



Institutional Self-Evaluation Report in Support of an Application for Reaffirmation of Accreditation 2026





Institutional Self-Evaluation Report
in Support of an Application for
Reaffirmation of Accreditation

Submitted by

Cerritos College
11110 Alondra Blvd
Norwalk, CA 90650

to

Accrediting Commission for Community and Junior Colleges

July 27, 2026

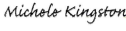
Certification

To: Accrediting Commission for Community and Junior Colleges

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This Institutional Self-Evaluation Report is submitted to ACCJC in support of an Application for Reaffirmation of Accreditation. The Institutional Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:

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Forward to the Institutional Self-Evaluation Report



Forward to the Institutional Self-Evaluation Report

Since our last Institutional Self-Evaluation Report (ISER), Cerritos College has experienced one of the most transformative periods in our seventy-year history. The COVID-19 pandemic reshaped every aspect of campus life: how we teach, support students, and work together. In the years that have followed, the College has responded with resilience, innovation, and renewed commitment to the shared decision making needed to create the continuous improvement that will lead to increased student success. This ISER captures the themes that have guided our intentional evolution and reflects the values that shape our institutional direction.

A central theme of this report is the creation of our **Students First Framework**, adopted in May 2024, which now serves as the organizing principle for all college operations. This ten-year educational master plan grounds our work in a clear, ambitious goal: ensuring that at least 50 percent of our students graduate within five years or fewer.

Equity remains a central value woven throughout the report and campus life. The College uses data analysis to guide interventions and bring to scale programs such as Cerritos Complete and our Learning and Career Pathways Success Teams. National recognition, including the Seal of *Excelencia*, affirms our intentional commitment to supporting students.

The ISER also highlights the College's strengthened culture of **shared, data-informed decision making**. Through expanded data coaching in our success teams, our key progress indicator (KPI) dashboard, and meaningful disaggregation of student outcomes, Cerritos College has increased transparency and built capacity for evidence-based planning and interventions across the college.

Integrated planning and resource allocation represent another major theme. With strategic campus-wide unit planning, departments can directly map goals and resource requests to the Students First Framework. This alignment reinforces a planning loop that begins with faculty and staff, moves through divisions, and is reviewed through shared governance.

The ISER also reflects our dedication to **institutional effectiveness and continuous improvement**. We acknowledge areas where growth is needed, such as increasing transparency, while documenting progress in establishing institutional-set standards, closing feedback loops, and refining planning processes.

Our work is situated within broader **statewide and national movements**, including alignment with the California Community Colleges Chancellor's Office Vision 2030 and participation in the Aspen Institute's Unlocking Opportunity initiative. It also outlines our response to **major state initiatives**, such as the new California General Education Transfer Curriculum (Cal-GETC), Common Course Numbering, and the Student-Centered Funding Formula.

Finally, the report documents the implementation of **high-impact initiatives** that have reshaped the student experience, including guided pathways, dual enrollment, open educational resources (OER)/zero-textbook cost (ZTC) pathways, Online Teaching Certification, green initiatives, and campus modernization.

Together, these themes reveal a college that has emerged from unprecedented disruption with clarity, purpose, and a shared commitment to continuous improvement to better serve our students. This ISER reflects our progress, our needs, and our shared vision for the future of Cerritos College.

A. Introduction: Institutional Context



A. Introduction: Institutional Context

History of Cerritos College

Cerritos College is located in Southern California, so it is not surprising that our campus stands near the intersections of freeways—the 605, the 91, the 710, the 105, the 5. Our more than 32,000 students come to us from the communities along those freeways that make up our Cerritos Community College District—all of Artesia, Bellflower, Cerritos, Downey, Hawaiian Gardens, La Mirada, and Norwalk, as well as portions of Bell Gardens, East Compton, Lakewood, Long Beach, Santa Fe Springs, and South Whittier. Our enrollment makes us one of the five largest community colleges in Los Angeles County, and our campus occupies 135 acres in the city of Norwalk, near those five freeways.

So, in a way, our College has served as an intersection for our students since our founding in 1955. As with any intersection, some of our students approach us wanting to change directions. Some want to keep moving in the same direction, but to accelerate into a faster lane—and increased economic mobility—as they pass through.

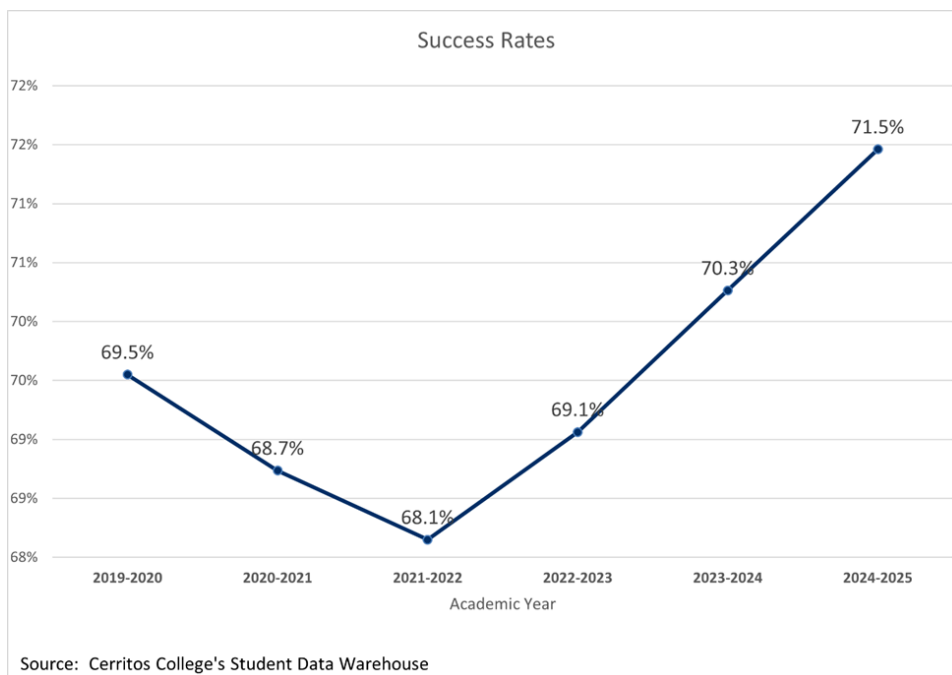
But as anyone who has driven Southern California freeways knows, intersections can be stressful and difficult. The on-ramps and off-ramps, for example, are not always as clearly marked as they could be. Sometimes, there can be obstacles in the way.

In terms of navigating higher education, this can be especially true for the significant number of our students—47 percent—who are first generation. It is appropriate, then, that the mission of Cerritos College explicitly promises that we will offer “clear, equity-minded pathways” to our students, so they can achieve their educational goals.

Since our last comprehensive review, we have made their pathways even clearer by proactively creating a new roadmap for all of us at Cerritos College – our ten-year educational master plan, the Students First Framework—and by fully embracing the Guided Pathways framework.

Student First Framework

The first major development since our last comprehensive review to highlight is the collaborative creation of our Students First Framework, which translated our mission into measurable, forward-looking goals related to equitable access, completion, career and transfer success, and institutional health. As a College, we have set the ambitious overall goal of 50 percent of our students earning a certificate or a degree in five years or fewer. For our College, the Students First Framework is our roadmap leading us—and, more importantly, our students—toward that goal by expanding their access to educational pathways, ensuring their progress toward the completion of their educational goals, and increasing their career and transfer success.



Successful Implementation of Guided Pathways Framework

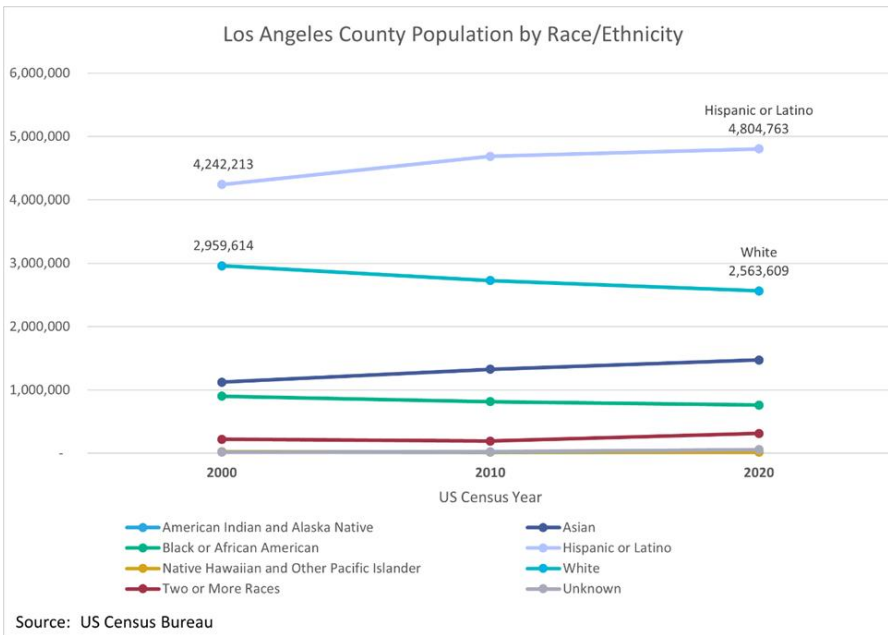
The second major development since our last comprehensive review to highlight is how we have made our students' routes even clearer by fully embracing the Guided Pathways framework. One significant milestone in that process was the implementation in 2022 of our Learning and Career Pathways Success Teams to support students through their academic journeys. As our students attempt to navigate Cerritos College, these Success Teams serve as their roadside assistance, equitably addressing key needs, experiences, and opportunities they face along their educational journeys.

Dual Enrollment and Early College Expansion

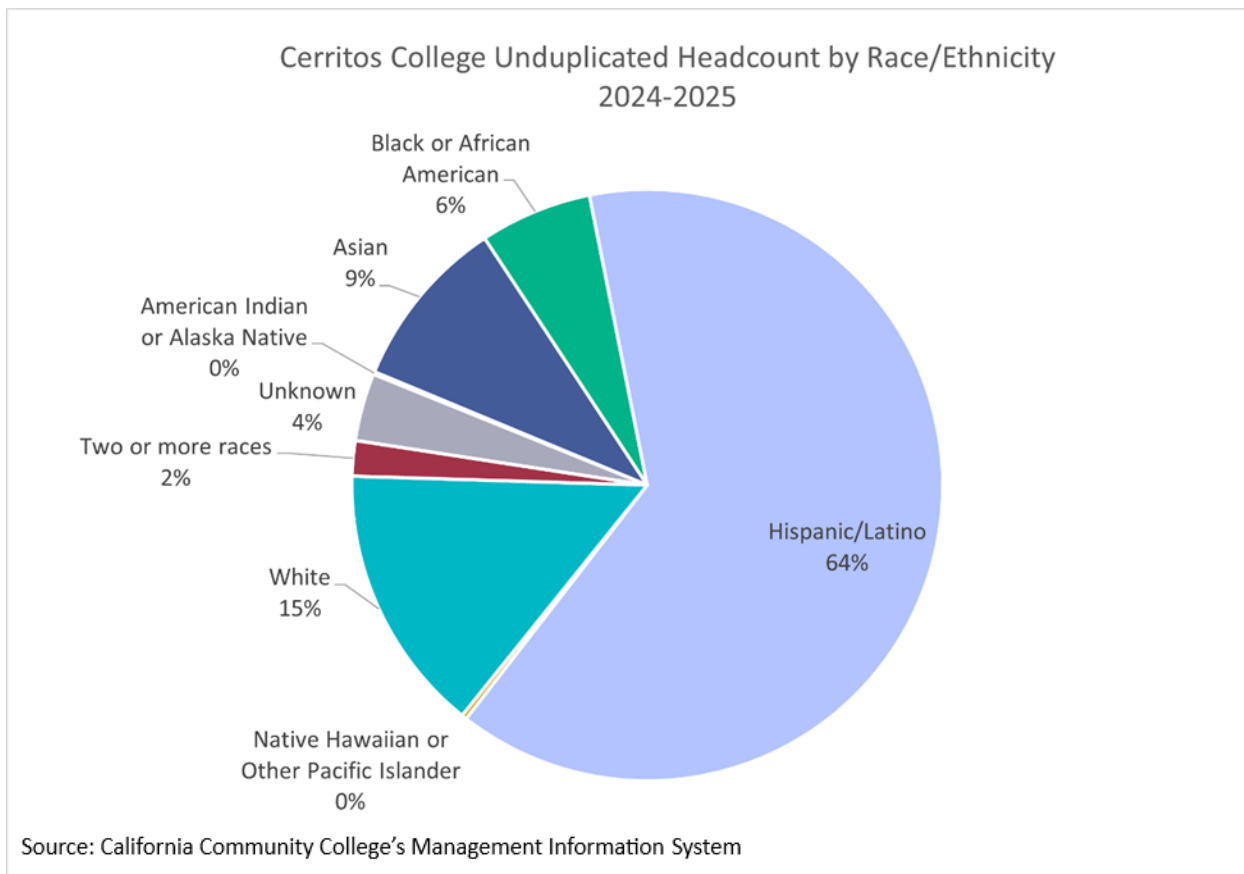
An additional development at Cerritos College is the expansion of its dual enrollment and Early College programs to increase equitable access, accelerate completion, and strengthen early momentum for high school students. Through CCAP and non-CCAP partnerships with local K–12 districts, the College offers transferable, pathway-aligned coursework while reducing financial barriers through waived enrollment fees and, for CCAP, instructional materials costs. The Early College Program operates across multiple high school sites, providing structured, cohort-based pathways that include completion of the Cal-GETC certificate and opportunities to earn an associate degree. Since launching in Fall 2021, the program has grown to 42 active cohorts of up to 30 students each and celebrated its first graduating cohort in 2025, demonstrating scalable progress toward improved access, momentum, and completion. These efforts to widen early access and accelerate student progress are deeply connected to the communities we serve, whose demographics and economic realities inform the College's mission and priorities.

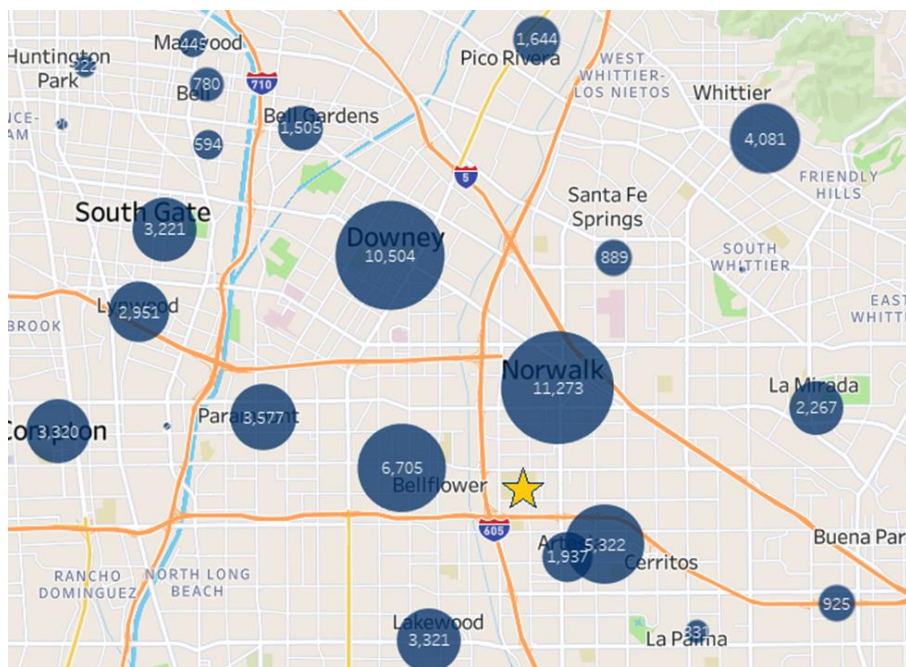
Community Demographics and Service Area

Our students not only come to us from those communities near our campus, they also go back to them after passing through Cerritos College. Therefore, their access, completion, and success benefits not only them as individuals, but also their communities—and our local economy. Our communities are diverse and residents' needs are substantial. For instance, according to the most recent U.S. Census, 16.6 percent of Los Angeles' 3.8 million residents live in poverty, compared to 12.2 percent in California and 11.5 percent across the United States. In today's California, with great economic uncertainty in the years following the pandemic, the skyrocketing cost of living, and perhaps the widest and fastest growing divide between "haves and have nots" in living memory, being an effective institution of higher education requires that we provide a reliable path to socioeconomic mobility for all students.



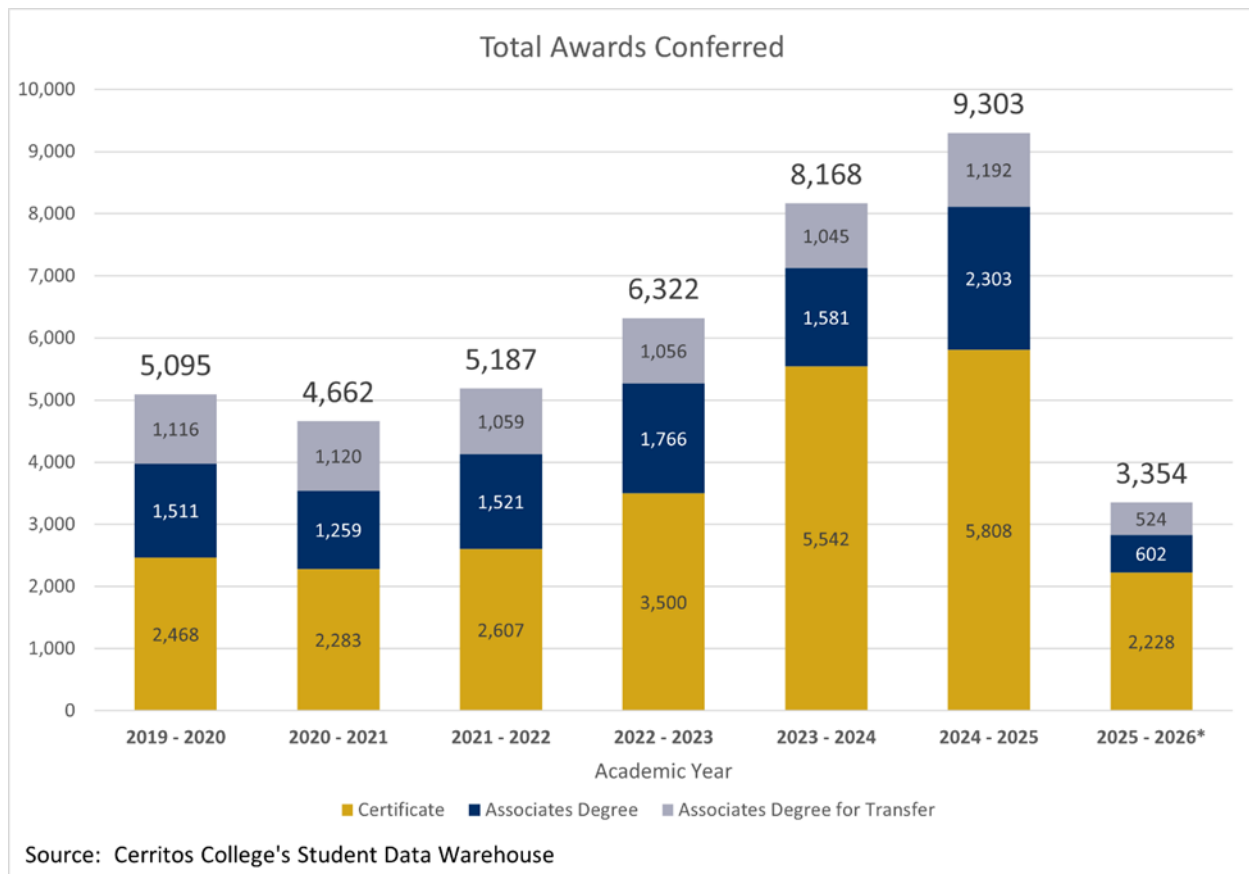
As both a Hispanic-Serving Institution and Black-Serving Institution, Cerritos College is well known for our service to our student population. We have been recognized by the Campaign for College Opportunity as a 2023 Champion of Higher Education and ranked fifth in the United States for the highest enrollment of Hispanic students. Most recently, Cerritos College earned the prestigious Seal of *Excelencia* certification, recognizing our transformation in advancing student success. Cerritos is only the third of the 116 California Community Colleges to earn this achievement.





From 1955 to 2025, the service area of Cerritos College has grown—and so have the numbers of certificates and degrees our students earn every year. Of the 197 students from the five founding districts – Artesia, Bloomfield, Carmenita, Norwalk, and Bellflower—who attended the college's first classes in rented classrooms at Excelsior High School in the fall of 1956, 13 students stayed on track to earn their associate of arts degrees at the first commencement ceremony in the spring of 1958.

During our 67th commencement ceremony in the spring of 2025, students earned more than 9,000 certificates and degrees—including 2,300 associate degrees and 1,194 associate degrees for transfer. That represents a 271 percent increase since 2015-2016. Our students have many programs to choose from, as we offer more than 180 areas of study and 87 certificate and degree programs.



And that dramatic increase in the number of certificates and degrees earned by our students earn is mirrored by our growing impact on our local economy. In fact, a 2023 analysis of the economic value of the Cerritos Community College District found that the operations, construction, and student spending, together with the enhanced productivity of our alumni, generated \$537.4 million in added income for the economy of our service area during the year studied. That amount was equal to approximately 2 percent of the total gross regional product of our service area.

Throughout our 70 years, Cerritos College has utilized self-evaluations, such as this Institutional Self-Evaluation Report, to thoughtfully guide our growth into an institution that truly meets the needs of our students – and of our service area. The College’s commitment to serve our “diverse student population” is reflected not only in our mission statement, but also in our results.

B. Institutional Self-Evaluation of Alignment with Accreditation Standards



Standard 1

Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.



A. Institutional Self-Evaluation of Alignment with Accreditation Standards

Standard 1: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring equitable educational opportunities and outcomes for all students. (ER 6)

Cerritos College has established a clearly defined mission that appropriately reflects our character, values, structure, and unique student demographics. Our mission articulates our commitment to ensuring equitable educational opportunities and outcomes for all our students. Our Board of Trustees formally adopted the current mission in May of 2020:

Cerritos College provides its diverse student population with high-quality, comprehensive instructional programs and support services through clear, equity-minded pathways to their educational goals. In doing so, the college develops culturally competent students with the knowledge, skills, and values that prepare them to be productive members of their local and global communities.

This current version of our mission appropriately reflects not only the nature and structure of our institution, but also our community and the students we serve. It also articulates a commitment to equitable educational outcomes that is informed by an understanding of the characteristics and needs of our students (Evidence: [Cerritos College Mission, Vision, and Values Web Page](#); [Board Policy 1200 Mission](#)).

Cerritos College's mission appropriately reflects our community and the students we serve, aligning with our identity as an open-access, federally designated Hispanic-Serving Institution (HSI). Nearly 70 percent of our students identify as Hispanic or Latino, and our institution's longstanding commitment to equity and inclusion is evidenced by our intentional programming and student-centered practices. In 2024, we were awarded the Seal of *Excelencia*, recognizing evidence-based strategies that advance Latino student success (Evidence: [Cerritos College Facts at a Glance 2026](#); [Seal of Excelencia 2024](#)). The mission's explicit emphasis on equity-minded pathways, culturally competent development, and global citizenship aligns with the diverse educational and personal goals of Cerritos College students and our surrounding community.

Our College's mission appropriately reflects our nature and structure as a public, nonprofit institution in the California Community Colleges system. Cerritos College provides high-quality, affordable academic and workforce programs that address transfer, employment, and civic engagement outcomes. Our operational structure includes transfer pathways, career education, noncredit instruction, basic needs programs, and a broad array of student services that align with our mission's focus on equity-minded access and success (Evidence: [2025-2026 Cerritos College Catalog: Academic Programs and Support Services](#); [Catalog: Educational Partnerships and Programs](#); [Catalog: Business, Community, and Adult Programs](#); [Catalog: Degrees, Certificates, and Programs](#); [Catalog: Learning and Career Pathways](#)).

Our College's commitment to equitable educational outcomes is informed by an understanding of the characteristics and needs of our students. Cerritos College's goals, services, and initiatives are informed by

institutional research that centers on the characteristics of our diverse student population. For example, institutional data showed that 27.8 percent of our students earn a degree or certificate in five years or less. This led our institution to adopt an ambitious goal of 50 percent completion by 2029. Other key metrics, such as 87 percent of first-time students completing a Comprehensive Student Educational Plan and expanded access to transfer-level English and math courses, demonstrate ongoing improvement aligned with the College's mission to support educational achievement for all student groups (Evidence: [Board of Trustees February 2025 IERPG KPI Update](#); [Cerritos College Student Equity Plan 2025-2028 Presentation to Coordinating Committee](#)).

Furthermore, our mission-aligned initiatives support equity by meeting the needs of the students in our community. The Cerritos Complete Promise Program offers more than 2,500 students two years of free college, while The Falcon's Nest and The Village address food and housing insecurity, textbook costs, and emergency financial needs (Evidence: [Cerritos Complete Enrollment Trends 2020-2026](#); [Cerritos Complete Web Page](#); [The Falcon's Nest Web Page](#); [The Village Web Page](#)). Culturally responsive support is provided through affinity-based programs such as Umoja, Puente, the Veterans Resource Center, and dual enrollment partnerships with K-12 districts. These high-impact programs reflect the College's deep understanding of student needs and our commitment to removing barriers to success (Evidence: [Umoja Web Page](#); [Puente Web Page](#); [Veterans Resource Center Web Page](#); [Dual Enrollment Web Page](#)).

Cerritos College also reviews performance indicators through annual planning summits, program review, and evaluation of disaggregated data (Evidence: [Instructional Program Review Template 2026](#)). Metrics such as completion, transfer, and workforce outcomes are used to assess progress and guide mission-aligned improvements to better serve students (Evidence: [KPI Dashboard](#)). Cerritos College continues to address equity gaps and improve student outcomes—and to operationalize our mission—through our unit planning process (Evidence: [Instructional Annual Plan Template](#)). Every year, every unit develops objectives mapped directly to our mission and our Students First Framework. Examples include expanded Counseling courses for Cerritos Complete and increased staffing for dual enrollment programs, both of which help to address equity gaps and improve student outcomes (Evidence: [Counseling Program Review 2023-2024](#)).

Cerritos College's commitment to equity is further reflected in Administrative Procedure 3410 on Nondiscrimination, which was revised in 2025 to strengthen protections and affirm equitable access for all students. The Board of Trustees' Resolution No. 20-0603L, passed in 2020, explicitly affirmed the College's duty to create an anti-racist, inclusive educational environment. These policy actions demonstrate a sustained institutional commitment to social justice values at the highest level (Evidence: [Administrative Procedure 3410 Nondiscrimination](#)).

Our mission reflects the institution's structure and purpose, the community we serve, and the diverse needs of our students. It articulates a commitment to equitable educational outcomes rooted in an understanding of those needs. We have established a clearly defined mission that reflects our character, values, structure, and unique student demographics as well as articulates our commitment to ensuring equitable educational opportunities and outcomes for all our students. Cerritos College's mission is a living, measurable commitment that guides our setting of goals, gathering of data about our students and their needs, allocation of resources, and communicating our performance to our communities, and it was last reaffirmed during the development of our Students First Framework.

1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.

Guided by our mission, Cerritos College establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes through a collaborative, transparent, and data-informed planning process that is appropriate for our character and context. Our educational master plan, the **Students First Framework**, serves as the College's comprehensive institutional blueprint, ensuring that goal-setting is mission-driven, equity-focused, and forward-looking (Evidence: [Student First Framework](#); [Student First Framework Retreat Presentation March 2025](#)). Developed with extensive engagement of administrators, faculty, staff, students, and community stakeholders over the 2024-2025, the Students First Framework articulates institutional priorities through four goal-setting "levers," goals related to equitable access, completion, career and transfer success, and institutional health. Respectively, those goals are to:

- Expand opportunities for our community to participate in higher education by ensuring every learner has equitable access to an educational pathway;
- Increase timely completion rates and reduce excess units upon completion, ensuring students' progress to complete program requirements and achieve their educational goals;
- Be innovative in developing career and transfer pathways and cultivate partnerships that enable life-changing career opportunities for our students and fuel the local workforce with talent that is prepared to meet the needs of the economy; and
- Commit to making the most effective use of our resources; aim for agile, caring practices that foster excellence throughout our operations; make decisions in order to best serve our students; and attract, develop, and retain engaged and qualified employees who embody our mission.

These function as touchstones for decision-making and resource allocation, ensuring that all institutional goals prioritize equitable student outcomes and long-term improvement (Evidence: [Students First Framework](#)).

The development of the Students First Framework at Cerritos College was guided by a structured and collaborative planning process led by a planning team composed of administrators, faculty, classified professionals, and staff from across the institution. The team included college leadership and representatives from instructional and student services areas, as well as classified and confidential staff, ensuring broad institutional perspective and expertise. The group met on a weekly basis from January through late March 2024, engaging in sustained planning discussions to establish the framework's direction, align it with Guided Pathways principles, and review existing institutional plans. Through this inclusive structure, the planning team ensured that multiple perspectives were incorporated and that the framework reflected the college's shared commitment to improving student access, completion, and success (Evidence: [Student First Framework Planning Team](#)).

A key milestone in the development process was the Students First Framework Retreat held on March 1, 2024, which served as a campus-wide convening designed to gather input from a wide range of stakeholders. During this event, participants engaged in structured activities that included identifying barriers and support points across the student experience, reviewing and refining proposed strategies, and collaborating in workgroups to generate new ideas. These activities also included opportunities for feedback, where participants rotated among tables to review and comment on strategies developed by others, further strengthening the depth and breadth of input. The retreat included approximately 200 participants, representing diverse perspectives from across the institution, and provided a forum for meaningful dialogue and collective input into the framework's development (Evidence: [Student First Framework Campus Retreat Invitation](#); [Student First Framework Retreat Attendance](#)).

Following the retreat, input from participants was reviewed, organized, and synthesized into a cohesive set of strategies aligned with the four core levers of the framework: equitable access, completion, career and transfer success, and institutional health. The feedback from the retreat was merged and refined into strategies within each lever, including improving onboarding processes, aligning programs with career opportunities, strengthening transfer pathways, and enhancing institutional systems that support student success. This iterative process—from planning committee meetings to campus-wide engagement and synthesis—ensured that the Students First Framework was both data-informed and representative of the collective voice of the campus community, positioning it as a shared roadmap for advancing student success (Evidence: [Student First Framework Campus Survey Invitation](#)).

The institution has clearly defined goals that align with our mission, are forward-looking, and explicitly address equity. For example, the overarching goal of the College’s ambitious Students First Framework is to graduate at least 50 percent of first-time, full-time students within five years or less by Spring 2029. This target reflects both the institution’s mission “to provide its diverse student population with high-quality, comprehensive instructional programs and support services through clear, equity-minded pathways to their educational goals” and our commitment to improving completion rates for disproportionately impacted populations. The Access to Completion and Equity (ACE) Committee, a cross-functional governance body, supports this work by reviewing disaggregated student outcome data, identifying equity gaps, and recommending culturally responsive practices. Through its recommendations, the ACE Committee ensures that equity-focused interventions—such as expanded tutoring, targeted outreach, and inclusive pedagogical practices—are scaled to improve retention and completion for historically underserved students (Evidence: [ACE Committee Minutes, April 9, 2025 pgs. 2-4](#)).

The College further ensures accountability by monitoring progress through our Key Performance Indicator (KPI) dashboard, a tool that visualizes disaggregated data on access, success, completion, and institutional health. The KPI dashboard allows faculty, staff, and administrators to identify achievement gaps across student groups, track longitudinal trends, and evaluate the effectiveness of institutional strategies. Data from the dashboard are regularly reviewed in shared governance committees, program review, and Learning and Career Pathways (LCP) teams, ensuring that equity gaps are systematically addressed through planning and resource allocation (Evidence: [KPI Dashboard](#); [Learning and Career Pathways CSEP Completion 2026](#)).

Cerritos College is committed to innovation and bold reform. In 2025, the College was selected to participate in the Aspen Institute’s Unlocking Opportunity program, a multi-year initiative designed to substantially increase the number of community college students entering and completing high-value programs that lead directly to sustaining-wage employment or bachelor’s degree attainment. Participation requires a minimum three-year commitment, followed by continued data submissions for an additional three years, ensuring long-term accountability and impact. Through this network, Cerritos College receives support in data analysis, goal setting, and strategy development, with opportunities for tailored assistance in implementing reforms. This engagement underscores the College’s dedication to leveraging evidence-based practices and national partnerships to advance equitable student outcomes and operationalize our mission.

Building on this work, a campus cross-functional team meets twice a month to translate these commitments into concrete, student-centered reforms. The initiative aims to increase the number of students entering high-value programs and to reduce enrollment in programs that do not lead to strong academic or workforce outcomes. Strategies include redesigning entry pathways by limiting default enrollment in general studies (undecided) and guiding new students into clearly defined meta-majors aligned with transfer and workforce outcomes; restructuring high-demand fields (e.g., nursing) into structured programs such as pre-health or health science pathways that offer stackable and transferable outcomes while preserving access to competitive programs; and accelerating bachelor’s degree attainment through proactive transfer support rather than passive advising. Given that most Cerritos College students are transfer-seeking, these reforms

are designed to ensure students not only meet transfer requirements but also successfully matriculate to four-year institutions. This work includes targeted outreach to students with 45 or more units, ensuring completion of comprehensive education plans in the first term, and implementing ongoing progress monitoring through degree-audit systems to identify and support transfer-ready students who have not yet applied to four-year institutions. These efforts demonstrate how the College is actively aligning internal practices with the goals of the Unlocking Opportunity initiative to strengthen completion, transfer, and long-term student success (Evidence: [Unlocking Opportunity Revised Goals April 2026](#); [Cerritos College Labor Market and Transfer Data 2025](#)).

Through our integrated processes, Cerritos College establishes goals that are appropriately ambitious, equity-centered, and aligned with our mission. The Students First Framework provides clear and measurable institutional goals, the ACE Committee ensures equity-focused review and recommendations, and our institutional-set standards and our KPI dashboard provide ongoing accountability and transparency. By linking our planning processes with resource allocation and aligning institutional priorities with Vision 2030, Cerritos College shows a commitment to forward-looking goals that advance institutional improvement and equitable student outcomes.

1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)

By regularly reviewing data, Cerritos College evaluates our progress toward meeting our goals in order to achieve our mission. Cerritos College is dedicated to maintaining accountability and fostering a culture of continuous improvement by systematically evaluating our progress toward achieving institutional goals. To fulfill our mission, the College engages in an annual cycle of planning and evaluation, in which institutional data—both quantitative and qualitative—are regularly collected, analyzed, and discussed across the campus. This process includes the establishment and annual review of institution-set standards (ISS), comprehensive program review for instructional and noninstructional units, and annual unit planning in eLumen. By embedding the review of meaningfully disaggregated data into these processes, Cerritos College ensures that decision-making is grounded in evidence, equity gaps are identified and addressed, and institutional improvements remain responsive to the needs of our diverse student population.

Cerritos College’s institutional goals are also aligned with key system-wide initiatives. The Students First Framework connects directly to Vision 2030, the California Community Colleges Chancellor’s Office roadmap for student success. By aligning its four overarching goals with statewide priorities, such as increasing transfer, advancing workforce readiness, and closing equity gaps, Cerritos College ensures that our institutional goals are consistent with broader higher education priorities (Evidence: [Planning and Budget Committee Minutes April 3, 2025](#)). This alignment is operationalized annually through institutional-set standards, which establish minimum benchmarks and aspirational stretch goals in areas such as course completion, degree and certificate attainment, transfer, and workforce outcomes (Evidence: [Institutional Set Standards 2025-2026](#); [Institutional Set Standards Web Page](#)).

Cerritos College has established and published those institution-set standards for student achievement in accordance with ACCJC policy, and these standards are reviewed annually through the College’s planning and governance structures (Evidence: [Institutional Set Standards Web Page](#)). Each year, the Division of Institutional Effectiveness, Research, Planning, and Grants (IERPG) produces updated ISS reports, which are presented to the Planning and Budget Committee for discussion and approval (Evidence: [Planning and Budget Committee Minutes for April 3, 2025 with ISS Presentation](#); [Planning and Budget Committee Minutes for April 17, 2025; 2025-2026 Area Plan Presentations](#)). Once approved, the ISS are disseminated through campus-wide forums,

including convocations, State of the College addresses, and the unit planning process, and published on the College's website to ensure transparency and accountability (Evidence: [Convocation Presentation 2024–25](#); [State of the College Report 2025](#); [Institutional Set Standards Web Page](#)). When performance falls below an institutionally set standard, relevant departments develop targeted improvement plans, which are incorporated into annual unit planning and monitored through program review cycles (Evidence: [Annual Unit Planning Course Completion & Success, Accounting Department](#); [Woodworking Department Program Review 2025-2026 Improvement Plan pgs. 29-31](#); [Program Review Cycle](#)). Through this integrated approach, the College ensures that institutional goals, statewide priorities, and departmental action plans remain tightly aligned in support of continuous improvement and equitable student outcomes.

Cerritos College regularly reviews and discusses quantitative and qualitative data to evaluate progress toward achieving our mission and to inform planning across all divisions. Instructional programs participate in a comprehensive six-year program review cycle guided by the Instructional Program Review (IPR) Handbook (Evidence: [Cerritos College Office of Institutional Effectiveness, Research, Planning, and Grants Instructional Program Review Cycle 2021-2027](#); [IPR Handbook](#); [Nursing 2024-2025 Program Review](#); [Political Science 2024-2025 Program Review](#)). Noninstructional programs and student services areas complete reviews on a three-year cycle coordinated by Institutional Effectiveness, Research, Planning, and Grants (Evidence: [Student Services Program Review Cycle Web Page](#); [Student Services Program Review Web Page](#); [Non-Instructional Program Review Web Page](#); [Office of Student Conduct and Grievances 2024-2025 Program Review](#); [Veterans Resource Center 2024-2025](#); [Center for Teaching Excellence 2025-2026](#)). In years when a comprehensive review is not scheduled, all units complete an annual plan in eLumen, documenting progress on prior goals, updating objectives, and identifying new resource needs (Evidence: [Decision-Making Process Guide](#)).

A central feature of these processes is the integration of disaggregated data. The College's interactive IERPG dashboards provide real-time access to enrollment, course success, completion, and transfer outcomes, all of which can be filtered by race/ethnicity, gender, age, first-generation status, and instructional modality (Evidence: [IERPG Dashboards](#)). These disaggregated datasets are embedded into program review and annual planning templates, requiring departments and divisions to analyze equity gaps, reflect on student outcomes, and propose action steps. This ensures that evaluation is not only evidence-based but also equity-focused, with resource requests and goals directly tied to student achievement data.

Alongside outcome data, Cerritos College incorporates survey-based evidence into our planning framework to provide a fuller understanding of the student and employee experience. Our climate survey offers institution-wide feedback on perceptions of campus culture, communication, and inclusivity (Evidence: [2025 Climate Survey Results](#)). While quantitative in design, its findings highlight both strengths and opportunities for improvement. For example, recent survey results confirmed high levels of employee pride in working at the College, while also identifying a need for clearer communication and expanded professional development. These results were shared through governance and planning processes and used to inform institutional priorities related to communication strategies, employee engagement, and campus climate initiatives (Evidence: [2026 Climate Survey Board Presentation](#)). In addition to the climate survey, department-level surveys provide more localized and often qualitative insights. Departments such as Counseling, Library, and Student Life periodically administer targeted surveys to better understand student experiences with advising, access to resources, and campus services (Evidence: [Library Student Survey 2025](#)). These instruments often include open-ended questions that capture student feedback in their own words. Findings are incorporated into program review and annual planning in eLumen, in which departments use them to assess service effectiveness, refine goals, and justify resource requests (Evidence: [Counseling Program Review 2023-2024 Resource Requests pgs. 6-9](#)).

Equity is central to Cerritos College's planning framework. By disaggregating outcome data, the College identifies performance gaps and develops strategies to close them. All major student success indicators are broken down by demographics such as race/ethnicity, gender, age, first-generation status, instructional modality, and other student characteristics. This practice ensures that equity is considered in every stage of institutional evaluation and planning. At the department and program levels, faculty and staff engage directly with disaggregated data through the program review and annual planning process. When gaps are identified, programs are expected to propose strategies, which may include culturally responsive pedagogy, expanded tutoring, or targeted outreach.

At the institutional level, equity planning is formalized through the Student Equity and Achievement Program (SEAP) Plan and the Guided Pathways Work Plan (Evidence: [SEAP Plan 2025-2028](#); [Guided Pathways Work Plan](#)). In drafting documents such as these, the College uses disproportionate-impact analysis provided by the state to identify where gaps exist in access, persistence, and completion, and establish measurable goals to close them. Targeted strategies—such as expanding Cerritos Complete, strengthening equity-focused student success initiatives (e.g., Umoja, Puente), and providing basic needs support—are developed and assessed over time. The Learning and Career Pathways Success Teams, which include counselors, success coaches, and data coaches, also use disaggregated data dashboards to monitor outcomes by pathway and implement outreach for disproportionately impacted students (Evidence: [Guided Pathways Success Teams](#)).

At Cerritos College, unit- and division-level planning is a structured, evidence-driven process designed to align day-to-day operations with institutional priorities and long-term goals under the Students First Framework. Over the past several years, the institution, supported by Institutional Effectiveness, Research, Planning, and Grants, has strengthened this process through expanded data sets and enhanced data-visualization tools that enable faculty, department chairs, managers, and administrators to engage more consistently and meaningfully with evidence related to student access, success, equity, and completion.

In the unit-planning process, faculty analyze course- and program-level data, including enrollment patterns, fill and completion rates, course success, equity gaps, and student learning outcomes, through program review, outcomes assessment, and annual unit planning. Faculty use these data to identify barriers impacting student momentum and to design discipline-specific responses aligned with Students First Framework priorities, such as improving gateway course success, addressing equity gaps, and strengthening pathway coherence. Department chairs synthesize this evidence across disciplines by validating trends, contextualizing anomalies, and identifying course or pathway level issues related to scheduling efficiency, curriculum alignment, and student progression to request funds needed to support these activities of concern.

In the division-planning process, deans aggregate and analyze unit-level data using dashboards and trends to evaluate instructional productivity, equity-minded outcomes, and alignment with institutional priorities. This analysis informs division-level strategies that emphasize faculty capacity-building activities such as equity-minded pedagogy, culturally responsive curriculum design, outcomes assessment calibration, and effective use of institutional data tools to ensure that instructional improvements are coordinated, scalable, and directly responsive to concerns that surfaced in the data.

This layered and iterative analysis informs the Academic Affairs area plan by translating focused findings into clearly articulated goals, measurable outcomes, and ranked resource requests aligned with our Students First Framework. Based on documented evidence, the area plan requests targeted allocation of funds to support faculty professional development and reassigned time, educational equipment and technology tied to curriculum redesign, data-informed scheduling adjustments, and embedded student support strategies. These funding requests ensure that strategic decisions related to equipment, staffing,

scheduling, curriculum development, and student support are explicitly grounded in evidence generated and vetted at each level of instructional leadership.

By embedding disaggregated data analysis into both unit planning and program review as well as college-wide equity plans, Cerritos College ensures that gaps are identified, interventions are developed, and progress is systematically monitored. This alignment of evidence with planning demonstrates the College's commitment to continuous improvement and equitable student achievement.

The national recognition of our reform work represented by our selection to participate in the Aspen Institute's Unlocking Opportunity program is complemented by the College's ongoing, systematic evaluation of our own performance indicators. Through annual planning summits, program review, and analysis of disaggregated data, Cerritos College ensures that the bold commitments reflected in initiatives like Unlocking Opportunity are matched by continuous, mission-aligned improvements in completion, transfer, and workforce outcomes to better serve students (Evidence: [KPI Dashboard](#)).

Cerritos College provides evidence of accountability to its mission by setting clear performance expectations, reviewing quantitative and qualitative data, and systematically using disaggregated evidence to guide equity-focused interventions. Our institution-set standards establish transparent thresholds for student achievement; annual and comprehensive reviews embed evidence into unit and college-wide planning; and equity planning through SEAP, Guided Pathways, and program-level analysis ensures that improvements directly address the needs of disproportionately impacted students. Together, these practices confirm that Cerritos College's planning is ongoing, integrated, and mission-centered, supporting continuous improvement and innovation in student success.

1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)

Cerritos College's mission, goals, and data inspire our resource allocations, innovations, and improvements. We use institutional planning systems that are explicitly designed to support the accomplishment of our mission and to drive continuous improvement and innovation. In May 2024, the College adopted the Students First Framework (SFF), a ten-year strategic blueprint organized around four overarching goals related to equitable access, completion, career and transfer success, and institutional health. These embody the College's mission, vision, and values and operationalize the institution's central goal of increasing the student completion rate to 50 percent within five years or less. The first three overarching goals align directly with the student journey, from access through completion and beyond, while the fourth goal supports institutional excellence through coordinated resource planning, evaluation, and systems development (Evidence: [Students First Framework](#); [Student First Framework Goal and Levers](#)).

Each overarching goal in the Students First Framework includes multiple strategies that are now embedded into our planning and program-review processes, which occur on a regular basis, include appropriate participation from institutional constituencies, and are informed by relevant data and information. In Academic Affairs, as one example, instructional units complete a comprehensive instructional program review every six years, with annual planning updates in between. In Student Services, as another example, programs follow a three-year review cycle grounded in the best practices of the Council for the Advancement of Standards in Higher Education. In all four areas of our College, planning includes reflection on program strengths, areas for growth, and short-term and long-term goals. These self-review processes are informed by our SFF and support innovation, student equity, and mission-aligned improvement. As part of the review, departments examine enrollment trends, student achievement, scheduling, learning outcomes, and disproportionate impact—all of which inform annual action plans and resource requests.

For example, in 2022–2023, the Nursing Department proposed hiring a full-time Clinical Coordinator and Contract Specialist to support the program in obtaining adequate clinical sites, initiating and maintaining clinical contracts, and coordinating health documentation for students and faculty placed at those sites (Evidence: [Nursing Annual Plan 2022-2023](#)). The proposal was aligned with our previous College Goals A—Strengthening the Culture of Completion, B—Ensuring Program Alignment by Strengthening Partnerships, and F—Enhancing Organizational Effectiveness. The department requested \$70,000 for a Clinical Contract and Placement Coordinator and was granted this position in the 2022-2023 year (Evidence: [Resource Allocation Requests 2022-2023 College Plan](#)).

Planning at Cerritos College is integrated across all institutional levels. Resource requests submitted through program review are evaluated by deans, prioritized by vice presidents, and compiled into area-wide plans organized by academic unit and SFF goal. These area plans—produced by Academic Affairs, Business Services, Human Resources, and Student Services—are reviewed by the Planning and Budget Committee to inform funding decisions and ensure that college-wide allocations align with strategic goals (Evidence: [2025–2026 Academic Affairs Area Plan](#); [2025–2026 College Plan and Allocations](#)).

Cerritos College’s planning systems have evolved significantly over the past several years. Prior to 2021, units used a homegrown platform called Program Review Plus to document strengths, weaknesses, opportunities, and threats analyses and planning goals. In 2021–2022, the College adopted eLumen’s strategic planning module to support more consistent templates, pre-populated data sets, and accessible reports. In 2024, the SFF was fully integrated into eLumen, allowing departments to map goals and resource requests to goals and strategies (Evidence: [Sample Unit Plan Political Science 2024-2025](#)). This college-wide improvement has enhanced transparency and encouraged innovation across departments.

To further strengthen the planning process, Cerritos College is exploring additional improvements to feedback loops and resource-allocation communications. For example, clearer rationales behind funding decisions could help foster greater transparency and broader innovation in support of the College’s goal to graduate 50 percent of students within five years or less. To help facilitate this process, during the 2025–2026 academic year, a comprehensive list of the resource-allocation decisions was distributed to the academic divisions.

Cerritos College demonstrates through systemic, inclusive, and mission-aligned planning processes that direct resource allocations and promote institutional innovation. The College has embedded continuous improvement into our annual and multi-year planning cycles, ensuring that strategic goals, departmental initiatives, and resource decisions are aligned with student success and institutional excellence.

1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

Cerritos College regularly communicates our progress toward achieving our mission and goals to our communities, both internal and external. This demonstrates our strong commitment to transparency and accountability. Through structured reporting, stakeholder engagement, and accessible documentation, the College promotes understanding of our institutional strengths, priorities, and areas for continuous improvement, both internally and externally.

Cerritos College systematically communicates our accomplishments and institutional progress through diverse channels tailored to internal and external stakeholders. Internally, the College distributes communications such as the *Campus Connection* newsletter, *Daily Falcon* announcements, *Cerritos College*

in the News updates, and monthly board updates. These board updates are informed by progress reports submitted by academic and student services departments to the Office of the President and shared with our board of trustees, supporting institutional oversight and transparency. Annual institutional events such as convocations and the State of the College addresses serve as additional venues to inform faculty, staff, students, and stakeholders about progress toward strategic goals. Student convocation ensures that they are directly engaged in understanding the College's mission and direction. Department-level updates—including newsletters from the Center for Teaching Excellence (CTX), Health Occupations, and Humanities and Social Sciences—further amplify internal communication. Student-led journalism, particularly through our *Talon Marks* newspaper, also promotes shared understanding of institutional developments. The President's Hour facilitates real-time engagement through open dialogue with the campus community (Evidence: [Campus Connection 2025 Web Page](#); [Falcon Newsroom Web Page](#); [2025–2026 Convocation Presentation](#); [State of the College Presentation](#); [President's Hour Web Page](#); [Dr. Fierro Campus Update June 1, 2026](#)).

Externally, the College leverages press releases, social media, and our public-facing website to communicate progress and accomplishments. Notably, Cerritos College earned the Seal of *Excelencia* in 2024, a national recognition of our intentional support for Latino student success. This achievement was highlighted on Instagram and through local press (Evidence: [Seal of Excelencia – Instagram Post](#); [Press Release – Graduation Record](#)). The College's annual *SOAR Magazine* further amplifies institutional milestones and student success stories for the broader community (Evidence: [SOAR Magazine](#)). Additionally, Cerritos College maintains relationships with community partners, including K–12 school districts through the Cerritos Complete Promise Program, to share program outcomes and build alignment (Evidence: [Cerritos Complete Web Page](#)).

Institutional evaluation reports and strategic-planning documents are accessible to internal and external stakeholders. Comprehensive program reviews are conducted on three-year and six-year cycles across instructional, student services, and noninstructional areas. These reviews and annual unit plans are housed in eLumen and are publicly accessible through the Division of Institutional Effectiveness, Research, Planning, and Grants (IERPG) website (Evidence: [Planning Documents Web Page](#); [eLumen Planning Portal Web Page](#)). The College's long-range strategic planning is driven by the Students First Framework, which is posted publicly and shared at convocations, board presentations, and committee meetings (Evidence: [Students First Framework](#)).

Supporting documents such as the Students First Framework and Planning Timeline further clarify the College's direction and decision-making processes (Evidence: [Students First Framework](#); [Planning Timeline FY26](#)). BoardDocs provides additional transparency by publishing agendas, minutes, and resource allocations from our board of trustees and shared governance committee meetings (Evidence: [BoardDocs Public Portal](#)).

The College effectively uses data and evidence to inform institutional priorities and drive improvement. Institutional Effectiveness, Research, Planning, and Grants maintain a public-facing key performance indicators (KPI) dashboard that allows stakeholders to monitor progress on completion, transfer, and other mission-aligned metrics (Evidence: [KPI Dashboard Web Page Overview](#)). These data related to institutional strengths and areas for development are shared during bimonthly management meetings and cascaded through division planning, informing resource allocation, and goal setting across the institution. The data are also integrated into surveys administered to students, staff, and faculty to inform program review and strategic planning (Evidence: [Instructional Program Review Web Page](#); [Student Services Program Review Web Page](#)). To build capacity for continuous improvement, IERPG leads a campus-wide data-coaching initiative that helps employees apply data to planning and program improvement (Evidence: [Data Coaching Strategy Web Page](#)).

Through our consistent communication practices, transparent access to evaluation documents, and data-informed decision-making, Cerritos College ensures that all stakeholders—internal and external—have opportunities to understand our progress, strengths, and priorities. These efforts advance our culture of transparency, inclusion, and continuous institutional improvement.

Standard 2

Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.



Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)

Cerritos College ensures that all our instructional programs align with our institutional mission and provide appropriate breadth, depth, and rigor consistent with higher education standards. The mission of our College emphasizes access, equity, and excellence, and our instructional programs are designed to prepare our students for transfer, career technical fields, and lifelong learning. These programs are reviewed and developed through faculty-led processes to guarantee that they meet the evolving needs of our students and our community (Evidence: [Cerritos College Mission Statement Web Page](#); [Board Policy 1200 Mission](#)).

The College offers a wide variety of academic and career technical education (CTE) programs that reflect the diversity of our students' goals, with more than 280 degree and certificate options (Evidence: [Degrees, Certificates, and Courses](#)). Transfer programs are aligned with California State University (CSU) and University of California requirements, including our associate degrees for transfer (ADTs), which provide a streamlined pathway to the CSU system. Career technical programs respond to workforce needs in industries such as nursing, dental hygiene, automotive technology, business, and information technology, ensuring that our students gain relevant skills for employment. At our commencement ceremony in May 2025, Cerritos College awarded 9,289 certificates and degrees in these academic and CTE programs. In addition, our noncredit and community education programs extend access to lifelong learning opportunities for the broader community (Evidence: [2025-2026 Cerritos College Catalog Business, Community, & Adult Programs](#)).

Cerritos College has significantly expanded its dual enrollment and early college programs as a core strategy to advance equitable access, accelerate time to completion, and strengthen guided pathways to college-level credentials (Evidence: [Cerritos College Dual Enrollment Partner Districts 2026](#)). This expansion reflects institutional priorities established through enrollment management planning processes, which identify dual enrollment as a key approach for supporting access, early momentum, and sustainable pathways into postsecondary education. Through structured partnerships with local K–12 districts, the College provides high school students—particularly first-generation and historically underserved learners—early access to transferable college coursework aligned with clearly defined academic and career pathways (Evidence: [Enrollment Management Committee Priorities Work Table](#); [Student First Framework, pg. 10](#))

Dual enrollment at Cerritos College includes both College and Career Access Pathways (CCAP) and non-CCAP models, allowing the College to respond flexibly to districts' needs while maintaining academic rigor and compliance with state and accreditation standards. CCAP pathways are offered through formal agreements with K–12 districts and are typically designed as cohort-based programs aligned with academic and career pathways. Non-CCAP dual enrollment includes partnership-based opportunities established through memoranda of understanding, as well as special-admit high school students who enroll individually in college courses through the standard admissions and registration process. These multiple models provide flexibility for both school districts and students while broadening access to college coursework. Across both models, the College reduces financial barriers by waiving enrollment fees and, in CCAP courses, instructional

materials costs, thereby expanding access for students who might otherwise delay or forgo postsecondary education (Evidence: [Sample CCAP Agreement](#)).

Our Early College Program model further strengthens this work by offering structured, cohort-based pathways that enable students to complete high school requirements while simultaneously progressing toward college credentials and transfer preparation. Cerritos College currently partners with four local school districts and one private school to implement the Early College Program across 11 high school sites. Within these academies, students complete the Cal-GETC sequence and, in some cases, additional major-specific coursework that leads to attainment of a Cal-GETC certificate. Students also can complete an associate degree concurrently with their high school diploma, positioning them for successful transfer and accelerated entry into postsecondary education.

Since its launch in Fall 2021, the Early College Program has expanded to 42 active cohorts across partner districts, with each cohort serving up to 30 students. Participating districts include ABC Unified School District, Downey Unified School District, Bellflower Unified School District, and Norwalk-La Mirada Unified School District, as well as a private school partner, St. Pius X-St. Matthias Academy. The program reached an important milestone with its first graduating cohort in 2025, demonstrating the College's commitment to designing scalable, structured pathways that support both access and completion (Evidence: [Bellwether Early College Program Digital Binder, pg. 9-12](#); [Downey Unified School District K-12 Partner Web Page](#)).

Breadth and depth are reinforced through general education requirements that provide our students with a well-rounded foundation in communication, critical thinking, quantitative reasoning, information literacy, civic responsibility, and the ability to engage with diverse perspectives. These requirements ensure that all our students, regardless of major, acquire competencies that prepare them for transfer, employment, and civic engagement. Program-level outcomes complement general education by providing discipline-specific depth, with our students demonstrating synthesis of knowledge through projects, portfolios, or capstone experiences (Evidence: [General Education Requirements](#)).

The curriculum development and review process ensures that all our programs maintain quality and rigor. Faculty propose new courses and programs based on student and community needs, which are reviewed by the Curriculum Committee for alignment with Title 5 requirements, student learning outcomes, and institutional priorities. Each course outline of record specifies learning objectives, content, and methods of evaluation, ensuring consistency across all sections of a course. Programs undergo a periodic five-year review process to maintain currency and relevance, guided by faculty expertise and input from advisory committees in CTE fields (Evidence: [Cerritos College Curriculum Committee Handbook pg. 26](#); [Curriculum Committee Web Page](#)).

For our College, program review serves as a cornerstone of continuous improvement. Our faculty and staff assess student achievement, retention, and success metrics, as well as student learning outcome (SLO) data, to evaluate the effectiveness of programs. Results from program review inform unit plans, resource requests, and strategic priorities, ensuring that institutional resources support student success. Analysis of program review data has led to the expansion of tutoring services, curriculum redesigns in mathematics and English, and investments in laboratory upgrades for science programs. To illustrate, many of the allocations to the Science, Engineering, and Math Division are improvements to infrastructure and student lab instrumentation that support degree completion (Evidence: [English Program Review 2022-2023](#); [Math Program Review 2024-2025](#); [Program Review Handbook](#); [Student Services Program Review Materials and Resources Web Page](#); [2025-2026 Resource Allocations Approval](#)).

Through our mission-driven approach, comprehensive curriculum oversight, general education requirements, and program review processes, Cerritos College ensures that our instructional programs reflect appropriate breadth, depth, and rigor while aligning with student needs and institutional goals.

**2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.
(ER 3, ER 9, ER 11, ER 14)**

Cerritos College, relying on faculty leadership and collaboration with appropriate stakeholders, designs and delivers academic programs that align with discipline and industry standards and support equitable attainment of student learning outcomes and educational goals. Our faculty oversight, continuous review, equity-focused dialogue, and engagement with workforce partners ensure the relevance, quality, and accessibility of all our programs.

Our faculty play a central role in curriculum design, delivery, and evaluation. The Curriculum Committee, composed of thirteen voting faculty representatives across instructional areas and supported by administrators and classified staff, oversees curriculum development and revision. The committee ensures compliance with Title 5, accreditation requirements, and institutional priorities by meeting regularly to review proposals and monitor program quality. Processes are guided by the Curriculum Handbook, which provides procedures and technical guidance; it has recently been revised to reflect current practices and the use of eLumen (Evidence: [Curriculum Handbook](#); [Curriculum Committee Membership](#)).

Equity and student success are central to program review and curriculum oversight. All instructional programs undergo a six-year cycle of program review, requiring faculty-led analysis of enrollment trends, disaggregated student achievement data, and equity outcomes. This process ensures that academic programs are continuously updated to close achievement gaps and advance equitable outcomes. Our faculty engage in dialogue supported by professional development and Student Equity and Achievement (SEA) resources to examine disproportionate impact by race, gender, and other factors (Evidence: [Program Review Handbook](#)).

The College defines and assesses student learning outcomes (SLOs) at the course, program, and institutional levels. Faculty develop SLOs for all courses, degrees, and certificates, which are mapped through eLumen to demonstrate alignment across levels. SLOs are included in course syllabi and are used to inform continuous program improvement. Beginning in fall 2025, Cerritos College implemented Simple Syllabus through Canvas, making all syllabi and course SLOs accessible to our students through a centralized platform (Evidence: [Sample Simple Syllabus COMM 320](#); [Simple Syllabus Web Page](#); [Simple Syllabus Library Web Page](#)). Faculty assess CSLOs at regular intervals as established by the Senate-approved three-year SLO cycle (Evidence: [Faculty Senate Policy on Student Learning Outcome Assessment Cycle 2024](#); [Faculty SLO Email Reminder](#); [SLO Participation Report by Division Fall 2025](#); [eLumen Faculty Guide](#)).

For career technical education (CTE) and apprenticeship programs, our faculty consult with industry partners to ensure curriculum remains aligned with workforce needs. Advisory committees convene twice annually with local and regional stakeholders to review labor market trends, provide feedback on program relevancy, and validate learning outcomes. In addition, programs requiring licensure or third-party certification track student performance on external exams, which informs curricular updates and verifies that programs meet professional standards (Evidence: [Local Advisory Committees Web Page](#); [Los Angeles Regional Consortia Program Recommendations Web Page](#); [Institutional Research Licensure Data Web Page](#)).

Cerritos College also designs and delivers noncredit programs that support equitable learning and workforce readiness for adult learners. The Continuing Education Division offers 16 noncredit programs and four apprenticeship programs, with two additional apprenticeships pending approval by the Department of Apprenticeship Standards. Our existing programs served a total annual enrollment of 11,756 students in 2024–2025. The division collaborates with community-based organizations and industry partners to develop curricula that advance career pathways and equity goals. While noncredit program information is available, the College has identified a need to enhance the visibility and accessibility of program details for our students and our community (Evidence: [Cerritos College Catalog Business, Adult, & Community Education](#); [IERPG Data Dashboard Enrollment Management](#); [Apprenticeship Programs Web Page](#)).

Through ongoing curriculum oversight, equity-focused program review, defined student learning outcomes, and industry-informed development, Cerritos College ensures that our academic programs meet the highest standards of quality and relevance. The College continues to improve and strengthen processes for SLO visibility to support equitable attainment of student learning outcomes and achievement of educational goals. These efforts include increasing course-level participation in SLO assessment, embedding program-level SLOs into annual unit planning, and aligning institutional-level SLOs with broader planning and evaluation processes to ensure continuous improvement across the College.

Cerritos College ensures that the design, delivery, and ongoing improvement of our academic programs are grounded in processes that meet clearly defined institutional expectations. These expectations include robust faculty oversight, a focus on equity in program planning and evaluation, the definition and assessment of student learning outcomes for all programs, the integration of workforce and industry feedback, the provision of accurate and current learning outcome information to our students, and the development of noncredit and adult education offerings that align with our College’s mission.

2.3. All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives. (ER 12)

Cerritos College ensures that all degree programs include a general education (GE) framework that helps our students to develop broad knowledge, skills, and competencies in communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and engagement with diverse perspectives. The College’s rationale for general education is documented in Board Policy 4025 and Administrative Procedure 4025 and published in the College Catalog under “General Education and Transfer” (Evidence: [Board Policy 4025 Philosophy and Criteria for Associate Degree and General Education](#); [Administrative Procedure 4025 Philosophy and Criteria for Associate Degree and General Education](#); [College Catalog – General Education and Transfer](#)). The rationale emphasizes that general education coursework enables our students to learn concepts and methods of inquiry that have breadth, depth, and relevance to their lives, preparing them for personal growth, professional success, and civic engagement.

Our general education rationale is developed through faculty-driven governance processes. Administrative Procedure 4025 stipulates that the philosophy is created by the Curriculum Committee, a shared-governance committee of the Faculty Senate, and is approved by the Faculty Senate. Courses seeking general education designation are evaluated against this philosophy, with procedures outlined in the Curriculum Committee Handbook, Chapter 6: General Education (Evidence: [Curriculum Committee Handbook – Chapter 6](#)). Faculty proposing courses complete a General Education Questions Form linking course content to the GE philosophy and criteria (Evidence: [General Education Template](#); [General Education Ethnic Studies Template](#)). Recent Faculty Senate agendas from November 2024, February 2025, and April 2025 show active faculty discussion and approval of updated general education requirements for local degrees in response to Title 5 revisions,

including the integration of ethnic studies (Evidence: [Faculty Senate Agenda – Nov. 19, 2024](#); [Faculty Senate Agenda – Feb. 4, 2025](#); [Faculty Senate Agenda – Apr. 15, 2025](#)).

The College's general education philosophy reflects our degree requirements and aligns with widely accepted norms in higher education for lower-division and upper-division coursework, consistent with Title 5 §55061. Board Policy 4100 and Administrative Procedure 4100 reinforce these expectations, requiring at least eighteen semester units in general education across natural sciences, social and behavioral sciences, humanities, ethnic studies, and language and rationality, in addition to eighteen units in a declared major (Evidence: [Board Policy 4100 Graduation Requirements for Degrees and Certificates of Achievement](#); [Administrative Procedure 4100 Graduation Requirements for Degrees and Certificates of Achievement](#); [Title 5 §55061](#)). The philosophy is operationalized through inclusion criteria in the Curriculum Committee review process, ensuring consistency between degree requirements and general education rationale. Demonstrating consistency with statewide norms, the College follows Cal-GETC standards for our associate degrees for transfer and has incorporated many elements of Cal-GETC into the general education requirements for our local associate degrees. And the general education component of our first bachelor's degree, in dental hygiene, aligns with accepted norms for upper-division coursework.

Our Curriculum Committee and our affected academic departments have also completed all the considerable work and met all the due dates to meet the new statewide norm of Common Course Numbering. The College has fully implemented all state-mandated Common Course Numbering (CCN) requirements to date, with 19 CCN courses approved by the Curriculum Committee. Faculty, in collaboration with the Curriculum Committee, completed review, approval, and local implementation of all required Phase I and Phase II, Part A courses within the timelines established by the California Community Colleges Chancellor's Office. This work included curriculum review, catalog and system updates, and coordination across Academic Affairs and student-facing systems to ensure accurate course representation. For Phase II, Part B, the College is on track to complete required course alignments ahead of the statewide deadline, demonstrating proactive planning and sustained faculty leadership in meeting systemwide curriculum mandates (Evidence: [Common Course Numbering Web Page](#)).

Cerritos College provides our students with extensive general education offerings across arts and humanities, sciences, mathematics, and social sciences. Each semester, divisions schedule courses in multiple modalities—face-to-face, hybrid, and online—and across a range of times to promote access. Arts and humanities offerings include art, communication studies, dance, English, music, philosophy, and theatre; social sciences include anthropology, Black/Africana studies, Chicano studies, history, political science, and women's and gender studies; sciences include astronomy, biology, chemistry, Earth science, and physics; mathematics includes pathways from foundational skills to advanced transfer-level courses. The recent expansion of programs in Black/Africana Studies, Asian American Studies, and Native American and Indigenous Studies highlights the College's commitment to cultural diversity and diversity, equity, inclusion, and accessibility values within general education (Evidence: [College Catalog Black/Africana Studies](#); [College Catalog Asian American Studies](#)).

Our student learning outcomes (SLOs) for GE courses are developed by faculty and reviewed through eLumen, ensuring alignment with our institutional learning outcomes (ILOs). Our Learning Outcomes Assessment Handbook guides assessment practices, and we use disaggregated data during our program-review cycles to monitor student achievement and equity within general education courses (Evidence: [Learning Outcomes Assessment Handbook pgs. 12-14](#)). Our faculty regularly update GE offerings in response to statewide standards, transfer expectations, and equity-focused curriculum initiatives.

Through our faculty-driven processes, alignment with Title 5 and statewide transfer standards, and broad course offerings across disciplines, Cerritos College ensures that all our degree programs include a coherent

general education framework. This framework helps our students develop the broad knowledge, critical skills, and cultural competencies they need for transfer, employment, civic participation, and lifelong learning.

2.4. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)

Cerritos College communicates clear, accurate, and accessible information about our programs, services, and resources in ways that directly support students' educational journeys. Guided by our mission to promote equitable student success, the College uses intentional processes and multiple communication modalities to ensure that all students—regardless of background, ability, or location—receive timely, relevant, and consistent information to navigate their academic and support services.

At the course level, CSLOs are communicated through syllabi for every class. Beginning in Fall 2024, Cerritos College implemented Simple Syllabus, an online platform integrated into Canvas that pre-populates each syllabus with the most current course description and student learning outcomes directly from the approved course outline of record. These fields are locked for editing, ensuring that all faculty present the same, accurate information to students (Evidence: [Sample Communication Studies Syllabus](#)). In addition to syllabi and the catalog, Cerritos College further supports transparency and public access to course student learning outcomes through multiple publicly available web resources. For example, CSLOs are accessible via a public-facing eLumen link housed on both the Student Learning Outcomes Committee and Curriculum Committee webpages. The Academic Affairs website also links to the Simple Syllabus library, which displays syllabi designated by faculty as publicly accessible and includes the approved CSLOs for those courses (Evidence: [Simple Syllabus Library Web Page](#); [Simple Syllabus Publication Verification Spring 2026](#)).

In addition, our students can use Program Mapper, an interactive online tool that visually organizes programs within the College's Learning and Career Pathways (LCPs). Program maps show a suggested course sequence, key milestones, relevant careers, and transfer opportunities, helping students connect program outcomes to their long-term educational and career goals (Evidence: [Program Mapper Health Sciences and Wellness](#); [Program Mapper Public Health AST](#)). Cerritos College implemented HighPoint Degree Planner in fall 2025 to strengthen academic planning and support student success. The system provides education plans for every major and was developed with our existing program maps. Plans adjust dynamically when courses are unavailable, helping students remain on track for timely completion.

Over the past several years, the College has transitioned from a static, PDF-based catalog to a dynamic, fully searchable online catalog through the implementation of CourseLeaf CAT. This change has significantly improved the accessibility, accuracy, and timeliness of catalog information for students, faculty, and staff.

The College has also implemented CourseLeaf CLSS, the CourseLeaf scheduling platform, which allows division deans, department chairs, and staff to build and manage the class schedule in a more collaborative and flexible environment. CLSS provides real-time visibility into course offerings, supports more efficient schedule development, and improves the College's ability to respond to enrollment trends and student needs.

In Fall 2026, the College will implement the third component of the platform, CourseLeaf CIM, which will serve as the college's curriculum management system and replace the current curriculum workflow housed in eLumen. CIM will streamline the curriculum development and approval process, strengthen alignment between curriculum, the catalog, and the schedule of classes, and improve transparency across the curriculum lifecycle.

All CourseLeaf modules integrate with the College's student information system, which will ultimately allow curriculum, catalog, and scheduling processes to function as a coordinated ecosystem. Together, these improvements represent a major step forward in modernizing the College's academic infrastructure and improving the efficiency, accuracy, and transparency of processes that directly support students and instructional programs.

In Spring 2026, the College added HighPoint Schedule Builder, integrated with Degree Planner. This tool allows students to block out times that conflict with work or family responsibilities and create schedules aligned with their degree plans. Together, Degree Planner and Schedule Builder streamline planning, increase scheduling flexibility, and contribute to student persistence and completion. Student Services continues to refine these tools to ensure alignment with curriculum guidelines and to better support students' academic planning (Evidence: [Falcon's Toolkit Degree Planner and Schedule Builder Web Page](#)).

Cerritos College employs a coordinated, multi-platform communication strategy to reach students where they are, using tools such as email, the Cerritos College App (Falcon Wall), Ocelot AI chatbot, Navigate, Remind text messaging, Pronto, media, digital signage, and printed mailers. This approach is reinforced by the Learning and Career Pathways (LCP) communication plan, which ensures that critical information—such as enrollment deadlines, academic milestones, and support services—is accessible in formats that are both familiar and convenient (Evidence: [Learning and Career Pathways \(LCP\) Communication Plan](#)). The LCP plan further promotes equity by standardizing outreach messages across pathways, supported by a communication calendar and message library that synchronize notifications across platforms like Navigate, Outlook, Pronto, and Canvas. To serve our diverse community, the College also incorporates multilingual communication: visitors to the website can select language preferences, campaigns such as *Find Your Future in the Falcon Family* are available in the top languages spoken by students and families, and community mailers are routinely distributed in English and Spanish (Evidence: [Cerritos College Website Language Options](#); [Cerritos College Find Your Future Web Page](#)).

Students have centralized access to essential student service information via the College website, which includes direct links to programs such as Financial Aid, Counseling, Admissions and Records, and Student Accessibility Services (Evidence: [Financial Aid Web Page](#); [Counseling Web Page](#); [Admissions & Records Web Page](#); [SAS Web Page](#)). Specialized support programs, including EOPS/CARE, the Veterans Resource Center (VRC), and the Falcon's Nest maintain detailed webpages outlining services, eligibility, and contact information (Evidence: [EOPS Web Page](#); [Veterans Resource Center Web Page](#); [Falcon's Nest Web Page](#)). For online learners, the Student Support Hub embedded in Canvas integrates academic and student services into the primary learning platform, ensuring continuity of support for distance education students (Evidence: [Student Support Hub](#)).

Cerritos College evaluates the clarity, consistency, accuracy, and relevance of our communications through structured and ongoing review. Data-informed improvements are made using feedback from surveys, focus groups, and analytics. For example, an alumni focus group prompted the expansion of multilingual content, and a comprehensive website navigation survey involving students, families, and counselors is guiding the current redesign (Evidence: [SEAP Focus Group Highlights](#); [IA/User Discovery Research](#)).

Analytics also drive communication refinements. Email performance is monitored by Constant Contact, with current student open rates reaching 57 percent, an increase of eight percentage points from the prior year and 19 points above the average for higher education. Specifically, the College uses Constant Contact's built-in reporting dashboard to track and analyze metrics such as open rates, click-through rates, and audience engagement over time. Social media engagement is also tracked to identify high-impact content, as demonstrated by a promotional math bootcamp video that received over 2.6 million views, most from outside the existing audience (Evidence: [Promotional Math Bootcamp Video](#)).

Consistency in branding and voice is maintained through the College's Communications Guidelines and Style Guides (Evidence: [Style Guide Branding](#); [Style Guide Communication](#)). Departments integrate communication practices into their program reviews and maintain standard operating procedures to ensure systematic and timely outreach. While efforts are underway to centralize standard operating procedures and formalize a campus-wide process for evaluating communication effectiveness, current practices reflect a sustained institutional focus on continuous improvement.

Through integrated systems like CourseLeaf, Simple Syllabus, and Program Mapper; multi-modal and multilingual outreach strategies; and a commitment to ongoing evaluation, Cerritos College ensures that all students have equitable access to accurate, timely, and consistent information. This coordinated approach supports student success by making academic requirements and support services transparent, navigable, and relevant to the diverse needs of the College's student body.

2.5. The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)

At Cerritos College, we hold ourselves accountable for student success by scheduling courses in a manner that enables students to complete degree and certificate programs within expected timeframes. The College uses a collaborative, data-informed scheduling process designed to align course offerings with student needs, program pathways, and enrollment demand. Our courses are offered in 18-, 15-, 12-, nine-, eight-, six-, three-, and one-week sessions and in face-to-face, asynchronous and synchronous online, hybrid, and HyFlex modalities to provide students with maximum flexibility (Evidence: [Schedule Plus](#)). Faculty chairs begin by consulting their program's two-year sequence, enrollment trends, and retention and success data. Using the Scheduling Patterns Dashboard and previous course fill rates, chairs determine which courses, modalities, and time blocks will best support students' ability to progress and complete on time (Evidence: [Scheduling Patterns Dashboard](#)).

The formal schedule-development cycle involves department chairs working closely with their division deans and the Office of Academic Affairs. Chairs submit draft schedules that identify instructional modality (e.g., in-person, hybrid, and online), meeting days and times, and proposed section counts. During development and review, chairs and deans utilize scheduling dashboards and enrollment data provided by Institutional Effectiveness, Research, Planning, and Grants to inform decisions related to demand, fill rates, and historical enrollment patterns. Deans, in collaboration with Academic Affairs, review full-time equivalent student (FTES) targets, faculty assignments, and room availability to ensure the efficient use of instructional personnel and facilities. Consideration is given to a range of offerings—including morning, afternoon, evening, weekend, and accelerated sessions—to meet the needs of diverse learners (Evidence: [Scheduling Patterns Dashboard](#)).

To support this work, the College has implemented CourseLeaf CLSS scheduling software, which provides divisions and chairs with enhanced visualization tools and greater control over schedule development, enabling more intentional planning and coordination across programs. One example of a visualization tool is the "heat map" function that shows how many courses are scheduled at the same time (Evidence: [CourseLeaf Heat Map Sample](#)). CourseLeaf also provides historical data on how many sections were offered in previous years. Scheduling decisions are also informed by Guided Pathways program maps, which outline recommended term-by-term course sequences for each pathway. Program maps are embedded in Program Mapper and used by counselors to build individualized educational plans that encourage students to take 15 units per term and complete their programs in two years (Evidence: [Program Mapper Web Page](#)).

Building on these tools and frameworks, student-centered scheduling reforms have already produced measurable improvements. The College now prioritizes high-demand offerings and adds sections when

waitlists reach approximately 60 percent capacity, contributing to improved fill rates and reduced course cancellations. As a result, overall fill rates increased from 78.1 percent in Fall 2023 to 85.9 percent in Fall 2024, while course cancellations declined significantly. Scheduling practices also reflect Guided Pathways design principles intended to reduce barriers and support momentum. For example, paired courses such as ENGL C1000 and ENGL C1001 as well as COMM C1000 and COMM 103 are scheduled in first and second nine-weeks blocks, allowing students to complete general education requirements within a single semester while maintaining a consistent schedule (Evidence: [Spring 2026 COMM and ENGL 9-WEEK A and B Schedule Patterns](#)).

At the same time, the college recognizes the need to further strengthen and systematize student-centered scheduling practices. To that end, Cerritos College is advancing a “Scheduling for Student Success” improvement initiative facilitated by Dr. Al Solano. This structured, three-phase process—diagnose, design, and implement—uses data, stakeholder input, and student-experience insights to examine current scheduling practices, surface student pain points (including complexity created by multiple session patterns), and develop shared principles for a more predictable, coordinated, and student-focused schedule. This work is intentionally collaborative and aligned with the College’s broader modernization efforts, including the transition to CourseLeaf and the continued use of evidence-based decision-making to support student success. Academic Affairs has led a team for planning, followed by April and May 2026 convenings of employees involved in the scheduling process to gather feedback. After analyzing this feedback, the team will design improvements (Evidence: [Cerritos College Scheduling Project 2026 Team Planning Notes February 17, 2026](#) and [February 24, 2026](#); [Department Chair Feedback on Scheduling Constraints April 2026](#); [April 2, 2026 Scheduling Workshop Attendance](#)).

The College’s only baccalaureate program, in dental hygiene, is likewise scheduled to ensure students complete in four years, with structured rotation of didactic and clinical components and close coordination with the Health Occupations Division. In allied health programs, scheduling includes clinical site requirements, space limitations (e.g., at the La Mirada site), and program completion milestones. To meet growing demand, the Introduction to Human Anatomy (A&P 150) course expanded from 330 to 360 students in Fall 2024 and Spring 2025, with additional sections offered at the La Mirada site, reducing bottlenecks in health career pathways (Evidence: [La Mirada Classroom Schedule Data](#)).

To improve time to completion, the College launched the Cerritos Online FastTrack pathway in Fall 2025, allowing students to complete general education requirements through nine-week, fully online course sequences (Evidence: [FastTrack Cerritos Online Program Web Page](#)). This model enables students to accelerate completion, with counselors using degree audit tools and course sequencing maps to support student planning.

Cerritos College evaluates the effectiveness of scheduling through institutional dashboards and program review cycles. The Time-to-Completion Dashboard tracks the number of semesters it takes students to earn their first award, disaggregated by award type, year, and student demographics. This analysis helps identify barriers—such as course rotation gaps, unmet demand, or limited modality options—and inform course offerings (Evidence: [Program Review Cycle](#); [Time to Completion Dashboard](#)).

The Communication Studies Department provides a clear example of responsive, data-informed scheduling. Following dramatic modality shifts during the pandemic, the department has continued to offer approximately half of its sections online to meet sustained student demand, while also adjusting in-person and hybrid options to ensure broad access. In addition, Cal-GETC significantly impacted the discipline by making Oral Communication (Area 1C) a requirement for all CSU and UC transfer students, increasing enrollment pressure on COMM C1000 and related courses. In response, the department has strategically expanded Oral Communication offerings each semester, growing from 76 sections in Spring 2022 to 99 sections in Spring

2026, with a 98.6-percent fill rate. Given the statewide shift in transfer requirements, the department anticipates that demand for Area 1C will continue to rise, and course offerings will need to expand accordingly. Scheduling decisions are grounded in analysis of prior-term enrollment, fill rates, and modality trends using PeopleSoft data, CourseLeaf, and the Scheduling Patterns Dashboard, with dual-enrollment and special-population sections removed to ensure accurate planning. Chairs and the dean collaboratively adjust days, times, and modalities to maximize availability for students, first building the schedule around student need, then staffing it, and continuing to monitor enrollments to add sections based on waitlists and feedback from Counseling and Admissions and Records (Evidence: [Courses Over Time Dashboard](#); [CourseLeaf Heat Map Sample](#); [PeopleSoft Communication Studies and English Section History](#)).

Additional examples of responsive scheduling include the Child Development Department and the Science, Engineering, and Math Division. After analyzing fill rates by modality, the Child Development Department increased online course offerings from 11 to 16 sections between Fall 2022 and Fall 2023 to match student preference, improving access and reducing scheduling conflicts. Similarly, in Science, Technology, Engineering, and Mathematics fields, late-start (nine-week and 15-week) offerings are adjusted based on enrollment trends, and hybrid lab sections are strategically scheduled to maximize facility use and faculty availability (Evidence: [Courses Over Time Dashboard](#)).

Program review provides a formal structure for reflecting time-to-completion outcomes. Each instructional program undergoes a comprehensive review every six years and submits annual updates. Departments analyze trends in degrees and certificates awarded, course success, and retention, particularly for disproportionately impacted groups, using data embedded in the Instructional Program Review template and dashboards. Faculty are explicitly asked to assess how course offerings and scheduling practices impact completion (Evidence: [Program Review Handbook Appendix C](#)).

In the 2024–2025 program review, the Dance Department reported a 300-percent increase in completions during the period, citing improvements in course scheduling, full-time faculty hiring, and access to improved facilities as key factors in that growth. Other departments have expanded evening and weekend offerings, increased short-term session availability, or piloted HyFlex formats in response to program review findings (Evidence: [Dance Program Review 2024-2025](#)).

At the institutional level, time-to-completion data also informs strategic planning. As part of the Students First Framework and California Chancellor’s Office Vision 2030 targets, the College tracks first-year completion of math and English. From Fall 2022 to Fall 2024, the percentage of students attempting both subjects in their first year rose from 45 percent to 57 percent, and completion rose from 19 percent to 27 percent, indicating significant progress (Evidence: [Fall 2024 Board of Trustees KPI Update](#)).

Cerritos College’s data-informed, student-centered approach to scheduling ensures that degree and certificate programs are structured for timely completion. The College reflects continuously on enrollment trends, course success, and time-to-completion outcomes, integrating these insights into schedule development, program planning, and strategic decision-making. These efforts contribute to improved student access, persistence, and completion.

2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

Cerritos College uses delivery modes and teaching methodologies that are intentionally designed to meet student and curricular needs while promoting equitable student learning and achievement. All instructional formats—whether in-person, online, hybrid, HyFlex, or other emerging modalities—are held to the same

academic rigor, accessibility requirements, and quality standards. These practices are grounded in the College's mission to advance equity and student success, and are reinforced through systematic evaluation, compliance with federal and accreditation requirements, professional development, and robust student support (Evidence: [Cerritos College Course Modalities Definition](#); [Cerritos College Online Student Course Information Web Page](#)).

Systemic Evaluation and Program Review

Cerritos College regularly evaluates the effectiveness of our delivery modes and teaching methodologies to ensure they promote equitable student achievement. The College's cyclical program review process requires each instructional department to disaggregate student learning and achievement data by delivery mode. Faculty analyze outcomes across modalities to identify equity gaps, determine where certain populations may be underserved, and adopt targeted, evidence-based strategies to improve outcomes. Departments receive reflective prompts and equity metrics in program review to help select approaches that address disparities and strengthen instructional design. Findings inform curriculum revisions, instructional priorities, and the adoption of innovative teaching practices (Evidence: [Program Review Reports by Division and Department Web Page](#); [Sample Program Review Report History Department 2024-2025](#)).

Quality Assurance and Curriculum Oversight

The Curriculum Committee ensures that distance education (DE) courses meet the same quality, accountability, and student learning outcome (SLO) standards as traditional instructional modes, as required by the ACCJC Policy on Distance Education and Correspondence Education. All online and hybrid courses must include a Distance Education addendum in the course outline of record, documenting how instructional strategies, assessments, and accessibility standards are met. Instructors report outcomes data every semester, and the College provides privacy and security protocols to ensure alignment with these policies (Evidence: [ACCJC Policy on Distance Education and Correspondence Education](#); [Curriculum Committee Handbook Chapter 7 Distance Education](#)).

Professional Development and Faculty Certification

Professional development and faculty certification are integral to the College's instructional quality assurance. All instructors who teach online in any modality must complete rigorous certification steps prior to being eligible for online instruction. In May 2025, the Faculty Senate approved Online Teaching Certification Pathways as a requirement for all instructors teaching in a distance education modality (Evidence: [Senate Policy on Online Certification Pathways Updated 2025](#)). Faculty may complete certification through:

- Cerritos College's Online Certification Program or EDT 125: Fundamentals of Online Teaching;
- External programs such as the @ONE Certificate in Online Teaching & Design or certifications from accredited colleges and universities; or
- Alternative pathways such as the Summer Boot Camp and Test-Out Options.

The Cerritos College Online Teaching Certification includes asynchronous modules and three remote book discussion sessions. Modeled after the 12-week @ONE program, the certification requires faculty to complete asynchronous learning units while participating in a Small Online Teaching Book Seminar. Faculty conclude the program with a cumulative project building 25 percent of their online course in a Canvas sandbox, which is evaluated using current California Community College requirements for distance education. Beyond initial certification, faculty participate in ongoing training, including the Peralta Equity Rubric series, the Impactful Teaching Toolkit, and workshops on tools such as CidiLabs Design+, UDOIT, Hypothesis, Pronto, and Google Docs/Slides (Evidence: [Online Teaching Certification Rubric](#); [DE Policies and Guidelines](#); [DE Faculty Resources Web Page](#); [Faculty Senate Resolution in Support Accepting DE Certifications from Accredited Colleges and Universities](#); [Impactful Teaching Toolkit Web Page](#)).

Regular and Substantive Interaction (RSI) Quality Practices

To maintain alignment with federal requirements, Cerritos College implemented Administrative Procedure 4105, which requires all distance education courses to include “regular and substantive interaction” (RSI) between instructors and students (Evidence: [Administrative Procedure 4105 Distance Education](#)). In Spring 2025, the Faculty Senate commissioned an audit of RSI principles in online classes and found 52 percent of faculty met minimum campus RSI standards. In response, the Senate approved new certification requirements to maintain currency and excellence in distance education, including updated regular interaction requirements for RSI Compliance. The College updated its online teaching certification in Fall 2025 to include these new RSI requirements (Evidence: [Faculty Senate August 26, 2025 Meeting Minutes](#)).

Collaborative Operationalization and Decision Making for RSI

- **MOU and Training:** The Cerritos College Faculty Federation and the District reached a memorandum of understanding (MOU) requiring RSI training for all full-time and part-time faculty who teach online. In Fall 2025, more than 700 faculty completed online RSI training and self-evaluations—an extraordinary, campus-wide achievement that demonstrates our collective commitment to high-quality online learning (Evidence: [CCFF RSI MOU 2025](#); [RSI Canvas Training Hub](#)).
- **Support Tools:** Institutional tools such as the RSI Planning Checklist, RSI Self-Assessment, RSI Canvas Training Hub (a comprehensive online course for faculty that provides practical guidance, examples, and strategies for creating meaningful, innovative, and consistent instructor student interaction in distance education courses), and Center for Teaching Excellence (CTX) RSI Quick Tips guide faculty in designing sustained interaction (Evidence: [RSI Canvas Training Hub](#); [RSI Web Page](#); [RSI Self-Assessment](#)).
- **Impact:** A midterm internal audit in Spring 2026 found a 77-percent RSI pass rate—a significant 48-percent improvement from Spring 2025—with a later audit before the end of the semester confirming continued gains at an 86-percent compliance rate. These efforts reflect the College’s campus-wide commitment to continuous improvement and collaborative decision-making, and the dramatic rise in RSI success demonstrates just how powerfully our collective work is transforming online instruction. (Evidence: [Faculty Senate President March 2026 Campus Update on RSI Internal Audit](#); [RSI Spring 2026 Campus Update](#)).
- **Evaluation:** Effective Spring 2026, a new evaluation criterion on Regular Substantive Interaction was added to the faculty evaluation process. This revised form, the first major update in over a decade, was a collaborative effort between the Faculty Senate, union leadership, and Human Resources (Evidence: [Faculty Evaluation Form Spring 2026](#); [New Faculty Evaluation Form Professional Development Workshop Spring 2026](#)).
- **Communication Efforts:** Shared leadership between the Center for Teaching Excellence and Distance Education coordinators, supported by Academic Affairs, led campuswide RSI communication efforts, Fall 2025 faculty training, and the Spring 2026 CTX weekly RSI Quick Tips campaign (Evidence: [Center for Teaching Excellence RSI Professional Development Resources Web Page](#); [RSI Quick Tips Weekly Campaign](#)). Spring 2026 concluded with a CTX-sponsored faculty RSI Raffle to recognize faculty commitment to training, growth, and student success, while also building an RSI Library Showcase of best practices (Evidence: [CTX RSI Recognition Raffle Spring 2026](#)).

Peer Online Course Review

The Peer Online Course Review (POCR) process, adapted from the California Virtual Campus—Online Education Initiative (CVC-OEI) rubric, is a cornerstone of Cerritos College’s quality assurance for online learning. The Cerritos College Faculty Federation and the District reached an MOU providing a support framework for POCR training and course review (Evidence: [CCFF POCR MOU 2026](#)). Faculty undergoing POCR receive detailed feedback on course design, accessibility, and engagement, ensuring alignment with high-impact practices (Evidence: [POCR Review Geology 102](#)). This peer-based process enhances student engagement and strengthens instructional clarity (Evidence: [Geology 101 and 102 POCR Review Before and After](#); [List of Peer](#)

[Online Reviewed Courses 2026](#); [Cerritos College Peer Online Course Review Distance Education Web Page](#)).

Despite this strong foundation, the College has experienced limitations related to the retirement of POCR faculty leads, capacity constraints for training and review, and the rising costs associated with sustaining the program. Additionally, the current faculty MOU requires revision to expand participation and ensure equitable access to POCR opportunities across disciplines. These challenges have informed our planning efforts and highlight the need for a more scalable, sustainable POCR structure moving forward.

Accessibility and Universal Design for Learning

The College effectively supports accessibility and Universal Design for Learning (UDL) principles in its distance education courses. Online Teaching Certification (OTC) requires faculty to meet specific accessibility criteria aligned with WCAG 2.1, supported by two distance education accessibility coordinators who provide specialized guidance. Faculty further engage with CTX accessibility resources and ongoing professional development offerings to maintain currency with evolving standards and UDL pedagogy. To provide additional institutional support, the Academic Affairs area plan prioritizes resource requests for accessibility scanning and remediation tools in Canvas, including UDOIT and ReadyGo. These efforts, alongside tools like Simple Syllabus and Pronto, equip faculty to provide an accessible and inclusive learning environment for students of all abilities (Evidence: [Full Online Teaching Certification Rubric Accessibility Criteria](#); [CTX Accessibility Resources Web Page](#); [CTX Archived Webinars Web Page](#); [Academic Affairs Area Plan pg. 7](#)).

High Impact Teaching Methodologies

Cerritos College also integrates high-impact teaching methodologies that enhance learning in all modalities. Our Faculty Senate's recent adoption of our Impactful Teaching Toolkit for faculty is evidence of our commitment to these practices (Evidence: [Impactful Teaching Toolkit Web Page](#)). There are numerous examples of high-impact practices implemented across campus. The Course Coaching Program, launched in Fall 2025 through the Success Center as part of the California Community College Strategic Enrollment Management Project, targets success rates in the College's highest-enrolled general education courses such as ENGL C1000, STAT C1000, and COMM C1000, which represent key bottlenecks to completion. The program integrates tutoring with direct faculty engagement, discipline-specific training through Canvas modules, and targeted recruitment of peer tutors, supported by consultation funds and a centralized data dashboard. Outcomes will be measured through success rate comparisons, pre/post grade analysis, and related equity indicators. Additional high-impact models include community-based learning, the Culturally Responsive Pedagogy and Practice (CRPP) initiative, Learning Communities, the Teacher TRAC Mentoring Program, contextualized English and math courses for Career and Technical Education programs, and targeted industry-specific offerings ([Culturally Responsive Pedagogy and Practice Web Page](#); [Teacher TRAC Mentoring Program Web Page](#); [Course Coaching Strategic Enrollment Management Project](#)).

Integrated Student Support with Innovative Design

Equitable student support is embedded across every instructional format. The Canvas Online Student Support Hub provides centralized, on-demand access to academic, technical, and wellness resources for all students, regardless of modality. The Success Center offers tutoring in person and online, discipline-specific workshops, directed learning activities, and a laptop and Wi-Fi loan program to ensure technology access for students who need it. These services are integrated into the Learning and Career Pathway communication framework, ensuring consistent outreach to students in all modalities with timely reminders about resources and academic milestones (Evidence: [Canvas Online Student Support Hub](#); [Success Center Web Page](#); [Wi-Fi Program Web Page](#)).

Open Education Resources/Zero Textbooks Costs

Cerritos College's commitment to meeting diverse learning needs extends to innovative program design that reduces barriers to access and affordability. The College offers open educational resources (OER)/zero-textbook-cost (ZTC) degree and certificate pathways, lowering textbook expenses while expanding equity-

minded opportunities for students. To date, 53 faculty members have curated OER/ZTC resources and developed new instructional materials, resulting in 11 ZTC degree and certificate pathways, and 121 ZTC courses for Fall 2026, reflecting broad engagement in this initiative. In Fall 2025, the Faculty Senate approved a faculty-led OER/ZTC Task Force to oversee the rapid expansion of OER/ZTC development and usage, establish a transparent process for grant distribution and faculty professional development, and increase campus awareness of available resources. Building on this foundation, by Spring 2026, an additional 50 projects were approved for funding, further strengthening OER/ZTC pathways and ensuring that degree and certificate programs remain affordable, accessible, and aligned with the College's equity mission. In August 2026, the Center for Teaching Excellence and Faculty Senate OER/ZTC Taskforce are partnering with Libre Text to offer a one-day, on-campus Libre Text professional development workshop for faculty (Evidence: [Board of Trustees OER & ZTC Presentation 2026](#); [OER & ZTC Learning Without Limits Web Page](#); [Cerritos College Fall 2026 ZTC Course Offerings](#)).

CVC-OEI

Cerritos College also participates in the California Virtual Campus–Online Education Initiative (CVC-OEI) Consortium as both a Home College and a Teaching College, providing students with seamless access to fully online degree and certificate programs. Courses offered through the CVC Exchange are the same cost as Cerritos College courses, and students may combine federal financial aid units across institutions. Enrolled courses appear directly in the student's existing Canvas dashboard, eliminating the need for separate accounts, and electronic transcripts are automatically delivered back to Cerritos College for evaluation and application to student records. This intentional design ensures that online learning remains affordable, integrated, and accessible, while expanding opportunities for students to complete transfer and degree pathways in flexible formats (Evidence: [CVC Exchange Student Enrollment Details Report](#)).

Recent investments include updating classrooms to support HyFlex delivery and creating FastTrack programs that allow students to complete degrees or certificates in two years. These initiatives reflect an institutional strategy to expand access, support flexible learning, and maintain academic rigor across all delivery modes (Evidence: [DE Policies and Guidelines](#); [Cerritos FastTrack Program Web Page](#); [HyFlex Classroom Guide](#)).

Cerritos College uses systematic program review, compliance with federal and accreditation standards, comprehensive faculty training, peer review, high-impact teaching methodologies, and integrated student support to ensure that delivery modes and teaching practices remain effective and equitable. This multi-layered framework embeds equity-centered design, accessibility, and continuous improvement into every instructional format, supporting high-quality learning experiences for all students, regardless of how they engage.

2.7. The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)

Cerritos College designs and delivers equitable and effective services and programs that support our students in their educational journeys, addressing both academic and non-academic needs to maximize their potential for success. These services include academic counseling, financial aid, library and learning resources, mental health support, and other programs aligned with the College's mission and diverse student needs. Effectiveness is measured through program reviews, surveys, and disaggregated data analyses, which inform continuous improvement.

Orientation and Promise Program

To support our new students, Cerritos College delivers robust intake and onboarding services that include orientation, counseling, and financial aid assistance. All new students complete an online orientation that introduces academic and support resources, and from Spring 2025 through Spring 2026, 12,298 students completed the Falcon Edge Orientation, demonstrating strong engagement with our onboarding process (Evidence: [Falcon Edge Orientation Web Page](#)). Welcome Center and School Relations complement this work by coordinating outreach, campus tours, and application workshops to support a smooth transition to college (Evidence: [Welcome Center Web Page](#)). The Cerritos Complete Promise Program removes financial barriers by covering tuition and fees while linking students to high-touch support services (Evidence: [Cerritos College Promise Program Eligible Schools](#); [Cerritos College Promise Program Web Page](#)). Moving orientation online and making it mandatory for all new students has significantly expanded our reach, allowing us to serve a larger and more diverse group of incoming students. This shift has strengthened consistency in the onboarding experience and ensured that all students receive essential information before enrolling in classes. These improvements reflect the College's commitment to continuous refinement of onboarding practices to better support student readiness and success. Outcomes data indicate that the program has increased the number of students enrolling in transfer-level math and English (26-percent increase over five years), reflecting its positive impact on early academic momentum and equity (Evidence: [Falcon Edge Orientation Web Page](#); [Key Performance Indicators Transfer-Level Math and English Enrollment](#)).

Academic Counseling and Educational Planning

Academic counseling at Cerritos College provides individualized guidance on course selection, transfer pathways, career planning, and academic challenges through both one-on-one appointments, express counseling, and workshops (Evidence: [Counseling Appointments Web Page](#); [Express Counseling Web Page](#); [Sample Counseling Workshop: Nursing Applications](#)). These services facilitate our students' persistence and informed decision-making throughout their educational trajectories. The program's effectiveness is evidenced by increased retention and graduation rates among students who use counseling services (Evidence: [IERPG Presentation What Leads to Student Two-Year Completion?](#)). 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: [Family Welcome Night Flyers Spanish English](#)). Equity is actively monitored through ongoing analysis of service utilization and academic outcomes across diverse student demographics, with targeted efforts to mitigate barriers (Evidence: [CSEP-Disaggregated](#)). The counseling division systematically reviews data and adjusts its programs to address the evolving needs of our new, continuing, and returning students, thereby fostering an inclusive environment that supports academic success for all (Evidence: [Counseling Department 2023-2024 Program Review](#)).

Career Services

Career Services helps our students ease their transitions into, through, and out of Cerritos College by assisting them with choosing majors, making career decisions, developing plans to meet education and career goals, and preparing for employment. The department provides resources, programs, and services commonly offered by community college career centers, including career counseling, major and career exploration, major exploration fairs, job fairs, employment listings, resume assistance, and interview preparation. Additionally, Career Services houses the Re-entry Resource Program, which provides support for adult re-entry students transitioning back to school after a gap in their education (Evidence: [Career Services Web Page](#)).

Financial Aid

Through presentations, resource tabling, hands-on assistance, and Zoom workshops for both on-campus partners as well as community partners including K-12, nonprofit, and community organizations, our Financial Aid Office boosts completion of California Dream Act Applications and Free Applications for

Federal Student Aid, and California College Promise Grant applications (Evidence: [Financial Aid Steps Guide](#)). Data on outreach presentations, application volume, and grant disbursement underpin continuous improvement (Evidence: [Enrollment Services Division Meeting Presentation 10-8-25](#); [Bellflower High School Outreach Presentation](#)).

Transfer Center

Cerritos College provides a comprehensive Transfer Center designed to support students in achieving their educational goals (Evidence: [Transfer Center Services Web Page](#)). Individual counseling appointments, workshops, and application assistance guide students through university admissions, transfer guarantees, and the transition to four-year institutions (Evidence: [Transfer Center Counseling Appointments Web Page](#); [Transfer Center Workshops Web Page](#); [Application Assistance Web Page](#)). Our students benefit from opportunities to meet directly with university representatives, attend college fairs featuring dozens of institutions, and participate in free university tours with transportation provided. The College also offers specialized programs such as the California State University/University of California Transfer Success Pathway and the Transfer Academy, supported by articulation agreements and general education planning resources, ensuring clear pathways to transfer and degree completion, and promoting a robust transfer culture (Evidence: [Transfer Academy Web Page](#); [Transfer Outcome Dashboard](#)).

Navigate

The College employs multiple mechanisms to identify students' academic, personal wellness, and basic needs, including early alerts issued through Navigate and institutional dashboards that disaggregate outcomes to highlight equity gaps. Faculty and staff use Navigate to issue early alerts that trigger interventions from success teams, such as Counseling, Financial Aid, and Basic Needs. Data from 2024 showed that students receiving early alerts and referrals had 8 percent higher persistence and success rates than those who did not (Evidence: [Cerritos Faculty Engagement Navigate Presentation 2025](#)). Building on this outcome, the College is piloting automated alerts in spring 2026 with online Communication Studies courses, including first-week kudos messages and notifications for students who do not log in for five consecutive days. This intervention, known as the Navigate Nudge, will expand in fall 2026 to include automatic alerts for multiple disciplines including English, Math, and Psychology (Evidence: [Navigate Early Alert Process](#)).

Library and Success Center

Academic success is further strengthened by learning support resources such as the Library and Success Center. The Cerritos College Library delivers collections (print, e-book, streaming), research databases, 170 open-lab computers, and laptop loans. Librarians provide in-person, chat, and Zoom reference services, instructional videos, library research sessions, workshops, and classroom-embedded instruction. The 2025 Library Experience Survey indicated high satisfaction with reference help and resource relevance (Evidence: [Library Experience Survey Spring 2025](#)). The library ensures that its services are equitable by providing resources and research assistance in multiple modalities to reach as many students as possible, as well as identifying points of improvement from student feedback.

Our Success Center offers tutoring, mentoring, study-skills workshops, and directed learning activities, with utilization and outcomes tracked in collaboration with the division of Institutional Effectiveness, Research, Planning, and Grants (Evidence: [Success Center Data Presentation 2026](#)). Our Embedded Tutoring Program serves approximately 200 sections a year (Evidence: [Success Center Embedded Tutor Student Survey](#); [Success Center Embedded Tutor Faculty Survey](#); [Success Center Embedded Tutor Survey](#)). Specialized programs such as Mathematics, Engineering, and Science Achievement expand opportunities for science, technology, engineering, and mathematics students by providing academic enrichment, professional development, and scholarships, ensuring equitable access to high-impact learning experiences (Evidence: [Embedded Tutors Spring 2026](#)).

The Course Coaching Program, launched in Fall 2025 through the Success Center as part of the California Community College Strategic Enrollment Management Project, targets success rates in the College's highest-enrolled general education courses such as ENGL C1000, MATH 112, and COMM C1000, which represent key bottlenecks to completion. The program integrates tutoring with direct faculty engagement, discipline-specific training through Canvas modules, and targeted recruitment of peer tutors, supported by consultation funds and a centralized data dashboard. Outcomes will be measured through success rate comparisons, pre/post grade analysis, and related equity indicators.

Scholars' Honors Program

Our Scholars' Honors Program (SHP) supports transfer students by providing honors-designated counselors, honors classes, and a quiet study area. Most honors students are full-time (86.89 percent) and maintain competitive GPAs (83 percent with a 3.0+ GPA and 58 percent with a 3.5+ GPA). For example, in a three-year period (2023-2025), SHP students have an 88-percent acceptance rate to UCLA and UC Irvine. Whereas the statewide average acceptance rates for those institutions were 25 percent and 41 percent, respectively (Evidence: [Scholars' Honors Program 2023-2024 Enrollment Data](#); [Scholars' Honors Program 2023-2025 Transfer Data](#)).

Office of International Students

Our Office of International Students provides support through recruitment, admissions processing, immigration advising, academic counseling, cultural programming, and one-on-one guidance. Their dedicated efforts result in high retention and completion rates of international students, positive student feedback, and increased engagement in campus life (Evidence: [Course Success and Completion Dashboard](#)).

Student Accessibility Services

Student Accessibility Services ensures compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act by providing structured and supportive accommodations, academic coaching, captioning, and peer mentoring for more than 1,700 students annually (Evidence: [Student Accessibility Services Web Page](#); [Student Accessibility Services Student Handbook Web Page](#)).

EOPS/CARE, CalWORKS, and LINC/NextUp

Cerritos College promotes equity and student success through our comprehensive support programs that serve diverse populations with care and consistency. Extended Opportunity Programs and Services (EOPS) layers high-touch academic counseling, tutoring, and extensive basic-needs assistance, offered both on campus and online with hours and delivery modes adjusted based on usage data and student feedback (Evidence: [Extended Opportunity Programs and Services Web Page](#)). EOPS has steadily rebuilt enrollment following pandemic declines, serving 1,036 students in 2024–2025 and consistently exceeding funded targets, while Cooperative Agencies Resources for Education (CARE) support for foster youth continues to expand through NextUp, now serving 110 students since its 2023 launch, and LINC, which served 42 students over age 26 in 2024–2025 (Evidence: [NextUp Web Page](#)). Our California Work Opportunity and Responsibility to Kids (CalWORKs) program has also rebounded strongly, surpassing pre-pandemic levels with 284 students served (Evidence: [CalWORKs Web Page](#)). Justice Scholars programs provide tailored support that respond to the needs of specific student groups, demonstrating the College's mission-driven commitment to equity. Together, these programs embody the College's mission by meeting students where they are, addressing barriers to access, and ensuring that vulnerable populations receive the resources, advocacy, and opportunities needed to thrive academically and personally (Evidence: [EOPS/CARE, CalWORKs, LINC/NextUp MIS Data](#)).

Veterans Resource Center

The Veterans Resource Center (VRC) provides a coordinated, strengths-based network of support for student veterans and military-connected students (Evidence: [Veterans Resource Center Web Page](#)). In 2024–2025,

the VRC recorded 3,667 total visits, reflecting a 68-percent increase in unique student visits (Evidence: [Cerritos College VRC 2023-2025 Student Visitations](#)). A multidisciplinary team—including the dean, academic counselor, program facilitator, and school certifying official—delivers specialized services such as academic counseling, Veterans Administration education benefit certification, mental health counseling, tutoring, transfer guidance, and enrollment support. The VRC also promotes long-term success through leadership opportunities, workshops, community-building events, and connections to campus and community resources. These efforts strengthen belonging, persistence, and career readiness, supported by intentional staffing, specialized training, and continuous improvement practices. Celebratory milestones such as the annual military graduation, scholarship access, and federal work-study placements further reinforce student achievement and honor veterans' service (Evidence: [VRC Events](#)).

Basic Needs and Specialized Support

Our Falcon's Nest provides centralized services for students experiencing basic needs insecurities, including housing, food, hygiene, clothing, and financial wellness, connecting them to on- and off-campus resources through community collaboration and advocacy (Evidence: [Falcon's Nest Web Page](#)). And our Crisis Assessment, Intervention, and Response (CAIR) Team further contributes to campus health and safety by coordinating responses to students of concern, conducting threat assessments, and educating the campus community about available resources (Evidence: [Crisis Assessment Intervention and Response \(CAIR\) Team Web Page](#)).

Student Health and Mental Health Services

Student Health Services strengthens learning by providing accessible, high-quality, and cost-effective care to a multicultural population through health promotion, education, prevention, and evidence-based treatment, such as family planning and urgent care. Mental health support includes six free and confidential therapy sessions per academic year for currently enrolled students, with short-term, solution-focused therapy designed to help students clarify concerns, explore options, and build on their strengths (Evidence: [Mental Health Support Web Page](#)). In the 2024–2025 academic year, based on an unduplicated student headcount, there were 1,127 medical and mental health visits (Evidence: [Cerritos College Student Health Center IERPG Demographic Analysis](#)). Crisis appointments are available for urgent needs, and outreach programming promotes mental health awareness and prevention. Therapists provide inclusive, nonjudgmental support, helping students achieve optimal mind/body wellness as they pursue their academic goals.

Guided Pathways and Learning and Career Pathways

Our eight Learning and Career Pathways (LCPs) at Cerritos College organize our certificates and degrees into coherent roadmaps supported by success teams (Evidence: [Learning and Career Pathways New Faculty Orientation Presentation Fall 2024](#)). Students within each LCP are guided by their respective success teams, which provide outreach, workshops, campus events, and early alert support. Program Mapper and Navigate tools aid course selection and early alerts. Our key performance indicator dashboards indicate steady gains in unit accumulation, math and English completion, and retention for first-year cohorts (Evidence: [IERPG LCP KPI Dashboard 30 Units](#)).

Information about all these services is clearly communicated to our students through the College Catalog, department websites, Learning and Career Pathways welcome letters, and text messaging campaigns. Our students also receive step-by-step guides to enrollment, financial aid, and library research, with all materials ADA-compliant and offered in multiple languages to ensure equitable access (Evidence: [Catalog – Student Rights and Responsibilities](#); [Financial Aid Steps Guide](#)).

Finally, Cerritos College systematically collects and analyzes disaggregated data to evaluate the effectiveness of our support services and learning resources. Program-review cycles require service areas to assess utilization, identify equity gaps, and propose targeted improvements. To illustrate, in response to these

assessments, the Falcon's Nest Basic Needs Support Center expanded its data-informed practices by adopting PantrySoft, an online ordering and analytics platform that allows students to access food and hygiene items remotely while enabling staff to track usage patterns and adjust inventory based on demonstrated need. The Falcon's Nest also strengthened its assessment infrastructure by developing annual plans to evaluate partnerships, case-management outcomes, and basic-needs services, including food access, housing support, emergency aid, and CalFresh outreach. These improvements, rooted in program-review recommendations, illustrate how continuous assessment drives service enhancements and ensures equitable access to essential resources for Cerritos College students (Evidence: [Falcon's Nest Program Review Executive Summary](#); [Falcon's Nest and Pantry Soft](#)).

Through these integrated and continuously evaluated practices, Cerritos College ensures that our services and programs are equitable, effective, and aligned with our mission of supporting student success across academic and non-academic dimensions.

2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys. (ER 15)

Cerritos College intentionally designs and implements engagement opportunities that foster a sense of belonging, connection, and community for our diverse student body, with a particular focus on historically under-resourced populations. These opportunities are intentionally integrated across academic, co-curricular, and student support programs to align with the College's mission of promoting equity, academic excellence, and student success. Programs are evaluated regularly to ensure they address student needs, reflect the cultural and demographic diversity of the campus, and promote equitable participation and outcomes.

From initial contact, our students are introduced to the Cerritos College community through large-scale orientation and welcome events. Senior Preview Day invites thousands of local high school seniors to explore campus through faculty-led demonstrations, resource fairs, and guided tours (Evidence: [Senior Preview Day](#)). Welcome Day and welcome tours immerse new and returning students in campus spirit with student club showcases, departmental information tables, and connections to services (Evidence: [Welcome Tours](#)). For first-time students, the Falcon Edge Orientation offers a self-paced online experience with interactive modules on academics, student services, and engagement opportunities, accessible on any device to maximize participation (Evidence: [Falcon Edge Orientation Web Page](#)).

Once enrolled, students remain connected through Learning and Career Pathway (LCP) Success Teams. Each team includes a dean, counseling and instructional faculty, a success coach, an academic support representative, a data coach, and a social work intern, providing coordinated academic, career, and holistic support throughout the student journey (Evidence: [LCP Success Teams CTX Fall 2026 Presentation](#)). Students further engage in leadership and decision-making through Associated Students of Cerritos College (ASCC), which includes the cabinet, court, and senate. These bodies provide governance experience, develop leadership skills, and ensure student voices shape campus policy (Evidence: [ASCC Web Page](#)). ASCC's Falcon Leadership Institute offers a year-long program based on *The Leadership Challenge* model, while the annual leadership retreat provides immersive training on teamwork, communication, and advocacy (Evidence: [ASCC Leadership Retreat Web Page](#)).

Student clubs and organizations provide a wide range of peer connections and identity-affirming spaces. With more than 45 recognized clubs to choose from, students participate in Club Rush each semester, an event that brings together student organizations, academic departments, and support services to promote

engagement and recruit new members (Evidence: [Student Clubs and Organizations Web Page](#)). Monthly President's Hour forums provide direct access to college leadership, fostering transparency and strengthening trust between students and administration (Evidence: [President's Hour Web Page](#)). The Equity Center is a hub for culturally responsive programming, housing initiatives such as the P.R.I.D.E. Scholars Success Program, LGBTQ+ Orientation, Safe Zone Ally Training, and the UndocuFalcon Scholars Program (Evidence: [Equity Center Press Release](#)).

This integration of academic learning with co-curricular engagement is exemplified by the Psychology Club and Cerritos College Chapter of Psi Beta, which provides students with research experience, leadership development, and professional preparation (Evidence: [Psychology Club and Cerritos College Chapter of Psi Beta Web Page](#)). The club convenes weekly during the fall and spring semesters, engaging approximately 45 students in research, leadership development, community service, professional preparation, and networking. The chapter has earned multiple national recognitions from the American Psychological Association for its exemplary programming and impact. Each year, roughly 24 students are formally inducted into Psi Beta, and members conduct and present original research at professional conferences under faculty supervision. Alumni remain active by mentoring current students, many of whom later complete graduate-level training in psychology.

In 2024, the College launched the UP Space to support students in Umoja and Puente programs with academic advising, mentoring, workshops, and community-building (Evidence: [UP Space Web Page](#); [Puente Project Web Page](#); [Umoja Web Page](#)). Puente's interdisciplinary approach to writing, counseling, and mentoring improves retention, transfer, and graduation rates for Hispanic/Latino students, while Umoja promotes Black/African American student success through culturally relevant pedagogy and intentional community support. Collectively, these programs served more than 600 students in 2025.

Basic needs support is central to sustaining student engagement. The Falcon's Nest coordinates food distribution, hygiene product drives, case management, and housing support, including The Village—California's first community college housing facility for students experiencing homelessness—as well as rapid-rehousing and eviction-prevention services (Evidence: [Falcon's Nest Web Page](#); [The Village Housing Initiative](#)).

Just this spring, our College made a financial commitment to an even more ambitious effort to address our students' housing needs. On February 18, 2026, the Board of Trustees authorized Cerritos College's participation in securing approximately \$68 million in state-supported funding through the Statewide Lease Revenue Bond Program to fund the construction of an on-campus, 402-bed student housing community, alongside our \$12 million investment (Evidence: [Board Resolution No. 26-0218C](#)). For many of our students, housing insecurity and long commutes are real barriers to success. Providing safe, stable housing is an investment not only in facilities, but in persistence, completion, and belonging.

The College's physical and virtual spaces are designed to foster social connection and wellness. The Student Center and Game Room serve as informal gathering places, while the Student Health Services Meditation Room offers a dedicated space for mindfulness and stress relief (Evidence: [Student Health Services Web Page](#)). In 2026, Cerritos College expects to open a new Student Services and Administration Building to centralize academic and support services, improving accessibility and collaboration across departments. Student-led initiatives like the Native Plant Sanctuary connect environmental sustainability with student leadership and campus engagement (Evidence: [Sustainability Initiatives Framework](#)). And our Success Center has recently created the Homework Lounge, a quiet space for students to study, and arranged for therapy dogs to come to campus to help students decrease stress as well as increase their awareness of its services.

Cerritos College evaluates the effectiveness of our engagement programs through program reviews, annual plans, and service area outcome assessments. Attendance tracking, surveys, and disaggregated participation data guide program enhancements. For example, program review findings from Student Life indicate that students involved in leadership, clubs, or governance have retention rates above 90 percent (Evidence: [Student Life Program Review](#)). This continuous improvement cycle ensures that engagement opportunities remain relevant, inclusive, and impactful, supporting the College's commitment to equity, belonging, and student success.

2.9. The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement. (ER 11, ER 14)

Cerritos College conducts systematic review and assessment to ensure the quality of our academic, learning support, and student services programs, and we implement improvements and innovations in support of equitable student achievement. Program review serves as the College's primary mechanism for evaluation, combining both annual updates and comprehensive reviews on a six-year cycle (Evidence: [Instructional Program Review Cycle 2021-2027](#); [Dance Program Review 2024-2025](#); [Student Services Program Review Timelines Web Page](#); [Instructional Program Review Web Page](#); [Program Review Handbook](#)). These reviews integrate data-driven reflection with broad collaboration among faculty, staff, and administrators, ensuring that student success and equity remain central to institutional planning.

Program Review

Program review forms feature prompts requiring the use of disaggregated data provided by the Institutional Effectiveness, Research, Planning, and Grants (IERPG) division. For example, one prompt asks programs to identify any performance gaps among disproportionately impacted student groups in their course success rates. Dashboards accessible through the College website allow divisions and departments to analyze outcomes by race/ethnicity, gender, modality, age, and enrollment status. This process enables departments to identify achievement gaps, develop targeted interventions, and request resources tied to improvement plans (Evidence: [Counseling Program Review 2023-2024](#); [Political Science Program Review 2024-2025](#); [Welding Program Review 2023-2024](#)). Faculty and staff also receive orientation and liaison support to ensure they understand how to interpret and apply disaggregated data in their program reviews.

Student Learning Outcomes

Dialogue about student learning and achievement occurs regularly through the Student Learning Outcomes (SLO) Committee, department meetings, and campus-wide forums. The Faculty Senate approved a three-year SLO cycle that structures assessment, while the SLO Committee provides templates, reminders, and professional development to support analysis. Faculty enter SLO assessment data into eLumen, now supplemented by Canvas Insights, which allows for expanded access to disaggregated results. During the transition to Canvas Insights, the SLO Committee hosted town halls where faculty reviewed data dashboards, shared observations about equity gaps, and discussed strategies for improvement. Departments such as English have used collaborative documents and meeting discussions to analyze course success rates and revise curriculum in response to findings (Evidence: [Learning Outcomes Assessment Guidebook](#); [SLO Cycle](#); [Student Learning Outcomes Canvas Insights Town Hall Presentation](#); [Student Learning Outcomes Canvas Insights Campus Feedback](#)).

The results of these assessments and dialogues directly inform program-level changes and institutional goal-setting. For example, the Dance Department used program review findings to launch targeted mentoring and tutoring programs for Hispanic/Latino and Black/African American students, while also collaborating with Learning and Career Pathways success teams to create arts-focused general-education courses designed to

improve degree completion (Evidence: [Dance Program Review 2024-2025](#)). The Math Department, faced with enrollment declines across all racial groups due to legislative changes such as Assembly Bills 705 and 1705, responded by implementing support courses for gateway subjects, reducing class sizes, and advocating for free or low-cost instructional materials to improve student success rates. These examples illustrate how disaggregated data and faculty dialogue lead to substantive program improvements.

Student services programs also engage in systematic assessment, shifting from student learning outcomes (SLOs) to student area outcomes (SAOs) to better reflect the nature of equity-driven work. Program review in these areas incorporates survey data, service usage statistics, and IERPG dashboards to measure effectiveness. The Financial Aid Office, for instance, identified the need to increase Free Application for Federal Student Aid (FAFSA) and California Dream Act Application (CADAA) application rates and implemented text and email campaigns to broaden outreach (Evidence: [Financial Aid Program Review](#)). Student Accessibility Services redesigned its intake process to include conversations about student disabilities and accommodation needs, ensuring compliance with the standards of the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act and enhancing student support.

Institutional Data Dashboards

The use of institutional dashboards further illustrates how program review and dialogue guide planning. For example, on an institutional level, the Student Educational Plans dashboard tracks the number of finalized education plans by major and by Learning and Career Pathway, highlighting progress toward the institutional goal of ensuring every student has an education plan by the end of their first year (Evidence: [Educational Plans Dashboard](#)). Increases in finalized plans between 2022 and 2023 reflect targeted interventions and demonstrate the College's commitment to aligning services with institutional priorities. On an instructional level, to support continuous course improvement and enhance student success, in Spring 2026, the Center for Teaching Excellence collaborated with Academic Affairs and IERPG and developed a self-paced Canvas course to help faculty use data dashboards to uncover meaningful insights regarding student retention, persistence, and success, using disaggregated data. Through this initiative, 57 faculty participated to learn to interpret course data, connect findings to Student Learning Outcomes (SLOs), and implement targeted instructional strategies that strengthen both course design and student achievement (Evidence: [Canvas Instructor Insights Data into Action Course Spring 2026](#); [Course Insights Nursing Instructional Improvement Plan 2026](#)).

Through these systematic processes, Cerritos College ensures that disaggregated student learning and achievement data are not only analyzed but also used to foster dialogue, improve curriculum and services, and inform institutional goal-setting. By embedding outcomes assessment and equity-focused review into both academic and student services, the College demonstrates our commitment to continuous improvement and our alignment with ACCJC Standard 2.9.

Standard 3

Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.



Standard 3: Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

- 3.1. The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment. (ER 8, ER 14)**

Cerritos College employs qualified faculty, staff, administrators, and other personnel to sustain educational services, advance student success, and fulfill our mission. The College maintains policies and engages in regular assessment of our employment practices to promote equity, diversity, and institutional effectiveness.

Staffing Levels and Organizational Structure

The College determines staffing levels and organizational structure through shared governance (Evidence: [Students First Framework](#)). Staffing needs are also informed by the Equal Employment Opportunity Plan and the Faculty Hiring Prioritization (FHP) process (Evidence: [EEO Plan](#); [Faculty Hiring Prioritization Procedure](#)). When full-time vacancies occur, the Executive Council reviews each using a Request to Hire form, evaluating funding availability, instructional needs, and operational priorities before authorizing recruitment (Evidence: [Request to Hire Form](#)). Organizational changes—such as restructuring our California Work Opportunity and Responsibility to Kids (CalWORKs) program; our Mathematics, Engineering, and Science Achievement (MESA) program; and our Business Education and Humanities/Social Sciences divisions—are also considered in light of student-support needs.

Recruitment and Employee Classification

Recruitment planning aligns with the mission and strategic goals of the College, guided by Board Policy 7120 and related administrative procedures (Evidence: [Board Policy 7120 Recruitment and Hiring](#)). Employee classifications are defined in Board Policies and Administrative Procedures for academic employees, classified employees, confidential employees, educational administrators, and classified managers (Evidence: [Board Policy 7210 Academic Employees](#); [Administrative Procedure 7210 Academic Employees](#); [Board Policy 7230 Classified Employees](#); [Board Policy 7240 Confidential Employees](#); [Administrative Procedure 7240 Confidential Employees](#); [Board Policy 7250 Educational Administrators](#); [Administrative Procedure 7250 Educational Administrators](#); [Board Policy 7260 Classified Managers](#); [Administrative Procedure 7260 Classified Managers](#)). Faculty hiring recommendations result from the FHP process, with positions reviewed against the Faculty Obligation Number (Evidence: [Faculty Hiring Prioritization Procedure](#)). Human Resources also conducts an annual rehire process to confirm returning staff and align budgets.

Hiring Criteria

Hiring criteria ensure that all employees meet the qualifications for their positions. Job descriptions specify minimum qualifications, and candidates must meet these requirements to advance to interviews (Evidence: [Sample Job Description](#)). All job postings are reviewed and updated before recruitment begins, and the board of trustees approves final versions.

Faculty job descriptions outline responsibilities for teaching and learning, curriculum oversight, and

assessment of student learning outcomes. In Spring 2025, Human Resources launched an initiative to update our job descriptions to increase detail and specificity (Evidence: [Job Description Emails](#); [Instructor Job Descriptions](#)). Until finalized, duties are also defined in Article 4.2 of the Cerritos College Faculty Federation Collective Bargaining Agreement and Administrative Procedure 4005 (Evidence: [Faculty Contract Article 4.2](#); [Administrative Procedure 4005 Duties and Responsibilities of Faculty Members](#)). Memoranda of understanding with the California School Employees Association address changes in classified job functions as needed (Evidence: [Sample CSEA MOU](#)). Comprehensive position descriptions exist for administrators, managers, Child Development Center employees, and classified and confidential employees.

Verification of Qualifications

Verification of education, training, and experience for all new hires is a standard part of the hiring process. Faculty qualifications are verified through transcript review and, when applicable, the equivalency process administered by the Faculty Hiring Standards Committee (Evidence: [Hiring Standards Procedures-Equivalency Process Section IV pg. 4](#)). Faculty are assigned to disciplines via the Faculty Service Area (FSA) system, and those seeking secondary FSAs must meet the requirements in Article 37 of the Cerritos College Faculty Federation Collective Bargaining Agreement (Evidence: [FSA Documentation](#); [Faculty Contract Article 37](#)). Faculty members who may meet the state minimum qualifications or local standards may apply for an additional Faculty Service Area by demonstrating equivalency. To do so, they must complete a Faculty Service Area application and include documentation supporting both the FSA request and the equivalency claim. The Faculty Hiring Standards Committee will review equivalency requests and provide a recommendation (Evidence: [Cerritos College Human Resources - Application for Faculty Service Area](#)).

Employment Equity and Workforce Diversity

Cerritos College tracks and evaluates employment equity and diversity through Board Policy 3420 and our Equal Employment Opportunity Plan, with Component 13 outlining diversity-supportive activities (Evidence: [Board Policy 3420 Equal Employment Opportunity](#); [Equal Employment Opportunity Plan](#)). Data on diversity in management selections is provided to the board during contract approval (Evidence: [Management Selection EEO Data](#)). The Division of Institutional Effectiveness, Research, Planning, and Grants maintain an employee diversity dashboard which the College uses to monitor representation trends, identify areas where recruitment efforts should be strengthened, and inform decisions about job advertising and outreach strategies (Evidence: [Human Resources Data Dashboard](#)).

Governance Oversight of Hiring Processes

Policies and procedures for equitable hiring practices are reviewed regularly to ensure they remain current and relevant. The Coordinating Committee, comprising faculty, classified/confidential staff, and managers, approves all policy and procedure updates. The District Equal Employment Opportunity Advisory Committee advances policy development and professional development tied to diversity initiatives (Evidence: [DEEOAC Update to Coordinating Committee May 2026](#)). The Faculty Hiring Standards Committee reviews faculty qualifications and determines discipline equivalency as needed. All employees serving on hiring committees must complete process monitor training, which is updated regularly. Process monitors ensure compliance with hiring regulations and serve as liaisons to Human Resources (Evidence: [Selection Committee Training](#)).

Through these interconnected processes—needs assessment, mission-driven recruitment, rigorous qualification verification, ongoing equity monitoring, and policy review—Cerritos College ensures it employs a qualified, diverse, and well-supported workforce to fulfill our mission and promote student success.

3.2. The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

Cerritos College supports our employees with professional learning opportunities aligned with our mission and institutional goals and systematically identifies needs and evaluates offerings to promote equitable student success across all employee groups.

Professional Learning Opportunities

Although its primary purpose is to provide professional development for our faculty, a significant number of the offerings of our Center for Teaching Excellence are open to classified staff, confidential staff, and/or managers. The Center for Teaching Excellence partners with employees across campus to create workshops, tutorials, and online resources—such as its “Quick Guides”—that are aligned with the current needs of the College. During the 2025–2026 academic year, the Center for Teaching Excellence provided 177 workshops for our employees, with a total of 2,364 participants (Evidence: [CTX Program Review 2025-2026](#)). In the 2025–2026 academic year, the center has offered 167 workshops and 270 one-on-one training appointments to a total of 2,606 faculty, staff, and managers. The most popular trainings, in terms of attendance, reflect our employees’ dedication to staying up-to-date on timely topics such as regular and substantive interaction and artificial intelligence (Evidence: [2025-2026 CTX Statistics Report](#)).

Specifically for our faculty, the Center for Teaching Excellence tracks the completion of their Flexible Calendar obligations through Cornerstone, organizes professional development opportunities for them during our “Flex Weeks” at the start of fall and spring semesters, and approves their individual proposals for Flex activities. Support for faculty professional development also comes from our Faculty Senate, which recently adopted an Impactful Teaching Toolkit (Evidence: [Impactful Teaching Toolkit Web Page](#)). Innovative programs such as the Adjunct Academy have also emerged from faculty initiative—in that particular case, from one of the co-chairs of our English Department, which has dozens of part-time faculty—before becoming more widely adopted across campus. The creator of the Adjunct Academy has partnered with the Center for Teaching Excellence to create a New Faculty Launchpad, ensuring all faculty have access to this valuable resource. For the 2025–2026 academic year, the college achieved 100% completion of individual Flex obligations, a 21.8% improvement from the previous year, reflecting both the strong commitment of our faculty and the proactive relationship-building and outreach efforts of the CTX team (Evidence: [2025-2026 Flex Obligation Report](#); [2024-2025 Flex Obligation Report](#)).

Evaluation and Revision of Offerings

We evaluate professional learning through event-level feedback, program-level assessment, and compliance-based verifications, and then use these results to refine topics, formats, and participation strategies. For example, a prime professional development event for all our employee groups is our annual Falcon Day. During each Falcon Day, we collect post-session survey data that inform the following year’s slate of workshops, ensuring offerings align with employee-identified needs across divisions and modalities (Evidence: [Falcon Day Schedule](#); [Falcon Day Participant Survey 2026](#)). Similarly, our Falcon Leadership Academy integrates cohort feedback and session reflections from our aspiring leaders into the subsequent cycle’s curriculum, strengthening focus on communication, equity-minded leadership, and planning/evaluation where participants report the highest need (Evidence: [Falcon Leadership Academy Web Page](#)). And our Center for Teaching Excellence administers post-event surveys that assess whether participants have a deeper understanding of topics as a result of a training (Evidence: [CTX RSI Survey](#); [CTX RSI Survey Results](#)).

Identification of Training Needs

Compliance, safety, and accessibility training needs are also identified through our use of the Keenan SafeColleges online training platform, which aggregates role-based requirements and completion data to target additional modules where gaps are observed (Evidence: [Keenan Training Employee Notification](#)). Classified employees’ pursuit of certificate and degree programs and technical upskilling is further captured through the professional growth reimbursement process specified in Article 25 of the California School

Employees Association Collective Bargaining Agreement, which provides an annual allocation and documented requests that indicate emerging skills needs in operational areas (Evidence: [CSEA CBA – Article 25 Professional Growth](#)).

For distance education preparation, faculty training requirements and expectations in the collective bargaining agreement provide a clear benchmark for verifying readiness and for adjusting support when gaps appear in pedagogy, student engagement, or accessibility (Evidence: [CCFF CBA 2024–2027 Article 4.9.10, pg. 29](#)). Keenan modules require successful post-training quizzes, giving the College immediate indicators of comprehension and areas that may require follow-up training or alternative delivery (Evidence: [Keenan Training Compliance](#); [Keenan Training Platform](#)). Classified professional growth reimbursements, tracked under Article 25, help the College monitor which competencies and credentials are most in demand, informing targeted short courses and internal workshops in subsequent terms (Evidence: [CSEA CBA – Article 25 Professional Growth](#)).

The College’s Equal Employment Opportunity Plan includes the administration of regular climate surveys to anonymously gather employee feedback, which informs the selection of professional development topics (Evidence: [Equal Employment Opportunity Plan](#); [Climate Survey 2025](#)).

The Diversity and Equal Employment Opportunity Advisory Committee facilitates some of these initiatives. Meeting agendas and related documents are available through BoardDocs, ensuring transparency and collaborative decision-making in support of an inclusive and growth-oriented campus culture (Evidence: [DEEOAC Meeting Minutes 2-1-26](#)).

Through these methods for identifying needs and for evaluating and revising offerings, the College ensures professional learning is responsive, mission-aligned, innovative, and geared toward equitable student success across roles and modalities.

3.3. The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution’s mission and goals.

Cerritos College evaluates all employees regularly using clear criteria aligned with professional responsibilities, institutional goals, and the mission to support student success. The College views evaluation as an ongoing process that ensures personnel are competent in their roles and fosters professional growth.

Evaluation of Faculty

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 16 of the Cerritos College Faculty Federation Collective Bargaining Agreement (Evidence: [CCFF CBA – Article 16](#)).

Through the collaboration of our Faculty Senate and our Cerritos College Faculty Federation, we adopted a new faculty evaluation form—which now includes a regular and substantial interaction component—in the fall of 2025 (Evidence: [Faculty Evaluation Form](#)). To provide training and guidance on the new, modernized evaluation form, we have also created a Joint Senate/CCFF Faculty Evaluation Best Practices Task Force (Evidence: [Faculty Senate Meeting Minutes April 28, 2026 - Faculty Evaluation Taskforce Update and Discussion](#)).

Evaluation of Classified Employees

Cerritos College conducts performance evaluations for CSEA-represented classified employees in accordance with the CSEA Collective Bargaining Agreement (Evidence: [CSEA Collective Bargaining Agreement](#)). Each permanent classified employee receives an annual evaluation on their anniversary date, defined as the first day of the month following completion of their six-month probationary period. Managers must complete these evaluations within thirty calendar days of that anniversary. Probationary classified employees receive at least two formal written evaluations during their probationary period, typically near the end of the third and fifth months. All evaluations are completed using College approved forms and follow the Classified Performance Evaluation Guidelines established by collective bargaining processes, ensuring a consistent, timely, and contractually compliant process that supports employee development and institutional effectiveness (Evidence: [Classified Evaluation Form](#)).

Evaluation of Confidential Employees

Confidential employees at Cerritos College receive an annual performance evaluation each July, following the procedures outlined by Human Resources. Each evaluation is completed using College-approved forms and follows the same structured guidelines used for classified evaluations to ensure consistency and clarity in performance expectations (Evidence: [Administrative Procedure 7240 Confidential Employees](#)).

Evaluation of Managers

Cerritos College evaluates managers annually through a structured process that includes goal-setting, a self-evaluation, a supervisor assessment, and a 360-degree feedback survey every third year. Managers work with their supervisors to establish goals aligned with institutional priorities, and Human Resources administers the 360-degree survey to gather input from colleagues and campus partners. This process ensures that managerial performance is consistently reviewed and supports continuous improvement in alignment with college goals (Evidence: [Management Self Evaluation Form](#); [Management Evaluation Form](#)).

Re-Evaluations When Improvement Is Needed

Evaluation forms for each employee group provide standardized measures of performance (Evidence: [Classified Evaluation Form](#)). When evaluations identify a “needs improvement” rating, the College implements targeted support. For faculty, administrators, managers, and evaluation chairs develop remediation plans with specific recommendations (Evidence: [Faculty Evaluation Form](#); [Classified Evaluation Form](#); [Management Evaluation Form](#)). For classified staff, confidential staff, or management personnel, improvement goals and timelines are established, followed by re-evaluation to assess progress. As part of our continuous improvement efforts, the College is also refining elements of the re-evaluation process—for example, the new faculty evaluation form includes a remediation plan option that will continue to be strengthened as implementation progresses.

Evaluation results are intended to spark ongoing dialogue between supervisors and employees, ensuring identified needs inform professional development planning. Outcomes are integrated into a broader strategy for professional growth, which includes Flex activities offered by the Center for Teaching Excellence, Falcon Day, and the Falcon Leadership Academy. These programs align with our College’s mission and our Students First Framework, Strategy B.7, “Align professional development for our faculty to increase our students’ rates of success in their courses and completion of their programs of study” and D.2, “Invest in our employees to facilitate excellence at all levels of service to our students” (Evidence: [Students First Framework](#)). Leadership development is further supported by manager trainings, semi-monthly leadership meetings, and diversity luncheons that foster inclusion and recognition (Evidence: [Management Meeting Agendas](#); [Diversity Luncheons](#)). Classified and confidential staff also have access to the Professional Growth Program, which supports educational advancement and career mobility (Evidence: [Professional Growth Program Web Page](#)).

Through these systematic evaluation processes, targeted interventions, and robust professional development

programs, Cerritos College ensures our employees are evaluated fairly, supported effectively, and provided with opportunities to grow in ways that advance both institutional effectiveness and student achievement.

3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success. (ER 18)

Cerritos College strategically develops, maintains, and enhances our educational programs and operational functions through the effective and responsible use of fiscal resources. All funding decisions are made in alignment with the College's mission and our Students First Framework, which emphasizes equity, access, and student success (Evidence: [Students First Framework Institutional Health](#)). The College's budget allocation model is intentionally designed to support institutional goals, ensuring that financial planning is student-centered and mission-aligned (Evidence: [A Guide to Planning and Budgeting](#)).

The College's resource allocation process provides a structured and participatory means for setting funding priorities. Resource planning begins at the unit level through eLumen, the College's strategic planning platform (Evidence: [eLumen Annual Unit Plan Guide](#)). Each year, faculty, staff, and administrators submit prioritized requests based on findings from the program review process and updates in annual unit plans (Evidence: [Instructional Annual Plan Template](#); [Sample Non-Instructional Program Review - CTX](#); [Program Review Handbook](#); [Sample Annual Unit Plan - Communication Studies](#)). Requests must demonstrate alignment with program review outcomes, institutional planning objectives, and student achievement goals.

These requests are reviewed by shared governance committees and administrative leadership, with priorities determined based on institutional goals, potential impact on student learning, and available funding sources. The process incorporates multiple entry points for aligning funding decisions with strategic plans, specialized initiatives, and varied funding streams (Evidence: [A Guide to Planning and Budgeting](#)). This integrated approach ensures resources are used responsibly, equitably, and effectively, promoting both innovation and continuous improvement.

Cerritos College maintains sufficient fiscal resources to support essential program needs and invests strategically in educational improvement and innovation. Significant funding supports student services that provide equitable access for disproportionately impacted populations, including Financial Aid, Extended Opportunities Programs and Services, Student Accessibility Services, California Work Opportunity and Responsibility to Kids (CalWORKs), the Falcon's Nest, and the Veterans Resource Center (Evidence: [Cerritos College Tentative Budget Summary by Fund](#)).

The College also invests in equity and Guided Pathways initiatives such as Cerritos Complete and Learning and Career Pathways Student Success Teams, which expand access, improve persistence, and increase completion rates for first-generation and low-income students (Evidence: [Cerritos Complete Program Summary Web Page](#); [LCP Success Teams and Roles](#)). Strategic investments in high-demand career technical education programs and ongoing upgrades to technology-enhanced classrooms ensure instructional quality and workforce readiness (Evidence: [CTE Program Reports Web Page](#); [Smart Classroom Inventory](#)). Faculty staffing is funded based on class offerings and programmatic needs, ensuring responsiveness to enrollment demands (Evidence: [Class Scheduling Guidelines Web Page](#)).

Funds are allocated with a clear focus on achieving our institution's stated goals for student learning. The College's budget allocation model requires all funding requests to be mission-based and tied to measurable student learning or program improvement outcomes (Evidence: [A Guide to Planning and Budgeting](#)). Through our transparent, participatory budget process, the College ensures that fiscal resources—regardless of funding

source—are used to enhance teaching, learning, and equity, while maintaining operational stability (Evidence: [Tentative and Adopted Budget Reports Web Page](#); [Tentative Summary Budget 2026-2027](#)).

Cerritos College manages our resources to sustain educational services and improve institutional effectiveness at the location where our programs are offered. To ensure effective use of resources, the College's departments engage in program review as a peer-reviewed, evidence-based mechanism for assessing quality, identifying areas for improvement, and guiding both short- and long-term resource planning (Evidence: [Program Review Handbook](#)). Annual unit plans document progress, update goals, and justify funding requests, ensuring decisions are data-driven and aligned with institutional priorities (Evidence: [Instructional Annual Plan Template](#)).

As an example of this standard in practice, the College's investment in expanding the Child Development Center demonstrates how fiscal resources are used to enhance educational services, strengthen operational capacity, and support equitable student success. For generations, students, faculty, staff, and community members have entrusted the Center with the care and early education of their young children, reflecting its deep and enduring role in the community and campus (Evidence: [Child Development Center Program Review 2026](#); [Cerritos College Child Development Center 5-Star Rating Press Release 2025](#)). The 2026 expansion, funded through local, state, and federal investments, will add dedicated infant and toddler spaces, expanded classrooms, and intentionally designed outdoor learning environments that meet the highest Quality Start Los Angeles standards. The Center currently serves 96 preschool children across four classrooms. With the new infant/toddler facility, enrollment will increase by about 60 additional children ages 3 months to 36 months, bringing the Center's total capacity to approximately 156 children. Thus, the project strengthens both sides of the Center's dual mission: providing exceptional early childhood education for local families and offering hands-on training for future educators in a nationally recognized laboratory setting (Evidence: [Cerritos College Child Development Center Expansion Press Release 2026](#)).

This alignment between institutional priorities, campus resources, and evidence-based decision-making allows the College to prioritize funding for programs, services, and facilities across all instructional sites, safeguarding program integrity and learning outcomes (Evidence: [A Guide to Planning and Budgeting](#)). Financial resources are allocated not only to maintain current operations but also to strengthen institutional effectiveness and address evolving student needs.

Through this integrated planning and budgeting framework, Cerritos College ensures that fiscal resources are mission-driven, equity-focused, and strategically invested to advance student success, educational quality, and institutional sustainability.

3.5. The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

Cerritos College integrates our mission and goals into our annual fiscal planning through a comprehensive, participatory, and evidence-based process. Financial planning is guided by our educational master plan, the Students First Framework, ensuring that all resource allocations support the College's four overarching goals: equitable access, completion, career and transfer success, and institutional health. Program review serves as the foundation of this process, where each unit documents its alignment with mission-driven outcomes and identifies resource needs to support student success. These requests inform the development of annual unit plans that articulate goals, assess progress, and outline the resources required to advance institutional priorities (Evidence: [A Guide to Planning and Budgeting](#); [Sample Unit Plans](#)).

The annual planning cycle operates within Cerritos College's broader integrated planning framework. This ensures alignment between unit-level goals and district-wide priorities, including our educational master plan, the Students First Framework, Enrollment Management priorities, and the state-level Vision for Success (Evidence: [Enrollment Management Plan Priorities 2026](#); [Vision for Success pg. 2 Goal Summary](#)). Through this alignment, fiscal resources are allocated intentionally to support equity, access, and continuous improvement, keeping the College focused on long-term outcomes while addressing immediate operational needs (Evidence: [Students First Framework](#); [A Guide to Planning and Budgeting](#)).

Cerritos College ensures inclusive participation in financial planning, prioritization, and budget development through shared governance. The Planning and Budget Committee serves as the central body for reviewing consolidated budget requests, evaluating them using the Students First Framework, and recommending priorities to the board of trustees. Committee discussions are guided by institutional data, including dashboards and key performance indicators produced by the Institutional Effectiveness, Research, Planning, and Grants Division. Two-way communication ensures transparency: committee co-chairs disseminate financial updates to the campus community, while members report back to their constituencies. Budget timelines, meeting minutes, and updates are consistently posted on the Planning and Budget Committee website, while campus-wide budget forums provide additional opportunities for stakeholder engagement (Evidence: [2025-26 Adopted Budget Forum Presentation](#); [Planning and Budget Web Page](#); [Planning Timeline FY2027](#); [Planning and Budget Sample Minutes](#); [Campus Budget Forum Email Notification](#)).

Individuals engaged in institutional planning receive timely and accurate information about available resources and anticipated commitments. The Planning and Budget Committee routinely reviews fiscal updates, including fund balances, revenue and expenditure reports, and budget performance metrics. Stakeholders are provided with access to adopted budgets, multi-year forecasts, and regular fiscal updates through meetings, SharePoint postings, and presentations to the board of trustees. For example, the board receives the adopted budget annually, which includes long-term forecasts and key fiscal indicators that strengthen oversight and accountability (Evidence: [2025-26 Adopted Budget Forum Presentation](#)). These practices ensure that all decision-makers have accurate, up-to-date information necessary for effective planning and resource allocation.

Sound financial planning, grounded in a realistic assessment of available resources, is central to Cerritos College's operations. Each year, the Budget Department provides planning tools—such as salary and benefits calculators and grant planning guides—that help units and project managers ensure financial feasibility for proposed initiatives (Evidence: [Budget Forms and Resources Web Page](#)). Budget development includes forecasting, monitoring, and transparently communicating fiscal health to all stakeholders. Regular budget forums, educational master plan alignment sessions, and committee updates ensure the College remains responsive to evolving needs while adhering to long-term priorities.

Cerritos College also maintains a prudent reserve to safeguard against economic instability. Board Policy 6250 requires the College to maintain an unrestricted general fund balance of at least 17 percent—the equivalent of two months of general fund operating expenditures—to provide a fiscal buffer against unforeseen circumstances (Evidence: [Board Policy 6250 Budget Management](#)). This policy underscores the College's commitment to financial stewardship, sustainability, and uninterrupted service to students.

Through our integrated planning cycle, inclusive stakeholder engagement, reliable fiscal data, and prudent long-term practices, Cerritos College demonstrates that sound financial planning is deeply embedded in our institutional culture. These practices ensure that financial resources are allocated strategically, transparently, and in direct support of the College's mission to place our students first.

3.6. The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.

Cerritos College ensures the integrity and responsible use of our financial resources through a system of internal and external control mechanisms that provide dependable, accurate, and timely fiscal information to support sound decision-making. Detailed quarterly budget reports are distributed to all divisions and departments, enabling real-time monitoring of expenditures, encumbrances, and balances. Budget managers meet periodically with the budget office to review variances and discuss fiscal performance, ensuring that departments can adjust operations proactively. External oversight is provided by the Los Angeles County Office of Education, which manages the district's fiscal transactions through the Business Enhancement System Transformation. This system allows organizational departments to access fiscal reports on demand, strengthening accountability and enabling data-driven decisions (Evidence: [Quarter Budget Report Examples; Tentative and Adopted Budgets Web Page](#)).

The College further demonstrates our fiscal integrity through routine audits that validate compliance with federal, state, and local standards. Cerritos College conducts midyear and summer program reviews with our independent auditors to identify potential issues early and ensure alignment with audit requirements. The 2024–2025 Annual Financial Audit Report was presented to the Board of Trustees on January 21, 2025, and was unanimously approved with no financial statement findings. This outcome affirmed the strength of the College's internal controls and financial management practices (Evidence: [Annual Financial Reports Web Page](#); [Cerritos CCD 2025 Final Financial Statements](#)). When findings do arise, Fiscal Services coordinates with relevant departments to implement corrective actions promptly, tracking progress until issues are resolved (Evidence: [Corrective Action Plan: Federal Awards Findings](#)). These practices underscore the College's culture of accountability and commitment to continuous improvement.

Cerritos College also ensures that fiscal information is communicated transparently to stakeholders in ways appropriate to our mission and governance structure. Financial updates and audit results are shared through formal presentations to the board of trustees and the Citizens' Bond Oversight Committee, allowing for public review of the College's fiscal health and performance (Evidence: [Bond Oversight Committee Audits Report 2025](#); [Bond Oversight Committee Annual Reports Web Page](#)). Broader campus communication occurs through campus budget forums, where the tentative and final budgets are presented and explained, providing the college community with clear information about financial conditions and priorities (Evidence: [2025-26 Adopted Budget Forum Presentation](#); [A Guide to Planning and Budgeting](#)).

The budgeting process itself reinforces transparency and accountability. Each year, the College develops a tentative budget in the spring, followed by a final budget in the fall. Both are reviewed and approved by the board of trustees. Fiscal Services manages this process, ensuring that budgetary control is maintained for staffing, grants, and operations, and that divisions have access to accurate financial data. This two-step approach provides stakeholders with multiple opportunities to review assumptions, allocations, and priorities before adoption (Evidence: [Sample Actual vs. Budget Expenditures Meetings](#); [Tentative Budget Presentation to Board of Trustees June 2026](#); [Adopted Budget Presentation to Board of Trustees September 2025](#)).

Through our combination of strong internal reporting, external oversight by Los Angeles County Office of Education, regular independent audits, timely communication of results, and a transparent budget development process, Cerritos College demonstrates effective stewardship of our financial resources (Evidence: [LACOE FIN Commercial Claims Documentation and Checklist Guide](#)). These practices ensure that financial integrity is consistently upheld, and that resources are allocated responsibly to advance the College's mission of supporting student success.

Cerritos College implemented new processes to strengthen the accounting and approval of faculty reassigned and release time, promoting best practices and ensuring compliance with the collective bargaining agreement (Evidence: [CCFF Academic Summer Work Agreement 2026](#)). In addition, coordination between Academic Affairs and Payroll was improved using digital teaching assignments, allowing faculty to review their assignments in a timely manner (Evidence: [Digital Faculty Term Workload Example](#)).

Together, these practices reflect a comprehensive and transparent approach to financial stewardship at Cerritos College. Through strong internal controls, external oversight, routine audits, clear communication, and a structured budget development process, the College maintains fiscal integrity and supports responsible resource allocation aligned with its mission and institutional priorities.

3.7. The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability. (ER 18)

Cerritos College ensures financial solvency through integrated short- and long-range planning, careful monitoring of expenditures, and proactive strategies for long-term obligations. The College reviews our past financial results as a foundation for planning current and future fiscal needs. During the annual budget development cycle, prior year actuals are analyzed to identify expenditure patterns, evaluate variances, and adjust funding priorities. Budget managers receive worksheets with prior year figures to guide future spending requests, and multi-year modeling projects revenues and expenditures three to five years out. These forecasts incorporate enrollment trends, state apportionment, negotiated agreements, and institutional priorities, ensuring that resource allocation remains aligned with long-term fiscal stability and mission fulfillment (Evidence: [A Guide to Planning and Budgeting; 2025-2026 Adopted Budget Presentation](#)).

The College continually monitors, evaluates, and adjusts our institutional budgets and cash management strategies to sustain both short-term and long-term solvency. Budget managers meet regularly with Fiscal Services to review department-level budgets and variances, while institutional cash flow projections are updated as new information becomes available. These reviews inform ongoing adjustments to ensure stability across operations. Cerritos College also maintains unrestricted general fund reserves of at least 17 percent of total expenditures, the equivalent of two months of operating costs, in accordance with Board Policy 6200 and Administrative Procedure 6200 on Budget Preparation. This practice ensures the College has adequate safeguards to respond to financial emergencies or economic fluctuations (Evidence: [Board Policy 6200 Budget Preparation; 2026-2027 Tentative Budget Summary Reserves pg. 4; 2026-2027 Tentative Budget Presentation to Board of Trustees](#)).

Long-term obligations are carefully incorporated into annual budget development and financial planning. Cerritos College has established funds to cover our Other Post-Employment Benefits (OPEB), with balances maintained to ensure future retiree healthcare obligations are met without jeopardizing current operations. As of June 30, 2025, the aggregate net OPEB liability was \$29.6 million with \$14.0 million set aside to fund future retiree healthcare obligations, while the State Teachers Retirement System and Public Employees' Retirement System liability funds held \$4.7 million. The College also maintains dedicated property and liability funds to cover insurance costs and claims against us. In addition, deferred maintenance and facility needs are addressed through the capital outlay fund, which supports long-term upkeep of the physical infrastructure. These allocations demonstrate a comprehensive and integrated approach to planning for liabilities and obligations that safeguards institutional resources (Evidence: [2025-2026 Adopted Budget Presentation; 2025-2026 Planning Timeline](#)).

Cerritos College further ensures that debt management does not compromise fiscal stability. At present, the College holds no locally incurred debt, allowing financial resources to be prioritized toward instructional programs, student support services, and strategic initiatives. This debt-free status provides significant flexibility in budget planning and reflects a conservative approach to financial management. Should the College pursue debt financing in the future—for example, through Certificates of Participation—such actions would be subject to long-range financial modeling, legal review, and board approval to ensure repayment obligations would not adversely impact operations or reserves. This commitment to responsible debt management is reflected in College financial planning documents, including the Facilities Master Plan, which outlines capital project priorities in coordination with available resources (Evidence: [2026-2027 Multi-Year Budget Projections](#); [2019 Facilities Master Plan](#); [Tentative and Adopted Budget Reports Web Page](#)).

Through a combination of careful review of past financial performance, ongoing monitoring and adjustment of cash flow, responsible planning for long-term obligations, and a debt-free status that preserves flexibility, Cerritos College demonstrates strong fiscal stewardship. These practices ensure the College can meet both current operational needs and future financial obligations while sustaining our mission to place students first.

3.8. The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning supports.

Cerritos College ensures the safe, sustainable, and efficient operation of our facilities through a comprehensive maintenance, operations, and capital renewal program. Oversight is provided by the director of physical plant and construction services, with activities guided by the Facilities Master Plan and 5-Year Construction Plan, which aligns with the Student First Framework to ensure that all physical resource decisions support student learning and institutional goals (Evidence: [5-Year Construction Plan 2028-2032](#); [5-Year Construction Plan 2024-2028](#); [2019 Facilities Master Plan](#); [Students First Framework](#); [Facilities Planning Committee 2024-2025 Goals](#)). Developed through an inclusive process of forums, workshops, and stakeholder meetings, the Facilities Master Plan reflects community input and supports long-term academic priorities. Bond funding from Measure CC (2004), Measure G (2012), and Measure CC (2022) has provided more than \$985 million for facility modernization and expansion to meet programmatic needs. Measure CC, a \$425 million bond approved by voters in November 2022, is the primary funding source for the College’s 2019 Facilities Master Plan (Evidence: [College Committee on Facilities and Planning Meeting Minutes December 2020](#); [Measure CC Your Bond Dollars at Work Web Page](#)).

Cerritos College maintains strong credit ratings of “Aa1” from Moody’s and “AA” from Standard and Poor’s, reflecting its effective fiscal management. Credit quality is essential in maintaining lower interest rates that lessen the tax burden to our residents (Evidence: [Cerritos College Bond Sale News Release 2024](#)).

Facilities are designed, built, and maintained according to the Campus Design and Construction Standards, which specify building systems, finishes, and materials that ensure consistency, durability, and ease of maintenance (Evidence: [Scheduled Maintenance and Energy Efficiency Projects 2022-2023 Presentation to College Committee on Facilities and Planning](#); [Campus Design and Construction Standards 2019](#)).

Cerritos College demonstrates its commitment to supporting and sustaining educational services through a comprehensive, integrated approach to facilities development, maintenance, and safety. The College’s recent unveiling of the modernized Health Science Building in August 2025 exemplifies this commitment. Originally constructed in 1976, the renovated facility now houses programs in child development, cosmetology, dental assisting, dental hygiene, and the College’s first bachelor’s degree in Dental Hygiene. The building features industry-standard labs, sustainable design elements, and improved accessibility, ensuring students receive

high-quality, hands-on training aligned with workforce needs. During construction, the College maintained instructional continuity through fully equipped modular labs and off-site clinical partnerships, demonstrating its ability to sustain educational services even during major capital improvements (Evidence: [Health Occupations Renovation Press Release August 2025](#)).

This completed project is complemented by a robust pipeline of capital improvements that further enhance the learning environment across campus. The Student Services/Administration Building is 94% complete, with phased occupancy scheduled from December 2026 through February 2027 to ensure seamless access to essential student-facing services. Construction on the Child Development Center expansion is underway, with a projected move-in date of March 2027 following its June 3 groundbreaking. Plans for the new Campus Police facility have been submitted to DSA, with approval anticipated in September 2026 and construction beginning in February 2027 to support a safe and secure learning environment. Additional projects include the Stadium, currently in design with construction expected to begin in Fall 2027; Falcon Square, scheduled to begin construction in July 2026 with completion in August 2027 to enhance student engagement spaces; and the Soccer Field, now 15% complete and on track for September 2026 completion. All projects are guided by the Facilities Master Plan, supported by bond funding, and coordinated through regulatory oversight to ensure alignment with institutional priorities (Evidence: [Dr. Fierro Campus Update June 1, 2026 pg. 6](#)).

In addition to new construction, the College sustains educational services through established maintenance and safety systems that ensure facilities remain safe, functional, and accessible. The College uses a computerized maintenance management system (CMMS) to track preventive maintenance tasks, corrective work orders, and equipment lifecycles. Routine inspections—such as HVAC servicing, roof evaluations, fire life-safety system checks, emergency lighting tests, and ADA compliance reviews—ensure that physical resources remain reliable and supportive of instruction. ADA evaluations and improvement priorities are documented in the College’s self-evaluation and transition plan, ensuring ongoing attention to accessibility and equitable access to learning spaces (Evidence: [ADA Self-Evaluation and Transition Plan](#)).

To evaluate the effectiveness of its physical resources and services, Cerritos College systematically collects and analyzes multiple forms of assessment data. The College administers annual Facilities surveys, including the Grounds Survey, Custodial Survey, Scheduling Survey, and Maintenance Survey, to gather feedback on the quality, responsiveness, and reliability of facilities services (Evidence: [Facilities Surveys](#); [Maintenance Survey Results 2019–2023](#)). These surveys complement operational data from the CMMS, ADA evaluations, safety inspections, and FacilitiesLink work-order trends to identify strengths and areas for improvement. In addition, the College is participating in an external audit of its campus-wide physical inventory of fixed assets to verify the existence, location, and condition of District-owned fixed assets and to maintain accurate records for financial reporting and stewardship of District resources (Evidence: [Fixed Asset Physical Inventory Project](#)). Together, these assessment tools provide a comprehensive, evidence-based evaluation of how effectively the College maintains equipment, allocates resources, and supports safe, functional learning environments.

Safety is maintained through clearly defined reporting procedures and inspection protocols. Each division/department has an authorized FacilitiesLink user(s) who can enter work requests for repairs or other work requiring the services of the Facilities Department (Evidence: [FacilitiesLink Work Order System](#); [FacilitiesLink Training Module](#)). Non-critical problems (problems that do not impact the ability to continue classes or impact safety and security) will be scheduled for maintenance upon receipt of the FacilitiesLink work order by the Facilities Manager. Critical problems (problems that impact classes in session, safety, or security) are phoned in to the Facilities office for immediate notification/response, in addition to inputting a work request on FacilitiesLink for follow-up. The Facilities office can be reached through the College phone directory or the after-hours Facilities Manager phone.

Regular inspections address OSHA compliance, building code requirements, and district-specific safety standards. The Safety Committee meets regularly to review conditions, track incidents, and recommend corrective actions, as documented in (Evidence: [District Committee on Safety Sample Agenda January 2026](#)).

Custodial and grounds operations follow formal plans that emphasize cleanliness, safety, and sustainability. Daily cleaning protocols are aligned with Cal/OSHA and Centers for Disease Control and Prevention guidance, while landscaping is managed using water-efficient irrigation systems that have reduced annual water consumption by 12 percent since installation (Evidence: [Sustainability Initiatives Framework pg. 43](#)).

Capital renewal and deferred maintenance projects are prioritized annually using a safety, compliance, and efficiency scoring matrix. All new construction over \$5 million must meet Leadership in Energy and Environmental Design (LEED) certification standards. A notable example includes the Health Occupations Building modernization project that included a complete building renovation and seismic upgrade. State funding was approved in July 2019 for this project. This project was funded 50% by the State and 50% from the GO Bond. The project was completed in May 2025, with instruction beginning in Fall 2025. (Evidence: [College Committee on Facilities Planning Meeting Minutes, January 2025](#); [Sustainability Initiatives Web Page; Green Cerritos](#)).

Construction and renovation projects are coordinated with architects, construction managers, and the Division of the State Architect to ensure compliance with building codes and accessibility requirements. Ongoing accountability is maintained through public reporting to the Citizens' Bond Oversight Committee, with agendas, reports, and performance reviews available (Evidence: [Bond Oversight Annual Reports Web Page](#)).

Through strategic planning, consistent application of design standards, robust preventive maintenance, and sustainable building practices, Cerritos College ensures that our facilities support academic programs, enhance the student experience, and protect public investment. The integration of master planning documents, operational data, and project performance metrics demonstrates the College's commitment to continuous improvement and stewardship of physical resources in alignment with our mission and goals.

3.9 The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

Cerritos College implements, enhances, and secures our technology resources to support and sustain educational services and operational functions. Technology planning, implementation, and maintenance are directly aligned with the College's mission and goals through a comprehensive Technology Master Plan, which was ratified by the board of trustees in July 2025 (Evidence: [2025-2030 Technology Master Plan](#)). The plan was developed collaboratively with Cambridge West Partnership, the Information Technology Standards Committee, the Technology Prioritization Group, and the Digital Learning Committee, ensuring input from all constituent groups (Evidence: [Cerritos College Technology Plan Update; IT Standards Committee Agendas and Minutes](#)). The plan also connects with our Students First Framework, linking technology initiatives to institutional levers for student success, as evidenced by strategy D.6., "Develop the facilities and technology infrastructure to better support our students' journey from access, through completion, and to career attainment" (Evidence: [Students First Framework](#)). Technology planning incorporates program review requests and annual unit plans, which are prioritized through the Planning and Budget Committee to ensure that technology investments are tied to institutional objectives.

Infrastructure improvements are guided by information technology standards and a structured replacement cycle. The College dedicates resources to fund staff and student computers replacements every five years, while servers, firewalls, and wireless networks are refreshed according to manufacturer recommendations and industry best practices (Evidence: [Five-Year Computer Replacement Plan Web Page](#)). The Information Technology Standards Committee reviews requests for instructional and operational technology to ensure consistency and alignment across divisions (Evidence: [IT Standards Committee Agendas and Minutes](#)). In recent years, the College expanded Wi-Fi coverage, replaced outdated computer labs, and implemented HyFlex classroom technology that enables students to participate either in person or remotely. During the COVID-19 pandemic, the Information Technology Department upgraded twenty-six classrooms, twenty-six conference rooms, and four executive offices with HyFlex capabilities, helping to ensure continuity of instruction (Evidence: [HyFlex Handbook](#)). These efforts demonstrate that infrastructure investments are intentionally aligned with evolving academic and operational needs.

The College communicates clear expectations for technology use to all our students and employees. The acceptable use policy is published in the 2025-2026 Course Catalog under Student Rights and Responsibilities, while Board Policy 3720 and Administrative Procedure 3720 provide formal guidelines for computing and network use (Evidence: [Acceptable Use Policy Web Page](#); [Board Policy 3720 Computer and Network Use](#); [Administrative Procedure 3720 Computer and Network Use](#); [2025-2026 Course Catalog: Student Rights and Responsibilities](#)). As part of onboarding, all employees receive and review Board Policy 3720 and Administrative Procedure 3720 and sign a technology use agreement confirming compliance. New student orientation introduces policies related to appropriate technology use, and Human Resources onboarding materials for employees reinforce these expectations. Together, these practices ensure that the entire campus community is informed about the safe and responsible use of technology resources.

Network security and data protection are maintained through a layered set of defenses. The College employs enterprise-level firewalls, secure authentication, and robust encryption protocols, including Secure Sockets Layer/Transport Layer Security for data in transit and Advanced Encryption Standard for data at rest (Evidence: [IT Security Documentation](#); [Firewall Dashboard](#); [SSL Certificates](#)). Multi-factor authentication is required for access to sensitive systems, while network segmentation ensures that instructional and administrative data remain secure. The College contracts with Oculus IT Security Operations Center for 24/7 monitoring, penetration testing, and alerts to unauthorized access attempts (Evidence: [OculusIT Security Operations Center Web Page](#); [Oculus Security Operations Center Reports](#)). Internal Information Technology staff conduct weekly scans and annual vulnerability assessments, while compliance with Gramm-Leach-Bliley Act requirements is verified through external audits (Evidence: [GLBA Compliance Audit Report](#)). Users are further protected through cybersecurity awareness campaigns, phishing simulations, and regular training to ensure they can identify and report potential threats (Evidence: [Phishing Campaign Email](#)).

Technology operations are evaluated on an ongoing basis to ensure effectiveness and resilience. The Information Technology Department conducts administrative program reviews, tracks annual unit plans, and reports progress through quarterly Technology Prioritization Group meetings (Evidence: [IT Standards Committee Agendas and Minutes](#)). Security audits, penetration tests, and vendor vulnerability assessments are used to identify gaps, which are then reviewed with the Information Technology Standards Committee for corrective action. Active patch management systems—including Microsoft System Center Configuration Manager, PDQ Deploy, and Jamf Apple Product Management—keep applications, firmware, and operating systems updated with the latest security patches (Evidence: [Patch Management Screenshots](#)). Recent improvements include migrating critical servers to Microsoft Azure cloud environments, implementing Security Operations Center monitoring services, and expanding backup and disaster recovery systems to increase institutional resilience.

Cerritos College has taken a proactive, multi-layered approach to protecting academic and financial aid

integrity by continually updating strategies to prevent fraudulent applications. The college implemented fraud holds, adopted advanced detection tools such as IPQS and N2N LightLeap AI, and integrated identity-verification systems including ID.me and DMV Mobile Driver's License authentication. Additional safeguards included adjusting financial aid disbursement schedules and requiring in-person identity verification for loan applicants. These efforts were supported by ongoing collaboration with faculty, consistent reporting to oversight bodies, and direct assistance for affected students (Evidence: [Cerritos College Fraud Mitigation Report January 2026](#)).

Summary of key actions include:

- December 2024: Initial campus updates on emerging fraud risks (12/11 and 12/13);
- January 2025: Expanded intervention strategies and enhanced authentication methods (01/06 and 01/27);
- August 2025: Continued improvements to detection protocols and identity checks (08/18);
- October 2025: Campus-wide rollout of anti-fraud measures and staff training (10/02); and
- December 2025: Ongoing refinement of systems and outreach to impacted students (12/19).

These sustained efforts demonstrate the College's commitment to evolving our response as new threats arise, ensuring the integrity of financial aid processes and protecting genuine students. Collectively, these measures resulted in a 98-percent reduction in fraudulent activity from Fall 2024 to Fall 2025.

Through the integration of master planning, governance oversight, infrastructure renewal, user education, and comprehensive security measures, Cerritos College demonstrates our commitment to supporting academic and operational functions with secure and reliable technology. By embedding evaluation and continuous improvement into all aspects of technology operations, the College ensures that our networks, data, and digital resources remain aligned with institutional goals and accreditation standards.

3.10 The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

Cerritos College maintains a comprehensive risk management framework designed to ensure that emergencies or unforeseen events do not disrupt the availability of institutional resources. This framework is guided by board policies, administrative procedures, and operational practices that align with the College's mission to deliver uninterrupted, high-quality education and services to our students.

The College's emergency preparedness protocols are defined in Board Policy 3505 and Administrative Procedure 3505 and are further detailed in our Emergency Operations Plan, which outlines roles, responsibilities, and step-by-step procedures for responding to emergencies (Evidence: [Board Policy 3505 Emergency Planning, Preparedness, and Response](#); [Administrative Procedure 3505 Emergency Planning, Preparedness, and Response](#); [Emergency Operations Plan](#)). These documents establish clear lines of authority, define communication channels, and outline procedures for coordinating with local, state, and federal agencies in times of crisis. At the department level, managers maintain continuity plans to ensure academic programs, student services, and administrative operations can continue during emergencies. The College is actively working to expand these plans, so they cover a broader range of threats, including natural disasters, public health events, and cybersecurity incidents.

Risk transfer and financial protection are addressed through Board Policy 6540 and Administrative Procedure 6540, which require the College to maintain adequate coverage for property, liability, and other exposures (Evidence: [Board Policy 6540 Insurance](#); [Administrative Procedure 6540 Insurance](#)). Cerritos College

participates in the Statewide Association of Community Colleges (SWACC), a member-owned joint powers authority that provides comprehensive property and liability coverage, specialized loss control services, and risk mitigation training (Evidence: [Statewide Association of Community College Membership](#)). Workers' compensation coverage is provided through Protected Insurance Program for Schools and Community Colleges (PIPS), a joint powers authority that provides insurance protection to its membership of public schools and community colleges throughout California (Evidence: [Workers Compensation Coverage-Self-Insured Schools](#)).

The College also ensures that vendors and contractors share in the responsibility for risk management. All contracted service providers must submit proof of insurance and sign indemnification agreements proportional to the risk their services entail (Evidence: [Vendor Proof of Insurance Example](#)). These requirements protect the College from liability and ensure that potential losses are shared with third parties when appropriate.

Cerritos College regularly reviews our insurance portfolio to maintain adequate and relevant coverage. Through our partnership with Keenan & Associates, the College conducts annual evaluations. Additionally, our participation on the boards of both the Statewide Association of Community Colleges (SWACC) and Schools Association for Excess Risk (SAFER) gives the College a direct role in shaping coverage policies and risk mitigation strategies that affect our operations (Evidence: [SWACC and PIPS 2024-2025 Renewal Board Representative](#)).

Technological risk is addressed through multiple safeguards. Administrative Procedure 3720 includes provisions for data protection and system security (Evidence: [Administrative Procedure 3720 Computer and Network Use](#)).

Data backups are performed daily, weekly, monthly, and annually using Veeam Software, with backup tapes stored offsite by Iron Mountain (Evidence: [Veeam Software License](#); [Iron Mountain Service Confirmation](#)). Weekly tape pickups provide secure, redundant storage. Additionally, daily cloud-to-cloud backups of Microsoft Office 365 services—including email, Teams, SharePoint, and OneDrive—are maintained using Barracuda (Evidence: [Barracuda Report](#)).

The College's data center infrastructure is designed for resilience. Backup power generators protect against outages, while redundant Internet Service Provider connections ensure continued online access even if one connection fails (Evidence: [Redundant Internet Service Providers](#); [Campus Generator Locations](#)). These redundancies safeguard the College's ability to deliver instruction, maintain administrative operations, and support student services during unexpected disruptions.

Our campus is equipped with a total of six generators, each playing a vital role in emergency and backup scenarios. Each of our two data centers is fitted with a generator to guarantee that our campus internet, servers, and resources always remain fully operational. One of the generators is in the Social Science Building, and two more generators are in the Learning Resource Center. Our Campus Police and Facilities Departments are each supported by a generator, ensuring they always have the power necessary to perform their essential functions. The Science Building and the Performing Arts Center are equipped with their own generators. The responsibility for the regular maintenance and testing of all these generators lies with our facilities department, who ensure their reliability and functionality (Evidence: [Campus Generator Locations](#)).

Environmental and physical safety measures include regular emergency drills, active shooter response training, and coordination with local law enforcement and fire services. The College uses mass notification systems to provide timely alerts to students, faculty, and staff during emergencies. Regular testing ensures that these systems are ready when needed (Evidence: [Mass Notification PA Testing Email](#)).

A culture of preparedness is fostered through ongoing professional development and awareness campaigns. Staff are trained in emergency response protocols, and safety information is disseminated through workshops, departmental meetings, and digital resources. The College conducted an active shooter drill, coordinated by the Cerritos College Police Department, the Los Angeles County Sheriff's Department, the Los Angeles County Fire Department, and local first responders, designed to enhance emergency preparedness. These drills are essential in ensuring all students, faculty, staff, and community members know what to do in an event of an emergency and ensuring our systems are tested and operating as designed (Evidence: [February 2025 Active Shooter Drill](#)).

By combining strong governance, financial protections, technological safeguards, and community engagement, Cerritos College maintains a comprehensive approach to emergency preparedness and institutional resilience. These integrated strategies position the College to prevent, respond to, and recover from emergencies or unforeseen events while protecting institutional resources and sustaining a safe, supportive learning environment.

Standard 4

Governance and Decision-Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.



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4.1. The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)

Cerritos College upholds an explicit commitment to the principles of academic freedom, academic integrity, and freedom of inquiry, as reflected in our policies, procedures, agreements, and campus-wide communications. These commitments are integrated into the College's governance framework and widely shared with faculty, students, and staff.

The College communicates our commitment to academic freedom and freedom of inquiry through several formal mechanisms. Central to this framework is Board Policy 4030—Academic Freedom, which explicitly protects the rights of faculty and students to engage in intellectual exploration, expression, and the pursuit of truth in the academic setting (Evidence: [Board Policy 4030 Academic Freedom](#)). This policy is reinforced by Board Policy 3050 and Administrative Procedure 3050—Institutional Code of Ethics, which articulate the ethical responsibilities of all campus stakeholders, including a commitment to honesty, fairness, and intellectual freedom (Evidence: [Board Policy 3050 Institutional Code of Ethics](#); [Administrative Procedure 3050 Institutional Code of Ethics](#)). Additionally, Article 5 of the collective bargaining agreement between the College and the Cerritos College Faculty Federation guarantees faculty the right to exercise academic freedom without censorship or restraint (Evidence: [Faculty Agreement Article 5](#)). Evidence of our continuing commitment to academic freedom is the Faculty Senate resolution passed in November 2025 when, in response to faculty concerns about the evaluation process, that governing body made a strong statement (Evidence: [Faculty Senate Resolution on Academic Freedom 2025](#)).

To support understanding these rights, the Faculty Senate developed an Academic Freedom Frequently Asked Questions page that outlines key concepts, legal references, and the distinction between academic freedom and general free speech. This resource promotes awareness among faculty, students, and administrators, reinforcing the College's commitment to free inquiry and the respectful exchange of ideas (Evidence: [Academic Freedom FAQs Web Page](#)).

Cerritos College also communicates clear expectations regarding academic integrity to our students and employees through board policies, administrative procedures, and college-wide resources. Board Policy 5500—Standards of Student Conduct outlines expectations regarding student behavior, including the prohibition of cheating, plagiarism, and falsification of records. These expectations are reiterated in the "Student Responsibilities" section of the college catalog (Evidence: [Board Policy 5500 Standards of Student Conduct](#); [Catalog – Student Responsibilities](#)). Administrative Procedure 5520 further defines academic integrity violations and student rights during the disciplinary process, ensuring due process and equitable treatment (Evidence: [Administrative Procedure 5520 Student Discipline Procedures](#)). These policies are communicated through the college catalog, Simple Syllabus, and both in-person and online orientations.

The College's curriculum and institutional learning outcomes also emphasize freedom of inquiry, diversity of thought, and critical thinking, promoting a culture where students are encouraged to question, research, and engage in independent thinking. This cultural value is also reflected in Cerritos College's free speech policies and inclusive pedagogical practices embedded across disciplines (Evidence: [Institutional Student](#)

[Learning Outcomes Web Page](#); [Board Policy 5550: Speech: Time, Place, and Manner](#); [Administrative Procedure 5550 Speech: Time, Place, Manner, and Commercial Vendors](#)).

When academic integrity is violated, the College follows a clearly articulated set of procedures outlined in Administrative Procedure 5520—Student Discipline Procedures. This procedure governs how cases of academic misconduct are reported, investigated, and resolved, and includes mechanisms for faculty reporting, student notification, and administrative adjudication (Evidence: [Administrative Procedure 5520 Student Discipline Procedures](#)). These processes are published in the catalog and ensure transparency, consistency, and due process for all parties involved.

Together, these structures and practices affirm that Cerritos College actively protects the rights of our community to teach, learn, and engage freely in the pursuit of knowledge while holding students and faculty accountable to shared standards of academic integrity and ethical conduct. These principles are central to the College’s mission and are foundational to our identity as a public institution of higher education.

4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution’s structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.

Cerritos College maintains clearly defined roles, responsibilities, and authority for decision-making, supported by inclusive governance structures that engage diverse campus perspectives. This approach, which is consistent with the College’s mission and educational philosophy, is communicated throughout the institution and is put into practice through participatory structures, documented procedures, and transparent practices.

Cerritos College’s structures for decision-making are appropriate for the institution’s mission and organizational structure. The mission prioritizes educational equity, student success, and culturally responsive pathways to degrees and careers—values that are reflected in how decisions are made across the campus. The College has developed and implemented governing bodies such as the College Coordinating Committee, Faculty Senate, Planning and Budget Committee, and a suite of operational and advisory groups that foster participatory and inclusive decision-making. These structures are grounded in a shared governance model that explicitly incorporates administrators, faculty, classified staff, students, and community members (Evidence: [Shared Governance Web Page](#); [District Organizational Chart](#)).

Cerritos College also ensures clarity in decision-making responsibilities through official policies. Board Policy 1300 affirms the institution’s educational philosophy, while Board Policies 3100 and 3250 delineate the organizational structure and planning processes, respectively (Evidence: [Board Policy 1300 Educational Philosophy](#); [Board Policy 3100 Organizational Structure](#); [Board Policy 3250 Institutional Planning](#)). These policies guide the College in maintaining transparency and accountability in both short- and long-term institutional development.

Cerritos College documents our decision-making procedures and ensures they are widely accessible to internal and external stakeholders. The “Guide to Planning and Budgeting” is the College’s primary planning manual and is posted online for campus-wide access. It outlines the full institutional planning and budget development cycle, including timelines, decision points, and opportunities for engagement (Evidence: [A Guide to Planning and Budgeting](#)). Each major planning and governance body maintains posted agendas and minutes on BoardDocs or committee websites, enabling full visibility into institutional discussions and actions (Evidence: [BoardDocs Public Portal](#)). BoardDocs is being phased out by its parent company, Diligent. In Spring 2026, the President’s Office identified a strong potential solution, Granicus. Before moving forward

with a formal recommendation, a demonstration was shared with users to gather input as part of the decision-making process.

The 2025 “Guide to Planning and Budgeting” outlines how each governance body contributes to institutional decisions, detailing their charges, membership, and linkages to planning and resource allocation processes (Evidence: [A Guide to Planning and Budgeting](#)). The structure supports annual, three-year, and six-year planning cycles, ensuring that decisions align with the College’s strategic goals and our educational master plan, the Students First Framework. These documents provide a clear roadmap that connects planning, evaluation, and budgeting with the College’s commitment to equitable student outcomes (Evidence: [Students First Framework, pg. 8](#)).

To further codify expectations for participation, the Shared Governance Handbook details the structure, membership, and voting practices of major committees, and aligns with Board Policy 2510, which governs participation in local decision-making (Evidence: [Shared Governance Handbook](#); [Board Policy 2510 Participation in Local Decision-Making](#)). These policies ensure that the principles of Title 5 and California Education Code are embedded in College governance.

Committee handbooks also define when consensus is expected and when formal voting procedures apply, ensuring decisions are made efficiently and with integrity. Templates, such as the Coordinating Committee Agenda Template, are posted in the President’s Office resource hub to guide consistent practices across committees. Meeting notes and decisions are publicly archived, ensuring stakeholders can trace how decisions were reached, what input was gathered, and how outcomes align with institutional goals (Evidence: [Office of the President Web Page](#)).

Roles, responsibilities, and opportunities for participation in decision-making are clearly defined and consistently implemented across the institution. Governance bodies are composed of representatives from across the institution, with appointments made through defined processes outlined in both the Shared Governance Handbook and internal charters. For example, faculty are appointed by the Faculty Senate, classified staff by the Classified School Employees Association, and students by the Associated Students of Cerritos College. These appointments are regularly reviewed to ensure broad and equitable representation (Evidence: [Shared Governance Handbook](#)).

Board Policy 3100 clarifies the College’s administrative structure, establishing clear lines of responsibility from the board of trustees through the president/superintendent and executive administrators to shared governance committees. Faculty roles are further defined through Title 5 “10+1” provisions, which empower the Senate to make recommendations on academic and professional matters. These roles are embedded in committee operations and respected in institutional practice (Evidence: [Board Policy 3100 Organizational Structure](#)).

Additionally, committee meetings are generally open to the public, and committee rosters are published so that employees and students know who represents them and how to get involved. The College Coordinating Committee regularly reviews governance effectiveness and committee membership composition to ensure decision-making structures remain responsive and inclusive (Evidence: [Coordinating Committee Approval of Revisions to Academic Excellence Committee](#)).

A clear example of participatory decision-making occurred during the development of the Students First Framework. This initiative—launched through a series of campus retreats, committee feedback cycles, and board presentations—drew input from administrators, faculty, staff, and students to articulate four overarching goals for equitable student success. The Framework now guides institutional goal-

setting and aligns directly with unit planning and program review processes across the College (Evidence: [Students First Framework](#)).

In sum, Cerritos College demonstrates that roles, responsibilities, and authority for decision-making are well-defined and widely communicated. Through transparent procedures, robust stakeholder representation, and consistent publication of planning materials, the College ensures that our governance system supports inclusive, mission-aligned decision-making.

4.3. The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.

Cerritos College demonstrates our commitment to consistent and effective decision-making through well-defined participatory governance structures that promote collaboration, transparency, and innovation to advance our mission and prioritize equitable outcomes for our students. These structures are grounded in Board Policy 2510 and Board Policy 3250, which delineate the roles and responsibilities of constituent groups in local decision-making and institutional planning (Evidence: [Board Policy 2510 Participation in Local Decision-Making](#); [Board Policy 3250 Institutional Planning](#)).

Decision-making practices at Cerritos College directly support institutional innovation and mission advancement. A recent example is the development of the Students First Framework, the College's educational master plan. The planning process began with a campus-wide retreat on March 1, 2024, attended by more than 200 administrators, faculty, classified staff, and students, who worked in cross-functional groups to identify strategic priorities (Evidence: [Students First Framework](#)). The draft framework was reviewed through shared governance: Planning and Budget Committee on April 4, 2024; Faculty Senate on April 9, 2024; and the College Coordinating Committee on April 15, 2024. The final version was approved by the Board of Trustees on May 8, 2024 (Evidence: [Planning & Budget Committee Minutes – April 4, 2024](#); [Faculty Senate Minutes – April 9, 2024](#); [College Coordinating Committee Minutes – April 15, 2024](#); [Board of Trustees Minutes – May 8, 2024](#)). This process reflects how collaborative governance is used to foster institutional innovation aligned with student-centered priorities.

The College's integrated planning and resource allocation system further ensures decisions are data-informed and aligned with strategic goals. Annual unit plans are submitted through eLumen and linked to division and area plans. The Planning Timeline for Fiscal Year 2027 outlines how requests flow through governance groups for prioritization and final review (Evidence: [Planning Timeline FY 2027](#)). The adopted budget forum, presented publicly in Fall 2025, demonstrates how input from shared governance informs final allocations, such as cost-saving strategies, funding for equity initiatives, and investments in student success (Evidence: [Adopted Budget Forum 2025-26](#)).

Beyond fiscal planning, the College uses its collaborative structures to address emerging institutional needs and pedagogical shifts. A primary example of this innovation in action is the Senate Committee on AI (SCAITE). This committee at Cerritos College brings together faculty, staff, administrators, and a student representative to support collaborative decision making regarding the role of artificial intelligence in teaching and learning. The inclusion of a student's voice has been particularly impactful, with the committee drawing on a student-led resolution that highlights the importance of AI literacy, equity, and the need for institutional guidance. This resolution has helped ground discussions in student experience and workforce relevance, reinforcing a shared commitment to equitable access and preparedness. SCAITE has also initiated discussions with the SLO Committee by presenting the idea of a distinct AI-related Institutional Student Learning Outcome. The proposal is currently under consideration, with next steps including bringing the

item to Academic Senate for broader guidance (Evidence: [Senate Committee on Artificial Intelligence Teaching and Education Web Page](#); [Senate Committee on Artificial Intelligence](#)).

The committee has contributed to AI-related language within the Academic Integrity Policy to clarify expectations around academic integrity while acknowledging the evolving role of AI tools (Evidence: [Administrative Procedure 4035 Academic Integrity](#)). The committee created an AI Tool Evaluation Checklist to support consistent and transparent review of proposed (Evidence: [Artificial Intelligence Process Measure Rubric](#)). SCAITE has further led the refinement of an annual AI faculty survey, using the Spring 2025 survey to establish a baseline and updating the Spring 2026 instrument through a collaborative process informed by student input to strengthen question design and data relevance. In addition, a professional development subcommittee is adapting an established AI training from @ONE for local implementation, including a 15-hour training model and faculty-facing digital badges to support completion and recognition. The subcommittee is also reviewing the Google Suite of AI trainings to inform broader faculty learning opportunities for the 2026–2027 academic year. Complementing this work, the Educational Technology (EDT) Department has implemented a comprehensive AI-aligned curriculum, including new and revised courses and stackable certificates that support workforce preparation and transfer pathways. Together, these efforts reflect a coordinated, governance-driven approach that prioritizes transparency, inclusivity, and practical support for faculty and students as AI continues to shape higher education. By integrating these technological and curricular shifts into the existing governance framework, the College ensures that its innovation is both sustainable and responsive to the people it serves.

At Cerritos College, we hold ourselves accountable for implementing our decision-making practices consistently by regularly evaluating our shared governance processes (Evidence: [Shared Governance Self-Evaluation Report 2023-2024](#)). The Shared Governance Handbook defines the structure, purpose, and function of campus committees and is updated as needed to reflect changes in governance (Evidence: [Shared Governance Handbook](#)). Additionally, the College maintains a continuous cycle of board policy and administrative procedure review, with annual updates and a six-year comprehensive review schedule to ensure relevance, compliance, and responsiveness. All constituent groups are represented in this review process through the Coordinating Committee. Further, each department extensively reviews the relevant board policies and administrative procedures before they enter the official review process. Ongoing board policy and administrative procedure reviews ensure governance practices remain current and aligned with institutional values (Evidence: [Board Policies and Administrative Procedures Review Cycle](#)).

This responsiveness is further validated through a systematic review of campus sentiment. Cerritos College continuously evaluates and improves its governance practices to ensure effectiveness. Results from our most recent campus climate survey reveal that the majority of our employees agree that their division/department fosters an atmosphere of collaboration and that they are encouraged to contribute ideas that could improve their division/department. Across the climate survey, employees expressed strong pride in Cerritos College's achievements, including record student success, major sustainability milestones, and a campus culture committed to excellence. At the same time, the survey highlighted key areas needing attention, particularly workload manageability, clearer access to professional development for classified staff, and a desire for more consistent two-way communication. The College has proactively responded to needs, such as implementing N2N to reduce fraudulent-student workload, expanding Microsoft Copilot to ease routine tasks, and increasing hiring to strengthen campus capacity (Evidence: [Cerritos College Climate Survey Report 2025](#)).

Through participatory governance, continuous assessment, and responsive planning processes, Cerritos College ensures that our decision-making structures function effectively. These practices support

innovation, reinforce institutional accountability, and align with the College's mission to promote equitable student success through inclusive excellence.

4.4. Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health.

(ER 7)

Cerritos College maintains clearly defined and transparent board policies that establish the governing board's accountability for the institution's academic quality, fiscal stability, and commitment to equitable student outcomes. These policies are compiled in an accessible policy manual posted publicly on the board of trustees webpage, and they establish a framework for institutional integrity, oversight, and continuous improvement (Evidence: [Board Policies and Procedures Web Page](#)).

The governing board's authority and accountability are articulated in Board Policy 2200—Board Duties and Responsibilities, which defines the board's charge to ensure educational quality, financial stability, and ethical governance. Board Policy 2200 assigns the board responsibility to represent the public interest, define the institutional mission, assure anti-racist and inclusive practices, appoint and evaluate the president/superintendent, and monitor fiscal and academic performance (Evidence: [Board Policy 2200 Board Duties and Responsibilities](#)). Additional policies further reinforce this responsibility, including Board Policy 1300—Educational Philosophy, Board Policy/Administrative Procedure 4020—Instructional Programs and Curriculum, and Board Policy/Administrative Procedure 4025—Philosophy and Criteria for Associate Degree and General Education, all of which provide a governance foundation for ensuring academic quality (Evidence: [Board Policy 1300 Educational Philosophy](#); [Board Policy 4020 Instructional Programs and Curriculum](#); [Board Policy 4025 Philosophy and Criteria for Associate Degree and General Education](#)). The board's commitment to equity is established in Board Policy/Administrative Procedure 5300—Student Equity, which mandates the development and implementation of a student equity plan that supports equitable outcomes across the student body (Evidence: [Board Policy 5300 Student Equity Plan](#)).

The board of trustees regularly monitors progress toward academic quality and equitable outcomes through scheduled reviews of institutional data and strategic plans. On May 8, 2024, the board formally adopted the Students First Framework, Cerritos College's long-term educational master plan. The framework includes measurable goals aimed at graduating 50 percent of students within five years and is organized around four overarching goals called "levers": equitable access, completion, career and transfer success, and institutional health (Evidence: [Students First Framework](#)). These levers drive annual planning, program review, and resource allocation.

To monitor institutional progress, the board receives regular "data snippets" summarizing key performance indicators such as persistence, completion, and course success. Examples include the April 10, 2024, key performance indicators update on persistence and retention, and the October 16, 2024, completion update. A comprehensive KPI review was presented during in February, 2025 study session and December 2025, highlighting a 30-percent increase in first-year math completion and other equity-focused outcomes (Evidence: [Feb. 5, 2025 Board Study Session 2024 Fall Cohort KPI Update](#); [Dr. Fierro Board of Trustees KPI Update 2025](#)). These sessions reflect the board's ongoing engagement with achievement data and their role in ensuring continuous institutional improvement.

The board also maintains a central role in monitoring fiscal health. Policies that define the board's fiscal responsibilities include Board Policy/Administrative Procedure 6100—Delegation of Authority —Fiscal Affairs, Board Policy/Administrative Procedure 6200—Budget Preparation, Board Policy/Administrative Procedure 6250—Budget Management, Board Policy/Administrative Procedure 6300—Fiscal Management

(Evidence: [Board Policy 6100 Delegation of Authority](#); [Administrative Procedure 6100 Delegation of Authority](#); [Board Policy 6200 Budget Preparation](#); [Administrative Procedure 6200 Budget Preparation](#); [Board Policy 6250 Budget Management](#); [Administrative Procedure 6250 Budget Management](#); [Board Policy 6300 Fiscal Management](#); [Administrative Procedure 6300 Fiscal Management](#)). These policies empower the board to ensure responsible resource allocation, evaluate long-range budget plans, and maintain fiscal stability.

Each year, the board holds dedicated budget study sessions to review the tentative budget for the upcoming fiscal year. The June 17, 2026, session provided a comprehensive overview of anticipated revenues, expenses, and cost-saving strategies aligned with institutional priorities (Evidence: [June 17, 2026 Tentative Budget Presentation](#)). The Board further exercises responsibility for institutional quality through its annual approval of the College budget, ensuring that resource allocation supports high-priority initiatives such as Apprenticeship Programs, the Student Equity Plan, MESA, and expanded Mental Health Services ([Board of Trustees 2026-2027 Budget Approval](#)).

The board's fiscal oversight also includes review of auxiliary funds. For instance, at its June 15, 2025, meeting, the board reviewed and accepted the financial report of the Associated Students of Cerritos College, reinforcing its responsibility for funds held in trust and ensuring transparency in student governance finances (Evidence: [ASCC Financial Report – June 30, 2024](#)). Fiscal updates are regularly presented during board meetings to ensure that the board remains informed about statewide economic factors impacting the College and can make timely adjustments to maintain financial stability (Evidence: [May 8, 2024 – State Budget Update](#); [May 15, 2024 – State Budget Revision Update](#); [May 21, 2025 – State Budget Update](#)).

The governing board has established a comprehensive system for the regular review and revision of its policies. The process is codified in Board Policy/Administrative Procedure 2410—Policy and Administrative Procedure, which outlines the participatory process by which policies are proposed, reviewed, and adopted. The College follows a six-year review cycle of the policy chapters, with updates as needed. This cycle of continuous review was put into practice when the Coordinating Committee approved it on September 13, 2021, and then revised it on April 25, 2022 (Evidence: [Board Policy 2410 Policy and Administrative Procedure](#); [Administrative Procedure 2410 Policy and Administrative Procedure](#); [September 13, 2021 Coordinating Committee Minutes](#); [April 25, 2022 Coordinating Committee Minutes](#)). Updates are presented to the board for final adoption with policy histories and revision dates recorded in official board minutes and accompanying tracking documents (Evidence: [Board Policy Review Schedule 2021–2041](#)).

The Cerritos College Board of Trustees fulfills its responsibilities for academic quality, equitable outcomes, and fiscal stability through a clearly defined system of governance. The board regularly engages with institutional data, approves strategic initiatives, monitors budgetary trends, and updates policies in alignment with best practices and accreditation standards. This commitment ensures that board oversight is active, transparent, and consistently aligned with the mission and evolving needs of the institution.

4.5. The governing board selects and evaluates the institution's chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.

Cerritos College maintains clearly defined board policies and practices that govern the selection of, evaluation of, and delegation of authority to the president/superintendent. These policies ensure that the governing board holds the chief executive officer accountable for institutional performance, while also granting full authority to implement board policies and oversee operations aligned with the College's mission.

The selection of the president/superintendent is governed by Board Policy and Administrative Procedure 2431. The Cerritos College Board of Trustees regularly receives and reviews reports from the president/superintendent that demonstrate institutional progress and effectiveness. These include bi-monthly “Board Update” emails from the president/superintendent, regular presentations on key performance indicators, and institutional reports presented during board meetings. For example, key performance indicators updates were formally presented at the February 5, 2025, study session, showing measurable gains in first-year math and English completion rates and disaggregated data on persistence and retention (Evidence: [Feb. 5, 2025 Study Session 2024 Fall Cohort KPI Update](#)). In addition, the president/superintendent provides written updates during board meetings, including progress toward institutional goals, enrollment trends, and emerging issues, ensuring ongoing communication between the board and executive leadership.

The governing board sets mutually agreed upon institutional goals with the president/superintendent annually and evaluates progress on these goals. In accordance with Board Policy and Administrative Procedure 2435, the board evaluates the president/superintendent based on performance characteristics, achievement of strategic objectives, job responsibilities, and any other elements jointly developed by the board and chief executive officer (Evidence: [Board Policy 2435 Evaluation of Superintendent/President](#)). On September 3, 2025, the Board reviewed the president/superintendent’s proposed goals for the 2025–2026 academic year and formally adopted them. Progress on these goals will be evaluated in June 2026 as part of the president/superintendent’s formal review cycle (Evidence: [2025–2026 Joint Board of Trustees and President Goals](#); [Board of Trustees CEO Evaluation 2026](#)). This process reflects the board’s structured approach to institutional accountability and its alignment with long-range planning.

To ensure transparency and institutional alignment, the board also conducts an annual self-evaluation based on mutually agreed upon goals, as outlined in Board Policy/Administrative Procedure 2745. The most recent self-evaluation was discussed at the July 15, 2026 board meeting. Results from this process inform improvements to governance practices and the working relationship between the board and the chief executive officer (Evidence: [Board Self-Evaluation Survey – July 2026](#); [Board Policy 2745 Board Self-Evaluation](#)).

The governing board has adopted formal policies that define the delegation of authority to the president/superintendent. Board Policy and Administrative Procedure 2430 clearly articulate the board’s delegation of administrative authority to the chief executive officer to oversee day-to-day operations and implement all board decisions (Evidence: [Board Policy 2430 Delegation of Authority](#)). The president/superintendent is authorized to recommend and implement educational programs; ensure delivery of student support services; manage capital planning and budgeting; hire and assign personnel; lead community and governmental relations; and provide effective stewardship of College resources.

This delegation is consistently applied, as demonstrated by board items authorizing presidential action across critical functions. For example, the board approved the president/superintendent’s recommendation to adopt the Students First Framework on May 8, 2024, and also approved employment actions, budget allocations, and long-range planning proposals during multiple meetings throughout 2024–2025 (Evidence: [Board Item – Students First Framework Approval](#); [Board Meeting Minutes – Employment Actions and Budget Items](#)).

This delegated authority is further evidenced through the president/superintendent’s leadership in implementing major institutional initiatives that advance student success and access. Following the Board of Trustees’ adoption of the Students First Framework, the president/superintendent operationalized its priorities by aligning institutional planning, resource allocation, and performance metrics to improve outcomes in access, completion, and career and transfer success. For example, the president/superintendent

exercised delegated authority by advancing the development and approval of new degree offerings aligned with workforce needs. This includes the successful submission and state approval of applied baccalaureate degree programs, such as the Bachelor of Science in Dental Hygiene implemented in Fall 2025 and the recently approved Field Ironworkers Supervision baccalaureate degree, approved in January 2026 (Evidence: [Bachelor of Science in Dental Hygiene Program](#); [President’s Message Field Ironworker Supervision Baccalaureate Degree Approval](#)).

The Board of Trustees delegates authority to the president/superintendent to implement comprehensive student support services and access-focused initiatives. A key example is the Buccaneers Pilot Program, which embeds college onboarding, counseling, and financial aid support directly within local high schools to remove barriers to college entry. Under the president/superintendent’s leadership, this program significantly increased college applications, enrollment, and FAFSA completion rates among participating students, illustrating the effective execution of board priorities related to access and student success (Evidence: [Convocation Presentation Buccaneer’s Program Slides 18-26](#)).

Additionally, the president/superintendent leads the college’s community and governmental relations efforts, further reflecting the scope of delegated authority. This includes advancing legislative priorities such as AB 1636 (Seamless Access), AB 2136 (Baccalaureate Access), and AB 2466 (Strong Workforce), which are designed to expand educational access, strengthen workforce pathways, and improve student outcomes. The president/superintendent regularly represents the college in state and regional advocacy efforts, engages with legislators and community partners, and provides testimony to support policies that benefit students and the broader community. These actions demonstrate the board’s support for the president/superintendent to serve as the primary external representative of the institution and to advance its strategic initiatives (Evidence: [Board Study Session: 2026 Cerritos College State Legislative Priorities](#)).

These policies establish a clear process that includes the use of a professional search consultant, formation of a screening committee with broad representation, and hosting of public forums to ensure transparency and community input (Evidence: [Board Policy 2431 President/Superintendent Selection](#)). In the event of a vacancy, Board Policy 2432 outlines a clear succession plan, designating the executive vice president as the first designee, followed by the vice presidents of Academic Affairs, Student Services, Business Services, and Human Resources, ensuring continuity of leadership (Evidence: [Board Policy 2432 President/Superintendent Succession](#)).

The Cerritos College Board of Trustees fulfills its responsibilities by selecting and evaluating the president/superintendent through clearly defined, regularly implemented processes. The board establishes mutually agreed upon goals, monitors institutional performance, and delegates administrative authority in a manner that supports effective operations and accountability for equitable student success.

4.6. The governing board functions effectively as a collective entity to promote the institution’s values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance. (ER 7)

Cerritos College’s governing board functions effectively as a collective entity to promote the institution’s values and mission and fulfill its fiduciary responsibilities. Board Policy 1200 defines the mission of the district, emphasizing educational excellence, student-centered services, and institutional equity. This mission is reviewed regularly and reaffirmed during accreditation cycles, such as in 2020 and 2021, as well as, most recently, during the creation of the Students First Framework during the 2023–2024 academic year (Evidence: [Board Policy 1200 Mission](#); [Students First Framework](#)).

Board Policy/Administrative Procedure 2200 clearly defines the board's duties and responsibilities, including representing the public interest, establishing policies that support institutional effectiveness, and maintaining oversight of fiscal and academic quality (Evidence: [Board Policy 2200 Board Duties and Responsibilities](#)). The board is expected to work collaboratively, uphold mutual respect, and support decisions made by the collective. Its code of ethics, defined in Board Policy 2715, holds trustees to the highest standards of professionalism and requires decisions to reflect the educational welfare of students (Evidence: [Board Policy 2715 Code of Ethics/Standards of Practice](#)). Trustees annually review this policy at the board's organizational meeting (Evidence: [Annual Review on Board Agenda](#)).

Cerritos College's board demonstrates the ability to act in the institution's best interest, independent from undue influence. Board Policy 2710 outlines clear expectations around conflicts of interest and requires trustees to complete Form 700 annually, as mandated by the California Government Code, reinforcing transparency and ethical governance (Evidence: [Board Policy 2710 Conflict of Interest](#)). Additionally, the board holds study sessions focused on ethics and the Brown Act to ensure legal compliance and enhance understanding of open meeting laws (Evidence: [Board of Trustees Study Session: Ethics and Brown Act](#)).

Once collective decisions are made, trustees consistently support board actions in public. This was evident in the unanimous passage on February 19, 2025, of Resolution No. 25-0219B, which affirmed the College's support for students during a time of immigration uncertainty. The resolution reflected the board's shared values and institutional commitment to equity and student well-being (Evidence: [Board Resolution No. 25-0219B](#)).

The board has formal policies and procedures in place to govern trustee conduct and to address behaviors that may violate its policies. Board Policy 2715 explicitly describes consequences for violations, including reprimand, exclusion from closed sessions, public censure, or referral for prosecution. This policy supports a culture of accountability and ensures that governance remains aligned with institutional values and legal standards (Evidence: [Board Policy 2715 Code of Ethics/Standards of Practice](#)). Administrative Procedure 2745 further details the board's process for conducting its own self-evaluation (Evidence: [Administrative Procedure 2745 Board Self-Evaluation](#)).

To increase its effectiveness, the Cerritos College Board of Trustees engages in continuous professional development and self-assessment. New trustees are onboarded using the Board of Trustees Resource Manual, and all trustees are encouraged to participate in Community College League of California (CCLC) workshops and annual conferences (Evidence: [Board of Trustees Resource Manual](#)). In February 2024, the Board participated in a retreat that included updates on the Students First Framework and the dual enrollment program, reinforcing alignment with institutional priorities (Evidence: [Board Retreat Agenda – February 2024](#)).

The board's self-evaluation practices are consistent and robust. A 2025 board self-evaluation survey showed that 86 percent of trustees "strongly agreed" and 14 percent "agreed" that they regularly review institutional data as part of their role, demonstrating shared commitment to evidence-informed governance. These practices support continuous improvement and reinforce the board's focus on institutional effectiveness and student outcomes (Evidence: [Board Self-Evaluation Results – 2025](#)).

Cerritos College's governing board functions cohesively, ethically, and effectively, advancing the institution's mission and demonstrating accountability through defined procedures, training, and regular performance evaluation.

C. Required Documentation



B. Required Documentation

Within the Institutional Self-Evaluation Report, the institution should provide narratives and a variety of evidence sources to describe and demonstrate alignment with each Standard and related Commission policies. Institutions must also include the required items below. This documentation can be included as supporting evidence for the Standard narratives if appropriate, or they may be provided as stand-alone files. Peer Review Teams will confirm these items during the comprehensive review process.

Standard 1: Mission and Institutional Effectiveness

Required Item	Documentation
i. Documentation of institution's authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	BP 1200 - Mission ACCJC Accreditation Status – Institutional Approval Cerritos College Mission and Values Web Page Addressed fully in Standard 1.1
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	BP 1200 - Mission Students First Framework Students First Framework Retreat Presentation March 2025 Addressed fully in Standards 1.1 and 1.2
iii. Documentation of the governing board's approval of the institutional mission (ER 6)	BP 1200 - Mission
iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	Addressed fully in Standard 1.2
v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for successful course completion, certificate completion, degree completion, transfer rates, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	Institutional Set Standards Web Page Addressed fully in Standard 1.3

Standard 2: Student Success

Required Item	Documentation
i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including: - Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees - Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities - Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10) - Methodology to reasonably equate the direct assessment	BP 4100 - Graduation Requirements AP 4100 - Graduation Requirements AP 4020 - Instructional Programs and Curriculum BP / AP 4025 - General Education Philosophy Curriculum Committee Handbook Chapter 4 COR

program to credit or clock hours, if applicable (See Commission Policy on Competency Based Education and Policy on Credit Hour, Clock Hour, and Academic Year)	
ii. Documentation that the institution's transfer of credit policies include the following: - Any established criteria the institution uses regarding the transfer of credit earned at another institution - Any types of institutions or sources from which the institution will not accept credits - A list of institutions with which the institution has established an articulation agreement - Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning See Policy on Transfer of Credit	AP 4050 - Articulation AP 4235 - Credit for Prior Learning AP 5120 - Transfer Center Cerritos College Transfer Center Articulation Agreements Web Page Credit for Prior Learning Application Catalog: Acceptance of Transfer College Credit pgs. 19-20 Admissions and Records International Transcripts Members Web Page Admissions and Records Transfer Certification Web Page Catalog: Pass No Pass Policies and Procedures Educational Partnerships and Programs Articulation Web Page Technology Division Articulation Agreements Web Page
iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the Policy on Institutional Advertising and Student Recruitment (ER 16)	BP 5010 - Admission & Concurrent Enrollment BP 5030 - Fees BP 5052 - Open Enrollment AP 5055 - Enrollment Priorities Catalog: Admission & Registration
iv. Documentation of clear policies and procedures for handling student complaints, including: - Evidence that these policies/procedures are accessible to students in the catalog and online; - Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs	AP 5520 - Student Discipline Procedures Report Writing Guide OSCG Student Conduct Incident Report Form AP 5530 - Students Rights and Grievances BP 5530 - Students Rights and Grievances BP 5500 - Standards of Student Conduct About Student Conduct and Grievances Web Page Catalog: Students Rights and Responsibilities Office of Student Conduct and Grievances Web Page - Complaints Against the College with ACCJC
v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating: - Accurate and consistent implementation of complaint policies and procedures - No issues indicative of noncompliance with Standards	No link required; to be verified by the team during in-person site visit
vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	No link required; to be verified by the team during in-person site visit
vii. Documentation of the institution's policies and/or practices for the release of student records	AP 5040 - Student Records, Directory Information, & Privacy Student Right to Privacy - FERPA Web Page FERPA Waiver Student Records Consent Web Page

viii. Documentation that the institution's policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	AP 4021 - Program Viability
FOR TITLE IV PARTICIPANTS:	
ix. Documentation of institution's implementation of the required components of the Title IV Program, including: - Findings from any audits and program/other review activities by the U.S. Department of Education (ED) - Evidence of timely corrective action taken in response to any Title IV audits or program reviews See Policy on Institutional Compliance with Title IV	No Title IV audits or program/other reviews by the U.S. Department of Education have been conducted during the current review period.
FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:	
x. Documentation of institution's: - Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit - Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable) - Policies regarding protection of student privacy See Policy on Distance Education and on Correspondence Education	AP 4105 - Distance and Correspondence Education Fraud Mitigation Efforts Summary Addressed fully in Standard 3.9
REQUIRED ONLY IF APPLICABLE	
xi. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum	Curriculum Committee Handbook Chapter 4 Course Numbering Standards
xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	AP 4235 - Credit for Prior Learning
xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	Basic Needs and Housing Agreements Library and Learning Resources Agreements Mental and Telehealth Agreements Specialized Student Services Agreements
xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	AP 3410 - Nondiscrimination

Standard 3: Infrastructure and Resources

Checklist Item	Documentation
i. Written policies and procedures for human resources, including hiring procedures	BP 7120 - Recruitment and Hiring Hiring Standard Procedures BP 7210 - Academic Employees BP 7230 - Classified Employees

	AP 7240 - Confidential Employees BP 7250 - Educational Administrators BP 7260 - Classified Supervisors & Managers Full-time Faculty Hiring Procedures Part-time Faculty Hiring Procedures Classified & Confidential Selection Procedures Faculty Minimum Qualifications and Local Standards
ii. Employee handbooks or similar documents that communicate expectations to employees	AP 3050 - Institutional Code of Ethics Faculty Senate Policy on Professional Conduct
iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	Annual Financial Audit Reports (Web Page)
iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)	A Guide to Planning and Budgeting
v. Policies guiding fiscal management (e.g., related to reserves, budget development)	BP 6200 - Budget Preparation BP 6250 - Budget Management BP 6300 - Fiscal Management AP 6300 - Fiscal Management
vi. Policies, procedures, or agreements (e.g., AUAs) related to appropriate use of technology systems	Acceptable Use Policy Web Page BP 3720 - Computer and Network Use AP 3720 - Computer and Network Use
FOR TITLE IV PARTICIPANTS:	
vii. Documentation that the institution's student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue	Federal Cohort Default Rate Data 2023
REQUIRED ONLY IF APPLICABLE	
viii. Documentation of any agreements that fall under ACCJC's Policy on Contractual Relationships with Non-accredited Organizations	Field Ironworkers MOU 2026 Painters and Decorators MOU 2026
ix. Written code of professional ethics for all personnel including consequences for violations	BP 3050 - Institutional Code of Ethics AP 3050 - Institutional Code of Ethics

Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	BP 2431 - President/Superintendent Selection AP 2431 - President/Superintendent Selection BP 2435 - Evaluation of President/Superintendent AP 2435 - Evaluation of President/Superintendent
ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	BP 2210 - Officers AP 2210 - Officers

iii. Governing board policies/procedures/bylaws related to Board Ethics	BP 2715 - Code of Ethics/Standards of Practice
iv. Governing board policies/procedures/bylaws related to conflict of interest	BP 2710 - Conflict of Interest AP 2710 - Conflict of Interest

Other Federal Regulations and Related Commission Policies

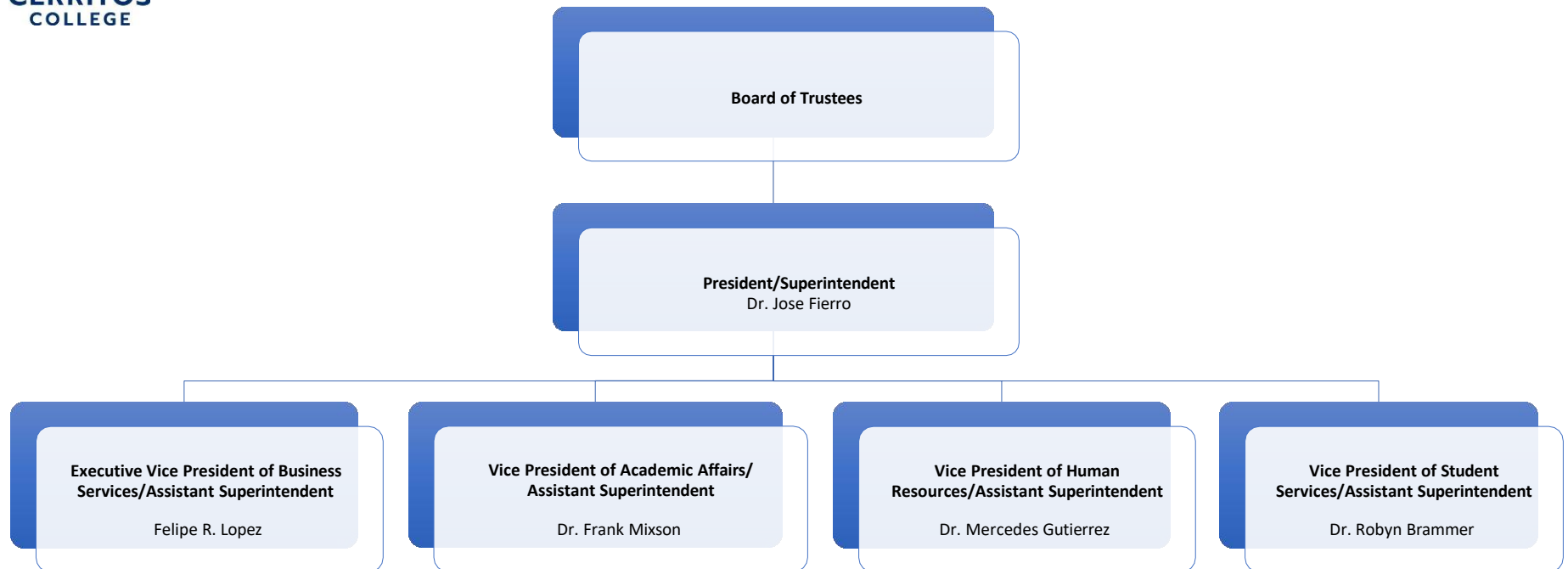
Checklist Item	Documentation
i. Documentation of the institution's appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up See Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions , Section D	Accreditation Web Page
ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page See Policy on Representation of Accredited Status	Cerritos College Home Page (footer) Accreditation Web Page Accredited Status Web Page

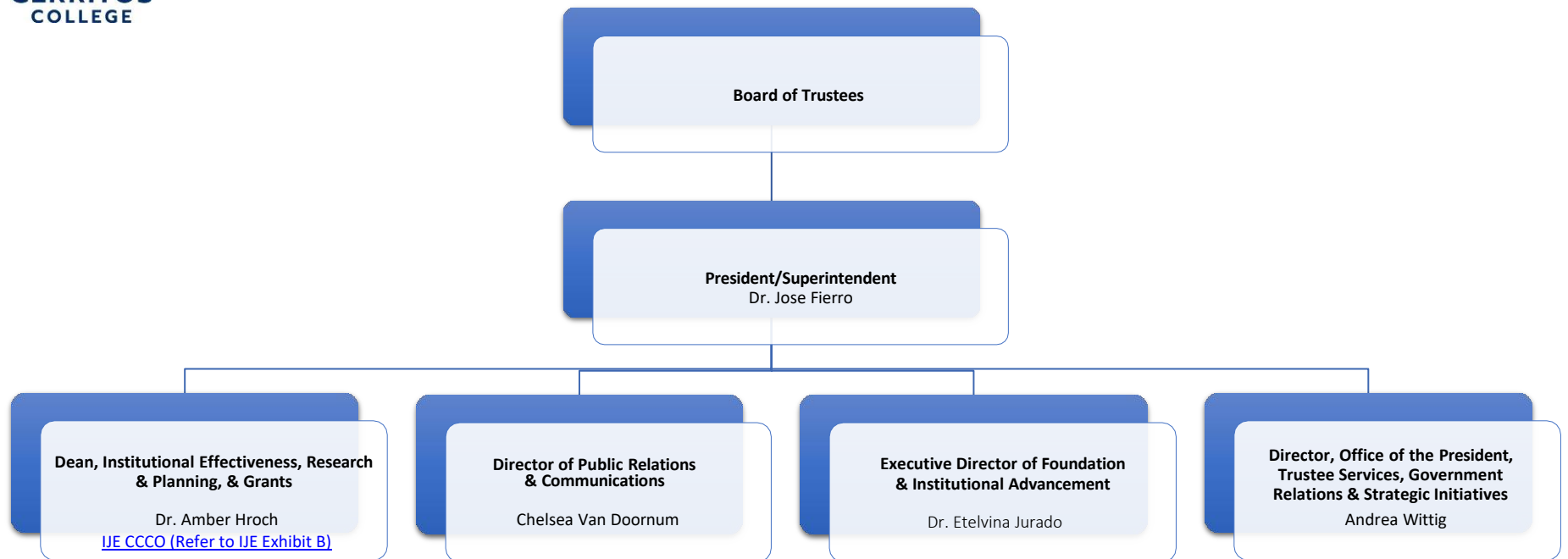
C. Appendix 1: Verification of Catalog Requirements (ER 20)

REQUIRED ELEMENT	CATALOG LOCATION
General Information	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	Cerritos College Page 7
Educational Mission	Cerritos College Pages 7, 11
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	Cerritos College Page 7
Course, Program, and Degree Offerings	Degrees, Certificates & Courses Pages 91-498
Student Learning Outcomes of Programs and Degrees	Degrees, Certificates, Programs & Majors Pages 91-273
Academic Calendar and Program Length	Cerritos College Page 11
Academic Freedom Statement	Cerritos College Page 11
Available Student Financial Aid	Financial Aid & Scholarships Pages 46-49
Available Learning Resources	Academic Programs & Services Pages 50-56

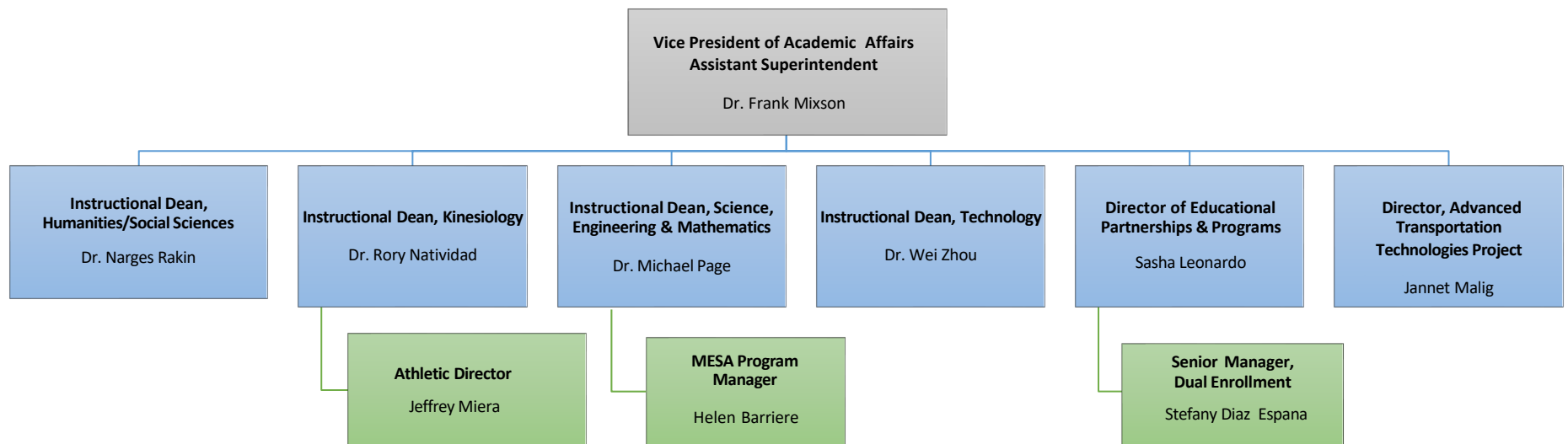
Names and Degrees of Administrators and Faculty	Faculty, Educational Administrators & Managers Pages 541-552
Names of Governing Board Members	Cerritos College Page 8
Requirements	
Admissions	Admissions & Enrollment Pages 15-16
Student Tuition, Fees, and Other Financial Obligations	Orientation & Counseling Page 44
Degrees, Certificates, Graduation and Transfer	Graduation & Transfer Requirements Pages 521-522
Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	Student Rights & Responsibilities and Academic Policies & Procedures Pages 81-83 Pages 73-75
Nondiscrimination	Student Rights & Responsibilities Page 81
Acceptance and Transfer of Credits	Orientation & Counseling Pages 39-40
Transcripts	Admissions & Enrollment Page 16
Grievance and Complaint Procedures	Student Rights & Responsibilities Pages 77-81
Sexual Harassment	Student Rights & Responsibilities Page 81
Refund of Fees	Orientation & Counseling Pages 44-45
Locations or Publications Where Other Policies May be Found	
	Board Policies and Administrative Procedures Web Page

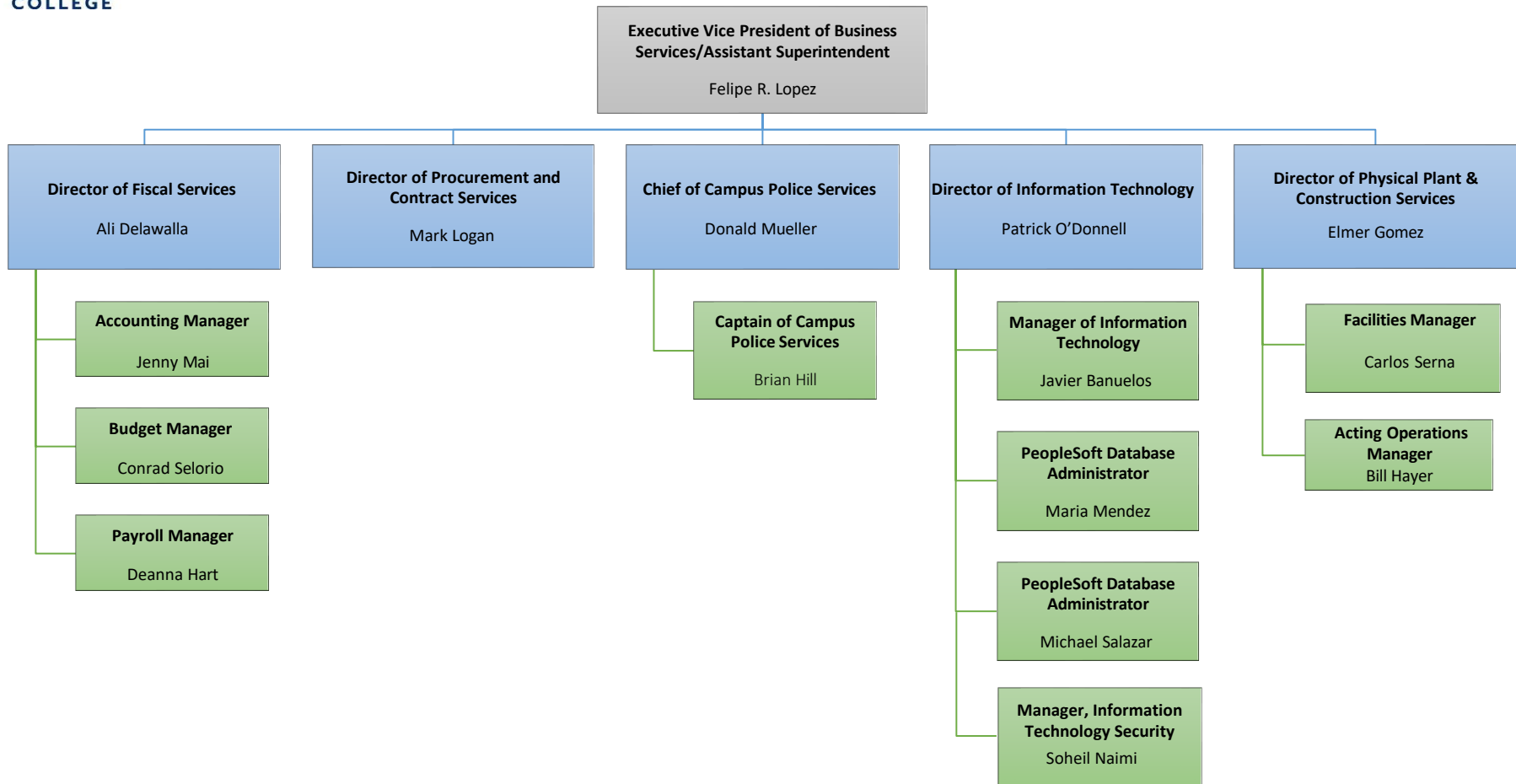
D. Appendix 2: Organizational Structure

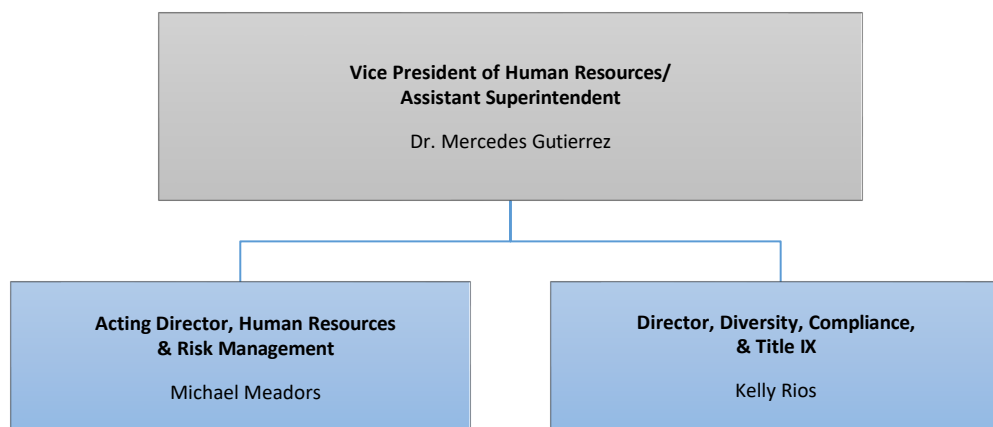


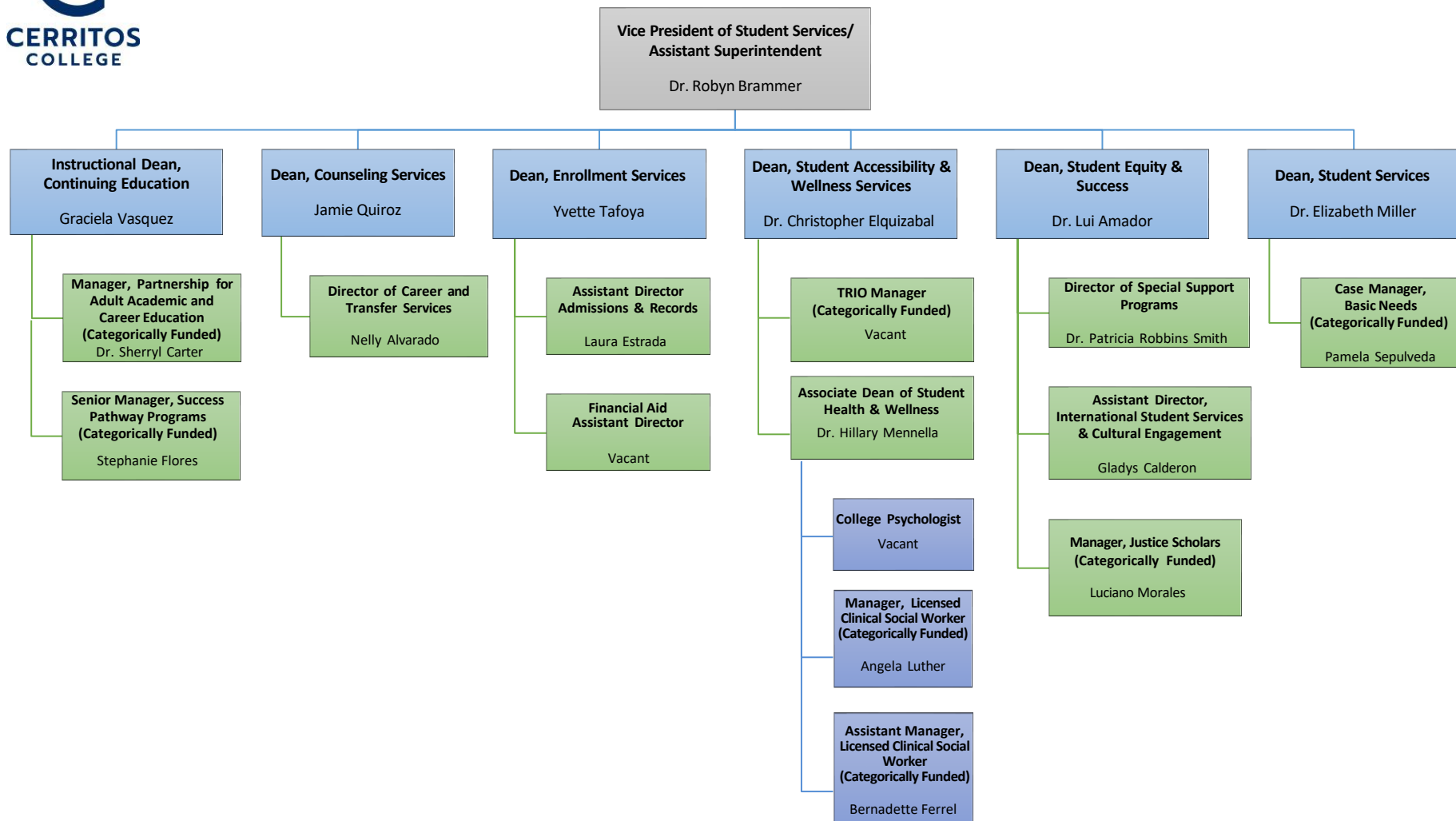


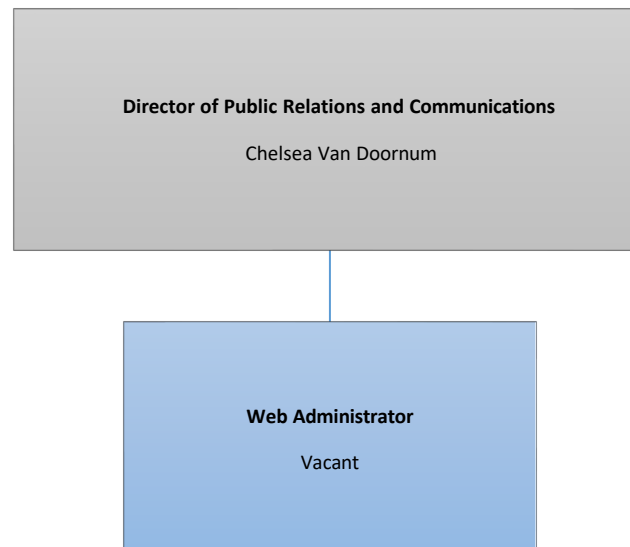














**Dean, Institutional Effectiveness, Research and
Planning, and Grants**

Dr. Amber Hroch

[IJE CCCO \(Refer to IJE Exhibit B\)](#)

**Grants Manager
(Categorically Funded)**

Kathleen O'Malley

