CERRITOS COLLEGE
COORDINATING COMMITTEE MINUTES
October 7, 2019

PRESENT:	Dr. Jose Fierro	ABSENT:	Rick Miranda
	Dr. Adriana Flores-Church		Liz Page
	Felipe Lopez		Kimberly Sayo
	Dr. Dilcie Perez		
	Dr. Patricia Robbins-Smith		
	Dr. April Griffin		
	Dean Mellas	GUEST(s):	Shawna Baskette
	Stephanie Rosenblatt		Teri Cheetham
	Kathy Hogue		Dr. Carrie Edwards
	Kim Applebury		Christine Gregory
	Danylle Williams-Manser		Dr. Stephanie Rodriguez
	Cheryl Thury		

I. MEETING CALLED TO ORDER
Dr. Fierro called the meeting to order at 1:03 p.m.

II. PUBLIC COMMENTS
There were no public comments.

III. INTRODUCTION OF NEW EMPLOYEES & ANNOUNCEMENT OF EMPLOYMENT OPPORTUNITIES

Employment Opportunities   **Closing Dates**
Director, Physical Plant and Construction Services   November 12

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

IV. APPROVAL OF MINUTES – September 23, 2019
It was moved by Dr. Robbins-Smith and seconded by Ms. Hogue to approve the September 23 minutes with corrections. The vote for approval was 9-0-3; Mr. Lopez, Mr. Mellas and Dr. Perez abstained. Mr. Miranda, Ms. Page and Ms. Sayo were not present for the vote.

V. BOARD AGENDA – October 2, 2019
The committee reviewed the draft October 2 board agenda.

VI. ITEMS FROM INSTITUTIONAL COMMITTEES
Student Success and Support Programs – Shawna Baskette, Dr. Stephanie Rodriguez and Yvette Tafoya
EMP Goal A: Strengthening the Culture of Completion
Ms. Baskette reviewed the history and purpose of the committee as described in the Shared Governance Booklet. She distributed the attached February 7 and March 7 meeting minutes. There was a consensus to recommend to the Coordinating Committee that this committee be dissolved since the Student Equity and Achievement (SEA) Program will be integrating the efforts of the following college committees: Basic Skills Imitative, Student Equity and Student Success and Support Programs. The committee will meet this semester to vote on this recommendation.

Dr. Fierro requested that Ms. Baskette send the committee recommendation to Mrs. Thury to be agendized for a future meeting.

VII.   ITEMS FROM FACULTY SENATE STANDING COMMITTEES
        Academic Excellence – Teri Cheatham and Christine Gregory
        EMP Goal A: Strengthening the Culture of Completion

Ms. Cheatham reviewed the attached September 17 meeting minutes. Nomination forms will be distributed to faculty January 13, 2020 and to department chairs January 14, 2020. Forms are due to divisions or committee members by February 6, 2020. The ceremony is scheduled for Thursday, April 2, 2020 to begin at 7:00 p.m. in the Burnight Theatre.

Ms. Gregory stated last year the award winner photographs were emailed as slideshow videos to all the division deans. She will be doing the same this year and will follow-up to ensure the videos are displayed.

Sabbatical Leave – Julie Davis
EMP Goal C: Promoting Leadership and Staff Development
Dr. Griffin provided a report on behalf of the new committee chair Julie Davis. She stated that three faculty have requested leaves for the 2020-21 academic year. The committee will review the requests and send its recommendation to Faculty Senate by the end of the fall semester. The process to review reports from faculty who returned from 2018-19 sabbatical leaves will begin in spring.

Curriculum – Dr. Carrie Edwards
EMP Goal F: Enhancing Organizational Effectiveness
Dr. Edwards reviewed the attached presentation. The Chancellor's Office approved University of California Transfer Pathways Degrees for Chemistry and Physics. The committee has reviewed these pathways and has forwarded for board approval in October. There have also been changes to the unit values for approved certificates of achievement and verifications to align with financial aid guidelines. There are 10 programs that must be revised to comply with requirements for verification of completions. There are 21 programs that can seek approval but are not required. There are new CB codes to track data associated with AB705. In eLumen, courses are being assigned to a single discipline. Dr. Edwards concluded by stating the committee will continue to discuss the role they play in promoting equity and diversity in the course outlines and classrooms.

VIII.   STATUS OF SHARED GOVERNANCE
        Review of Institutional Self-Evaluation Report – Shawna Baskette and Dr. Michelle Lewellen
        EMP Goal F: Enhancing Organizational Effectiveness
        Ms. Baskette stated they are requesting feedback and assistance from the Coordinating Committee for draft two of the Institutional Self-Evaluation Report. They have identified 18 standards that are most relevant to the goals of this committee. Each committee member has been assigned a standard to review and provide feedback on the attached forms. The feedback will be discussed at the October 28 Coordinating Committee meeting.

Dr. Fierro asked when reviewing the standards to keep in mind what we are doing or should be doing and disregard whether you like it or not.

IX.   REPORTS FROM COORDINATING COMMITTEE MEMBERS
        Ms. Roseblatt stated all the databases are working again in the Library.

X.   <u>PRESIDENT'S REPORT</u>

Dr. Fierro encouraged sharing the draft ISER with the committee's constituent groups. Our goal is to receive a clean accreditation. He reminded the committee that the Great California Shakeout will be held on Thursday, October 17 at 10:17 a.m. Improvements on the broadcasting system have been made. All door locks in offices and classrooms will be changed to allow locking from the inside. Door locks have been changed in five buildings. A bid for a security consultant will be agendized for the November board meeting. He concluded by stating he is looking into professional development training for security protocol in the near future.

XI.   <u>ADJOURNMENT</u>

Meeting adjourned at 2:06 p.m.

Nayeli Duenas   **Berenice Gallardo**   **Blanca Gamez**   **Yvette Juarez**   **Mike Miles**
Jennifer Palma   **Ashley Redix**   **Edward Rother**   **Yvette Tafoya**   **Kim Westby**
Albert Wilmovsky

Handouts

1. Questions to Collect Feedback on Student Equity and Achievement (SEA) Program Retreat

Agenda Topics	

❖ **SEA Program Retreat Feedback Questions**
  ○ Around 6 people attended the retreat on Jan 25th.
  ○ What were the takeaways from the SEA Program retreat on Friday, January 25th?
    ▪ Collaborative and the video was necessary to understand the vision.
    ▪ We like the fact that the focus was breaking down the SLOS.
    ▪ We were glad to see the college interested in student success and how to make that happen. The conversation was very student focus and who are our students. Are we really being reflective in terms of what barriers we are creating for our students and do we realize it?
    ▪ We should go back to the C-SEAL and review the data.
    ▪ We need more time to survey our students. What is our target?
    ▪ We don't have a clear vision of what student's success looks at on our campus.
    ▪ We really enjoyed the fact that we watched the video as a group.
    ▪ We really need to see what the actual data that we need.
    ▪ What about the new committee?
  ○ How do you envision the committee contributing on Guided Pathways?
    ▪ Is it a sub group? How do we contribute to the bigger goal of Guided Pathways?
    ▪ A sub-group who would later connect with the bigger group. Would our voice be as strong coming for this setup?
    ▪ Guided Pathways seems to be the overall umbrella.
    ▪ There is a Guided Pathways committee already in place and there are also taskforce that are working on pillars. We will ask Traci to come to our next meeting.
  ○ What data is needed to advance the systemwide goal to boost achievement for all students with an emphasis on eliminating achievement gaps for students from traditionally underrepresented groups?
    ▪ Who are our students? Following the guidelines for Student Equity. We need to go back and look at our student population. In the past we set programs first instead of looking at the who.
    ▪ We need to include groups such as CalWORKs in this data. Not because the student is being serviced in a program they can always us other resources.
    ▪ BSI – some reading and ESL students need more resources.
	Yvette Tafoya

- Financial Aid – We would like to know the real first time students or are they travelers? Travelers are students who have picked up units at - We would like to see the tools we are using to identify these students. - Let's step back and take the time to look at our data. - Ashley would like to meet with groups and programs to see the filters where they are pulling the data from. - Are we having a problem now with the way the students are being assessed? Are there other way to assess a student's? Can the assessment test still be used? - Let's look at the student success rates. Data should be available by Summer.	
❖ **Student Success and Support – Counseling Services** - Our Fall 2018 MIS data is available and we will be working with the office of IEARP to separate data. - We are working on revamping the orientation and how we services our incoming students. Understanding the students that we have. - We are seeing mental health issues increase within our students. Stress, anxiety and family issues. - Student peers at the one stop? No, we have a counselors outside during registration. - Have we thought about breaking down the orientation/active learning? - Admission and Records - Counseling - Assessment - Let's develop an orientation resource page. - What happen with the student resource that we were working on? We will check in with Shawna. - Let's play videos while they were waiting. - How about a lab for our new students? - We were thinking of using the Cerritos Complete model/timeline. - Cerritos Complete – Counselors are currently going to high schools for parent nights. - Cerritos Complete is not a 2 year program. - Registration for Summer 2019 will begin April 15th.	Yvette Tafoya
Upcoming Meetings - Thursday, March 7th @ 9:00am - Thursday, April 4th @ 9:00am	
Items from the floor	

Attendees:

Kristi Blackburn	Nayeli Duenas	Blanca Gamez	Terrie Lopez	Jennifer Palma
Ashley Redix	Yvette Tafoya	Traci Ukita	Albert Wilmovsky	

Handouts
- Cerritos College SSSP Services Data

Agenda Topics	

o **Guided Pathways**
    o Guided Pathways Presentation
  ▪ Key Elements of Guided Pathways
    • Programs that are fully mapped out and aligned
    • Redesigning and integrating basic skills/developmental education classes
    • Structured onboarding processes
    • Instructional support and co-curricular activities
    • Responsive student tracking systems
    • Proactive academic and career advising
Suggestions/Comments:
  ▪ Technology Audit – Have we talked about this?
  ▪ Instructional Support – What are we planning to do?
  ▪ Every department should have support for students who are struggling
  ▪ What does student success look like?
	Traci Ukita

o **SSSP Data**
  o We reviewed SSSP Data from Fall 2014-Fall 2018
    ▪ Cerritos College SSSP Services (Academic/Progress Probations Services, Counseling/Advisement Services, Education Plan Services, Initial Assessment Services Placement, Initial Orientation and other services)
      • Suggestions/Comments:
      o What are our next steps
      o How do we engage our students
      o Should we have a HOLD or No HOLD for services
      o How about a case management vision
      o Exist point of our students – lets require for them to complete a workshop
      o Let's link up with iFalcon
      o Workshop ideas – How did I get on probation/ do I get off probation
      o So many students don't understand what probation is
      o Human connection – high need students
      o Are we getting the results? (online workshop)
      o Creating a Student Success Team that includes outreach and voice to voice
    ▪ Cerritos College SSSP Services (Disaggregated by Race/Ethnicity)
      • Suggestions/Comments:
      o All students need to complete orientation
      o Student need to understand PRE REQ
      o Multiple Measures – Accuplacer – Modified Courses – Failure rates for math courses are very low.
      o Students should always meet with a counselor
    ▪ Cerritos College SSSP Services (Disaggregated by Gender)
	Yvette Tafoya

▪ Cerritos College SSSP Services (Disaggregated by Age)	
Items from the floor	

Academic Excellence Committee Meeting Minutes
Co-Chairs: Teresa Cheatham and Christine Gregory
September 17, 2019
11:00 a.m., CTX Conference Room

Members Present: Mark Abbruzzese, Selene Aguirre, Kristine Aslanyan, David Betancourt, Teresa Cheatham, Christine Gregory, Debra Johnson, Rachel Samarin, Felicia Smith, Thad Szabo

1. **Introductions/Committee standards review:**
    Members introduced themselves and quorum/awards criteria were reviewed.

2. **Committee reviewed the following AEC 2019-2020 activity timeline:**
    May: Reserved photographer, Student Center, Burnight Center,
        Quad/Boardroom with Denise at Facilities **(Teri successfully completed this task and received confirmation)**
    September: Save the date to board members **(Teri will be sending out this week an email and paper invitation to mailboxes)**
    October: Send invitation letters to president, board members, & VPs; Vote for guest speaker/ascertain guest speaker confirmation
    November: Division Reps give information at Division meetings
    December: Division Reps remind faculty regarding AEA forms (forms out in January and DUE Feb. 6)
    Monday, January 13, 2020: Nomination forms distributed to faculty
    Tuesday, January 14, 2020: Student data distributed to department chairs
    Thursday, February 6, 2020: Signed Nomination forms with transcripts attached are due to Division or AEC Representative
    Tuesday, February 18, 2020: Check names on transcripts and narratives Tuesday, March 3, 2020: AEA student photo session
    Tuesday, March 24, 2020: Check names on plaques and N/S line up list
    Thursday, April 2, 2020 at 7:00 pm: Academic Excellence Awards Program in Burnight Theatre

3. **Student Eligibility List coming from Research and Development and not from IT:**
    David reported that the person in IT retired but has now returned part time and will continue to supply names based on criteria to generate the student eligibility list that will be distributed to the deans in January. He was working with Kristine Blackburn in Research and Planning after the IT person retired, but since she has left, and the IT person decided to return part time, we are back with IT this year. David will take over this task again for this year's ceremony.

4. **Student Letters:**
    Rachel (addresses) and Kristine (mail merge/print out letters, student support staff to stuff envelopes) generously agreed to take over this very important task. Rachel will also send out emails to students asking for spelling verification of their names, especially before sending out the plaque orders.

5. **Award Winner Photographs on Campus Monitors Update:**
    Christine reported that all of the slideshows were emailed as videos and slideshow files to all of the division deans on April 25th. She will take on this task again this year, and suggested that she

will cc division secretaries in addition to the deans to ensure more of a chance that the videos will be displayed on the division monitors. It was suggested by the committee members that when students sign the photo waiver in the green room with Sarah and are in the big group photo at the end of the awards ceremony, that they are also reminded that they can ascertain their photographs on the AEC website at the beginning of fall.

6. **Discuss Keynote Speaker Possibilities:**
   Members brainstormed possible speaker candidates so far such as Lee Anne McIllroy from ESL, Natalie Sartin from English, Gerado Franco (former Cerritos student) from Engineering, Monica Bellas from Anthropology, John Mejia from Anthropology, and Lorraine Gersitz from Library. The committee will enter more nominees if there are more and take a vote at the October 15th meeting to select the speaker. Teri will send the chosen keynote speaker an invite and ascertain his or her acceptance.

5. **Items from the Floor:**
   A few members expressed an interest in adding balloons on the stage during the ceremony (Rachel said that she would check the budget for this) as well as having an alumni table at the reception of past AEC winners.

6. **Committee Reviewed 2019-2020 Committee Calendar:**
   NEXT MEETING: Tuesday, October 15, 11am, LC-51
   Tuesday, November 19, 11am, LC-51
   Tuesday, January 21, 11am, LC-51
   Thursday, February 6, NOMINATION FORMS ARE DUE!
   Tuesday, February 18, 11am, LC-51 (check transcripts and narratives)
   Tuesday, March 3, 11am, Student Center Stage (photo reception and meeting)
   Tuesday, March 24, 11am, LC-51 (check plaques and N/S line up)
   Thursday, April 2, 7pm, Burnight Theater Academic Excellence Awards Ceremony
   Tuesday, April 21, 11am, LC-51 (lunch)

Coordinating Committee, Monday, October 7, 2019
Sabbatical Committee Report
(Presented by April Griffin)

EMP Goal C: Promoting Leadership and Staff Development

1. Applications
    a.   Three faculty members have requested leave for the 2020-2021 academic year
    b.   Divisions represented: Counseling, Liberal Arts, Social Science
    c.   All applicants have requested one year leaves at 100% compensation
    d.   Human Resources has confirmed that all applicants are eligible for the requested leave

2. Application process
    a.   The Committee met on 09-17-19 to discuss and coordinate feedback for all three applications
    b.   The Committee held individual meetings on 09-24-19 with each applicant to discuss feedback
    c.   Applicant revisions are due on 10-08-19
    d.   The Committee is scheduled to meet on 10-15-19 to discuss applicant revisions

3. Reports from faculty returning from leave, 2018-2019
    a.   The Committee has scheduled a workshop on 10-17-19 to assist faculty with the report writing process
    b.   The Committee set the due date for reports on 12-12-19; reports will be submitted to the Committee's *Canvas* site
    c.   The Committee communicated all pertinent information to returning faculty on 09-16-19
    d.   The Committee will read faculty reports at the start of the spring 2020 semester

4. Committee changes
    a.   The Committee elected Julie Davis as the new chair
    b.   The Committee's website has been updated and revised to be more user friendly

CURRICULUM COMMITTEE
Coordinating Committee Presentation
10/7/2019

University of California Transfer Pathways

UCTP Degrees in Chemistry and Physics
We approved at the 9/12 Curriculum Committee Meeting

▶ CCC Chancellor's Office Memorandum 19-27 on July 9th, 2019

▶ Designed to expand inclusive access, especially at traditionally low-sending CCC campuses

▶ Students will be on a Path to graduate from UC in 2-years after transfer

▶ Must maintain a cumulative GPA of 3.5 or higher in UC transferable coursework for guaranteed admission to the University of California System

▶ All nine undergraduate UC campuses will participate in the UC Transfer Pathways Guarantee in Chemistry and Physics pilot

▶ Students who do not meet the GPA requirement are still eligible to apply to the UC system, but they will not be covered under the transfer guarantee.

UC Webinar has cause confusion

UC Webinar has cause confusion

Requirements

Freshman requirements

Transfer requirements

Preparing to transfer

Transfer Pathways

Pathways+

General education & IGETC

Transfer admission guarantee (TAG)

Transfer admission planner

International applicants

AP & Exam credits

UNIVERSITY OF CALIFORNIA Admissions

Transfer requirements

Nearly a third of our students started out at community college. And with a little planning, you could join them.
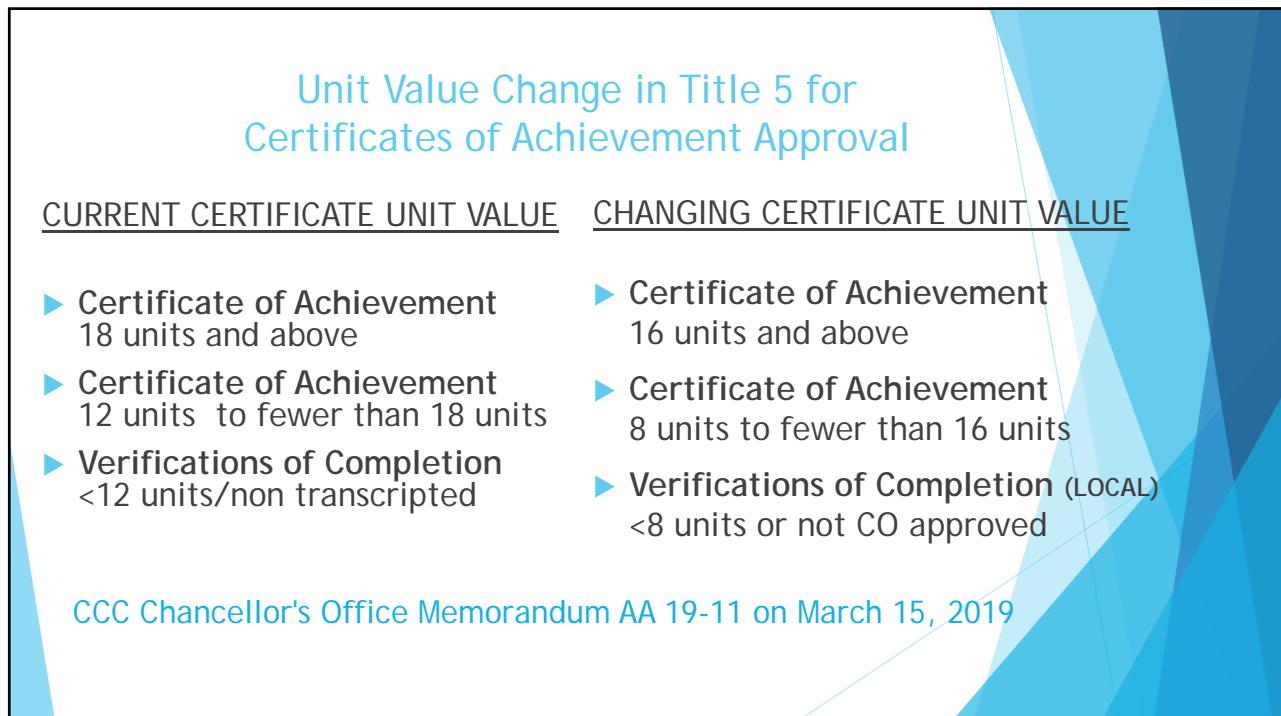
Unit Value Change in Title 5 for Certificates of Achievement Approval

CURRENT CERTIFICATE UNIT VALUE

▶ **Certificate of Achievement** 18 units and above

▶ **Certificate of Achievement** 12 units to fewer than 18 units

▶ **Verifications of Completion** <12 units/non transcripted

CHANGING CERTIFICATE UNIT VALUE

▶ **Certificate of Achievement** 16 units and above

▶ **Certificate of Achievement** 8 units to fewer than 16 units

▶ **Verifications of Completion** (LOCAL) <8 units or not CO approved

CCC Chancellor's Office Memorandum AA 19-11 on March 15, 2019

Verification of Completion
Must make 10 Programs compliant
emails sent on 9/20

- American Sign Language – 16
- *Automotive Collision Repair*
  - Structural Damage Specialist – 17.5
  - Damage Appraisal – 16.5
- *Automotive Mechanical Repair*
  - ~~Brakes, Suspension, and Steering – 16~~
  - ~~Fleet Preventative – 17~~

- *Engineering Design Technology*
  - Machine Design and Manufacturing – 16
  - 3-D Parametric Modeling Design and Presentation – 16
- ~~Machine Tool Technology – MasterCAM – 16.5~~
- Photojournalism – 17
- Teaching Beginning Piano – 16.5

Verification of Completion
21 Programs can seek approval
emails sent on 9/20

- Occupational Preparedness in Desktop Publishing/Journalism – 15
- *Automotive Collision Repair*
  - ~~Customizing and Fabrication – 15.5~~
  - ~~Custom Painting – 13.5~~
- Automotive Mechanical Repair
  - ~~Advanced Electrical and Diagnosis – 14~~
  - ~~Engine Repair and Operations – 14~~
- *Engineering Design Technology*
  - ~~Sheet Metal Layout Applications With 3-D Parametric Solid Modeling – 14~~
  - ~~Engineering Design and Production Technology – 14~~
- Business Administration – 9
- ~~Creative Writing/Screen Writing – 12~~

- ~~Law – 9~~
- *Mass Communications*
  - Broadcast Journalism – 12
  - Desktop Publishing – 15
  - Online Journalism – 15
- Fine Art Photography – 15
- Occupational Preparedness in Photography - 15
- Traditional Black-and-White Photography - 8
- Teaching Intermediate Piano – 13.5
- *Plastics and Composites*
  - ~~Moldmaking Specialty – 9.5~~
  - ~~Fiberglass/Composites Repair Specialty – 8~~
- Real Estate – 12/13
- Entertainment Technology - 10

MIS DATA ELEMENTS
New or updated

▶ **CB25 General Education Requirements**

Allows colleges to identify courses that fulfill degree or general education requirements in the categories of Composition/Critical Thinking and Mathematics/Quantitative Reasoning/Analytical Thinking, as well as those that meet local competency requirements.

▶ **CB26 Course Transfer Types**

Allows colleges to distinguish support courses associated with AB705 implementation from noncredit, pre-collegiate courses that are associated with efforts such as the California Adult Education Program (CAEP). It can also be used to evaluate AB705, to examine how support courses relate to student outcomes such as enrollment patterns, completing general education requirements, earning an award, or transferring to a four-year institution.

▶ **CB21 Course Prior to College Level**

Changes integrate objectives related to quantitative reasoning, English/reading courses, and ESL from the federal Educational Functioning Levels (EFL) already in use by noncredit programs and K12 adult schools

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Assigning Courses To Disciplines

▶ Course assigned to a single discipline (Typical)

　▶ The MQs for the discipline provide adequate preparation to teach that course

▶ Course assigned to more than one discipline with an "OR"

　▶ The MQs for one or the other discipline provide adequate preparation to teach that course

▶ Course assigned to more than one discipline with an "AND"

　▶ The MQs for both disciplines need to be met.

▶ Cross-listing – Can be one, either, or both.

▶ Interdisciplinary – recommended to assign to a discipline and require a certain amount of units in the other area.

Equity

- What role will we play in promoting equity and diversity in the course outline and classroom?
- How do we infuse equity into the traditional components of the COR?
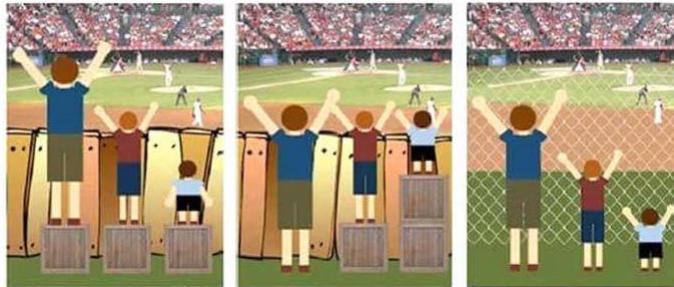
Questions we will be asking

- Is our multi cultural statement enough?
- Is our access statement enough?
- How do we make diversity, equity, and access an authentic part of our course outlines?

Institutional Self-Evaluation Report
Coordinating Committee Feedback

Standard		Committee Member
I.B.7.	The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission. (p. 18)	Rick Miranda
I.B.8.	The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities. (p. 19)	Kathy Hogue/Kimberly Sayo
I.B.9.	The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (p. 20)	Stephanie Rosenblatt
I.C.5.	The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services. (p. 34)	Danylle Williams-Manser
I.C.7.	In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (p. 36)	Dr. April Griffin/ Stephanie Rosenblatt
I.C.8.	The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty. (p. 37)	Liz Page
III.A.13.	The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation. (p. 128)	Kim Applebury
IV.A.1.	Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation. (p. 182)	Dean Mellas
IV.A.2.	The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees. (p. 183)	Cheryl Thury

Institutional Self-Evaluation Report
Coordinating Committee Feedback

Standard		Committee Member
IV.A.3.	Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. (p. 184)	Felipe Lopez
IV.A.4.	Faculty and academic administrators, through policy and procedures, and through well- defined structures, have responsibility for recommendations about curriculum and student learning programs and services. (p. 186)	Dr. April Griffin
IVA.5.	Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations. (p. 187)	Dr. Patricia Robbins-Smith
IV.A.6.	The processes for decision-making and the resulting decisions are documented and widely communicated across the institution. (p. 188)	Cheryl Thury
IVA.7.	Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement. (p. 189)	Dr. Dilcie Perez
IVB.3.	Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: • Establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution. (p. 196)	Dr. Jose Fierro
IV.C.5.	The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability. (p. 213)	Dr. Adriana Flores-Church
IV.C.7.	The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary. (p. 215)	Cheryl Thury
IV.C.10.	Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness. (p. 217)	Dr. Jose Fierro

ISER Feedback – October 2019
Coordinating Committee

Note: To access the evidence links in the standard, you must be logged in to Canvas. All employees should have Canvas usernames. If you need help accessing Canvas, please contact tnfacultyhelp@cerritos.edu

1. Is the narrative and evidence presented in the ISER draft accurate and does it address the standard?   YES   NO

   If not, please identify the specific sentences that are not accurate, and provide suggested changes. Attach documents in PDF format that show we are doing what we say we are doing (e.g., meeting minutes, policies, SOPs).

2. If there are highlighted notes within the standard that identify work required to satisfy the standard, please discuss and provide answers, if possible.

3. Does the standard clearly explain and describe the following?

   a. What we do

   b. How we do it

4. Do you have access to evidence that is more recent or relevant than the evidence presented in the standard?

   YES   NO

   If you can access better evidence, please identify the specific sentences and/or evidence file name to replace. Attach the new evidence in PDF format to your email with this feedback form.