ACCREDITATION

FOLLOW-UP REPORT

OCTOBER 1, 2021

**Cerritos Community College District
2021 Follow-Up Report**

Submitted by
Cerritos Community College District
11110 Alondra Boulevard
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Submitted to
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

October 1, 2021

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<h1 style="text-align: center;">Report Preparation</h1>

Accrediting Commission's Follow-Up Report Requests

On June 29, 2020, the Accrediting Commission for the Community and Junior Colleges (ACCJC) reaffirmed the accreditation for Cerritos College for 18 months, with a requirement that the District submit a Follow-Up Report by October 1, 2021 [01]. The letter identified two compliance recommendations that were to be addressed in the Follow-Up Report:

> ***Recommendation 1:*** *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).*

> ***Recommendation 2:*** *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).*

Process and Participants

The preparation of Cerritos College's Follow-Up Report was led by the Accreditation Liaison Officer (ALO)/Vice President of Academic Affairs, under the guidance of the President/Superintendent, Dr. Jose Fierro.

Immediately upon receiving the ACCJC action letter in June 2020, the ALO/Vice President of Academic Affairs created a plan in consultation with leadership, including the Director of Institutional Effectiveness, Research, and Planning (IERP) and the Dean of Academic Affairs and Strategic Initiatives, outlining the steps needed to address the deficiencies identified by the two recommendations. As a result, the Director of IERP and Dean of Academic Affairs and Strategic Initiatives worked with various campus constituents to resolve the recommendations. Specifically, a core workgroup of participants with expertise in the recommendation areas regularly convened and assisted in responding and drafting the Follow-Up Report. The charge of the workgroup was to develop a comprehensive, sustainable plan that addresses the ACCJC's compliance recommendations. Workgroup members also connected with constituent groups to address the recommendations, and discussions occurred in shared governance meetings starting fall 2020.

Contributors involved in the preparation of the Follow-Up Report included the following:
- Dr. Jose Fierro, President/Superintendent
- Rick Miranda, Vice President of Academic Affairs/Accrediting Liaison Officer
- Dr. Amber Hroch, Director of Institutional Effectiveness, Research, and Planning
- Dr. Linda Clowers, Dean of Academic Affairs and Strategic Initiatives
- Dennis Falcon, President, Faculty Senate
- Lee Anne McIlroy, Committee Chair, Student Learning Outcomes
- Dr. Sunday Obazuaye, Committee Chair, Instructional Program Review

A timeline was established to ensure the ACCJC Follow-Up Report was shared with the campus community for review. On July 7, 2021, the Board of Trustees received this timeline along with a presentation outlining the draft of Follow-Up Report [02].

ACCJC Follow-Up Report Timeline					
Spring 2020	**Summer 2020**	**Fall 2020**	**Spring 2021**	**Summer 2021**	**Fall 2021**
February 2020 ACCJC Site Visit	Two Compliance Recommendations	Identify Follow-Up Report Team			
		Evidence Collection and Assessment			
		Follow-Up Report Team Meetings			
				June 30, 2021 First Draft of Follow-Up Report Due to Report Team	**August and September 2021** Review of Follow-Up Report by Campus Leadership Groups (i.e., Faculty Senate, Coordinating, Planning and Budget)
				July 7, 2021 Board of Trustees Initial Review of Follow-Up Report	**September 15, 2021** Board of Trustees Final Review of Follow-Up Report
					October 1, 2021 Follow-Up Report Due to ACCJC
					Visit from ACCJC Peer Team

Follow-Up Report Compliance Recommendations:
1) Disaggregate and analyze data (SLOs and program review)
2) Regularly assess learning outcomes for courses, programs, certificates, and degrees

Response to the Commission Action Letter

The Commission determined that the college must demonstrate compliance with the following two recommendations. Each section of this report reiterates the recommendation with the associated standards, followed by a response and corresponding evidence demonstrating how Cerritos College addressed the recommendation and resolved deficiencies. In addition, each section concludes with a statement of compliance followed by a statement of how Cerritos College plans to sustain these changes and continue to meet the standards.

Response to Recommendation 1

Recommendation 1: 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).

Standard I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Revamping Planning to Assess the Accomplishment of Cerritos' Mission through Data

To meet Standard I.B.5, planning has been altered at Cerritos College. As such, a new Instructional Program Review Handbook was created to align with the college's new planning approach; a pilot in eLumen, Cerritos College's curriculum and assessment management system, for annual planning took place in fall 2020, and a planning document was developed to specify the decision-making processes the college utilizes to most effectively achieve the mission of the college.

  Instructional Program Review Handbook. After the compliance recommendations were released to the college in June 2020, the Director of Institutional Effectiveness, Research, and Planning (IERP), Dean of Academic Affairs and Strategic Initiatives, and the Instructional Program Review (IPR) Committee Chair worked together to revamp the program review process. As a result, the revised IPR Handbook [03] includes specific questions regarding the analysis of student learning outcomes and program review data to assess the accomplishment of Cerritos College's mission, ultimately addressing the requirements of Standard I.B.5. The updated IPR Handbook was shared with the IPR Committee [04] and Student Learning Outcomes (SLO) Committee [05] in fall 2020. After the introduction of the revised IPR Handbook, the IPR Committee Chair and Director of IERP conducted an orientation for programs due for review in the upcoming academic year. On September 29, 2020 [06], program chairs were invited to learn about the IPR process, phases of the self-report, and how to prepare for their visitation date appointment [07].

  eLumen Pilot for Annual Planning. Despite COVID-19, at the end of fall 2020, a pilot in eLumen for annual planning was developed by the Director of IERP and the Faculty Senate

President; seven out the eight Academic Divisions volunteered to participate in the pilot [08]. Related to the instructional program review questions, the annual planning pilot questions in eLumen addressed the requirements of Standard I.B.5 by asking questions specific to assessing the accomplishment of the mission through evaluation of goals and objectives, student learning outcomes, and student achievement through utilizing disaggregated quantitative and qualitative data provided by IERP [09]. The eLumen annual planning pilot was successful; faculty feedback [10] demonstrated the need for the college to move planning into eLumen as a platform for all campus-wide planning and learning outcomes collection and assessment data to better align each of these processes to the mission of the college.

Cerritos College's Decision-Making Process: A Guide to Planning and Budgeting. As part of the plan to address the compliance recommendations, the Vice President of Academic Affairs and Director of IERP developed "Cerritos College's Decision-Making Process: A Guide to Planning and Budgeting" [11] to clarify the decision-making processes the college utilizes to most effectively achieve the mission of the college. Upon review of the previous document [12], it became clear that the previous process was outdated and ambiguous. Thus, the intention behind the new document is to guide and support planning for functional users, ultimately addressing Standard I.B.5. In spring 2021, the document was shared at various committees and groups to receive feedback (i.e., Planning and Budget Committee [13], Deans Meeting [14], Student Services Manager's Meeting [15]). As outlined in the Guide to Planning and Budgeting (see the table below), the document describes and demonstrates how the college engages in institutional dialogues on measures of quality and institutional effectiveness, specifically on learning outcomes and their assessments.

Mission Statement, Vision, and Values	Planning	Resource Allocation	Evaluation	Achievement of Mission
Our purpose, student population, degrees/programs we offer, and commitment to student learning and achievement.	A variety of plans (with goals, objectives, and resource allocation requests) that we create in order to help us achieve our mission.	We decide how to fund our plans so that we can most effectively accomplish our mission.	We assess and evaluate our efforts to determine if we are achieving our goals and objectives, and to adjust as needed.	Meeting our goals and objectives leads to the achievement of the mission of the college.

At the institution level, the purpose of program review is continuous program improvement that informs long-term planning efforts. Program review is a peer-reviewed process by which programs, departments, or units conduct an assessment and evaluation of their quality and effectiveness. All campus departments and divisions conduct a comprehensive program review-- every six years for instructional programs and every three years for non-instructional programs-- in order to review their role in achieving the college's mission and vision, understand their strengths, identify areas for improvement, and develop a plan of action to achieve desired outcomes.

The program review process results in campus-wide planning driven by data analysis, with an emphasis on disaggregated data; it is guided by the college's goals for effective decision-making. Program review informs annual unit plans (with the annual unit plan providing updates documented in program review) by assessing effectiveness and identifying areas of improvement. The plans that result from this process are integrated into the appropriate Area Plans that inform the College Annual Plan and budget. Ultimately, program review provides justification for planning the allocation of financial resources (e.g., human, fiscal, and other resources).

Statement of Compliance

Cerritos College is now assessing the accomplishment of its mission by utilizing student learning outcomes and program review data, bringing the college into compliance with Standard I.B.5.

Commitment to Sustaining Changes

The college is committed to continuing the process of assessing the accomplishment of its mission by using student learning outcome and program review data. Starting in fall 2021, all planning (i.e., comprehensive program review and annual planning for instructional and non-instructional areas) has transitioned and will be completed in eLumen. The updated program review and annual planning questions in eLumen ensure that the college assess accomplishments of its mission, evaluation of goals, SLOs, and student achievement, addressing Standard I.B.5; ultimately closing the loop through continuous improvement.

Standard I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Data Disaggregation and Analysis of Data

The college began disaggregating data through Tableau, a data visualization software, prior to the peer evaluation team visit in February 2020. Under the new leadership, the Office of IERP reimaged and revamped how data is distributed to the campus community, with a focus redirected to ensure compliance with ACCJC's standards. As such, additional data elements were added in eLumen to enable the user to disaggregate learning outcomes; a Tableau dashboard for Unit Planning and Program Review was developed; and annual and comprehensive planning questions were created to evaluate gaps and strategies to mitigate those gaps.

SLO Data Disaggregation in eLumen. In February 2020, the Director of IERP met with the College's eLumen data steward in regard to adding student-level information so learning outcomes could be disaggregated in eLumen [16], addressing Standard I.B.6. As a result, a list of demographic and special student population data elements (e.g., gender, race/ethnicity, first-generation status, CalWORKs, DSPS, EOPS, Foster Youth, Veterans) were provided to Information Technology and successfully uploaded in eLumen in September 2020 [17]. With the

additional data elements in eLumen, campus users can now see assessment data disaggregated by semester [18].

Achievement Data Disaggregation in Tableau. Simultaneously, in fall 2020, IERP released a Unit Planning and Program Review Tableau dashboard to address feedback from the Peer Review Team Report [19]. Specifically, the dashboard utilizes Management Information Systems (MIS) data updated each semester to allow the campus community to filter by Division, Department, and Course, and disaggregate achievement data by student special population (e.g., CalWORKs, Foster Youth, Veteran, etc.) and student attribute group (e.g., age, race/ethnicity, gender, mode of instruction, and first-generation status). In addition, disproportionate impact (calculated using the proportionality index method) is calculated for success and retention rates, highlighting when a particular group of students is disproportionately impacted. Moreover, two additional data elements were added to the dashboard: Class Time and Class Schedule, which disaggregates the data by time of day (i.e., morning, afternoon, or night) and days of week. To inform the campus community of the new Tableau dashboard, the various groups (e.g., Deans Meeting [20], Instructional Program Review Committee [21], Management Meeting [22]) received informational presentations on the new Tableau dashboards, which are used to drive decisions in planning and budget as outlined in the "Cerritos College's Decision-Making Process: A Guide to Planning and Budgeting." Now, the college has the tools available to disaggregate achievement data to inform decision-making and planning, addressing Standing I.B.6.

Strategies to Mitigate Gaps. Because all planning has migrated to eLumen since fall 2021, the disaggregation and analysis of learning outcomes will occur regularly and consistently across all programs. As mentioned above, the updated annual planning and comprehensive program review questions ensure that the disaggregation and analysis of learning outcomes occur regularly and consistently across all programs. Moreover, the questions in annual planning and program review are specific to identifying strategies and mitigating gaps, which influence resource requests and allocations [23, 24, 25, 26]. The readily available and current data provided in eLumen and Tableau to the campus community aids in systematic planning and continuous improvement that is integrated into budget allocation, addressing Standard I.B.6.

Statement of Compliance

The steps taken by the college to institute a regular process of disaggregating and analyzing student learning outcomes and program review data in its planning and decision-making processes as well as evaluating the efficacy of strategies to mitigate gaps brings the college into compliance with Standard I.B.6.

Commitment to Sustaining Changes

The college is committed to utilizing disaggregated data in its planning and decision-making processes, addressing Standard I.B.6. In fall 2021, all planning (i.e., annual planning and comprehensive program review) will occur in eLumen, which gives users the ability to autogenerate disaggregated SLO data in eLumen. The college demonstrated it can improve how it collects disaggregated learning outcomes data and use that information to meaningfully

examine student learning and achievement. In addition, the updated annual planning and program review questions ensure that questions specific to data analysis and disaggregation are part of regular discussion and decision making, especially with regard to mitigating gaps and informing resource allocation. Lastly, IERP continues to develop tools for the assessment of learning outcomes and a SLO Tableau dashboard is under development to provide more data to help inform decisions in the planning and resource allocation processes.

Response to Recommendation 2

Recommendation 2: 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 (I.B.2, II.A.3).

Standard I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

To address the compliance recommendation, the Student Learning Outcomes (SLO) Committee formalized a college-wide cycle of learning outcomes assessment [27]. In addition, a Learning Outcomes Assessment Handbook was subsequently developed as a collaborative effort between faculty leadership and college administration to document the established timelines, protocols, and expectations related to the assessment of course-level, program-level, and institution-level SLOs across campus [28]. Specifically, the Learning Outcomes Assessment Handbook defines learning outcomes, specifies the newly articulated SLO assessment cycle, provides resources related to the college's SLO management system, eLumen, and describes the relationship between SLO assessment, program review and planning, and institutional resource allocation. The following sections summarize how the college defines and assesses learning outcomes for courses, instructional programs, and student and learning support services in compliance with Standard I.B.2.

Course-Level Learning Outcomes

Defining CSLOs. The college's Learning Outcomes Assessment Handbook defines course-level learning outcomes as ideas and/or actions that students are expected to be able to explain, perform, and/or otherwise demonstrate mastery of upon completion of a course or course assignment. As evidenced by the official Course Outlines of Record (COR) maintained by the college, CSLOs have been identified for every course offered within the academic divisions of the college [29]. At the time of course development or review, faculty specify student learning outcomes on the course proposal form [30, 31, 32, 33] submitted to the Curriculum Committee in accordance with the college's established curriculum development and revision processes.

Assessing CSLOs. In fall 2020, the SLO Committee voted to formalize an SLO assessment cycle for academic programs by which the SLOs for every course are assessed for each semester in which the course is offered [27]. This rigorous cycle of assessment provides faculty with data to identify any opportunities to enhance student learning as well as the opportunity to assess the impact of any related action/intervention plans within a year. The SLO

assessment cycle is documented in the Learning Outcomes Assessment Handbook which was formally introduced to the campus community in fall 2021 [28].

Since the February 2020 accreditation visit, the college has collected documentation of course-level SLO assessments for the programs which had not previously reported assessment in eLumen, the college's SLO management system. In spring 2021, Political Science faculty began entering SLO assessment data into eLumen [34]. The Sociology, Nursing, and Speech-Language Pathology programs had been maintaining their CSLO assessment data outside of eLumen; documentation of their assessment has since been entered into eLumen [35, 36, 37] to document course-level assessment for these programs. As a result, there is now CSLO assessment data in eLumen for all academic programs within the college.

Moreover, since fall 2020 the college has implemented a coordinated communication campaign to facilitate compliance with accreditation standards related to regular assessment of SLOs. For example, prior to each term start, the Faculty Senate President and the President of the faculty union each send emails to all full-time and part-time faculty to remind them of their responsibilities related to SLO assessment [38, 39]. Also, the SLO Committee Chair sends email reminders about SLO assessment which include the timelines for conducting assessments, entering assessment data into eLumen, the SLO management system, and developing action plans based on data analysis. In addition to the faculty communication campaign, the college also provides training on eLumen to facilitate the completion of SLO assessment. For example, the SLO Committee Chair offers various workshops throughout the semester to provide faculty with resources and support related to SLO assessment and eLumen data entry [40, 41]. The SLO Committee Chair also provides training for Department Chairs and Program Directors on how to use eLumen's SLO participation reports to monitor assessment completion within their areas throughout the semester.

Program-Level Student Learning Outcomes (PSLOs)

Defining PSLOs. As described in the Learning Outcomes Assessment Handbook, program learning outcomes are defined in terms of what students will be able to demonstrate or achieve upon completion of a certificate or degree program [28]. Similar to course-level learning outcomes, PSLOs are specified by faculty on the program proposal form [42, 43] that is submitted to the Curriculum Committee in accordance with the college's established curriculum development and revision processes. PSLOs have been identified by program faculty for each of the instructional programs offered at the college [44]. All PSLO statements are documented in eLumen [45], along with a mapping of CSLOs to each of the PSLOs identified for a given certificate or degree program [46, 47, 48].

Assessing PSLOs. All programs assess and report PSLOs each semester as indicated in the Learning Outcomes Assessment Handbook [28]. In eLumen, all instructional programs map CSLOs to PSLOs [46, 47, 48]. Each semester, a program-level SLO Performance Report is generated to document the assessment of the PSLO statements identified for each certificate and degree program offered by the college [44]. The college continues to refine and discuss how to best define programs and their associated PSLOs, including redefining a PSLO assessment cycle.

Student Services Learning Outcomes

Defining SLOs for Student Services. All Student Services departments have identified SLOs to represent what students are expected to demonstrate or achieve as a result of having received the services offered by the departments. As noted in the ACCJC Peer Review Team Report from spring 2020, Student Services hired a consultant to assist with the development of appropriate learning outcomes statements as well as the design of meaningful assessments for each of the Student Services departments [49]. The SLO Kick-off event took place in January 2020, and the SLO statements were finalized August 2020. Student Services SLOs were also mapped to the current institution-level SLOs to ensure the learning outcomes for each Student Services departments align with the mission of the college [50]. During fall 2020, activities and actions were developed for each SLO, in addition to the development of assessment tools for measuring SLO progress and effectiveness. In spring 2021, the Student Services departments continued their efforts by developing a three-year SLO Strategic Plan for 2021-2024 [51].

Assessing SLOs for Student Services. Each department has continued to meet regularly with the SLO consultant to monitor the implementation and assessment of their SLO efforts through a mid-year and year-end reporting process. In June 2021, each Student Services department completed its year-end assessment report of the first year of SLO implementation based on the established assessment protocols [52]. Data from these assessments are now informing key strategic planning efforts, such as unit planning and goal setting. The assessment of Student Services SLOs will continue through 2024 as part of each department's three-year strategic plan.

Statement of Compliance

Cerritos College defines and assesses student learning outcomes for all instructional programs and student learning support services. This is done at the institutional-level, the program-level, and the course- and student support service unit-level, which brings the college into compliance with Standard I.B.2.

Commitment to Sustaining Changes

The creation of a Learning Outcomes Assessment Handbook provides a mechanism by which specific policies, procedures, and protocols related to the SLO assessment have been formalized and documented to ensure that the college continues to comply with accreditation standards, addressing Standard I.B.2. The Handbook will be reviewed annually and will be revised based on any feedback from the SLO Committee and other campus stakeholders regarding the process of SLO assessment. Moreover, the SLO webpages will be updated on an ongoing basis with relevant and new documents and guides (e.g., entering information into eLumen) to support faculty in regular assessment. In addition, the SLO Committee Chair continues to work with academic departments throughout the academic year to review and update curriculum mapping in eLumen to ensure that the assessment of program-level and institution-level SLOs based on course-level data in eLumen is meaningful and adequately informs decision-making at these levels.

Standard II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

During the site visit in spring 2020, the peer review team noted discrepancies between student learning outcomes (SLOs) on course syllabi and the approved course outline of record (COR). To bring the college into full compliance with Standard II.A.3 as it relates to SLOs on course syllabi, faculty leaders and college administration took action to correct a previously undetected breakdown in the SLO revision workflow in the college's SLO management system, eLumen. The college has also implemented standardized protocols at the division-level to ensure that course syllabi include the SLOs from the official COR.

Identification, Communication, and Reconciliation for Discrepant SLO Statements on Syllabi and Course Outline of Record

   Identification. In fall 2020, the Dean of Academic Affairs, Curriculum Committee Chair, and SLO Committee Chair consulted with the college's eLumen customer support manager to identify the source of the discrepancies between SLO statements in the assessment and the curriculum modules of the system [53]. They discovered that due to a leak in the SLO revision workflow in place at the time of the visit, revisions that faculty had initiated via that workflow were being updated in the assessment module but were not populating to the COR in the curriculum module. The faulty workflow has since been disabled, and a new workflow which originates in the curriculum module has been implemented and is currently functional.

   Communication. To communicate the new SLO revision workflow, the Curriculum Chair presented to various faculty bodies (e.g., Chairs Council, Faculty Senate) at the end of the fall 2020 semester to inform them about the change in the process. In addition, the SLO Committee Chair sent follow-up communication to Department Chairs [54], announced the change during Curriculum Committee meetings [55], and made available to faculty various resources about revising SLO statements [41, 56] (e.g., workshops, guide sheets).

   Reconciliation. In spring 2021, documents were extracted from eLumen to document the SLO statements reported in both the assessment module and the curriculum module. The Office of Institutional Effectiveness, Research, and Planning (IERP) cross-referenced the documents and identified the SLO statements that did not match across the two modules [57]. In fall 2021, the Dean of Academic Affairs and the SLO Committee Chair worked with departments that had discrepancies to confirm the intended SLO statements moving forward [58, 59]. Based on faculty decisions, the SLO Committee Chair worked directly with department Chairs to initiate any appropriate workflows and the Dean of Academic Affairs worked with the eLumen customer service manager to coordinate any data updates that required eLumen technical support.

Implementation of Standardized Practices to Ensure Appropriate SLOs on Course Syllabi

In fall 2021, Cerritos College formalized a standardized practice whereby each semester Division Deans provide all faculty with training which includes information about requirements related to the course syllabi. In particular, the orientation specifically addresses policies and protocols related to the following:

- Inclusion of appropriate SLOs (as identified in the official course outline of record (COR) on every course syllabus. The orientation includes information on how to access the COR via the college's curriculum management system, eLumen; divisions may also provide a copy of the appropriate COR with written offers to part-time faculty for any given class assignment.
- Posting of course syllabus to the college's roster and grade management system, RostersPlus, and to the learning management system, Canvas, as applicable.
- Submission of class syllabus attestation form to division office.
- Distribution of course syllabus to every student in the class.

As part of the new standardized business practice, divisions require faculty assigned to teach in any given semester submit a signed class syllabus attestation form [60, 61] to verify that the syllabus for each course assigned includes the official SLOs from the COR and that each syllabus has been posted to RostersPlus. In accordance with Article 4.2 (a) of the collective bargaining agreement with the Cerritos College Faculty Federation currently in effect, faculty are expected to teach courses according to the course outlines of record and to upload each class syllabus "using the current District system in place (e.g., RostersPlus)." As such, receipt of a signed form verifying faculty compliance regarding syllabus requirements will serve as a condition of class assignment. Class syllabus attestation forms will be maintained by the Office of Academic Affairs as documentation of the college's efforts to ensure that all course syllabi reflect the SLOs identified on the COR. Moreover, divisions are expected to conduct audits of faculty syllabi each semester to further demonstrate the college's efforts to ensure compliance.

Statement of Compliance

As described in the previous section, Cerritos College identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures.

Each course offered at Cerritos College has an officially course outline of record (COR) which lists the SLOs for the course. In compliance with Standard II.A.3, the college has a sustainable process in place to ensure that all class syllabi include the SLOs from the approved COR.

Commitment to Sustaining Changes

As part of its efforts to sustain the changes related to the reconciliation of discrepant SLO statements across eLumen assessment and curriculum modules, the SLO Committee Chair will collaborate with the Office of IERP to cross-reference the statement extracts from each module each year, addressing Standard I.B.2. In addition, the implementation of standardized division-level practices related to course syllabi and SLOs reflects the college's commitment to making

sustainable changes to ensure compliance with accreditation standards. This commitment to engaging Division Deans in the process of orienting faculty to responsibilities related to accreditation standards is expected to result in increased faculty awareness and compliance, addressing Standard II.A.3.

Appendices

Appendix A. Evidence in Sequential Order

[01] ACCJC Action Letter to Cerritos Community College District, June 29, 2020
[02] Institutional Presentation: Accreditation Update, July 7, 2021
[03] Instructional Program Review Handbook
[04] Instructional Program Review Committee agenda, September 1, 2020
[05] Student Learning Outcomes Committee agenda, September 28, 2020
[06] Instructional Program Review orientation email notification, March 10, 2020
[07] Instructional Program Review orientation presentation, September 29, 2020
[08] eLumen pilot training email, December 10, 2020
[09] eLumen pilot annual planning questions
[10] eLumen Fall 2020 Pilot: Summary of Feedback Report
[11] Cerritos College's Decision-Making Process: A Guide to Planning and Budgeting
   Document
[12] How We Plan Document, 2019
[13] Planning and Budget Committee agenda, February 4, 2021
[14] Deans Meeting agenda, February 9, 2021
[15] Student Services Manager's Meeting, May 6, 2021
[16] Communication regarding eLumen data disaggregation, February 28, 2020
[17] Communication of successful upload of disaggregated SLO data into eLumen, September
   16, 2020
[18] Example of eLumen data disaggregation by gender
[19] IERP's Unit Planning and Program Review Tableau dashboard
[20] Communication to Instructional Deans about Unit Planning and Program Review Tableau
   Dashboard, October 13, 2020
[21] IPR Committee meeting minutes, presentation on Tableau dashboards, November 18, 2020
[22] Management Meeting agenda, presentation on Tableau dashboards, November 24, 2020
[23] Comprehensive instructional program review eLumen template
[24] Instructional annual unit plan eLumen template
[25] Non-Instructional unit plan eLumen template
[26] Student Services unit plan eLumen template
[27] SLO Committee meeting minutes, approval of SLO assessment cycle, November 23, 2020
[28] Learning Outcomes Assessment Handbook
[29] eLumen CSLO Presentation Report by Division
[30] eLumen Course Creation Template
[31] eLumen Course Revision Template
[32] eLumen Distance Education (DE) Course Creation Template
[33] eLumen Distance Education (DE) Course Revision Template
[34] eLumen SLO Performance Report for Political Science
[35] eLumen SLO Performance Report for Sociology
[36] eLumen SLO Performance Report for Nursing
[37] eLumen SLO Performance Report for Speech-Language Pathology

Appendix A (Continued). Evidence in Sequential Order

[38] CCFF SLO email example, May 22, 2020
[39] CCFF SLO email example, December 17, 2020
[40] CTX Workshop on SLO assessment, 2020-2021
[41] CTX Workshop on SLO assessment and eLumen data entry, 2021-2022
[42] eLumen Program Creation template
[43] eLumen Program Revision template
[44] eLumen PSLO Presentation Report
[45] Directory and documentation of all PSLO statements on Cerritos College's website
[46] Administration of Justice (AJ) PSLO Curriculum Map
[47] Accounting (ACCT) PSLO Curriculum Map
[48] Business Administration (BA) PSLO Curriculum Map
[49] Student Services SLO Formation and Implementation Plan, 2021-2024
[50] Student Services SLO Dashboard with mapping to ILOs
[51] Student Services 3-Year SLO Plan, 2021-2024
[52] Student Services 2020-2021 Annual Report of SLO Assessment and Outcomes
[53] Email evidence of the leak in SLO revision workflow in eLumen
[54] Email evidence on SLOs revised workflow, January 7, 2021
[55] Curriculum Committee update on SLOs revised workflow, May 4, 2021
[56] Guide on how to revise SLO statements in eLumen
[57] Reconciliation of data files
[58] Email requiring faculty with SLO reconciliation, sample email to faculty
[59] Email with eLumen representatives and Cerritos College on SLO reconciliation
[60] Class syllabus attestation form
[61] Deans Meeting to discuss attestation form, September 14, 2021

Appendix B. Evidence in Alphabetical Order

[01] ACCJC Action Letter to Cerritos Community College District, June 29, 2020
[47] Accounting (ACCT) PSLO Curriculum Map
[46] Administration of Justice (AJ) PSLO Curriculum Map
[48] Business Administration (BA) PSLO Curriculum Map
[39] CCFF SLO email example, December 17, 2020
[38] CCFF SLO email example, May 22, 2020
[11] Cerritos College's Decision-Making Process: A Guide to Planning and Budgeting Document
[60] Class syllabus attestation form
[17] Communication of successful upload of disaggregated SLO data into eLumen, September 16, 2020
[16] Communication regarding eLumen data disaggregation, February 28, 2020
[20] Communication to Instructional Deans about Unit Planning and Program Review Tableau Dashboard, October 13, 2020
[23] Comprehensive instructional program review eLumen template
[41] CTX Workshop on SLO assessment and eLumen data entry, 2021-2022
[40] CTX Workshop on SLO assessment, 2020-2021
[55] Curriculum Committee update on SLOs revised workflow, May 4, 2021
[14] Deans Meeting agenda, February 9, 2021
[61] Deans Meeting to discuss attestation form, September 14, 2021
[45] Directory and documentation of all PSLO statements on Cerritos College's website
[30] eLumen Course Creation Template
[31] eLumen Course Revision Template
[29] eLumen CSLO Presentation Report by Division
[32] eLumen Distance Education (DE) Course Creation Template
[33] eLumen Distance Education (DE) Course Revision Template
[10] eLumen Fall 2020 Pilot: Summary of Feedback Report
[09] eLumen pilot annual planning questions
[08] eLumen pilot training email, December 10, 2020
[42] eLumen Program Creation template
[43] eLumen Program Revision template
[44] eLumen PSLO Presentation Report
[36] eLumen SLO Performance Report for Nursing
[34] eLumen SLO Performance Report for Political Science
[35] eLumen SLO Performance Report for Sociology
[37] eLumen SLO Performance Report for Speech-Language Pathology
[53] Email evidence of the leak in SLO revision workflow in eLumen
[54] Email evidence on SLOs revised workflow, January 7, 2021
[58] Email requiring faculty with SLO reconciliation, sample email to faculty
[59] Email with eLumen representatives and Cerritos College on SLO reconciliation
[18] Example of eLumen data disaggregation by gender
[56] Guide on how to revise SLO statements in eLumen
[12] How We Plan Document, 2019
[19] IERP's Unit Planning and Program Review Tableau dashboard

Appendix B (Continued). Evidence in Alphabetical Order

[02] Institutional Presentation: Accreditation Update, July 7, 2021
[24] Instructional annual unit plan eLumen template
[04] Instructional Program Review Committee agenda, September 1, 2020
[03] Instructional Program Review Handbook
[06] Instructional Program Review orientation email notification, March 10, 2020
[07] Instructional Program Review orientation presentation, September 29, 2020
[21] IPR Committee meeting minutes, presentation on Tableau dashboards, November 18, 2020
[28] Learning Outcomes Assessment Handbook
[22] Management Meeting agenda, presentation on Tableau dashboards, November 24, 2020
[25] Non-Instructional unit plan eLumen template
[13] Planning and Budget Committee agenda, February 4, 2021
[57] Reconciliation of data files
[27] SLO Committee meeting minutes, approval of SLO assessment cycle, November 23, 2020
[05] Student Learning Outcomes Committee agenda, September 28, 2020
[52] Student Services 2020-2021 Annual Report of SLO Assessment and Outcomes
[51] Student Services 3-Year SLO Plan, 2021-2024
[15] Student Services Manager's Meeting, May 6, 2021
[50] Student Services SLO Dashboard with mapping to ILOs
[49] Student Services SLO Formation and Implementation Plan, 2021-2024
[26] Student Services unit plan eLumen template