) the Diversity/Compliance/Title IX Officer or
19 to the Vice President of Human Resources or designee per AP 3435, "Intake and
20 Processing of the Complaint," or to (ii) the Cerritos College Section 504/ADA Coordinator
21 per Administrative Procedure 3412, for attempted informal resolution or investigation.

22 STUDENT GRIEVANCE PROCEDURES

23 A student of the College may address grievances as applied to and regarding academic,
24 administrative, and instructional matters relating to students, and including, but not limited
25 to, any grievance dealing with any academic or management employee of the District.

26 A grievance shall herein be defined as any act depriving a student of any of the rights set
27 forth in the statement of "Student Rights and Responsibility," or any state, federal, or local
28 codes. Grades and grading grievances are addressed within this administrative
29 procedure. Student should refer to "Student Grade Grievance Procedure."

30 The determination of whether the Statement of Grievance presents sufficient grounds for
31 a hearing shall be based on the following:

- 32 • The statement contains facts which, if true, would constitute a grievance under
33 these procedures;
- 34 • The grievant is a student, which include applicants and former students;
- 35 • The grievant is personally and directly affected by the alleged grievance;

- 36 • The grievance was filed in a timely manner;
37 • The grievance is not clearly frivolous, clearly without foundation, or clearly filed for
38 purposes of harassment.

39 If the grievance does not meet each of the requirements, the Office of Student Conduct
40 and Grievance or ASCC Chief Justice or designee shall notify the student in writing of the
41 rejection of the request for a grievance hearing, together with the specific reasons for the
42 rejection and the procedures for appeal.

43 **GRIEVANCE PROCEDURE (EXCEPT GRADES AND GRADING, SEXUAL**
44 **HARASSMENT, AND OTHER ILLEGAL DISCRIMINATION):**

45 **STEP I - INFORMAL ACTION**

46 A. The student with a grievance shall first attempt to resolve the matter by informal
47 discussion with the employee(s) involved.

48 B. If the problem is not resolved in step I-A, the student shall then attempt to resolve
49 the matter by informal discussion with the person at the lowest level of supervisory
50 authority for the person with whom there is a complaint.

51 C. If the grievant still believes the issue has not been resolved satisfactorily after Step
52 I-B, a student Statement of Grievance Form may be obtained from the Office of
53 Student Conduct and Grievance. After completion of the Form, specifying the time,
54 place, nature of the complaint and remedy or correction requested, it should be
55 submitted to the Coordinator of Student Conduct and Grievance who will send a
56 copy of the written statement to the ASCC Supreme Court Chief Justice and the
57 Vice President of Academic Affairs. This statement must be submitted within 30
58 instructional days after the grievant has become aware of the act or condition on
59 which the complaint is based. An instructional day is defined as any day Monday
60 through Friday that all normal college business is conducted, both in the classroom
61 and administrative offices. All weekend days and college holidays are excluded.

62 D. The ASCC Chief Justice or Court designee shall attempt to resolve the problem
63 through informal meeting and discussion among the pertinent parties while
64 remaining neutral on all issues involved. This informal meeting and discussion is
65 intended to include the levels of management or administration concerned with the
66 problem and should be completed within ten instructional days, as such days are
67 defined herein. In the event the informal procedure fails, the formal procedure may
68 be implemented.

69 STEP II - FORMAL ACTION

70 A. PRELIMINARY STEPS

71 1. If the grievant does not believe the grievance has been resolved, the grievant may
72 request Step II-Formal Action through the ASCC Chief Justice. The Chief Justice
73 upon receiving the request of the grievant shall call a meeting of the Student
74 Grievance Hearing Committee. The Hearing Committee will be composed in the
75 following manner:

- 76 • ASCC Chief Justice or designee and two Court Justices or designees,
- 77 • the Vice President of Academic Affairs or administrative designee,
- 78 • the Faculty Senate President or Senate designee, and
- 79 • one Faculty Senate member, chosen by the Faculty Senate.

80 If replaced per section II.A.5. herein, the ASCC Chief Justice or designee or Court
81 Justices or designees substitute(s) shall be appointed by the ASCC Court.

82 2. The Chief Justice or designee shall serve as the Hearing Committee Chair, but shall
83 have no vote in committee decisions. The five voting members of the Hearing
84 Committee may be selected within the first six weeks of the academic year. Names
85 selected by the Faculty Senate are to be submitted to the Chief Justice. Members
86 of the Committee are to serve for an academic year.

87 3. The Vice President of Academic Affairs or administrative designee shall serve as
88 Hearing Committee Executive Secretary. The Executive Secretary, a voting
89 member of the committee, shall be responsible for keeping necessary records of
90 committee hearings and assist the ASCC Chief Justice in the conduct of the
91 hearing.

92 4. Grievance Committee members are to deal with all grievances in a confidential
93 manner, except when both parties agree to a public hearing or otherwise required
94 by law.

95 5. No person shall serve as a member of a Hearing Committee if that person has been
96 personally involved in any matter giving rise to the grievance, has made any
97 statement on the matters at issue, or could otherwise not act in a neutral manner.
98 Any party to the grievance may challenge for cause any member of the hearing
99 committee prior to the beginning of the hearing by addressing a challenge to the
100 Hearing Committee Chair, who shall determine whether cause for disqualification
101 has been shown. If the Hearing Committee Chair determines that sufficient
102 grounds for removal of a member of the committee have been presented, the
103 Hearing Committee Chair shall remove the challenged member or members and
104 request a substitute from the original appointing constituent group.

105 B. FORMAL HEARING

106 The Hearing Committee shall conduct its proceedings according to the following
107 procedures:

- 108 1. The Hearing Committee must meet within 15 instructional days after informal action
109 has been completed and the grievant has requested a formal hearing.
- 110 2. The Chair must notify the parties involved within five instructional days before the
111 hearing of the date, time, and location of the hearing and must include a copy of
112 the written complaint, a copy of the Statement of Student Rights and
113 Responsibilities, and copy of the Grievance Procedure.
- 114 3. Four members shall constitute a quorum by which Hearing Committee business
115 may proceed. The quorum must include at least one student member, one faculty
116 member, and one administrative member.
- 117 4. The members of the Hearing Committee shall be provided with a copy of the
118 grievance and any written response provided by the respondent before the hearing
119 begins.
- 120 5. Both parties shall have the right to present personal statements, testimony,
121 evidence, and witnesses. Formal rules of evidence shall not apply. Any relevant
122 evidence shall be admitted. Unless the Hearing Committee determines to proceed
123 otherwise, each party to the grievance shall be permitted to make an opening
124 statement. Thereafter, the grievant or grievants shall make the first presentation,
125 followed by the respondent or respondents. The grievant(s) may present rebuttal
126 evidence after the respondent(s)' evidence. The burden shall be on the grievant
127 or grievants to prove by substantial evidence that the facts alleged are true.
- 128 6. Each party shall have the right to be present, to be accompanied by the person of
129 his or her choice (who may not participate in the hearing), and to question
130 witnesses who are present. In a closed hearing, witnesses shall not be present at
131 the hearing when not testifying, unless all parties and the committee agree to the
132 contrary.
- 133 7. The hearing shall be recorded by the Coordinator of Student Conduct and
134 Grievance, either by audio recording or stenographic recording, and shall be the
135 only recording made. No witness who refuses to be recorded may be permitted to
136 give testimony. The audio or stenographic recording shall remain in the custody
137 of the District, at all times, unless released to a professional transcribing service.
138 Any recognized party to the grievance may request a copy of the recording.
- 139 8. The Hearing Committee Chair shall, at the beginning of the hearing, ask each
140 person present to identify themselves by name, and thereafter shall ask witnesses
141 to identify themselves by name.

- 142 9. The Hearing Committee shall discuss the stated grievance(s), hear testimony,
143 examine witnesses, and receive all available evidence to the charge.
- 144 10. The hearing shall be closed to the public unless otherwise agreed upon in writing
145 by both parties.
- 146 11. The Hearing Committee shall make decisions in private. The Hearing Committee
147 shall write up findings and decisions. Copies of findings and decisions, including
148 majority and minority reports, are to be sent to each party and the appropriate Vice
149 President. The Hearing Committee's decision(s) shall be final unless appealed.
- 150 12. A recording of the proceedings shall be kept in a confidential file in the Office of
151 Student Conduct and Grievance and shall be available at all times to parties
152 directly involved. All documents, communications, and records dealing with the
153 processing of a grievance will be filed separately from the personnel files of the
154 participants. After a period of four years, the grievance file shall be destroyed.
- 155 13. Reprisals of any kind will not be taken by the District or any of its agents against
156 any party of interest or any other participant in the grievance procedure by reason
157 of such participation.
- 158 14. Evidence and testimony given in each case presented shall not be the sole cause
159 of initiating or filing further grievances.
- 160 15. If the grievant does not act within the time limits provided herein, the ability to
161 proceed with the grievance shall be terminated and no further action will be taken.
- 162 16. The number of instructional days indicated at each step herein should be
163 considered a maximum and every effort must be made to expedite the process.
164 Time limits may be extended by mutual consent in writing or by decision of the
165 Hearing Committee.
- 166 17. The Hearing Committee should attempt to reach a decision by discussion and
167 consensus on a workable solution. Voting should be a last course of action.
- 168 18. If in the course of the proceedings a student graduates before a solution is found,
169 the student shall not be denied full consideration under this policy. A student may
170 also submit a grievance after graduation if the grievance did not become known
171 until that time. However, it must be submitted within 30 instructional days after the
172 grievant should have reasonably become aware of the act or condition on which
173 the complaint is based.

174 APPEALS PROCESS

- 175 1. If a party wishes to formally appeal a recommendation of the Hearing Committee,
176 an appeal must be submitted within ten instructional days to the appropriate Vice

177 President, provided the appropriate Vice President is not a direct party to the
178 grievance. If the appropriate Vice President is a direct party to the grievance, and
179 either party is dissatisfied with the recommendation of the Hearing Committee, an
180 appeal may be submitted to a Vice President/Assistant Superintendent not a direct
181 party to the grievance.

182 2. Upon receiving the findings and recommendations of the Hearing Committee, and
183 after examination of the appeal as requested by either party, the appropriate Vice
184 President or alternate may accept or reject the Hearing Committee's decision.

185 3. If the appropriate Vice President or alternate rejects the Hearing Committee's
186 decision, he or she shall submit his or her decision with the stated reasons for
187 objections to the Hearing Committee within ten instructional days. The Hearing
188 Committee shall within ten instructional days reconsider its decision(s) and submit
189 its decisions to the appropriate Vice President for a final decision.

190 4. The appropriate Vice President shall transmit his or her final decision to the parties
191 within ten instructional days.

192 5. An appeal of the appropriate Vice President's decision may be submitted to the
193 President/Superintendent by either party within five instructional days of the
194 appropriate Vice President's decision. The President/Superintendent shall
195 transmit his or her final decision to the parties within ten instructional days.

196 6. An appeal of the President/Superintendent's decision may be submitted to the
197 Board of Trustees by either party within five instructional days of the
198 President/Superintendent's decision. The Board of Trustees may review an
199 appeal for two consecutive regular Board meetings before making a final
200 determination of the matter at the District level.

201 7. The President/Superintendent or designee, or the Board of Trustees may reject a
202 Hearing Committee decision only after reviewing a transcription of the involved
203 hearing.

204 **STUDENT GRADE GRIEVANCE PROCEDURE**

205 A student of the College may present a grade grievance for a final course grade. The
206 California Education Code, Section 76224, quoted below, states ~~clearly~~ the conditions
207 upon which grades or grading can be questioned.

208 "When grades are given for any courses of instruction taught in a community college
209 district, the grade given to each student shall be determined by the instructor of the course
210 and the determination of the student's grade by the instructor, in the absence of mistake,
211 fraud, bad faith, or incompetence, shall be final." "Mistake" may include, but is not limited
212 to, errors made by an instructor in calculating a student's grade and clerical errors.

Definitions

Fraud – Fraud consists of some deceitful practice with intent to deprive another of their right.

Bad Faith – Intentional design to mislead or deceive another, or neglect or refusal to fulfill some duty or contractual obligation.

Incompetence – That a person is incapable, inefficient, and without the qualities needed to discharge their obligations and duties.

Mistake – An unintentional act, omission, or error.

Instructional Day - ~~An instructional day is defined as a~~ Any day Monday through Friday that all normal college business is conducted, both in the classroom and in the administrative offices. All weekend days and college holidays are excluded.

213
214
215

216 STEP I – INDIVIDUAL ACTION

217 ~~If a~~ student ~~who~~ believes they have valid grounds to challenge a final course grade ~~was~~
218 ~~assigned due based on the presence of a~~ mistake, fraud, bad faith, or incompetence,
219 ~~they must first shall~~ meet with the faculty member to attempt to resolve his or her concern
220 informally.

221 Once grades are available, the student is expected to contact their instructor directly to
222 discuss the dispute. If the instructor is not available or is no longer employed, the student
223 should contact the Division Dean.

When challenging a grade, the burden of proof is on the student to provide evidence of mistake, fraud, bad faith, or incompetence.

224 STEP II – MANAGEMENT ACTION

225 Note: If a student files a grade grievance that includes an allegation of unlawful
226 discrimination, including harassment or retaliation, the grievance, or portion of the
227 grievance, will immediately be referred to (i) the Diversity/Compliance/Title IX Officer or
228 to the Vice President of Human Resources or designee per AP 3435, "Intake and
229 Processing of the Complaint" or to (ii) the Cerritos College Section 504/ADA Coordinator
230 per AP 3412, for attempted informal resolution or investigation.

231 1. The student will ~~obtain a~~submit the Grade Grievance Form ~~from on~~ the Office of
232 Student Conduct and Grievance website.

233 ~~2. The student must return the Grade Grievance Form to the Office of Student Conduct~~
234 ~~and Grievance~~ within 30 instructional days after the completion of the course about
235 which the grade grievance is filed. Information from the form will be used to create
236 a Grade Grievance Petition, provided to the student during the meeting with the

237 Student Conduct Coordinator. Students may obtain an alternate electronic format
238 of this form by request to the Student Conduct Coordinator or Dean of Student
239 Services. Stated deadline still applies. An instructional day is defined as any day
240 Monday through Friday that all normal college business is conducted, both in the
241 classroom and in the administrative offices. All weekend days and college holidays
242 are excluded.

243 3. The Student Conduct ~~and Grievance~~ Coordinator will meet with the student ~~and to~~
244 review this procedure and the ~~completed~~ Grade Grievance ~~Form~~Petition. The
245 student must schedule and meet with the Student Conduct ~~and Grievance~~
246 Coordinator within 10 instructional days of submitting the form. If the student
247 wishes to pursue the grievance, the Student Conduct ~~and Grievance~~ Coordinator
248 will sign and date the Form~~Petition and provide to the student~~. In the absence of
249 the Coordinator, the Dean of Student Services will perform these duties.

250 4. The student will present a copy of the Grade Grievance ~~Form~~Petition and all
251 supporting evidence to the applicable Division Dean within 10 instructional days of
252 obtaining the signature of the Student Conduct ~~and Grievance~~ Coordinator. The
253 Division Dean may schedule a meeting ~~of all concerned~~with the student and the
254 faculty if appropriate. ~~The Division Dean should schedule a meeting only if the~~
255 ~~Form has the signature of the Student Conduct and Grievance Coordinator and is~~
256 ~~dated. In the absence of the Coordinator, the Dean of Student Services will meet~~
257 ~~with the Division Dean.~~ The Division Dean shall render a decision, and
258 communicate the decision in writing ~~make a recommendation to the all~~ parties
259 within 15 instructional days. The outcome notice must include a summary of the
260 grievance allegations, findings from review of the grievance and supporting
261 evidence, a statement of analysis and determination, and instructions for appeal.

262 STEP III – ADMINISTRATIVE ACTION

263 If either party is dissatisfied with the ~~recommendation~~decision of the Division Dean, he
264 or she may appeal the matter to the Vice President of Academic Affairs or designee within
265 ten instructional days of the Division Dean's recommendation. The Vice President of
266 Academic Affairs or designee shall call a meeting with the student, the ASCC Chief
267 Justice, the Division Dean, and if needed, the faculty member. The Vice President of
268 Academic Affairs or designee shall transmit his or her decision to the parties within ten
269 instructional days. The outcome notice must include a summary of the grievance
270 allegations and prior findings, findings from review of the grievance appeal and supporting
271 evidence, a statement of analysis and determination, and instructions for appeal.

272 STEP IV – ~~PRESIDENT/SUPERINTENDENT~~BOARD OF TRUSTEES ACTION

273 ~~If either party chooses to appeal the decision of the Vice President of Academic Affairs,~~
274 ~~he or she may appeal the matter to the President/Superintendent of the College within~~
275 ~~ten instructional days of such decision. If a faculty member is dissatisfied with a~~
276 ~~recommendation and neither acts on it, nor appeals it, the Vice President of Academic~~

277 ~~Affairs will forward the matter to the President/Superintendent. The~~
278 ~~President/Superintendent will review the recommendation and if needed, request persons~~
279 ~~involved in the grievance to meet.~~

280 ~~The President/Superintendent shall make a recommendation within ten instructional~~
281 ~~days. If either party is dissatisfied with the recommendation decision of the~~
282 ~~President/Superintendent Vice President of Academic Affairs or designee, an appeal of~~
283 ~~the President/Superintendent's recommendation may be submitted to the Board of~~
284 ~~Trustees by either party. The appeal must be submitted within ten instructional days after~~
285 ~~of the Vice President of Academic Affairs or designee President/Superintendent's~~
286 ~~recommendation decision. The Board may review an appeal for two consecutive regular~~
287 ~~Board meetings during closed session, and if needed, request persons involved in the~~
288 ~~grievance to appear before making a final determination of the matter at the District level.~~
289 ~~Following final determination, the outcome will be recorded in the Board minutes and~~
290 ~~notice provided to all parties in writing from the Office of the President within ten~~
291 ~~instructional days. The outcome notice must include a summary of the grievance~~
292 ~~allegations and prior findings, findings from review of the grievance appeal and supporting~~
293 ~~evidence, and the statement of final determination.~~

294 Time Limits – Any times specified in these procedures may be shortened or lengthened
295 if there is mutual concurrence by all parties.

296 Also see AP 4231 titled Grade Changes

297 Office of Primary Responsibility: Vice President, Student Services

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