2024 Midterm Report

Submitted by
Cerritos Community College District
11110 Alondra Blvd
Norwalk, CA 90650

Submitted to
The Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

March 2024

Certification of the Midterm Report

To: The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

From: Dr. Jose Fierro
Cerritos Community College District
11110 Alondra Blvd
Norwalk, CA 90650

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of the institution.
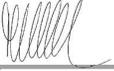
Signatures:

Jose Fierro (Mar 4, 2024 17:40 EST)

| Dr. Jose Fierro, President/Superintendent | Date |

| Dr. Sandra Salazar, President, Board of Trustees | Date |

| Dr. Frank Mixson, Vice President, Academic Affairs & ALO | Date |

Dennis Falcon (Mar 5, 2024 17:15 PST)

| Dennis Falcon, President, Faculty Senate | Date |

| Irlanda Lopez, President, CSEA | Date |

| Cheryl Thury, Representative, Cerritos College Confidential Employees Association | Date |

| Dr. Lynn Wang, President, CCFF | Date |

| Michelle Simotas, Dean, Academic Affairs & Accreditation Manager Co-Chair | Date |

Lee Anne McIlroy (Mar 6, 2024 10:20 PST)

| Lee Anne McIlroy, Faculty & Accreditation Faculty Co-Chair | Date |

Saige Frausto (Mar 6, 2024 11:41 PST)

| Saige Frausto, President, ASCC | Date |

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Statement of Report Preparation

In spring 2023, Cerritos College reconvened the Accreditation Committee, a cross-functional committee with representatives from all constituents across the college—classified staff, faculty, administrators, and students. The committee developed the timeline to draft, review, and finalize the Midterm Report. The committee developed a timeline and outline for the report and assigned committee members as lead writers and lead evidence gatherers. Through a collaborative process, the accreditation committee prepared a draft report to share with constituent groups, starting in the fall 2023 semester. The lead authors of the report include the Faculty Accreditation Coordinator, the Dean of Academic Affairs and Strategic Initiatives, the Dean of Institutional Effectiveness, Research, Planning, and Grants, and the Dean of Fine Arts. The draft report was prepared in collaboration with the Accreditation Committee and Faculty Senate before gathering input from shared governance committees. The information shared in the report was gathered through a broad range of shared governance committees, division meetings, and area unit plans and program reviews.

The following committees reviewed the draft of the Midterm Report and provided input on at least one occasion:
- Student Learning Outcomes (SLO) Committee
- Instructional Program Review Committee
- Cerritos College Faculty Federation
- California School Employees Association Cerritos Chapter 161
- Associated Students of Cerritos College (ASCC) Senate
- Faculty Senate
- Coordinating Committee
- Planning and Budget Committee

Following the input gathering of constituent groups, the Dean of Academic Affairs and Strategic Initiatives, the Dean of Institutional Effectiveness, Research, Planning, and Grants, and the Faculty Accreditation Coordinator edited and finalized the report in preparation for final approval.
The 2024 Accreditation Midterm Report summarizes progress since the last Institutional Self-Evaluation Report (ISER), Follow-up Report, and related Peer Review Team visits. The Midterm Report Timeline was approved by the Accreditation Committee on May 3, 2023, and a roster of all report contributors is listed in the appendix.

The final report was approved by the Coordinating Committee on December 4, 2023, and by the Cerritos College Board of Trustees on February 21, 2024.

Accreditation Committee & Report Writing Team Members

Name	Title
Frank Mixson	Vice President of Academic Affairs and ALO
Michelle Simotas	Dean of Academic Affairs and Strategic Initiatives
Lee Anne McIlroy	ESL Faculty, SLO Coordinator, and Faculty Accreditation Coordinator
Amber Hroch	Dean of Institutional Effectiveness, Research, Planning, and Grants
Gary Pritchard	Dean of Fine Arts and Communications
Lynn Wang	Counselor and CCFF President
Julie Mun	Administrative Assistant
Michelle Kingston	Senior Electronics Systems Tech, CSEA Treasurer

Midterm Report Timeline

Spring 2023

- May 3 Accreditation Committee Meeting: Review Midterm Report requirements and develop an outline
- May 8 Accreditation Committee Meeting: Finalize and approve the timeline and the outline

Summer 2023

- June 15: Evidence due in Microsoft Teams folder
- July 19: Drafts due to Accreditation Committee Co-Chairs
- August 1: Accreditation Committee members review and revise draft

Fall 2023

- September 6: Draft report shared with Accreditation Committee for input
- September 25: SLO Committee Meeting
- October 4: ASCC Senate Meeting
- October 5 and December 13: CSEA Meetings
- October 9: Confidential Employees Association
- October 10: Management Team Meeting

- October 17: CCFF Public Executive Board Meeting
- October 17: Instructional Program Review Committee Meeting
- October 24 and November 7: Faculty Senate Meetings
- November 2 and 16: Planning and Budget Committee Meetings
- November 27 and December 11: Coordinating Committee Review and Discussion

Spring 2024

- January 2024: Final edits to report
- January 24: Board of Trustees first reading
- February 21: Board of Trustees second reading and approval
- March 15: Submit Midterm Report to ACCJC

Plans Arising From the Self-Evaluation

The College identified six action plans in the last self-evaluation process as presented in the January 2020 Institutional Self Evaluation Report.

Action Plan 1					
Action	**Associated Standards/ Policies**	**Expected Completion**	**Responsible Person**	**Expected & Actual Outcomes**	**Evidence**
Ensure all college program reviews and unit plans are reported in eLumen and include assessment on how the program, unit, or service is supporting the mission of the college.	Standard I.A.2, I.B.2, I.B.5	Fall 2024	Vice President of Academic Affairs Vice President of Student Services Dean of Institutional Effectiveness, Research, Planning, and Grants Dean of Academic Affairs and Strategic Initiatives Planning & Budget Committee	**Expected Outcome:** Comprehensive review for evaluating how the college is meeting its mission. **Actual Outcome:** All instructional and non-instructional areas use eLumen for program review. Instructional programs evaluate disaggregated data and assess how the program supports the Education Master Plan (EMP) goals. Student Services program review will move to eLumen starting in fall 2024. Student Area Outcomes (SAO) assessments will also be reported in eLumen and mapped to Institutional Learning Outcomes (ILOs)	[1]

Action Plan 1: In fall 2021, all instructional program reviews were moved into eLumen. Instructional departments and divisions are required to assess how they support the college's Educational Master Plan (EMP) goals and the college mission. In fall 2022, all programs moved annual planning into eLumen. Like instructional programs, the non-instructional programs set department and unit goals and mapped those to the college's EMP goals and college mission. In fall 2023, all Career Education (CE) programs moved their 2-year program review cycle into eLumen, completing the transition of college program reviews into eLumen. This supports a broader exploration into how the College is meeting the mission and institutional goals of the college. The next stage of this process is to identify programs and departments responsible for reporting to shared governance committees on progress towards meeting the mission and institutional stretch goals and aligning their annual planning one-year goals to their program review six-year goals.

Action Plan 2					
Action	**Associated Standards/ Policies**	**Expected Completion**	**Responsible Person**	**Expected & Actual Outcomes**	**Evidence**
Develop student-centered class schedule development guide for chairs and deans	Standard I.B.7, Standard II.A.6	Fall 2023	Dean of Academic Affairs and Strategic Initiatives Vice President of Academic Affairs	**Expected Outcome:** A class schedule that better meets the needs of students and increased understanding of developing a schedule using historical data and student Comprehensive student educational plan (CSEP) information.	[2, 3]

Action Plan 2: The college formed a Student-Centered Scheduling Standard Operating Procedure Committee with six instructional department chairs, six academic and student services administrators, and two classified staff. The committee spent a year defining practices and policies for departments and divisions to follow while developing their schedule with the goal of developing a class schedule built around student

educational plan data, degree and certificate program maps, FTES, and historical enrollment data. This committee gathered input on the process and plan from the Chair's Council, Enrollment Management Committee, Coordinating Committee, and Faculty Senate. Feedback from constituents was incorporated through the spring 2023 semester. In fall 2023, the Dean of Academic Affairs and Strategic Initiatives and the Vice President of Academic Affairs held a workshop with deans, chairs, and the division teams were trained on the student-centered scheduling process, new data dashboards, and on FTES planning. Follow-up training and input will continue to improve the processes and will be conducted on an ongoing basis.

Action Plan 3					
Action	**Associated Standards/ Policies**	**Expected Completion**	**Responsible Person**	**Expected & Actual Outcomes**	**Evidence**
Revise Instructional Program Review questions to include an analysis of disaggregated data for SLOs, PSLOs, and ISLOs.	Standard I.B.1	Fall 2023	Dean of Institutional Effectiveness, Research, Planning, and Grants Dean of Academic Affairs and Strategic Initiatives Instructional Program Review Committee Chair	**Expected Outcome:** Departments will engage in broader discussions about disproportionate impact and effective interventions.	[4]

Action Plan 3: In fall 2021, annual unit planning included two questions: "1) Explain the frequency (i.e., when and how often) and content of assessment process (e.g., planning, data collection, and results) for the program (e.g., department meetings, advisory boards, etc.). Also, 2) Describe the process for development of a plan for improvement and summarize the changes that discipline faculty plan to implement based on

the analysis of the student learning and program effectiveness. Provide specific examples." To align with evolving accreditation standards and to focus on continuous quality improvement, the college recognized the need to revise its prompts in the Comprehensive Planning Template used for instructional program review. Discussions about this need took place within the Institutional Program Review (IPR) Committee in spring 2023, and work was continued into summer 2023, concluding with the production of a draft. The new IPR template includes prompts about SLOs, Program Student Learning Outcomes (PSLOs), and Institutional Student Learning Outcomes (ISLOs). The draft template is currently circulating amongst relevant campus stakeholders including Faculty Senate, and once approved is intended for use beginning in fall 2024. Also, in spring 2023, data dashboards were developed and released to the campus community that provided disaggregated data for SLOs, PSLOs, and ISLOs. Additional questions with an emphasis on reviewing learning outcomes assessment results and data analysis will be included in fall 2024 for the next planning cycle. Programs are analyzing and summarizing their process for reviewing that data to make programmatic changes.

Action Plan 4					
Action	**Associated Standards/ Policies**	**Expected Completion**	**Responsible Person**	**Expected & Actual Outcomes**	**Evidence**
Develop a structure to include broader engagement with institution set standards and stretch goals	Standard I.B.3	Fall 2023	Dean of Institutional Effectiveness, Research, Planning, and Grants Vice President of Academic Affairs Vice President of Student Services	**Expected Outcome:** Faculty, staff, and administrators will understand institution set standards and will support reaching the institution's stretch goals in their respective areas.	[5]

Action Plan 4: Each year, institution set standards (ISS) are shared and vetted through the Planning and Budget Committee. During the spring 2023 Board Retreat, stretch goals were developed to help improve student success and ultimately completion. Key Performance Indicators (KPIs) were released to the campus community in fall 2023 that include stretch goals for each Key Performance Indicator . The Vice President of Academic Affairs and the Vice President of Student Affairs have shared those KPIs and stretch goals with their areas and have begun to align division and department goals with the stretch goals, to set annual targets, and to identify key people responsible for monitoring and reporting on their progress.

Action Plan 5					
Action	**Associated Standards/ Policies**	**Expected Completion**	**Responsible Person**	**Expected & Actual Outcomes**	**Evidence**
Publish program maps for all degrees and certificates on the college website to guide students on program completion	Standard I.C.4	Fall 2021	Vice President of Academic Affairs Dean of Academic Affairs and Strategic Initiatives Faculty Guided Pathways Coordinators	**Actual Outcome:** Students are able to see a recommended course-taking sequence for each program at the college. Those maps are made available on the college's website.	[6]

Action Plan 5: The Guided Pathways Coordinators worked with faculty and administrative leaders from across the college to develop program maps for degrees and certificates at the college. Those maps were then put into the Program Pathways Mapper software which then connected the programs to regional job growth and wage data. In Fall 2021, the pathway maps were embedded in the college website. The college began to use the program maps to create a student-centered schedule in Fall 2023.

Action Plan 6					
Action	**Associated Standards/ Policies**	**Expected Completion**	**Responsible Person**	**Expected & Actual Outcomes**	**Evidence**
Establish a standard procedure for SLO development as part of the curriculum development process	Standard II.A.3	Fall 2022	Curriculum Committee Chair SLO Coordinator Dean of Academic Affairs and Strategic Initiatives	**Expected Outcome:** Instructional departments will engage in broad and meaningful dialogue about SLOs and their connection to the learning objectives, class assignments, and in-class activities outlined in the course outline of record. **Actual Outcome:** Department chairs are developing the SLOs for courses as they are developing new curriculum. In some departments, when new curriculum and SLOs are developed, they are discussed amongst the department members, but in many departments, curriculum and SLOs are not discussed broadly, which often results in SLOs and PLOs being written as specific learning objectives rather than outcomes.	[7]

Action Plan 6: The larger departments at the college do engage in department-wide dialogues when developing new curriculum. However, for smaller departments, much of the curriculum development work falls on the department chair. To support all department chairs with these discussions the chair of the Curriculum Committee is revising the curriculum handbook to include clear guidance on SLO and PLO development and strategies for ensuring that the other required elements of the course outline clearly connect to the student learning outcomes for the course. The SLO Coordinator now serves on the Curriculum Committee (CC) to support faculty in identifying and defining meaningful CSLOs and PSLOs.

Response to Recommendations for Improvement

The ACCJC Peer Review Team had two compliance recommendations for Cerritos College and two improvement recommendations. The process of responding to the Peer Review Team's recommendations started immediately following the February 24-27, 2020 Peer Review Team's exit report, and the work was formalized upon receipt of the final External Evaluation Report on April 8, 2020 [8] and an official letter from ACCJC on June 29, 2020 [9].

At that time, there were two district compliance recommendations to meet the standards, which required a follow-up report. The College submitted a Follow-Up Report on October 1, 2021 [10] and a virtual Peer Review Team Visit was held on October 25, 2021. The Peer Review Team Report was received on October 29, 2021 [11] and the college received notification on January 27, 2022 [12] that the Commission reviewed the report and had acted to reaffirm accreditation for the remainder of the cycle. Since the 2021 Follow-up Report, the College has continued to make progress in both areas.

Improvement Recommendation 1

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)

After the last accreditation visit, Cerritos College hired a consultant to help Student Services improve their Student Learning and Service Area Outcomes (SAOs). All departments met with the consultant and developed action plans for the 2022-2023 academic year. At the time, the action plans were developed around existing outcomes aligned to accreditation and Key Performance Indicators (KPIs). In June 2023, the 2023-2024 SAOs were realigned to the College's revised KPIs effective June 2023 [13]. These revised SAOs and KPIs provide clearer and more timely outcomes and goals. The new KPIs unify our outcomes and will streamline our data sources with a goal to provide better access to real-time data.

Improvement Recommendation 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)

The Cerritos College planning process represents a college-wide effort, developed collaboratively by the Executive Council (EC), Planning and Budget Committee (PBC), and Faculty Senate to analyze resources and allocations to ensure that they are aligned with strategic goals and adopted budgets.

Cerritos College budgets are balanced and prepared in compliance with Board Policy BP 6200, "Budget Preparation," which states "unrestricted general reserve shall be no less than two months of the total

general fund operating expenditures." Cerritos College creates a multi-year budget, which is updated annually to ensure fiscal stability. The multi-year budget is matched to revenues and projected expenditures and includes FTES projections. It also provides the college with information regarding the impact of new employee positions and salary increases.

In preparing Cerritos College's annual budget, the PBC reviews the effectiveness of its past fiscal planning activities as part of its budget development process. Year-end budget to actual reports are provided and reviewed by the PBC. The PBC has an opportunity to reflect on past planning and to discuss areas of concern with the process [14], [15], [16].

Cerritos College's PBC is a shared governance committee that operates through a collaborative decision-making process in which the members of each of the major campus constituencies—the Administration, the Management, the Faculty, the Classified/Confidential Staff, and the students. This collegial decision-making process encourages the campus communities to work together to find the best responses to issues the college must address. As a result of these collaborative efforts, Board policies related to financial management are regularly evaluated and revised [17], [18].

The annual unit plans identify unit goals and the resources needed to achieve those goals. Resources are prioritized as high-priority (mission critical), moderate-priority (create value and efficiency for the program), or low-priority (would be nice to have) and require funding from the appropriate sources to fund those resource needs. The department unit plans are then rolled up into a division plan in which resource requests are again prioritized based on the needs of the division.

As with the unit plans, the division plans are then rolled up to the area plan where the Vice President of that area reviews, prioritizes, and incorporates funding requests into the area plan. During this process, the Vice Presidents collaborate with managers to prioritize funding requests. Each Vice President then presents his or her prioritized budget in the area plan to the PBC. The list of resource requests from each area is then presented to the PBC as an information item. The committee provides feedback before the resource requests are reviewed by the EC [14], [15], [16], [19], [20], [21].

The list of resource requests from the area prioritization is forwarded with PBC's comments to EC for prioritization of college-wide resource requests. Next, EC reviews and makes recommendations, which then go back to the PBC Committee for final review of the College Annual Plan. Then, the Board of Trustees gives the final approval in September each year.

Over the past two years, the College has improved the dissemination of information concerning budget decisions. In the past, after EC determined the allocations for the upcoming year, the list of allocations was submitted to the Board of Trustees for approval. However, over the past few years, after EC approves the funding allocations, the list of approved allocations is reported back to the PBC, with the expectation that each member of the committee will report this information back to his or her relevant constituent group.

To further ensure the distribution of these budget decisions, the Vice President of Business Services (VPBS) conducts two budget forums early in the fall semester in order to share the information with the campus community. In these two campus-wide budget forums, the VPBS shares the allocations and provides opportunities for questions and discussions on the decisions [22], [23], [24]. In addition to the budget forums, the VPBS presents the information to the Faculty Senate for feedback before presenting the allocations for final approval to the Board of Trustees.

Reflection on Improving Institutional Performance

Student Learning Outcomes (SLO)

Over the last several years, the College has worked to build a culture of SLO assessment. Faculty leaders have approached this through a multi-pronged approach that includes developing clear guidance and timelines for SLO and PSLO assessments, improving institutional support for SLO assessments, enhancing the technology and data infrastructure, and increasing communication regarding the SLO, PSLO, and ISLO process.

Improvements to the SLO, PSLO, and ISLO Processes

Since the last accreditation self-evaluation, the SLO Committee and the SLO Coordinator have been intentional in setting the college on a path to have clearly defined processes and schedules for SLO, PSLO, and ISLO assessments. Faculty assess every Course Student Learning Outcome (CSLO) for every course section offered in the class schedule every semester it is offered. As part of the regular assessments each semester, faculty assess each student in the course and reflect their SLO assessment results for the semester [27]. This reflection is an opportunity for faculty to identify where SLO assessment results are not meeting the department's expectations. In these reflections, individual faculty identify modifications that may be needed and plans for making those changes.

In spring 2022, the Faculty Senate passed a resolution to adopt a three-year cycle for SLO action plans on March 22, 2022 [25]. The outcome of the resolution is that every department will review SLO assessment data disaggregated by race and ethnicity every three years. The departments will identify any disproportionate impact gaps in the assessment results, develop a plan for addressing those gaps, and document the data, analyses, and plans for improvement in a three-year action plan. Starting in 2023-2024, three-year action plans are built into eLumen, so that departments are able to share their reflections and analyses of the aggregate SLO data and report on any curriculum, pedagogy, or practice changes they plan to make over the next three-year cycle.

In addition to clarifying the process and mechanisms for leveraging SLO data to assess course and program efficacy, the College has also improved the process for assessing PSLOs. Upon completion of our last report, college faculty and administrative leaders realized that we had not yet established an institutional procedure and cycle for PSLOs. Although some programs regularly assessed their PSLOs within eLumen, there was not a clear process to analyze, discuss, and respond to PSLO results. For

instructional programs, all Course Outlines of Record (COR) include official CSLOs that are assessed every semester, and these CSLOs are mapped in eLumen to both PSLOs and ISLOs.

Before working to implement the PSLO cycle, the SLO Coordinator and Curriculum Coordinator worked with departments to ensure all PSLOs were accurate and mapped in eLumen [29]. While doing so, the team discovered data inaccuracy issues in eLumen. In summer 2023, the Curriculum Specialist worked to identify programs with PSLOs not currently recorded or mapped in eLumen, and the SLO Coordinator worked with those department chairs to update eLumen. The Curriculum Specialist has finalized the PSLO cleanup effective August 2023 [28]. In fall 2023, the Faculty Senate approved a PSLO assessment cycle [26] that required departments to review and assess PSLOs in preparation for their annual unit plan.

Starting in spring 2024 year, all programs have accurate PSLO data in eLumen and in the disaggregated data dashboards. In fall 2024, all departments will analyze the disaggregated PSLO data in eLumen and create action plans related to PSLOs as part of the annual planning process. This improvement will support the efforts to create a culture of continuous quality improvement.

Similarly, the College has continued to develop the infrastructure and process of assessing ISLOs. The College identified ISLOs [27], and in January 2023, the SLO committee began discussions around establishing a practice of assessing at least one ISLO each semester [30]. The Office of Institutional Effectiveness, Research, Planning, and Grants developed disaggregated ISLO data dashboards that were shared with the SLO committee on April 24, 2023 [31]. In the 2023-2024 academic year, the SLO Committee has established the process for ISLO assessment, analysis, and reporting to the college community and is assessing all ISLOs this year while also establishing a plan to assess one ISLO each semester in subsequent years. In addition to the work of the SLO Committee, in their annual unit plans, departments are asked to reflect on how their departments and programs support ISLOs.

To sustain the culture of assessment that the College has developed over the past few years, the Center for Teaching Excellence (CTX) offers workshops on SLOs for all Faculty and includes SLO information as part of the New Faculty Onboarding Process. These professional development workshops address such topics as making SLO assessments meaningful and student centered. The Distance Education Coordinator hosts a regular series called "Unpacking SLOs, Using Student-Centered Language & Creating HyperRubrics." The CTX also offers FLEX credit for external SLO training through Cornerstone and "Get It Done" days where Faculty are provided drop-in support for submitting SLO assessments at the end of the semester.

Improvements to Technology Tools to Support SLO Assessment

Following the last accreditation visit, the College set up a process that required all faculty to post their syllabi to Rosters+ and attest to current SLOs being on the syllabus. After a year of implementation, there were still significant numbers of syllabi that were missing or had inaccurate SLOs. To address this,

deans sent out email reminders about SLOs on syllabi. Deans and SLO committee members reminded faculty to include official SLOs on syllabi during division meetings [70].

Even with these changes, there was still less than 100% compliance, so the Faculty Senate took the initiative to explore more effective practices. On February 9, 2023 during the Faculty Senate report to the Business Education and Liberal Arts division meeting, the issues with that practice were shared [33]. To create a more effective process to ensure the official SLOs are on the syllabi, the Faculty Senate created a "Canvas for Accreditation" task force and passed a resolution proposing the adoption of Simple Syllabus, software that would automatically populate within Canvas the SLOs listed on Course Outline of Record (COR) [32]. In spring 2024 Academic Affairs worked with faculty to get trained on Simple Syllabus in preparation to implement Simple Syllabus in the 2024-2025 academic year.

Improvements to Communication

The College has set up a regular communication structure to ensure that SLO assessment and continuous quality improvement remain an important part of the culture of the college. The SLO Coordinator provides regular updates at Faculty Senate meetings to update the Senate on the work of the SLO Committee. Instructional Deans support the SLO process by sending out reminders via e-mail and dedicating time on their division meeting agendas to discuss SLOs assessment results. The Executive Team is also supporting divisions by emphasizing the foundational nature of SLO reporting to all college planning processes. On November 22, 2022 the President and Interim Vice President of Academic Affairs went to division meetings across the campus to discuss SLOs and our accreditation recommendations [33]. In addition, the Faculty Senate president and CCFF president also send out email reminders about SLO assessment.

The College has also improved communication between the SLO Committee, Curriculum Committee (CC), and Institutional Program Review (IPR) Committee. Academic Affairs convenes regular meetings with the SLO Coordinator, Curriculum Committee Chair, Institutional Program Review Committee Chair and IERPG to discuss process, progress, and data integrity issues. The SLO Coordinator also serves on the Curriculum Committee to support SLO revision and curriculum currency review. The SLO Coordinator also reviews the SLO narratives in final IPR reports to follow up on any support that departments may need to ensure continuous improvement.

Improvements to the Focus of the SLO Committee

The SLO Committee represents and includes representatives from each division of the College, including a voting student member. The SLO Committee serves as an advisory committee and makes recommendations that are then shared with the faculty senate for approval. In the SLO Committee, members discuss both the conceptual and practical aspects of SLOs. In 2022-2023 the committee discussed the difference between objectives and outcomes, best practices in writing SLOs, and strategies for assessing SLOs in a meaningful way. They also engaged in discussions around creating and using reflection templates and using outcomes in Canvas. The SLO coordinator continues to build the

institutional understanding of the SLO assessment process and to codify a system that faculty find sustainable. However, we continue to make progress in this area.

What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?

The College has identified several growth opportunities in the SLO assessment process to refine this culture of assessment. With the new 3-year cycle, faculty have opportunities to ensure meaningful analysis of SLO data, thoughtful reflection, and effective action plans. The new cycle ensures that SLO data will not only be collected, but also analyzed, all of which provides opportunity for data-informed decisions.

To support this work, the CTX plans to continue to provide workshops and trainings around writing SLOs, creating meaningful assessments, analyzing disaggregated data, and developing action plans that ensure continuous improvement. Through CTX training, faculty leaders can also offer training on pedagogical practices for interventions intended to close disproportionate impact gaps.

As the College continues to integrate eLumen with Canvas, there is an opportunity to get more faculty using outcomes in Canvas to create a more seamless integration of SLO assessment and course design. With new features in eLumen, faculty will be able to build SLO assessment rubrics and reporting in one central place in Canvas and view trends in SLO assessment results. This will increase the accessibility and usability of eLumen.

The College also sees opportunities in getting the broader community involved in celebrating the learning that is occurring at the college through shared events where student services and academic affairs are showcasing the SAO and SLO assessment results to bring more awareness to all of the ways faculty, staff, and administrators are shaping the student experience. This would create the opportunity to share and learn about strategies within both instructional and student services areas of the college that work to accelerate student learning and success [36]. This process has started in division meetings with discussions around the disaggregated SLO data dashboards [37].

The College also recognizes opportunities to include students more in the SLO, PSLO, and ISLO process by continuing to present at Associated Students of Cerritos College (ASCC) meetings and maintaining a voting position on the SLO committee for students in order to better engage students in the process. In doing so, the SLO Committee can ensure that CSLOs are written clearly and in student-centered language and that ISLOs reflect the mission, vision, and student experience of the college.

Examples of course, program, or service improvements based on outcomes assessment data

1. Political Science Department

   POL 201: Intro to Political Science

- SU20 - SLO#2 = 69%
    - A new assessment tool using Canvas was tested in SU20. SLO #2 was low compared to the other SLOs assessed (the department assessed all SLOs).
    - The department decided to revamp and expand the relevant sections in the lecture material on revolutions and political violence and also added video quizzes on terrorism and revolutions.

- FA21 - SLO#2 = 90%
- FA22 - SLO#2 = 91%
    - The assessment results improved by 21% and 22% using the new assessment tool. This proved to be a very effective curriculum and assessment improvement.

POL 240: Intro to Political Theory

- FA22 - SLO#4 = 56%
    - Notes in eLumen: May remove SLO #4. SLO is not relevant to the course curriculum which may explain low result scores compared to other SLOs. SLO #4 should be kept as a course objective instead.
    - However, the department felt it was important for students to relate the concepts learned to the modern world. As such, we decided to add more examples of how the theories applied to modern political issues in the lecture content. The department also updated the study guides and included relevant test questions in the midterm and final exams.

- SP23 - SLO#4 = 75%
    - The department saw almost a 20% increase in student learning with the change to the content delivery, study guides, and test questions. This was the first semester of implementation. They will continue to monitor the efficacy of these changes.

2. ESL Department

For ESL 152 and ESL 120, the credit ESL faculty made several course improvements based on SLO data. The main improvement is to implement submission windows rather than rigid deadlines for major assignments to improve the number of students who submit or post their assessments. The ESL faculty noticed that men of color were disproportionately impacted, specifically due to the lack of data at the end of the semester. Faculty remarked that a major issue for persistence seemed to be our rigid policies regarding the submission of "late" work. These courses now offer submission windows and grace periods. If a student misses that window, they can still submit work by filling out a form and meeting with the instructor to receive support [39].

3. Woodworking Management Technologies Department

Program improvements have been made for Woodworking Management Technologies (WMT). That is, SLO outcomes data resulted in several curriculum updates. For example, the SLO data revealed that students consistently earned high scores when they completed individual courses, yet certificate/degree attainment was consistently low (single digits) when compared to the overall headcount, which is, on average, 380 students a semester. Units to achieve degrees/certs were among the highest in the Technology Division and are likely a barrier to completion. WMT has revised their program, lowering unit requirements in an effort to bring program completion rates to match course completion rates [71].

Service improvements have also been made based on SLO data. For example, the Access to Completion and Equity (ACE) committee subcommittee on learning which was co-lead by the SLO Coordinator, the Dean of Student Equity and Success, and an EOPS counselor, discussed disaggregated data as part of its recommendation process. Based on this, the subcommittee made several recommendations including the implementation and communication of high impact practices (HIPs), which include paid internships, learning communities, project-based learning, etc. [36]. The committee received funding to hold a celebration of learning in fall 2023 that will promote such opportunities.

In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college's schedule?

To ensure completion of assessments across campus on a consistent basis, the College has implemented a three-year assessment cycle. In doing so, division deans worked with each of their respective departments to develop and document their three-year cycle [68].

To further ensure that the campus assesses SLOs on a regular basis, SLO Committee members give reports during division meetings to remind faculty of SLO assessment and deadlines [40]. In addition, the SLO Coordinator shares faculty participation reports with each of the division deans [27]. Based on the participation reports, the deans contact the faculty who have not assessed their SLOs to offer support to them in the process. In addition, the SLO Coordinator, Faculty Senate president, and CCFF president send out email reminders to submit SLOs. The SLO Coordinator offers CTX workshops and drop-in support at the end of the semester.

For Faculty who may be struggling to enter SLO data into eLumen, the SLO Coordinator holds "Get It Done" drop-in sessions in the CTX at the end of the semester to guide faculty through the submission process. In fall we held a SLO retreat to support faculty in learning about best practices in SLO development and assessment.

Institution-set Standards

Has the college met its floor standards?

The college has established Institution-Set Standards (ISS) for a wide range of areas: course success, milestones, outcomes, licensing pass rates, and employment rates. Although the college experienced some negative impacts to enrollment and success due to the COVID-19 campus closure and the move to online learning, the college has seen an increase in success in many of the areas. The college has not met the ISS floor in the following areas (also shaded in gray in the chart below): course success, transfer counts, esthetician licensing pass rates, and employment rates in family and consumer services and commercial services. With the global pandemic, the college expected to experience declines in success, transfer, and employment rates; nevertheless, the college has met its ISS floors in all other areas, including online and CTE course success, degree completion, and most licensing pass rates.

Institution-Set Standards Floor

Metric	2020-2021	2021-2022	ISS Floor
Course Success	66%	66%	67%
Course Success: Online Course Success	64%	64%	63%
Course Success: CTE Course Success	74%	76%	75%
Milestones: Transfer-level English Completion Year 1	29%	28%	27%
Milestones: Transfer-level Math Completion Year 1	15%	14%	11%
Milestones: Transfer-level English & Math Completion Year 1	10%	10%	8%
Outcomes: Degree Completion	2,371	2,600	2,385
Outcomes: Certificate Completion	2,268	2,587	2,447
Outcomes: Transfer Counts	1,939	1,567	1,689

Licensing Pass Rates: Nursing	94%	91%	89%
Licensing Pass Rates: Physical Therapist Assistant	93%	96%	97%
Licensing Pass Rates: Dental Hygiene	100%	100%	100%
Licensing Pass Rates: Dental Assisting	98%	91%	92%
Licensing Pass Rates: Cosmetology	84%	87%	82%
Licensing Pass Rates: Esthetician	83%	72%	84%
Licensing Pass Rates: Pharmacy Technician	73%	80%	69%
Overall Employment Rates	65%	64%	66%
Employment Rates: Architecture and Technology	76%	82%	77%
Employment Rates: Business Management	83%	86%	82%
Employment Rates: Media and Communications	73%	82%	74%
Employment Rates: Information and Technology	70%	69%	69%
Employment Rates: Education	86%	90%	86%
Employment Rates: Engineering and Industrial Technologies	71%	84%	78%
Employment Rates: Fine and Applied Arts	72%	80%	74%
Employment Rates: Health	90%	87%	90%
Employment Rates: Family and Consumer Studies	90%	80%	83%
Employment Rates: Law	82%	80%	80%
Employment Rates: Public and Protective Services	83%	84%	83%

Employment Rates: Commercial Services	77%	69%	75%

Has the college achieved its stretch (aspirational) goals?

The college has achieved its stretch goal for "Licensing Pass Rates in Dental Hygiene."

Institution-Set Standards with Stretch Goals

Metric	2020-2021	2021-2022	ISS Floor	ISS Goal
Course Success	66%	66%	67%	72%
Course Success: Online Course Success	64%	64%	63%	68%
Course Success: CTE Course Success	74%	76%	75%	80%
Milestones: Transfer-level English Completion Year 1	29%	28%	27%	32%
Milestones: Transfer-level Math Completion Year 1	15%	14%	11%	16%
Milestones: Transfer-level English & Math Completion Year 1	10%	10%	8%	13%
Outcomes: Degree Completion	2,371	2,600	2,385	2,505
Outcomes: Certificate Completion	2,268	2,587	2,447	2,570
Outcomes: Transfer Counts	1,939	1,567	1,689	1,773
Licensing Pass Rates: Nursing	94%	91%	89%	94%
Licensing Pass Rates: Physical Therapist Assistant	93%	96%	97%	100%
Licensing Pass Rates: Dental Hygiene	100%	100%	100%	100%

Licensing Pass Rates: Dental Assisting	98%	91%	92%	97%
Licensing Pass Rates: Cosmetology	84%	87%	82%	87%
Licensing Pass Rates: Esthetician	83%	72%	84%	89%
Licensing Pass Rates: Pharmacy Technician	73%	80%	69%	74%
Overall Employment Rates	65%	64%	66%	71%
Employment Rates: Architecture and Technology	76%	82%	77%	82%
Employment Rates: Business Management	83%	86%	82%	87%
Employment Rates: Media and Communications	73%	82%	74%	79%
Employment Rates: Information and Technology	70%	69%	69%	74%
Employment Rates: Education	86%	90%	86%	91%
Employment Rates: Engineering and Industrial Technologies	71%	84%	78%	83%
Employment Rates: Fine and Applied Arts	72%	80%	74%	79%
Employment Rates: Health	90%	87%	90%	95%
Employment Rates: Family and Consumer Studies	90%	80%	83%	88%
Employment Rates: Law	82%	80%	80%	85%
Employment Rates: Public and Protective Services	83%	84%	83%	88%
Employment Rates: Commercial Services	77%	69%	75%	80%

What initiative(s) is the college undertaking to improve its outcomes?

The college has many initiatives underway to support increasing success in meeting the institution-set standards. These initiatives span across the college in both instructional and student services areas.

Initiatives Supporting Improvement of College Outcomes

Initiative	Goal	Person/s Responsible	Implementation Date
EAB Early Alert	Increase course retention, success, and completion	Vice President of Academic Affairs Vice President of Student Services Dean of Academic Affairs and Strategic Initiatives Dean of Counseling	2021-2025
Zero Textbook Costs Courses and Programs	Increase course success	Dean of Academic Affairs and Strategic Initiatives Distance Education Coordinators	ongoing
Peer Online Course Review (POCR)	Increase online course success	Dean of Academic Affairs and Strategic Initiatives Distance Education Coordinators	ongoing
Learning and Career Pathways Success Teams	Increase course success and completion	Vice President of Academic Affairs Vice President of Student Services	ongoing

		Dean of Academic Affairs and Strategic Initiatives Dean of Counseling	
Contextualized Teaching and Learning	Increase success in transfer-level English and Math	Vice President of Academic Affairs Dean of Academic Affairs and Strategic Initiatives	2023-2025
AED Support Courses for transfer-level English and Math	Increase success in transfer-level English and Math	Vice President of Academic Affairs Dean of Academic Affairs and Strategic Initiatives	2023-2025
Culturally Responsive Pedagogy and Practices Professional Development	Decrease equity gaps in course success and completion	Dean of Academic Affairs and Strategic Initiatives CTX Coordinator	2023-ongoing
Pathways to Law School	Increase successful completion and transfer of law students	Dean of Academic Affairs and Strategic Initiatives and Law Department Chair	2023-ongoing
Curriculum Cleanup	Update curriculum across the college to ensure currency and relevancy	Dean of Academic Affairs and Strategic Initiatives Curriculum Committee Chair	2023-2025, ongoing
Instructional and Student Services Program Review Updates	Ensure program review is meaningful in assessing and planning for successful outcomes	Dean of Institutional Effectiveness, Research, Planning, and Grants	2022-2024, ongoing

MESA Program Development	Increase success in STEM fields for Black and Latinx students	Vice President of Student Services Dean of Equity Dean of Academic Success Dean of Science, Engineering, and Math MESA Director	2023-ongoing
Highpoint Degree Planner Implementation	Increase student completion	Vice President of Student Services	2023-2024

How does the college inform its constituents of this information?

The college leverages the shared governance processes to support continuous communication to all constituencies. Institution-set standards are developed in the Planning and Budget Committee, shared and approved at the Coordinating Committee and the Board of Trustees. For each initiative, the project lead coordinates with relevant stakeholders and shared governance committees [14] [15] [16] [17] [18].

For Academic Affairs-related initiatives, the following constituent groups are consulted and updated:

- Faculty Senate and relevant Senate subcommittees
- Coordinating Committee
- Executive Council
- Board of Trustees
- Associated Students
- Chairs Council

For broader initiatives including those housed in Student Services, the following constituent groups are also consulted in addition to those above:

- Enrollment Management Committee
- Access to Completion and Equity Committee

In addition to standing shared governance committees, project leads keep college stakeholders informed at division meetings, deans meetings, and managers meetings.

Report on Outcomes of the Quality Focus Projects

This section of the Midterm Report provides a progress update on the goals, outcomes, and data identified for each quality focus project and details any changes in student learning and student achievement that resulted from the projects. If appropriate, the narrative should also comment on any next steps, such as further expansion or replication of projects. In the event that a project did not achieve the desired results, the college should provide information about factors that contributed to that outcome and reflect on what was learned during the process.

Project: 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 departments. The Service Excellence Values are being Responsive, Welcoming, Empathetic, Knowledgeable, and Efficient.

Short-Term Goals
1. Develop standards/identify overarching goals with milestones for campus implementation;
2. Develop and implement a marketing plan to the campus community;
3. Begin developing service-excellence goals and long-term plans at the division level;
4. Improve timelines and runaround time;
5. Eliminate paper forms;
6. Take concrete steps to improve communication with new and current employees; and
7. Automate all major student processes.

Progress on Short-Term Goal 1: Develop standards/identify overarching goals with milestones for campus implementation.
Nearly 300 Cerritos College faculty and staff participated in the 2020-21 Convocation to officially start the fall semester. The theme "Be the One" followed a comic book anthem, transforming faculty and staff into superheroes, and stressed the use of data to inform the implementation of Service Excellence and student equity on campus [41]. At this event, the official Cerritos College Cares (C3) Service Excellence statement was announced, and inspired fellow campus heroes with the statement:

> Cerritos College will be a premier service excellence institution. We are guided by our core customer service values that include being welcoming, knowledgeable, empathetic, efficient, and responsive. We will deliver a positive and memorable customer service experience that exceeds the needs and expectations of our diverse constituencies.

> 1. Take personal responsibility to provide a superior and consistent customer service experience during interactions with our internal and external community members;
> 2. Provide a welcoming environment where people can safely discover and achieve their full potential;
> 3. Foster an inclusive environment that creates a sense of belonging for all;

4. Streamline institutional practices to continuously improve the customer service experience and,
5. Create a culture of respect and shared accountability.

Keynote speaker Jordan E. Horowitz, chief operating officer of Institute for Evidence-Based Change, encouraged participants to adopt the five tenets of Service Excellence through their daily interactions with colleagues and students, and stressed the power within each employee to make an impact in the lives of students by training, studying, and learning to do better every day without expecting anything in return. Dr. Fierro, President/Superintendent, stated all employees have the capacity to improve their skills and evolve to deliver great service to students and to each other. Service Excellence means everyone must apply the college's core service values: being welcoming, knowledgeable, empathetic, efficient, and responsive to make a change.

In August 2020, the management team attended a Caring Campus Leadership Kickoff event facilitated by the Institute of Evidence-Based Change (IEBC). At the kickoff, the team explored the positive impacts and benefits to students when a campus implements the Caring Campus principles. Moreover, throughout the Fall 2020 semester, IEBC worked directly with a core group of staff to identify specific behaviors by campus employees that would foster meaningful connections with students and enhance the service excellence culture at Cerritos College [42].

During the spring 2021 semester, a Caring Campus Workgroup was formed to design and implement projects that would provide students with meaningful interactions. The workgroup focused on the following projects:
- Caring Campus Outreach – identify methods for promoting Cerritos College as a Caring Campus.
- "Did you know?" Video Series – six video snippets showcasing students answering some of the most pivotal questions about Cerritos College.
- Functional Resource Directory – a functional resource directory to provide campus employees with an easy resource to understand the functions of campus departments, including program contact information.
- Top 5 FAQ – a database of the top-5 frequently asked questions and answers per each department to make answering students' questions easier.
- Service Excellence Professional Development – professional development opportunities that promote the Caring Campus behavioral commitments.

Progress on Short-Term Goal 2: Develop and implement a marketing plan to the campus community.
The Caring Campus Slogan Development and Promotion Work Group developed a logo design for the webpage, PowerPoint and Zoom background templates, and promotional materials including t-shirts and pins to acknowledge employees who provide students with exceptional service [43]. Below is the logo the work group developed:

The Caring Campus Video Snippets Work Group developed a video series titled "Did you Know?" to showcase students answering some of the most pivotal questions about Cerritos College.

The workgroup also developed a user-friendly Caring Campus Tool Kit webpage that supports faculty and staff in aligning their communications with the college's service excellence-oriented culture so that each department is able to effectively promote Cerritos College as a Caring Campus.

Progress on Short-Term Goal 3: Begin developing service-excellence goals and long-term plans at the division level.
Student Services held a retreat in December 2022 where the managers and staff were introduced to the "Secret Shopper" concept. The training provided a clear explanation for the purpose of the secret shopper, an introduction to the technology that records data and how the data would provide real-time assessment of the quality of service being provided to students [43]. Throughout spring 2023, 20 secret shoppers identified staff and faculty who evidenced the CARE (Call students by name; Authentic engagement; Resolve the presenting issue; Eliminate barriers) core values. When identified, the shoppers provided Caring Campus pins as awards, took their picture, and the awardees were announced each Monday in the Vice President's weekly email [44].

In the Academic Affairs Area, each division developed strategies to be more responsive, welcoming, efficient, empathetic, and knowledgeable [45]. They also implemented the 10 points of empathy when interacting with students and staff [46]. Every division also completed a survey to assess how well their team engages in service-excellence activities, and they discussed feedback at a deans meeting, where the deans shared ideas for improvement and best practices [47]. As a result of these efforts, the College experienced a small but nevertheless significant increase in retention, significant because it occurred during the height of the pandemic. The overall retention rate for all students increased from 81.04% in 2020-2021 to 81.7% in 2021-2022, and to 81.94% in 2022-2023.

Retention Rates

81.94%

81.70%

81.04%

81%

| 2020-2021 | 2021-2022 | 2022-2023 |

Population: All students

Data Source: Cerritos College's MIS referential files.
Retention and Success Rate includes a Disproportional Impact (DI) Calculation.

Progress on Short-Term Goal 4: Improve timelines and runaround time.
To improve timelines and runaround time, the campus is centralizing activities throughout the campus and creating a seamless mechanism for students to find the most requested services. A key element of this effort is the rollout of a Common Application in fall 2023. Having all campus services available within a single platform can significantly enhance the student experience. Students will no longer need to navigate multiple systems or websites to find the services they need. Instead, they can rely on a centralized application to access a wide range of resources.

Moreover, the College is actively engaging students by including an interest form for related services in the Common Application, and by providing them with the opportunity to express their preferences and needs. This allows for a more personalized approach to service delivery, ensuring that students receive the specific support they require based on their interests and goals. Overall, the centralization of campus activities and the implementation of the Common Application will improve the student experience and create a more efficient and student-centered environment. This initiative has the potential to positively impact student engagement, satisfaction, and success on campus.

Progress on Short-Term Goal 5: Eliminate paper forms.
The pandemic accelerated the need to digitize processes and hastened the implementation of the existing goal to eliminate paper forms. The college transitioned away from paper forms in favor of digital alternatives, including Adobe Sign, Falcon Sync, and Dynamic Forms. In doing so, the College streamlined administrative processes by reducing manual data entry, eliminating the need for physical storage space, improving overall efficiency, not to mention increased convenience for the student who are now able to submit forms remotely and at their convenience [48], [49], [50], [51].

Student evaluations of faculty for in-person courses were previously processed solely by paper evaluations, but the college began conducting the evaluations in a digital format in order to make the

process easier for students. For face-to-face classes, faculty may opt for either the paper or digital format. If the faculty declines to state a preference, the College defaults to the digital format [52].

Progress on Short-Term Goal 6: Take concrete steps to improve communication with new and current employees.
The Caring Campus Functional Area Directory Work Groups created a Functional Resource Directory to provide campus employees with an easy resource to understand the functions of campus departments, including program contact information [52].

The Office of Human Resources provides an onboarding orientation to new employees, which includes a Campus Tour, a welcome from the President/Superintendent, and presentations by the Vice President of Human Resources, Director of Human Resources, Director of Diversity, Compliance, and Title IX, Chief of Campus Police, Information Technology Manager, Dean of Student Services or Vice President of Student Services, Director of Public Affairs, Cerritos College Foundation, CSEA leadership, and CCFF leadership.

Progress on Short-Term Goal 7: Automate all major student processes.
By implementing The CCCApply Common Application, the College will be able to automate a number of other student processes. However, more centralization needs to occur. The college plans to completely refresh web pages in fall 2023. The Cerritos App (through Ready Education) launched in fall 2023. In spring 2024, a new student portal and registration process through High Points Campus Experience will be available to staff and students.

The college is in the process of completing implementation of SuperGlue, which automates many processes, most notably, the placement process, allowing the college to download placement data from the Common Application rather than requiring students to complete another college-level placement process. SuperGlue also enables the college to offer courses via the California Virtual Campus (CVC Exchange) as a teaching college [53].

Long-Term Goals
1. Fully align the service-excellence efforts with the mission of the college;
2. Acknowledge and understand the interconnectedness of all campus areas, achieved through professional development training;
3. Create a culture of continuous, proactive improvement (to increase adaptability and invite reflective practices), as developed by campus leadership;
4. 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;
5. Engage in creative planning and decision making, with clear goals and outcomes, to move implementation forward in an expedited manner;
6. Cultivate a highly trained team (hire the best of the best and invest in high-quality professional development for campus faculty, staff, and administrators);
7. Empower and encourage staff to be innovative and try new ideas;

8. Celebrate accomplishments in meaningful ways; and
9. Emphasize accountability processes and policies, in order to cultivate a climate of trust.

Progress on Long-Term Goal 1: Fully align the service-excellence efforts with the mission of the college.

In its mission statement, the College makes clear that it intends to provide high quality academic programs and services. In order for a student to benefit fully from these programs and services, the program and services must be delivered in a manner reflecting service excellence. To ensure that this occurs, Annual Convocation presentations have included a focus on Service Excellence with updates on achievements and milestones, successful implementation of new service initiatives, recognition or awards received, ongoing initiatives and projects to foster dialogue, idea sharing, and a sense of collective responsibility for delivering excellent service. At every convocation event, new and promoted employees who joined Cerritos College in the past year are recognized, so they can experience first-hand the level of professionalism, respect, and service excellence that all employees achieve when working together.

The 2022-2023 Convocation focused on Learning and Career Pathways (LCPs), which were developed based on the four Pillars of Guided Pathways [54]. The LCPs include the following key elements:
- Fully mapped and aligned programs
- Proactive academic and career counseling
- Responsive student tracking systems
- Structured onboarding processes
- Rethinking basic skills
- Instructional support and co-curricular activities

Progress on Long-Term Goal 2: Acknowledge and understand the interconnectedness of all campus areas, achieved through professional development training.

In order to foster a sense of shared purpose, enhance communication and collaboration, and strengthen the overall functioning of the college to contribute to a more cohesive and effective campus community, the College will implement professional development training that emphasizes the interconnectedness of all campus areas.

The college is examining potential areas of focus for professional development training including:
- Cross-departmental training: Offer training programs that bring together employees from different departments or areas of the campus. This allows participants to gain insights into the functions and perspectives of other areas and promotes a holistic understanding of the institution as a whole.
- Interdisciplinary workshops or seminars: Organize workshops or seminars that encourage collaboration and knowledge sharing among employees from diverse disciplines. These sessions can provide opportunities for individuals to learn from one another, exchange ideas, and explore interdisciplinary approaches to problem-solving.

- Job shadowing or rotational programs: Facilitate job shadowing or rotational programs where employees can spend time in different departments to gain firsthand experience and develop a deeper understanding of the interconnectedness of various roles and responsibilities. This fosters empathy, promotes cross-functional collaboration, and breaks down silos.
- Communication and teamwork training: Offer training sessions focused on effective communication, teamwork, and collaboration. These programs can provide employees with practical tools and strategies for building positive working relationships, resolving conflicts, and fostering a culture of open and transparent communication.
- Interdepartmental projects or committees: Encourage the formation of interdepartmental projects or committees to tackle institution-wide challenges or initiatives. These collaborative projects allow employees from different areas to work together, share expertise, and develop a deeper understanding of the interconnected nature of their work.
- Foster a learning culture: Promote a culture of continuous learning and professional growth across the institution. Encourage employees to engage in ongoing learning opportunities, attend conferences or workshops, and share their knowledge and experiences with colleagues from different areas.

Progress on Long-Term Goal 3: Create a culture of continuous, proactive improvement (to increase adaptability and invite reflective practices), as developed by campus leadership.
The March 21, 2023 President's Message stated employees may have been one of the randomly selected individuals who received an anonymous survey asking to identify what they feel makes Cerritos College unique [55]. The most common theme to emerge from the survey is that Cerritos College is a student-centered institution. Throughout all departments on the campus, the top priority is to help support and give opportunities that result in student success. The College continues to work towards establishing a reputation as an institution where achievement and excellence are supported through a firm and secure foundation.

Student Services implemented the "Secret Shopper" experience to continuously improve those who demonstrate CARE (Call students by name; Authentic engagement; Resolve the presenting issue; Eliminate barriers). Secret shoppers would visit the various departments and rank the quality of the service they received. This process ended on June 30, 2023, and the area will focus on improving the departments in which the secret shopper left feeling less than "Very Satisfied."

In the below results, a "5" is "Very Satisfied; "4" is "Somewhat Satisfied"; "3" is "Neither Satisfied or Dissatisfied"; "2" is "Somewhat Dissatisfied"; and "1" is "Very Dissatisfied". All areas in all CARE elements were viewed favorably, but some were closer to "neutral" than others.

	Finding the Dept. (Navigatie)	Front Desk	Web Page	Intake/ App	Follow up	Overall Service
Admissions & Records (A&R)	4.89	4.14	4.63	3.86	4.25	4.33
Bookstore	3.91	3.9	4.18	4.67	3.75	3.5
CalWORKs	4.67	4.2	4.6	4.2	4.5	4.5
Career Services	4.57	4.14	4.43	4.67	4.5	4.67
Counseling	4.86	4.33	5	4.67	4.33	4.8
EOPS/CARE/ LINC	4.67	4.8	4.67	4.6	4.75	4.8
Equity Center	4.67	4.4	3.83	4.4	4	4.6
Falcon's Nest	4.71	4.57	4.71	5	4.5	4.71
Financial Aid (FA)	4.5	4.4	4.67	4.5	4.6	4.5
Food Service	4.73	4.78	4.5	4.67	5	4.6
Library	5	4.29	4	4.67	5	4.83
Office of International Student Services	4.83	4.8	4.83	4.4	4.75	4.25

Office of Student Conduct & Grievances	3.75	5	4	3.67	5	5
Program of study, Medical Assistant	5	5	5	5	5	5
Student Accessibility Services	4.5	5	5	5	5	5
Student Health Services	5	5	4.6	5	5	5
Student Life	4	5	3.6	4.75	4.5	5
Success Center	5	4.67	4.75	4.67	5	5
Transfer Center	4.25	5	4.75	4.67	4.67	5
Veterans Services	4.4	4.75	4.6	4.5	4.25	4.75
Welcome Center	4.71	4.33	4.83	4.5	4.67	5

Progress on Long-Term Goal 4: 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.

In its attempt to be "on the cutting edge," the college continues to focus on ways to learn best practices and quickly implement them and stay at the forefront of service excellence. This includes being one of the first California community colleges to implement the EAB Canvas integration into the Early Alert process, to launch the Cerritos App, to utilize High Point Campus Experience, and to launch, in April 2022, the CARE initiative as part of Caring Campus [56].

March through June 2023, three classified and confidential staff participated in the Institute for Evidence Based Change (IEBC) Caring Campus Leadership Training [57]. Cerritos College was one of 23 colleges that participated in the training which covered topics such as Leadership, strategies for institutionalization and sustainability, and statewide leadership and governance. Staff gained insights from implementation efforts of other colleges participating in Caring Campus; they obtained and provided continuous feedback on Caring Campus initiatives across California throughout the six training sessions, and cultivated ideas for the "next phase" of Caring Campus to be discussed and revised in the 2023 Caring Campus Workgroup Meetings. Meetings will adopt both short and long-term goals to achieve comprehensive institutionalization of Caring Campus by 2025.

Progress on Long-Term Goal 5: Engage in creative planning and decision making, with clear goals and outcomes, to move implementation forward in an expedited manner.
The college has developed three stretch goals:

1. **Graduation Rate:** The five-year disaggregated graduation rates for first-time students of each race/ethnicity will exceed 50% so that more than half of all first-time students of each race/ethnicity who first enroll at Cerritos College in the fall 2024 term will complete an award by spring 2029.

2. **Academic Momentum:** As a leading indicator of Cerritos College graduation rates, more than 75% of the first-time fall 2024 cohort will earn 15+ degree applicable units by the end of their first year, start of their second year.

3. **Early Course Success:** As a leading indicator of Cerritos College graduation rates, more than 50% of the first-time fall 2024 cohort will earn all attempted credits in their first five courses at Cerritos College by successfully completing the courses.

Progress towards these long-term stretched goals will be measured by Key Performance Indicators (KPIs). Within the KPIs, the College has identified both leading and lagging indicators, which will be used to assess progress towards achieving not only the stretch goals, but also other important activities across campus. Outcomes will be measurable in real time to ascertain progress towards successful completion of our goals and activities.

Leading Indicators
1. Comprehensive Student Educational Plan (CSEP) finalized in first year
2. Attempting 15+ degree applicable units in their first term
3. Completing 15+ degree applicable units by the start of the second year
4. Attempting 30+ degree applicable units in their first year
5. Complete 30+ degree applicable units by the start of the third year
6. Passed the first 5 courses attempted in the first year
7. Completing transfer-level math and English in their first year
8. Persisting fall-to-spring
9. Retention fall-to-fall

10. Completing 45+ units by the fourth year
11. Completing 9+ CTE units in first year

Lagging Indicators
1. Time to completion (2 years)
2. Time to completion (3 years)
3. Time to completion (4 years)
4. Time to completion (5 years)

In addition to the KPIs, the college is also working on integrating Caring Campus into the onboarding process for new staff and faculty, including creating onboarding workshops to promote expediency of implementing Caring Campus across all departments from the beginning of staff and faculty employment.

Progress on Long-Term Goal 6: Cultivate a highly trained team (hire the best of the best and invest in high-quality professional development for campus faculty, staff, and administrators).
The 2022 Student Services Retreat introduced the CARE acronym (Call students by name; Authentic engagement; Resolve the presenting issue; Eliminate barriers) to simplify the goals and provided a cohesive mechanism for measuring success [58]. The area also launched a Spring Equity Retreat, which addressed the Leading and Lagging indicators to be used to measure success for student interventions.

Moreover, the Staff Development department, housed within Human Resources, offers workshops throughout the year to provide training opportunities for Microsoft Office applications. The department also organizes an annual Falcon Day event, which is a one-day, professional development opportunity for all faculty, classified/confidential staff, and managers. This event is a unique opportunity for employees to bond while learning and discussing key campus issues with on/off-campus guest speakers. Workshops offered include:
- Overcoming Office Obstacles
- Student-Centered Skills
- All About You
- Today in Diversity, Equity, Inclusion, & Accessibility (DEIA)

Progress on Long-Term Goal 7: Empower and encourage staff to be innovative and try new ideas.
The Spring 2020 Speaker Series: A Falcon's Guide to Personal and Professional Excellence and Spring 2021 Speaker Series: A Falcon's Guide to L.I.F.E. (Learn, Insight, Focus, Empower) were aimed at empowering employees to grow personally and professionally, and to support them in reaching their full potential. This investment in their development can result in increased job satisfaction, improved performance, and a stronger organizational culture that values continuous learning and growth [59], [60]. The Spring 2022 Speakers Series: A Falcon's Guide to Zoom Focus was designed to help employees focus on their priorities, execute, and create success by taking daily steps towards big picture visions by learning practical tips and strategies to enable them to make daily improvements [61].

The Spring 2023 Speaker Series: A Falcon's Guide to Soaring to New Heights provided employees the opportunity to learn about adopting a holistic approach to leadership, including mindfulness and work-life balance. This series was designed to encourage employees to adopt new ideas for developing leadership on campus that coincides with overall health and wellness. While implementing the tips and insights given by these discussions, employees developed the skill set not only to benefit their own personal and professional lives, but also to provide better care and assistance to students [62].

Progress on Long-Term Goal 8: Celebrate accomplishments in meaningful ways.
The 2022 Student Services Retreat introduced the CARE acronym (Call students by name; Authentic engagement; Resolve the presenting issue; Eliminate barriers) to simplify the goals and to provide a cohesive mechanism for measuring success. Secret Shoppers have since provided pins to those on campus who demonstrate the CARE principles [63].

The college has several annual campus events to celebrate and recognize accomplishments including:
- Outstanding Classified and Confidential Employees Awards
- Annual Diversity Awards
- Outstanding Faculty Awards
- Manager of the Year
- Outstanding Team Effort Award

Progress on Long-Term Goal 9: Emphasize accountability processes and policies, in order to cultivate a climate of trust.
The college is working to make all budgets associated with measurable outcomes and transparent processes. The first launch for this came with the Student Equity and Achievement Program. Rather than rollover funds, previous recipients of funds, and those desiring additional funds, were required to submit a Request for Funding Proposal (RFP). The RFP required selection of a leading indicator for equity which was determined by an Equity workgroup. The requestor also had to indicate how they would evidence successfully completing the measurement. All RFPs were due May 1, 2023, and a list of all awards was provided on May 26, 2023 [64]. Some outcome goals required additional nuances, and finalized outcomes were provided prior to the start of the Fall 2023 semester. There was also an assessment session report due in December 2023 in order for recipients to receive continued funding through Spring 2024. The goal is to create similar processes for all other categorically funded programs over the next few years.

Fiscal Reporting

Cerritos College continues to create a multi-year budget, which is updated annually to ensure fiscal stability. The multi-year budget continues to provide the College with information regarding the impact of changes on the budget,, such as new employee positions and salary increases [65]. Cerritos College's revenues remain sufficient to fully support educational improvement and innovation, with funds earmarked for sustainability (Budget Code 69.6), art (Budget Code 69.5), and innovation projects (Budget Code 69.4).

Annual financial statements continued to be prepared and audited by an independent certified public accounting (CPA) firm that reports the results of the District's fiscal performance and provides evidence the College maintains sufficient financial resources [66], [67].

Cerritos College continues to improve on a clear process to analyze resources and allocations to ensure they align with strategic goals and the adopted budget [69], [35]. In preparing Cerritos College's annual budget, the Budget and Planning Committee reviews the effectiveness of its past fiscal planning activities as part of its budget development process [14], [15], [16].

The College ensures financial integrity by maintaining a strong system of internal controls and providing financial reports prepared in accordance with generally accepted accounting principles which are subject to annual independent audits. Annual audits continue to provide an independent review of the financial statements and underlying system of internal controls and demonstrates that financial integrity is a priority of the management of the College.

Appendix A: List of Evidence

1: Annual Planning

2: Student-Centered Schedule SOP

3: Student-centered Schedule Management

4: 2024 Instructional Program Review Questions [DRAFT]

5: Institution Set Standards

6: Program Maps

7: Curriculum Handbook

8: Peer Review Team External Evaluation Report

9: ACCJC Action Letter 2020

10: Cerritos College Follow-Up Report

11: Peer Review Team Follow Up Evaluation Report

12: ACCJC Action Letter 2022

13: Student Services SLOs

14: Planning and Budget Meeting Minutes, May 18, 2023

15: Planning and Budget Meeting Minutes, August 18, 2022

16: Planning and Budget Meeting Minutes, August 19, 2021

17: March 11, 2019 Coordinating Committee Minutes

18: January 27, 2020 Coordinating Committee Minutes

19: Planning and Budget Meeting Minutes, August 17, 2023

20: Planning and Budget Meeting Minutes, May 19, 2022

21: Planning and Budget Meeting Minutes, May 20, 2021

22: August 22, 2023 Campus Budget Forum Agenda

23: August 23, 2022 Campus Budget Forum Agenda

24: August 24, 2021 Campus Budget Forum Agenda

25: SLO Cycle

26: Faculty Senate Meeting December 5, 2023

27: ISLO Resolution

28: PSLO Clean up

29: PSLO Clean up email

30: SLO Committee Meeting Minutes January 23, 2023

31: SLO Committee Meeting Minutes April 24, 2023

32: Canvas for Accreditation

33: Liberal Arts Division Meeting November 10, 2022

34: Annual Planning Guide

35: Cerritos College Decision-Making Process: A Guide to Planning and Budgeting

36: ACE Recommendations

37: Liberal Arts Division Meeting February 9, 2023

38: Liberal Arts Division Meeting March 9, 2023

39: ESL Department