

| <b>Standard</b>       | <b>Feedback</b>   | <b>Group</b>            |
|-----------------------|---|-------------------------|
| <a href="#">Intro</a> | I enjoyed the writing workshop, especially the emphasis on concise and poignant writing.  | Part-time Faculty       |
| <a href="#">Intro</a> | I would have some edits if anyone wants to entertain them. The Forward and Introduction reads both like AI wrote it, and also like it is written for an oral presentation. To allow for flow of context, I would reword a few things.   | Classified/Confidential |
| <a href="#">Intro</a> | The sections provide a strong institutional overview with a clear emphasis on mission and equity.   | Full-time Faculty       |
| <a href="#">Intro</a> | They Forward reads great, concise. The Introduction reads good however, I would suggest cutting down on the freeways analogies and go straight to the point of our students coming from diverse communities and backgrounds.  | Full-time Faculty       |
| <a href="#">Intro</a> | I think the writing is very detailed and well-written.  | Classified/Confidential |
| <a href="#">1.1</a>   | KPI dashboards are only accessible with a login - how does an external user get access to view material? Page 6 "KPI Dashboard" link.   | Classified/Confidential |
| <a href="#">2.1</a>   | On Page 18, (Evidence: Program Review Website), the link goes to IERPG Annual Planning website. I had previously pointed this out. It needs to be fixed. Or remove the Program Review website and leave only the 2025-2026 Resource Allocations Approval.   | Full-time Faculty       |
| <a href="#">2.2</a>   | Add to something to the effect of: "Faculty are encouraged to assess students' mastery of course SLOs regularly throughout the semester to guide instruction and are required to submit SLO data into eLumen at the end of each semester."  | Full-time Faculty       |
| <a href="#">2.5</a>   | Add to something to the effect of: "Cerritos College has steadfastly retained an 18-week semester, despite internal pressure to move to a 16-week semester. Through thorough analysis, reflection, and collaborative discussion among faculty and administrators, we have determined that retaining an 18-week semester is best suited for program completion." | Full-time Faculty       |
| <a href="#">2.5</a>   | On page 24, paragraph 2, "program review provides a formal structure..." (Evidence: IPR Handbook, Appendix C) The Appendix C also known as the IPR Template has been revised. We hope to publish the new version on the program review website to replace the old document.   | Full-time Faculty       |

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| <a href="#">2.7</a> | <p>Under section: Academic Counseling and Educational Planning</p> <p>Moreover, the counseling services are committed to equity by ensuring accessibility to all students, including those from underserved populations, through multilingual offerings and flexible scheduling (Evidence: Review Criteria 2 Financial Aid Guide in Spanish.pdf).</p> <p>the evidence should be counseling related, that proofs multilingual counselors and mix of counseling modality- the evidence is about how to create a FSA ID.</p>   | Full-time Faculty |
| <a href="#">2.7</a> | <p>I don't know if this suggestion belongs under 2.7, and I might have missed it being discussed elsewhere in the report, but touting the success of our dual enrollment programs seems noteworthy. For example, the Earth Science Department has boosted enrollment, success, and completion rates by partnering with local high schools.</p>  | Full-time Faculty |
| <a href="#">2.7</a> | <p>It's possible that you already received these comments, but I'm not sure they went through.</p> <p>I think this sentence needs editing: Librarians provide in-person, chat, video, orientations, workshops, and classroom-embedded instruction.</p> <p>I would suggest: Librarians provide in-person, chat, and Zoom reference services, instructional videos, library research sessions, workshops, and classroom-embedded instruction.</p> <p>I think this is an exaggeration: the Library is redesigning its website to meet Web Content Accessibility Guidelines 2.2 accessibility standards</p> <p>We have been addressing some small accessibility errors - not redesigning the website.</p> | Full-time Faculty |
| <a href="#">3.1</a> | <p>under evaluation of employees, it is missing faculty evaluation.</p>   | Full-time Faculty |

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| <a href="#">3.3</a>  | <p>Full-time faculty are evaluated triennially after tenure is achieved, with tenure-track faculty evaluated each semester for the first and second years and annually for the third and fourth years of their four-year probationary period. Part-time faculty are evaluated during their first semester and, upon a successful evaluation, every three years thereafter. These evaluation cycles are outlined in Article 10 of the California School Employees Association Collective Bargaining, Article 16 of the Cerritos College Faculty Federation Collective Bargaining Agreement, and the Cerritos College Management Evaluation Process, and are supported by applicable board policies and administrative procedures, such as Administrative Procedures 7240 and 3050 (Evidence: CSEA CBA – Article 10; CCFF CBA – Article 16; Management Evaluation Process;; Administrative Procedure 3050 Institutional Code of Ethics).</p> <p>This section we are talking about faculty, so remove "Article 10 of the California School Employees Association Collective Bargaining' I think this is a faculty only section, maybe remove the citation from management evaluation as well. It seems like CSEA and management evaluation were mentioned in 3.1 and later on in 3.3</p> | Full-time Faculty       |
| <a href="#">3.4</a>  | There is a link that redirects to "page not found" for smart classroom inventory in Page 39.  | Classified/Confidential |
| <a href="#">3.9</a>  | Page 49 - System Center Configuration Manager is the old name of the windows deployment management system, it's now called Microsoft Endpoint Configuration Manager (MECM). Microsoft Intune plays a role in Patch Management as we have scheduled updates deployed regularly through that application (It is not mentioned).   | Classified/Confidential |
| <a href="#">3.9</a>  | The Technology Master Plan is thoughtfully structured and clearly aligned with institutional goals, ensuring that technology investments remain mission-driven and focused on supporting student success. One possible area is to add brief clarification on how effectiveness is measured (e.g., surveys, training completion rates) and how the College ensures comprehension (e.g., quizzes, required certifications, follow-up training).   | Full-time Faculty       |
| <a href="#">3.10</a> | Add to something to the effect of: "All departments participate in The Great California ShakeOut every October 15 to ensure earthquake and natural disaster readiness for all campus users."  | Full-time Faculty       |

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| 4.3      | <p>While the self-assessment demonstrates a strong climate of collaboration, I see a gap in a strategy regarding Artificial Intelligence. Currently, the assessment lacks specific indicators for AI integration in pedagogy, student academic integrity, and faculty support policies. Perhaps it isn't needed for this self-assessment, but I do think it's an important element to mention and consider.</p> <p><a href="https://www.forbes.com/sites/avivalegatt/2025/11/29/ai-is-now-fundable-in-higher-ed-but-only-with-real-governance/">https://www.forbes.com/sites/avivalegatt/2025/11/29/ai-is-now-fundable-in-higher-ed-but-only-with-real-governance/</a></p> <p><a href="https://campustechnology.com/articles/2025/03/26/crafting-thoughtful-ai-policy-in-higher-education-a-guide-for-institutional-leaders.aspx">https://campustechnology.com/articles/2025/03/26/crafting-thoughtful-ai-policy-in-higher-education-a-guide-for-institutional-leaders.aspx</a></p> <p><a href="https://onlinelibrary.wiley.com/doi/10.1002/ace.70013?msocid=0ddd50c9e1d3600c3b0847d7e08161bb">https://onlinelibrary.wiley.com/doi/10.1002/ace.70013?msocid=0ddd50c9e1d3600c3b0847d7e08161bb</a></p> | Classified/Confidential |