

Peer Review Team Report

Cerritos Community College District
11110 Alondra Blvd.
Norwalk, CA 90650

This report represents the findings of the peer review team that visited
Cerritos Community College District
from February 24, 2020 to February 27, 2020

Kathleen A. Rose, Ed.D.
Team Chair

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**Cerritos Community College District
Comprehensive Evaluation Visit**

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Summary of Evaluation Report

INSTITUTION: Cerritos Community College District

DATES OF VISIT: February 24 – 27, 2020

TEAM CHAIR: Kathleen A. Rose, Ed.D.

A ten-member accreditation team visited Cerritos College February 24 to 27, 2020 for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies and USDE regulations. In addition, two ACCJC Staff Liaisons were available before the visit and on-site to assist the team during the visit with any clarification needed as the team focused on their work. The team evaluated how well Cerritos College is meeting its mission, its stated purposes, and provided recommendations for quality assurance and institutional improvements, which is the core work of accreditation.

Prior to the February visit, the team chair attended a team chair training workshop on December 3, 2019 and the team chair had two phone conversations with the Cerritos Superintendent/President to prepare the logistics for the visit. The entire external review team received training from ACCJC on February 5, 2020.

The evaluation team received Cerritos College's Institutional Self Evaluation Report (ISER) document and related evidence several weeks prior to the site visit. Team members found the ISER to be a comprehensive and well written document which detailed the process used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through a participatory process that included faculty, staff, students and administration. The document contained a thoughtful narrative that demonstrated a focus on continuous improvement, as indicated in several sections which noted "outcomes and accomplishments" related to the Standards. The College also prepared a Quality Focus Essay.

Prior to the visit, team members completed two team assignments and were aligned in teams to complete a thorough review of the document and interviews while on site. They identified areas for further investigation and provided a list of interview requests. On February 24th team members spent the afternoon discussing their initial observations and the preliminary review of the written materials and evidence provided by the college. The team members then received a tour of the Cerritos campus and attended a reception where they met members of the campus community.

During the visit the members of the visiting team held 41 interviews, two Open Forums and one meeting with college trustees. A reception at the beginning of the visit provided the opportunity to meet many members of the campus community. At the conclusion of the visit the Team Chair delivered an oral exit report to members of the campus community.

Major Findings and Recommendations of the 2020 External Evaluation Team

Team Commendation

The team commends the college for creating and encouraging innovation leading to institutional excellence by engaging the college and its external communities in developing and sustaining the innovation fund program (IV.A.1).

Team Recommendations

Compliance Recommendations:

In order to meet the standards, the team recommends the college assess the accomplishment of its mission by using student learning outcome and program review data. It is recommended that the college disaggregate and analyze these data and evaluate the efficacy of strategies to mitigate gaps. (I.B.5, I.B.6)

In order to meet the standards, the team recommends the college identify and regularly assess learning outcomes for courses, programs, certificates, and degrees. In every class section, the course syllabus must include learning outcomes from the officially approved course outline of record. (II.A.3, I.B.2)

Improvement Recommendations:

In order to improve effectiveness, the team recommends the college continue to implement its plan to assess learning outcomes for student support services and programs and use the data for continuous improvement. (II.C.2)

In order to improve effectiveness, the team recommends the college follow its policies and procedures to disseminate budget decisions throughout the institution consistently and in a timely manner. (III.D.2)

Introduction

Founded in 1955 as Excelsior Junior College District and later named Cerritos College, the college now offers comprehensive, high-quality, affordable education and career training and is one of the five largest community colleges in Los Angeles County. The campus itself encompasses 135 acres located in the City of Norwalk, near the intersection of Interstates 5, 605, and 105, and State Route 91. This makes the campus geographically convenient for students coming from Southeastern Los Angeles County and North Orange County. There is a wide range of students who commute to the college from Artesia, Bellflower, Buena Park, Cerritos, Cypress, Hawaiian Gardens, Lakewood, La Mirada, La Palma, Long Beach, Norwalk, Santa Fe Springs, and beyond, making Cerritos the “gateway to your future”. An average of 22,000 students attend annually and participate in over 180 areas of study and 87 degree and certificate programs.

Cerritos College is a comprehensive community college that offers transfer programs, associate and certificate programs, career and technical education programs, non-credit, community and contract education, basic skills and life-long learning opportunities. In addition Cerritos College provides comprehensive student and academic support services.

There have been a number of changes at Cerritos College since the last Follow-Up report in 2015. There is new leadership, a focus on integrated planning and the college has experienced growth. A review has been conducted of all policies and procedures and efforts have been made to re-connect with the communities that the College serves. Based on the Cerritos Institutional Self Evaluation Report (ISER), the Quality Focus Essay, individual interviews, and open forums it is clear that the College has identified goals and plans for integrated program improvement.

Eligibility Requirements

1. Authority

The team confirmed that Cerritos College is authorized to operate as a post-secondary, degree granting institution based on accreditation by the Accrediting Commission for Community and Junior Colleges. (ACCJC) of the Western Association of Schools and Colleges (WASC). ACCJC is a regional accrediting body recognized by the U.S. Department of Education and granted authority through the Higher Education Opportunity Act of 2008.

The College meets the ER.

2. Operational Status

The team confirmed that the College is operational and provided educational services to 21,671 students for the 2018-19 academic year. Approximately 80% of these students are pursuing goals that relate to degree, certificate or transfer.

The College meets the ER.

3. Degrees

The team confirmed that the majority of courses offered lead to a degree, certificate or transfer. A majority of Cerritos' students are enrolled in courses leading to transfer and/or a degree or certificate.

The College meets the ER.

4. Chief Executive Officer

The team confirmed that the Governing Board employs a superintendent/president as the chief executive officer of Cerritos College. The CEO does not serve as a member of the board nor as the board president. The team found that the Governing Board vests requisite authority in the superintendent/president to administer board policies. There have been changes in the CEO position since the last full accreditation visit. These changes were appropriately reported to the ACCJC.

The College meets the ER.

5. Financial Accountability

The team confirmed that Cerritos College engages a qualified external auditor to conduct audits of all financial records. All audits are certified, and all explanations of findings are documented appropriately. Audit reports are made available to the public.

The College meets the ER.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution's compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of an Evaluation Team Visit and Third-Party Comment

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
<input checked="" type="checkbox"/>	The institution cooperates with the evaluation team in any necessary follow-up related to the third-party comment.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance within each

	instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
<input checked="" type="checkbox"/>	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
<input checked="" type="checkbox"/>	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Credits, Program Length, and Tuition

Evaluation Items:

<input checked="" type="checkbox"/>	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
<input checked="" type="checkbox"/>	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
<input checked="" type="checkbox"/>	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
<input type="checkbox"/>	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Institutional Degrees and Credits</i> .

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative: The clock hour conversions to credit hours do not apply to Cerritos College.

Transfer Policies

Evaluation Items:

<input checked="" type="checkbox"/>	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
<input checked="" type="checkbox"/>	Policies contain information about the criteria the institution uses to accept credits for transfer. (Standard II.A.10)
<input checked="" type="checkbox"/>	The institution complies with the <i>Commission Policy on Transfer of Credit</i> .

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
<input checked="" type="checkbox"/>	The institution demonstrates regular and substantive interaction between students and the instructor.
<input checked="" type="checkbox"/>	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
<input checked="" type="checkbox"/>	The institution verifies that the student who registers in a distance education program is

	the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
<input type="checkbox"/>	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
<input type="checkbox"/>	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
<input checked="" type="checkbox"/>	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the Institution does not meet the Commission’s requirements.
<input type="checkbox"/>	The college does not offer Distance Education or Correspondence Education.

Narrative:

The College verifies the identity of online students through its learning management system (Canvas), which requires a secure login for students, faculty and staff including username and password. Faculty are also able to view photos of their students through the Rosters Plus system.

Student Complaints

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
<input checked="" type="checkbox"/>	The student complaint files for the previous seven years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
<input checked="" type="checkbox"/>	The team analysis of the student complaint files identifies any issues that may be

	indicative of the institution's noncompliance with any Accreditation Standards.
<input checked="" type="checkbox"/>	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: Student complaint files were reviewed and were found to be in compliance.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

<input checked="" type="checkbox"/>	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
<input checked="" type="checkbox"/>	The institution complies with the <i>Commission Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> .
<input checked="" type="checkbox"/>	The institution provides required information concerning its accredited status. (Standard I.C.12)

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Title IV Compliance

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE. (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, the institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, the institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Standard I

Mission, Academic Quality and Institutional Effectiveness, and Integrity

I.A. Mission

General Observations:

Through an extensive program review, planning and resource allocation cycle, Cerritos College aligns its programs, services, and resources toward its mission and the communities it serves. The mission is reviewed on a regular cycle, updated, approved by the Board of Trustees, and communicated widely.

Findings and Evidence:

The team reviewed BP 1200 Mission. The first paragraph of BP 1200 contains the mission statement as included in the Educational Master Plan 2017-2023, the 2019 Facilities Master Plan, and the general catalog. The second paragraph of BP 1200 contains the college's intended student population, the types of degrees and other credentials it offers, and its commitment to student achievement. This statement is included in the general catalog as the college's Commitment statement. The team found that the college's mission describes the institution's broad educational purposes, intended student population, types of degrees, and its commitment to student learning and achievement. (I.A.1)

The team reviewed the college's educational master plan's (EMP) Introduction and Overview which highlighted the sources and use of data in the development of the master plan. Of the six EMP goals, the first two identify institutional priorities in meeting the educational needs of students. The college provided evidence of annual scorecard presentations to the governing board providing data on student achievement. These goals are addressed in the Strategic Plan 2017-2020. The team confirmed that the use of data is an integral part of the program review process (Phase 2) and the IERP Analyst recently made the Dashboard (layered data including success rates, withdraw rates, FTES, etc. which can be disaggregated by student populations, including race, age, gender, first year, veteran, DSPS, etc.) available to all departments for use during annual planning and Program Review. The college is currently in Year Three of the Strategic Plan and will finish collecting data this semester; over the summer the data will be analyzed in order to draft the Strategic Plan for the next three years (2020-2023). The team found that the college does use data, such as success and completion, to monitor how effectively it is accomplishing its mission and goals. Two of the six Educational Master Plan goals demonstrate institutional priority in meeting the educational needs of students. (I.A.2)

The team reviewed the Integrated Program Review, Planning, & Resource Allocation Handbook (IPRPA), the 2017-2023 Educational Master Plan, and the Instructional Program Review Handbook. The ISER notes "during the six-year program review, all instructional programs align their goals with the EMP and strategic plan" (56). Through interviews with institutional administrators, faculty, and staff, the team confirmed that instructional and non-instructional

program review elements in Program Review Plus require linkages between goals/resource requests and the goals of the Educational Master Plan. That linkage to the EMP is the institutional link to the mission. In most cases, funding requests are “rolled up” from unit plans to division plans and to area plans. Those requests not rolled up are typically addressed through other funding sources, are “Tier 3 (It can wait)” items, or the funding request is not linked directly to an EMP goal. (I.A.3)

The team reviewed the college’s BP 1200, the college catalog, a recent class schedule, the college website in addition to the 2017-2023 Educational Master Plan and the Strategic Plan 2017-2020. The college’s mission statement was verified in all sources except the Strategic Plan. The Strategic Plan is built from the six Education Master Plan goals, so it could be inferred that the Strategic Plan is aligned with the mission. (I.A.4, ER 4)

Conclusions:

The College meets Standard I.A and related eligibility requirements.

Standard I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

Cerritos College evaluates, plans, implements, and improves the quality of its educational programs and services through their annual planning process. The institution has established clear institution-set standards and reviews institutional effectiveness through regular processes. The college has recently changed their definition of course completion to *successful* course completion aimed at giving better focus on successful student achievement. The team found inconsistency in regular assessment of learning outcomes across instructional programs and that student services programs were currently on hiatus.

Findings and Evidence:

The team reviewed the Shared Governance Purpose, Structure, and Process document presented by the college in addition to department documents and committee minutes. The team found evidence of broad collegial dialogue regarding learning outcomes and student equity. Evidence provided by the college demonstrated limited dialogue regarding institutional effectiveness and continuous improvement of student learning and achievement. (I.B.1)

The team reviewed evidence provided by the college relating to student learning outcomes assessment for instructional programs. The instructional programs have defined student learning outcomes; however, the team has found inconsistency in assessment of SLOs across the campus. The data collected and improvement plans developed are incorporated into the unit program review process. However, a review of completed program review plans in *Program Review Plus* showed a number of instructional programs still developing processes for regular assessment of outcomes. In non-instructional (student services) programs, there has been a hiatus on assessment of learning outcomes for over two years. Through interviews with the VP of Student Services along with the Students Services SLO Work team, the team confirmed that the College

is revamping the learning outcomes process for student services units. The College has hired a consultant to assist in the development of meaningful learning outcomes and the design of measurable assessments for the individual non-instructional programs. The College currently does not have defined student learning outcomes nor is assessing all instructional programs and support services on campus. (I.B.2, ER 11)

The team verified the college has established institution-set standards which are published. Evidence was provided to the team which documented institutional examination and dialogue related to student achievement. The evidence revealed that the college has recently changed their definition of course completion to *successful* course completion. While this change creates a visual dip in reported numbers, it speaks to the institution's efforts to better define and assess academic quality. (I.B.3, ER 11)

The team was provided examples of committee minutes and scorecard presentations related to assessment data. While many instructional programs are collecting assessment data on a regular basis, the team confirmed that this is not being done consistently across all instructional programs. It was noted in the October 2018 minutes of the Planning and Budget Committee that "service area outcomes and administrative unit outcomes are not being reported." Through interviews, the team learned that a consultant will be brought in to assist the non-instructional (student services) programs in developing new learning outcomes and designing assessment tools. (I.B.4)

The team reviewed the mission of the institution and the six goals of the Educational Master Plan (EMP). The six goals of the EMP form the foundation of the Strategic Plan. The program review process provides evaluation of goals, objectives, and student achievement. The college has demonstrated the use of quantitative and qualitative data in its assessment of institutional effectiveness. However, the team found inconsistent collection of learning outcomes assessment data across instructional programs while student services programs are currently on hiatus regarding student learning outcomes. The college has a plan to bring in a consultant to work with the student services programs to develop learning outcomes and design assessments appropriate to the needs of the individual student services programs. The result is that, currently, the institution does not assess accomplishment of its mission through the lens of student learning outcomes. (I.B.5)

The team reviewed information provided online for the Instructional Program Review Advisory Committee and the program review documents published on the college website. There is clear evidence that the instructional and student-support programs review the accomplishment of their goals, objectives, and student achievement through the program review process. The college is encouraged to consider disaggregation of learning outcomes and achievement data in such areas as day versus evening and/or face-to-face versus online courses. A new dashboard has been developed to provide programs and services with enrollment and success data disaggregated by potentially disproportionately impacted groups. However, the team determined that the disaggregation and analysis of learning outcomes is not occurring regularly and consistently across instructional programs. (I.B.6)

Members of the team reviewed the SLO committee's surveys of faculty from 2016 and 2019 as well as the Business Process Analysis for the New Student Transition Process (2019). In addition, the team reviewed the Success Center Service Changes (2019), Library PR Survey Report (2019), and Library Satisfaction Survey (2013). The evidence demonstrates a regular evaluation of policies and practices across instructional programs and student and learning support services. The minutes of the Coordinating Committee (October 2018) demonstrate a regular review of the college's participatory governance structures. These evaluations include a review of the Planning & Budget Committee's activities. However, in the broader context of the standard ("across all areas of the institution"), the team found an absence of regular evaluation of policies and practices – particularly in non-instructional units. The college indicates a recent charge to campus departments and programs to document standard operating procedures. The college is encouraged to continue its work in documenting standard operating procedures to include all campus programs and departments. As the college notes, "written common procedures also allow the College to regularly evaluate each SOP to ensure the practice effectively supports academic quality and accomplishment of the mission" (68). (I.B.7)

The team reviewed information presented on the college's Institutional Effectiveness, Research, & Planning webpage and the college's Student Learning Outcomes webpage. The institution provided evidence of assessment and evaluation activities reports to the Student Equity committee, the Planning & Budget committee, the Coordinating Committee, and the Faculty Senate. The team found evidence of broad communication of institutional assessment and evaluation activities. (I.B.8)

The team reviewed the Educational Master Plan, Strategic Plan, the Integrated Program Review, Planning, & Resource Allocation Handbook, and the 2017-19 Integrated Plan provided by the college in addition to numerous instructional and student support unit plans. While the numerous plans include a stated goal of evaluation, the institution has not yet provided evidence of evaluation of processes and systems. *Program Review Plus* aligns unit plans to the College's mission and integrates program review, annual planning, and resource allocation. The *How Cerritos College Plans* document indicates that the Educational Master Plan undergoes "comprehensive evaluation ... in the final year of the previous EMP. Current EMP 2017-2023 in development" (1). From interviews with the Vice Presidents of the institution, the team confirmed that the EMP is closing year three at this time. The summer and fall of 2020 would see an evaluation of the EMP, the goals, and strategies in preparation of the next three-year Strategic Plan. (I.B.9, ER 19)

Conclusions:

The College meets Standard I.B and related eligibility requirements. (except I.B.2, I.B.5, and I.B.6)

Compliance Recommendation:

In order to meet the standards, the team recommends the college assess the accomplishment of its mission by using student learning outcome and program review data. It is recommended that

the college disaggregate and analyze these data and evaluate the efficacy of strategies to mitigate gaps. (I.B.5, I.B.6)

I.C. Institutional Integrity

General Observations:

Cerritos College demonstrates institutional integrity through its commitment to assure the clarity, accuracy, and integrity of information provided to the college community and the public. The college publishes its mission statement, learning outcomes, student achievement outcomes, educational programs, student support services, and accredited status with all of its accreditors on its website and in the catalog. In addition, the college uses social media and internal communications to disseminate information and learning outcomes data to students and the public. Program review information as well as information about fees, college and academic policies, and procedures are available to the college community and the public on its website.

Findings and Evidence:

The team reviewed the college website, college catalog, the Cerritos College Board Book, and schedule of classes. Specifically, the team reviewed the SLO webpage, Student Services webpage, counseling webpage, and the DSPS webpage. The Office of Public Affairs webpage was reviewed. The Office of Public Affairs is charged with assuring the clarity, accuracy, and integrity of information provided to students and the community. Through interviews, the team confirmed an active Office of Public Affairs working across campus to ensure effective and consistent messaging. (I.C.1, ER20)

The team reviewed the college website, college catalog, schedule of classes, and the sample of *Campus Connection* for 7 Oct. 2019. The team also reviewed the Catalog Update & Proofing Procedure (SOP). The institution provides an online catalog and schedule of classes. The college prints a limited number of catalogs (approximately 1,000 each year). Print catalogs are distributed to division and department offices, student services programs, neighboring colleges, and feeder high schools. Surplus catalogs are held in the Office of Academic Affairs. Students seeking a print copy of the catalog are directed to Academic Affairs. (I.C.2, ER 20)

The team reviewed information published on the college's Program Review webpages and found Program Review Final Reports which include assessment of student learning. Cerritos College Facts at a Glance and the Success Center webpage were reviewed. The webpage for Institutional Effectiveness, Research, & Planning was finally located where student completion, success, and retention numbers are reported. The college might consider adding a link to the Fact Book to the college's homepage. (I.C.3, ER 19)

The team reviewed the College Catalog in addition to various programs listed on the Academic Divisions webpage. Additional review of a sampling of department webpages determined that the college does provide information on its certificates and degrees in terms of purpose, content, and course requirements. Those department webpages reviewed did not include course- or program-level student learning outcomes. The college might consider a standardized template for

all academic department webpages to include purpose, content, course requirements, and (at a minimum) program-level student learning outcomes. (I.C.4)

The team reviewed AP 2410 Policy and Administrative Procedure. Minutes of the Coordinating Committee for 2019 were reviewed. Evidence was located of review of Chapters 5, 6, and 7 of Board Policy and Administrative Procedures (January through April) as well as individual policies and/or procedures as appropriate. The team also reviewed the Catalog Update & Proofing Procedure (SOP). In addition to the Web Author Handbook, the college recently adopted AP 3070 Social Media Guidelines. The college has clear structures and processes for regular review of policies, procedures, and publications. (I.C.5)

The team reviewed the college catalog in addition to BP 5030 Fees, AP 5030 Fees, AP 5031 Instructional Materials Fees. The catalog provides current information on tuition, fees, and other required expenses. The "Cost of Attendance" document is updated annually and outlines the total cost of attendance at Cerritos College, including tuition/fees, books and supplies, room and board, transportation, and personal costs. The college bookstore's website includes My Course Materials which provides updated costs for textbooks and materials fees. The college currently offers an app to keep current with Financial Aid and will soon offer Financial Aid via all mobile devices. (I.C.6)

The team reviewed BP 4030 Academic Freedom, BP 1300 Educational Philosophy, BP 5500 Standards of Student Conduct, AP 5520 Student Discipline Procedures, and the Cerritos College Faculty Federation (CCFF) CBA. These documents demonstrate the college has policies and procedures in place for academic freedom and responsibility. Interviews with representatives of CCFF and the Student Disciplinary Officer revealed no recent problems or concerns. The current policies and procedure are working for the institution. (I.C.7, ER13)

The team reviewed AP 3050 Institutional Code of Ethics which includes Expectations for Ethical Behavior and Employee Responsibilities. The Student Rights and Responsibilities in the college catalog includes expectations for student conduct inside the classroom and on campus. This section of the catalog includes Standards of Student Conduct. BP 2200 addresses Board Duties and Responsibilities. BP 2715 addresses the governing board Code of Ethics/Standards of Practice. BP 2717 addresses Personal Use of Public Resources for governing board, administration, faculty, and staff. AP 3430 is the college's Prohibition of Harassment. BP 7050 addresses Employee Conflict of Interest. The college has clear policies and procedures to promote honesty, responsibility, and academic integrity among board members, administrators, faculty, staff, and students. The college has recently developed many new policies and procedures. This shows continual self-reflection and evaluation; the college is encouraged to continue to follow these new procedures. (I.C.8)

The team reviewed the Probationary Faculty Evaluation form, the Tenured Faculty Evaluation form, and the Part-Time Faculty Evaluation form. While these forms do not address distinguishing between personal conviction and professionally accepted views in a discipline, they do include an evaluation of how the instructor presents information fairly and objectively. Item II.g. on all forms asks whether the instructor "maintains an environment conducive to student learning/participation and development." (I.C.9)

“Cerritos College does not require conformity to a specific code of conduct, specific beliefs, or worldviews” (ISER 86). The team has confirmed that the college does not require conformity to a specific code of conduct. (I.C.10)

Cerritos College does not maintain any international campuses. (I.C.11)

The ACCJC Action Letter of 3 July 2014 placed Cerritos College on Warning requiring resolution of deficiencies identified as Recommendations 2, 3, and 4. The ACCJC Action Letter of 29 June 2015 acknowledged that the college had addressed the deficiencies and the college’s accredited status was reaffirmed. When directed to act by the Commission, the institution has responded in a timely manner to resolved deficiencies. The college publishes their accreditation activities and reports on the college website. (I.C.12, ER 21)

BP 2430 Delegation of Authority to President/Superintendent delegates “executive responsibility and authority” to the President/Superintendent of the institution. The policy also notes “The President/Superintendent shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in timely fashion.” Cerritos College is part of the California Community College system and is therefore under the authority of the California Education Code statutes and Title 5 regulations in addition to federal statutes and regulations for institutions of higher education. The team reviewed the ACCJC Action Letter of 3 July 2014, the college’s 2015 Follow Up Report, and the ACCJC Action Letter of 29 June 2015. The college’s webpages for accredited programs were reviewed (Physical Therapist Assistant, Pharmacy Technology, Dental Assisting, Dental Hygiene, Nursing, and Paralegal). The program accreditation information was located on the college’s webpages for these programs, but the information is provided in different formats. The program accreditation information was not found in the college catalog. (I.C.13, ER 21)

The team reviewed the college’s mission statement, Educational Master Plan, and BP 1300 Educational Philosophy. EMP Goal A is “strengthening the culture of completion.” The *How Cerritos College Plans* and the *Integrated Program Review, Planning, & Resource Allocation Handbook* documents were also reviewed. The Facilities Master Plan was reviewed. Unit and Division plans were reviewed. The college’s ISER references “a senior living facility” which is Vintage Cerritos, an assisted living facility in Cerritos. BP 2800 Student Success Funds from Vintage Cerritos designates what funds can be allocated for. The college has provided a document indicating \$830,625 allocated in 2018-2019 to Academic Affairs and Business Services for enrollment fees, audio/visual equipment, and lab materials. (I.C.14)

Conclusions:

The College meets Standard I.C and related eligibility requirements.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

In review of the ISER and evidence, the team observed that the institution is offering instructional programs, library and learning support services, and student support services that aligned with its mission. Policies and processes are in place to review, assess, and ensure educational quality meets practices applicable to higher education. The team found that there is a deliberate effort by the institution to provide continuous and consistent professional development opportunities for faculty and staff to improve educational quality and advance student outcomes. For example, the Center for Teaching Excellence, Teacher Training Academy, and New Faculty Orientation Program are some of the professional development activities implemented by the institution to support student success while also promoting professional growth for faculty and staff.

Findings and Evidence:

The team reviewed the ISER and evidence and found that the College offers programs of study to meet institutional mission that culminate in awards of attainment (associate degrees and certificates). The college catalog and website contain information pertaining to programs of study requirements, transfer, and career information. The institution has policies and processes in place to ensure it is continually meeting the college mission and also accreditation standards. The college has begun work on Guided Pathways mapping of courses in degree or certificate areas. The team reviewed evidence of Guided Pathways mapping activities that involved faculty from numerous departments as well as students and resulted in degree and certificate maps for a range of disciplines, such as Spanish, Communication Studies and Geology. (II.A.1, ER 9, ER11)

The team reviewed the ISER and evidence and found that the college through the program review process, learning outcomes assessment, and professional development ensures that content and methods of instruction meet academic and professional standards and expectations. The college's Center for Teaching Excellence (CTX) exists to "improve teaching by providing professional-learning opportunities to all faculty – full-time, part-time, and adjunct." Through the CTX the college offers learning opportunities for faculty to advance course content and delivery. (II.A.2)

The team reviewed the ISER and evidence and found that the college has learning outcomes for courses, programs, certificates, and degrees. The Student Learning Outcomes Committee meets during the academic year to establish processes and procedures to develop and assess learning outcomes. The college's annual learning outcomes cycle includes four elements. Specifically, defining the SLO, assessing the SLO, evaluating SLO assessment results, and creating improvement plans. College policies stipulate that syllabi include the learning outcomes specific to the course. Course outlines include approved learning outcomes however the team found

discrepancies in the learning outcomes listed on the course outline of record and the student learning outcomes found on the course syllabi in a large number of instances. A sample of 25 course syllabi from various departments were reviewed and the team found that 17 out of the 25 had student learning outcomes on the syllabus that did not match the course outline of record.

The SLO assessments evidence provided for each department by course shows a number of departments that have not assessed any of their courses in a three-year period. Many other departments have assessed a small number of their courses, but not all, once in a three-year period. The team interviewed the SLO Committee chair to ascertain how many departments are in compliance with SLO course assessments. Evidence showed 40% compliance. The faculty union has within the last six months negotiated language in the contract that all full-time faculty are required to participate in the SLO process, from design, through assessment to improvement planning. Part-time faculty are required by contract to participate in the assessment of the course SLOs. (II.A.3)

The team reviewed the ISER and evidence and found that the college offers pre-collegiate courses and it distinguishes such curriculum from college level courses. The catalog notates pre-collegiate and college level curriculum and is also made available on the college's website. The precollegiate courses offered by the college support English, English as a Second Language, reading, adult education, and mathematics. The college supports students through pre-collegiate level course work by providing information regarding the self-placement process on their Assessment Center web page. Students can opt to take collegiate level math and English courses with supplemental seminars which provide additional instruction, embedded tutors and information about and connection to campus resources. The college also includes support through the Student Success Center which has workshops, tutoring and directed learning activities for students. (II.A.4)

The team reviewed the ISER and evidence and found the college degrees and programs follow common practices in higher education. The Curriculum Committee reviews curriculum to ensure it meets practices in higher education including transfer. Associate degree requirements include 60 semester credits. The college catalog notates such requirements for students and the public. Board policies and administrative procedures are in place to ensure appropriate length, breadth, and rigor for learning. The curriculum handbook referenced by the college is from 2013-2014. The team interviewed the Curriculum Committee Chair and verified that the curriculum committee is currently reviewing its processes and are updating the curriculum handbook to reflect changes in process and procedure. (II.A.5, ER 12)

The team reviewed the ISER and evidence and found the college schedules course offerings consistent with higher education expectations. Program courses are offered within a two-year timeframe. Courses are offered based on a block schedule and are offered throughout the day, evening, and online. The college determines and plans course schedules by using data looking at enrollment patterns, unique needs of demographic groups and room usage and availability, and then creates a course schedule that increases sections of high demand classes, uses rooms more efficiently and potentially lessens the time to degree completion. The Guided Pathways framework and principles are used by the college to develop and schedule courses accordingly. (II.A.6, ER 9)

The team reviewed the ISER and evidence and found the college offers courses in different delivery modes (face to face, online) and at the high schools in support of equity and success for all students. The college offers courses throughout the day and evening in a variety of modalities and locations to serve students with geographical constraints, work or family obligations. The college provides support of both faculty and students through workshops on teaching methodologies, support services, online tutoring and basic skills support for math, English, reading and ESL. This support is housed in the Center for Teaching Excellence and the Student Success Center. The college has recently created programs for students that address equity and support, most specifically Cerritos Complete, providing free tuition for the first two years of college and the Umoja Student Success Program for African American students. The College Committee on Student Equity is developing an outreach effort to the Native American community to address needs specific to this population. The college is commended for its professional development efforts to support faculty and staff particularly through its Center for Teaching Excellence, Teacher Training Academy, and New Faculty Orientation. (II.A.7)

The team reviewed the ISER and evidence and found the college validates course/program examinations and has systems in place to reduce test bias. Certain programs have external examinations based on licensure and employment standards that the college utilizes and follows. Credit by exam and prior learning assessment procedures are in place. The college offers both credit by exam and direct assessment of prior learning, through the self-report-tool placement process. The credit by exam option in certain disciplines is explained in the catalog and the exams are designed, administered and evaluated by the content faculty. The self-report-tool employs high school and other college transcripts to verify prior learning which is used by the student to determine placement into English, math, reading or ESL courses. The use of transcripts reduces bias and enhances reliability of this placement process tool. (II.A.8)

The team reviewed the ISER and evidence and found the college awards course credit, degrees, and certificates based on student attainment of learning outcomes. Furthermore, the college follows credit awards that are consistent with institutional policies and higher education practices. All courses have SLOs that are published on the Course Outline of Record, the course syllabi, the SLO Committee web page and department webpages, however the team discovered a consistent issue with the SLOs on the course syllabi matching the SLOs on the course outline of record. The college offers courses based on clock hours and follows federal standards for clock-to-credit hour conversions as stated in Board Policy 4020 and Administrative Procedure 4024. The curriculum committee reviews new and existing course outlines of record to determine compliance with both SLOs and credit hour regulations. (II.A.9)

The team reviewed the ISER and evidence and found the college provides information about transfer on the college catalog and the website. Policies and procedures are in place for transfer credit and accepting transfer credit. In addition, the college's Transfer Center assists students with transfer by providing information, workshops and appointments with representatives from four-year colleges and universities.

The college accepts courses to fulfill degree requirements that have met course identification (C-ID) requirements of the California Community Colleges Chancellor's Office. Both Board Policy

4050 and Administrative Procedure 4050 describe the need for articulation agreements, when warranted, between the college and other colleges and universities. The Office of Educational Partnerships and Programs provides information on articulation credit between the K-12 system and the college through their web page, the catalog, and outreach to the local high school counselors. Articulation procedures are in place and the college follows practices related to transfer between community colleges and universities including University of California and California State University systems. The team recognizes the college for its effort to provide students with other university transfer options through its participation in the Interstate Passport Network (IPN) program. The college recently became a member of the Interstate Passport program network which is designed to provide students with a guarantee that lower-division general education course work will be accepted upon transfer to another network-member institution potentially reducing the time to degree completion. (II.A.10, ER 10)

The team reviewed the ISER and evidence and found the college has an established process for the identification, development, and inclusion of learning outcomes in all of its programs. The course SLOs are aligned to the applicable program SLOs, and also map directly to the institutional SLOs. Institutional SLOs focus on the GE competencies of communication and expression, information literacy, critical thinking and quantitative reasoning, personal knowledge and responsibility, and civic engagement. The team discovered that prior to January 2020 student services areas were assessing the same SLOs. The team interviewed the Student Services SLO Coordinator and Vice President of Student Services and determined that the student services areas are working with a consultant to create SLOs that are specific to the individual areas. Completion of this task is expected in January 2021, and assessment of the new student services learning outcomes will take place during the Spring 2021 semester. (II.A.11)

The team reviewed the ISER and evidence and found the college has an established board policy and administrative procedure that outlines the criteria for associate degree and general education. Details about general education and associate degree requirements is published on the college catalog. The development, submission, and approval of courses and instructional programs rely on the expertise of the faculty. The Senate Committee on Curriculum, which has representatives from each constituency group including faculty from each instructional division, determines the appropriateness of courses for inclusion in the general education curriculum. The committee examines the student learning outcomes and competencies for each course and the entire process of course development, submission and approval rely on faculty expertise. Course SLOs are aligned with the Institutional Learning Outcomes and assessment data support the students' attainment of the goals of responsible participation in civil society, skills for lifelong learning, and development of knowledge, practice, and interpretive approaches in the arts and humanities, sciences, mathematics, and social sciences. (II.A.12, ER 12)

The team reviewed the ISER and evidence and found the college's degree programs include an area of inquiry. The college catalog provides information for instructional program (degree, certificate), transfer information, required coursework, possible career options, and applicable external licensure/examination in some areas. The information, therefore, identifies the area of inquiry and/or interdisciplinary core for students. This information is also published in division pamphlets and handouts for specific disciplines and programs.

Programs offered at the college that have an external accreditation or regulatory agency follow the standards set by those agencies and go through their own accreditation process. Student learning outcomes and competencies are developed by the discipline faculty for each course/area. These are reviewed by the curriculum committee for appropriateness and published on the SLO Committee website. (II.A.13)

The team reviewed the ISER and evidence and found the college has established technical and professional competencies for its career-technical education programs. Furthermore, administrative procedure outlines the process for developing such technical and professional competency which also includes the establishment of industry advisory boards to assist the college in establishing and maintaining quality in its career technical education degrees and certificates. Program learning outcomes are in place that reflect technical and professional standards to prepare students for licensure and employment. (II.A.14)

The team reviewed the ISER and evidence and found the college has established policies and procedures in place to determine program viability including elimination. The policies outline process for phase out if a program is to be eliminated or the program requirements are significantly changed, to ensure student needs are considered. (II.A.15)

The team reviewed the ISER and evidence and found the college has established processes in place to evaluate and improve the quality and currency of instructional programs. Through the program review process, the college regularly evaluates and improves upon all of its instructional programs. The program review committee is a participatory governance group comprised of faculty from all academic divisions, members from management, a classified professional and a student. The program review process enables faculty to assess the courses and programs in their area, identify areas for improvement and create unit plans to address those needs. The program review process is linked to resource allocation and the institutional planning process. The Standards for Technology Based Learning document written by the Technology Based Learning Committee in Spring of 2013 makes clear the requirements set by the college for instructors teaching online in regard to training, pedagogy, communication and accessibility to persons with disabilities. Online courses are evaluated with the added requirement of providing examples of online supplementary material and evidence of effective online teaching. This was not verified by interviews with the Distance Education Coordinator and SLO Committee chair. Faculty teaching online are not required to have their online courses evaluated and there is no method of verifying if online courses are included in SLO assessments. The college writes that the online program is in the process of being updated. (II.A.16)

Conclusions:

The college meets the standard IIA and related eligibility requirements. (with the exception of II.A.3)

Recommendations to Improve Quality:

The team recommends the college ensure the consistent and widespread assessment of course student learning outcomes. The team noted that there were some departments that had not

assessed any of their courses in a three-year period and others that had assessed a small percentage of their courses in that same time period.

While the college requires faculty teaching online to complete a training program on online teaching pedagogy, it does not require faculty to be evaluated in their online courses. The definition of regular and substantive contact in an online course is loosely written and allows for communication outside of the learning management software system and therefore cannot be verified as to whether or not it is taking place.

II.B. Library and Learning Support Services

General Observations:

The team observed the student-centered focus of services and programs offered by the college through library and learning support services resources.

Findings and Evidence:

The college provides library, computer lab, success center, tutoring, supplemental instruction (embedded tutoring), and a number of related learning centers to advance student success. The library/learning resource center provide extended hours that include evening and Saturday tutoring to support student needs throughout the semester. Extended tutoring support and hours are provided during final examination weeks. Online tutoring and support is also available to students taking distance education classes. Other areas such as Adult Education also provide tutoring support to students taking non-credit and adult education classes. Faculty (e.g. English, math) provide tutoring support to students in the learning resource center as part of the assignment load. (II.B.1, ER 17)

The college relies on the expertise of librarians with suggestions from faculty on materials and support necessary to advance student learning. Through the library, the college has a reserve collection of textbook material available for students to use at no cost. This reserve collection is made possible through the collaboration between the library and the college bookstore. (II.B.2)

The college evaluates the library and other learning support services through the program review process to assure adequacy in meeting student needs. There are learning outcomes identified and assessed for library and support services. Student surveys are administered to determine use of library and support services to help inform actions that may be needed. The library also submits an annual unit plan that is used to develop a division plan. The division plan is used to develop the area plans which is connected to college plans. The unit plans identify actions and resources needed. (II.B.3)

The college partners and collaborates with external institutions and resources to support library and learning resources for students. The college utilizes other platforms such as Canvas, Turnitin, Smarthinking, etc. to support library and learning resource access for students. (II.B.4, ER 17)

Conclusion:

The college meets Standard II B and related eligibility requirements.

II.C. Student Support Services

General Observations:

The college provides a variety of services and programs to support students that include in part co-curricular activities, student workshops, career/transfer, counseling, and orientations. Facilities are provided to support student success initiatives and guided pathways work throughout the college.

Findings and Evidence:

The team reviewed the ISER and determined that through program reviews, unit plans, learning outcomes assessment and surveys the college is able to assess its support services (including distance education) and make applicable improvements. Planning processes include units plans that are used to develop division level plans. The division plans are submitted and used to develop area plans which informs budgeting and resource allocation for the college. Through the services of an outside consultant and assistance from the college, the student services team was recently trained on the elements of outcomes. From this training, student services will work to revamp and redefine its student services outcomes to ensure it continually meet the needs of the students and supports the institutional learning outcomes. (II.C.1, ER 15)

The college has learning outcomes for student support services. Assessments had been conducted prior to 2018. However, the assessment of SLOs in student services areas are on hold until the student services area has completed the revision and redesign of its learning outcomes and assessment methods. The timeline for the completion of this process is Spring 2021 with assessments to begin shortly after. The Student Services areas are on a timeline for program review and the team reviewed completed program reviews from two areas (DSPS and Admissions and Records), which included unit plans that are tied to goals and outcomes. (II.C.2)

The team reviewed the submitted evidence and concluded that the institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. Students can access student support services online (with the exception of international student application, non-resident tuition waiver, and the self-reported placement tool). The college offers courses online and face to face. The student services webpage provides information about the multiple programs and services provided. Specialized programs such as EOPS, DSPS, CalWorks, Puente, Adult Education, etc. also provide targeted support services thus further enhancing equitable access for students. (II.C.3, ER 15)

The college offers co-curricular and athletics programs suited to meet its mission and to further enhance the experience of students. The college provides social and cultural programs and experiences to celebrate the variety of backgrounds and experiences, for example, the annual

Black History Month (BHM) celebration and the annual Festival of Asian Cultures. Policies and procedures are in place for the development and maintenance of such programs. Policies are in place for control of programs including finances. (II.C.4)

The team reviewed the ISER and determined that the college provides counseling and advising programs to support student success. Online counseling services is also available to students. Workshops, career exploration, course placement, transfer, and online counseling services are provided to students. Counseling faculty participate in professional development and training programs. Information pertaining to program and transfer requirements are noted on the college catalog. In 2019-2020, the college is working on a Guided Pathways draft of recommended course sequences to create clear program maps for students. (II.C.5)

The college has admissions policies in place. The college catalog contains information about the admission process and requirements. As part of Guided Pathways, the college has worked to revamp how to assist students in reaching their academic and career goals. The institution advises students on pathways to complete degrees, certificates, and transfer goals. Information about general education and program requirements is found in the college catalog and on the website. The institution has admission policies that specify the qualification of students appropriate for specialized programs such as: Dental Assisting, Dental Hygiene, Nursing, and Physical Therapy Assistant. Such policies and admissions requirements are outlined in the course catalog. (II.C.6, ER 16)

The college has an open admission policy. Assessment and placement procedures are in place. For example, the assessment-test process was replaced by a student self-reporting tool. The college administers the self-reporting tool (SRT) for recommendations in math, reading, English, and ESL. The college has conducted a business process analysis for its student services operations in outreach, admissions, financial aid, placement, orientation, enrollment, etc. The process looked into gaps, streamlining of processes, and areas of improvement with the different tools and elements of the student experience. (II.C.7)

The college has policies and procedures in place for student records. The Admissions and Records Office is primarily tasked with maintaining and securing student records. Policies for the release of student records are in place. (II.C.8)

Conclusion:

The college meet Standard II.C and related eligibility requirements.

Improvement Recommendation:

In order to improve effectiveness, the team recommends the college continue to implement its plan to assess learning outcomes for student support services and programs and use the data for continuous improvement. (II.C.2)

Standard III Resources

III.A. Human Resources

General Observations:

The college follows applicable board and administrative procedures to ensure that it hires qualified faculty, classified professionals, and administrators. Job classifications directly support the mission of the college. The college provides a variety of professional development opportunities to support its diverse personnel. The institution has established fair personnel policies that are equitably administered, and employee records are maintained in a secure environment.

Findings and Evidence:

The institution has policies and procedures to ensure quality personnel meet appropriate education and experience to provide and support programs and services.

BP 7210 - Academic Employees - Academic positions include every type of service, other than paraprofessionals service, for which minimum qualifications have been established by the Board of Governors for the California Community Colleges.

The team found job postings were posted with these venues. The human resources managers provided evidence on training required for the interview process, where individuals are trained to be process monitors. The process monitors ensure safeguards of the hiring process at the college. Finally, hiring committee members are required to sign a confidentiality statement before serving on a committee. (III.A.1)

BP 4020 - Instructional Programs and Curriculum - The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity. To that end, the President/Superintendent shall establish procedures for the development and review of all curricular offerings, including the establishment, modification, or discontinuance. Furthermore, these procedures shall include appropriate involvement of the faculty and the Faculty Senate in all processes.

AP 4020 - The responsibility for development and improvement of curriculum rests with the faculty and department chairperson under the leadership of Instructional Deans and the Office of Academic Affairs.

The team found through job postings and Collective Bargaining Unit Article 4.1 - General Assignment Provisions and 4.2.a.i - Instruction that Faculty members are required to review curriculum and participate in learning assessment.

The team reviewed the ISER and found that the college follows the ‘Minimum Qualifications and Local Standards by Discipline’, which is used by the Human Resources office for initial screening. Additionally, the college has a Hiring Standards Committee with an established procedure that includes faculty, administrators, and Faculty Senate to review faculty qualifications. The team was provided examples of Film Studies and Automotive that went through the entire process and ensured factors of qualification include appropriate knowledge of subject matter that contribute to the mission of the college. (III.A.2, ER 14)

The team found that in review of BP 7250 - Education Administrators and BP 7260 - Classified Managers outline procedures to hire administrators at the college. The team reviewed and found job descriptions for administrators and other employees contained the qualifications to perform duties. Human Resources is responsible for initial screening of applicants to ensure minimum qualifications are met and all procedures are followed. The team found training is provided to interview committees on hiring procedures. The hiring committees review applications, interview, and forward candidates through the hiring procedure. (III.A.3)

Faculty, administrators, and other employees have required degrees by recognized U.S. accrediting agencies. Human Resources is responsible to verify applicant’s transcripts to ensure required degrees are held by faculty, administrators, and other employees. The team found Human Resources requires official transcripts to be submitted upon hire with foreign degrees verified through the National Association of Credential Evaluation Services (NACES). (III.A.4)

The team found Human Resources administers the evaluations for staff, faculty, and administrators. The evaluations are done systematically and in regular intervals. The procedures are found in the collective bargaining agreements for faculty in article 16 and staff in article 10. Human Resources through administrators evaluations ensures regular completion of evaluations. (III.A.5)

Per ACCJC this standard no longer applies. (III.A.6)

The college uses program review to evaluate the need for more or fewer faculty. Additionally, the College meets the faculty obligation number (FON) by the California Community College Chancellor’s Office. The team reviewed program reviews through resource allocation, which identify replacements for educational programs. Through the resource allocation process, the college produces a faculty prioritization list, which ensures fulfillment of faculty responsibilities to achieve the mission. (III.A.7, ER 14)

The team reviewed and determined that BP 7160 - Professional Development designates the President/Superintendent to establish procedures to which support professional development. Part-time faculty have opportunities for professional development through the Center for Teaching Excellence (CTX) such as ‘Adjunct Orientation’, which orientate the part-time faculty with the college. The team found robust opportunities through the CTX. (III.A.8)

The college identifies the need for staff using the program review. The team reviewed program reviews through resource allocation, which identified needs for support staff. The college produces a prioritization list, which effectively supports educational, technological, physical, and

administrative operations of the institution. With the addition of more buildings, the college has added additional custodial staff using their Total Cost of Ownership calculation. (III.A.9, ER 8)

The college has a sufficient number of administrators for optimal operations for the college. When a manager vacates a position, the college performs a structural analysis to assess the effectiveness. Recently, the college went through that process and established additional management positions such as the Dean of Academic Affairs and Strategic Initiatives allowing for additional managers to effectively support the institution's mission and purposes. The team found job descriptions and requirements that meet the required qualifications. (III.A.10, ER 8)

The team found Board Policies and Administrative Procedures are posted through the college's website. The college has a process of reviewing and updating its policies and procedures. Human Resources provides emails that ensure employees are aware and informed about compliance procedures for the college. Additionally, personnel policies are administered during the onboarding process. (III.A.11)

The team reviewed BP 7100 - Commitment to Diversity – and found that the Board of Trustees is committed to employing qualified equity minded administrators, faculty, and staff members, who are dedicated to student success. BP 3420 - Equal Employment Opportunity - The District's Diversity and Equal Employment Opportunity Advisory Committee (DEEOAC) will develop the District's EEO Plan under the direction of the President/Superintendent and with input from all college constituent groups.

The team found the college follows and is continuously using their EEO Plan, which was board approved and developed with the District's Diversity and Equal Employment Opportunity Advisory Committee (DEEOAC). Currently, DEEOAC is in the process of updating their Diversity Action Plan. The plan uses both data and review of past goals to help inform future planning. In review of the EEO Plan, venues to ensure quality applicants were reviewed and tracks the record of employment diversity and equity. (III.A.12)

In review of the ISER, the team determined that BP 3050 - Institutional Code of Ethics - the District shall have and uphold a written code of professional ethics for all of its personnel. AP 3050 defines and sets expectations for faculty, staff, and administrators for professional ethics. The team found language in the collective bargaining agreements for both faculty and staff article 2, where the district reserves the right to the full extent of the law. The team reviewed the various procedures and policies delineating consequences of violations. (III.A.13)

In BP 7160 - Professional Development, the team determined that policy designates the President/Superintendent to establish procedures to which support professional development. Professional Development opportunities are available for all constituent groups; Gavilan has provided opportunities for all faculty, staff, and management team members to participate in professional development. Faculty have opportunities for professional development through the Center for Teaching Excellence (CTX) and all groups have opportunities like 'Falcon Day'. (III.A.14)

The college maintains policies and procedures in accordance with state and federal law in regard to security and confidentiality of personnel records. Employees have access to their personnel files on request. (III.A.15)

Conclusions:

The college meets Standard III A and related eligibility requirements.

III.B. Physical Resources

General Observations:

Cerritos College is located partially in two different cities, Norwalk and Cerritos. The college has land available for future growth. The team found that the college's physical resources were safe, well-maintained, and that they are adequate to serve the learning needs of students. Facilities planning is linked to the college's Educational Master Plan, as well as program review.

Findings and Evidence:

The college assures safe and sufficient facilities and has demonstrated an integration of resource management in alignment with the district's Educational Master Plan, student needs and future plans. The institution's physical resources are inspected and repaired on a regular basis. (III.B.1)

The college uses a planning and resource allocation system to ensure facilities are adequate to meet the needs of the community. The college has linked its Facilities Master Plan to the Educational Master Plan and College Strategic Plan. Scheduled Maintenance Report documents assigned costs and resources to the identified maintenance issues.

Cerritos College passed two capital improvement bonds which provides funds to address upgrading of facilities, replacement of physical resources, and additional facilities for college growth. The team was impressed with the college's comprehensive planning efforts where facilities needs are driven by educational needs. The plan reflects the total cost of ownership for the institution. (III.B.2, III.B.3, III.B.4)

The team reviewed the evidence that the college assures a safe and secure campus and off-site facilities. Internal and external safety inspections are completed regularly. Incident reports and the results of the inspections are reviewed monthly where both short-term and long-term solutions are recommended. An online reporting tool was created so safety hazards could be submitted at any time from any campus. Training such as self-defense is provided by the campus police department.

Conclusions:

The District meets the Standard III.B.

III.C. Technology Resources

General Observations:

The college effectively uses its technology resources to support the needs of staff, faculty, students, and administrators. Technology resources and services are appropriate to meet the needs of the college. Recent building and a proactive approach to upgrades in technology resources have allowed the college to update systems and processes, making college operations more efficient. The college has a Technology Plan that allows for adjustment for meeting the technology needs for the college in meeting its Mission.

Findings and Evidence:

The college has developed a technology infrastructure to address the changing needs of the district. The Information Technology (IT) is integrated into program reviews to meet the needs of the College, departments, and programs for both hardware and software. The college has made significant improvements to its IT procedures to standardize technology across the campus with additional buildings. Surveys are used to ensure needs are met. (III.C.1)

The college uses a variety of feedback mechanisms to inform its plans for keeping pace with user needs and in planning its technology and technology infrastructure. The Technology Plan is a five-year plan to replace all classrooms, labs, faculty, staff, and administrators computers. The plan is updated as the needs of the college change, which is updated by department on the IT webpage. Additionally, requests such as Online Tutoring started in the Student Success unit plan. (III.C.2)

The team found progress in securing its network, and procuring sufficient technology to meet student, faculty, and administrator needs. The College has multiple server backups with additional tape to tape recording for additional coverage in a disaster or emergency situation. (III.C.3)

The college faculty, staff, students, and administrators are trained as new technologies are implemented through 'Falcon Day' and 'Center for Teaching Excellence'. The team found surveys to improve training opportunities and plans occur across all groups. Students are given a survey to evaluate training around technology like Canvas. (III.C.4)

BP 3720 - Computer and Network Use - The President/Superintendent shall establish procedures that provide guidelines to students and staff for the appropriate use of information technologies. The team found the college has appropriate board policies and administrative procedures in relation to appropriate use of technology in online teaching such as AP 3720 - Computer and Network Use, and AP5520 - Student Discipline Procedures. (III.C.5)

Conclusions:

The College meets the Standard III.C.

III.D. Financial Resources

General Observations:

The college takes integrated planning seriously and its planning processes are documented in the “How Cerritos Plans”, with on-going plans to strengthen the process. The college demonstrates fiscal responsibility and sets aside funds for future liabilities. The institution has consistently received unmodified opinions in its fiscal, compliance and performance audits, verifying appropriate handling of its financial resources. Appropriate contracting procedures are in place.

Findings and Evidence:

The evaluation team noted that the college’s budget allocation process is linked to its strategic plans and goals, as well as the program review and decisions for funding requests are derived from data analysis and tied to those priorities. The College Planning and Budget Committee and Executive Committee processes are used for goal-directed budget development and fund management to promote institutional improvements. The institution has identified future liabilities and set aside funds each year towards those potential needs. (III.D.1, ER18)

The Planning and Budget Committee is a participatory governance committee composed of representatives from administration, faculty, staff, and students to ensure engagement in financial planning. The team was not able to validate a consistent process of disseminating information related resource allocation across the campus in a timely and consistent manner. The team was able to validate the communication of resource allocation outcomes in some areas and departments, but the dissemination of information was not consistent across all departments. (III.D.2, III.D.3)

The college has demonstrated that it uses available resources in a prudent manner. It retains adequate reserves for unforeseen needs, scheduled increases in the college's required contributions to the California State Teacher's Retirement System (STRS), California Public Employee's Retirement System (PERS), and its Other Post-Employment Benefits (OPEB) liabilities. The evaluation team confirmed that the college has tools for internal controls. The consistent lack of audit findings shows that these processes follow appropriate protocols and are deemed successful. The team examined evidence and finds that the district responds to audit findings in a timely manner. (IIID.4, IIID.5, III.D.6, III.D.7, III.D.8)

The college monitors to detect and prevent cash flow shortages and ensure reserve levels are adequate to provide fiscal stability during unforeseen events. (III.D.9)

Annual external audits confirm appropriate management of Foundation, the 2004 and 2012 capital improvement bonds, as well as compliance with the college's major federal funding program requirements, including Title IV. (III.D.10, III.D.14)

The college has set aside funds for liabilities, including OPEB, upcoming PERS/STRS increases, and further capital expansion. The college has maintained and exceeded its policy requirement for a 5% reserve balance and demonstrated financial management of its resources. (III.D.11, III.D.12)

The college assesses and allocates resources for the repayment of the supplemental employee retirement plan approved in 2017. (III.D.13)

Annual external audits confirm that the college is in compliance with all federal requirements in the packaging and disbursing of federal financial aid. The college has seen a decline in its student loan default rate, in part, due to professional development and adoption of best practices in financial literacy training for students. (III.D.15)

The college has a number of contracts to assist students in meeting their goals (e.g., interpreting and closed caption services, online tutoring and library services). The team confirmed that the college has well-established contracting procedures and dedicated staff to process and monitor contracts and ensure their adherence to board policy. (III.D.16)

Conclusion:

The college meets Standard III.D. (with the exception of III D.2)

Improvement Recommendation:

In order to improve effectiveness, the team recommends the college follow its policies and procedures to disseminate budget decisions throughout the institution consistently and in a timely manner. (III.D.2)

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles and Processes

General Observations:

Cerritos College embraces the ideals of leadership, innovation and collaboration in their policies and procedures with a unified goal of supporting student success. The college has a governance structure that supports collaboration and decision-making from all constituent groups including the Board of Trustees, Administration, Management, Faculty, Classified/Confidential Staff, and Students. The governance processes are clearly outlined in the Cerritos Community College District Shared Governance Purpose, Structure and Process document that is communicated to all groups on the college. This governance process supports opportunities for participation in the development of district policies and procedures, and ensures collaborative recommendations are forwarded for decision-making.

Findings and Evidence:

The team found that the college and its leadership support innovation and initiative with a focus on supporting students and institutional excellence. The college has dedicated funding through an Innovation Fund which supports the following: the Arts, Sustainability, and community outreach and engagement. Through the innovation funds, the following projects were supported, the bi-annual regional economic development forum, investment in public art and the “I am Frida Kahlo” theater production. The college also shows evidence of strong support for professional development for all employees including faculty, classified professionals and administrators. (IV.A.1)

Cerritos College’s Board Policy and Administrative Procedures 2510 clearly establishes the role of faculty, classified professionals and students in the decision-making process of the college and district. These roles are further articulated in the Cerritos Community College District Shared Governance Purpose, Structure and Process document. This document detailed the colleges' understanding of participatory governance, identifies participatory governance committees, membership structure and defines the role of each constituent group. The document detailed the purpose and scope of each committee and its membership and the manner in which these committees make recommendations. Interviews with constituent leaders disclosed a desire for faculty, classified professionals and students to be more actively involved with the planning and budget process. Constituent leaders also shared the need for more time for information sharing and discussion time with their constituent groups before having to make recommendations at the College Coordinating Committee on plans, policies and procedures. (IV.A.2)

Through Board Policies and Administrative Procedures, the college has established the role of administrators and faculty in institutional governance. BP 2510 clearly outlines that the college/district will rely primarily or come to mutual agreement with the Faculty Senate on the areas of academic and professional matters. The college has shown evidence of ongoing and

productive dialog and collaboration with the faculty including the redesign of the faculty prioritization process (IV.A.3)

The college has clearly defined the roles of faculty in the areas of curriculum and student learning programs and services through policies and procedures. The district has established they will rely primarily upon the advice and judgment of the college's Faculty Senate in areas of curriculum, degree requirement, grading and educational program development. Other recommendations about student learning programs and services will be agreed upon mutually. The procedures of how those processes are established is clearly defined in the *Cerritos Community College District Shared Governance Purpose, Structure and Process* document and in the *How Cerritos Plans* document. (IV.A.4)

Cerritos Community College District Shared Governance Purpose, Structure and Process document defines the decision-making process and shows that membership is defined to support multiple perspectives and expertise on committee structures. This ensures cross functional and timely decision making although constituent groups did request that processes be designed to provide more time for active participation in decision making by multiple groups. (IV.A.5)

The college provided evidence that the processes for decision making is clearly articulated in written documents that have been widely shared with the campus and community. The document defines the roles of the Senate and college committees. Decisions/recommendations are well documented in minutes, committee notes, board reports as well as presidential announcements. (IV.A.6)

The college has a Board Policy (BP 2410) which details the procedures and processes for updating and reviewing. There is a reference to a systematic review that states that district policies and procedures must all be reviewed at least one year before regularly scheduled Accreditation visits. The *How Cerritos Plans* document also details the regular schedule for evaluation of college and district planning efforts. Participatory governance processes are evaluated yearly for effectiveness. (IV.A.7)

Conclusions:

The College meets the standard IV. A.

Team Commendation:

The team commends the college for creating and encouraging innovation leading to institutional excellence by engaging the college and its external communities in developing and sustaining the innovation fund program (IV.A.1).

IV.B. Chief Executive Officer

General Observations:

The role and responsibilities of the president is clearly defined, and focus provide the appropriate delegation to the president the responsibility for the quality and continuous improvement of the institution, accreditation and communication with the community.

Findings and Evidence:

Through approved Policies/Procedures the Board delegates responsibility for the quality of the institution to the Chief Executive Officer (CEO). The policy (AP 2430) includes a list of responsibilities for the CEO including planning, budgeting, hiring and institutional effectiveness. The *How Cerritos Plans* document shows the CEO's role in all areas of college planning. Minutes from the College Coordinating Committee also show CEO leadership in planning and decision making. (IV.B.1)

The college has a detailed written administrative structure that addresses the lines of responsibility including the role of the president/superintendent. The organizational charts show the delegation of responsibilities to each vice president in the areas of Academic Affairs, Business Services, Human Resources and Student Services. The president has established an Executive Counsel which allows for dialog among direct reports to the president. (IV.B.2)

The president has established a process by which all constituents can participate in setting the values, goals and priorities of the college. The president has monthly meetings with all groups to keep communication open. College and district goals are developed with long term and short-term goals. The long-term goals are articulated in the colleges Educational Master plan. Short term values goals and priorities are identified in the president's annual goals and the strategic plan. The president and committees use data to assess the accomplishment of goals and priorities. Annual reports allow each department to identify goals and resource priorities that are integrated into resource planning and allocation. All of these planning efforts focus on increasing student success and meeting the mission of the college. (IV.B.3)

Through policies and procedures, the president/superintendent has responsibility for the accreditation process including providing direction and ensuring that all constituent groups are included. The College Committee on Accreditation shows the delegation of authority of hands-on accreditation work and interaction with the commission to the Vice President of Academic Affairs. (IV.B.4)

The president/superintendent works with the board of trustees and the different campus constituencies to implement statutes, regulations, and local policies and procedures that are consistent with the mission and policies of the College, including effective control of the budget and expenditures. The College Coordinating Committee provides opportunity for dialog and communication on implementation of policies and procedures. (IV.B.5)

The college provides multiple avenues for communication to its communities and partners. Minutes notes, updates, web announcements and newsletters are available with information on the college. The president/superintendent communicates with local government and K-12 partners. The inaugural "State of the College" event was a direct way to communicate with the community. (IV.B.6)

Conclusions:

The college meets standard IV. B.

IV.C. Governing Board

General Observations:

Board policies govern the role of the board and ensure it can meet its role in ensuring institutional quality and financial stability. Board members are supported with professional development and informed about college priorities and progress. The board has an annual self-evaluation and a process for reviewing its policies.

Findings and Evidence:

The college has a governing board that ensures academic quality, integrity, student learning and fiscal responsibility. Detailed board policies articulate the actions of the governing board. These policies require planning documents and budgets to be reviewed by the board as they ensure the quality and fiscal responsibility of the college. (IV.C.1, ER 7)

The team reviewed the ISER and determined that policies and professional development for board members detail the need for the board members to demonstrate a unified support for decisions. (IV.C.2)

The board has a policy for hiring and evaluating the president/superintendent. BP 2431 requires that the board establish a search process which is detailed in AP 2431. AP 2435 details the process for the evaluation of the president/superintendent including the use of the job description and the annual goals. It also sets a timeline for the yearly evaluation. (IV.C.3)

The governing board is independent and creates policy that represents the public interest in the institution's educational quality. Election procedures are established in Board Policy 2100. The duties and responsibilities of board, including their role to "represent the public interest" is clearly defined in BP 2200. (IV.C.4, ER 7)

This board policy also defines the duties of the board as the ultimate authority for the college/district educational quality, legal matters and financial integrity and stability. (IV.C.5)

Approved board policies detail the roles, responsibilities and procedures of the board and its members. These board policies are available to internal and external communities through the board's webpage. (IV.C.6)

The board has a process to assess and revise its policies. The board's annual evaluation specifically includes criteria to evaluate the board's effectiveness and board operations. (IV.C.7)

The team reviewed the ISER and determined that the data provided shows that the board is regularly updated on key indicators of student learning and achievement as well as plans to

improve student outcomes. Types of data include CCSSE, program data, multiple measure implementation, institutional set standards and MIS data sets. (IV.C.8)

BP 2740 shows the commitment of the board to ongoing professional development for its members and requires an orientation for new members and provides them the opportunity to attend Community College League board training events. Annually a board meeting is designated for professional development including professional development on board roles and policies as well as initiatives or projects from the college. Board members are provided with a Board of Trustees Resource Manual that details roles responsibilities and resources as well as important information about the college. (IV.C.9)

By approved policy the board performs an annual self-study to assess its performance, identify its accomplishments and set goals for the next year. The goals and annual evaluation are then published online on the college/district websites. (IV.C.10)

The board has a clearly defined policy that defines a code of ethics and conflict of interest policy. Policies and procedures have been developed to address violations of those policies in BP 2715. (IV.C.11, ER 7)

The board delegates full responsibility and authority to the president/superintendent to administer board policy in BP 2430. The execution of those duties is evaluated yearly by the board in the president/superintendent's annual evaluation. (IV.C.12)

The board is regularly updated on the colleges accreditation process and takes an active involvement in evaluating standards that address the board. The board created a two- to three-member advisory board to participate in the development of standard responses regarding the board. All reports from the Commission are also communicated to the board. (IV.C.13)

Conclusions:

The college meets standard IV.C and related eligibility requirements.

Quality Focus Essay

According to the ACCJC guides, projects described in the Quality Focus Essay (QFE) should be realistic and workable and should culminate in a set of observable and measurable outcomes. The QFE's factual basis and data analysis should be consistent with the other portions of the college's ISER, notably the student achievement data presented. The QFE will provide the institution with multi-year, long-term directions for improvement of student learning and student achievement and will demonstrate the institution's commitment to excellence. The peer review team will review and provide constructive feedback on the QFE, with the goal of supporting institutional efforts to enhance student learning and achievement. Cerritos College has identified "Service Excellence" as a college-wide goal with both short- and long-term activities that will be implemented over the next five years. This goal is stated as:

"Cerritos College, under the leadership of the College's Executive Council, is undertaking a cultural shift to fully adopt service-excellence practices throughout all campus programs and department. The college has defined its service excellence values as: responsive, welcoming, knowledgeable, empathetic, and efficient. These values are reflected in the college's Educational Master Plan.

The College has stated a commitment to moving forward with developing a culture of service excellence. Activities that will occur over the next five years include the following:

Short term (within one year)

- Develop standards/identify overarching goals with milestones for campus implementation.
- Develop and implement a marketing plan to the campus community.
- Begin developing service-excellence goals and long-term plans at the division level.
- Improve timelines and turnaround time.
- Eliminate paper forms.
- Take concrete steps to improve communication with new and current employees.
- Automate all major student processes.

Long term (within five years)

- Fully align the service-excellence efforts within the mission of the college.
- Acknowledge and understand the interconnectedness of all campus areas, achieved through professional development training.
- Create a culture of continuous, proactive improvement (to increase adaptability and invite reflective practices), as developed by campus leadership.
- Demonstrate the foresight to be on the cutting edge (ahead of other colleges) in the implementation of a service-excellence culture, through the dissemination of best practices.
- Engage in creative planning and decision making, with clear goals and outcomes, to move implementation forward in an expedited manner.
- Cultivate a highly trained team (hire the best of the best and invest in high quality professional development for campus faculty, staff, and administrators).
- Empower and encourage staff to be innovative and try new ideas.
- Celebrate accomplishments in meaningful ways.
- Emphasize accountability processes and policies in order to cultivate a climate of trust."

The team finds that that Cerritos' goal of achievement of a total transformation of the institutional culture is an ambitious one and encourages redefinition through the lens of student achievement and success. The identification of the short- and long-term timeline will assist the College in achieving benchmarks and allowing for significant stakeholder dialogue at each step. The team encourages Cerritos College to add further detail to the timeline and definition to the terms that will help to define the transformative shift the college seeks in service excellence with a focus on the sections of the ISER that were written to support it. Details may include assessment methodologies, governance process, responsible parties and data needed for continuous assessment.