

Standard	Sub Standard	Feedback
1 - Institutional Mission and Effectiveness	1.1	After review in my eyes it looks to be spot on.
1 - Institutional Mission and Effectiveness	1.1	As far as I can tell, everything in this section is factually accurate. I reviewed the climate survey results. I wonder if the 78% of employees feeling pride in working for Cerritos College is misleading. I might have misunderstood the results, but this seems to add the "neither agree nor disagree" results in with the more affirmative responses.
1 - Institutional Mission and Effectiveness	1.1	In the second paragraph, the following statement, "Cerritos College is exploring the implementation of an annual review cycle to ensure the mission remains timely and responsive" feel non committed because of the word "exploring." Instead, perhaps indicate that we are developing an annual review cycle... At the end of the section, the description of our unit planning process and that its alignment with our mission and Students First Framework help address equity gaps. However there is no mention of the college's actual Equity Plan. I realize the plan is mentioned in 1.3 and 4.4 but perhaps reference in this section as well, specifically as it has been designed to reflect and align the college's mission. (I know that in 1.3 it is referenced for our use of disaggregated data to hold ourselves accountable.

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1 - Institutional Mission and Effectiveness	1.1	<p>The institution’s narrative for Standard 1.1.1 is exceptionally well articulated and provides robust evidence that Cerritos College’s mission is not only clearly defined, but also actively animates its policies, programming, and community engagement. The text demonstrates, through both quantitative and qualitative indicators, that mission alignment permeates the institution’s culture and daily operations.</p> <p>A particular strength of the narrative can be further supported by explicit highlighting of the College’s unique Career and Technical Education (CTE) programs and their role in advancing workforce and economic outcomes for the region. For example, Cerritos College’s composites manufacturing program stands as a singular offering within the area, establishing direct pathways for students into the high-tech aerospace sector, an industry identified as a key economic pillar locally. The narrative effectively underscores that students enter well-compensated technical roles (\$60,000–\$80,000 starting salaries) after certificate completion and that advanced credentials further enhance earning potential, attesting to the College’s capacity to elevate students’ socioeconomic prospects. Additional examples, such as the deeply industry-aligned SolidWorks curriculum and the LA County-certified Welding program. and Automotive Dealership tracks where new technician can make more than 120,000 USD in the first year, reinforce the institution’s responsiveness to evolving labor market needs and employer input.</p> <p>The narrative thoughtfully details how our programs are supported and continually refreshed through advisory boards, faculty-industry partnerships, and the ongoing career success of alumni, many of whom now hold prominent positions with local employers. This illustrates genuine embeddedness in and service to the college’s external communities.</p> <p>Especially commendable is the institution’s forthright commitment to equity and upward mobility, particularly as a federally-designated Hispanic-Serving Institution where nearly 70% of students identify as Hispanic or Latino. The peer review commends the strong, explicit language around the College’s “powerhouse” role in raising individuals and families from poverty, manifested in accessible, living-wage CTE pathways, tailored student services, and culturally responsive pedagogy. Initiatives such as the Cerritos Complete Promise Program, Falcon’s Nest, Umoja, Puente, and dual-enrollment partnerships are evidence of holistic approaches that accelerate opportunity and address ingrained barriers for historically marginalized student populations.</p> <p>Finally, the narrative reflects best practices for self-study submissions: institutional mission is shown to be data-driven, regularly reviewed, and operationalized through shared governance structures and program evaluation. By tying continuous improvement cycles directly to observed student outcomes, the institution’s approach is both reflective and forward-looking—demonstrating direct alignment with ACCJC’s Policy on Social Justice and the intent of Standard 1.1.1.</p> <p>In summary, this is a well-written, comprehensive explanation that effectively documents how Cerritos College’s mission is not static, but a dynamic force for regional workforce development, equity, and social transformation in the communities it is privileged to serve.</p>
1 - Institutional Mission and Effectiveness	1.1	<p>Cerritos College shows its commitment to and support of its students through the programs that it offers to assist them in reaching their educational goals. The access afforded them to a place to stay and nutritious foods is a great help to students in need. The resources are important to a struggling student.</p>
1 - Institutional Mission and Effectiveness	1.2	<p>Similar to my comments for 1.1, I think the new Equity Plan (25-28) should be referenced here as well, particularly because it was designed to include goals that support the Students First Framework. It could also be mentioned that ACE's recommendations for equity-focused interventions were the foundation for the various strategies in each of the Equity Plan's 5 success metrics.</p>

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1 - Institutional Mission and Effectiveness	1.3	I may have missed this but the Basic Needs services and grocery program information could be expanded on. The offices regularly work with programs to share information to students, staff, and faculty through interactive presentations hosted at different offices. Would it be appropriate or helpful to highlight the local relationships created with grocery stores such as Trader Joes or other collaborations.
1 - Institutional Mission and Effectiveness	1.3	On page 7, the LCP Success Teams are referred to as "Guided Pathways Success Teams" rather than "Learning and Career Pathway (or LCP) Success Teams."
2 - Student Success	2.1	My only feedback is that I agree with the statement - new courses should be developed based on community needs. The contextualized courses (currently running) are very important for inclusivity across the campus and to strengthen interconnectivity and cooperation among the departments.
2 - Student Success	2.2	Simple Syllabus provides students with accurate, current, and consistent information throughout the semester. This clarity reduces confusion and ensures that everyone understands how each assignment connects to the course's broader goals. To further strengthen its impact, professors should consistently remind students how each activity whether a quick chapter exercise, low-stakes practice, or high-stakes assignment directly ties back to the SLOs. This practice helps students stay focused on mastery and learning, rather than just completing tasks.
2 - Student Success	2.3	Update the link to the SLO handbook-- the link connects to the 2023-24 handbook. I also suggest not just discussing the SLO assessment but also closing the loop on CSLOs, PSLOs, ISLOs.
2 - Student Success	2.3	On page 16: The reference to "Area F" is incorrect. There is no more Area F. The Ethnic Studies general education area is now Area 6 on both Cal-GETC and CGEC.
2 - Student Success	2.4	In paragraph 4, section 2.4, it would be valuable to mention that program maps were developed by discipline faculty, counselors, and students in collaborative workshops led by the Guided Pathways Coordinators. For paragraph 6, I would say "Using a Guided Pathways framework, the college has developed a Learning and Career Pathways Communication Plan for our Success Teams."
		I suggest we add information about communication on placement and orientation webpages about students' right to access credit ESL coursework. Great work on that, Angela!
2 - Student Success	2.4	Story: A dean, faculty accreditation coordinator, department chair, and international education counselor were able to implement work done during a professor's sabbatical to address the needs of bilingual and multilingual students. The international education counselor listened to the recommendation of the faculty member and created a self-guided tool for students to choose credit ESL courses.
2 - Student Success	2.4	This week's board update from Dr. Fierro mentioned that the Math Bootcamp video reached 4 million views (drove nearly 784,000 engagements, and brought in 1,475 new followers).

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2 - Student Success	2.5	On page 20: The 4th paragraph seems to infer that there are program maps for “each” program, and that using the maps as a guide ensures that courses are offered "regularly and in the appropriate sequence," which is a stretch. Is there a way to soften the language here? I wouldn't want a visiting accreditation team member to look at a random map and check against the course offerings, which may or may not actually align with the course offerings in that term.
2 - Student Success	2.6	Under 2.6, paragraph 3, we should incorporate the Faculty Senate Augst 26th, 2025 action defining RSI, incorporating RSI into required DE Certification, and for endorsing the new RSI Canvas Training Hub and Self-Assessment form. Paragraph 7, we should mention that DE Certification was update in Fall 2025 to include a new section, comprehensive section on RSI (the Canvas site is open to the public and we should link it-- https://cerritos.instructure.com/courses/99328).
2 - Student Success	2.6	I am thankful Cerritos College remains committed to offering students multiple delivery modes of instruction from a diverse variety of faculty, part-time and full-time. Teaching in the Communication Studies department, I have received great support and mentorship from our department, including department-wide course shells, with which we can pull assignments and activities from our talented team into our own shells, ensuring high-quality instruction, activities, and assessment of learning outcomes across sections. These "roots" create common places for seeds of success to grow and thrive.
2 - Student Success	2.6	<p>some of the links are broken or require logging in. KPI's were one. Will the reviewers have access to log in?</p> <p>Page 21 ouc-secure.cerritos.edu/ierpg/scheduling-patterns.htm requires login</p> <p>https://www.cerritos.edu/ierpg/kpi-dashboard.htm Cerritos College - Page Not Found</p> <p>Page 22 https://www.cerritos.edu/board/_includes/docs/AP/AP_4105_ua.pdf Cerritos College - Page Not Found</p> <p>PCOR https://www.cvc.edu/po-cr/ Page not found - California Virtual Campus</p> <p>Page 23 (all links except for success center page) Study abroad link Cerritos College - Page Not Found https://www.cerritos.edu/study-abroad/default.htm</p>
2 - Student Success	2.6	On page 22: It says that "all" faculty teaching online complete the "Online Teaching Certification Course," but I thought we have other ways for faculty to meet the online certification requirements.

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2 - Student Success	2.6	I think the methodology and curriculum are very important for teaching and learning in college level because the college students have difference ethnic backgrounds and difference sources of high school education.
2 - Student Success	2.7	<p>We have added ESL 180, an equivalent to ENG C 1000 for ESL/ multilingual students designed to meet the unique needs of our students.</p> <p>Story: During a break from our first section of ESL 180, students were sharing their languages and cultures including ASL, Spanish, and Hindi. After the break, they asked if we can write our first paper on linguistic identity.</p>
2 - Student Success	2.7	faculty collaboration and involvement could be highlighted in student success by sharing more information about the NCAS program hosted at Cerritos by SEM faculty. The program allows students the opportunity to participate in a NASA type collaboration and competition.
2 - Student Success	2.8	As fostering connection and community is vital to student success, I recommend we continue to provide opportunities for asynchronous students to share things "beyond the class," such as creating an open Canvas forum where students can ask each other questions about class, pop culture, gas, groceries, and life. These have been some of my most rewarding interactions with students since bringing the "Water Cooler" discussion hangout area to my Cerritos College asynchronous instruction in 2019. By having instructors open these spaces, students feel connected to the college and become better posied to succeed when they know they are not alone!
2 - Student Success	2.8	A sense of belonging and fostering community for students allows them to feel connected which gives them a sense of support. Through the various clubs and resources students are linked to their needs. An effective needs assessment process allows counselors, teachers link students to these resources. Cerritos truly tries to do a good job at serving underserved students that are mostly first generation students who might not be getting support from home but can certainly rely on the services at Cerritos.
2 - Student Success	2.9	N?A
2 - Student Success	2.9	<p>I think it is crucial when discussing SLOs, we include action plans and how we respond the that data. The narrative is heavy on structure of assessment and discussion about SLO results. There is a brief mention of program-level changes, but we also need to describe the action plan/ closing the loop part of the SLO cycle. We need examples of closing the loop at the course levels and institutional levels too. I think I recall ACE did some work on ISLOs? We really need to make sure we are not just describing our assessments, but the entire cycle including how we improve based on the SLO results.</p> <p>We writing about a "3-year cyle structure of assessment" and need to clarify we are not only assessing every 3 years, but responding to all data within that time frame with action plans and changes.</p>

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3 - Infrastructure and Resources	3.2	Distance education preparation is mentioned a couple of times, but there is no mention of the POCR program. The POCR program serves as evidence of support for distance education preparation.
3 - Infrastructure and Resources	3.3	I'm not sure if it belongs here, but I thought of the CRPP program while reading through this section.
3 - Infrastructure and Resources	3.5	In the first paragraph, maybe a link to the Educational Master Plan webpage?
3 - Infrastructure and Resources	3.5	I worked on Standard 3.5, and I think the draft narrative fairly captures the information in my submission.
		Paragraph 2 in 3.6 says: "When findings do arise, Fiscal Services coordinates with relevant departments to implement corrective actions promptly, tracking progress until issues are resolved. These practices underscore the College's culture of accountability and commitment to continuous improvement."
3 - Infrastructure and Resources	3.6	Can we include an actual example of a finding and what specific corrective actions were taken?
3 - Infrastructure and Resources	3.8	Is there additional evidence to support the statement in paragraph 5, "Custodial and ground operations follow formal plans that emphasize..."?
3 - Infrastructure and Resources	3.10	Is an example of "expanding" needed after this sentence? "The college is actively working to expand..." (2nd paragraph). Are examples needed of drills, training, and professional development? (Paragraphs 8 & 9)