



**Institutional Self-Evaluation Report**

**In Support of an Application for Reaffirmation of Accreditation**

Submitted by

Cerritos Community College District  
11110 Alondra Blvd.  
Norwalk, CA 90650

to

The Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges  
10 Commercial Blvd., Suite 204  
Novato, CA 94949

January 2020

**Certification**

To: Accrediting Commission for Community and Junior Colleges (ACCJC)  
Western Association of Schools and Colleges

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

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures

Date

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Jose Fierro, president/superintendent

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Carmen Avalos, president, Cerritos Community College District Board of Trustees

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## A. Introduction

### **A. Introduction**

#### **College History**

The founders of Cerritos College trusted that residents of southeastern Los Angeles County would embrace a local college as an opportunity to achieve academic success – even if the California State Board of Education did not. When the idea of creating a public, two-year college to serve the residents of the Artesia, Bloomfield, Carmenita, Norwalk, and Bellflower elementary districts was first proposed to the state board in 1953, its members doubted that a college in this location could attract a minimum enrollment of 400 students. But the founders of Cerritos College convinced the residents to believe in themselves, and the public voted in 1955 – by four-to-one margins – first to create a college and then to pass a \$6 million bond to pay for its construction.

From 1955 to 2020, Cerritos College has enveloped a larger service area and population, and the growth in the number of certificates and degrees Cerritos College students earn has reinforced the community’s trust in their potential for academic achievement. Of the 197 students from the five founding districts 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 its 61st commencement ceremony in the spring of 2019, students earned more than 5,000 certificates and degrees – including more than 1,300 associate degrees for transfer.

2019 was the fourth year in a row that the College shattered its own graduation record. This increase was, in part, a reflection of the growth of the College’s service area to include all of the communities of Artesia, Bellflower, Cerritos, Downey, Hawaiian Gardens, La Mirada, Norwalk, and South Gate, as well as portions of the communities of Bell Gardens, East Compton, Lakewood, Long Beach, Pioneer, Santa Fe Springs, and South Whittier. By the spring of 2019, the College’s enrollment had grown to 21,671 students.

The College’s growth can also be measured in the growth of its faculty and the number of subjects they teach. In the fall of 1956, ten faculty members taught 15 subjects in a handful of rented classrooms. By the fall of 2019, there were more than 1,000 faculty members teaching in more than 200 areas of study on a 135-acre campus. The transformation into an institution better able to serve the needs of its students was funded by a \$350 million bond passed by the voters of Cerritos College’s service area in 2012.

Throughout its 65 years, Cerritos College has utilized self-evaluations, such as this Institutional Self-Evaluation Report, to thoughtfully guide its growth into an institution that truly meets the needs of its service area. The College’s commitment to serve its diverse students is reflected not only in its mission statement, but also in its results. As of the fall of 2019, Cerritos College ranks 17th among the top 100 postsecondary institutions with the highest Hispanic enrollment in the United States. Cerritos College also currently ranks among the top 100 two-year colleges with the highest alumni salaries in the U.S. These results reflect the founding belief in the potential of the residents in Cerritos College’s community.

## A. Introduction

### *Mission*

Cerritos College values its diverse student population and is committed to providing these students with high quality, comprehensive instructional programs and support services that improve student success and offer clear pathways to achieve their personal, educational, and career goals. In doing so, the college develops in students the knowledge, skills, and values that prepare them to be productive participants in the global community.

### *Vision*

Driven by the pursuit of unparalleled student success, Cerritos College will provide access to innovative learning opportunities that promote the power of learning.

### *Values*

Cerritos College is guided by the following core values:

- Supporting and promoting student success;
- Achieving excellence/quality in teaching, learning, service and in college processes;
- Supporting innovation and creativity to enhance and enrich learning and services;
- Celebrating diversity in people, philosophies, cultures, beliefs, programs, and learning environments;
- Promoting respect and trust in all people, be they students, community members, or employees;
- Fostering integrity as the foundation for all that we do;
- Developing, nurturing, and supporting partnerships with our education, business, and industry colleagues;
- Planning and supporting comprehensiveness in our curricular offerings;
- And supporting inclusiveness of individual, campus, and community viewpoints in collaborative decision-making processes.

### *Philosophy*

Cerritos College embraces community, diversity, innovation, and active learning. It strives to achieve high academic and ethical standards, as well as academic freedom. The college believes in the worth and dignity of all of our learners. In educating, Cerritos College considers the learners' cognitive growth and emotional and physical well-being. The college prepares individuals for full participation in a complex democratic society as citizens and leaders, for the

## A. Introduction

fulfillment of personal needs, and for the future. We believe that the purpose of education is to cultivate critical thinking skills and enhance the quality of life.

### *Commitment*

The college provides a technologically advanced educational community in which students pursue a variety of educational goals: attainment of an associate degree, transfer to a four-year university, attainment of a career/technical degree or certificate, or job skills. Achievement of these goals is strongly supported with instruction in basic skills as well as with student and instructional support services. Beyond these college-credit programs and services, Cerritos College activity enriches the surrounding community through its varied community education programs.

### *Overview of Select Programs/Initiatives*

*Cerritos Complete.* Cerritos Complete is the College's official California Promise Program that provides high school seniors from the ABC, Bellflower, Downey, Norwalk-La Mirada, and Paramount unified school districts, as well as the Field of Dreams Charter School two years of college for free. The program also provides student support services including one-on-one counseling, early enrollment, and financial aid to help students succeed. Cerritos Complete assists high school seniors with a smooth transition to college, and allows students to explore career options, save money, and graduate from college on time. Cerritos Complete won the 2018 *Examples of Excelencia* Award (Associate Level), and was selected as a finalist for the 2018 Bellwether Award. Since its inception in 2015, the program has served more than 2,500 students.

*Leadership in Advanced Transportation, Renewables, and Logistics.* The Advanced Transportation Technology and Renewables Center at Cerritos College is one of ten centers in California dedicated to keeping California competitive as a national leader in advanced transportation and energy technologies. The Advanced Transportation and Logistics (ATL) program's primary mission is to be responsive to the overall statewide initiative of the California Community Colleges Workforce and Economic Development Division in meeting Senate Bill 1402 legislation outcomes. These activities and outcomes, which align to "Vision for Success" core commitments, are accomplished under the guidance of the statewide director, and in conjunction with sector regional directors. This cohesive structure provides the leadership capacity to insure consistency of program goals and functions system wide, while also providing a strong foundation for the advancement of technical training that ensures the economic viability of services and programs.

*Strong Workforce Stars.* Twenty-six of Cerritos College's career technical education programs recently earned recognition as California Community Colleges Strong Workforce Stars. Gold Stars are Dental Hygiene and Registered Nursing. Silver Stars include Engineering Technology, New Product Development, Machine Tool Technology, Physical Therapist Assistant, Dental Assisting, and Infant/Toddler Teacher. Bronze Stars are Welding, Automotive Technology, Automotive Collision Repair, Accounting, Business Management, Cosmetology, Children with Special Needs, Architecture and Architectural Technology, Drafting Technology, International Business and Trade, Speech-Language Pathology Assistant, Business Communications Office

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Technology – Office Computer Applications, Computer Programming, Computer Networking, Administration of Justice, Retail Store Operations and Management, Culinary Arts, and Human Services.

*Cerritos College Foundation.* The Cerritos College Foundation continues its work to empower campus programs and students by funding vital academic scholarships and supporting programs to build professional and academic skills. In addition to continuing its successful capital campaign (Finish Great), the Foundation has received two major donations in support of campus programs. First, the Teacher Training Academy (Teacher TRAC) program received a legacy gift of more than \$1 million and a cash donation of \$100,000 to support aspiring teachers. These funds will support the long-term sustainability of this award-winning teacher preparation program. Shortly afterward, a Cerritos College alumnus left a \$2.3 million gift to support the Woodworking Manufacturing Technologies Department. This gift, designated for scholarships, is the largest financial donation the College has received.

*NASA Community College Aerospace Partnership.* The National Aeronautics and Space Administration (NASA) has chosen Cerritos College as an expansion site for its National Community College Aerospace Scholars (NCAS) program. NCAS provides community college science, technology, engineering, and math (STEM) students with authentic NASA research experiences and with learning and skill-building activities that encourage them to finish a two-year degree or transfer to a four-year university to pursue a NASA-related field or career.

*Green Cerritos Campus Sustainability Initiatives.* Cerritos College is an environmental steward. The College is dedicated to adhering to sustainability practices and policies that conserve the planet's diminishing natural resources. The College is creating a campus environment that fosters sustainability through conscious decision making strategies. The College received *Green Technology Magazine's* Green Community College Leadership award for reducing its water consumption by using reclaimed water for landscape irrigation. The California Community Colleges/Investor Owned Utilities partnership selected the college for a pilot study to develop a campus energy master plan. The College received the California Community Colleges Board of Governors 2017 Energy Sustainability award for its Science Building retrofit commissioning project, which is saving the college \$25,000 in energy costs annually.

### *Employee Highlights*

Below is a sampling of recent accomplishments by Cerritos College employees:

- Froylan Cabuto, professor of Spanish, received the John and Suanne Roueche Excellence Award for his Spanish-language stage performance chronicling the life of Frida Kahlo.
- Amber Dofner, program facilitator for Student Equity, Cross Culture, and Title IX Resources, also received the John and Suanne Roueche Excellence Award. Dofner was recognized for developing the Pregnant Scholars Expecting Academic Success program.

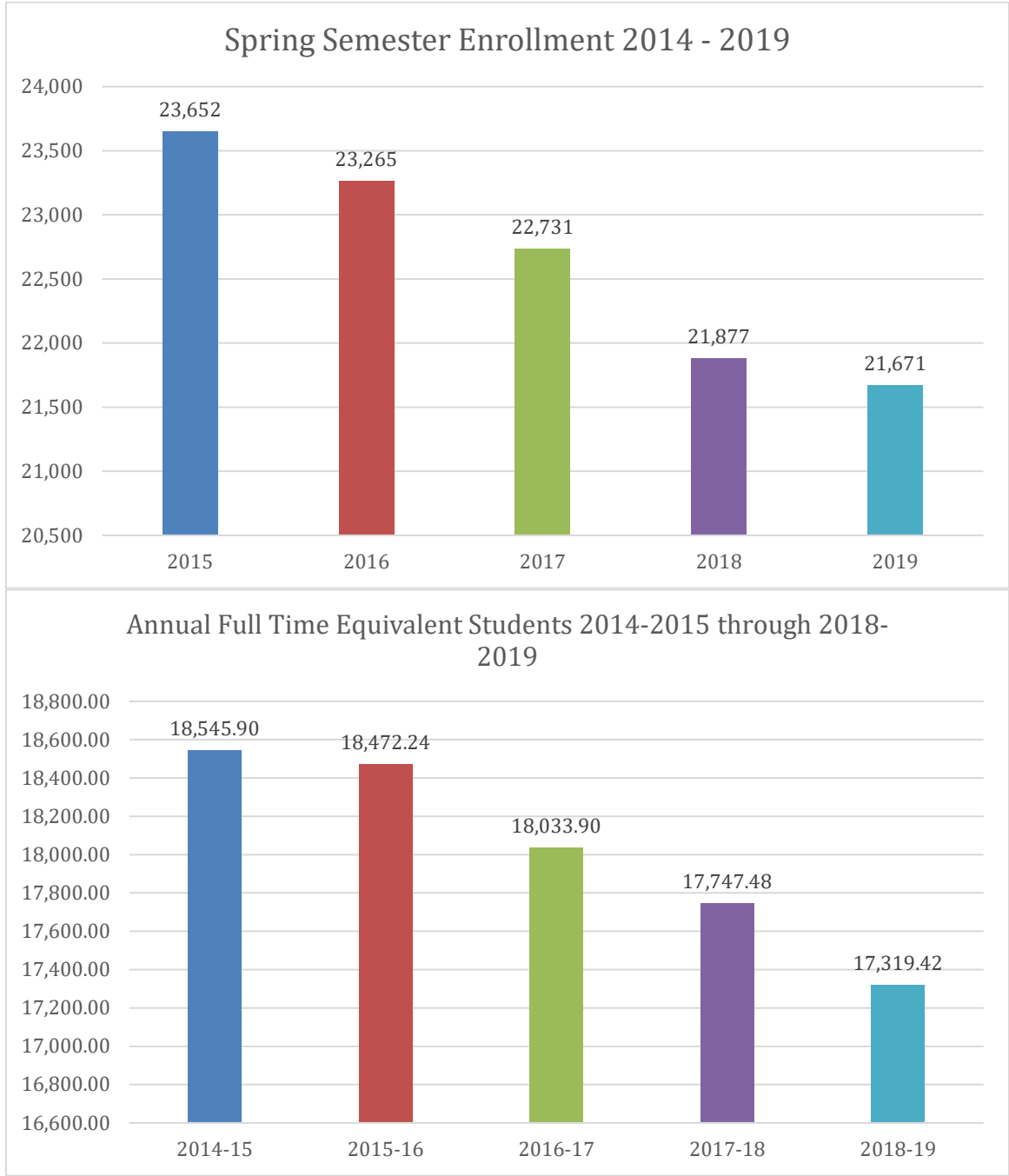
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- Christina Fernandez, associate professor of Photography, was featured in an exhibit at the J. Paul Getty Museum.
- Donny Garriott, coach of Wrestling for 13 seasons, was inducted into the National Wrestling Hall of Fame.
- Dr. Bob Livingston, professor of Business Administration, was named the Post-Secondary Teacher of the Year 2018 by California Business Education Association.
- Jannet Malig provides leadership at the state level as the sector navigator for Advanced Transportation and Logistics.
- Lee Anne McIlroy, instructor of English as a Second Language, was selected by the U. S. Department of State as an English Language Fellow to work in Tanzania for her Instructional Technology in Limited Resource Contexts project.
- Dr. Valyncia Raphael, director of Diversity and Compliance as well as Title IX coordinator, was also a recipient of the John and Suanne Roueche Excellence Award for her commitments to diversity, equity, and inclusion on campus.
- Christopher Richardson, head coach of Track and Field, led Team USA Track and Field as the women's head coach at the 25th Annual Thorpe Cup.
- Lynn Serwin, professor of English, had her proposal for "Success Tribes" selected as a winning project for the Reimagine Online Learning Challenge out of 162 entries.
- Jaelyn Ronquillo-Adachi, assistant professor of psychology, received an Early Career Psychologist Award from the American Psychological Association.
- Dr. Lucinda Aborn, former dean of Disabled Students Programs and Services, was honored with the R. J. Scuderi Exemplary Service Award from the California Association for Postsecondary Education and Disability.



A. Introduction

**Student Enrollment Data**



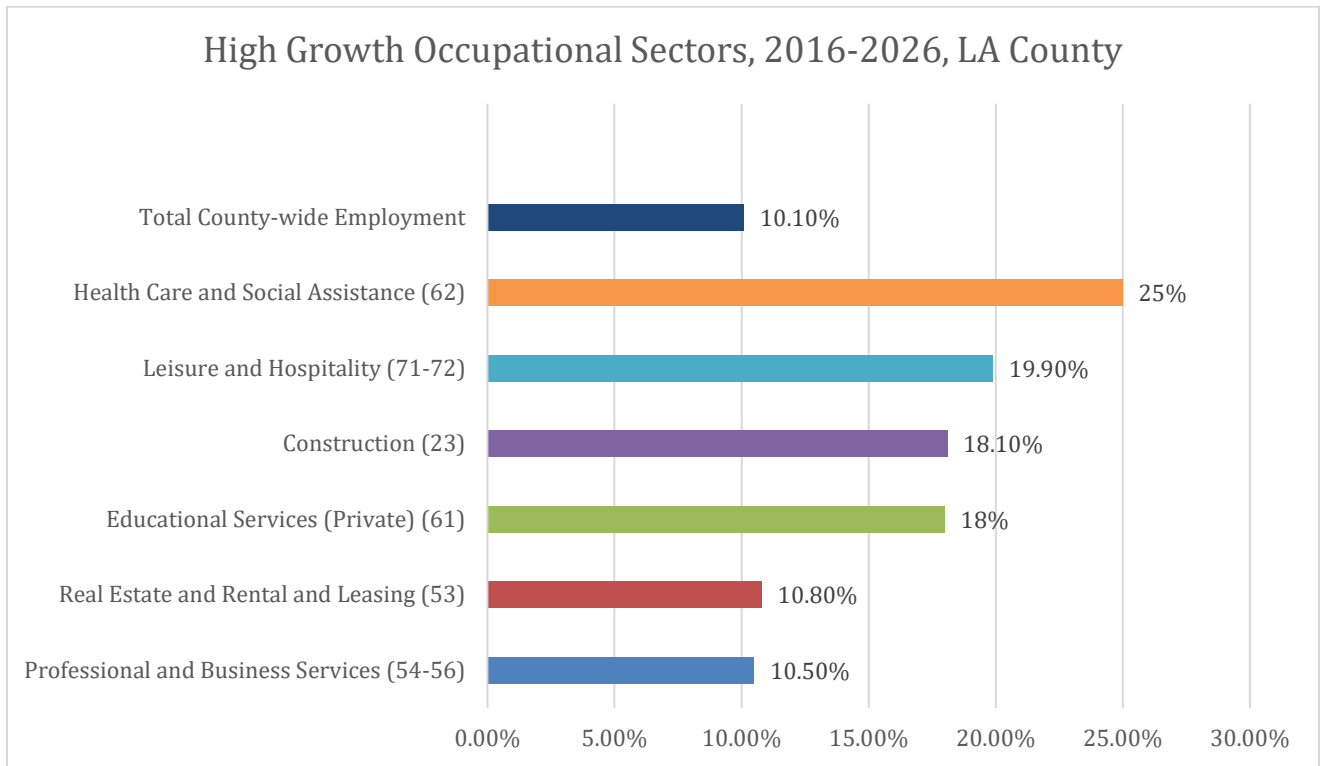
Source: California Community Colleges Chancellor's Office Data Mart; retrieved October 2019

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**Labor Market Data**

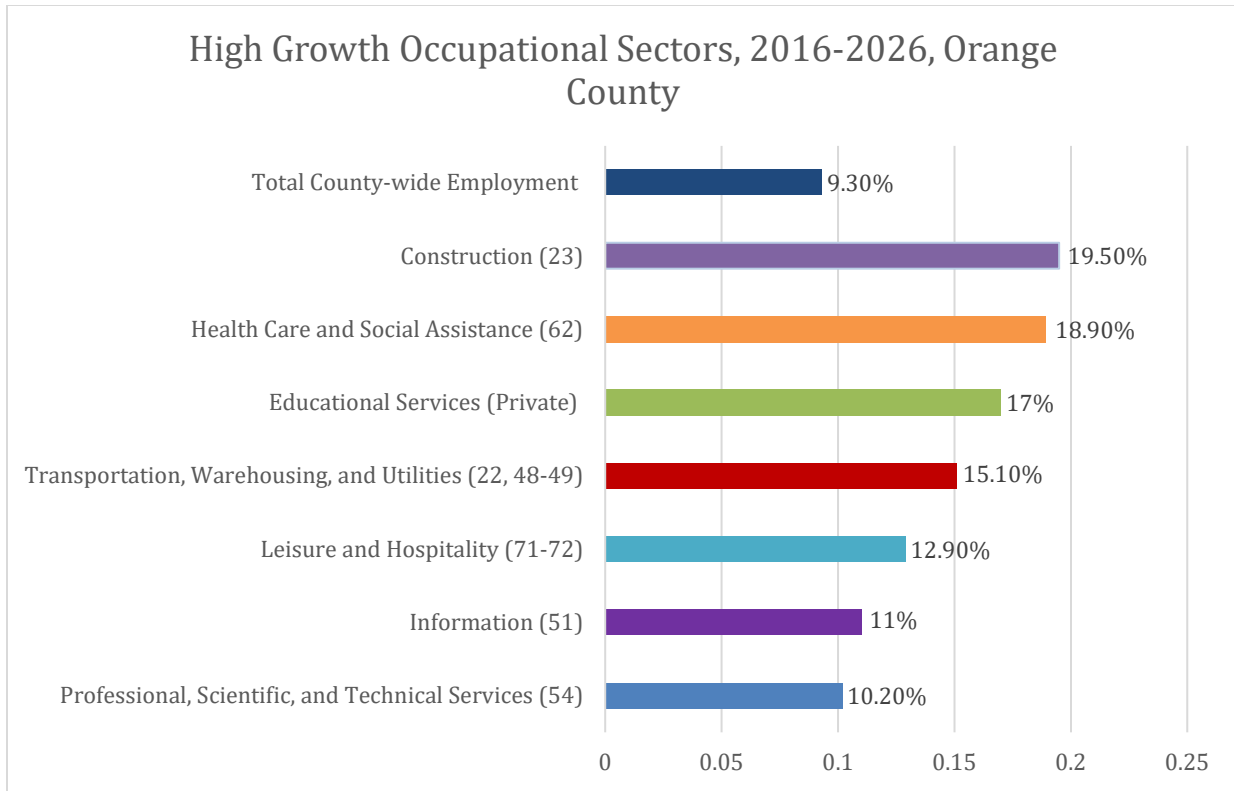
<i>Service Area Unemployment September 2019</i>	
<i>Location</i>	<i>Rate</i>
Los Angeles-Long Beach-Glendale	4.5%
Anaheim-Santa Ana-Irvine	2.4%

Source: California Employment Development Department; retrieved October 2019



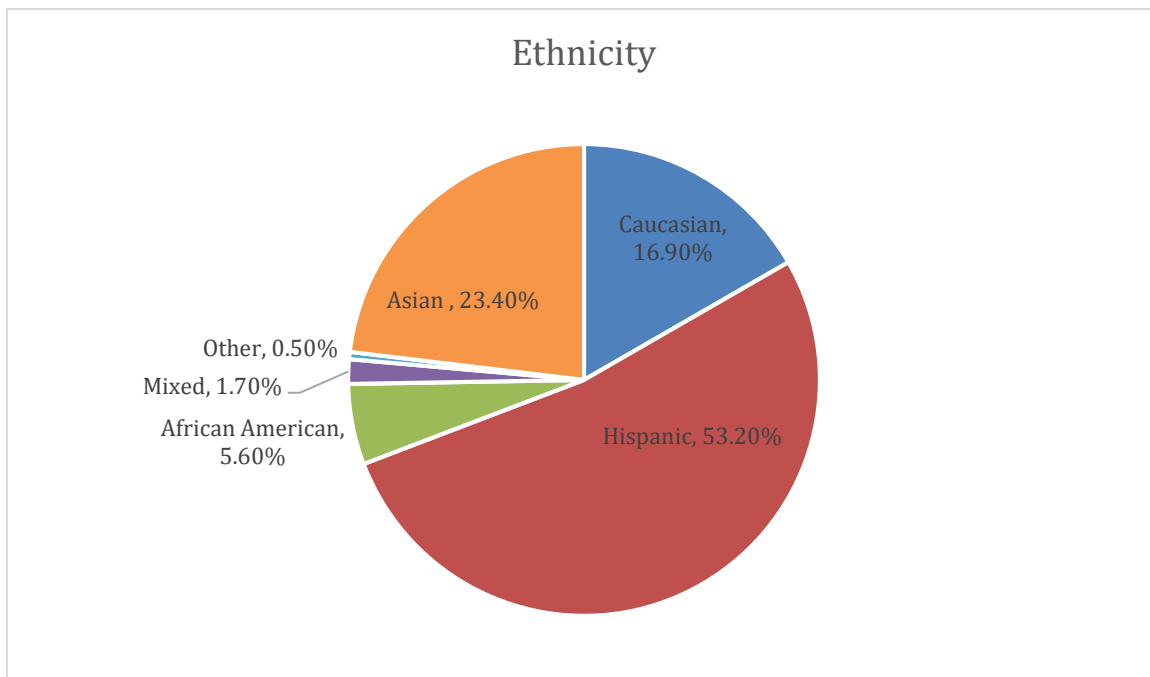
\*Industry titles are indicated in NAICS Code

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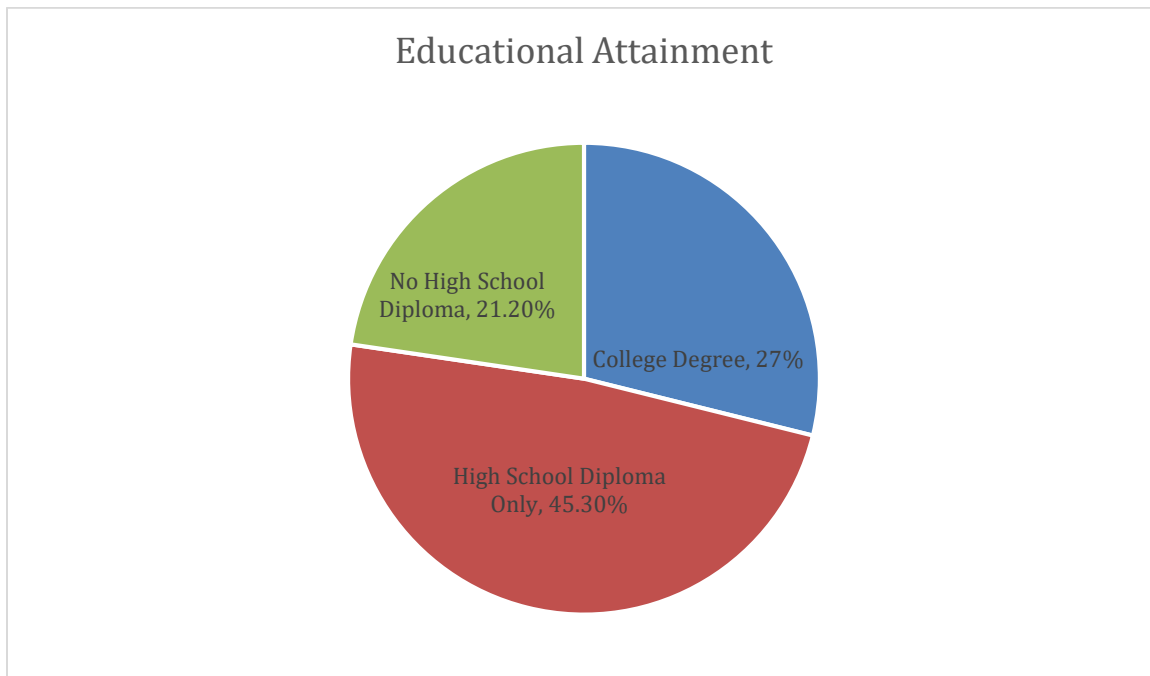
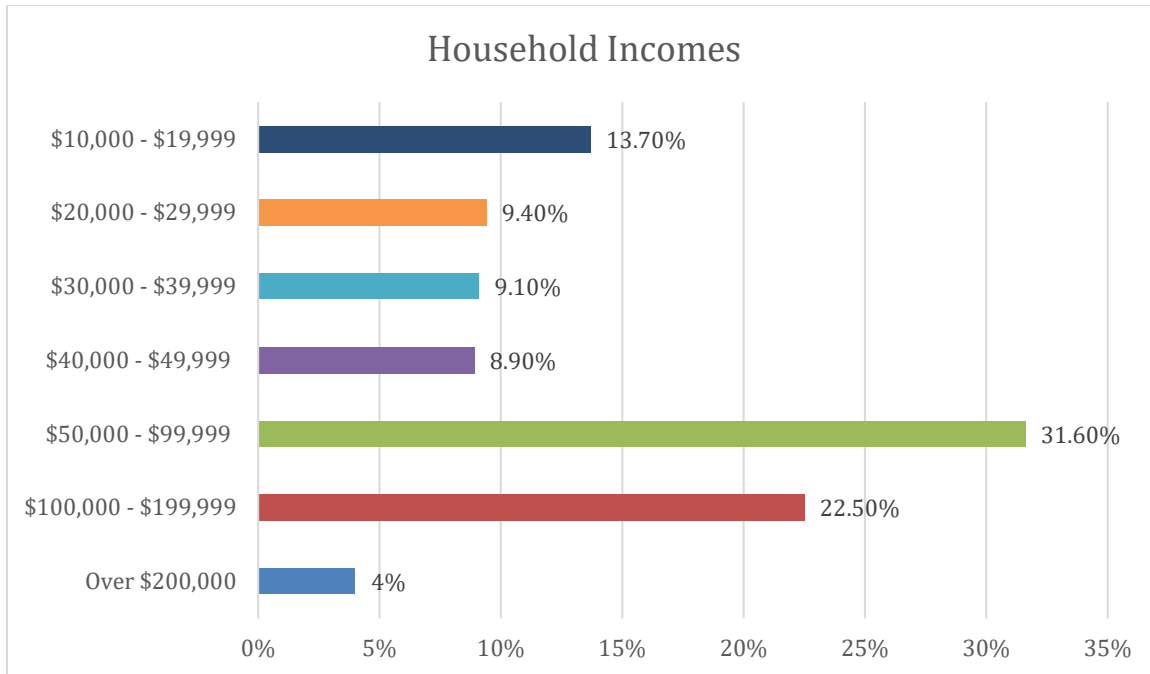


\*Industry Titles indicated in NAICS Code. Source: California Employment Development Department; May 2019

## Socio-Economic Data



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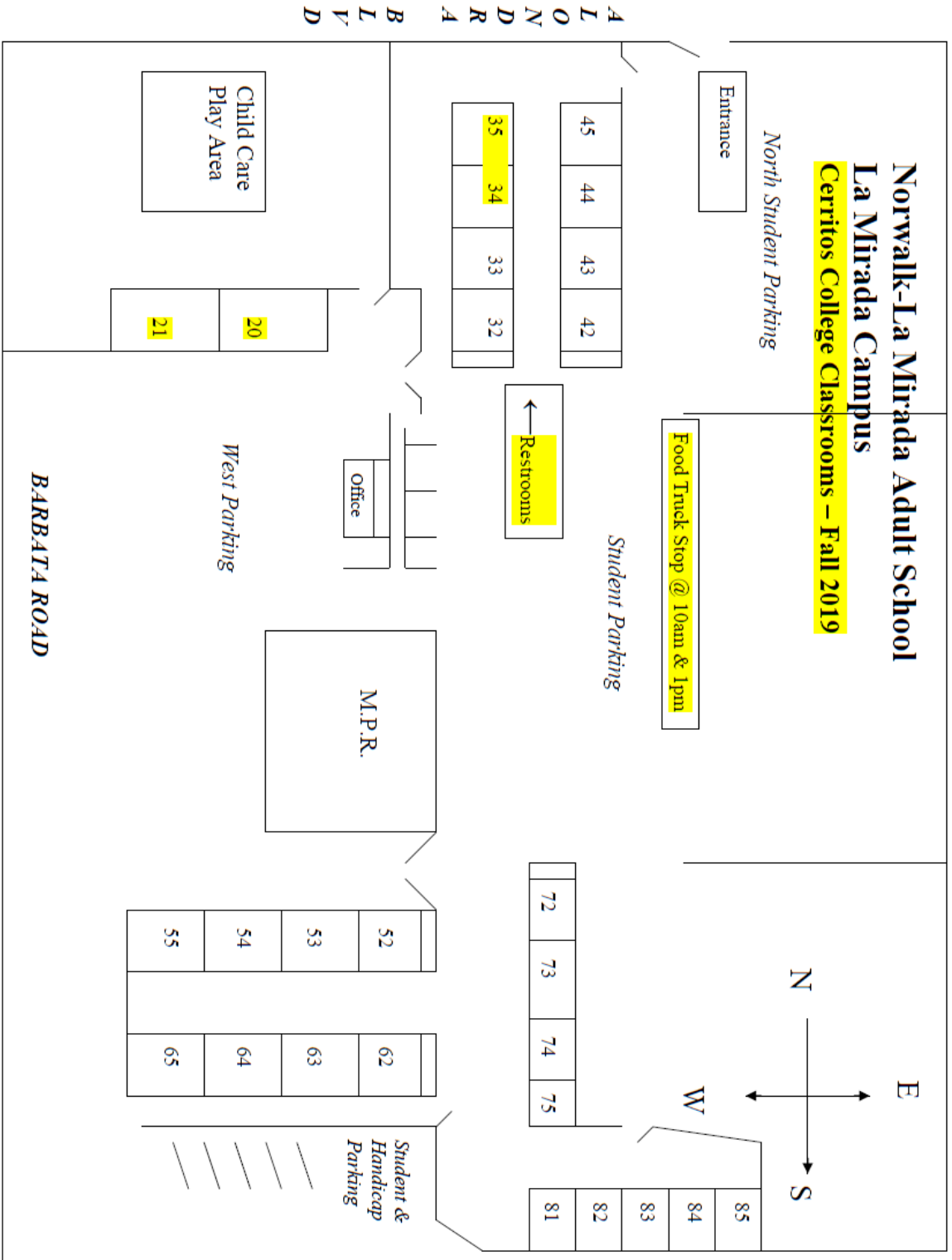
\*All three tables above include out-of-district cities

# A. Introduction

## Sites



A. Introduction



## A. Introduction

### **Specialized or Programmatic Accreditations**

#### *Associate Degree in Nursing (ADN)*

California Board of Registered Nursing (BRN) – state accreditation

1747 N. Market Blvd., Suite 150

Sacramento, CA 95834-1924

Accreditation Period: 2015-2021

Accreditation Commission for Education in Nursing (ACEN) – national accreditation

3343 Peachtree Rd. NE, Suite 850

Atlanta, GA 30326

Accreditation Period: 2013-2021

#### *Dental Assisting*

The Commission on Dental Accreditation (CODA)

211 E. Chicago Ave.

Chicago, IL 60611

Accreditation Period: 2016-2023

#### *Chrysler CAP Program*

ASE Education Foundation

1503 Edwards Ferry Rd. NE, Suite 401

Leesburg, VA 20176

Accreditation Period: June 2015-May 2020

#### *Dental Assisting*

The Commission on Dental Accreditation (CODA)

211 E. Chicago Ave.

Chicago, IL 60611

Accreditation Period: 2016-2023

#### *Dental Hygiene*

The Commission on Dental Accreditation (CODA)

211 E. Chicago Ave.

Chicago, IL 60611

Accreditation Period: 2016-2023

#### *Ford ASSET Program*

ASE Education Foundation

1503 Edwards Ferry Rd. NE, Suite 401

Leesburg, VA 20176

Accreditation Period: June 2015-May 2020

## A. Introduction

### *General Automotive Mechanical Repair*

ASE Education Foundation  
1503 Edwards Ferry Rd. NE, Suite 401  
Leesburg, VA 20176  
Accreditation Period: June 2015-May 2020

### *General Motors ASEP*

ASE Education Foundation  
1503 Edwards Ferry Rd. NE, Suite 401  
Leesburg, VA 20176  
Accreditation Period: June 2015-May 2020

### *Paralegal Program*

American Bar Association Standing Committee on Paralegals Approval Commission  
321 N. Clark St.  
Chicago, IL 60654-7598  
Accreditation Period: 2016-2023

### *Pharmacy Technician Program*

ASHP/ACPE Pharmacy Technician Accreditation Commission  
190 S. LaSalle St., Suite 2850  
Chicago, IL 60603-3410  
Accreditation Period: 2017-2023

### *Physical Therapist Assistant Program Special Accreditation*

Commission on Accreditation of Physical Therapy Education (CAPTE)  
1111 N. Fairfax St.  
Alexandria, VA 22314-1488  
Accreditation Period: Fall 2016-Fall 2026

### *Speech-Language Pathology Assistant Program*

California Speech-Language Pathology, Audiology, and Hearing Aid Dispensers Board  
2005 Evergreen St., Suite 2100  
Sacramento, CA 95815  
Accreditation Period: None; all changes in curriculum are submitted to, and approved by, the board on an ongoing basis.



## B. Presentation of Student Achievement Data and Institution-Set Standards

### Cerritos College Standards for Monitoring Improved 2017-18 Institutional Performance

To evaluate the effectiveness of campus efforts for career and transfer-bound students, Cerritos College monitors and assesses five college-wide achievement measures.

1. Certificates awarded: number of certificates conferred each academic year (MIS data)
2. Degrees awarded: number of degrees conferred each academic year (MIS data)
3. Transfers: number of students who transferred to a CSU or UC campus each year
4. Success rates: successful enrollments (grades: A, B, C or P) to overall (MIS data)<sup>1</sup>
5. Persistence rates: Percentage of degree, certificate, or transfer-seeking students enrolled in first three consecutive terms (Student Success Scorecard, discontinued in 2018)

Table 1 displays the College’s performance from five academic years, and the average calculated over those years (highlighted in yellow). Calculating a five-year average provides a fair and relatively stable estimate of college performance. Through discussion and agreement with campus constituents, the college decided to use the five-year average as a set-institutional standard or baseline.<sup>2</sup> Dips in achievement lower than the five-year average prompt the college to engage in further analyses to target areas of potential improvement.

**Table 1. Institutional Set Standards, 2012-2013 to 2018-2019**

Academic Years	Certificates Awarded	Degrees Awarded	CSU Transfers	UC Transfers	Success Rate <sup>3</sup>	Persistence
<b>Target 2019-20</b>	Student Equity, Vision for Success	Student Equity, Vision for Success	Student Equity, Vision for Success	Student Equity, Vision for Success	Student Equity, Vision for Success	N/A
<b>Performance 2018-19</b>	2,623	2,393	804 <sup>4</sup>	127	69.9%	N/A <sup>5</sup>
<b>Target 2018-19</b>	885 <sup>6</sup>	1,558	950	135	69.3%	77.0%
<b>Performance 2017-18</b>	2,301	1,944	939	122	68.8%	80.1%
<b>Target 2017-18</b>	885	1292	751	139	69.6%	75.6%
<b>Performance 2016-17</b>	1,579	1,735	1035	126	69.9%	76.7%
<b>Performance 2015-16</b>	864	1,632	979	126	69.3%	77.8%
<b>Performance 2014-15</b>	773	1,356	893	144	*83%	76.9%
<b>Performance 2013-14</b>	712	1,121	903	157	*83%	73.3%
<b>Performance 2012-13</b>	745	1,209	644	144	*83%	73.30%

<sup>1</sup> Scorecard metric changed from completion to successful course completion for 2017 reporting of 2015-16

<sup>2</sup> The standard for Persistence as reported in the Scorecard is a 6-year cohort

<sup>3</sup> First three years of measurement relied on retention or completion rates, which included enrollments with non-passing grades (D, F, NP, I\*, IPP, INP, FW)

<sup>4</sup> Longitudinal figures from newly deployed CSU Transfer Dashboard don't match figures gathered from old system

<sup>5</sup> No persistence figures since the scorecard was discontinued in 2018.

<sup>6</sup> Target updated on March 7, 2019 after Planning and Budget Committee recommended using 885 as the target for 2018-19 instead of the five-year average

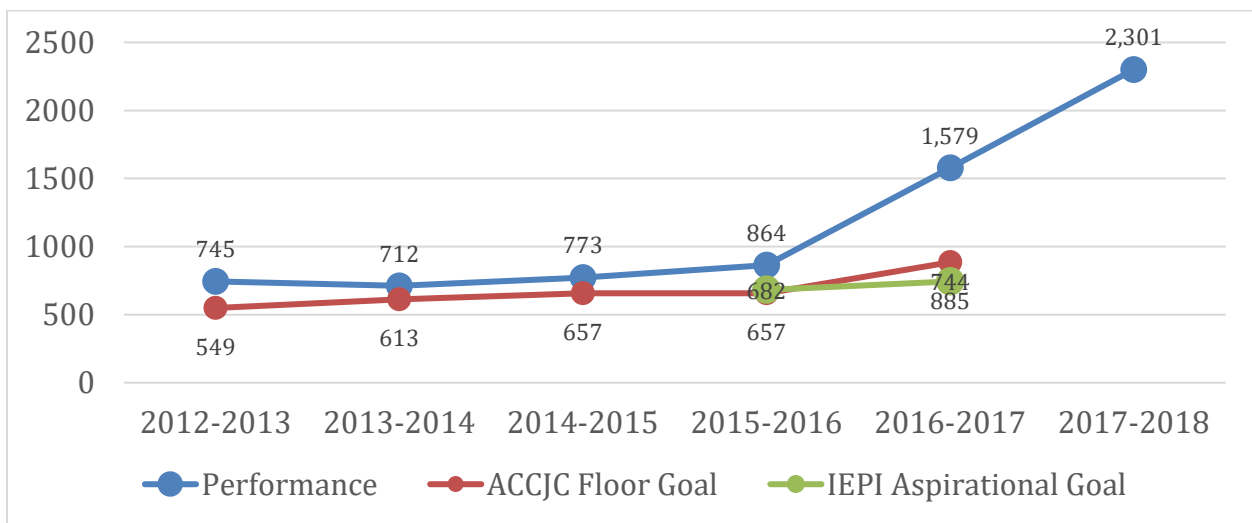
## B. Student Achievement Data and Institution-Set Standards

In the past year, the campus has engaged in productive dialogue about how institutional standards should best be revised to monitor the progress of closing equity gaps among disproportionately impacted populations. In the figures that follow, institution set standards formerly presented in the aggregate have been supplemented by various equity disaggregations, in addition to other achievement metrics relevant to recent state initiatives.

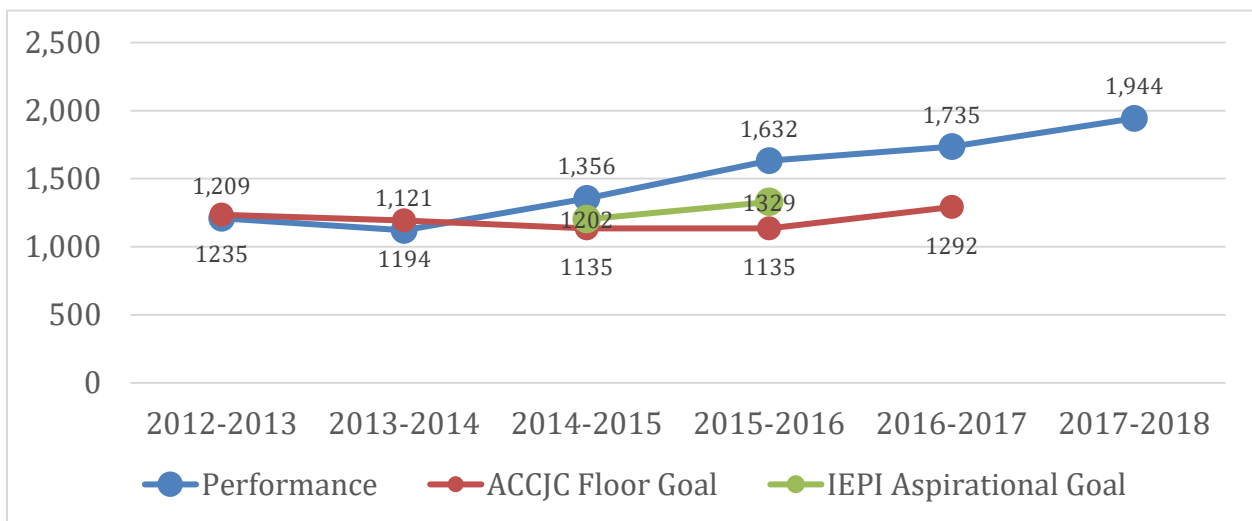
### Institutional Set Standards 1 and 2: Certificates and Degrees Awarded

Certificate and Degree attainments for the last six reporting years surpassed floor and aspirational goals set by the institution.

**Figure 1. Certificate Performance, Floor Goals, and Aspirational Goals**



**Figure 2. Degree Performance, Floor Goals, and Aspirational Goals**

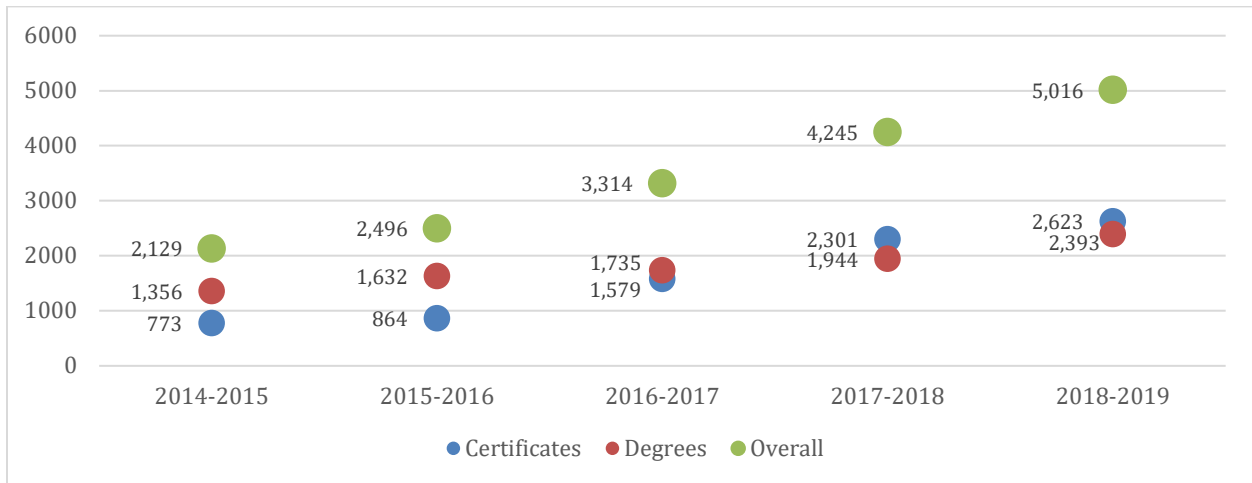


## B. Student Achievement Data and Institution-Set Standards

### Shifts in Certificate and Degree Performance Measurements

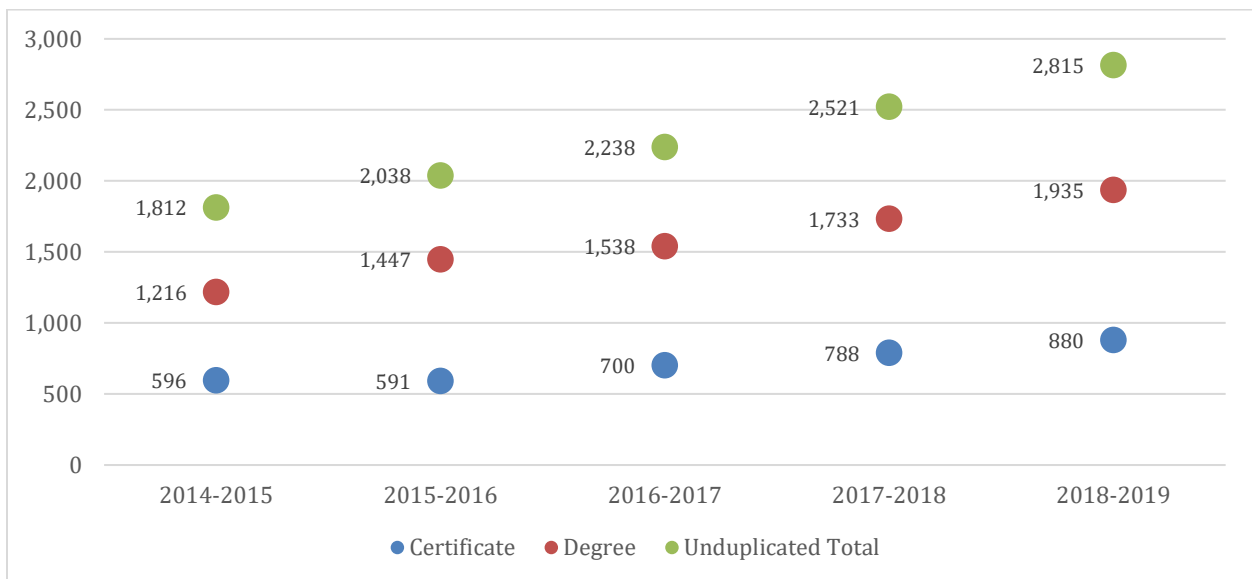
The overall number of certificates awarded has outpaced the number of degrees awarded in the last five years. Accordingly, the overall number of awards conferred, regardless of type, has more than doubled since academic year 2014-2015.

**Figure 3. All degrees and certificates conferred, 2014-2015 to 2018-2019**



The student-centered funding formula shifted our focus from overall awards conferred to the highest award conferred per individual award recipient. Though the total number of unduplicated award recipients has increased since academic year 2014-2015, the increase in award recipients is more modest relative to the growth in overall awards conferred.

**Figure 4. All degree and certificate recipients by highest award and unduplicated total, 2014-2015 to 2018-2019**



## B. Student Achievement Data and Institution-Set Standards

The Student Equity and Achievement (SEA) Plan dovetails into the certificate and degree set standard and guides the institution to address equity gaps with disaggregated targets for state-defined subpopulations. Table 2 highlights the populations Cerritos College included in its SEA Plan as targets for improvement. Figures are from the 2017-18 academic year for students who earned an award and had at least one course enrollment in the selected or prior year. Rather than presenting counts, the SEA Plan uses rates. The denominator for the rate of award earners includes all students enrolled in any program at the College during the award year or the year prior. Gaps between reference rates and award earner rates for subpopulations are expressed in students and allow the institution to set tangible performance goals.

**Table 2. SEA Plan Targets for AY 2018-2019, Students Who Attained the Vision Goal Completion for AY 2017-2018**

Gender	Equity Demographic	Total award earners	Total award candidates	Award earner rate	Reference rate*	Gap size in students	2018-2019 goal	2018-2019 goal % increase
Female	American Indian or Alaska Native	2	90	2.2%	4.8%	3	5	150%
Female	Asian	65	1709	3.8%	4.8%	18	83	28%
Female	Foster Youth	30	637	4.7%	4.9%	2	32	7%
Female	LGBT	33	713	4.6%	4.9%	2	36	9%
Male	American Indian or Alaska Native	2	87	2.3%	4.8%	3	5	150%
Male	Asian	47	1440	3.3%	4.8%	23	70	49%
Male	Black or African American	52	1520	3.4%	4.8%	21	74	42%
Male	First Generation	499	11480	4.3%	4.9%	64	567	14%
Male	Foster Youth	8	389	2.1%	4.9%	12	20	150%
Male	Hispanic or Latino	622	15725	4.0%	4.8%	133	759	22%
Male	LGBT	10	486	2.1%	4.9%	14	24	140%
Male	Unknown	18	418	4.3%	4.8%	3	21	17%

*Race/ethnicity distributions will not match California State Chancellor figures due to a coding issue that was remediated locally.*

\* The reference rate is the award earner rate for male and female students overall.

## B. Student Achievement Data and Institution-Set Standards

### Institutional Set Standards 3 and 4: Transfers to CSU and UC

Transfers to CSU and UC over the last six reporting years were at or below floor goals set by the institution. Given that floor goals were not being met, aspirational goals were not set.

**Figure 5. Transfer to CSU and UC Performance and Floor Goals**

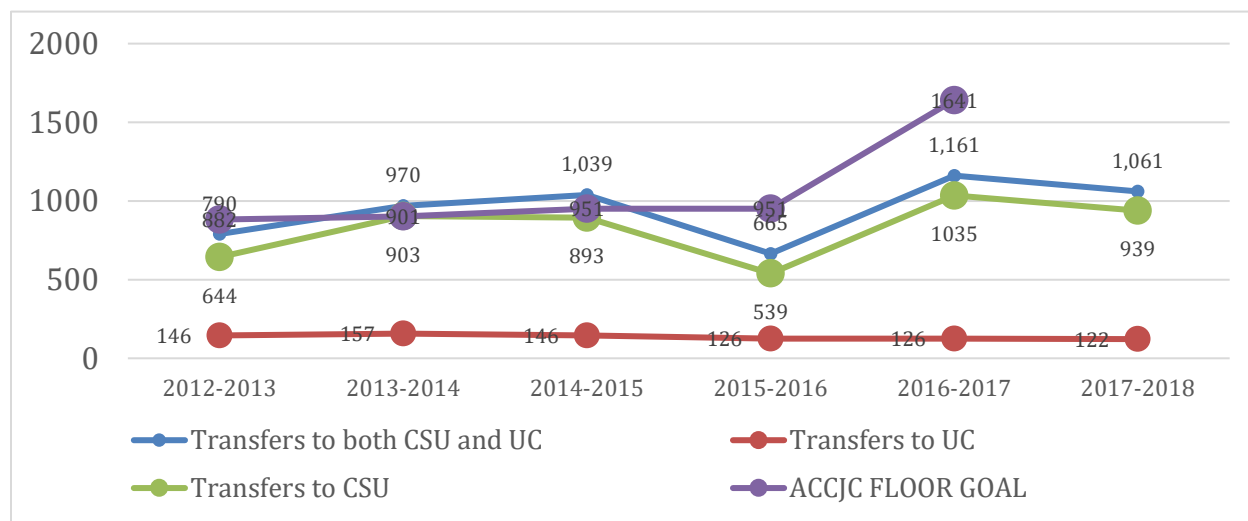


Table 3 highlights populations the College included in the SEA Plan for improvement. Transfer counts are from students who exited the community college system during 2016-17 and had a valid course enrollment at a 4-year institution, as reported by the National Student Clearinghouse. The denominator for rates includes all students who completed at least 12 units at any community college any time and had no record of registration in the community college system for the year following their last term. Identified gaps between reference rates and transfer rates for subpopulations allow the institution to set performance goals.

**Table 3. SEA Plan Targets for AY 2018-2019, All Students Who Transferred to a 4-year institution for AY 2016-2017**

Gender	Equity Demographic	Total transfers to 4-year	Total exited CC system	Transfer Rate	Reference rate*	Gap size in students	2017-2018 goal	2017-2018 goal % increase
Female	American Indian or Alaska Native	0	20	0.0%	5.6%	2	2	**
Female	Black or African American	21	416	5.0%	5.6%	3	24	14%
Female	Disabled	41	801	5.1%	6.1%	8	50	22%
Female	First Generation	462	7808	5.9%	6.1%	15	480	4%
Female	Hispanic or Latino	245	4499	5.4%	5.6%	7	251	2%
Female	LGBT	18	327	5.5%	6.1%	2	21	17%
Female	Native Hawaiian / Pacific Islander	0	24	0.0%	5.6%	2	2	**
Male	Disabled	28	782	3.6%	6.1%	20	48	71%

## B. Student Achievement Data and Institution-Set Standards

Gender	Equity Demographic	Total transfers to 4-year	Total exited CC system	Transfer Rate	Reference rate*	Gap size in students	2017-2018 goal	2017-2018 goal % increase
Male	Economically Disadvantaged	481	8521	5.6%	6.1%	39	523	9%
Male	First Generation	278	5859	4.7%	6.1%	80	360	29%
Male	Hispanic or Latino	158	3424	4.6%	5.6%	34	191	21%
Male	LGBT	9	211	4.3%	6.1%	4	13	44%
Male	Native Hawaiian / Pacific Islander	0	20	0.0%	5.6%	2	2	**

Race/ethnicity distributions will not match California State Chancellor figures due to a coding issue that was remediated locally.

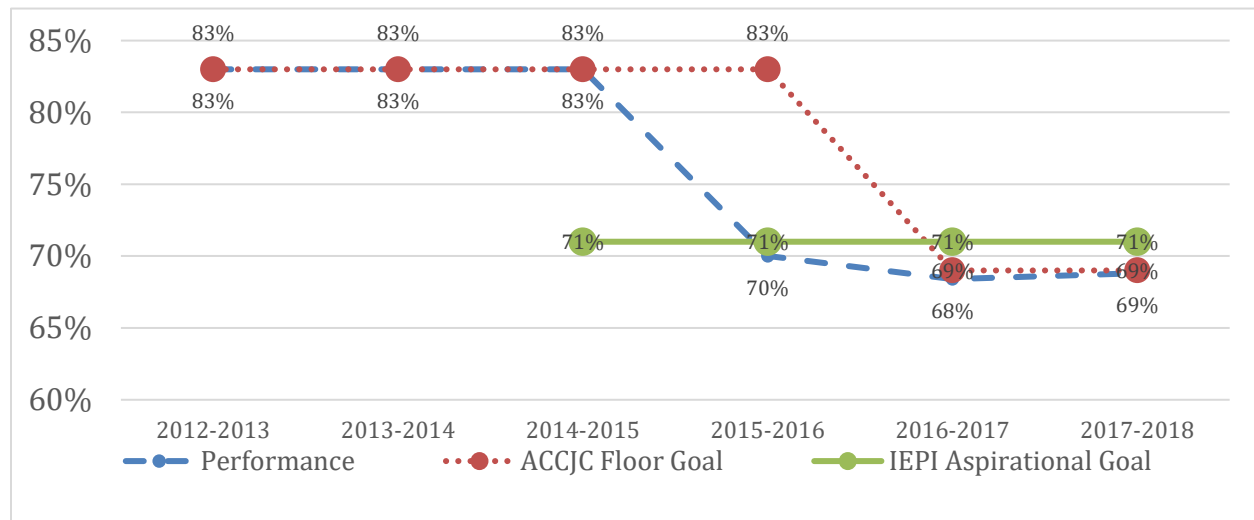
\* The reference rate is the transfer rate for male and female students overall.

\*\* Goal increases in terms of percentages cannot be calculated from a starting point of zero.

### Institutional Set Standard 5: Success Rates

For academic years 2012-2013 to 2014-2015, course completion rates were used to measure institutional set standards for success and the institution performed at ACCJC floor goal levels. The IEPI aspirational goal level, however, was measured in terms of *successful* course completion. As such, the institution's performance metric for success shifted to successful course completion for academic year 2015-2016 onward. This shift was documented through our shared governance process using the figures below.

**Figure 6. Success Rates Performance, Floor Goals, and Aspirational Goals**



To prevent confusion, the following charts summarize annual successful completion rates for the overall Cerritos College population and for various equity disaggregations. In addition, disproportionate impact analysis is performed on all populations, with the marker **DI** appearing for success rates for subpopulations performing under 80% of the reference rate.<sup>7</sup>

<sup>7</sup> The College employed proportionality index with an 80% threshold for the disproportionate impact analysis.

## B. Student Achievement Data and Institution-Set Standards

### Success Rates: All Credit Students

Success for all students in every teaching modality remains steady at about 70% over the last five academic years. Asian and white students perform about 5-8% above the overall average, while African American students perform about 9-10% below the overall average. Female students outperform male students by a 1% margin except in the latest academic year where males and females performed at about parity. Older students have a 2-7% advantage on their younger peers. Finally, students who reported both parents attended college perform about 4% higher than students with both parents going to high school at the most or having no information for two parents available. No group performed at less than 80% of the overall performance of all credit students. As such, no group was identified as having been disproportionately impacted.

*Table 4. Course Success Rates by Academic Year*

Demographic	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<b>Overall</b>	68.7%	68.9%	69.7%	68.8%	69.9%
<b>American Indian or Alaska Native</b>	71.6%	63.5%	56.6%	63.3%	69.3%
<b>Asian</b>	77.2%	77.3%	79.0%	78.3%	79.5%
<b>Black or African American</b>	58.3%	58.2%	60.7%	56.7%	58.0%
<b>Hispanic or Latino</b>	68.1%	68.4%	68.7%	68.1%	69.1%
<b>Native Hawaiian or other Pacific Islander</b>	60.1%	63.8%	62.8%	59.5%	62.7%
<b>Two or more races</b>	61.2%	65.8%	69.9%	67.6%	67.2%
<b>Unknown</b>	69.6%	68.9%	69.4%	66.9%	67.3%
<b>White</b>	77.0%	74.7%	77.6%	77.8%	79.2%
<b>Female</b>	69.2%	69.6%	70.3%	69.3%	69.6%
<b>Male</b>	68.2%	68.1%	69.0%	68.1%	70.3%
<b>Unknown</b>	66.4%	66.4%	68.1%	72.3%	71.3%
<b>19 and under</b>	68.0%	68.1%	68.4%	67.0%	66.7%
<b>20 – 24</b>	67.5%	67.5%	68.5%	67.7%	69.1%
<b>25 – 34</b>	70.4%	70.0%	71.0%	70.4%	72.8%
<b>35 and over</b>	72.8%	74.4%	75.1%	74.0%	74.3%
<b>Both parents attended college or more</b>	72.2%	72.6%	73.7%	72.8%	73.7%
<b>Both parents completed high school or less</b>	68.1%	68.8%	69.1%	68.2%	68.3%
<b>Information not available for both parents</b>	67.6%	66.7%	67.7%	68.9%	75.2%

Data was sourced from MIS and the Cerritos College Student Information System. Figures refer to credit students only. Race/ethnicity distributions will not match Data Mart due to a coding issue that was remediated locally.

## B. Student Achievement Data and Institution-Set Standards

### Success Rates: CTE Courses Only

Success for all CTE courses is 3-8% higher than all credit courses and has been increasing steadily over the last five years. Asian and white students continue to perform higher than the overall average for CTE courses. Older students continue to perform better than their younger peers and students who reported both parents attending college or more continue to perform higher than first-generation students. African American students performed under 80% of the overall rate for all four academic years except the last, with American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students performing at disproportionately impacted levels during academic year 2016-2017.

*Table 5. CTE Course Success Rates by Academic Year*

Demographic	2014- 2015	2015- 2016	2016- 2017	2017- 2018	2018- 2019
<b>Overall</b>	72.0%	74.0%	74.8%	75.0%	77.4%
<b>American Indian or Alaska Native</b>			DI		
	75.8%	64.2%	54.1%	73.0%	76.3%
<b>Asian</b>	79.5%	82.1%	82.5%	82.5%	83.0%
<b>Black or African American</b>	DI	DI		DI	
	54.7%	57.1%	62.9%	58.5%	62.5%
<b>Hispanic/Latino</b>	71.6%	73.4%	73.8%	74.6%	77.2%
<b>Native Hawaiian or Other Pacific Islander</b>	59.6%	68.9%	DI	71.3%	81.9%
			55.8%		
<b>Two or More Races</b>	58.7%	66.4%	70.0%	72.5%	72.2%
<b>Unknown</b>	73.0%	75.6%	75.2%	72.7%	72.9%
<b>White</b>	82.5%	82.1%	83.5%	83.2%	85.4%
<b>Female</b>	72.0%	74.8%	75.4%	76.0%	75.3%
<b>Male</b>	72.0%	73.1%	74.2%	74.0%	79.3%
<b>Unknown</b>	71.1%	71.9%	71.3%	76.1%	80.1%
<b>19 and under</b>	64.2%	67.6%	67.5%	69.5%	70.6%
<b>20-24</b>	70.3%	72.2%	72.5%	74.4%	76.3%
<b>25-34</b>	73.9%	75.5%	76.7%	75.8%	79.8%
<b>35 and over</b>	76.7%	78.0%	79.4%	77.9%	78.3%
<b>Both parents attended college or more</b>	74.4%	76.7%	78.1%	78.4%	79.6%
<b>Both parents completed high school or less</b>	72.1%	74.5%	74.4%	74.5%	74.2%
<b>Information not available for both parents</b>	71.0%	71.7%	73.1%	75.5%	86.2%

Data was sourced from MIS and the Cerritos College Student Information System. Figures refer to credit students only. Race/ethnicity distributions will not match Data Mart due to a coding issue that was remediated locally.



## B. Student Achievement Data and Institution-Set Standards

### Success Rates: Online Students

Online students use the Internet without the immediate involvement of the instructor. Students enrolled in online courses perform 5-10% under all credit courses. Asian and white students still perform above the overall average for online courses, with white students performing consistently better than Asian students over the last five years. Male students consistently perform better than female students in online courses. Older students continue to perform better than their younger peers, and students who reported both parents attended college perform better than first-generation students or students without information for both parents. African American students performed below the 80% threshold for disproportionate impact in all years but 2016-2017. American Indian or Alaskan Native and Native Hawaiian or Other Pacific Islander performed at disproportionately impacted levels during one of the five years included in this summary.

**Table 6. Online Course Success Rates by Academic Year**

Demographic	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<b>Overall</b>	60.0%	63.4%	64.4%	65.0%	64.5%
<b>American Indian or Alaska Native</b>			DI		
	74.5%	56.7%	38.2%	63.3%	54.7%
<b>Asian</b>	68.9%	70.5%	76.9%	74.8%	75.5%
<b>Black or African American</b>	DI	DI		DI	DI
	45.1%	48.8%	52.6%	50.4%	48.1%
<b>Hispanic/ Latino</b>	59.2%	63.2%	62.8%	64.3%	64.2%
<b>Native Hawaiian or Other Pacific Islander</b>	47.1%	57.3%	52.2%	59.2%	58.8%
<b>Two or more Races</b>	49.9%	55.8%	57.2%	59.2%	61.0%
<b>Unknown</b>	61.5%	64.1%	64.7%	64.0%	60.4%
<b>White</b>	76.2%	76.1%	77.6%	77.9%	76.1%
<b>Female</b>	59.1%	63.3%	63.4%	64.6%	64.0%
<b>Male</b>	61.3%	63.7%	65.9%	65.6%	65.1%
<b>Unknown</b>	62.1%	63.3%	66.0%	67.5%	67.9%
<b>19 and under</b>	51.8%	58.0%	58.5%	61.5%	62.6%
<b>20 - 24</b>	55.6%	58.4%	61.1%	61.6%	62.5%
<b>25 - 34</b>	60.8%	63.1%	63.7%	64.4%	64.5%
<b>35 and over</b>	69.0%	73.8%	73.7%	72.9%	68.4%
<b>Both parents attended college or more</b>	62.2%	66.3%	67.9%	68.4%	69.1%
<b>Both parents completed high school or less</b>	60.2%	64.9%	64.2%	63.9%	63.5%
<b>Information not available for both parents</b>	58.7%	59.4%	63.6%	67.5%	62.5%

Data was sourced from MIS and the Cerritos College Student Information System. Figures refer to credit students only. Race/ethnicity distributions will not match Data Mart due to a coding issue that was remediated locally.

The SEA Plan guides the institution to address equity gaps with disaggregated targets for state-defined equity subpopulations using a specific measure for course success rates. The state measures the effects of the implementation of AB705 across campuses; as such, success rates under scrutiny are expressed in terms of the number of students who successfully completed transfer-level math **and** transfer-level English courses within their first academic year.

## B. Student Achievement Data and Institution-Set Standards

Table 7 highlights the equity populations the College included in the SEA Plan as targets for improvement. The table includes first-time credit students who earned a passing grade in a transfer-level math or English course in the district within the selected year. The denominator for the rate includes students who appeared as a first-time credit student in the district. Gaps between reference rates and success rates for subpopulations are expressed in students and allow the institution to set tangible performance goals.

**Table 7. SEA Plan Targets for AY 2018-2019, All Students Who Completed Both Transfer-Level Math and English within the District in the First Year for AY 2017-2018**

Gender	Equity Demographic	Baseline	Population	Earn Award Rate	Reference rate*	Gap size in students	2018-2019 goal	2018-2019 goal % increase
Female	American Indian or Alaska Native	0	9	0.0%	4.4%	1	1	*
Female	Black or African American	1	121	0.8%	4.4%	5	6	500%
Female	Disabled	1	83	1.2%	4.4%	3	4	300%
Female	First Generation	40	1199	3.3%	4.4%	13	60	50%
Female	Foster Youth	2	66	3.0%	4.4%	1	3	50%
Female	Hispanic or Latino	49	1588	3.1%	4.4%	21	71	45%
Female	LGBT	2	70	2.9%	4.4%	2	4	100%
Female	Native Hawaiian / Pacific Islander	0	12	0.0%	4.4%	1	1	**
Female	Unknown race/ethnicity	0	22	0.0%	4.4%	1	1	**
Female	Veteran	0	7	0.0%	4.4%	1	1	**
Male	American Indian or Alaska Native	0	6	0.0%	4.4%	1	1	**
Male	Black or African American	2	133	1.5%	4.4%	4	6	200%
Male	Disabled	2	83	2.4%	4.4%	2	4	100%
Male	First Generation	38	1199	3.2%	4.4%	15	59	55%
Male	Foster Youth	0	57	0.0%	4.4%	3	3	*
Male	Hispanic or Latino	52	1659	3.1%	4.4%	21	74	42%
Male	LGBT	1	42	2.4%	4.4%	1	2	100%
Male	Native Hawaiian / Pacific Islander	0	11	0.0%	4.4%	1	1	*
Male	Unknown race/ethnicity	0	22	0.0%	4.4%	1	1	*
Male	Veteran	0	36	0.0%	4.4%	2	2	*

*Race/ethnicity distributions will not match California State Chancellor figures due to a coding issue that was remediated locally.*

\* Reference rate is set by the overall rate for males or females for the subpopulation.

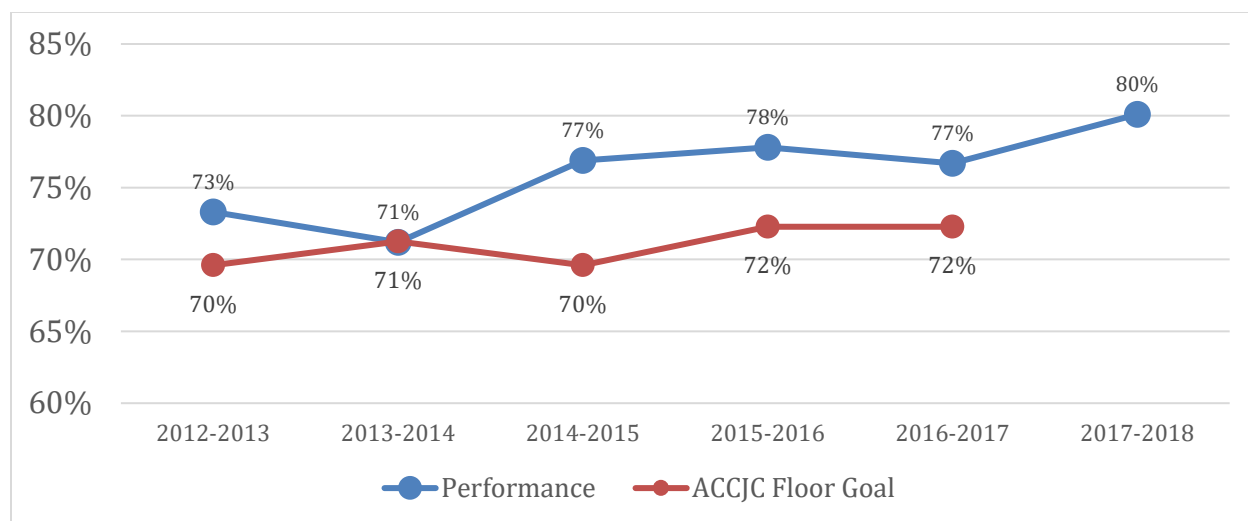
\*\* Goal increases in terms of percentages cannot be calculated from a starting point of zero.

## B. Student Achievement Data and Institution-Set Standards

### Institutional Set Standard 6: Persistence Rates

Persistence rates have performed above floor goals most years, except 2013-2014. The source of persistence measures was the Student Success Scorecard, which was phased out in favor of the new Cal-PASS Plus Launchboard. Under that new methodology, persistence is measured at a shorter timeframe: fall to spring. The SEA Plan uses this new methodology to set disaggregated targets for state-defined subpopulations. Table 8 highlights the equity populations Cerritos College included in its SEA Plan as targets for improvement. The denominator for the rate includes all students who enrolled in the fall term, did not receive a Chancellor’s Office approved degree or certificate during the selected year, and did not transfer to another post-secondary institution during the selected year. Identified gaps between reference rates and fall-to-spring retention rates for subpopulations allow the institution to set performance goals.

**Figure 7. Persistence Rates Performance and Floor Goals**



**Table 8. SEA Plan Targets for 2018-2019, All Students Retained from Fall to Spring within the District for 2017-2018**

Gender	Equity Demographic	Baseline	Population	Earn Award Rate	Reference rate*	Gap size in students	2018-2019 goal	2018-2019 goal % increase
Female	Asian	402	714	56.3%	70.3%	100	502	25%
Female	Black or African American	519	748	69.4%	70.3%	7	526	1%
Female	Filipino	213	329	64.7%	70.3%	19	232	9%
Female	LGBT	241	357	67.5%	70.5%	11	252	5%
Female	Native Hawaiian / Pacific Islander	31	45	68.9%	70.3%	1	32	3%
Female	Unknown race/ethnicity	92	194	47.4%	70.3%	45	137	49%
Female	Veteran	88	139	63.3%	70.5%	10	99	13%
Female	White	587	1016	57.8%	70.3%	128	714	22%

## B. Student Achievement Data and Institution-Set Standards

Gender	Equity Demographic	Baseline	Population	Earn Award Rate	Reference rate*	Gap size in students	2018-2019 goal	2018-2019 goal % increase
Male	Asian	393	576	68.2%	70.3%	12	405	3%
Male	Black or African American	402	630	63.8%	70.3%	41	443	10%
Male	Foster Youth	115	188	61.2%	70.5%	18	133	16%
Male	More than one race	131	198	66.2%	70.3%	9	140	7%
Male	Native Hawaiian / Pacific Islander	30	46	65.2%	70.3%	3	33	10%
Male	Unknown race/ethnicity	120	198	60.6%	70.3%	20	142	18%
Male	White	780	1154	67.6%	70.3%	32	811	4%

*Race/ethnicity distributions will not match California State Chancellor figures due to a coding issue that was remediated locally.*

\* Reference rate is set by the overall rate for males or females for the subpopulation.

### Perkins Core IV Indicators

The state uses the percentage of CTE students earning a GPA of 2.0 or higher in CTE courses to assess technical skill attainment. Performance goals are set by the state.

**Table 8. CTE Skill Attainment: GPA 2.0 and Above**

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<b>Performance Goals</b>	89.8%	91.0%	91.0%	91.0%	91.8%
<b>Architecture and Related Technologies</b>	94.6%	95.5%	93.8%	92.3%	96.4%
<b>Business and Management</b>	89.0%	88.5%	87.6%	90.6%	90.4%
<b>Media and Communications</b>	98.9%	89.5%	95.7%	86.2%	88.5%
<b>Information Technology</b>	92.4%	92.7%	91.1%	89.9%	93.1%
<b>Education</b>	88.9%	86.1%	82.8%	75.0%	100.0%
<b>Engineering and Industrial Technologies</b>	96.6%	95.2%	95.0%	95.7%	95.0%
<b>Fine and Applied Arts</b>	93.3%	92.3%	91.7%	85.3%	88.1%
<b>Health</b>	95.2%	95.0%	96.7%	95.6%	95.3%
<b>Family and Consumer Sciences</b>	95.2%	93.7%	95.4%	93.2%	94.8%
<b>Law</b>	93.7%	92.6%	91.1%	93.1%	89.5%
<b>Public and Protective Services</b>	90.4%	88.0%	88.0%	85.5%	86.6%
<b>Commercial Services</b>	96.2%	97.5%	96.9%	97.8%	98.0%

Table 9 displays the rate of CTE students who earned an industry-recognized credential, certificate, degree, or completed a transfer program and were classified as transfer ready. Performance goals are set by the state.

B. Student Achievement Data and Institution-Set Standards

**Table 9. Completions, Certificates, Degrees and Transfer Ready**

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<b>Performance Goals</b>	74.5%	75.8%	77.4%	79.5%	81.1%
<b>Architecture and Related Technologies</b>	80.5%	93.8%	88.4%	88.4%	91.7%
<b>Business and Management</b>	75.4%	74.5%	81.8%	82.4%	83.9%
<b>Media and Communications</b>	90.2%	95.7%	88.5%	90.7%	92.0%
<b>Information Technology</b>	81.7%	67.6%	83.1%	83.2%	88.7%
<b>Education</b>	96.3%	96.0%	100.0%	100.0%	100.0%
<b>Engineering and Industrial Technologies</b>	63.5%	64.2%	69.3%	64.7%	68.0%
<b>Fine and Applied Arts</b>	93.8%	87.5%	93.3%	95.0%	96.0%
<b>Health</b>	89.9%	91.9%	91.5%	93.4%	94.2%
<b>Family and Consumer Sciences</b>	82.9%	85.2%	82.5%	82.7%	83.6%
<b>Law</b>	82.6%	83.8%	82.6%	88.2%	85.3%
<b>Public and Protective Services</b>	86.2%	86.7%	88.7%	87.4%	89.5%
<b>Commercial Services</b>	76.8%	82.7%	71.3%	89.9%	93.1%

Table 10 displays the rate of CTE students who persisted in the CCC system or transferred to another two or four-year institution. Performance goals are set by the state.

**Table 10. Persistence in Higher Education**

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<b>Performance Goals</b>	85.1%	85.5%	85.9%	86.8%	87.1%
<b>Architecture and Related Technologies</b>	77.8%	92.3%	92.5%	85.9%	83.9%
<b>Business and Management</b>	84.7%	81.5%	82.2%	82.8%	81.3%
<b>Media and Communications</b>	89.1%	89.5%	87.0%	86.2%	89.7%
<b>Information Technology</b>	87.7%	81.1%	87.8%	88.5%	90.0%
<b>Education</b>	88.9%	86.1%	96.6%	66.7%	75.0%
<b>Engineering and Industrial Technologies</b>	80.7%	77.4%	77.9%	77.4%	76.9%
<b>Fine and Applied Arts</b>	86.7%	84.6%	87.5%	85.3%	83.3%
<b>Health</b>	77.5%	82.5%	84.9%	84.4%	87.2%
<b>Family and Consumer Sciences</b>	83.6%	85.1%	84.7%	86.4%	84.9%
<b>Law</b>	83.4%	83.4%	75.7%	81.1%	83.3%
<b>Public and Protective Services</b>	85.9%	87.2%	88.2%	88.2%	86.0%
<b>Commercial Services</b>	76.5%	75.6%	66.9%	64.4%	66.2%

## B. Student Achievement Data and Institution-Set Standards

Table 11 displays the rate of CTE students who did not transfer to a two or four-year institution and were found during one of the four quarters following the cohort year in an apprenticeship program, UI covered employment, the federal Government, or the military.

**Table 11. Employment**

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<b>Performance Goals</b>	76.5%	72.0%	68.0%	72.0%	73.2%
<b>Architecture and Related Technologies</b>	87.0%	100.0%	60.0%	65.0%	82.4%
<b>Business and Management</b>	64.8%	73.6%	77.7%	80.7%	85.4%
<b>Media and Communications</b>	73.1%	53.3%	78.3%	73.1%	73.9%
<b>Information Technology</b>	54.1%	52.0%	64.7%	67.4%	63.8%
<b>Education</b>	66.7%	84.6%	100.0%	90.0%	100.0%
<b>Engineering and Industrial Technologies</b>	66.0%	73.6%	78.2%	80.3%	82.5%
<b>Fine and Applied Arts</b>	100.0%	54.6%	80.0%	83.3%	63.6%
<b>Health</b>	79.3%	86.2%	92.5%	87.3%	90.1%
<b>Family and Consumer Sciences</b>	69.9%	74.9%	83.3%	80.2%	79.7%
<b>Law</b>	71.2%	73.1%	78.2%	75.0%	82.5%
<b>Public and Protective Services</b>	72.4%	81.4%	81.8%	90.2%	81.9%
<b>Commercial Services</b>	57.0%	68.4%	76.0%	74.8%	75.0%

**Table 12. Nontraditional (underrepresented gender) student enrollment in CTE programs.**

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<b>Performance Goals</b>	22.6%	24.0%	25.0%	25.0%	26.0%
<b>Architecture and Related Technologies</b>	8.9%	15.2%	13.8%	23.1%	30.4%
<b>Business and Management</b>	45.4%	46.9%	51.7%	53.3%	49.6%
<b>Media and Communications</b>	32.0%	26.7%	27.3%	38.7%	29.3%
<b>Information Technology</b>	15.9%	13.1%	16.3%	16.1%	17.2%
<b>Education</b>	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Engineering and Industrial Technologies</b>	6.3%	5.6%	6.1%	5.2%	5.9%
<b>Fine and Applied Arts</b>	50.0%	40.9%	27.8%	35.7%	26.3%
<b>Health</b>	19.3%	21.0%	23.1%	21.3%	22.1%
<b>Family and Consumer Sciences</b>	20.0%	18.6%	15.1%	15.0%	15.9%
<b>Law</b>	27.2%	26.3%	21.5%	20.7%	17.9%
<b>Public and Protective Services</b>	47.0%	45.9%	45.6%	47.3%	48.0%
<b>Commercial Services</b>	5.5%	4.5%	4.6%	6.7%	7.3%

## B. Student Achievement Data and Institution-Set Standards

**Table 13. Nontraditional (underrepresented gender) student enrollment and completion of CTE programs.**

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<b>Performance Goals</b>	27.5%	28.0%	29.0%	29.0%	30.0%
<b>Architecture and Related Technologies</b>	11.8%	15.6%	13.6%	19.5%	27.8%
<b>Business and Management</b>	47.9%	46.8%	53.9%	52.8%	48.1%
<b>Media and Communications</b>	23.8%	16.7%	21.7%	44.4%	38.5%
<b>Information Technology</b>	12.1%	13.3%	19.2%	17.2%	18.5%
<b>Education</b>	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Engineering and Industrial Technologies</b>	10.1%	5.2%	6.6%	6.8%	6.7%
<b>Fine and Applied Arts</b>	50.0%	50.0%	9.1%	40.0%	30.4%
<b>Health</b>	17.7%	20.8%	23.3%	20.1%	20.9%
<b>Family and Consumer Sciences</b>	26.7%	20.4%	19.4%	16.5%	16.9%
<b>Law</b>	33.7%	29.5%	19.8%	19.4%	17.3%
<b>Public and Protective Services</b>	47.5%	47.9%	44.6%	48.8%	48.2%
<b>Commercial Services</b>	5.5%	4.3%	3.2%	4.6%	8.7%

## C. Organization of the Self-Evaluation Process

### **C. Organization of the Self-Evaluation Process**

Cerritos College recruited an accreditation committee, team leads, and writers to complete the Institutional Self-Evaluation Report (ISER). The College Committee on Accreditation included representatives from each constituent group: student, classified staff, confidential staff, faculty, and management. This membership structure was prescribed by the shared-governance handbook's outline for the College Committee on Accreditation.

#### *Accreditation Committee:*

Rick Miranda, accreditation liaison officer (ALO), vice president of Academic Affairs

Shawna Baskette, accreditation manager co-chair, dean of Academic Success

Michelle Lewellen, accreditation faculty co-chair, professor of Psychology

Chad Greene, accreditation editor, professor of English

Kristi Blackburn, dean of Institutional Effectiveness, Research, and Planning (former)

Sandy Marks, president (former) of the Association of Cerritos College Management Employees (ACCME), dean of Health Occupations

April Griffin, Cerritos College Faculty Senate president, professor of Communication Studies

Stephanie Rosenblatt, president of the Cerritos College Faculty Federation (CCFF), librarian

Tim Kyllingstad, California School Employees Association (CSEA) representative, senior accessibility compliance specialist/assistive technology

Julie Mun, confidential staff representative, administrative assistant

Johnny Wallace, Associated Students of Cerritos College (ASCC) representative, student

Phil Herrera, ASCC representative, student (former)

The College assembled tri-leads for each sub-standard with one manager, one faculty member, and one classified or confidential staff member. The sub-standard team leads selected their writing teams. The responsibilities of the sub-standard leads were documented, distributed, and discussed during the first accreditation committee meeting on April 18, 2018. In summary, the leads were responsible for planning, developing, and completing a comprehensive self-evaluation of educational quality and institutional effectiveness by December 1, 2019. This included assembling supporting evidence to meet the requirements of all Accrediting Commission for Community and Junior Colleges (ACCJC) standards and eligibility requirements.

The ALO and accreditation co-chairs developed a timeline to distribute during the first accreditation committee meeting and share with the Cerritos Community College District Board of Trustees. Accreditation committee members attended ACCJC ISER training on May 2, 2018, and the Cerritos College accreditation co-chairs provided additional training to the accreditation committee members on May 16, 2018. During the fall 2018 semester, individual teams collected evidence and wrote the standards, while the committee met biweekly. The leadership team developed roles and responsibilities for the accreditation editor, and an editor was selected.



## C. Organization of the Self-Evaluation Process

During the spring 2019 semester, teams conducted peer reviews of the standard narratives. The accreditation editor prepared a first draft of the ISER, which was distributed to the campus at large on April 4, 2019. During the spring and summer of 2019, the accreditation co-chairs, vice-presidents, and accreditation editor reviewed each standard and evidence in detail to prepare a second draft of the ISER. The accreditation leadership team then identified the standards that were most relevant to the goals of each shared-governance committee and other campus groups (e.g., chairs, deans) and requested these groups discuss the accuracy and comprehensiveness of the assigned standards and provide the accreditation co-chairs with organized feedback. This provided an opportunity for the ISER leadership team to receive useful contributions from constituent groups throughout the campus community. In addition, two public accreditation forums were held on October 31, 2019 and November 5, 2019 to provide an opportunity for the campus community to discover what the College learned during the researching and writing of the institutional self-evaluation report.

The final ISER was approved by the board of trustees at its meeting on December 11, 2019.

### **Evidence Related to Organization of the Self-Evaluation Process**

[College Committee on Accreditation](#)

[Accreditation 2020: Accreditation Standard Co-Leads](#)

[Accreditation Self-Evaluation Standards and Sub-Standard Leads: Role and Responsibilities](#)

[Accreditation Meeting Agenda – April 18, 2018](#)

[Accreditation Self-Evaluation Timeline](#)

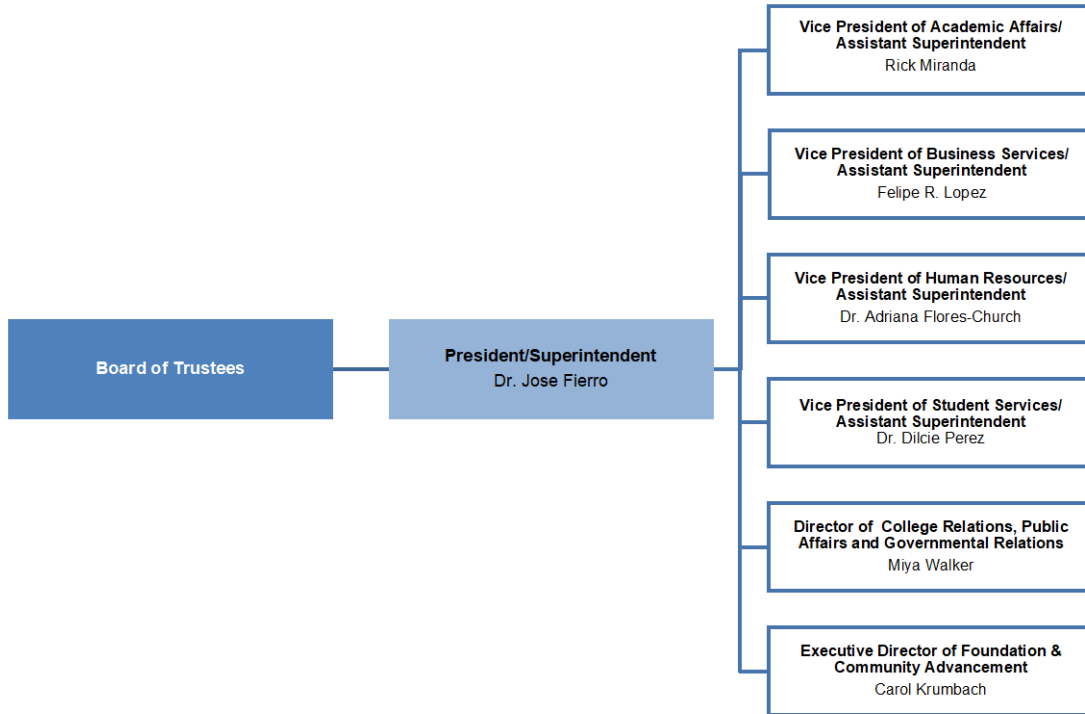
[Cerritos College Accreditation Editor Roles and Responsibilities](#)

[Accreditation Standards Mapped to Committees and Groups](#)

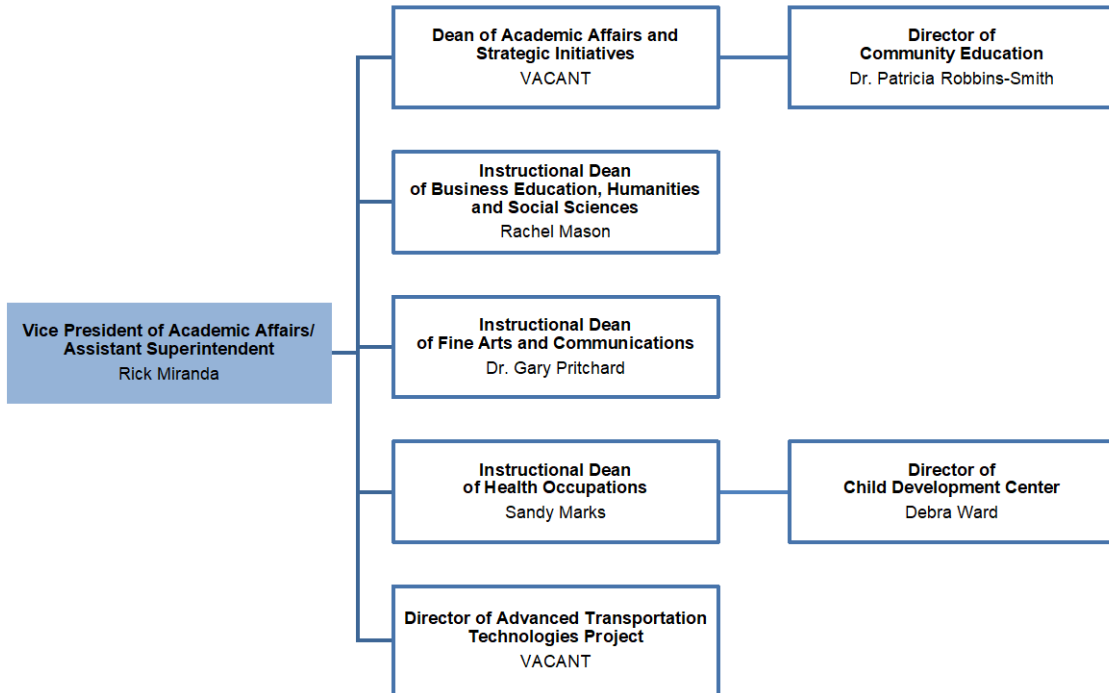
[Office of Academic Affairs: Email Subject: Accreditation and Mission Statement Forums – October 14, 2019](#)

**D. Organizational Information**

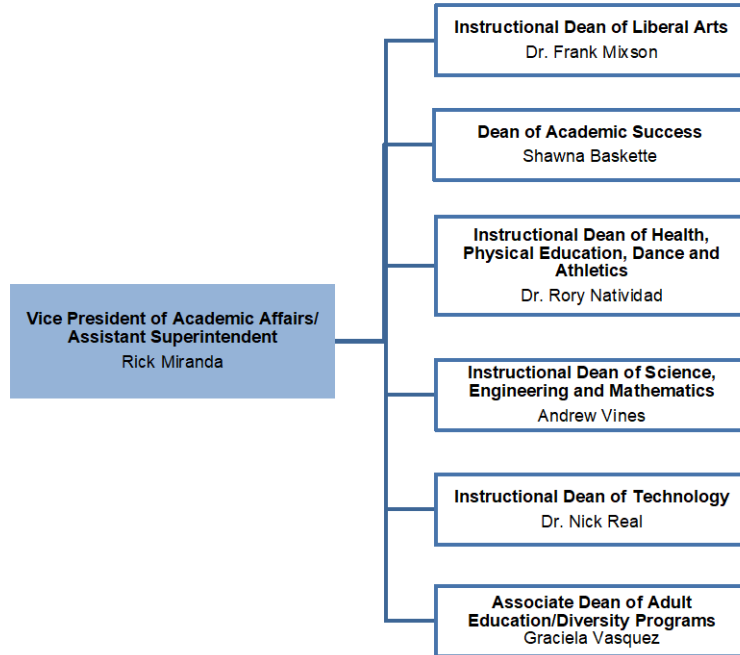
## Cerritos Community College District Organizational Chart



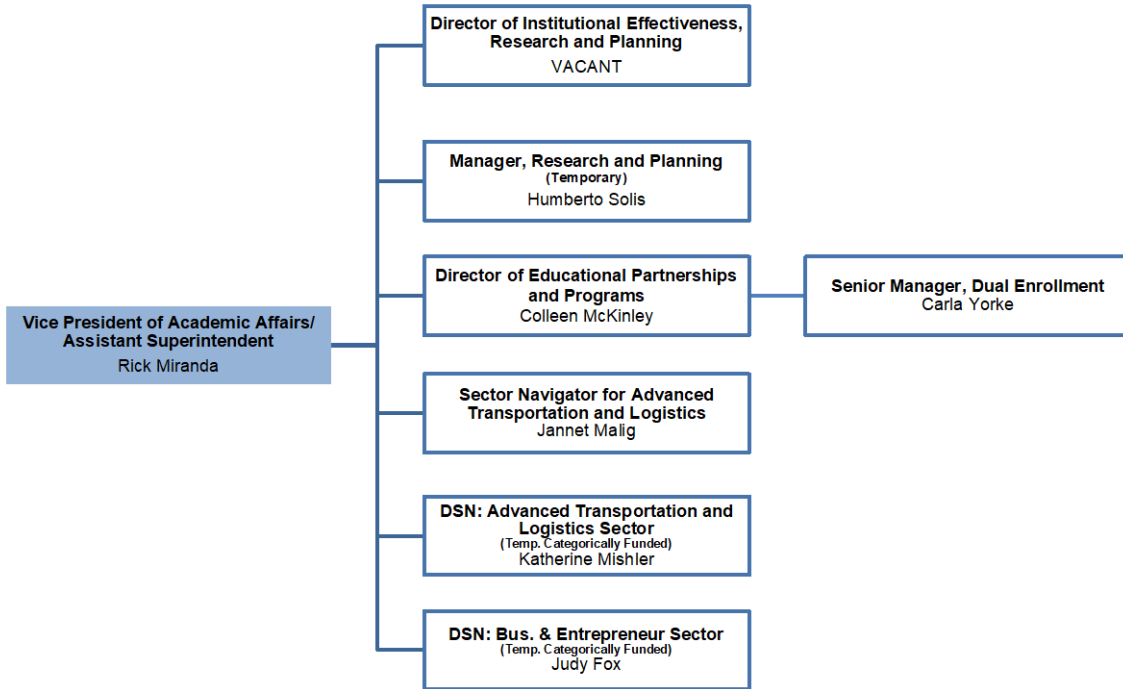
## Cerritos Community College District Academic Affairs



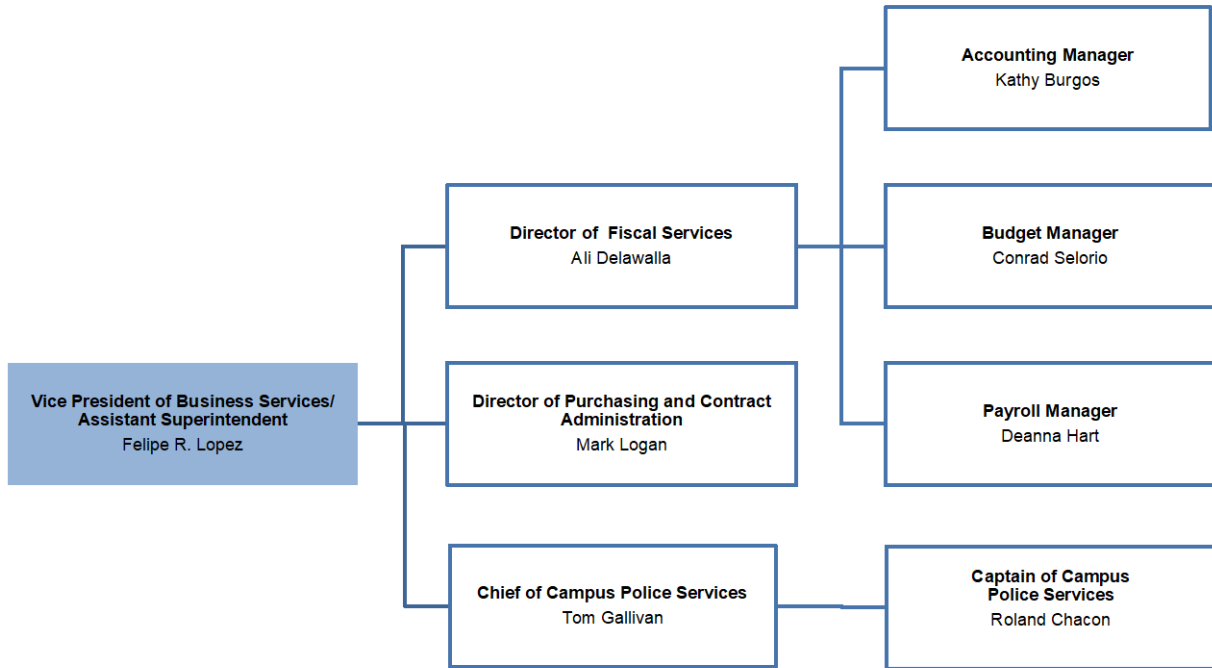
## Cerritos Community College District Academic Affairs (Continued)



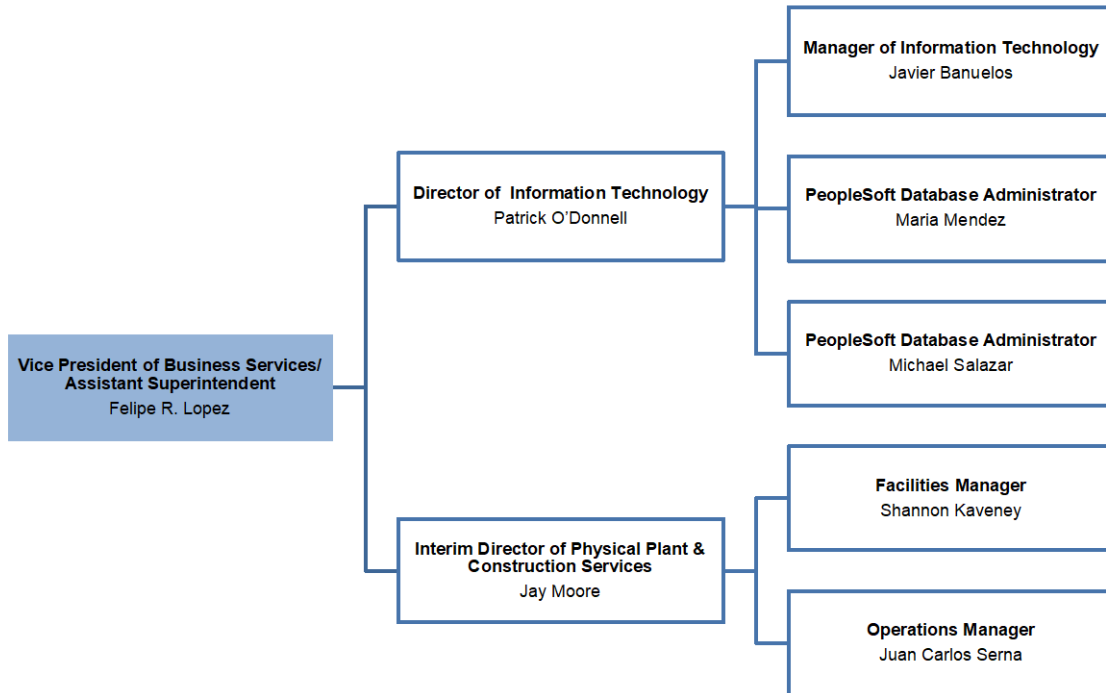
## Cerritos Community College District Academic Affairs Continued



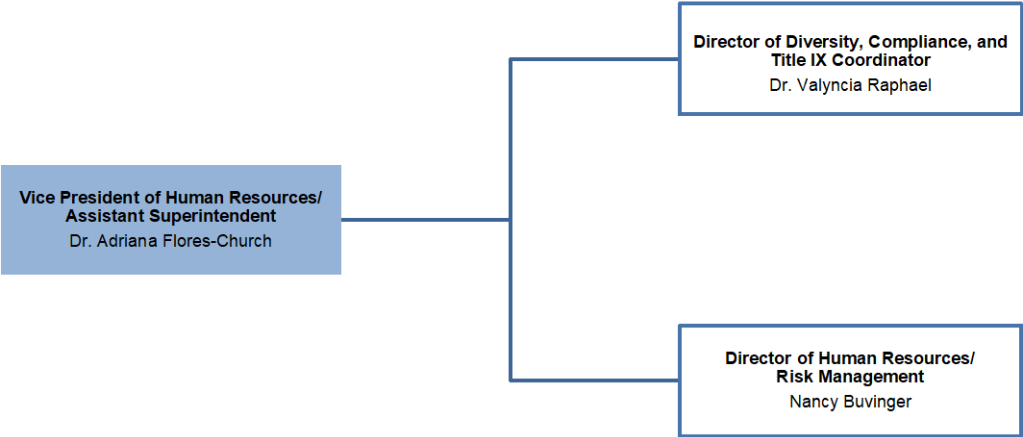
## Cerritos Community College District Business Services



## Cerritos Community College District Business Services (Continued)

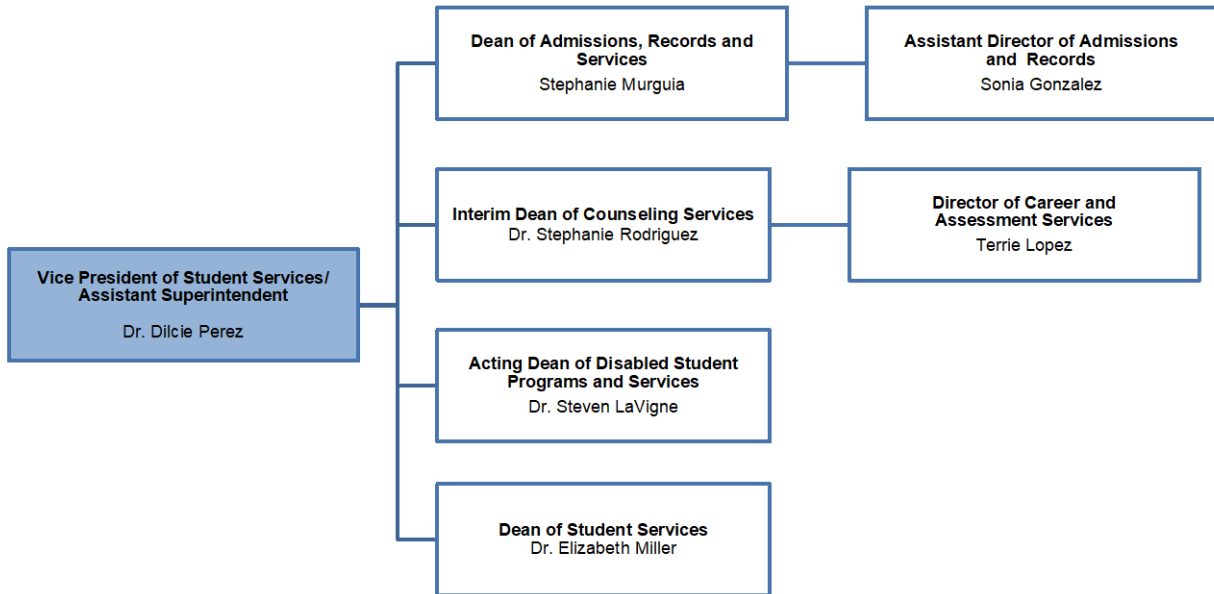


# Cerritos Community College District Human Resources

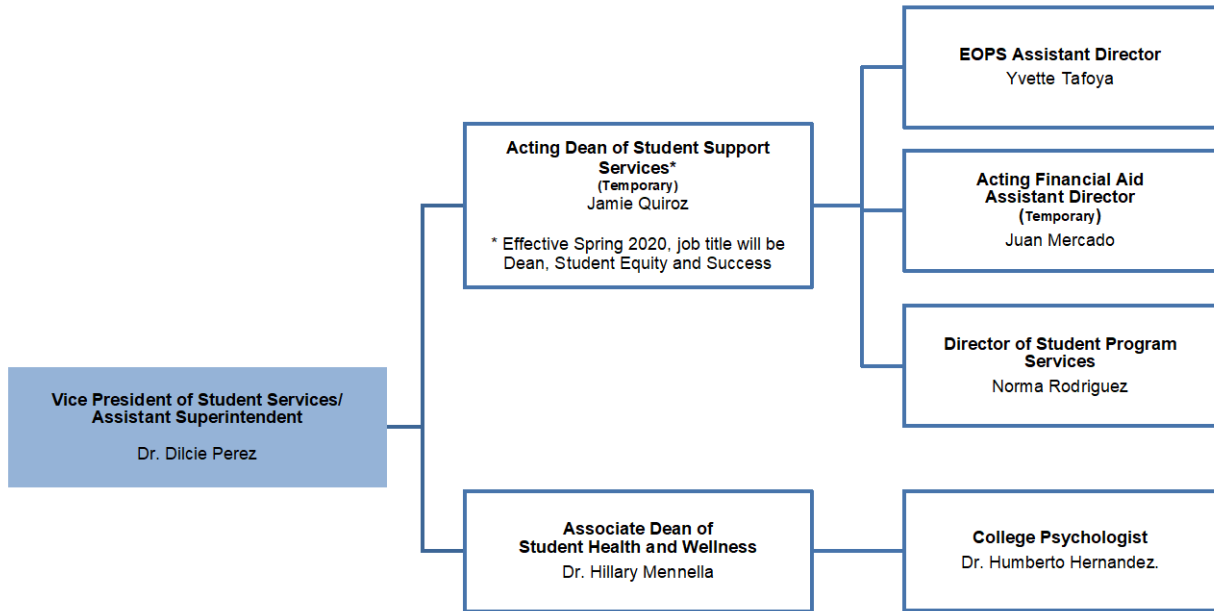




## Cerritos Community College District Student Services



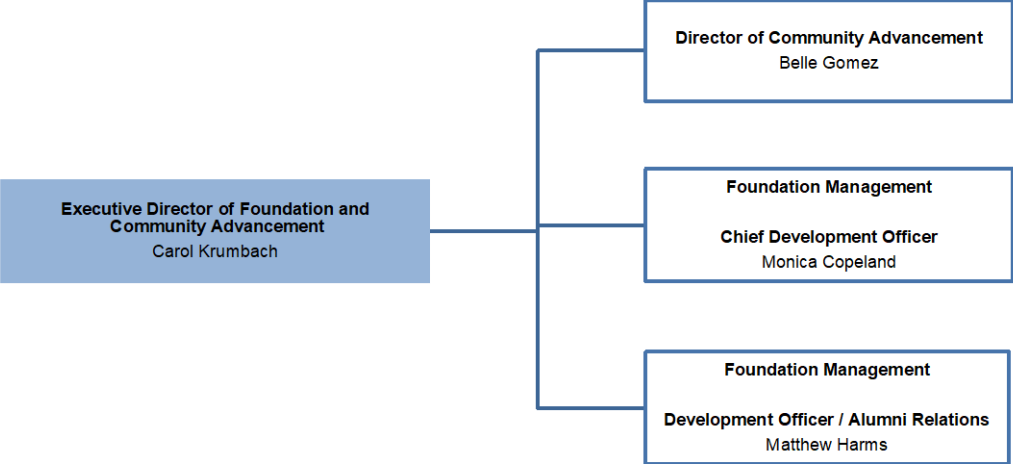
## Cerritos Community College District Student Services (Continued)



## Cerritos Community College District Public Affairs



# Cerritos Community College District Foundation



## E. Eligibility Requirements

### E. Certification of Continued Compliance with Eligibility Requirements

#### 1. Authority

Cerritos College is a public, two-year community college authorized to operate as a postsecondary degree-granting educational institution by the State of California, the California Community Colleges Chancellor's Office/California Community Colleges Board of Governors, and the Cerritos Community College District Board of Trustees. The College has received continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges since 1959.

#### EVIDENCE

[ER1\\_1](#) – California Community College Chancellor's Office – List of Colleges

[ER1\\_2](#) – ACCJC Notice to Cerritos College Reaffirming Accreditation – June 29, 2015

[ER1\\_3](#) – Statement of Accreditation – April 6, 2015

[ER1\\_4](#) – Board Policy 4020 – Instructional Programs and Curriculum

#### 2. Operational Status

Cerritos College has been in continuous operation since 1956. The college has an unduplicated enrollment of more than 23,000 since 2014 and approximately 16,800 full time equivalent students (FTES). More than 2,600 degrees and certificates have been awarded in each of the last three years. Course offerings for degree and certificate programs are in alignment with the commitment in the College's mission statement to "offer clear pathways to achieve personal, educational, and career goals." Students develop education plans that identify clear pathways for their educational goals. The fall 2019 Schedule of Classes is an example of typical course offerings.

#### EVIDENCE

[ER2\\_1](#) Enrollment History, 2014-2018

[ER2\\_2](#) Institutional Degrees awarded by year, 2014-2019

[ER2\\_3](#) Education Goals

[ER2\\_4](#) Schedule of Classes – Fall 2019

#### 3. Degrees

The college offers 180 areas of study and 87 degree and certificate programs, which are listed in the annual Cerritos College Catalog. Students are typically enrolled in courses that lead to degrees and certificates. Degree programs are designed to be two-year programs. The college offers general education certification for a baccalaureate transfer pathway, including AA-T (for transfer) and terminal AA degrees. The college, additionally, offers workforce training to meet employment needs of the students, as well as the community; many of these programs result in certificates of achievement. The college designates college-level courses as 100 level or above.

#### EVIDENCE

[ER3\\_1](#) College Catalog, 2019-2020, degrees, requirement and length of study

## E. Eligibility Requirements

[ER3\\_2](#) General Education courses and requirements

[ER3\\_3](#) College Catalog designation of college-level courses

### 4. Chief Executive Officer

The president/superintendent is hired by the Cerritos Community College District Board of Trustees and is delegated authority for college operations by the board. The current president/superintendent, Dr. Jose Fierro, began his tenure at Cerritos College in July 2015. The president/superintendent serves as the secretary of the board of trustees.

#### EVIDENCE

[ER4\\_1\\_Dr\\_Fierro\\_Original\\_Contract](#)

[ER4\\_2\\_Dr.\\_Jose\\_Fierro\\_Biography](#)

### 5. Financial Accountability

As stated in Administrative Procedure (AP) 6400, Cerritos College contracts with an independent certified public accountant to perform an annual audit of all funds under jurisdiction of the College in accordance with Education Code Section 84040. The audit is conducted in accordance with auditing standards generally accepted in the United States of America and standards applicable to financial audits contained in the Generally Accepted Government Auditing Standards and complies with the requirements set forth in the California Community Colleges Contracted District Audit Manual.

The audit also includes reporting on internal control over compliance required by the uniform guidance and an opinion on compliance with major federal programs, regulations, and terms and conditions of federal awards.

The audit report is communicated to the board of trustees, as well as departments involved in preparing corrective action plans, and is made available for public view on the College website.

#### EVIDENCE

[ER4\\_1](#) Audit Report 2016

[ER4\\_2](#) Audit Report 2017

[ER4\\_3](#) Audit Report 2018

[ER4\\_4](#) AP 6400 – Financial Audits

[ER4\\_5](#) Adopted Budget 2017-2018

[ER4\\_6](#) Adopted Budget 2018-2019

[ER4\\_7](#) Adopted Budget 2019-2020

## F. Institutional Compliance

### **F. Certification of Continued Institutional Compliance with Commission Policies**

#### **Public Notification of an Evaluation Team Visit and Third Party Comment**

*Regulation citation: 602.23(b).*

Cerritos College maintains an Accreditation Webpage with current information regarding accreditation status, with a link on the college homepage. The page was updated in Fall 2019 to provide for third party comments during the Accreditation self-report cycle. Opportunities for interested parties to leave comments are provided on the webpage with links to the Commissions' email and comment form on the ACCJC Website. Comments must be received by January 19, 2020 and to date, no comments have been submitted to Cerritos College.

#### **Standards**

IC2, IC6, IIA5, IIA6, IIA9, IIA10, IIA11, IIA12

#### **Eligibility Requirements**

ER 9, 10, &12

#### **Additional Evidence**

[Cerritos College Accreditation Web Page for Third Party Comments](#)

#### **Conclusion**

Cerritos College has complied with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions regarding Third-Party Comment.

#### **Standards and Performance with Respect to Student Achievement**

*Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).*

Cerritos College has defined elements of student achievement performance across the institution, including the expected measures of successful course completion, transfer, certificate and degree completion, and persistence, as evidenced by the annual performance assessments. Achievement data and institutional-set standards have been outlined in detail in Section B of this Report. The standards and assessments are examined and discussed annually at the planning and budget committee, faculty senate, and college coordinating committee in pursuit of continuous improvement. To further guide self-evaluation and institutional improvement, the College presents the student success scorecard to the coordinating committee and board of trustees annually. The student success scorecard examined student achievement for completion, transfer, and progression to transfer level courses from basic skills in math and English.

Each instructional program reviews data against the institution-set standards, according to College procedures outlined in Appendix G of the Instructional Program Review Handbook. Departments determine needed changes through the creation of department improvement plans.

## F. Institutional Compliance

When the College has discovered that its performance was not at the expected level, it has taken appropriate measures to improve performance. For example, the College has conducted focus groups and business-process analyses to further explore strategies for improvement. These are described in more detail in Standards IB and IIC. In recent years, the College has implemented strategies such as embedded tutoring, a self-report tool for student placement into English, English as a second language, and math courses, and improvements to outreach, recruitment, and communication with students. The College has offered professional development to improve performance, most recently professional development has focused on helping faculty adapt their classroom practice to use co-requisites instead of remedial pre-requisites.

### **Standards**

IB3, IB5, IB9, IIC1, IIA4

### **Eligibility Requirements**

ER 11

### **Conclusion**

Cerritos College has complied with the Commission Policy on Standards and Performance with Respect to Student Achievement.

### **Credits, Program Length, and Tuition**

*Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.*

Cerritos College has board policy and administrative procedures to determine a credit hour that meets standards in higher education. The college has complied with the credit hours and unit regulations in the Program and Course Approval Handbook of the California Community College Chancellor's Office (CCCCO). The Faculty Senate Curriculum Committee has a process to determine clock to credit hours as part of the curriculum approval process. Degree programs require 60 semester credit hours for an Associate's degree, as is common accepted practice. Resident tuition is established by the California state legislature and is paid by unit with possible additional lab fees that are identified, appropriate and fair. Nonresident tuition is established by the Cerritos College Board of Trustees according to Board Policy and Administrative Procedure 5020.

### **Standards**

IC2, IC6, IIA5, IIA6, IIA9, IIA10, IIA11, IIA12

### **Eligibility Requirements**

ER 9, 10, &12

### **Conclusion**

Cerritos College has complied with the Commission Policy on Institutional Degrees and Credits.



## F. Institutional Compliance

### **Transfer Policies**

*Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).*

Cerritos College has board policies and administrative procedures on the transfer of credit, including transfer of units to the college and transfer of units from the college to other institutions of learning. Information about transfer evaluation and the process is available in the college catalog and website. The website also makes evaluation forms available for prospective, current and future students. The college uses established practice to evaluate and grant transfer credit.

### **Standards**

IC2, IIA1, IIA10

### **Eligibility Requirements**

ER 20

### **Conclusion**

Cerritos College has complied with the Commission Policy on Transfer of Credit.

### **Distance Education and Correspondence Education**

*Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.*

The College has procedures that define distance in alignment with USDE definitions. All of the course offerings, regardless of delivery methods, follow the same course outline of record, including SLO assessment. Additionally, the curriculum process requires an additional distance education statement and answers to distance education questions. The Standards for Technology-Based Education document illustrates ways to maintain regular effective contact and approval for the Online Teaching Certification. Professional development is offered through the Center for Teaching Excellence (CTX). Instructional program review and annual unit plans includes success and enrollment metrics disaggregated between online and face-to-face classes. Dialogue about improvement occurs during the review and planning process within individual programs and departments with support from deans, staff, the CTX, SLO Committee and Technology-Based Learning Committee. The College uses Canvas as the learning management system for all courses, online and hybrid. Canvas requires a secure login for students, faculty and staff, including username and password. Faculty are able to view pictures of their students through the Rosters+ system, further ensuring the integrity of distance education courses. The College has a vibrant website and online program that ensure that the online environment has the infrastructure and is supported financially and through student support services, such as Smarthinking (online tutoring). The college does not offer correspondence education.

### **Standards**

IIA1, IIA2, IIA7, IIB1, IIC1, IIC8

### **Eligibility Requirements**

ER 9, 15, 17

## F. Institutional Compliance

### **Additional Evidence**

[Curriculum Handbook - Distance Education Standards for Technology-Based Education](#)

### **Conclusion**

The college has complied with the Commission policy on Distance Education and Correspondence Education.

### **Student Complaints**

*Regulation citations: 602.16(a)(1)(ix); 668.43.*

The College has established policies and procedures related to student grievances, and complaints regarding discrimination, harassment, and retaliation. These policies and procedures are publicly available online in detail, and policies and procedures related to student rights and grievances are provided in full in the College catalog and schedule of classes. Students are provided a message each semester outlining their rights and options and refers them to the Office of Student Conduct & Grievances (OSCG) for assistance. In addition, the forms to submit general and grievances, and Title IX complaints, are available through links on the OSCG website. The student complaint files for the previous six years related to general and grade grievances are available in the Office of Student Conduct and Grievances, student complaint files related to discrimination, harassment, and/or retaliation are available in the Human Resources Office. The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. The College lists all of the required information from the ACCJC on the College's main accreditation page

### **Standards**

IC2, IC5, IC8, IIA16, IIC8, IIIA8, IIIA12

### **Eligibility Requirements**

ER 21

### **Additional Evidence**

[Board Policy 3540](#)

[Administrative Procedures 3540](#)

### **Conclusion**

Cerritos College has complied with the Commission Policy on Student and Public Complaints Against Institutions.

### **Institutional Disclosure and Advertising and Recruitment Materials**

*Regulation citations: 602.16(a)(1)(vii); 668.6.*

Cerritos College provides accurate and current information to the public through the College Catalog and our website. The Catalog, updated annually, contains all of the information

## F. Institutional Compliance

enumerated by the accreditation standards. Program and course information is provided to the public primarily through the Catalog which is available online and in print. Schedule of Classes is published for the fall and spring semester and summer session in print and in a PDF version. Students may obtain current and updated course information via Schedule+ through the Cerritos College website. The College website is also an important method to communicate with the public. The College's accessible website is continuously updated as programs and services change. Campus outreach and recruitment efforts are shared by School Relations, Community Relations, and Educational Partnerships and Programs. The College's accreditation status is noted on the website as is information about programmatic accreditation.

### **Standards**

IC1, IC2, IC3, IC4, IC5, IC13, IC12, IC13, IIC5

### **Conclusion**

Cerritos College has complied with the Commission Policy on Institutional Disclosure and Advertising and Recruitment Materials.

### **Title IV Compliance**

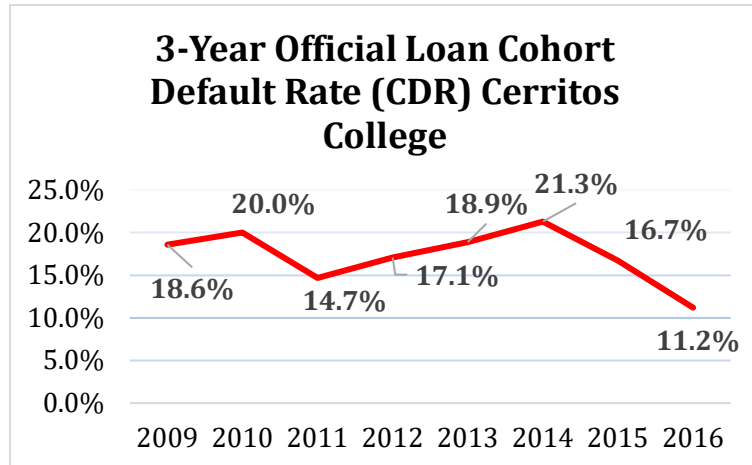
*Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.*

The College receives independent annual audits that test for compliance with the Title IV programs. These audits have confirmed that the College has sufficient and appropriate structures to ensure integrity in administering Title IV Programs. The College acts to resolve any findings and take corrective action. The College has not had a recent USDE Federal Student Aid (FSA) Audit. There have not been any negative actions imposed by the USDE. In fact, the College just recently recertified the Program Participation Agreement (PPA) in June of 2019. This approval by the Secretary of Education certifies that Cerritos College is an eligible institution to participate in Federal Student Aid Programs. The PPA must be recertified every six years. The Financial Aid Office ensures that the College complies with all federal requirements in the delivery of Title IV aid. The Financial Aid Office and Fiscal Services work collaboratively with dual responsibility in monitoring Title IV funds. The Financial Aid Office staff regularly attend professional development training to stay up to date on federal and state regulations.

Student loan default data is released by the Department of Education twice a year. In February, the draft Cohort Default Rate (CDR) is released and in September of each year, the official Cohort Default Rate (CDR) is released. The Financial Aid Director closely monitors this rate to ensure that the cohort rate stays below 30%. If an institution has an official cohort default rate at 30% or more, there are sanctions that can be imposed by the Department of Education including being subject to the loss of the Direct Loan Program and/or the Federal Pell Grant Program. The College has successfully monitored and managed student loan default rates through various strategies including third party default management services and increasing awareness to students with loan workshops and counseling. The College contracted previously with Educational Credit Management Services (ECMC) to manage the loan portfolio and assist students who were delinquent on their loans to avoid default. Our Official Cohort Default Rate has been steadily decreasing from 21.3% in 2014, 16.7% in 2015, and 11.2% in 2016.

## F. Institutional Compliance

Fiscal Year	Official Cohort Default Rate (CDR)
2009	18.6%
2010	20.0%
2011	14.7%
2012	17.1%
2013	18.9%
2014	21.3%
2015	16.7%
2016	11.2%



### Standards

IID10, IID15, IID16

### Eligibility Requirements

ER 5

### Additional Evidence

[Cohort Default Rates](#)

[Federal Student Aid School Eligibility Channel - Program Participation Agreement](#)

[Financial Aid Literacy Workshops](#)

[Loan Education Web Page](#)

[Portfolio Update](#)

### Conclusion

Cerritos College has complied with the Commission Policy on Institutional Compliance with Title IV.

## G. Institutional Analysis

### Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

*The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.*

#### A. Mission

1. *The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)*

#### Evidence of Meeting the Standard

Cerritos College's mission is expressed through its statements of mission, vision, values, educational philosophy, and commitment, as well as the College's planning documents, such as the educational master, student equity, facilities master, and information technology master plans ([1A1-1](#) [1A1-2](#); [1A1-3](#)). The mission states that:

Cerritos College values its diverse student population and is committed to providing these students with high quality, comprehensive instructional programs and support services that improve student success and offer clear pathways to achieve personal, educational, and career goals. In doing so, the college develops in students the knowledge, skills, and values that prepare them to be productive participants in the global community. ([1A1-4](#))

The mission identifies the College's educational purpose as "providing students with high quality, comprehensive instructional programs and support services." The purpose of these instructional programs and support services is, in turn, to develop "in students the knowledge, skills, and values that prepare them to be productive participants in the global community."

The mission identifies the intended population as the diverse students who attend Cerritos College. The institution's values, which are published in the Cerritos College Catalog, reinforce that commitment to diversity, with the intention to "celebrate diversity in people, philosophies, cultures, beliefs, programs, and learning" ([1A1-5](#)). These statements accurately reflect the diversity of the student body at the College ([1A1-6](#)).

The College clearly identifies the degrees and credentials it offers its diverse student body. The College's commitment statement identifies the degrees and credentials offered through its credit and non-credit programs. The statement indicates that, through credit programs, the College provides students with the opportunity to achieve an "associate degree, transfer to a four-year university, career/technical degree or certificate, or job skills." Indeed, the College offers more

## Standard I.A: Mission

than 200 associate degree and certificate programs ([1A1-7](#)). In addition, the commitment statement declares that, through non-credit programs, the College “actively enriches the surrounding community” ([1A1-5](#)).

Finally, the College expresses its commitment to student learning and achievement. The mission statement asserts that the College is “committed” to providing students “with high quality, comprehensive instructional programs and support services.” The educational philosophy states the College’s commitment to “high academic and ethical standards,” and the commitment statement pledges to provide students with a “technologically advanced educational community” ([1A1-5](#)).

### **Analysis and Evaluation**

Cerritos College meets Standard I.A.1 by identifying its broad educational purposes, its intended student population, its offered degrees and credentials, and its commitment to student learning and achievement through its mission, vision, values, educational philosophy, and commitment statements.

- 2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.*

### **Evidence of Meeting the Standard**

The College uses data throughout its planning and resource allocation process to measure attainment of its mission, develop educational master plan (EMP) and student equity plan goals, prioritize strategic plan activities, and inform area plans.

The mission, vision, and values provided the framework for the EMP goals ([1A2-1](#)). The College utilized a current-conditions data analysis to develop long-term goals and objectives for the EMP. In addition, the College employed surveys, focus groups, and collaborative sessions (charrettes) with stakeholders such as students, college employees, and community members to identify priorities ([1A2-2](#)).

The College continues to use data to assess achievement of the EMP goals. For each of the six EMP goals, the College identified a set of performance indicators. For example, the College identified completion rates, certificates awarded, degrees awarded, and persistence rates as potential performance measures for Goal A, which is “strengthening the culture of completion” ([1A2-3](#)). These student achievement factors are examined and discussed annually at Cerritos Community College District Board of Trustees and College Committee on Planning and Budget meetings during a student success scorecard presentation ([1A2-4](#); [1A2-5](#)). Student outcome data is presented and discussed during relevant committee meetings, such as the College Committee on Enrollment Management, and aligned with EMP goals ([1A2-6](#)).

## Standard I.A: Mission

To implement the goals of the EMP, the College developed a three-year strategic plan. The strategic plan identifies institutional priorities from within the mission and notes activities for each of the goals. Each activity includes a requirement for measurement and evaluation as part of the second or third year ([1A2-7](#)).

The Office of Institutional Effectiveness, Research, and Planning (IERP) conducts the measurement and evaluation of the EMP and strategic plan each summer and presents that information to the planning and budget committee ([1A2-8](#)). In addition, IERP provides data to be used in discussions on equity, to determine if the college is meeting its mission to provide quality instruction and services to diverse students. The College used data worksheets for equity metrics and race and ethnicity data during discussions for its equity plan ([1A2-9](#); [1A2-10](#); [1A2-11](#); [1A2-12](#); [1A2-13](#); [1A2-14](#)).

Data is also used to analyze the strength of instructional programs during the program review process. Page 3 of the Instructional Program Review Handbook describes steps for data collection during “Phase 2” ([1A2-15](#)). Based on this data, departments identify their strengths, weaknesses, opportunities, and threats (SWOT), as well as most pressing issues. Program review serves as the framework for each department’s annual unit-planning process. For the unit plan, a department selects goals and activities from the six-year program review to implement for the upcoming year. IERP provides each department with a data set that includes reports on disproportionate impacts (DIs), course offerings, grade distributions, course fill rates, course completion rates, and course success rates ([1A2-16](#); [1A2-17](#)). This data set guides the departments’ identification of SWOT, to which goals, activities, and resources are attached. The unit plans feed into division plans, and these feed into area plans, which prioritize the goals and activities that address the EMP and the strategic plan ([1A2-18](#); [1A2-19](#); [1A2-20](#)).

### **Analysis and Evaluation**

Cerritos College meets Standard I.A.2 by using data to determine if it is meeting its mission effectively. The Cerritos College mission directs institutional priorities to meet the educational needs of students.

- 3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.*

### **Evidence of Meeting the Standard**

The Integrated Program Review, Planning, and Resource Allocation Handbook outlines the process for aligning the mission to institutional goals for student learning and achievement ([1A3-1](#)). The College’s mission to provide high quality, comprehensive instructional programs and support services to help students achieve their goals has driven the development and implementation of the integrated planning process, starting with the development of the educational master plan and finishing with the annual area plans.

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The EMP identifies six overarching institutional goals for College programs and services ([1A3-2](#)). The three-year strategic plan works concurrently with the EMP to provide a framework for institutional decision-making, unit-planning, and resource-allocating ([1A3-3](#)). The strategic plan identifies various activities to move the College toward realizing the goals of the EMP and serves as a midpoint for EMP assessment and goal refinement.

Shared-governance committees, divisions, and areas make a concerted effort to ensure that the goals of the EMP remain at the forefront of planning for student learning and achievement, frequently mapping agenda items to the relevant EMP goals, as shown in this sampling of agendas for the College Committee on Enrollment Management, the College Committee on Facilities Planning, and the Senate Committee on Technology-Based Learning ([1A3-4](#); [1A3-5](#); [1A3-6](#)).

During the six-year program review, all instructional programs aligns their goals with the EMP and strategic plan ([1A3-7](#)). The annual unit plans identify short-term activities to accomplish program-review goals, which incorporate the goals of the EMP and strategic plan. This helps departments to decide which goals and activities to implement for the unit plan, and ultimately drives resource requests and allocations ([1A3-8](#)). Any department resource-allocation requests must be tied to a unit-plan goal, to accreditation compliance, or to code compliance. The process is outlined in the program-review training for new department chairs ([1A3-9](#)).

To ensure that resource allocation and institutional priorities are met, the department unit plans are incorporated into division plans. Division deans determine which department goals, activities, and resource requests apply to the EMP and strategic plan. Division plans are then incorporated into area plans, and the area vice presidents determine resource allocations for goals and activities ([1A3-10](#); [1A3-11](#); [1A3-12](#); [1A3-13](#); [1A3-14](#)).

### **Analysis and Evaluation**

Cerritos College meets Standard I.A.3 by aligning programs and services with the mission through the integrated planning process. The mission remains a driving force when making decisions, planning, setting goals for student learning and achievement, and allocating resources on a long- and short-term basis.

4. *The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)*

### **Evidence of Meeting the Standard**

The College articulates its mission through its statements of mission, vision, values, educational philosophy, and commitment. The current mission statement was approved by the board of trustees on October 16, 2013 and is reflected in Board Policy 1200 ([1A4-1](#)). The College reaffirmed its commitment to the current mission statement in 2017 ([1A4-2](#)). These statements are published in the Cerritos College Catalog, the Cerritos College Class Schedule, the Cerritos



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College website, and a variety of other publications and documents, such as the EMP, strategic plan, and facilities master plan ([1A4-3](#); [1A4-4](#); [1A4-5](#); [1A4-6](#); [1A4-7](#)).

A review of the mission statement occurs at least once every six years and coincides with the strategic-planning cycle and review of the EMP ([1A4-8](#)). In 2017 and again in 2019, the College distributed surveys to students, employees, and community members ([1A4-2](#); [1A4-9](#)). The purpose of the 2017 assessment was to review the strengths, weaknesses, opportunities, and threats for the educational master plan for 2017-2023. The 2017 results of the mission survey were reported and discussed by the planning and budget committee to assess the mission, as shown on page 3 of the minutes ([1A4-10](#)). The results found that the college community believed the mission is central to decision-making and planning. When asked if “the mission statement effectively communicates the purpose of Cerritos College,” 93.2 percent of the students, 92.2 percent of the faculty, and 87.5 percent of the community either strongly agreed or agreed with the statement ([1A4-2](#)). The 2019 survey results are being discussed at the time of writing, and were first shared with the College during accreditation forums on October 31 and November 5, 2019 ([1A4-11](#); [1A4-12](#)). The results of the 2019 survey are being used to update the mission statement and a team has met to draft new language throughout October and November 2019.

### Analysis and Evaluation

Cerritos College meets Standard I.A.4. The College’s mission statement is published on its website and printed materials, such as the Cerritos College Catalog and the EMP. The mission statement has been approved by the Cerritos Community College District Board of Trustees. The mission statement is reviewed as necessary, and at least every six years, using a participatory process that surveys constituent groups to collect input.

### Conclusions on Standard I.A. Mission

The institution meets Standard I.A. The evidence indicates that Cerritos College’s mission describes the broad educational purposes, intended student population, types of degrees and credentials offered, and illustrates and informs the College’s commitment to student learning and achievement. The institution uses data to assess accomplishment of the mission and whether it meets the educational needs of students. The mission guides decision-making, planning, and resource allocating and is published, reviewed, and updated regularly. The mission is approved by the Cerritos Community College District Board of Trustees.

### Standard 1.A Evidence List

File Name	Document Title
<a href="#">1A1-1</a>	Cerritos College Educational Master Plan, 2017-2023
<a href="#">1A1-2</a>	Cerritos College Student Equity Plan, 2019-2022, Executive Summary
<a href="#">1A1-3</a>	Cerritos College Facilities Master Plan, 2019
<a href="#">1A1-4</a>	Cerritos Community College District Policy No. 1200
<a href="#">1A1-5</a>	Cerritos College Catalog, 2019-20, Mission Statement
<a href="#">1A1-6</a>	Cerritos College Student Demographic – Ethnicity
<a href="#">1A1-7</a>	Cerritos College Catalog, 2018-2019, Programs of Study

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<b>File Name</b>	<b>Document Title</b>
<a href="#">1A2-1</a>	Cerritos College Educational Master Plan, 2017-2023 – Introduction and Overview
<a href="#">1A2-2</a>	Cerritos College Educational Master Plan, 2017-2020 – Planning Process
<a href="#">1A2-3</a>	Cerritos College Educational Master Plan, 2017-2023 – Goal A
<a href="#">1A2-4</a>	Student Success Scorecard 2017 Presentation
<a href="#">1A2-5</a>	Cerritos Community College District Minutes of the Regular Meeting of the Board of Trustees, September 19, 2018
<a href="#">1A2-6</a>	Enrollment Management Committee Minutes, September 25, 2019
<a href="#">1A2-7</a>	Strategic Plan, 2017-2020
<a href="#">1A2-8</a>	Cerritos College Committee on Planning and Budget Agenda, November 15, 2018
<a href="#">1A2-9</a>	Student Equity Metric: Enrolled in the Same College
<a href="#">1A2-10</a>	Student Equity Metric: Retention
<a href="#">1A2-11</a>	Student Equity Metric: Transfer
<a href="#">1A2-12</a>	Student Equity Metric: Completion of Math and English
<a href="#">1A2-13</a>	Student Equity Metric: Completion
<a href="#">1A2-14</a>	Student Equity Meeting - June 24, 2019
<a href="#">1A2-15</a>	Cerritos College Instructional Program Review Handbook, 2018-2019
<a href="#">1A2-16</a>	IERP 2017-18 Program Review Cycle - Welding
<a href="#">1A2-17</a>	Instructional Program Review, Welding, Final Report, 2017
<a href="#">1A2-18</a>	Sociology Unit Plan, 2019-20
<a href="#">1A2-19</a>	Humanities, Social Science Division Plan, 2019-20
<a href="#">1A2-20</a>	Academic Affairs Area Plan, 2019-2020
<a href="#">1A3-1</a>	Integrated Program Review, Planning & Resource Allocation Handbook, Fall 2018
<a href="#">1A3-2</a>	Cerritos College Educational Master Plan, 2017-2023
<a href="#">1A3-3</a>	Cerritos College Strategic Plan, 2017-2023
<a href="#">1A3-4</a>	Enrollment Management Committee Agenda, March 27, 2019
<a href="#">1A3-5</a>	College Committee on Facilities Planning Meeting Minutes, February 19, 2019
<a href="#">1A3-6</a>	Technology-Based Learning Committee Agenda, May 2, 2019
<a href="#">1A3-7</a>	Cerritos College Instructional Program Review Handbook, 2018-2019
<a href="#">1A3-8</a>	Integrated Program Review, Planning & Resource Allocation Handbook, Fall 2018
<a href="#">1A3-9</a>	Training for <i>Program Review Plus PowerPoint</i> for New Chairs, 2017
<a href="#">1A3-10</a>	Academic Affairs Area Plan, 2019-2020
<a href="#">1A3-11</a>	Business Services Area Plan, 2019-2020
<a href="#">1A3-12</a>	Human Resources Area Plan, 2019-2020
<a href="#">1A3-13</a>	Student Services Area Plan, 2019-2020
<a href="#">1A3-14</a>	Cerritos College Resource Allocation Plan, 2019-2020
<a href="#">1A4-1</a>	Cerritos Community College District Minutes of the Regular Meeting of the Board of Trustees, October 16, 2013
<a href="#">1A4-2</a>	Mission Statement Survey, 2017
<a href="#">1A4-3</a>	Cerritos College Class Schedule, Fall 2019 - Mission Statement
<a href="#">1A4-4</a>	Cerritos College Catalog, 2018-19, Mission Statement

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<b>File Name</b>	<b>Document Title</b>
<a href="#">1A4-5</a>	Cerritos College Educational Master Plan, 2017-2023
<a href="#">1A4-6</a>	Strategic Plan, 2017-2020
<a href="#">1A4-7</a>	Cerritos College Facilities Master Plan, 2019
<a href="#">1A4-8</a>	Integrated Program Review, Planning & Resource Allocation Handbook, Fall 2018
<a href="#">1A4-9</a>	Result of the Mission Statement Survey, Fall 2019
<a href="#">1A4-10</a>	Cerritos College Committee on Planning and Budget Agenda, March 2, 2017
<a href="#">1A4-11</a>	ISER Forum Email Announcement, Fall 2019
<a href="#">1A4-12</a>	ISER Forum PowerPoint Presentation, Fall 2019

## **B. Academic Quality and Institutional Effectiveness**

### **Academic Quality**

1. *The institution demonstrates a sustained, substantive, and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.*

### **Evidence of Meeting the Standard**

Dialogues about student outcomes, equity, academic quality, institutional effectiveness, and improvement of learning and achievement occur in shared-governance committees, department and division meetings, and campus wide meetings. These dialogues occur on a regular basis, as demonstrated in the meeting patterns for the shared-governance committees ([1B1-1](#)).

The Shared Governance Handbook section on the Senate Committee on Student Learning Outcomes (SLOs) shows that the committee members meet biweekly to support the development and assessment of SLOs and to discuss the collection, analysis, and dissemination of assessment data ([1B1-2](#)). Substantive SLO data is collected at the course level and mapped onto program outcomes. For example, this document displays the SLO assessment results for the Business Department over three years ([1B1-3](#)). Departments include SLO data in their annual unit plans to ensure academic quality and continuous improvement, as shown in this unit plan for Business Communications Office Technology ([1B1-4](#)). Every year, departments engage in collegial dialogue to discuss strengths, weaknesses, opportunities, and threats; set goals; and request resources using success rates, retention rates, and SLO data as justification.

College departments undergo a formal program review every six years, as exemplified by this Counseling Department report ([1B1-5](#); [1B1-6](#)). Improvement of learning and academic quality is the main component of this review. During the preparation of the review, department faculty examine program SLO trends and other markers of academic quality, as discussed at this Senate Committee on Instructional Program Review meeting ([1B1-7](#)). The mission of program review is to facilitate “improvement of all instructional programs at Cerritos College. In conjunction with the unit-planning process, the program-review process solicits evidence-based documentation from instructional programs to assess effectiveness and identify areas of institutional and instructional improvement and provide justification for planning the allocation of financial resources” ([1B1-8](#)). The unit-plan and program-review processes demonstrate that the institution has ongoing substantive dialogue about student learning outcomes on the department and shared-governance levels. SLOs inform unit-plans and unit-plans inform resource allocation.

Discussions of SLOs also occur during shared-governance committee meetings. For example, the SLO coordinator presents data on institutional SLOs at College Committee on Planning and Budget meetings ([1B1-9](#)). In addition, SLO processes are discussed at Cerritos College Faculty Senate, department, and SLO committee meetings ([1B1-10](#); [1B1-11](#); [1B1-12](#)).

The College engages in campus wide discussions on student equity. For example, the fall 2018 convocation featured a presentation on student equity and success at Cerritos College ([1B1-13](#)).

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This led to a student equity and achievement program planning retreat in spring 2019, during which attendees across campus examined data to set appropriate equity and student achievement priorities ([1B1-14](#)). The substantive and collegial dialogue about student equity and institutional effectiveness during this retreat fed the Student Equity Plan, released in Fall 2019 ([1B1-15](#)).

The College Committee on Student Equity engages in substantial discussions regarding disproportionate impact (DI), student achievement outcomes, and equity gaps ([1B1-16](#)). This committee strives to identify and address student-equity gaps in achievement outcomes ([1B1-17](#)). For example, one of the goals in the student equity plan for 2015-2016 was to improve course completion for underrepresented groups, such as African American, Native Hawaiian/Pacific Islander, and foster youth students ([1B1-18](#); [1B1-19](#)). Analysis of retention data for underrepresented groups was shared in several committees, including the College Committee on Student Success and Support Programs (3SP), the College Committee on Developmental Education, and the student equity committee, which all discussed the data as it pertained to the integrated plan ([1B1-20](#); [1B1-21](#); [1B1-22](#); [1B1-23](#); [1B1-24](#)).

Academic quality is discussed at shared-governance committee meetings, such as the 3SP committee, which reviews student success efforts and college academic achievement data ([1B1-25](#)). The 3SP committee frequently discusses services and effectiveness of student success programs, such as during this April 2018 meeting ([1B1-26](#)). In addition, the student equity committee engages in ongoing discussion about academic quality and continuous improvement. For example, the minutes of this meeting demonstrate a discussion of various groups where equity gaps have been identified and how academic quality can be improved by providing student services to students in programs such as Disabled Student Programs and Services (DSPS), veterans, and Puente ([1B1-27](#)). These dialogues also occur at departmental meetings, which feed into department unit plans and program review, where course-level or program-level student learning outcome data are discussed to improve academic quality ([1B1-28](#)).

Institutional effectiveness and academic quality are at the forefront of dialogue in many campus spaces. In addition to shared-governance committees, dialogue about academic quality consistently occurs in departmental and divisional planning processes ([1B1-29](#); [1B1-30](#); [1B1-31](#)). A data fact book is used to inform discussions at shared-governance committees and Cerritos Community College District Board of Trustees meetings, as evidenced by this annual student success scorecard presentation ([1B1-32](#); [1B1-33](#)). Examples from the 2019 fact book include the following data charts on age, gender, ethnicity, educational goal, and unduplicated enrollment ([1B1-34](#); [1B1-35](#); [1B1-36](#); [1B1-37](#); [1B1-38](#)). Departments can access data in *Program Review Plus* to inform program-review ([1B1-39](#); [1B1-40](#); [1B1-41](#)). Discussions about strengths, weaknesses, opportunities, and threats that occur within departments and at program review committee meetings demonstrate substantive dialogue about continuous improvement of student learning and achievement. Ongoing conversations about institutional effectiveness occur during discussions on the Enrollment Management Plan ([1B1-42](#); [1B1-43](#); [1B1-44](#)).

### **Analysis and Evaluation**

The College meets Standard I.B.1. The institution demonstrates a sustained, substantive, and collegial dialogue about student outcomes, equity, academic quality, institutional effectiveness,

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and improvement of learning and achievement. The entire College engages in the discussions that occur in departments, programs, shared-governance committees, and faculty senate.

- 2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)*

### **Evidence of Meeting the Standard**

The Senate Committee on Student Learning Outcomes provides leadership, training, and coordination to ensure SLOs are defined, reviewed, revised, and assessed. The SLO committee and coordinator ensure a level of accountability by establishing course and degree/certificate SLO deadlines for each academic year ([1B2-1](#)). A directory of instructional SLOs is provided on the committee's web page ([1B2-2](#)). An example taken from this directory is the Accounting Department SLOs ([1B2-3](#)). Course-level SLOs are aligned to the appropriate program-level SLOs and institutional-level SLOs ([1B2-4](#)).

One of the five institutional SLOs is information literacy, and the College uses this institutional SLO to assess learning outcomes for library services. Individual courses that involve the acquisition of information literacy map relevant course SLOs to the institutional SLO ([1B2-5](#)). The SLO committee generates reports that allow constituency groups to measure how they contribute to attainment of institutional SLOs, such as this report on assessment results for the information literacy student learning outcome ([1B2-6](#)). This information is shared with the campus via shared-governance reports and the information literacy assessment results are discussed during library department meetings ([1B2-7](#); [1B2-8](#); [1B2-9](#)).

Student Services area SLOs are defined, evaluated, discussed, and revised, and the current SLOs are published on the SLO committee's web page ([1B2-10](#)). Student Services SLOs were assessed annually from 2012 to 2016, as evidenced by the assessment reports available on the SLO committee's web page and the latest 2016 assessment report ([1B2-11](#)). Student Services SLO assessment is shared annually at the student services convocation ([1B2-12](#)). All the service area outcomes are also reported on the SLO committee's web page. Student Services made a goal to develop a single data-gathering instrument to annually assess the area SLOs and disaggregate results by selected student demographics to assess disproportionate impact. Students were asked to complete an online survey when completing their graduation petitions, as evidenced by student completion survey reports from 2016-17 and 2017-18 ([1B2-13](#); [1B2-14](#)). The Office of Student Services continues to refine its area SLOs and the data-collection instrument, as evidenced in agendas and meeting minutes spanning the 2018-19 academic year ([1B2-15](#); [1B2-16](#); [1B2-17](#); [1B2-18](#)). The following timeline shows the progression of SLO analysis from fall 2019 to spring 2021 ([1B2-19](#)).

Participation in the SLO process leads to meaningful improvement plans. The cornerstone of planning at the College is peer-reviewed program review: a thorough examination of data and evidence regarding goal achievement and outcomes. The program-review process operates on a six-year cycle, during which time all programs are reviewed. Appendix E of the Instructional Program Review (IPR) Workbook demonstrates how the process for ongoing assessment of

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SLOs is incorporated into program review ([1B2-20](#)). Based on its strengths, weakness, opportunities, and threats (SWOT) analysis, the reviewed program develops meaningful and measurable goals to accomplish over the next six years.

### **Analysis and Evaluation**

The College meets Standard I.B.2 by defining and assessing student learning outcomes for all instructional programs and student and learning support services. Course-level SLOs are aligned to course outlines and individual course syllabi. These courses are in turn aligned to the appropriate program and institutional SLOs. The SLO committee works with faculty to develop program and institutional SLOs, to assess student work, and to plan and implement improvements for student learning and services.

- 3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)*

### **Evidence of Meeting the Standard**

The College establishes institution-set standards and assesses achievement, as evidenced by the annual performance assessments ([1B3-1](#); [1B3-2](#); [1B3-3](#); [1B3-4](#)). The standards and assessments are examined and discussed annually at the planning and budget committee, faculty senate, and College Coordinating Committee in pursuit of continuous improvement ([1B3-5](#); [1B3-6](#); [1B3-7](#); [1B3-8](#); [1B3-9](#); [1B3-10](#); [1B3-11](#)). The institution-set standards and the assessment is published to the Institutional Effectiveness, Research, and Planning (IERP) website ([1B3-12](#)). In 2016, the institution-set standard verbiage changed from “course completion” to “successful course completion.” In 2018, the methodology to measure the new verbiage was instituted. As a result of the change of measurement, the college did not meet its set standard; there was discussion regarding the target definition, and a new target that reflected the new definition was set.

During the comprehensive, six-year instructional program-review process, academic programs review their data against the institution-set standards, as evidenced in Appendix G of the Instructional Program Review Handbook ([1B3-13](#)). The College completes this process, as illustrated in Appendix G by Math Department and Speech Department program reviews ([1B3-14](#); [1B3-15](#)).

The College reviews Integrated Postsecondary Education Data System (IPEDS) data annually. The College updates our peer groups for the IPEDS/U.S. Department of Education (USDE) Scorecard to be in alignment with the California Community Colleges Chancellor’s Office (CCCCO) peer groups, which are established by the state scorecard annually. The student success scorecard, which examines student achievement in terms of completion, transfer, and progression to transfer level courses from basic skills in math and English, is presented annually to the planning and budget committee, coordinating committee, and the board of trustees ([1B3-16](#); [1B3-17](#); [1B3-18](#); [1B3-19](#)). These measures are published to the BOT website.



## Analysis and Evaluation

The College meets Standard I.B.3 for establishing, reviewing, and sharing broadly its institution-set standards and its progress in evaluating itself against those standards. The institution-set standards and assessment are posted on the IERP website.

4. *The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.*

## Evidence of Meeting the Standard

Cerritos College systematically uses data from internal and external sources and organizes its institutional processes to support student learning and achievement. Internal sources of data are provided by the Division of Institutional Effectiveness, Research, and Planning; program review; and student learning outcomes.

Faculty collect, analyze, and report student learning and achievement assessment outcomes at the course, program, and institutional levels. SLO outcomes are shared at coordinating, faculty senate, and planning and budget committee meetings ([1B4-1](#); [1B4-2](#); [1B4-3](#)). IERP provides data on degree, certificate, completion, retention, and transfer that is disaggregated based on age, gender, ethnicity, socioeconomic status, method of delivery, and educational goal ([1B4-4](#); [1B4-5](#); [1B4-6](#)).

External sources of data include the California Community Colleges Chancellor's Office data mart, labor market, and student success scorecard. Additionally, Cerritos College has partnered with groups such as the Community College Equity Assessment Laboratory to identify factors impacting the success of underserved student populations ([1B4-7](#)). The availability of assessment data has provided the opportunity for the College to conduct reviews at all levels to better inform planning, decision-making, and evaluating.

The College presents the student success scorecard to the coordinating committee and board of trustees annually. Evidence of this are the past four student success scorecard presentations ([1B4-8](#); [1B4-9](#); [1B4-10](#); [1B4-11](#)). These demonstrate the use of institutional-effectiveness data to inform student support and achievement.

Institutional processes are organized to support learning and student achievement through the overarching educational master plan (EMP) ([1B4-12](#)). The EMP provides a framework for the strategic-plan goals, unit plans, area plans, college wide priorities, and all major College planning documents. The following document details how the College organizes planning to support learning and student achievement through the educational master, strategic, unit/division/area, college, integrated basic skills, student equity, and student success plans as well as program review ([1B4-13](#)).

The use of assessment data to support learning and student achievement is demonstrated at a department level. For example, improvement plans are developed annually based on SLO



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assessment results, and comprehensive self-evaluations are provided during faculty-driven, six-year program-review cycles ([1B4-14](#); [1B4-15](#)).

The SLO committee organizes and shares College and department assessment results ([1B4-16](#); [1B4-17](#)). Departments reflect on student outcomes through the creation of department improvement plans, which is an effective use of assessment data to support learning ([1B4-18](#)). The SLO committee facilitates the process through which departments collect, analyze, and report student learning and achievement assessment outcomes for student services, course, and institutional/general education SLOs ([1B4-19](#); [1B4-20](#); [1B4-21](#); [1B4-22](#)).

Through the program-review process, departments use SLO data that is disaggregated on degree, certificate, completion, retention, and transfer in addition to data from the SLO committee disaggregated by age, gender, ethnicity, and participation in student services such as Disabled Students Programs and Services ([1B4-23](#); [1B4-24](#); [1B4-25](#); [1B4-26](#)). The use of these various assessment data sets in program review provides a data-driven process for supporting learning and student achievement. Programs conduct independent self-study and use data provided by IERP to examine trends in student learning and achievement, with a focus on long-term planning ([1B4-27](#)). IERP houses external data and provides meaningful internal data to support this planning ([1B4-28](#)).

Furthermore, areas such as Student Services use data to guide decision-making and implement continuous improvement for student support ([1B4-29](#)). The success center reviews internal achievement data prepared by IERP and uses it to plan appropriate delivery of supplemental instruction to students ([1B4-30](#); [1B4-31](#); [1B4-32](#); [1B4-33](#)).

The facilities master plan engaged all campus groups in focus group discussions on how facilities planning can be improved to help support the EMP and student learning ([1B4-34](#); [1B4-35](#)).

### **Analysis and Evaluation**

The College meets Standard I.B.4 by using assessment data and organizing its institutional processes to support student learning and student achievement.

### **Institutional Effectiveness**

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

### **Evidence of Meeting the Standard**

An essential element of the College mission is to “provide students with high quality, comprehensive instructional programs and support services” ([1B5-1](#)). Goals and objectives to accomplish the mission are outlined in planning documents such as the six-year EMP and the

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three-year strategic plan ([1B5-2](#); [1B5-3](#)). Performance indicators were identified for each of the EMP goals, such as successful completion rates, certificates awarded, degrees awarded, and persistence rates ([1B5-4](#)). The college uses in-house software, *Program Review Plus*, for integrated program review, planning, and resource allocation. Goals and activities to accomplish the mission are present in the EMP goals, which are mapped to unit, division, and area plans. For example, the technology division unit plan shows how their annual plan aligned many of their goals to the EMP goals in the SWOT section of the plan ([1B5-5](#)). During program review, comprehensive data sets that disaggregate student achievement by program type and mode of delivery are analyzed. Evidence of this includes a data set from the program review for the College's Welding Department ([1B5-6](#)).

Like the EMP, the strategic plan identifies performance measures to evaluate goals and objectives ([1B5-7](#)). The strategic plan has been evaluated for achievement of year one and year two outcomes and shared at planning and budget committee meetings ([1B5-8](#); [1B5-9](#)). The most comprehensive evaluation document is titled "All College Metrics," and provides alignment to the major state initiatives and Accrediting Commission for Community and Junior Colleges' (ACCJC) institution-set standards ([1B5-10](#)). In the document, all state goals are aligned to college goals, along with the targets and measurements.

The institution assesses support services using student achievement data to inform continuous improvement. Questions vary by program and cover a multitude of topics, including modes of delivery and program type. Evidence of assessment of support services include an embedded tutoring report and a student equity/3SP focus groups report ([1B5-11](#); [1B5-12](#); [1B5-13](#); [1B5-14](#)). Institutional SLOs are assessed and reported to the planning and budget committee or coordinating committee ([1B5-15](#)).

### **Analysis and Evaluation**

The College meets Standard I.B.5 of assessing the accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. This includes the assessment of data that is disaggregated by program type and mode of delivery.

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

### **Evidence of Meeting the Standard**

Course SLO assessments are collected in a disaggregated fashion per student, and data is uploaded into *eLumen* ([1B6-1](#)). In addition, the instructional-program-review process includes the review of program data for student subpopulations, as evidenced by this sample self-evaluation report from the Speech-Language Pathology Assistant Department (see highlighted section on page 21), and examples of disaggregated data by certain subpopulations of students

## Standard I.B: Academic Quality and Institutional Effectiveness

([1B6-2](#); [1B6-3](#); [1B6-4](#); [1B6-5](#)). The information in the program-review reports includes identification of performance trends and gaps within departments to prioritize allocation of resources. Specific institutional data collected and summarized by IERP included in the program-review process includes student achievement data by gender, age, and ethnicity by program and course ([1B6-6](#); [1B6-7](#); [1B6-8](#); [1B6-9](#); [1B6-10](#)).

*Program Review Plus* houses this data for each program to use in their annual unit plan ([1B6-11](#)). Departments analyze this data to identify trends and gaps in performance; engage in strengths, weaknesses, opportunities, and threats analyses; and submit resource allocation requests as part of annual unit-planning. The unit plan is used to request resource allocation for improvement strategies. The student equity committee discusses the use of student equity funds, which are allocated to areas in need, as identified by institutional data ([1B6-12](#); [1B6-13](#)).

In the program-review process, many departments use data, such as SLO and DI data, to identify achievement gaps among subpopulations of students. For example, the Welding Department used disaggregated data in its self-evaluation report to examine possible gaps ([1B6-14](#)). These reports are publicly available on the program review web page ([1B6-15](#)).

Cerritos College evaluates the efficacy of strategies to reduce performance gaps. For example, the student equity committee evaluates activities and projects funded by the student equity plan to see if outcomes intended to close performance gaps were met and discusses areas of improvement ([1B6-16](#)). The campus groups allocated funding to implement strategies to reduce performance gaps submit an evaluation form, which helps assess whether outcomes were met ([1B6-17](#)). In addition, the processes used to facilitate the planning and analysis of learning outcomes, such as those put in place by the instructional program review committee or the SLO committee, are also evaluated to ensure that these shared-governance committees are meeting their goals in supporting student learning and academic quality ([1B6-18](#)).

### **Analysis and Evaluation**

The College meets Standard I.B.6 by using disaggregated data to improve student performance in regards to learning outcomes and achievement. The College allocates resources to implement initiatives and activities that seek to remedy performance gaps.

- 7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes, to assure their effectiveness in supporting academic quality and accomplishment of mission.*

### **Evidence of Meeting the Standard**

Cerritos College regularly evaluates its policies and practices across all areas of the institution. An example of an evaluation of the policies and practices related to instructional programs was a collaborative effort between the SLO committee and the IERP office to evaluate the SLO policies and practices. A survey was created and completed, with results presented to the SLO

## Standard I.B: Academic Quality and Institutional Effectiveness

committee in the fall of 2016 to improve the process ([1B7-1](#)) A new survey was conducted in spring 2019 ([1B7-2](#)).

An example of an evaluation of the policies and practices related to student support services is a 2019 business-process review of both the Office of Admissions and Records and the Counseling Department. The goal was to streamline and improve entry for new students. During this review, all Student Services constituents mapped many of their business practices. Relevant departments, divisions, and areas are currently discussing the resulting report ([1B7-3](#)).

To ensure that the College is meeting its value to “support and improve student success,” learning support services regularly review processes and practices during meetings, evaluating IERP supplied data and improving policies and practices based on that data. For example, in Fall 2019, the Success Center developed a plan to increase tutoring appointments and small group tutoring ([1B7-4](#)). Library user-satisfaction surveys are used to evaluate if the institution meets student and faculty needs and librarians discuss the results at regular meetings to improve services ([1B7-5](#); [1B7-6](#); [1B7-7](#); [1B7-8](#); [1B7-9](#); [1B7-10](#)).

To ensure the College is meeting its mission to provide high quality services to a diverse student population, the College initiated an Americans with Disabilities Act (ADA) self-evaluation in 2019, which will be complete in 2020 ([1B7-11](#)). The College evaluated campus activities, policies, programs, and services in several areas, including instructional programs, human resources, information technology, meeting and events, police department, library, physical education, and other areas to determine effectiveness in serving students with various abilities ([1B7-12](#); [1B7-13](#); [1B7-14](#)).

The College evaluates its integrated program-reviewing, planning, and resource-allocating process and uses the results to continuously improve policies and practices ([1B7-15](#)). Board Policy 2410 outlines the process for the evaluation of administrative procedures (APs) and board policies (BPs), which occurs regularly to coincide with the accreditation cycle ([1B7-16](#)). The coordinating committee last completed a comprehensive review of all APs and BPs in 2018 ([1B7-17](#)). A Board Policy Advisory Committee was developed, which reviewed the updated BPs in 2019 ([1B7-18](#); [1B7-19](#)). One policy updated was BP 3250, regarding the College’s planning process. The policy was updated to reflect that the College will maintain a list of plans and achievement outcomes related to the EMP to help it meet its mission ([1B7-20](#)).

The College’s governance process is regularly assessed using a committee self-evaluation form, and results are shared annually with the planning and budget, faculty senate, and coordinating committees ([1B7-21](#); [1B7-22](#); [1B7-23](#)). Outcomes are tracked, and goals are aligned with the College’s planning documents, specifically the EMP and strategic plan ([1B7-24](#)).

Each area of the College has been charged with documenting standard operating procedures (SOPs) that outline protocols and practices. For example, there is now a documented SOP for scheduling classes ([1B7-25](#)). This is a recent development that enables the College to follow procedures systematically for a common practice. Written common procedures also allow the College to regularly evaluate each SOP to ensure the practice effectively supports academic quality and accomplishment of the mission.

### **Analysis and Evaluation**

The College meets Standard I.B.7 of evaluating policies and practices across all areas of the institution to continually improve its effectiveness in supporting academic quality and accomplishment of its mission.

- 8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.*

### **Evidence of Meeting the Standard**

There are several ways the College broadly communicates the results of all its assessment and evaluation activities. The most visible is through the IERP web page ([1B8-1](#); [1B8-2](#); [1B8-3](#)). The web page is organized to report on institutional data through its fact book, program-review surveys and reports, planning evaluation, planning SWOT, and data and research conducted regarding equity, basic skills, and 3SP activities. The student learning outcomes committee web page also houses all of the general education/institutional-level, program-level, and course-level SLO assessment data and is available publicly ([1B8-4](#); [1B8-5](#); [1B8-6](#)).

The College also routinely shares reports of assessments and evaluation activities with the faculty senate as well as following committees: 3SP, student equity, planning and budget, coordinating, faculty senate, and developmental education ([1B8-7](#); [1B8-8](#); [1B8-9](#); [1B8-10](#); [1B8-11](#); [1B8-12](#); [1B8-13](#)).

The College routinely reviews data and research during instructional and student service department and division meetings. For example, departments collaborate on improvement plans by reviewing and assessing course SLO data ([1B8-14](#)). In addition, in some divisions, deans send course enrollment data to department chairs to review when scheduling in order to offer the appropriate number of sections to meet student demand ([1B8-15](#)).

When the College uses external assessments, it broadly communicates the results across campus. The CCEAL results were reported to the campus during the fall 2018 convocation ([1B8-16](#)). The 2019 student equity and achievement program planning retreat examined the CCEAL results in detail to ensure members of the institution had a shared understanding of the College's strengths and weaknesses and could set appropriate equity and student achievement priorities. According to the student equity committee meeting minutes following the retreat, participants discussed data analyses within groups, and applied the information to student equity objectives ([1B8-17](#)).

### **Analysis and Evaluation**

The College meets Standard I.B.8 by broadly communicating the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

## Standard I.B: Academic Quality and Institutional Effectiveness

9. *The institution engages in continuous, broad-based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)*

### **Evidence of Meeting the Standard**

Cerritos College engages in broad-based, systematic evaluation and planning to accomplish its mission ([1B9-1](#)). The College has outlined the planning process in a document approved and reviewed by the planning and budget committee, “How Cerritos College Plans” ([1B9-2](#)). The annual unit-planning, in conjunction with the six-year program-review cycle, is part of the broader EMP ([1B9-3](#)). The EMP provides a framework for the strategic plan goals, unit plans, area plans, college wide priorities, and all major College planning documents. Annual unit plans use software to tie department SWOT analyses, goals, and activities to resource requests ([1B9-4](#)). As such, divisions and departments continually assess the needs of programs to better serve students on both an annual basis and a six-year program-review cycle.

The EMP goals address the mission of the College and aim to improve academic quality and institutional effectiveness through targets designed to be utilized by planning groups across the campus ([1B9-5](#)). Representatives from all campus constituencies plan and engage in dialogues and activities that are aligned to the EMP, as evidenced by faculty senate agendas, coordinating committee minutes, and shared-governance evaluation documents ([1B9-6](#); [1B9-7](#); [1B9-8](#)).

In addition to the EMP, the strategic plan is used annually ([1B9-9](#)). The strategic plan goals are developed at the midpoint of the six-year cycle (spring 2020) and used to measure the progress of the EMP the following year. The planning and budget and coordinating committees establish the College’s annual plan, which reviews the College’s resource allocation priorities to be funded for the following year, in alignment with the EMP and strategic plan ([1B9-10](#)). Finally, all relevant campus constituencies established the integrated plan in 2017, which included goals and activities set by the basic skills initiative (BSI), student equity, and student support and success programs (3SP) to increase student success and close achievement gaps ([1B9-11](#)).

The college is in the process of developing institutional operating plans that align with the EMP. One example is the facilities master plan (FMP), which was approved by the board of trustees in June 2019 ([1B9-12](#)). The information technology and human resources plans are in progress at the time of writing.

### **Analysis and Evaluation**

The College meets Standard I.B.9 by engaging in continuous, broad-based, systematic evaluation and planning. The College uses its integrated program review, planning, and resource allocation process to accomplish its mission and improve academic quality and institutional effectiveness.



**Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness**

The institution meets Standard I.B. The evidence demonstrates that the College has a sustained collegial dialogue about student outcomes. Student learning outcomes and institution-set standards are assessed regularly to improve student achievement. These data sources are complemented by internal and external data to provide a full picture of student achievement. During program review, departments examine this data and evaluate goals to plan for improvements. The College has identified performance gaps after disaggregating data for subpopulations of students, and implements strategies to close these gaps. Assessment results are broadly communicated so the Institution can collectively contribute to improvement. Policies and practices are regularly evaluated. All these activities culminate in a continuous evaluation, planning, and resource allocation to further accomplishment of the College mission.

**Standard I.B Evidence List**

<b>File Name</b>	<b>Document Title</b>
<a href="#"><u>1B1-1</u></a>	Cerritos Community College District: Shared Governance Purpose, Structure, and Process
<a href="#"><u>1B1-2</u></a>	Student Learning Outcomes Committee Shared Governance Document
<a href="#"><u>1B1-3</u></a>	SLO Assessment Results - Business Division, 2015-2018
<a href="#"><u>1B1-4</u></a>	Instructional Program Review Plus SWOT, Business Communication and Office Technology (BCOT)
<a href="#"><u>1B1-5</u></a>	Cerritos College Instructional Program Review Submittal Form, March 20, 2018
<a href="#"><u>1B1-6</u></a>	Instructional Program Review Six-Year Cycle, 2015-2021
<a href="#"><u>1B1-7</u></a>	Program Review Committee Minutes, September 18, 2018
<a href="#"><u>1B1-8</u></a>	Cerritos College Instructional Program Review Handbook, 2018-2019
<a href="#"><u>1B1-9</u></a>	Cerritos College Committee on Planning and Budget Agenda, October 18, 2018
<a href="#"><u>1B1-10</u></a>	Faculty Senate Minutes, August 22, 2017
<a href="#"><u>1B1-11</u></a>	Psychology Department Meeting Summary, April 20, 2017
<a href="#"><u>1B1-12</u></a>	Student Learning Outcomes Minutes, October 8, 2018
<a href="#"><u>1B1-13</u></a>	Cerritos College Convocation, August 30, 2018, Announcement Flyer
<a href="#"><u>1B1-14</u></a>	Cerritos College Committee on Student Equity Minutes, March 13, 2019
<a href="#"><u>1B1-15</u></a>	Student Equity Plan 2019-2022
<a href="#"><u>1B1-16</u></a>	Cerritos College Committee on Student Equity Minutes, February 8, 2017
<a href="#"><u>1B1-17</u></a>	College Committee on Student Equity Shared Governance Document
<a href="#"><u>1B1-18</u></a>	Student Equity Plan, 2015-2016
<a href="#"><u>1B1-19</u></a>	Student Equity Budget, 2017-2018
<a href="#"><u>1B1-20</u></a>	Cerritos College Student Success and Support Programs Services, Disaggregated by Gender
<a href="#"><u>1B1-21</u></a>	Cerritos College Student Success and Support Programs Services
<a href="#"><u>1B1-22</u></a>	Cerritos College Student Success and Support Programs Services, Disaggregated by Age
<a href="#"><u>1B1-23</u></a>	Cerritos College SSSP Services - (Disaggregated by Race/Ethnicity)
<a href="#"><u>1B1-24</u></a>	Integrated Plan, 2017-19 – Program Goals and Planning

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<b>File Name</b>	<b>Document Title</b>
<a href="#">1B1-25</a>	College Committee on Student Success and Support Programs Shared Governance Document
<a href="#">1B1-26</a>	Student Success and Support Programs Committee Minutes, April 4, 2018
<a href="#">1B1-27</a>	Student Equity Committee Minutes, February 8, 2017
<a href="#">1B1-28</a>	Cerritos College SLO Psychology Department Improvement/Action Plan
<a href="#">1B1-29</a>	Liberal Arts Division Meeting Minutes, January 17, 2019
<a href="#">1B1-30</a>	Liberal Arts Division Meeting Minutes, April 11, 2019
<a href="#">1B1-31</a>	Liberal Arts Division Meeting Minutes, February 14, 2019
<a href="#">1B1-32</a>	Student Success Scorecard 2017 Presentation
<a href="#">1B1-33</a>	Cerritos Community College District Minutes of the Regular Meeting of the Board of Trustees, September 19, 2018
<a href="#">1B1-34</a>	Fact Book: Age, 2019
<a href="#">1B1-35</a>	Fact Book: Gender, 2019
<a href="#">1B1-36</a>	Fact Book: Ethnicity, 2019
<a href="#">1B1-37</a>	Fact Book: Educational Goals, 2019
<a href="#">1B1-38</a>	Fact Book: Headcount, 2019
<a href="#">1B1-39</a>	Program Review Plus Plans Web Page
<a href="#">1B1-40</a>	Instructional Program Review Plus Related Data, Biology Department
<a href="#">1B1-41</a>	Instructional Program Review Form, Welding Department
<a href="#">1B1-42</a>	Enrollment Management Committee Minutes, August 28, 2019
<a href="#">1B1-43</a>	Enrollment Management Committee Minutes, September 25, 2019
<a href="#">1B1-44</a>	Enrollment Management Plan, 2016-2019
<a href="#">1B2-1</a>	Cerritos College Course and Degree/Certificate SLO Deadlines, 2018-2019
<a href="#">1B2-2</a>	SLO Committee Web Page, Directory of SLOs at Cerritos College
<a href="#">1B2-3</a>	Cerritos College SLO Presentation, Accounting
<a href="#">1B2-4</a>	Institutional Student Learning Outcomes, 2018
<a href="#">1B2-5</a>	Cerritos College Institutional SLO/Program SLO Summary Map by Course/Context
<a href="#">1B2-6</a>	Institutional SLO Assessment Results, Three Year Comparison, 2016-19 - Information Literacy
<a href="#">1B2-7</a>	Cerritos College Committee on Planning and Budget Agenda, October 18, 2018
<a href="#">1B2-8</a>	Cerritos College Committee on Planning and Budget Agenda, October 18, 2018
<a href="#">1B2-9</a>	Librarian Meeting Agenda, November 6, 2019
<a href="#">1B2-10</a>	SLO Committee Web Page, Student Services SLOs
<a href="#">1B2-11</a>	Student Services Area-Wide SLO Assessment Report 2016
<a href="#">1B2-12</a>	Student Connectedness Convocation III, June 7, 2018
<a href="#">1B2-13</a>	Student Completion Survey, 2017
<a href="#">1B2-14</a>	Student Completion Survey, 2018
<a href="#">1B2-15</a>	Student Services SLO Work Team Agenda, January 29, 2019
<a href="#">1B2-16</a>	Student Services SLO Work Team Agenda, February 26, 2019
<a href="#">1B2-17</a>	Student Services SLO Work Team Agenda, March 26, 2019
<a href="#">1B2-18</a>	Student Services SLO Work Team Agenda, October 23, 2018
<a href="#">1B2-19</a>	Student Services SLO Timeline, 2019 - 2021



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<b>File Name</b>	<b>Document Title</b>
<a href="#">1B2-20</a>	Annual Student Learning Outcome (SLO) Assessment Goals, Program Review Handbook, Appendix E
<a href="#">1B3-1</a>	Cerritos College Standards for Monitoring Improved Institutional Performance for 2017-2018
<a href="#">1B3-2</a>	Cerritos College Standards for Monitoring Improved Institutional Performance for 2016-17
<a href="#">1B3-3</a>	Cerritos College Standards for Monitoring Improved Institutional Performance for 2015-16
<a href="#">1B3-4</a>	Cerritos College Standards for Monitoring Improved Institutional Performance for 2014-15
<a href="#">1B3-5</a>	Institution Set Standards Presentation 2018
<a href="#">1B3-6</a>	Coordinating Committee Minutes, April 8, 2019
<a href="#">1B3-7</a>	Institution Set Standards Presentation Spring 2015
<a href="#">1B3-8</a>	Institution Set Standards Presentation February 2016
<a href="#">1B3-9</a>	Institution Set Standards Presentation April 2016
<a href="#">1B3-10</a>	Institution Set Standards Presentation Spring 2017
<a href="#">1B3-11</a>	Institution Set Standards Presentation Spring 2018
<a href="#">1B3-12</a>	Institutional Effectiveness, Research & Planning Webpage
<a href="#">1B3-13</a>	Instructional Program Review Checklist, Appendix G IPR Handbook
<a href="#">1B3-14</a>	Instructional Program Review Checklist, Math 2018-19
<a href="#">1B3-15</a>	Instructional Program Review Checklist, Speech, 2018-19
<a href="#">1B3-16</a>	Student Success Scorecard 2015 Presentation
<a href="#">1B3-17</a>	Student Success Scorecard 2016 Presentation
<a href="#">1B3-18</a>	Student Success Scorecard 2017 Presentation
<a href="#">1B3-19</a>	Student Success Scorecard 2018 Presentation
<a href="#">1B4-1</a>	Cerritos College Coordinating Committee Minutes, September 9, 2019
<a href="#">1B4-2</a>	Faculty Senate Minutes, October 8, 2019
<a href="#">1B4-3</a>	Cerritos College Committee on Planning and Budget Agenda, October 18, 2018
<a href="#">1B4-4</a>	Mandated Reports, 2018-19
<a href="#">1B4-5</a>	Enrollment Management Committee Minutes, September 25, 2019
<a href="#">1B4-6</a>	Student Equity Committee Minutes, October 9, 2019
<a href="#">1B4-7</a>	Convocation Presentation: "Examining Student Equity and Success at Cerritos College," 2018-2019
<a href="#">1B4-8</a>	Student Success Scorecard 2015 Presentation
<a href="#">1B4-9</a>	Student Success Scorecard 2016 Presentation
<a href="#">1B4-10</a>	Student Success Scorecard 2017 Presentation
<a href="#">1B4-11</a>	Student Success Scorecard 2018 Presentation
<a href="#">1B4-12</a>	Cerritos College Educational Master Plan, 2017-2023
<a href="#">1B4-13</a>	How Cerritos College Plans
<a href="#">1B4-14</a>	Instructional Program Review, Six Year Cycle, 2015-2021
<a href="#">1B4-15</a>	Cerritos College Instructional Program Review Handbook, 2018-2019
<a href="#">1B4-16</a>	SLO Assessment Results, Liberal Arts Division, 2014-17
<a href="#">1B4-17</a>	SLO Assessment Results, Psychology, 2014-17
<a href="#">1B4-18</a>	Student Learning Outcomes Psychology Improvement/Action Plan, 2018-19

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<b>File Name</b>	<b>Document Title</b>
<a href="#">1B4-19</a>	Student Services Area-Wide SLO Assessment Report 2016
<a href="#">1B4-20</a>	SLO Assessment Results, English, 2015-18
<a href="#">1B4-21</a>	SLO Assessment Results, Course SLOs, Campus-wide, 2015-18
<a href="#">1B4-22</a>	SLO Assessment Results, GESLOs, Psychology, 2014-17
<a href="#">1B4-23</a>	Student Demographic: Age
<a href="#">1B4-24</a>	Student Demographic: Gender
<a href="#">1B4-25</a>	Student Demographic: Race/Ethnicity
<a href="#">1B4-26</a>	DSPS Student Demographic: Gender
<a href="#">1B4-27</a>	Physical Therapy Assistant Program Review Survey Results, October 20, 2015
<a href="#">1B4-28</a>	IERP Research & Data Webpage, Condensed
<a href="#">1B4-29</a>	Student Services SLO Work Team Agenda, November 13, 2018
<a href="#">1B4-30</a>	English Success Center Data Report, 2016-17
<a href="#">1B4-31</a>	Reading Success Center Report, 2015-2016
<a href="#">1B4-32</a>	ESL Success Center Report 2015-16
<a href="#">1B4-33</a>	Math Success Center Data Report, 2016-2017
<a href="#">1B4-34</a>	Coordinating Committee Minutes, February 25, 2019
<a href="#">1B4-35</a>	Cerritos College Facilities Master Plan, 2019
<a href="#">1B5-1</a>	Cerritos Community College District Policy No. 1200
<a href="#">1B5-2</a>	Cerritos College Educational Master Plan, 2017-2023
<a href="#">1B5-3</a>	Strategic Plan, 2017-2020
<a href="#">1B5-4</a>	Cerritos College Educational Master Plan, 2017-2023 – Goal A
<a href="#">1B5-5</a>	SWOT Analysis for Technology Division, 2019-2020
<a href="#">1B5-6</a>	Instructional Program Review, Welding, Final Report, 2017
<a href="#">1B5-7</a>	Strategic Plan, 2017-2020
<a href="#">1B5-8</a>	Strategic Plan 2017-20 Year 1 Evaluation Reporting November 15, 2018
<a href="#">1B5-9</a>	Strategic Plan 2017-20 Year 2 Evaluation Reporting May 16, 2019
<a href="#">1B5-10</a>	Metrics Overview: Alignment to Planning Documents and President Goals, April 4, 2019
<a href="#">1B5-11</a>	Embedded Tutoring Assessment Report
<a href="#">1B5-12</a>	Focus Group 2016 Results, PowerPoint Presentation by IERP, May 2019
<a href="#">1B5-13</a>	Focus Group Questions General Attitudes about Cerritos College
<a href="#">1B5-14</a>	Focus Groups Student Equity and Student Success and Support Programs, July 2016
<a href="#">1B5-15</a>	Cerritos College Committee on Planning and Budget Agenda, October 18, 2018
<a href="#">1B6-1</a>	SLO Report for Psychology 210, Disaggregated
<a href="#">1B6-2</a>	Instructional Program Review Self-Study Report, Speech- Language Pathology Assistance Program, 2016
<a href="#">1B6-3</a>	Student Demographic: Age
<a href="#">1B6-4</a>	Student Demographic: Gender
<a href="#">1B6-5</a>	Student Demographic: Race/Ethnicity
<a href="#">1B6-6</a>	Six-Year Average Fill Rates, Psychology
<a href="#">1B6-7</a>	Psychology Demographics Description
<a href="#">1B6-8</a>	Program Performance, Psychology, 2018
<a href="#">1B6-9</a>	Majors by Division and Plan Description

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<b>File Name</b>	<b>Document Title</b>
<a href="#">1B6-10</a>	Section Change and Unmet Courses, Psychology
<a href="#">1B6-11</a>	Biology Unit Plan, 2019-20
<a href="#">1B6-12</a>	Cerritos College Committee on Student Equity Minutes, October 10, 2018
<a href="#">1B6-13</a>	Student Equity Budget, 2017-2018
<a href="#">1B6-14</a>	Instructional Program Review, Welding, Final Report, 2017
<a href="#">1B6-15</a>	IPR Webpage, Technology Division
<a href="#">1B6-16</a>	Student Equity Agenda, May 10, 2017
<a href="#">1B6-17</a>	Student Equity Committee – Year-End Project Status and Evaluation Report
<a href="#">1B6-18</a>	Instructional Program Review, Committee Self-Evaluation, 2018-19
<a href="#">1B7-1</a>	SLO Survey Results, 2016
<a href="#">1B7-2</a>	SLO Committee Survey: Assessing Assessment 2019 Committee March 12, 2019
<a href="#">1B7-3</a>	Cerritos College Business Process Analysis, New Student Transition Process, April 11 & 12, 2019
<a href="#">1B7-4</a>	Success Center Service Changes, Fall 2019
<a href="#">1B7-5</a>	Library Student Satisfaction Survey Results Report, 2019
<a href="#">1B7-6</a>	Library Student Satisfaction Survey Results, 2013
<a href="#">1B7-7</a>	Library Orientation Faculty Feedback 2018-2019
<a href="#">1B7-8</a>	Librarian Division Meeting Agenda, December 5, 2018
<a href="#">1B7-9</a>	Librarian Division Meeting Agenda, February 15, 2017
<a href="#">1B7-10</a>	Email: SLO Meeting Follow-Up LIBR100 and LIBR101, May 25, 2017
<a href="#">1B7-11</a>	Cerritos College Board Book Item #27, Consideration of Approval for Sally Swanson Architects, Inc., ADA Self-Evaluation and Transition Plan Services
<a href="#">1B7-12</a>	Follow Up Email to ADA Transition and Self-Evaluation Plan, Compliance Questionnaire, June 26, 2019
<a href="#">1B7-13</a>	ADA Self-Evaluation Questions for Meeting and Event Planners
<a href="#">1B7-14</a>	Library Services Program Survey, ADA Self- Evaluation Questions
<a href="#">1B7-15</a>	IERP Planning Evaluation Results, January 25, 2017
<a href="#">1B7-16</a>	Cerritos Community College District Policy No. 2410
<a href="#">1B7-17</a>	Cerritos College Coordinating Committee Minutes, October 8, 2018
<a href="#">1B7-18</a>	Board Policy Advisory Committee Meeting Agenda, February 28, 2019
<a href="#">1B7-19</a>	Cerritos College Board Book Item #11, First Reading: Proposed Revisions to Board Policies, March 20, 2019
<a href="#">1B7-20</a>	Cerritos Community College District Policy No. 3250
<a href="#">1B7-21</a>	Shared Governance Evaluation Survey Results, May 8, 2015
<a href="#">1B7-22</a>	Shared Governance Evaluation Survey Results, May 5 2016
<a href="#">1B7-23</a>	Shared Governance Committee Evaluation, 2016-2017 and 2017-2018
<a href="#">1B7-24</a>	Annual Planning Cycle, January 14, 2019
<a href="#">1B7-25</a>	SOP Schedule Change Request Form
<a href="#">1B8-1</a>	IERP Research & Data Webpage, Expanded
<a href="#">1B8-2</a>	Fact Book, IERP Web Page
<a href="#">1B8-3</a>	Planning, IERP Web Page
<a href="#">1B8-4</a>	Reports for Institutional SLOs, Learning Outcomes Web Page
<a href="#">1B8-5</a>	SLO Reports and Data, Student Learning Outcomes Web Page

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<b>File Name</b>	<b>Document Title</b>
<a href="#">1B8-6</a>	Directory of SLOs at Cerritos College - Student Learning Outcomes Web Page
<a href="#">1B8-7</a>	Achievement Data: Completion, October 25, 2019
<a href="#">1B8-8</a>	Achievement Data: Success, October 25, 2019
<a href="#">1B8-9</a>	Achievement Data: First-Time Students & Persistence, October 25, 2019
<a href="#">1B8-10</a>	Cerritos College Committee on Student Equity Minutes, September 26, 2018
<a href="#">1B8-11</a>	Cerritos College Committee on Planning and Budget Agenda, October 18, 2018
<a href="#">1B8-12</a>	Cerritos College Coordinating Committee Minutes, September 10, 2018
<a href="#">1B8-13</a>	Faculty Senate Minutes, October 2, 2018
<a href="#">1B8-14</a>	Student Learning Outcomes Psychology Improvement/Action Plan, 2017-19
<a href="#">1B8-15</a>	Business, Humanities, and Social Sciences Division Department Chair Meeting Minutes, April 5 2018
<a href="#">1B8-16</a>	Cerritos College Convocation PowerPoint Presentation: “Examining Student Equity and Success at Cerritos College,” August 30, 2018
<a href="#">1B8-17</a>	Cerritos College Committee on Student Equity Minutes, March 13, 2019
<a href="#">1B9-1</a>	Cerritos Community College District Policy No. 1200
<a href="#">1B9-2</a>	How Cerritos College Plans
<a href="#">1B9-3</a>	Cerritos College Educational Master Plan, 2017-2023
<a href="#">1B9-4</a>	English Unit Plan, 2019-20
<a href="#">1B9-5</a>	Educational Master Plan, 2017-2023, Goals
<a href="#">1B9-6</a>	Faculty Senate Agenda, August 28, 2018
<a href="#">1B9-7</a>	Coordinating Committee Minutes, February 25, 2019
<a href="#">1B9-8</a>	Instructional Program Review Evaluation Form
<a href="#">1B9-9</a>	Strategic Plan, 2017-2020
<a href="#">1B9-10</a>	Integrated Program Review, Planning & Resource Allocation Handbook, Fall 2018
<a href="#">1B9-11</a>	Cerritos College Integrated Plan: Basic Skills Initiative, Student Equity and Student Success and Support Program, 2017-19
<a href="#">1B9-12</a>	Cerritos College Facilities Master Plan, 2019

### **C. Institutional Integrity**

1. *The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, education programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)*

#### **Evidence of Meeting the Standard**

Cerritos College uses various strategies to inform students, personnel, and the public about the College. These include, but are not limited to, the College's website; publications such as the Cerritos College Catalog and Cerritos College Class Schedule; accounts on social media platforms such as *Facebook, Twitter, Instagram, and YouTube*; newsletters; and press releases ([1C1-1](#); [1C1-2](#); [1C1-3](#); [1C1-4](#); [1C1-5](#); [1C1-6](#); [1C1-7](#)). The College's Office of College Relations, Public Affairs, and Governmental Relations is charged with informing the College community and the public through accurate communications about the College. Notifications and newsletters about college programs, events, and facts, as well as compelling stories about students, staff, and faculty, are delivered in print and electronic formats ([1C1-8](#); [1C1-9](#); [1C1-10](#); [1C1-11](#); [1C1-12](#)).

##### *Mission Statement*

The College's mission statement is disseminated to all constituent groups, including students, faculty, and staff, as well as the community it serves, through the Campus Guide on the public relations web page and various publications and materials, such as the Cerritos College Catalog and the Cerritos College Board Book ([1C1-13](#); [1C1-14](#); [1C1-15](#); [1C1-16](#)).

##### *Student Learning Outcomes and Achievement*

The College's student learning outcomes (SLOs) information and data is publicly posted on the SLO web page. The Senate Committee on Student Learning Outcomes ensures the integrity of outcome data and posts that data to the its web page for the public through its shared-governance function ([1C1-17](#); [1C1-18](#); [1C1-19](#); [1C1-20](#); [1C1-21](#)).

##### *Educational Programs*

The Cerritos College website, catalog, schedule of classes, and other core institutional documents are all updated annually to reflect any adjustments as a result of the program review, policy or procedure evaluation, and assessment cycle ([1C1-22](#); [1C1-23](#)).

##### *Student Services*

Related information on student services is interwoven throughout the College and readily accessible in such resources as the catalog, schedule of classes, and the College website. The divisions of the Office of Student Services each have their own dedicated web pages enabling student to directly access current, accurate, and relevant information, resources, policies, procedures, and interactive forms ([1C1-24](#); [1C1-25](#); [1C1-26](#)).

## Standard I.C: Institutional Integrity

### *Accreditation Status*

Cerritos College posts its accreditation status on its accreditation web page, with a link to the page on the home page of the College website ([1C1-27](#)). Accreditation information is printed on the first page of the Cerritos College Catalog ([1C1-28](#)). Information related to accreditation, if necessary, is published in “Campus Connection,” a weekly online campus newsletter ([1C1-29](#)). The accreditation liaison officer, vice president of Academic Affairs, and the president’s office are responsible for maintaining the website and information on it with accuracy and currency.

### **Analysis and Evaluation**

Cerritos College meets Standard I.C.1. Through its shared-governance structure, Cerritos College ensures that related information such as the College’s mission statement, student learning outcomes, educational programs, and student success support services are up-to-date, accurate, and accessible to constituent groups and stakeholders. Information is available in a variety of formats, including the Cerritos College website and printed materials such as its catalog, schedule of classes, and institutional documents produced by departments and/or programs.

- 2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.” (ER 20)*

### **Evidence of Meeting the Standard**

Cerritos College provides a comprehensive catalog that is available online on the College’s website and in print for current and prospective students ([1C2-1](#)). The College’s catalog is published annually and includes the mission statement; requirements for admission, degrees, certificates, and transfer; policies and procedures affecting students; listings of all courses and services; and all other information required by the Commission and the “Catalog Requirements” listed under Eligibility Requirement 20. The Cerritos College Catalog offers its constituents precise, accurate, and current information concerning General Information, requirements and major policies affecting students ([1C2-2](#)).

### *Location or Publications Where Other Polices May Be Found*

The College catalog, class schedule, College brochures, and other information is checked for accuracy and updated annually ([1C2-3](#)). The Office of Academic Affairs oversees catalog production and ensures the accuracy and currency of the information and content related to catalog requirements, locations, policies, and procedures. A catalog development timeline is used to outline and communicate major catalog revision schedules and deadlines ([1C2-4](#)). To ensure that Cerritos College provides students with clear communication regarding the program patterns and to maintain a constant and regular review cycle of program information and competency levels, the College reviews and updates catalog program pages every spring for publication in the next academic year. Internal publications, such as the catalog and schedule of classes, are systematically reviewed through Academic Affairs on a regular basis. Prior to each publication of these essential documents, a thorough review and approval process is conducted to proofread



## Standard I.C: Institutional Integrity

and verify information within them ([1C2-5](#)). During this review, divisions, departments, and faculty are tasked with reviewing program-page information and submitting updates ([1C2-6](#); [1C2-7](#)). The review includes looking at each program, verifying the proper sequence of courses is included in each, and evaluating and making changes to prerequisite requirements. Past and current catalogs are archived and available on the College's website, loaded into an academic advisement table for use in degree-audit advisement reports and comprehensive education plans ([1C2-8](#); [1C2-9](#)).

### **Analysis and Evaluation**

Cerritos College meets Standard I.C.2. The College provides its constituents with an annual catalog that contains precise, accurate, and current information about the College, its mission, programs, services, and policies. The Cerritos College Catalog includes all required and relevant information that assists with student success and the achievement of Cerritos College mission.

- 3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)*

### **Evidence of Meeting the Standard**

Cerritos College uses its institutional learning outcomes as well as program-level and course-level outcomes and achievement assessments to communicate the institution's academic quality. The College makes a concerted effort to ensure transparency of information and data related to academic quality and publicly publishes this information so that all constituents, internal and external, can access the information ([1C3-1](#)). These institutional-level, program-level, and course-level outcomes are accessible through the student learning outcomes page on the College's website ([1C3-2](#); [1C3-3](#); [1C3-4](#); [1C3-5](#)). The student learning outcomes cycle and calendar shows the timeline for course and degree SLO assessment ([1C3-6](#)).

Information showing the results of student learning outcomes assessments at the institutional, general education, and department levels is also accessible via the College's student learning outcomes web page, with separate Portable Document Format (PDF) reports dedicated to outcomes and assessment information. These reports feature data and analyses related to student learning outcomes and student achievement measurements ([1C3-7](#); [1C3-8](#)).

Access to the College's program reviews for all instructional divisions are also available on *Program Review Plus* and feature data and analyses related to student learning outcomes and student achievement measurements ([1C3-9](#); [1C3-10](#)).

### **Analysis and Evaluation**

Cerritos College meets Standard I.C.3. Student learning outcome and assessment information is readily available on the College's website. Data and analysis related to student learning and achievement are accessible via the College's website and internal databases. All faculty have

## Standard I.C: Institutional Integrity

access to student learning outcome data for their specific courses. The College posts reports for each division and department on the student learning outcomes reports page. These reports are available to the public, current students, prospective students, and the campus community.

4. *The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.*

### **Evidence of Meeting the Standard**

The institution assures that current students and prospective students receive accurate and complete information about the degrees and certificates offered, as well as the purposes, course requirements, and student learning outcomes. The Cerritos College Catalog is updated annually through a comprehensive review process and is available in printed and electronic formats. Specific requirements regarding transfer and articulation are also readily available to students via the College's catalog and its description of the general transfer policy and specific policies for university partners.

The Cerritos College Catalog is the primary institutional resource that describes the College's associate's degrees, certificates of achievement for career and technical education, required coursework and pathways to accomplish such degrees and certificates ([1C4-1](#)). Program descriptions include standardized language to indicate whether a degree is for transfer or non-transfer as well as specialized features and learning outcomes of each program. General requirements for the associate of arts and associate of science degrees and for transfer to California State Universities and colleges can be found in the Cerritos College Catalog section on majors and certificates ([1C4-2](#)). Cerritos College also communicates transfer-level programs and procedures through counseling sessions, transfer center workshops and visits, and other educational plan/pathway materials from departments and divisions ([1C4-3](#); [1C4-4](#); [1C4-5](#)). During counseling and or transfer center appointments, counselors communicate to students the transferability of courses at the College as well as the transfer requirements from Cerritos College to another institution ([1C4-6](#); [1C4-7](#); [1C4-8](#)).

Student learning outcomes are available on department websites, as well as the SLO Webpage and include program and course outcomes. The course SLOs are also on course syllabi ([1C4-9](#); [1C4-10](#); [1C4-11](#); [1C4-12](#); [1C4-13](#)). The SLO committee also posts course SLOs and program SLOs on their website ([1C4-14](#)).

### **Analysis and Evaluation**

Cerritos College meets Standard I.C.4. The college describes certificates and degrees in terms of purpose, content and course requirements through its catalog and provides student learning outcomes through the course syllabi, as well as through the SLO webpage.



## Standard I.C: Institutional Integrity

- 5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services. The institution has clear structures and processes for conducting these reviews.*

### **Evidence of Meeting the Standard**

The College Coordinating Committee and the Cerritos Community College District Board of Trustees regularly review District policies and procedures, ensuring feedback and input from all campus constituents is considered through the shared-governance process ([1C5-1](#); [1C5-2](#)). Board policies and administrative procedures are reviewed as needed, and at least every seven years ([1C5-3](#); [1C5-4](#)). The coordinating committee reviews policies and procedures on a regular basis, with a full review of all policies and procedures last occurring during the 2018-2019 academic year through a shared-governance process ([1C5-5](#)). Coordinating committee agendas and minutes demonstrate how policies, procedures, and publications are regularly reviewed at Cerritos College. For example, Administrative Procedure (AP) 5530, which covers student rights and grievances, is an example of a procedure update initiated by a shared-governance committee, the College Committee on Student Life ([1C5-6](#)). The AP was also brought to Cerritos College Faculty Senate, College managers, and the Associated Students of Cerritos College (ASCC) before final presentation to the coordinating committee ([1C5-7](#); [1C5-8](#); [1C5-9](#); [1C5-10](#); [1C5-11](#)). The procedure involves student rights, faculty rights, and administrative processes involving managers and the board of trustees, and the policy-and-procedure-review process supports integrity through adherence to shared governance and transparency. All board policies and administrative procedures are available to employees and the public on the board of trustees' web page ([1C5-12](#)).

The Office of Academic Affairs is responsible for the accuracy of the college catalog, where policies and procedures are reviewed for publication annually. There is a review process and timeline for catalog revisions ([1C5-13](#); [1C5-14](#)). The Office of College Relations, Public Affairs, and Governmental Relations is responsible for the integrity of external publications, including the College website, media releases, social media, and promotion of College events and activities ([1C5-15](#); [1C5-16](#); [1C5-17](#); [1C5-18](#); [1C5-19](#)). Public Affairs works directly with campus constituents to ensure accuracy and integrity of publications. The office is continuously developing written procedures that clarify processes and structures for these reviews, including the adoption of Administrative Procedure 3070 on May 13, 2019, which provides guidelines for social media and an online handbook for web administration ([1C5-15](#); [1C5-19](#)).

### **Analysis and Evaluation**

The College regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, services, and procedures. Board policies and administrative procedures are available to employees and the public on the board of trustees' web page. Additionally, the Office of Academic Affairs and the Office of College Relations, Public Affairs, and Governmental Relations have systematic processes to review information, and are focused on development of written internal procedures to further develop sustainable business practices and transparency.

## Standard I.C: Institutional Integrity

- 6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.*

### **Evidence of Meeting the Standard**

The College informs students of the cost of education through comprehensive resources provided in both printed and online formats ([1C6-1](#); [1C6-2](#); [1C6-3](#)). Required course and service fees are outlined in Board Policy (BP) 5030 and Administrative Procedure 5030 and include which fees are required and which can be waived ([1C6-4](#); [1C6-5](#); [1C6-6](#)).

The Financial Aid Office at Cerritos College hosts a robust web page that provides clear and accessible information on cost of attendance, financial aid application and award processes, low-cost textbook purchase and rental, instructional materials, and other related important information ([1C6-2](#)). Beyond posting required information, the Financial Aid Office web page offers how-to videos to assist students in understanding aid and how to access and utilize financial resources for students ([1C6-7](#)). These mini-tutorials are able to reach a broad student population and walk them through processes at their own pace.

Two tools are available online to assist students in understanding the cost of education, both generally and relating to their individual circumstances. First, the annual “Cost of Attendance” document outlines fall, spring, and summer term costs for tuition/fees, books/supplies, room/board, transportation, and personal costs ([1C6-3](#)). In addition, the net price calculator allows students and their families to enter personalized information in order to estimate the net price of their educational costs, including tuition, fees, books, supplies, room, and board ([1C6-8](#)).

College expenses are also outlined in the Cerritos College Catalog and Cerritos College Schedule of Classes ([1C6-9](#); [1C6-1](#)). These documents provide an overview of enrollment and other fees, and the schedule of classes provides detailed information about lab and material fees, which vary per course. The catalog is available online, through the Cerritos College website, with limited numbers of printed copies provided to all service offices. The schedule of classes is available online, through the Cerritos College website, and is printed and made available at services offices and in the bookstore, with no cost to students. Technical programs that require material fees list their program costs online via those departments’ websites. This information indicates tuition and fee costs both per semester and approximate program cost ([1C6-10](#); [1C6-11](#); [1C6-12](#)).

### **Analysis and Evaluation**

Cerritos College meets Standard I.C.6. The College publishes accurate information on the total cost of education, including tuition, fees, textbooks, and other instructional material expenses. All resources are available online, either on the main department web pages or linked from the main department web pages, with information also available in the printed catalog and schedule of classes.

- 7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear*

## Standard I.C: Institutional Integrity

*the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)*

### **Evidence of Meeting the Standard**

Cerritos College assures institutional and academic integrity through the adoption of governing board policies focused on academic freedom and responsibility. Cerritos College Board Policy 4030, which is published on the College's board policies web page, addresses academic freedom of faculty members in activities related to classroom teaching, researching, and publishing ([1C7-1](#); [1C7-2](#)). The policy clearly states the College's commitment to ensuring an atmosphere in which intellectual freedom of inquiry and dissemination of information and knowledge for all constituents exists.

The College's mission includes language regarding academic freedom and the commitment to learning ([1C7-3](#)). The College's educational philosophy, which addresses the preparation for a student to participate in a society is stated in Board Policy 1300 ([1C7-4](#)).

The College supports student rights to academic freedom. The Statement of Student Rights and Responsibilities web page states that freedom to learn and freedom to teach are inseparable and that students should exercise their freedom responsibly. Students are also assured of freedom of speech through the Students Rights and Responsibilities, published in the catalog and the schedules of classes ([1C7-5](#); [1C7-6](#); [1C7-7](#)).

The faculty contract between the Cerritos College Community District and the Cerritos College Faculty Federation (CCFF), American Federation of Teachers Local 6215, also includes an article on academic freedom ([1C7-8](#)). Faculty are free to determine which methods of instruction are appropriate for student success and to examine and explore unpopular or controversial topics as long as they are relevant to student learning. The contract protects faculty freedoms regarding research, instructional methodology, and expression.

### **Analysis and Evaluation**

Cerritos College meets Standard I.C.7 and Eligibility Requirement 13. The board of trustees endorses policies related to academic freedom as outlined in Board Policy 4030. The policies and procedures on academic freedom appear on the College's board policies web page. The College is committed to the pursuit and dissemination of knowledge, as stated in the College mission statement adopted by the board of trustees.

## Standard I.C: Institutional Integrity

- 8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty.*

### **Evidence of Meeting the Standard**

Cerritos College establishes and distributes clear policies and procedures that show commitment to honesty, responsibility, and academic integrity, which include consequences for dishonesty. The College maintains an institutional code of ethics applicable to all employees and students ([1C8-1](#); [1C8-2](#)). Further, policies and procedures support employee integrity and accountability, including conflict of interest, professional and ethical responsibilities of faculty, and employee discipline and dismissal ([1C8-3](#); [1C8-4](#); [1C8-5](#); [1C8-6](#); [1C8-7](#); [1C8-8](#); [1C8-9](#); [1C8-10](#); [1C8-11](#); [1C8-12](#); [1C8-13](#); [1C8-14](#); [1C8-15](#); [1C8-16](#); [1C8-17](#); [1C8-18](#); [1C8-19](#); [1C8-20](#); [1C8-21](#)). The policies on ethics and conflict of interest are included in the new-hire packet for all employees, inclusive of full-time and part-time faculty, classified and confidential staff, managers, and hourly employees ([1C8-22](#)).

The academic honesty and student conduct expectations for Cerritos College students are outlined in Board Policy 5500 and the academic honesty/dishonesty policy statement ([1C8-23](#); [1C8-24](#)). Consequences for dishonesty are provided in Administrative Procedure 5520 ([1C8-25](#)). These policies and statements are available online and printed in the College catalog and the schedule of classes. In addition, at the beginning of each semester, these expectations are highlighted within a welcome letter emailed to all students ([1C8-26](#)).

Academic honesty expectations are also made clear to students via the use of Turnitin.com ([1C8-27](#)), a tool available to all faculty for the purpose of evaluating student work for evidence of plagiarism. A syllabus template has also been made available to all faculty, which includes information about Academic Dishonesty, and serves as an example of efforts to encourage all faculty to ensure that students are aware of the definition of Academic Dishonesty and the consequences for engaging in such behavior ([1C8-28](#)).

Regarding distance education, the standards of student conduct include provisions that cover the use of student user accounts and computers, including unauthorized use of another's identification and password, impersonation of one person by another, and related misuse of computer technology ([1C8-23](#)). Students in distance-education courses use a secure sign-on in *Canvas*, which authenticates student identity in online courses. In addition, the College is currently using online testing authentication software to increase testing security ([1C8-29](#)).

All resources related to these policies and procedures are available online, with dedicated information available to students on the Office of Student Conduct and Grievances web page, and printed information is available in the catalog and schedule of classes ([1C8-30](#)).

## Standard I.C: Institutional Integrity

### **Analysis and Evaluation**

Cerritos College meets Standard I.C.8. The College has established and published policies that promote honesty, responsibility, and academic integrity, as well as accountability measures, including consequences for dishonesty.

9. *Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.*

### **Evidence of Meeting the Standard**

The current administrative policy on the institutional code of ethics states that faculty shall be fair and honest in their actions at the College ([1C9-1](#)). Faculty members are expected to adhere to these guidelines for professional ethics by presenting course and discipline information fairly and objectively, following the course outline of record as a guide to assure that course content is delivered using appropriate teaching methodologies and pedagogies. Administrative Procedure 3050 provides definitions and guidelines on ethical behavior. Cerritos College assures fair and objective information through board policies on academic freedom and responsibility ([1C9-2](#)). These policies clearly indicate the College's commitment to the free pursuit and dissemination of knowledge.

The curriculum process, done through shared-governance committees, provides oversight and guidance on requirement and regulation, as well as teaching methodology, assignments, activities, course content, course objectives and student learning outcomes, ensuring that instructors are providing accepted views within the discipline and present that information fairly and objectively. The recommended curriculum is then sent to the board of trustees and upon approval is then forwarded to the Chancellor's Office, who reviews the curriculum for accepted views in the discipline, higher education and California standards ([1C9-3](#)).

Faculty-evaluation processes, including classroom observations, student evaluations, and peer and administrative reviews, ensure faculty conform to guidelines for professional and ethical conduct and present information and data in a practical, relevant, fair, and objective manner while allowing for expression of differing points of view ([1C9-4](#); [1C9-5](#); [1C9-6](#)). These processes are explained in detail in the faculty contract between the District and the Cerritos College Faculty Federation ([1C9-7](#)).

### **Analysis and Evaluation**

Cerritos College meets Standard I.C.9. The College has established policies and procedures that require faculty to distinguish between personal conviction and professionally accepted views in their respective disciplines. The evaluation processes detailed in policy and the contract between the Cerritos Community College District and the Cerritos College Faculty Federation ensure that teachers present data and information fairly and objectively.

## Standard I.C: Institutional Integrity

**10.** *Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.*

### **Evidence of Meeting the Standard**

Cerritos College is an open-access, secular, public institution that does not require conformity to a specific code of conduct, specific beliefs, or worldviews. Cerritos College encourages free expression and the pursuit of knowledge, which is outlined in Board Policy 4030 and further supported in Article 5 of the Cerritos College Faculty Federation’s collective bargaining agreement ([1C10-1](#); [1C10-2](#)).

An institutional code of ethics provides a standard of professional behavior for employees and students; however, these expectations include provisions to protect the individuality of employees and students and a commitment to fairness and equity ([1C10-3](#)). While students must adhere to the standards of student conduct, these standards do not seek to instill a specific belief or world view, but rather promote ethical behavior in the academic and co-curricular setting ([1C10-4](#)).

Policies and procedures related to the code of ethics, Article 5 of the faculty collective bargaining agreement, standards of student conduct, and the student rights and responsibilities statement are available online ([1C10-4](#); [1C10-2](#); [1C10-5](#); [1C10-6](#)). Standards of student conduct are published in the print catalog and schedule of classes. The institutional code of ethics is included in a new-hire packet for all employees ([1C10-7](#)).

### **Analysis and Evaluation**

Cerritos College meets Standard I.C.10. The College does not seek to instill specific beliefs or world views on employees or students. However, the College does have codes of conduct for employees and students that promote ethics, integrity, and academic honesty. Prior notice of these policies is available online. In addition, they are distributed through a link sent to students and new-hire packets provided to employees.

**11.** *Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.*

### **Evidence of Meeting the Standard**

Cerritos College does not maintain any international campuses.

### **Analysis and Evaluation**

Standard I.C.11 does not apply to Cerritos College.

## Standard I.C: Institutional Integrity

**12.** *The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)*

### **Evidence of Meeting the Standard**

Cerritos College continues to meet all Accrediting Commission for Community and Junior Colleges (ACCJC) requirements to maintain full accreditation status. The College's compliance includes upholding Eligibility Requirements, Accreditation Standards, and all Commission policies, guidelines, and requirements relating to public disclosure, institutional reporting, team visits, and prior approval of substantive changes. Cerritos College has been continuously accredited since 1959 and has disclosed information required by the Commission to carry out its accrediting responsibilities ([1C12-1](#)).

Cerritos College received a letter confirming its accreditation by the ACCJC in June 2014, indicating that the College responded to meet requirements within the Commission's time period and operates with integrity ([1C12-2](#)).

### **Analysis and Evaluation**

Cerritos College meets Standard I.C.12 by complying with the ACCJC Eligibility Requirements, Accreditation Standards, and Policies; responding to the Commission within the required time period; and disclosing information required by the Commission.

**13.** *The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)*

### **Evidence of Meeting the Standard**

Cerritos College demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes ([1C13-1](#); [1C13-2](#); [1C13-3](#); [1C13-4](#)). Various programs at the College are accredited by external agencies, including the Physical Therapist Assistant, Pharmacy Technology, Dental Assisting, Dental Hygiene, Nursing, and Paralegal programs ([1C13-5](#); [1C13-6](#); [1C13-7](#); [1C13-8](#); [1C13-9](#); [1C13-10](#); [1C13-11](#); [1C13-12](#); [1C13-13](#)).

An accreditation page on the Cerritos College website houses all documents required in the ACCJC accreditation process, including self-evaluations, midterm reports, annual reports, and all communication received from the Commission ([1C13-14](#); [1C13-15](#); [1C13-16](#); [1C13-17](#)). Changes to accreditation status are communicated publicly via the website and during board of trustees' meetings.



## Analysis and Evaluation

Cerritos College meets Standard I.C.13. The College complies with the ACCJC by communicating and disclosing information to maintain its accredited status and the integrity of Cerritos College. The accreditation status and agency information for each of the above programs is available on the respective program web page. The College demonstrates compliance with the regulations and statutes of accrediting agencies as evidenced by its long-term and ongoing accreditation status.

*14. The institution ensures that its commitments to high quality education, student achievement, and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests. The institution's policies and practices demonstrate that delivering high quality education is paramount to other objectives. The institution can demonstrate that decisions regarding finance have not compromised its commitment to high educational quality.*

## Evidence of Meeting the Standard

Cerritos College ensures its commitment to high quality education, student achievement, and student learning are paramount to other objectives. The College's mission statement demonstrates its commitment to student success, which is further operationalized by the educational master plan (EMP) ([1C14-1](#); [1C14-2](#)). Additionally, Board Policy 1300 describes the institution's educational philosophy, which emphasizes high academic and ethical standards ([1C14-3](#)).

The College makes financial decisions based on how they contribute to advancing the goals within the EMP. The EMP places student completion and academic success at the forefront ([1C14-4](#)). Financial planning is initiated in each unit and is based on evaluative information from program-review data analysis and SWOT assessment ([1C14-5](#); [1C14-6](#)). Resource requests starting at the unit level should identify how requests meet a need as defined in the EMP goals. The individual unit plans provide goals, activities and resource requests in alignment with the EMP goals, as a result of SLO assessment data and improvement plans ([1C14-7](#)). The unit plans are then developed into division plans with the same objectives ([1C14-8](#); [1C14-9](#)). Those division plans are rolled into Area plans where resource allocation is prioritized through the planning and budget committee ([1C14-10](#); [1C14-11](#); [1C14-12](#); [1C14-13](#)). The area plans are then rolled into the college plans ([1C14-14](#); [1C14-15](#)).

The College's prioritization of a high-quality education can be seen in the drafting of the new facilities master plan, with student success being the first principle. Facility planning represents a significant financial commitment and shapes how students interact with the campus and the physical resources available to them. Within facility planning, the principle of improved access to programs and services, ensuring pathways for to support students' educational goals, allowing space to support studying and collaborating, and enhancing student engagement were paramount in the process ([1C14-16](#)).



## Standard I.C: Institutional Integrity

Cerritos College through a private placement partnership constructed a senior living facility. This facility provides resources that are used exclusively for student success. Board Policy 2800 specifies what can be supported through the use of these funds ([1C14-17](#)). As part of our annual planning process, resources from these funds, known as “Vintage,” can be requested in unit plans. For example, Cerritos Complete, a program that provides students tuition-free college, is funded through Vintage. This program has been entirely funded through Vintage for the last four years. Other student success efforts that have been supported with Vintage funds include dual enrollment, president’s scholars program, new student lab computer replacement, and new audio-visual equipment in instructional classrooms ([1C14-18](#); [1C14-19](#)).

### **Analysis and Evaluation**

Cerritos College meets Standard I.C.14. The College’s mission and educational master plan clearly outline its commitment to student success. The EMP outlines the process by which the goals and objectives were developed, which included representation from management, faculty, staff, students, and community members, and serves as the College’s framework for implementing the ideals identified in its mission statement. Processes are in place to ensure financial decisions are based on commitments to high quality education, student achievement, and student learning.

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### **Conclusions on Standard I.C. Institutional Integrity**

The institution meets Standard IC. The college provides clear and accurate information to all interested parties regarding the mission, learning outcomes, programs and services and accreditation status through various formats. The college provides both a hardcopy and online copy of the catalog with precise, accurate and current information. The catalog contains descriptions of the certificates and degrees, including their purpose, content and course requirements. Information regarding the total cost of education is provided in the college catalog and a schedule of fees and material/lab fees are provided in the class schedule. The college has student learning outcomes and student achievement data available regarding academic quality available via the college website to all interested parties, as well as expected student learning outcomes. Policies and procedures are reviewed at least every seven years and publications have a process for review on a timely basis for each publication. The college has published policies on academic freedom and responsibility, that outlines the institutions commitment to the free pursuit and dissemination of knowledge, for all constituents, as well as policies that promote honesty, responsibility and academic integrity. Accordingly, faculty can separate opinion from facts, follow standard practice within a discipline and present course content fairly and objectively. The college has appropriate and specific policies and procedures identifying ethical behavior for all employees and students, student conduct and student rights and responsibility. The college also exhibits ethical and honest behavior in its interactions with external agencies. The college is in full compliance with all Accreditation requirements. The college places the highest priority on academic quality, student success, achievement and learning above all other priorities include financial decision, which are made to promote and support a high-quality education.

**Standard I.C Evidence List**

<b>File Name</b>	<b>Document Title</b>
<a href="#">1C1-1</a>	Cerritos College Website Home Page
<a href="#">1C1-2</a>	Cerritos College Facebook Page
<a href="#">1C1-3</a>	Cerritos College Twitter Page
<a href="#">1C1-4</a>	Cerritos College Instagram Page
<a href="#">1C1-5</a>	Cerritos College YouTube Page
<a href="#">1C1-6</a>	Campus Connection, July 3, 2017
<a href="#">1C1-7</a>	Cerritos College Catalog, 2019-2020
<a href="#">1C1-8</a>	Campus Connection, October 7, 2019
<a href="#">1C1-9</a>	Campus Connection, Community Edition, Fall 2019
<a href="#">1C1-10</a>	Campus Connection, Student Edition, October 11, 2019
<a href="#">1C1-11</a>	Press Release, September 13, 2019
<a href="#">1C1-12</a>	Press Release, October 14, 2019
<a href="#">1C1-13t</a>	Cerritos College Catalog, 2019-20, Mission Statement
<a href="#">1C1-14</a>	Cerritos College Board Book, August 7, 2019
<a href="#">1C1-15</a>	Cerritos College Public Affairs Webpage
<a href="#">1C1-16</a>	Result of the Mission Statement Survey, Fall 2019
<a href="#">1C1-17</a>	Cerritos College SLO Committee Agenda, January 28, 2019
<a href="#">1C1-18</a>	Cerritos College SLO Committee Minutes, January 28, 2019
<a href="#">1C1-19</a>	Cerritos College Course Student Learning Outcomes Assessment Document for all departments, 2014-2017
<a href="#">1C1-20</a>	Cerritos College Institutional Student Learning Outcomes Assessment Document, 2014-2017
<a href="#">1C1-21</a>	Student Learning Outcomes Committee, Shared Governance Document
<a href="#">1C1-22</a>	Email requesting Catalog changes for 2019-2020 school year be reviewed
<a href="#">1C1-23</a>	Academic Affairs Timeline for Catalog production
<a href="#">1C1-24</a>	Cerritos College Student Services Webpage
<a href="#">1C1-25</a>	Cerritos College Counseling Webpage
<a href="#">1C1-26</a>	Cerritos College DSPPS (Disabled Student Programs and Services) Web Page
<a href="#">1C1-27</a>	Cerritos College Website Home Page, Accreditation Link Screen Shot
<a href="#">1C1-28</a>	Cerritos College Catalog Accreditation Status, 2018-2019
<a href="#">1C1-29</a>	Campus Connection, October 14, 2019
<a href="#">1C2-1</a>	Cerritos College Catalog, 2019-2020
<a href="#">1C2-2</a>	Cerritos College Catalog 2019-20, Catalog Requirements of the ACCJC
<a href="#">1C2-3</a>	Email requesting Catalog changes for 2019-2020 school year be reviewed
<a href="#">1C2-4</a>	Cerritos College Curriculum Calendar, 2019-2020
<a href="#">1C2-5</a>	Standard Operating Procedure (DRAFT) for Catalog update and review
<a href="#">1C2-6</a>	Email requesting Catalog changes for 2019-2020 school year be reviewed
<a href="#">1C2-7</a>	Academic Affairs Timeline for Catalog production
<a href="#">1C2-8</a>	Cerritos College Academic Plans and Degree Audit, Screenshot
<a href="#">1C2-9</a>	Cerritos College Archived Catalog and Schedule Webpage
<a href="#">1C3-1</a>	Cerritos College Student Learning Outcomes Process and Assessment Overview

Standard I.C: Institutional Integrity

<a href="#">1C3-2</a>	Cerritos College Institutional Student Learning Outcomes
<a href="#">1C3-3</a>	Program and Course SLOs - Accounting, 2018
<a href="#">1C3-4</a>	Program and Course SLOs- Counseling, 2018
<a href="#">1C3-5</a>	Program and Course SLOs - Women and Gender Studies, 2018
<a href="#">1C3-6</a>	SLO Assessment Cycle, 2018-2019
<a href="#">1C3-7</a>	Cerritos College Institutional Student Learning Outcomes Assessment Document, 2014-2017
<a href="#">1C3-8</a>	Cerritos College Course Student Learning Outcomes Assessment Document for all departments, 2014-2017
<a href="#">1C3-9</a>	Cerritos College Liberal Arts Division Plan – Program Review 2019-20
<a href="#">1C3-10</a>	Cerritos College Health, PE, Dance & Athletics Division Plan – Program Review 2019-20
<a href="#">1C4-1</a>	Cerritos College Catalog 2018-2019
<a href="#">1C4-2</a>	Cerritos College Catalog – Curriculum and Requirements
<a href="#">1C4-3</a>	Counseling Sessions Available, Cerritos College Counseling Webpage
<a href="#">1C4-4</a>	Transfer Center Workshops, Samples, Fall 2019
<a href="#">1C4-5</a>	Cerritos College CTE Roadmaps Homepage, 2019-2020
<a href="#">1C4-6</a>	Cerritos College Transfer Guide
<a href="#">1C4-7</a>	Flyer for Cerritos College Transfer Week Spring 2019
<a href="#">1C4-8</a>	Cerritos College Out of State Transfer Guide
<a href="#">1C4-9</a>	Sample Syllabi, Psychology 101
<a href="#">1C4-10</a>	Sample Syllabi, English 241
<a href="#">1C4-11</a>	Sample Syllabi, English 248A
<a href="#">1C4-12</a>	Sample Syllabi, Psychology 241
<a href="#">1C4-13</a>	Sample Syllabi, Psychology 101
<a href="#">1C4-14</a>	Course SLOs - Accounting, 2018
<a href="#">1C5-1</a>	Cerritos Community College District Policy No. 2410 (Policy and Administrative Procedure)
<a href="#">1C5-2</a>	Cerritos Community College District Procedure No. 2410 (Policy and Administrative Procedure)
<a href="#">1C5-3</a>	Cerritos College Coordinating Committee Minutes, August 27, 2018
<a href="#">1C5-4</a>	Cerritos College Coordinating Committee Minutes, May 6, 2019.
<a href="#">1C5-5</a>	College Coordinating Committee Minutes, September 10, 2018.
<a href="#">1C5-6</a>	Cerritos College Student Life Committee Minutes, March 7, 2019
<a href="#">1C5-7</a>	Cerritos College Faculty Senate Minutes, March 26, 2019
<a href="#">1C5-8</a>	Associated Students of Cerritos College Minutes, April 3, 2019
<a href="#">1C5-9</a>	AP 5530 Revision Summary for Coordinating Committee, May 6, 2019
<a href="#">1C5-10</a>	Cerritos College Coordinating Committee Minutes, May 6, 2019
<a href="#">1C5-11</a>	Cerritos Community College District Procedure No. 5530
<a href="#">1C5-12</a>	Cerritos College Board Policies Webpage
<a href="#">1C5-13</a>	Email requesting Catalog changes for 2019-2020 school year be reviewed
<a href="#">1C5-14</a>	Curriculum Timeline for Catalog production
<a href="#">1C5-15</a>	Cerritos Community College District Procedure No. 3070
<a href="#">1C5-16</a>	Public Affairs Office Webpage
<a href="#">1C5-17</a>	Public Affairs Media Relations Webpage

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<a href="#">1C5-18</a>	Public Affairs Graphic Standards Webpage
<a href="#">1C5-19</a>	Cerritos College Web Authors Handbook
<a href="#">1C6-1</a>	Schedule of Classes, Fall 2019, Fees/Refund Information and Procedures
<a href="#">1C6-2</a>	Follett Bookstore Textbook Costs, example
<a href="#">1C6-3</a>	Cerritos College Cost of Attendance 2018-2019
<a href="#">1C6-4</a>	Cerritos Community College District Policy No. 5030
<a href="#">1C6-5</a>	Cerritos Community College District Procedure No. 5030
<a href="#">1C6-6</a>	Cerritos Community College District Procedure No. 5031
<a href="#">1C6-7</a>	Cerritos College Financial Aid How Videos Webpage
<a href="#">1C6-8</a>	Net Price Calculator
<a href="#">1C6-9</a>	Cerritos College Catalog 2019-20, College Expenses
<a href="#">1C6-10</a>	Cerritos College Culinary Arts Fees
<a href="#">1C6-11</a>	Cerritos College Cosmetology Fees
<a href="#">1C6-12</a>	Cerritos College Esthetician Fees
<a href="#">1C7-1</a>	Cerritos Community College District Policy No. 4030
<a href="#">1C7-2</a>	Cerritos College Board Policies Webpage
<a href="#">1C7-3</a>	Cerritos College Mission Statement, Campus Guide Web Page
<a href="#">1C7-4</a>	Cerritos Community College District Policy No. 1300
<a href="#">1C7-5</a>	Cerritos Community College District Policy No. 4030
<a href="#">1C7-6</a>	Cerritos College Catalog, Student Rights and Responsibilities, 2019-2020
<a href="#">1C7-7</a>	Cerritos College Schedule, Fall 2019, Student Rights and Responsibilities
<a href="#">1C7-8</a>	Cerritos College Faculty Federation, Collective Bargaining Agreement, 2018-2021, Article 5
<a href="#">1C8-1</a>	Cerritos Community College District Policy No. 3050
<a href="#">1C8-2</a>	Cerritos Community College District Procedure No. 3050
<a href="#">1C8-3</a>	Cerritos Community College District Procedure No. 2200
<a href="#">1C8-4</a>	Cerritos Community College District Procedure No. 2200
<a href="#">1C8-5</a>	Cerritos Community College District Policy No. 2715
<a href="#">1C8-6</a>	Cerritos Community College District Policy No. 2717
<a href="#">1C8-7</a>	Cerritos Community College District Policy No. 3050
<a href="#">1C8-8</a>	Cerritos Community College District Procedure No. 3050
<a href="#">1C8-9</a>	Cerritos Community College District Policy No. 3410
<a href="#">1C8-10</a>	Cerritos Community College District Procedure No. 3410
<a href="#">1C8-11</a>	Cerritos Community College District Policy No. 3430 (Prohibition of Harassment)
<a href="#">1C8-12</a>	Cerritos Community College District Procedures No. 3430 (Prohibition of Harassment)
<a href="#">1C8-13</a>	Cerritos Community College District Policy No. 7050
<a href="#">1C8-14</a>	Cerritos Community College District Procedures No. 7050
<a href="#">1C8-15</a>	Cerritos Community College District Policy No. 7365
<a href="#">1C8-16</a>	Cerritos Community College District Procedure No. 7365
<a href="#">1C8-17</a>	Cerritos Community College District Procedures No. 7371
<a href="#">1C8-18</a>	Cerritos Community College District Policy No. 7700
<a href="#">1C8-19</a>	Cerritos Community College District Procedure No. 7700
<a href="#">1C8-20</a>	Cerritos College Catalog, Student Rights and Responsibilities, 2019-2020

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<a href="#">1C8-21</a>	Cerritos College Schedule, Fall 2019, Student Rights and Responsibilities
<a href="#">1C8-22</a>	Cerritos College New Hire Packet cover sheets
<a href="#">1C8-23</a>	Cerritos Community College District Policy No. 5500
<a href="#">1C8-24</a>	Cerritos College Academic Honesty/Dishonesty Policy
<a href="#">1C8-25</a>	Cerritos Community College District Procedure No. 5520
<a href="#">1C8-26</a>	Semester Welcome Message from the Vice President of Student Services
<a href="#">1C8-27</a>	Cerritos College Turnitin Web Page
<a href="#">1C8-28</a>	Sample Syllabus from iFalcon
<a href="#">1C8-29</a>	Sample Syllabi, Business Administration 113
<a href="#">1C8-30</a>	Office of Student Conduct and Grievances Web Page
<a href="#">1C9-1</a>	Cerritos Community College District Procedure No. 3050
<a href="#">1C9-2</a>	Cerritos Community College District Policy No. 4030
<a href="#">1C9-3</a>	Cerritos College Curriculum Handbook, 2013-14
<a href="#">1C9-4</a>	Full-Time Probationary Faculty Evaluation Form
<a href="#">1C9-5</a>	Full-Time Tenured Faculty Evaluation Form
<a href="#">1C9-6</a>	Part-Time Faculty Evaluation Form
<a href="#">1C9-7</a>	Cerritos College Faculty Federation, Collective Bargaining Agreement, Article 16: Evaluation
<a href="#">1C10-1</a>	Cerritos Community College District Policy No. 4030
<a href="#">1C10-2</a>	Cerritos College Faculty Federation, Collective Bargaining Agreement, Article 5
<a href="#">1C10-3</a>	Cerritos Community College District Procedure No. 3050
<a href="#">1C10-4</a>	Cerritos Community College District Policy No. 5500
<a href="#">1C10-5</a>	Student Conduct and Grievances Web Page
<a href="#">1C10-6</a>	Student Rights and Responsibilities Web Page
<a href="#">1C10-7</a>	Cerritos College New Hire Packet cover sheets
<a href="#">1C12-1</a>	ACCJC Accreditation Status of Cerritos College
<a href="#">1C12-2</a>	ACCJC Action Letter for Cerritos College, June 29, 2015
<a href="#">1C13-1</a>	ACCJC Accreditation Status of Cerritos College
<a href="#">1C13-2</a>	ACCJC Commission Actions, June 2017
<a href="#">1C13-3</a>	ACCJC Action Letter for Cerritos College, June 29, 2015
<a href="#">1C13-4</a>	Cerritos College Follow-Up Report, 2015
<a href="#">1C13-5</a>	Cerritos College Physical Therapist Assistant Program Webpage
<a href="#">1C13-6</a>	Cerritos College Pharmacy Technician Program Webpage
<a href="#">1C13-7</a>	Cerritos College Dental Assisting Program Webpage
<a href="#">1C13-8</a>	Cerritos College Dental Hygiene Program Webpage
<a href="#">1C13-9</a>	Cerritos College Nursing Program Webpage
<a href="#">1C13-10</a>	Cerritos College Paralegal Program Webpage
<a href="#">1C13-11</a>	Accreditation Letter from Commission on Dental Accreditation
<a href="#">1C13-12</a>	Accreditation Letter from ABA Standing Committee on Paralegals Approval Commission
<a href="#">1C13-13</a>	Accreditation Letter from American Society of Health-System Pharmacists
<a href="#">1C13-14</a>	ACCJC Commission Actions, June 2017
<a href="#">1C13-15</a>	ACCJC Action Letter for Cerritos College, June 29, 2015
<a href="#">1C13-16</a>	Cerritos College Follow-Up Report, 2015

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<a href="#"><u>1C13-17</u></a>	Cerritos College Catalog Accreditation Status, 2018-2019
<a href="#"><u>1C14-1</u></a>	Cerritos College Mission Statement, Campus Guide Web Page
<a href="#"><u>1C14-2</u></a>	Cerritos College Educational Master Plan, 2017-2023
<a href="#"><u>1C14-3</u></a>	Cerritos Community College District Policy No. 1300
<a href="#"><u>1C14-4</u></a>	Cerritos College Educational Master Plan, 2017-2023
<a href="#"><u>1C14-5</u></a>	How Cerritos College Plans
<a href="#"><u>1C14-6</u></a>	Integrated Program Review, Planning & Resource Allocation Handbook, Fall 2018
<a href="#"><u>1C14-7</u></a>	Sociology Unit Plan, 2019-20
<a href="#"><u>1C14-8</u></a>	Humanities, Social Science Division Plan, 2019-20
<a href="#"><u>1C14-9</u></a>	Liberal Arts Division Plan, 2019-20
<a href="#"><u>1C14-10</u></a>	Student Services Area Plan, 2019-2020
<a href="#"><u>1C14-11</u></a>	Human Resources Area Plan, 2019-2020
<a href="#"><u>1C14-12</u></a>	Business Services Area Plan, 2019-2020
<a href="#"><u>1C14-13</u></a>	Academic Affairs Area Plan, 2019-2020
<a href="#"><u>1C14-14</u></a>	Cerritos College Planning and Budget Committee Minutes, April 18, 2019
<a href="#"><u>1C14-15</u></a>	Cerritos College Resource Allocation Plan, 2019-2020
<a href="#"><u>1C14-16</u></a>	Cerritos College Facilities Master Plan, 2019
<a href="#"><u>1C14-17</u></a>	Cerritos Community College District Policy No. 2800
<a href="#"><u>1C14-18</u></a>	Cerritos College Plan 2018-19, Vintage Fund
<a href="#"><u>1C14-19</u></a>	Cerritos College Plan 2019-20, Vintage Fund



## **Standard II: Student Learning Programs and Support Services**

*The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.*

### **A. Instructional Programs**

1. *All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)*

### **Evidence of Meeting the Standard**

Cerritos College offers courses in fields of study that are consistent with its mission, providing students with high quality, comprehensive instructional programs and support services that improve success and offer pathways to achieve personal, educational, and career goals, including distance education (DE) ([2A1-1](#)). Programs, such as Liberal Arts, organized a mapping day on October 11, 2019, to develop program maps for pathways to achieve educational and career goals ([2A1-2](#); [2A1-3](#)). Other departments met on November 8, and more mapping days are being scheduled ([2A1-4](#)). Additionally, the College helps students develop knowledge, skills, and values that prepare them to be productive participants in the global community ([2A1-5](#)). This is shown in the results of the institutional student learning outcome (SLO) on civic responsibility, on which more than 80 percent of students were satisfactory ([2A1-6](#); [2A1-7](#)). It is the responsibility of the Senate Committee on Curriculum to develop and improve the programs of study offered. This is done through the rigorous curriculum process, through which the committee provides oversight and guidance on not only requirements and regulations that are appropriate to higher education (such as total hours, units, and textbooks), but also on teaching methodology, assignments, activities, course content, course objectives, and SLOs ([2A1-8](#)). The curriculum committee then recommends courses and programs to the governing board ([2A1-9](#); [2A1-10](#)). After approval by the Cerritos Community College District Board of Trustees, the curriculum is sent to the California Community College Chancellor's Office (CCCCO) and approval is returned to the college ([2A1-11](#)). The curriculum process for online courses also includes a distance education statement prior to recommendation by the curriculum committee ([2A1-12](#)). The governing board is ultimately responsible for educational quality, but it relies primarily on the faculty senate curriculum committee's recommendations ([2A1-13](#); [2A1-14](#); [2A1-15](#); [2A1-16](#)).

## Standard II.A: Instructional Programs

Online courses are considered distance education courses and must go through the same curriculum process as traditional classes, in addition to answering DE questions identified in the Curriculum Handbook ([2A1-17](#)). According to Administrative Procedure (AP) 4105, the curriculum committee is responsible for approving DE courses and certifies that (a) the same standards of course quality are applied the same to DE and traditional courses, (b) determinations regarding quality are made with the involvement of the Instructional Dean, Department Chair and the Curriculum Committee (c) there is regular effective contact between instructor and students, (d) certification for online teaching is granted by the district (e) and that DE courses approved will continue to be in effect until a substantive change occurs ([2A1-18](#)). The AP further recognizes federal regulations for authenticating distance education students, either through online login/password or through proctored exams ([2A1-19](#); [2A1-20](#)). Definitions and guidelines for regular and substantive interaction between instructor and students is contained in the Standards for Technology Based Learning Document ([2A1-21](#)). The online program at Cerritos is currently in the process of being updated and improved, with completion by the end of the spring 2020 semester. As a result, changes in training for online teaching certification, including best practices for regular and substantive interaction, are ongoing. Faculty can obtain credit through taking @ONE classes, with approval of the VP of Academic Affairs Office ([2A1-22](#); [2A1-23](#)). Prior to Fall 2018, a 12 week online teaching certificate was offered through the college at no cost and EDT 125 is currently being offered as a 3 unit course ([2A1-24](#); [2A1-25](#)). All of these trainings provide faculty with best practices for regular and substantive contact. The college uses Canvas Learning Management System. Canvas has a variety of tools to facilitate instructor-student interaction, including discussion assignments, announcements, Canvas email, chat rooms and zoom, and a video conferencing tool ([2A1-26](#); [2A1-27](#))

After approval of courses and programs by the governing board, the curriculum requirements are published in the Cerritos College Catalog. All courses shown to meet California State University (CSU) general education (GE) and Intersegmental General Education Transfer Curriculum (IGETC) requirements are recommended by the curriculum committee to the governing board and to the California Community Colleges Chancellor's Office, indicating that the quality and relevance of these courses are appropriate to higher education and can lead to transfer of courses to a California State University, University of California (UC), and other four year universities. These agreements indicate to students that, upon successful completion of objectives and outcomes of the required courses, their programs of study are appropriate to higher education and culminate in their attainment of learning outcomes and achievement of degrees, certificates, employment, or transfer ([2A1-28](#)).

Additionally, Board Policy (BP) 4020 establishes the standards for quality and relevance of curriculum ([2A1-13](#)). This policy further identifies the procedures by which quality and relevance is maintained and includes appropriate involvement of the Cerritos College Faculty Senate in all processes for program review, regular review and justification for courses/program, and consideration of the job market and other career information ([2A1-13](#)). The Cerritos College instructional program review (IPR) process and procedures are aligned with this board policy ([2A1-29](#)). Administrative Procedure (AP) 4020 also establishes a curricular process to ensure that all courses are of high quality and relevance ([2A1-30](#)). Board Policy 4100 identifies the requirements for awarding of degrees and certificates, such as the requirement that students must



## Standard II.A: Instructional Programs

have a 2.0 grade point average (GPA) in required courses to be awarded a degree or certificate of achievement ([2A1-31](#)). The corresponding Administrative Procedure 4100 identifies the successful completion of a course as a grade of C or better, or a 2.0 GPA in required courses, indicating that students have met or exceed the learning outcomes and objectives ([2A1-32](#)).

### **Analysis and Evaluation**

Cerritos College meets Standard II.A.1. The College has in place processes, policies, and procedures that ensure programs are offered in fields of study consistent with its mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, thereby leading to the achievement of degrees, certificates, employment, or transfer to other higher-education programs.

- 2. Faculty, including full-time, part-time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.*

### **Evidence of Meeting the Standard**

The instructional program review process, which is supported by Board Policy 3250 and Administrative Procedure 3250, ensures that all programs are reviewed consistently and systematically ([2A2-1](#); [2A2-2](#); [2A2-3](#)). The IPR process begins with a review of the data collected during the regular six-year review cycle described on page five of the Instructional Program Review Handbook and is designed to ensure that accepted academic and professional standards are met ([2A2-4](#)). This is done through department meetings in the year the program is up for review. Instructional departments and programs update the instructional review process yearly through unit plans. These unit plans then serve as the foundation for the six-year IPR report. Faculty assess SLO data every fall, with an optional assessment cycle in the spring ([2A2-5](#)). Annual analysis of the SLO data is done by departments and programs to identify areas for improvement ([2A2-6](#)). Departments develop improvement plans based on their evaluation of assessment results – data that is uploaded by the Office of Institutional Effectiveness, Research, and Planning (IERP) in the annual planning process as well as during the six-year program review. The IPR process includes the establishment of goals based on the improvement plans developed by individual departments. The established goals become the basis for the resource-allocation process at the division, area, and institutional levels ([2A2-7](#); [2A2-8](#)).

In addition, to help ensure that the methods of instruction meet generally accepted academic and professional standards and expectations, the College has established the Center for Teaching Excellence (CTX). The core mission of the CTX is to improve teaching by providing professional-learning opportunities to all faculty – full-time, part-time, and adjunct ([2A2-9](#)). Faculty create and facilitate most of the professional-development activities hosted through the

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CTX, which provides a space for them to share teaching-and-learning strategies that promote student success. The Senate Committee on Faculty Professional Development helps the CTX to identify the professional-development needs of Cerritos College faculty ([2A2-10](#)). In part, the committee and the CTX coordinator do this through the analysis of suggestions for additional professional-development activities from event evaluation forms ([2A2-11](#); [2A2-12](#); [2A2-13](#)). Examples of recent input from faculty that has resulted in events include summer institutes concentrating on topics such as accessibility and culturally responsive teaching and learning. Other examples of recent professional-development activities designed to meet the changing needs of Cerritos College faculty include those to help teachers adapt their classroom practice, of using co-requisites instead of remedial pre-requisites, such as the “Teaching Co-Requisite English 100 + 5L” workshops offered multiple times during the 2017-2018 and 2018-2019 school years ([2A2-14](#); [2A2-15](#); [2A2-16](#); [2A2-17](#)). Professional development has also been initiated and implemented by individual departments, such as the co-requisite workshop by the English Department ([2A2-18](#); [2A2-19](#)).

### Analysis and Evaluation

Cerritos College meets Standard II.A.2. The College has procedures in place to ensure program currency, allow faculty to improve teaching and learning strategies, and promote student success.

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

### Evidence of Meeting the Standard

The Senate Committee on Student Learning Outcomes was established with representation from managers, faculty, classified staff, and students ([2A3-1](#)). The committee meets semimonthly during the academic year to establish procedures for faculty to follow in developing and assessing SLOs. Accordingly, the committee has established an annual cycle that guides faculty in the timing of the four components of SLO assessment: defining the SLOs, assessing the SLOs, evaluating SLO assessment results, and creating improvement plans ([2A3-2](#)). All course SLOs, program SLOs, and institutional SLOs are posted to the SLO committee’s web page for access by the campus community and the public at large. The SLO assessment process takes place campus-wide in the fall semester and is highly encouraged to be completed in the spring semester, as well ([2A3-3](#); [2A3-4](#); [2A3-5](#)). This process is identified in the calendar on the SLO committee’s web page ([2A3-6](#)). Faculty have responded significantly to the encouragement provided by the SLO committee, resulting in a dramatic increase in the number of assessments reported ([2A3-7](#)).

Faculty incorporate the most current course SLOs when developing syllabi and are required to provide each student with access to the syllabus either electronically. Syllabi can be requested as part of the peer-review evaluation process of faculty to ensure that the syllabi are developed for

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all classes, as well as meeting acceptable and appropriate standards, including course SLOs. The individual syllabi are to be provided to the district per Administrative Procedure 4005, which states faculty must submit a copy of the syllabus to the division office ([2A3-8](#)). However, in lieu of each division office collecting and storing hard copies of syllabi, the posting of the syllabus to a common online software, *Rosters Plus*, has recently been adopted at Cerritos College. This not only ensures compliance with the general use of a syllabus in each class, but also ensures compliance with the posting of course SLOs on syllabi ([2A3-9](#)).

### **Analysis and Evaluation**

Cerritos College meets Standard II.A.3. The College has implemented an ongoing and sustainable process for assessing student learning outcomes at the course, program, and institutional levels.

### **Accomplishments and Outcomes**

The College has continued to improve the process for defining, assessing, and evaluating student learning outcomes. Additionally, faculty members have increased in the number of assessments reported.

- 4. If the institution offers pre-collegiate-level curriculum, it distinguishes that curriculum from college-level curriculum and directly supports students in learning the knowledge and skills necessary to advance to, and succeed in, college-level curriculum.*

### **Evidence of Meeting the Standard**

Cerritos College offers pre-collegiate-level curriculum in several different areas, including English, English as a Second Language (ESL), Math, Reading, and Adult Education ([2A4-1](#); [2A4-2](#); [2A4-3](#); [2A4-4](#)). The pre-collegiate-level courses are distinguished as different from collegiate-level courses, in that have course numbers lower than 100. Direct student support begins with the course placement process, which guides students into either pre-collegiate or college-level courses ([2A4-5](#)). A multiple measures process is used to place students into courses, which includes using high school transcripts, California assessment of student performance and progress, and a student self-report tool ([2A4-6](#)). The student self-report tool guides students through a series of questions about their previous experience with English and Math skills, as well as questions about educational goals. The results, combined with the other measures, then provide a recommendation for students regarding course placement ([2A4-7](#)). The change in process for the College from the sole use of placement exams to multiple measures is in response to California regulations, to place students into collegiate-level courses and reduce placement into pre-collegiate level courses ([2A4-8](#)). As a result, 80 percent of students were placed into college level Math and 95 percent were placed in college level English. About 20 percent of the students will be placed in pre-collegiate courses. In order to directly support students who will not be taking the traditionally required pre-collegiate prerequisites, the College is offering concurrent co-requisite courses that provide additional instruction to facilitate success and completion in college-level courses ([2A4-9](#); [2A4-10](#)). The pedagogy of these co-requisite

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courses emphasizes individualized instruction, just-in-time remediation, purposeful connection of students to campus resources, and incorporation of embedded tutoring ([2A4-11](#); [2A4-12](#); [2A4-13](#); [2A4-14](#); [2A4-15](#); [2A4-16](#)). Additionally, student support is offered through the Student Success Center in the forms of workshops, directed learning activities (DLAs), and tutoring services ([2A4-17](#)). Student support is also provided within individual programs and divisions to increase success and completion, including a Nursing Case Manager who focuses on retention in the Health Occupations Division ([2A4-18](#)).

The curriculum committee reviews college-level course outlines of record for compliance with identifying prerequisite or co-requisite skills and knowledge and pre-collegiate-level course outlines of record to ensure they contain the requisite skills as outcomes. The recommended curriculum is then presented to the governing board for approval ([2A4-19](#); [2A4-20](#); [2A4-21](#); [2A4-22](#); [2A4-23](#))

### **Analysis and Evaluation**

Cerritos College meets Standard II.A.4. The College lists pre-collegiate-level courses in several locations of the catalog to help students have a clear understanding of the goals of pre-collegiate courses and the transition to collegiate-level courses and/or employment. The College has designed multiple-measures procedures to assist students with self-placing into college-level courses in response to state regulation and are providing corequisite support for many of these courses.

### **Accomplishments and Outcomes**

The Health Occupations Division worked with Adult Education to create AED 42.25 (Supervised Occupational Skill Development). The course complements its credit courses by providing students an opportunity to work toward skill attainment in a supervised lab. Accreditation site visits have applauded Career and Technical Education (CTE) programs for providing this type of service for students.

- 5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)*

### **Evidence of Meeting the Standard**

Cerritos College has an established Senate Committee on Curriculum that is responsible for ensuring that courses, degrees, and programs meet and follow common practices within higher education ([2A5-1](#); [2A5-2](#); [2A5-3](#)). As a transfer institution and part of the California Community College System, the College has identified articulation agreements, as is common practice to ensure the appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. As a transfer institution, courses that are part of the associate degree for

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transfer (AA/S-T) follow the California State University general educational requirement or the Intersegmental General Education Transfer Curriculum for the University of California. The courses that fulfill the CSU and UC requirements are approved by the curriculum committee, which ensures that all requirements for CSU and UC matriculation are met ([2A5-1](#); [2A5-2](#); [2A5-3](#)). The curriculum committee's approval of courses and programs is sent to the governing board, with a recommendation for its approval ([2A5-4](#); [2A5-5](#); [2A5-6](#); [2A5-7](#); [2A5-8](#)). The governing board has ultimate responsibility to assure that policy is followed, and practices are common to American higher education. As the College is a member of the larger state community college system, courses that are part of an AA/S-T degree must also meet course descriptors set by faculty in the state to ensure that courses are transferable within the community college system and that all degrees are equivalent within the system ([2A5-9](#)). The college also offers terminal AA degrees and certificates with courses and completion requirements that follow the same curriculum committee to governing board procedures. This process, for AA/S-T and AA degrees and certificates, further ensures that courses offered at Cerritos College follow common practices and appropriate curriculum development.

Board Policy 4100 requires that the minimum degree requirements, grade-point averages, and other state requirements at the associate level are met and maintained ([2A5-10](#)). Administrative Procedures 4100 identifies the specific requirements of 60 semester units for an associate degree ([2A5-11](#)). It is the responsibility of the Office of Admissions and Records to review student transcripts awards associate degrees as appropriate.

### **Analysis and Evaluation**

Cerritos College meets the requirements for Standard II.A.5. The College has a strong curriculum committee that follows the policies and procedures laid down by the District to ensure minimum degree requirements.

- 6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)*

### **Evidence of Meeting the Standard**

Department chairs and instructional deans work together to ensure that courses are meeting the required hours and that courses are being scheduled according to the completion needs of the students ([2A6-1](#); [2A6-2](#); [2A6-3](#)). Typically offered patterns are presented to chairs for scheduling. Changes to subsequent rollovers of the schedule are made according to data, such as fill rates, wait lists, attempts to add, and an overall analysis of the completion rates for prerequisites for sequenced classes. The College offers all courses in a program within a 2-year timeframe ([2A6-4](#); [2A6-5](#)).

Data is essential to proper scheduling and sequencing, and the College's Office of Institutional Effectiveness, Research, and Planning provides division deans and department chairs with data regarding completion rates and success rates, wait lists, fill rates, and attempts to add ([2A6-6](#);

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[2A6-7](#); [2A6-8](#)). Several programs have changed their course offerings as a result of this data. For example, programs have changed their day and evening offering to better serve students and move them through pathways more effectively ([2A6-9](#)). Further, Anatomy and Physiology (A&P) 150 has historically been a bottleneck for students to complete, due to lack of appropriate lab availability. However, using a room utilization study the dean of SEM was able to create a schedule that increased the number of A&P 150 sections by four in Fall 2019, and by five in Spring 2020 ([2A6-10](#)). The math classes have been scheduled in 9 week sessions, so that students can complete two full math courses in one semester ([2A6-11](#)).

The College utilizes a block-scheduling format, standardizing start and end times of courses, as well as identifying morning, afternoon, and evening blocks. This allows students some predictability and stability in their scheduling from semester to semester. Additionally, the faculty senate and the Office of Academic Affairs have been working together to provide a registration timeline that allows students ample time to apply, as well as allowing Academic Affairs and instructional deans enough time to track enrollment and to make efficient adjustments to the semester course schedule ([2A6-12](#); [2A6-13](#)).

The enrollment management plan speaks to creating more dual-enrollment pathway programs to increase pathways to completion. Additionally, the plan calls for developing strong nine-week/nine-week course patterns that lead to completion, examining course schedules so they align with public transportation, and offering the appropriate number of the basic skills courses ([2A6-14](#)). In the fall of 2018, the College Committee on Enrollment Management began discussions on developing and providing training for department chairs and instructional deans on how to best to use data for scheduling classes. The data can include information about the average time to completion, retention/attrition rates, demand for classes and sequencing patterns. These conversations are currently ongoing and will result in procedures that allow the College to improve the way classes are scheduled to increase student completion ([2A6-15](#); [2A6-16](#)).

A more structured process using data will be necessary to accommodate course scheduling for the College's guided pathways plan. The guided pathways initiative is designed to bring most of the College's initiatives together under one umbrella, including basic skills, student equity, strong workforce, and student success and support programs. This will allow students to efficiently achieve their academic goals. The "areas of interest" pathways are recommended course sequences that map to the students' desired educational goals with support and resources, such as course placement, counseling, financial aid, matriculation to transfer institutions, financial planning and fiscal management, and class scheduling ([2A6-17](#)).

### **Analysis and Evaluation**

Cerritos College meets the requirements for Standard II.A.6. There are policies, procedures, and processes in place to ensure that scheduling allows for students to complete certificate and degree programs within a period of time consistent with the expectations of higher education.



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- 7. The institution effectively uses delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.*

### **Evidence of Meeting the Standard**

Courses at the College are offered face-to-face from 7 a.m. to 10 p.m., as well as in online and hybrid formats. The different delivery modalities serve students with different needs, including geographical constraints or work/family obligations that make traditional, on-campus education difficult. Courses are further offered face-to-face at other locations, as well as at local high schools through the College's Office of Educational Programs and Partnerships (EPP) ([2A7-1](#)). The local high school classes are offered as dual-enrollment, so high school students receive both high school credit and college credit. This process gives students a head start and a solid foundation for future college coursework, completion, and degree attainment ([2A7-2](#)). The variety of delivery methods allows for multiple opportunities to address the different needs and goals of community members and provides options for life-skills training, developmental education, and/or certificate or degree attainment.

The program review process for Cerritos College is completed on a six-year cycle and requires that departments assess delivery modalities, teaching methodologies, and learning support services. Based on data, an evaluation of the department/program is completed, and areas for improvement are identified ([2A7-3](#)). The department faculty develop program goals to address those areas of improvement. This process occurs in department meetings during which full-time faculty have discussions about teaching methodologies and learning support services. Data is provided to each program every year for its annual planning. Faculty use that data to develop improvement activities that address the changing needs of, and provide equity support for, students ([2A7-4](#)). The curriculum committee also plays a role, ensuring the modes of instruction are appropriate and support student equity. This is done when the curriculum is initially submitted and again during the three-year curriculum review process completed by the department faculty or when there is an update to the curriculum, such as textbook or class-size changes ([2A7-5](#)). The curriculum process requires departments/programs to identify multiple delivery modalities and teaching methodologies in the course outlines of record (CORs), which are approved by the committee and provided to the governing board with a recommendation for approval ([2A7-6](#); [2A7-7](#); [2A7-8](#); [2A7-9](#)).

The different teaching methodologies developed for the CORs are supported by professional development and training at the College per board policies, administrative procedures, and the faculty collective bargaining agreement ([2A7-10](#); [2A7-11](#); [2A7-12](#); [2A7-13](#); [2A7-14](#)). The Center for Teaching Excellence offers an array of professional-development workshops to assist faculty in improving courses and programs. Technology trainings, including embedding videos as well as enabling access for all students through the use of screen readers and closed captions, are offered. Additional workshops are offered through the Teacher Training Academy (Teacher TRAC) series, and annual summer institutes provide additional opportunities to explore and expand teaching methodologies, delivery modalities, and understandings of the changing needs of students ([2A7-15](#)). The CTX also administers a mandatory two-year New Faculty Orientation Program (NFOP), which covers teaching methodologies and the changing needs of students, as

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well as biannual adjunct orientations for part-time teachers, which also address teaching methodologies ([2A7-16](#); [2A7-17](#); [2A7-18](#); [2A7-19](#)). Online teaching certification provides accessibility training to ensure that all students have equal access to online courses. Furthermore, Disabled Students Programs and Services works with instructors and students to ensure that the learning needs of students are met.

The College's hiring processes also address teaching methodologies, learning support services, and equity and diversity issues. The initial hiring post identifies the need for applicants to be knowledgeable of current teaching methodologies and to understand student diversity and equity issues. The paper screening and interviewing processes also address equity and diversity. Additionally, applicants for teaching positions are required to present a teaching demonstration, which allows hiring committees to see evidence of necessary methodologies to address the diverse and changing needs of students ([2A7-20](#)).

The College provides academic support to students through the Student Success Center, which offers workshops, directed learning activities, content-specific tutoring in various formats and times, and basic skills support for math, English, reading, and ESL ([2A7-21](#)). The Success Center also provides online tutoring through *Smarthinking*, comparable to the face-to-face tutoring offered in the success center ([2A7-22](#); [2A7-23](#)). The College offers free noncredit support courses through the Office of Adult Education and Diversity Programs for math, English, and CTE programs across a variety of academic programs ([2A7-24](#); [2A7-25](#); [2A7-26](#); [2A7-27](#); [2A7-28](#)). The college also offers widespread noncredit support courses off-site and in the community to extend access and bridge students to the college ([2A7-29](#)).

The institution frequently engages in discussions of the changing in needs of students and how to ensure equity and success for all students. These conversations happen faculty-to-faculty, as well as within larger department, division, shared-governance, and other campus wide meetings. In the spring of 2019, there were two different retreats held addressing the integrated plan, which attempts to combine the College's different equity initiatives, including student success and support programs, basic skills, and student equity. Many activities have been implemented based on these conversations, as well as a well-developed and communicated student equity plan ([2A7-30](#); [2A7-31](#); [2A7-32](#); [2A7-33](#)).

Other initiatives to support student success includes Cerritos Complete. This program of academic preparation for degree or transfer, which is offered to in-district students for free for up to two years, was developed to address the increasing costs of living, specifically the rising cost of higher education experienced by students across the nation ([2A7-34](#)). The institution has supported the creation of several new student groups to address the changing support needs of students. The Cerritos College Umoja Student Success Program is committed to enriching, fostering, and nurturing the educational experience of all students, especially African American and first-generation college students, ultimately preparing them for academic, personal, and professional success beyond Cerritos College ([2A7-35](#)). The College has also recently assembled a group of interested employees to reach out to the Native American community to understand and address needs specific to this population in instruction and student support, through the College Committee on Student Equity ([2A7-36](#); [2A7-37](#); [2A7-38](#)).



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### Analysis and Evaluation

Cerritos College meets Standard II.A.7. The College has established delivery modalities, teaching methodologies, and learning support services to address the diverse and changing needs of its students. It has demonstrated its commitment to supporting equity in success for all students.

- 8. The institution validates the effectiveness of department wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.*

### Evidence of Meeting the Standard

The department/program faculty validate the effectiveness of department wide course or program examinations, where used, including direct assessment of prior learning. Following is a list of the examinations currently offered at the College that have been identified as relevant to this Standard.

Some departments offer a credit-by-examination option for students who have gained proficiency through work experience, travel, or independent study ([2A8-1](#)). The petition and approval process is driven by the content faculty who design, administer, and evaluate results of the exam. Exams are periodically reviewed by faculty for currency, relevance, and test bias. The College has had few students take these types of examinations during the period under review. Additionally, some departments accept Advanced Placement (AP) Exams as credit by examination, such as Psychology. As a standardized exam, it has been reviewed for test bias and reliability. The Cerritos College Catalog provides information to students regarding the credit-by-examination option ([2A8-2](#)).

Effective June 18, 2018, the College adopted a self-report-tool placement process to provide students with the opportunity to determine their placement into English, Reading, Math, or ESL courses. The placement tool is based on the self-reporting of the students in conjunction with their United States high school records ([2A8-3](#)). This placement tool, while a not a direct assessment of prior learning, does take the self-report of prior learning into account and, in some cases, is verified by high school and other college transcripts. This removes some of the bias of placement exams and, with an additional check of prior transcripts, enhances reliability. In a few CTE programs, competency exams may be given to assess prior learning, such as Business Administration and some technology programs. These exams the same exams given at the end of a course and are the industry certifications.

Some departments use common exams for specific courses. Earth Science and Reading both use the same SLO assessments for their courses. These assessments are analyzed and changed based on the results and as part of the department's SLO improvement plan. Automotive Mechanical repair requires all students take the same safety exam prior to working in the lab. The results of this safety test are analyzed every year and changes are made based on those results. The

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cosmetology department using common exams in most of their courses. The exams are provided by a software provider and are standard in the industry.

### **Analysis and Evaluation**

Cerritos College meets Standard II.A.8. All examinations used by departments are designed, administered, and evaluated for content, test bias, and reliability by the faculty.

- 9. The institution awards course credit, degrees, and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows federal standards for clock-to-credit-hour conversions. (ER 10)*

### **Evidence of Meeting the Standard**

Administrative Procedure 4100 specifies how successful completion of coursework fulfills the requirements for degrees ([2A9-1](#)). Successful completion of coursework is defined as “at least a ‘C’” for degrees and “at least a 2.0 GPA in required courses.” This is consistent with the corresponding Board Policy 4100, which identifies the requirements for the awarding of degrees and certificates of achievement ([2A9-2](#)).

Cerritos College awards course credit, degrees, and certificates based on student attainment of learning outcomes that are consistent with institutional policies appropriate for higher education. All courses have identified SLOs that students must meet to receive credit ([2A9-3](#)). The course SLOs are posted on the SLO committee’s web page and are required to be on official course syllabi ([2A9-4](#); [2A9-5](#); [2A9-6](#); [2A9-7](#); [2A9-8](#)). The course SLOs are mapped to the program SLOs for every program at the College and are available on the SLO committee’s web page and departments’ web pages ([2A9-9](#)). The course SLOs are also provided on the course outlines of record, as well as learning objectives, both of which must be met in order for the student to receive credit ([2A9-10](#)). Course SLOs are assessed in all courses through exams, written assignments, or other coursework that directly meets the objectives and outcomes of the COR ([2A9-11](#)). The curriculum committee approves the CORs and ensures that objectives, outcomes, units, and credit hours are in line with generally accepted norms in higher education ([2A9-12](#)).

Board Policy 4020 establishes that programs are designated as either “credit hour” or “clock hour” and are consistent with federal regulations ([2A9-13](#)). Administrative Procedure 4024 establishes that one credit will be given for 18 lecture contact hours, in addition to 36 hours of independent student work for a lecture course, and 54 laboratory or activity contact hours for non-lecture courses ([2A9-14](#)). Cerritos College also offers courses based on clock hours and follows Federal standards for conversions. The curriculum committee reviews new CORs for appropriate credit hours and reviews existing CORs for compliance with credit hours ([2A9-15](#)).

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### Analysis and Evaluation

Cerritos College meets Standard II.A.9. The College's policies comply with generally accepted norms or equivalencies in higher education.

*10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreement as appropriate to its mission. (ER 10)*

### Evidence of Meeting the Standard

The Cerritos College Catalog provides information on multiple ways to transfer, including to out-of-state and independent college/universities, CSU, and IGETC. As the CSUs and UCs are the most popular transfer institutions for students at Cerritos College, the catalog has detailed information about the transfer requirements for both, including the CSU GE requirements and IGETC requirements, as well as specific information on how to transfer to a CSU or a UC ([2A10-1](#)). The Cerritos College Catalog also provides information regarding the Transfer Center, a one-stop shop for transfer-related services ([2A10-2](#)). This illustrates the College has designated a location for transfer students to seek assistance and ask questions. The Interstate Passport is a program that allows students to transfer a block of lower-level, general-education courses to participating Interstate Passport Network (IPN) college and universities. There are many IPN schools within California and across the nation. For independent and out-of-state college/universities, the catalog instructs students to visit the transfer school of choice or consult a counselor at Cerritos College for the best transfer pathway information. Further, the catalog recommends that students identify GE transfer requirements for independent or out-of-state colleges/universities prior to engaging in course work at the College ([2A10-3](#); [2A10-4](#)).

Cerritos College accepts courses that have met the course identification (C-ID) requirements of California Community Colleges Chancellor's Office. Included courses have been vetted by California Community Colleges faculty and are deemed to meet the requirements for curriculum, including comparable learning outcomes for the course across multiple California Community Colleges. If there is not an articulation agreement or C-ID approval for a course requested to transfer to Cerritos College, students are instructed to provide a transcript, course outline of record, and/or a syllabus from the course in question, and a review of that syllabus is completed by the appropriate department chair or program director. The items are reviewed for content, learning objectives, and outcomes.

Board Policy 4050 and Administrative Procedure 4050 identify the need for the College to create articulation agreements between the College and those institutions where the pattern of student enrollment between the two institutions is sufficient enough to warrant a streamlined pathway for transfer, including processes for a articulation agreements with high schools and other colleges/universities ([2A10-5](#); [2A10-6](#)).

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The Office of Educational Partnerships and Programs' (EPP) web page provides information on how to receive articulation credit ([2A10-7](#); [2A10-8](#); [2A10-9](#)). The guide provides an articulation overview and explains how to articulate with Cerritos College and how to receive college (articulation) credit. The EPP dual-enrollment manager and career pathways specialist connect with K-12 partners through the counselor conference held at Cerritos College and presentations for the counselors at the various high schools ([2A10-10](#); [2A10-11](#); [2A10-12](#)).

An articulation officer assists faculty with curriculum needs for articulation agreements with other educational institutions, whether community colleges or private/public four-year institutions. The director of purchasing and contract administration also assists with contracts, agreements, and memoranda of understanding with four-year institutions.

### **Analysis and Evaluation**

Cerritos College meets Standard II.A.10. The College makes transfer-of-credit policies available to students via the College catalog. The College accepts for transfer those courses that meet C-ID requirement or have a syllabus that indicates the content, textbook, and learning outcomes are comparable to courses offered at Cerritos College. The College also has established a board policy and an administrative procedure regarding articulation.

### **Accomplishments and Outcomes**

The Interstate Passport is a recent addition to the College's toolkit. The program offers an early milestone on the way to a credential; advance knowledge that lower-division general education learning in the Interstate Passport's nine areas will be recognized upon transfer to another network-member institution; the potential for faster time to degree, lower cost, less debt, and lower foregone earnings from unduplicated learning; a streamlined transfer process; and a greater likelihood of successful transfer and completion.

*11. The institution includes, in all of its programs, student learning outcomes appropriate to the program level in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.*

### **Evidence of Meeting the Standard**

Cerritos College has established a process for identifying and developing learning outcomes for each course, for each program, and for the entire institution. The student learning outcome process is collaborative and assessment of course SLOs are the foundation for the assessment of program SLOs and institutional SLOs. The course SLOs are aligned to the appropriate program SLOs, and the program SLOs, in turn, are aligned with the institutional SLOs. All courses have developed student learning outcomes, which can be found on the course outlines of record, course syllabi, and the SLO committee's web page ([2A11-1](#); [2A11-2](#); [2A11-3](#); [2A11-4](#); [2A11-5](#); [2A11-6](#)). All instructional and Student Services programs have developed and published student learning outcomes, which can be found on the SLO committee's web page, as well as individual

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departments/programs' web pages ([2A11-7](#)). The program SLOs are designed to assess program-specific learning outcomes, with the data analysis of the program SLOs also being applied to the broader mission of the College, which the institutional SLOs specifically capture ([2A11-8](#)). This process allows Cerritos College to ensure the program SLOs are measuring program outcomes that speak to the more general institutional SLOs, which include communication and expression, information literacy, critical thinking and quantitative reasoning, personal knowledge and responsibility, and civic engagement ([2A11-8](#); [2A11-9](#); [2A11-10](#)).

### **Analysis and Evaluation**

Cerritos College meets Standard II.A.11. The College has established student learning outcomes for all courses and programs. The process of SLO assessment allows for program SLOs to provide assessment data for the program, as well as the institutional SLOs, including communication and expression, information literacy, critical thinking and quantitative reasoning, personal knowledge and responsibility, and civic engagement.

### **Accomplishments and Outcomes**

The SLO committee consolidated general education SLOs and institutional SLOs into a well-defined set of institutional SLOs, which include personal knowledge and responsibility, communication and expression, information literacy, critical thinking and quantitative reasoning, and civic engagement.

*12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for, and acceptance of, responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, sciences, mathematics, and social sciences. (ER 12)*

### **Evidence of Meeting the Standard**

Cerritos College Board Policy 4025 and Administrative Procedure 4025 provide the philosophy and criteria for associate degree and general education, and establish that this information is published in the Cerritos College Catalog ([2A12-1](#); [2A12-2](#)). This information is published on page 49 of the current version of the catalog ([2A12-3](#)). The process of development, submission, and approval of courses and programs all rely on the expertise of the faculty.

The Senate Committee on Curriculum is responsible for determining the appropriateness of each course for inclusion in the general education curriculum, based on student learning outcomes and competencies appropriate to the degree level. The committee is part of the institution's shared-governance structure and, as such, has representatives from each constituency ([2A12-4](#)). The

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faculty representation includes one faculty member from each of the instructional divisions as well as the Disabled Students Programs and Services, Counseling, and Library divisions. The faculty representatives work closely with their division faculty in the development and submission of curriculum to the committee for approval. The approval process that takes place within the committee allows for the determination of the appropriateness of each course for general education ([2A12-5](#)). This process of development, submission, and approval all rely on the expertise of the faculty.

The SLO process at Cerritos College is designed to develop course SLOs that the foundation for the institutional SLOs. That is, the assessment of the institutional SLOs is based on the assessment data of the course SLOs. This structure provides continuity in the student learning outcomes that creates a direct connection between the course, the program of study and the overall institutional experience for the student. The institutional SLOs include personal knowledge and responsibility as well as civic engagement ([2A12-6](#)). Through these institutional SLOs, students can prepare for and accept responsibility in civil society in each course they take at Cerritos College. Furthermore, Board Policy 4025 and Administrative Procedure 4025 ensure skills for lifelong learning and application of learning, as well as a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, sciences, mathematics, and social sciences ([2A12-1](#); [2A12-2](#)).

### **Analysis and Evaluation**

Cerritos College meets the requirements for Standard II.A.12. The College clearly communicates its philosophy of general education in the catalog. The College also uses the curriculum committee to determine the appropriateness of each course for inclusion in the GE curriculum. The decision of appropriateness is based on faculty expertise related to student learning outcomes/competencies appropriate to the degree level. Finally, student learning outcomes include preparation for an acceptance of responsible participation in civil society, as evidence by the College's institutional SLOs, as well as skills for lifelong learning, application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, sciences, mathematics, and social sciences.

**13.** *All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.*

### **Evidence of Meeting the Standard**

The Cerritos College Catalog provides information for each degree and certificate, transfer plan, and verification of completion, including required courses, preparation for external licensure or certification, and career opportunities ([2A13-1](#); [2A13-2](#)). This information identifies the area of inquiry and/or interdisciplinary core. Additionally, division pamphlets, available to students and



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the public, provide the same information regarding each area of inquiry or interdisciplinary core ([2A13-3](#); [2A13-4](#); [2A13-5](#); [2A13-6](#); [2A13-7](#)).

Student learning outcomes and competencies are developed by the discipline faculty, reviewed by the curriculum committee for appropriateness, and published on the SLO committee's web page ([2A13-8](#); [2A13-9](#)). The college has several specialized courses in an area of inquiry, such as the Mental Health Worker Program in Psychology and The Bible as Literature in English ([2A13-10](#); [2A13-11](#)). These courses are based on SLO's appropriate to the area of inquiry and identify key theories and practices within the field. Every six years, departments go through an instructional program review process ([2A13-12](#); [2A13-13](#)). The process facilitates a self-study by department faculty to review, evaluate, and revise curriculum, including student learning outcomes, and other department activities for student learning improvement. Additionally, department faculty review and revise competencies/SLOs, key theories and practices, and degree levels within the field of study. Programs with an external accreditation or regulatory agencies follow the standards for their program of study. Individual programs go through their own accreditation processes on a cyclical basis ([2A13-14](#); [2A13-15](#); [2A13-16](#); [2A13-17](#); [2A13-18](#)).

### **Analysis and Evaluation**

Cerritos College meets Standard II.A.13. The College has systems in place to conduct reviews to ensure that all degree programs include focused study in one area of inquiry or in an established interdisciplinary core and incorporate key theories and practices appropriate for the certificate or associate-degree levels.

*14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.*

### **Evidence of Meeting the Standard**

Cerritos College has developed technical and professional competencies for all of its career-technical education programs, as shown on the SLO committee's web page ([2A14-1](#)). Administrative Procedure 4102 establishes procedures whereby technical and professional competencies are developed. The procedure requires the creation of advisory boards, comprised of individuals from local industry, to establish employment standards ([2A14-2](#); [2A14-3](#)). AP 4102 specifically requires that competencies are developed by the College with input from the relevant advisory committee ([2A14-2](#)). Further, these advisory committee members, along with the faculty, work to ensure that competencies prepare students for external licensure and certification ([2A14-4](#); [2A14-5](#); [2A14-6](#)). Several of our programs have required state and/or national testing requirements in order to gain employment, including Dental Hygiene, Nursing, Physical Therapy Assistant and Paralegal ([2A14-7](#)).

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### Analysis and Evaluation

Cerritos College meets Standard II.A.14. The college has developed student learning outcomes, or competencies, that meet employment standards and other standards for external licensure and certification.

*15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.*

### Evidence of Meeting the Standard

Administrative Procedure 4021 documents a program-elimination process ([2A15-1](#)). The procedure addresses the criteria to be met for a program to be considered for a viability study, revitalization, or discontinuance. The discontinuance procedure requires collaboration between the Cerritos College Faculty Senate and Cerritos College Faculty Federation, as well as with the District. The procedure lays out the six justifications for program discontinuance, which can be initiated by certain interested parties, department chair, area dean, vice president of Academic Affairs, program faculty, or advisory committee chair. The plan for discontinuance of a program must take the needs of the students and faculty contractual obligations in to account developing a phase-out plan for the program.

### Analysis and Evaluation

Cerritos College complies with Standard II.A.15. The College has an administrative procedure that outlines the steps need for program discontinuance, as well as how to make sure that students are taken care of in the case of a program discontinuance.

*16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing- and community-education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.*

### Evidence of Meeting the Standard

The College maintains a robust program-review process for instructional programs. Together with the SLO process and the curriculum process, the instructional program review process links the development of curriculum content and assessment of student learning to the institutional planning process.

The College has a policy and a procedure on institutional planning that drives the instructional program review process ([2A16-1](#); [2A16-2](#)). Additionally, the College Committee on Planning and Budget oversees the planning process and coordinates the scheduling of the yearly planning



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process ([2A16-3](#); [2A16-4](#); [2A16-5](#); [2A16-6](#)). In compliance with institutional policies and procedures, the College maintains a Senate Committee on Instructional Program Review through the shared-governance process ([2A16-7](#)). The committee is composed of faculty from all academic divisions and also includes members from management/administration, a member from the classified staff, and a student. The committee chronicles its activities on its web page ([2A16-8](#)). Department faculty, as content experts, design curriculum, define and assess learning outcomes, evaluate results, and prepare a self-study report on a six-year cycle ([2A16-9](#)). The department self-study report is peer-reviewed by the instructional program review committee and posted to its web page. The self-study report is then updated annually in the *Program Review Plus* system for use in institutional planning, and programs prepare final reports in accordance with instructions provided by the instructional program review committee and incorporated into a handbook ([2A16-10](#)). Department faculty use institutional data provided by the Office of Institutional Effectiveness, Research, and Planning and SLO assessment data to evaluate the effectiveness of student learning ([2A16-11](#)). Based on trends identified in the data, department faculty develop plans for improvement at the course and program levels. The departmental reports link student learning and achievement to the goals established in the report. The final reports are available on the instructional program review committee's web page ([2A16-12](#)). The instructional program review committee coordinates the program-review process annually for programs under review ([2A16-13](#); [2A16-14](#)). Departmental reports are incorporated into the *Program Review Plus* system, which provides the basis for the institutional planning process ([2A16-15](#)). *Program Review Plus* data is used by the planning and budget committee in the resource-allocation process ([2A16-16](#)). Non-credit courses offered through Adult Education follow the same program review process ([2A16-17](#)) CTE courses follow federal requirements for Perkins funding and program undergo program review every two years ([2A16-18](#)). Courses offered through Community Education are developed by independent content experts. At the end of each course, indirect assessments are administered to gather feedback regarding currency and demand.

### Analysis and Evaluation

Cerritos College meets Standard II.A.16. The College has established an ongoing and sustainable process to evaluate and improve the quality and currency of all instructional programs to improve and enhance learning outcomes and achievement for students.

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### Conclusions on Standard II.A. Instructional Programs

The institution meets Standard IIA. Instructional programs are offered in fields of study that align with the mission, are appropriate to higher education, result in learning outcomes and achievement of certificates, degrees, employment or transfer. All degree programs include a focused study in specific areas or within an established interdisciplinary core. The courses within these programs have student learning outcomes/competencies specific to the field of study. The college offers courses in both traditional and distance education formats, and the rigor and quality of the courses are the same, as ensured through curriculum processes. The faculty are experts and use accepted standards for content and methods of instruction. The faculty also engage in improvement, program review, both using student achievement data, and uses data to

## Standard II.A: Instructional Programs

ensure program currency. The institution also regularly evaluates and improves the quality and currency of instructional programs through the program review process. The college continuously strives to improve learning outcomes and achievement for students. General education curriculum is based on student learning outcomes/competencies and development of such relies on faculty expertise. Student learning outcomes are regularly assessed, and improvement plans are designed based on assessment outcomes. These outcomes are published per course (CSLOs), per program (PSLOs) and for the overall institution (ISLOs). All programs have student learning outcomes that address personal knowledge and responsibility, communication and expression, information literacy, critical thinking and quantitative reasoning and civic engagement. The learning outcomes ensure a student's preparation for and acceptance of future responsibility of living in a civic society, lifelong learning skills and application of learning, as well as a broad base of knowledge in the arts, humanities, sciences, mathematics, and social science. Certificates and degrees in career-technical education have student learning competencies that meet employment standards or other standards/preparation for external licensure and certification. Credit, degrees and certificate awards are dependent upon successful attainment of learning outcomes. All students enrolled in a course receive a syllabus for that course. The college offers pre-collegiate-level curriculum directly supporting learning necessary to engage in college-level curriculum. All degrees have a 60-semester credit requirement and degrees/programs are of appropriate length, breadth, depth, rigor, course sequencing, time to completion and synthesis of learning. The college follow federal standards for clock-to-credit-hour conversions and award units of credit consistent with accepted practice in higher education. Scheduling of courses allow students to complete certificates and degrees within two years, a timeframe that is consistent throughout higher education. The college uses delivery modes, teaching methods and support services that support equity, diversity and the changing needs of the students. Where department-wide exams are used, faculty are mindful of validating the effectiveness of the exams, as well as reducing test bias and enhancing reliability. Transfer-of-credit is available to facilitate student mobility without penalty, both to the college and from the college to other institutions. The college uses learning outcomes assessments consistent with other institutions of higher education and where this is common articulation agreements have been developed. Finally, when programs are discontinued the college has procedures to ensure that students may complete their education in a timely manner with minimum disruption.

### Standard II.A Evidence Table

<b>File Name</b>	<b>Document Title</b>
<a href="#">2A1-1</a>	Cerritos College Mission Statement
<a href="#">2A1-2</a>	Liberal Arts Division Guided Pathways Mapping day, October 11, 2019
<a href="#">2A1-3</a>	Liberal Arts Division Guided Pathways Mapping day PowerPoint, October 11, 2019
<a href="#">2A1-4</a>	Mapping day Agenda, November 8, 2019
<a href="#">2A1-5</a>	Cerritos College Mission Statement
<a href="#">2A1-6</a>	Assessment Results for Institutional SLOs, 2014-2017
<a href="#">2A1-7</a>	Cerritos College Institutional Student Learning Outcomes, Fall 2018
<a href="#">2A1-8</a>	Cerritos College Curriculum Handbook, 2013-14
<a href="#">2A1-9</a>	Cerritos College Board of Trustees Agenda, March 6, 2019

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<b>File Name</b>	<b>Document Title</b>
<a href="#">2A1-10</a>	Cerritos College Board of Trustees Minutes, March 6, 2019
<a href="#">2A1-11</a>	Chancellor's Office Curriculum Approval
<a href="#">2A1-12</a>	Curriculum Distance Education Questions
<a href="#">2A1-13</a>	Cerritos Community College District Policy No. 4020 (Instructional Programs and Curriculum)
<a href="#">2A1-14</a>	Cerritos Community College District Policy No. 2510 (Participation in Local Decision-Making)
<a href="#">2A1-15</a>	Curriculum Committee Agenda, January 24, 2019
<a href="#">2A1-16</a>	Curriculum Committee Minutes, January 24, 2019
<a href="#">2A1-17</a>	Curriculum Distance Education Questions
<a href="#">2A1-18</a>	Cerritos Community College District Procedure No. 4105 (Distance Education)
<a href="#">2A1-19</a>	Canvas Login Page
<a href="#">2A1-20</a>	Business Administration 113 Syllabus and Weekly Schedule, Fall 2019
<a href="#">2A1-21</a>	Cerritos College Technology-Based Learning Committee: Standards for Technology-Based Education, Spring 2013
<a href="#">2A1-22</a>	Cerritos College Center for Teaching Excellence Web Page: Canvas Trainings
<a href="#">2A1-23</a>	Email to Department Chairs from April Griffin, Faculty Senate President (August 30, 2019): Fall 2019 Online Teaching and Design Certificate
<a href="#">2A1-24</a>	Cerritos College Schedule Plus EDT 125 Fundamentals of Online Teaching
<a href="#">2A1-25</a>	Course Descriptions: EDT 125 Fundamentals of Online Teaching
<a href="#">2A1-26</a>	Canvas Data Report: Active Courses, November 30, 2019
<a href="#">2A1-27</a>	Canvas Data Report: Active Users, November 30, 2019
<a href="#">2A1-28</a>	Cerritos College 2019-2020 Catalog: Transfer Requirements
<a href="#">2A1-29</a>	Instructional Program Review Handbook, November 2016
<a href="#">2A1-30</a>	Cerritos Community College District Procedure No. 4020 (Instructional Programs and Curriculum)
<a href="#">2A1-31</a>	Cerritos Community College District Policy No. 4100 (Graduation Requirements for Degrees and Certificates of Achievement)
<a href="#">2A1-32</a>	Cerritos Community College District Procedure No. 4100 (Graduation Requirements for Degrees and Certificates of Achievement)
<a href="#">2A2-1</a>	Cerritos College Instructional Program Review Checklist (Appendix G), November 2016
<a href="#">2A2-2</a>	Cerritos Community College District Policy No. 3250
<a href="#">2A2-3</a>	Cerritos Community College District Procedure No. 3250
<a href="#">2A2-4</a>	Cerritos College Instructional Program Review Handbook, 2018-2019
<a href="#">2A2-5</a>	SLO Assessment and Improvement Calendar, 2018-2019
<a href="#">2A2-6</a>	Biology Department SLO Improvement Plan and Data, Spring 2018
<a href="#">2A2-7</a>	Cerritos Community College District Policy No. 4100 (Graduation Requirements for Degrees and Certificates of Achievement)

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<b>File Name</b>	<b>Document Title</b>
<a href="#">2A2-8</a>	Cerritos Community College District Procedure No. 4100 (Graduation Requirements for Degrees and Certificates of Achievement)
<a href="#">2A2-9</a>	Center for Teaching Excellence, Mission Statement Web Page
<a href="#">2A2-10</a>	Cerritos College Shared Governance Document: Senate Committee on Faculty Professional Development
<a href="#">2A2-11</a>	Center for Teaching Excellence: Suggestions for Future Trainings, 2012-2019
<a href="#">2A2-12</a>	Center for Teaching Excellence: Evaluation Form: Canvas Basics, 2017
<a href="#">2A2-13</a>	Center for Teaching Excellence: Evaluation Form: Adjunct Orientation, 2018
<a href="#">2A2-14</a>	Center for Teaching Excellence Workshop Calendar, 2017-18
<a href="#">2A2-15</a>	Center for Teaching Excellence Workshop Calendar, 2018-19
<a href="#">2A2-16</a>	Center for Teaching Excellence Workshop Calendar, 2019-20
<a href="#">2A2-17</a>	Center for Teaching Excellence: Suggestions for Future Trainings, 2012-2019
<a href="#">2A2-18</a>	Co-Requisite Workshop Day 1 Agenda, February 2018
<a href="#">2A2-19</a>	Co-Requisite Workshop Day 2 Agenda, March 2018
<a href="#">2A3-1</a>	Cerritos College Shared Governance Document: Senate Committee on Student Learning Outcomes, 2018
<a href="#">2A3-2</a>	Student Learning Outcomes Web Site Home Page
<a href="#">2A3-3</a>	Assessment Results for General Education SLOs, 2014- 2017
<a href="#">2A3-4</a>	Assessment Results for Institutional SLOs, 2014-2017
<a href="#">2A3-5</a>	Assessment Results for Course SLOs, 2014- 2017
<a href="#">2A3-6</a>	SLO Assessment and Improvement Calendar, 2018-2019
<a href="#">2A3-7</a>	SLO Assessment Results, 2015-2018
<a href="#">2A3-8</a>	Cerritos Community College District Procedure No. 4005
<a href="#">2A3-9</a>	Cerritos Community College and Cerritos College Faculty Federation Collective Bargaining Agreement, 2018-2021, Article 4.2.a.ii, Faculty Responsibilities
<a href="#">2A4-1</a>	Cerritos College Catalog – English Pre-Collegiate Courses, 2019-20
<a href="#">2A4-2</a>	Cerritos College Catalog – English as a Second Language Pre-Collegiate Courses, 2019-20
<a href="#">2A4-3</a>	Cerritos College Catalog – Math Pre-Collegiate Courses, 2019-20
<a href="#">2A4-4</a>	Cerritos College Catalog – Adult Education Program
<a href="#">2A4-5</a>	Cerritos Community College District Procedure No. 4222 (Remedial Coursework)
<a href="#">2A4-6</a>	Multiple Measures Presentation
<a href="#">2A4-7</a>	Cerritos College Self-Report Tool webpage
<a href="#">2A4-8</a>	Cerritos Community College District Resolution No. 17-0503E, May 3, 2017
<a href="#">2A4-9</a>	Cerritos College Course Outline of Record Report, English 5L
<a href="#">2A4-10</a>	Cerritos College Course Outline of Record Report, English 100S
<a href="#">2A4-11</a>	Co-Requisite Workshop Day 1 Agenda, February 2018
<a href="#">2A4-12</a>	Co-Requisite Workshop Day 2 Agenda, March 2018
<a href="#">2A4-13</a>	Co-Requisite Workshop PowerPoint, March 2018
<a href="#">2A4-14</a>	Co-Requisite Workshop Classroom PowerPoint, March 2018

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<b>File Name</b>	<b>Document Title</b>
<a href="#">2A4-15</a>	Embedded Tutors Placement, Fall 2019
<a href="#">2A4-16</a>	Embedded Tutors Placement, Spring 2019
<a href="#">2A4-17</a>	Student Success Center Brochure, Fall 2019
<a href="#">2A4-18</a>	Cerritos College Nursing Case Manager Job Description
<a href="#">2A4-19</a>	Cerritos College Curriculum Handbook, 2013-14 – Pre/Co-requisite Approval
<a href="#">2A4-20</a>	Cerritos Community College District Policy No. 2510 (Participation in Local Decision-Making)
<a href="#">2A4-21</a>	Cerritos Community College District Procedure No. 2510 (Participation in Local Decision-Making)
<a href="#">2A4-22</a>	Cerritos Community College District Policy No. 4020
<a href="#">2A4-23</a>	Cerritos Community College District Procedure No. 4020
<a href="#">2A5-1</a>	Cerritos College Curriculum Handbook, 2013-14
<a href="#">2A5-2</a>	Curriculum Committee Agenda – January 24, 2019
<a href="#">2A5-3</a>	Curriculum Committee Minutes – January 24, 2019
<a href="#">2A5-4</a>	Cerritos College Catalog – Transfer Plans
<a href="#">2A5-5</a>	Cerritos Community College District Policy No. 4020 (Instructional Programs and Curriculum)
<a href="#">2A5-6</a>	Cerritos Community College District Procedure No. 4020 (Instructional Programs and Curriculum)
<a href="#">2A5-7</a>	Cerritos Community College District Policy No. 4025 (Philosophy and Criteria for Associate Degree and General Education)
<a href="#">2A5-8</a>	Cerritos Community College District Procedure No. 4025 (Philosophy and Criteria for Associate Degree and General Education)
<a href="#">2A5-9</a>	California Community College System Course ID approval
<a href="#">2A5-10</a>	Cerritos Community College District Policy No. 4100 (Graduation Requirements for Degrees and Certificates of Achievement)
<a href="#">2A5-11</a>	Cerritos Community College District Procedure No. 4100 (Graduation Requirements for Degrees and Certificates of Achievement)
<a href="#">2A6-1</a>	Cerritos Community College and Cerritos College Faculty Federation Collective Bargaining Agreement, 2018-2021 Article 11, Department Chairs
<a href="#">2A6-2</a>	Curriculum Production Timeline
<a href="#">2A6-3</a>	Email reminder to Departments for Scheduling changes
<a href="#">2A6-4</a>	English Department Scheduling Sequence, 2 years
<a href="#">2A6-5</a>	CTE Pathways Program, Business Administration AA Degree
<a href="#">2A6-6</a>	Email with daily FTES for September 25, 2019
<a href="#">2A6-7</a>	Daily Full Time Equivalent Student report
<a href="#">2A6-8</a>	Daily FTES report for Humanities/Social Science Division, fall 2018 and Fall 2019
<a href="#">2A6-9</a>	2019-20 High-Demand/Majors-Level Evening/Weekend Math and Sciences Sequences

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<b>File Name</b>	<b>Document Title</b>
<a href="#"><u>2A6-10</u></a>	Cerritos College Schedules+, Spring 2019 and Fall 2020 offerings of Anatomy and Physiology
<a href="#"><u>2A6-11</u></a>	Spring 2020 SEM Accelerated Model: Math 9X9 Sequences
<a href="#"><u>2A6-12</u></a>	Faculty Senate Agenda – September 25, 2018
<a href="#"><u>2A6-13</u></a>	Faculty Senate Minutes – September 25, 2018
<a href="#"><u>2A6-14</u></a>	Cerritos College Enrollment Management Plan, 2017
<a href="#"><u>2A6-15</u></a>	Enrollment Management Committee Agenda, March 27, 2019
<a href="#"><u>2A6-16</u></a>	Enrollment Management Committee Minutes, March 27, 2019
<a href="#"><u>2A6-17</u></a>	Guided Pathways Web Page
<a href="#"><u>2A7-1</u></a>	Cerritos College Office of Educational Programs and Partnerships (EPP) list of Educational Partners, Webpage
<a href="#"><u>2A7-2</u></a>	Cerritos College Class Schedule, Fall 2019
<a href="#"><u>2A7-3</u></a>	Sociology Unit Plan, 2019-2020
<a href="#"><u>2A7-4</u></a>	Instructional Program Review Handbook, 2018-2019
<a href="#"><u>2A7-5</u></a>	Curriculum Committee Handbook, 2013-2014
<a href="#"><u>2A7-6</u></a>	Cerritos College Course Outline of Record Report, Art 100
<a href="#"><u>2A7-7</u></a>	Cerritos College Course Outline of Record Report, Chemistry 100
<a href="#"><u>2A7-8</u></a>	Cerritos Community College District Policy No. 4020
<a href="#"><u>2A7-9</u></a>	Cerritos Community College District Procedure No. 4020
<a href="#"><u>2A7-10</u></a>	Cerritos Community College District Policy No. 4005
<a href="#"><u>2A7-11</u></a>	Cerritos Community College District Procedure No. 4005
<a href="#"><u>2A7-12</u></a>	Cerritos Community College District Policy No. 7160
<a href="#"><u>2A7-13</u></a>	Cerritos Community College District Procedure No. 7160
<a href="#"><u>2A7-14</u></a>	Cerritos Community College and Cerritos College Faculty Federation Collective Bargaining Agreement, 2018-2021
<a href="#"><u>2A7-15</u></a>	Center for Teaching Excellence Workshop Calendar, 2019-20
<a href="#"><u>2A7-16</u></a>	New Faculty Orientation Program Mission and Goals
<a href="#"><u>2A7-17</u></a>	New Faculty Orientation Program Agenda, Fall 2019
<a href="#"><u>2A7-18</u></a>	New Faculty Orientation Program Calendar, 2019-2020
<a href="#"><u>2A7-19</u></a>	Part-Time Faculty Orientation Agenda, Fall 2019
<a href="#"><u>2A7-20</u></a>	Job Description, English Instructor, Fall 2019
<a href="#"><u>2A7-21</u></a>	Student Success Center Brochure, Fall 2019
<a href="#"><u>2A7-22</u></a>	24Hour Online Tutoring and Workshops
<a href="#"><u>2A7-23</u></a>	Student Success Center – <i>Smarthinking</i> Statement of Work
<a href="#"><u>2A7-24</u></a>	Cerritos College Adult Education Schedule, Fall 2019
<a href="#"><u>2A7-25</u></a>	Adult Education, English Support classes, Fall 2019
<a href="#"><u>2A7-26</u></a>	Adult Education, Math 112 Support classes, Fall 2019
<a href="#"><u>2A7-27</u></a>	Adult Education, Math 114 Support classes, Fall 2019
<a href="#"><u>2A7-28</u></a>	Adult Education, Math 60 and 80 Support classes, Fall 2019



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<b>File Name</b>	<b>Document Title</b>
<a href="#">2A7-29</a>	Cerritos College Adult Education Schedule, Fall 2019
<a href="#">2A7-30</a>	Cerritos College Student Equity and Achievement Program Agenda, January 25, 2019
<a href="#">2A7-31</a>	Cerritos College Student Equity and Achievement Program Meeting Notes, January 25, 2019
<a href="#">2A7-32</a>	Cerritos College Student Equity Planning Retreat Debrief notes, March 8, 2019
<a href="#">2A7-33</a>	Cerritos College Student Equity Planning Retreat Presentation, March 8, 2019
<a href="#">2A7-34</a>	Cerritos College Cerritos Complete Program Flyer
<a href="#">2A7-35</a>	Cerritos College Umoja Program Web Page
<a href="#">2A7-36</a>	Student Equity Committee, Minutes, November 8, 2017
<a href="#">2A7-37</a>	Cerritos College American Indian/Alaskan Native Advisory Group, September 17, 2019
<a href="#">2A7-38</a>	Native American Indian Outreach List
<a href="#">2A8-1</a>	List of Cerritos College Courses approved for Credit by Exam
<a href="#">2A8-2</a>	Cerritos College Catalog – Credit by Exam Information
<a href="#">2A8-3</a>	Process for Assessing Placement of Students into English, Math, Reading, and ESL Courses
<a href="#">2A9-1</a>	Cerritos Community College District Procedure No. 4100
<a href="#">2A9-2</a>	Cerritos Community College District Policy No. 4100
<a href="#">2A9-3</a>	Assessment Results for Course SLOs, 2014- 2017
<a href="#">2A9-4</a>	Student Learning Outcomes Committee Web Page
<a href="#">2A9-5</a>	Sample Syllabi, English 241
<a href="#">2A9-6</a>	Sample Syllabi, English 248A
<a href="#">2A9-7</a>	Sample Syllabi, Psychology 241
<a href="#">2A9-8</a>	Sample Syllabi, Psychology 101
<a href="#">2A9-9</a>	English Department Course SLOs, Webpage
<a href="#">2A9-10</a>	Cerritos College Course Outline of Record Report, Chemistry 100
<a href="#">2A9-11</a>	SLO Assessment and Improvement Calendar, 2018-2019
<a href="#">2A9-12</a>	Cerritos College Curriculum Handbook, 2013-14
<a href="#">2A9-13</a>	Cerritos Community College District Policy No. 4020
<a href="#">2A9-14</a>	Cerritos Community College District Procedure No. 4024
<a href="#">2A9-15</a>	Cerritos College Curriculum Handbook, 2013-14
<a href="#">2A10-1</a>	Cerritos College Catalog, 2018-19, Transfer Requirements
<a href="#">2A10-2</a>	Cerritos College Catalog, 2018-19, Transfer Center
<a href="#">2A10-3</a>	Interstate Passport Network Website, About
<a href="#">2A10-4</a>	Interstate Passport Network Website, Members
<a href="#">2A10-5</a>	Cerritos Community College District Policy No. 4050
<a href="#">2A10-6</a>	Cerritos Community College District Procedure No. 4050

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<b>File Name</b>	<b>Document Title</b>
<a href="#">2A10-7</a>	Educational Partnerships and Programs Web Page – How to Articulate Credit
<a href="#">2A10-8</a>	Educational Partnerships and Programs Web Page – Articulation Overview
<a href="#">2A10-9</a>	Educational Partnerships and Programs Web Page – Articulation with Cerritos College
<a href="#">2A10-10</a>	12th Annual High School Counselors Conference, December 7, 2018
<a href="#">2A10-11</a>	Counselor Meeting, Norwalk High School, February 26, 2018
<a href="#">2A10-12</a>	Counselor Meeting, La Mirada High School, March 5, 2018
<a href="#">2A11-1</a>	Cerritos College Course Outline of Record Report, Art 100
<a href="#">2A11-2</a>	Cerritos College Course Outline of Record Report, Chemistry 100
<a href="#">2A11-3</a>	Sample Syllabi, English 241
<a href="#">2A11-4</a>	Sample Syllabi, English 248A
<a href="#">2A11-5</a>	Sample Syllabi, Psychology 241
<a href="#">2A11-6</a>	Sample Syllabi, Psychology 101
<a href="#">2A11-7</a>	English Department Course SLOs, Webpage
<a href="#">2A11-8</a>	Cerritos College Institutional Student Learning Outcomes, Fall 2018
<a href="#">2A11-9</a>	Faculty Senate Committee on Student Learning Outcomes, Agenda, September 24, 2018
<a href="#">2A11-10</a>	Faculty Senate Committee on Student Learning Outcomes, Mins, September 24, 2018
<a href="#">2A12-1</a>	Cerritos Community College District Policy No. 4025
<a href="#">2A12-2</a>	Cerritos Community College District Procedure No. 4025
<a href="#">2A12-3</a>	Cerritos College Catalog, 2018-29, Statement of Philosophy for General Education Coursework
<a href="#">2A12-4</a>	Cerritos College Shared Governance Purpose, Structure, and Process
<a href="#">2A12-5</a>	Cerritos College Curriculum Handbook
<a href="#">2A12-6</a>	Cerritos College Institutional Student Learning Outcomes, Fall 2018
<a href="#">2A13-1</a>	Cerritos College Catalog, 2019-2020, Course Descriptions
<a href="#">2A13-2</a>	Cerritos College Catalog, 2019-2020, Curriculum Requirements for Majors and Certificates
<a href="#">2A13-3</a>	Culinary Arts, Professional Cooking Certificate of Achievement/Associate in Science Degree
<a href="#">2A13-4</a>	Cerritos College Health Occupations Division Child Development Programs Overview
<a href="#">2A13-5</a>	Mexican Chicano/a Latino American Studies (MeChLas) Handout
<a href="#">2A13-6</a>	Political Science Handout
<a href="#">2A13-7</a>	Career Technical Education Roadmaps
<a href="#">2A13-8</a>	Cerritos College Curriculum Handbook, 2013-14
<a href="#">2A13-9</a>	Student Learning Outcomes Website
<a href="#">2A13-10</a>	Cerritos College Catalog, 2019-2020, Mental Health Worker Program Certificate
<a href="#">2A13-11</a>	Cerritos College Catalog, 2019-2020, Literature in the Bible: Christian Scriptures



Standard II.A: Instructional Programs

<b>File Name</b>	<b>Document Title</b>
<a href="#">2A13-12</a>	Instructional Program Review Cycle, 2016-2021
<a href="#">2A13-13</a>	Instructional Program Review Handbook, 2018-2019
<a href="#">2A13-14</a>	Commission on Dental Accreditation, Accreditation Letter, August 18, 2017
<a href="#">2A13-15</a>	Board of Registered Nurses Accreditation Letter, September 15, 2016
<a href="#">2A13-16</a>	Accreditation Commission for Evidence in Nursing, Webpage on Accredited Nursing Programs
<a href="#">2A13-17</a>	ABA Standing Committee on Paralegals Approval Commission, Accreditation Letter, February 2017
<a href="#">2A13-18</a>	ABA Account Dashboard, Accreditation Process Webpage
<a href="#">2A14-1</a>	Cerritos College SLO Webpage, Program SLOs
<a href="#">2A14-2</a>	Cerritos Community College District Procedures No. 4102
<a href="#">2A14-3</a>	Cerritos College Cosmetology Department Advisory Committee Minutes, October 9, 2019
<a href="#">2A14-4</a>	Welding Technology Program Technical Standards/Essential Functions
<a href="#">2A14-5</a>	Nursing Courses SLOs
<a href="#">2A14-6</a>	Physical Therapy Assistant Technical Standards/Essential Functions
<a href="#">2A14-7</a>	National Testing Scores and Rates, Health Occupations, 2015-2018
<a href="#">2A15-1</a>	Cerritos Community College District Procedure No. 4102 (Career and Technical Programs)
<a href="#">2A16-1</a>	Cerritos Community College District Policy No. 3250 (Institutional Planning)
<a href="#">2A16-2</a>	Cerritos Community College District Procedures No. 3250 (Institutional Planning)
<a href="#">2A16-3</a>	How Cerritos Plans
<a href="#">2A16-4</a>	Cerritos College Planning Calendar, 2018-2019
<a href="#">2A16-5</a>	Cerritos College Committee on Planning and Budget Agenda, September 6, 2018
<a href="#">2A16-6</a>	Cerritos College Committee on Planning and Budget Minutes, September 6, 2018
<a href="#">2A16-7</a>	Faculty Senate Committee on Instructional Program Review
<a href="#">2A16-8</a>	Program Review Web Site Home Page
<a href="#">2A16-9</a>	Program Review Cycle
<a href="#">2A16-10</a>	Instructional Program Review Handbook
<a href="#">2A16-11</a>	Instructional Effectiveness, Research, and Planning Division Web Page: Planning
<a href="#">2A16-12</a>	Program Review Web Site Home Page
<a href="#">2A16-13</a>	Programs Reviewed in Academic Year 2017-2018
<a href="#">2A16-14</a>	Programs Reviewed in Academic Year 2018-2019
<a href="#">2A16-15</a>	Program Review Web Site Home Page
<a href="#">2A16-16</a>	Planning and Budget Web Site Home Page
<a href="#">2A16-17</a>	Institutional Program Review Report, Adult Education, 2017
<a href="#">2A16-18</a>	Instructional Program Review for Career, Technical Education, Accounting, 2017-18

## **B. Library and Learning Support Services**

1. *The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)*

### **Evidence of Meeting the Standard**

The following evidence shows that Cerritos College provides learning support for students, including library services, student computer labs, and tutoring support. The evidence also shows these services provide ongoing instruction and are available to all faculty, staff, and students, including those enrolled in online classes and at off-campus locations. Personnel responsible for student learning receive professional development from the Center for Teaching Excellence (CTX). In addition, the Media Services Department provides audiovisual- and graphic-production assistance to personnel.

#### *Library*

Library support is sufficient in quantity of services, hours, and size. The Cerritos College Library is open six days per week, for a total of 71 hours per week ([2B1-1](#)). The library offers extended hours until at least 12 a.m. each fall and spring semester during final-examination week as well as the week before ([2B1-2](#)). Librarians are available at a reference desk during all open hours to answer research questions in person, by phone, and online via chat and email ([2B1-3](#); [2B1-4](#)). Services support all students, faculty, staff, and instructional programs.

Librarians provide instruction for a wide variety of classes and also offer drop-in sessions on research skills ([2B1-5](#); [2B1-6](#); [2B1-7](#)). For distance-education and off-campus classes, librarians have created videos demonstrating the same skills taught during in-person library sessions ([2B1-8](#); [2B1-9](#)). Off-campus students have equivalent access to materials as on-campus students through online databases, streaming videos, and e-books ([2B1-10](#)).

The library is in constant use, with an average daily gate count of 3,000 visitors ([2B1-11](#)). Library seating accommodates 714 students, with 11 group-study rooms and 30 student computers in the reference area. The library has divided seating into two areas separated by a glass wall, to provide both a group-study area and a quiet individual-study area ([2B1-12](#)).

The library provides assistive equipment that mirrors the Disabled Student Programs and Services (DSPS) High Tech Center to support students, including adjustable furniture, scanners, and specialized software such as *JAWS*, *ZoomText*, *Kurzweil 3000*, and *Read & Write*. Two UbiDuo devices are available for students to facilitate communication with staff ([2B1-13](#)). Students registered with DSPS can request alternate media production of library material by completing contract of service and library alternative media tracking forms ([2B1-14](#); [2B1-15](#)).

## Standard II.B: Library and Learning Support Services

### *Computer Lab*

The student computer lab is open during all library hours and has 140 computers and a 34-seat computer classroom, providing access to the online catalog, web-based proprietary databases, internet resources, *Microsoft Office*, and *Adobe Acrobat* ([2B1-16](#)). Lab staff are available to answer students' technical questions during all open hours and also provide scheduled small group sessions on using *Canvas*, *Word*, *PowerPoint*, and *Excel* ([2B1-17](#); [2B1-18](#)). Multiple printed instructional guides are also available to assist students ([2B1-19](#); [2B1-20](#)).

### *Success Center*

The Cerritos College Student Success Center is open six days, for a total of 58 hours per week, and provides tutoring, workshops, and directed learning activities (DLAs) ([2B1-21](#); [2B1-22](#)). Modes of tutoring include walk-in, online, small group, embedded, and cohort groups ([2B1-23](#); [2B1-24](#); [2B1-25](#); [2B1-26](#); [2B1-27](#)). English, Math, Reading, and English as a Second Language (ESL) faculty are available along with peer tutors during all open hours to assist students ([2B1-28](#)). Faculty teach workshops in the success center on a range of topics ([2B1-29](#)). Faculty design DLAs to help students to develop reading, writing, ESL, math, and study skills ([2B1-30](#)).

### *Other Learning Centers*

In addition to services located in the Learning Resources Center, the College provides computer access and tutoring in divisions with high-demand student support programs. These facilities and services include the California Work Opportunity and Responsibility to Kids (CalWORKS) Lab and tutoring, Extended Opportunity Programs and Services (EOPS)/Cooperative Agencies Resources for Education (CARE)/Leaders Involved in Creating Change (LINC) lab, EOPS tutoring, Health Occupation Skills Lab, Paralegal Lab, Accounting Tutorial Lab, Computer and Information Sciences (CIS) Lab and tutoring, and Philosophy Department tutoring ([2B1-31](#); [2B1-32](#); [2B1-33](#); [2B1-34](#); [2B1-35](#); [2B1-36](#); [2B1-37](#); [2B1-38](#); [2B1-39](#)).

The College offers free noncredit support courses through the Office of Adult Education and Diversity Programs for math, English, and Career and Technical Education (CTE) programs ([2B1-40](#); [2B1-41](#)). The college also offers widespread noncredit support courses off-site and in the community to extend access and bridge students to the college ([2B1-42](#)).

The Health Occupations Division created supervised occupational skill development labs for the pharmacy technology, physical therapist assistant, dental assisting, and dental hygiene programs. These lab tutorial sessions are offered through the Office of Adult Education and Diversity Programs ([2B1-43](#)). Through this course, a faculty member is available six hours per week to work on skills requested by students. The Nursing Program created beginning, intermediate, advanced intermediate, and advanced nursing skills labs to provide academic support ([2B1-44](#)).

The DSPS High Tech Center provides technology and equipment to support students' learning needs and is open five days a week, for a total of 40 hours. Computer hardware and software in the High Tech Center are designed to provide effective alternative computer access for students with diverse learning or physical abilities. Staff familiarize students with specialized software such as *Premier Literacy*, *Read & Write*, *Kurzweil 3000*, *Reading Skill Builder*, *Learning Ally*, *Inspiration*, *Adobe*, *ZoomText*, and *JAWS* ([2B1-45](#)).

## Standard II.B: Library and Learning Support Services

### *Media Services Department*

Audio-, video-, graphic-production, and captioning services are available to Cerritos College faculty, staff, and management within the Media Services Department. Employees can submit a request form to an available media technician ([2B1-46](#)). An example of media support for instruction is a video recorded for POL 250 ([2B1-47](#)).

### *Center for Teaching Excellence*

The Center for Teaching Excellence (CTX) provides learning-support services to faculty and is open five days per week, for a total of 43 hours ([2B1-48](#)). The CTX provides hands-on assistance and workshops and has seating for 36 individuals, including a conference room and 16 computers ([2B1-49](#)). In addition, the CTX web page includes a collection of online resources for faculty that can be accessed outside the hours of operation of its physical location. Located under the “Faculty Resources” tab, these include materials related to accessibility, *Canvas*, and open educational resources (OER). Ongoing CTX programs include a new-faculty orientation program, which introduces new full-time and part-time faculty to technology programs and campus student services ([2B1-50](#)).

## **Analysis and Evaluation**

The College meets Standard II.B.1 by providing adequate learning support to students and personnel, through its library, computer labs, success center, other learning centers, Media Services Department, and CTX, and facilitates ongoing supplemental instruction. The College’s commitment to help students achieve and to support educational programs are evident in support services that are sufficient in quantity, currency, depth, and variety.

- 2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.*

## **Evidence of Meeting the Standard**

The following evidence demonstrates that librarians and faculty provide necessary expertise to select and maintain materials and equipment that support student achievement and the College’s mission. The collection-development (CD) plan guides and provides a timeline for librarians to select and maintain materials according to subject ([2B2-1](#)). Librarians use standard tools such as published reviews, publishers’ catalogs, and vendor-supplied CD resources to ensure the quality and appropriateness of the library’s collection. Librarians solicit input from instructional faculty on selection, evaluation, and ongoing de-selection of materials, as exemplified by this regular notice to faculty ([2B2-2](#)). Library CD links to the curriculum and program-review processes ([2B2-3](#)). Librarians meet with discipline faculty as they prepare for program review to evaluate how well the library’s collections support the various disciplines ([2B2-4](#); [2B2-5](#)).

Faculty can submit resource requests via an online materials request form or contact their librarian liaison, as exemplified by an email from a dance instructor to her library liaison ([2B2-6](#); [2B2-7](#)). Faculty send book lists to the acquisitions librarian ([2B2-8](#); [2B2-9](#)). To assess

## Standard II.B: Library and Learning Support Services

satisfaction with library resources, the librarians disseminated an in-house survey to faculty in September 2019 and plan to repeat this survey biannually ([2B2-10](#); [2B2-11](#)).

The library collaborates with the Cerritos College Bookstore, which is operated by Follett higher Education Group, to receive comprehensive lists of current textbooks. Follett provides \$30,000 annually to the library to purchase textbooks and other material to support student success as part of the negotiated contract between Follett and the District ([2B2-12](#); [2B2-13](#)). The circulation librarian and staff prioritize textbook spending by using student requests and faculty recommendations. Faculty can request additions to the reserve collection, such as library materials, items from personal collections, textbooks, study guides, test reviews, quizzes, computer disks, and photocopied material ([2B2-14](#)). The library collaborated with student clubs to survey students about the effectiveness of the reserve collection to meet students' learning needs ([2B2-15](#)). This resulted in the addition of equipment to the reserve collection, such as graphing calculators, iPads, cables, rulers, and whiteboard supplies ([2B2-16](#)). The reserve collection supports the student-success pathway program Accelerated Instruction in Math and English (AIME) by lending iPads, laptops, and calculators to students in that program ([2B2-17](#)).

The success center provides math textbooks to tutors working with students ([2B2-18](#)). The CTX collaborates with the acquisitions librarian to house professional-development material in the library and CTX ([2B2-19](#)). The CTX relies on faculty expertise to select appropriate educational applications on which to train faculty ([2B2-20](#); [2B2-21](#)).

The Information Technology (IT) Department maintains computer equipment by keeping the software in the library and learning centers up-to-date and replaces hardware according to a schedule ([2B2-22](#); [2B2-23](#)).

### **Analysis and Evaluation**

The evidence cited demonstrates Standard II.B.2 has been met. The College relies on the expertise of library and classroom faculty to select, maintain, and evaluate library and learning-center material and equipment. Librarians collaborate with key institutional stakeholders, including students, faculty, and staff, utilizing the College's shared-governance process to ensure that equipment and materials in the library and learning centers effectively support student learning and the College's mission. The librarians review the library's CD plan throughout the year during department meetings, ensuring the College fulfills subject discipline material orders based on student needs and curriculum plans.

### **Accomplishments and Outcomes**

The library reserve collection provides an established and current selection of textbook material for students to use at no cost. The collaboration between the library and the bookstore ensures that the library has both funding and access to the most current list of textbooks used in courses. Prior to 2015, the library needed to work with each department to secure a list of textbooks, which did not provide adequately current material. The library and bookstore collaboration, assisted by the Social Equality Club, led to relationships between the library and students to ensure student needs were met when selecting and maintaining library material and equipment.

## Standard II.B: Library and Learning Support Services

- 3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

### **Evidence of Meeting the Standard**

The following evidence shows the College measures library and learning-support services by facilitating the program-review process; monitoring use of services; soliciting student qualitative feedback; evaluating workshops; assessing institutional-, program-, course-, and workshop-level student learning outcomes (SLOs); and establishing regular evaluations through the Office of Institutional Effectiveness, Research, and Planning (IERP). The College improves services using results from these evaluations.

#### *Library*

Cerritos College identified five institutional SLOs ([2B3-1](#)). Information literacy is one of them. Individual courses assess the acquisition of information literacy within the context of their disciplines and map relevant course SLOs to the institutional SLO ([2B3-2](#)). This information is centrally reported via *eLumen*. The Senate Committee on Student Learning Outcomes generates reports that allow constituency groups to measure how they contribute to attainment of institutional SLOs, such as this report on assessment results for the information literacy SLO ([2B3-3](#)). This information is shared via shared-governance reports and the information literacy assessment results are discussed during library department meetings ([2B3-4](#); [2B3-5](#); [2B3-6](#)).

The Library is part of the institution's program review process. Library liaisons conduct a library services and materials review with representatives from each program undergoing the six-year program review process in order to determine if the library's materials and services are meeting the information literacy needs of the program ([2B3-7](#); [2B3-8](#)). The Library also assesses the use of services and materials by collecting annual statistics, conducting biannual student and faculty satisfaction surveys, and annually assessing course and workshop level SLOs every semester ([2B3-9](#); [2B3-10](#); [2B3-11](#); [2B3-12](#); [2B3-13](#); [2B3-14](#); [2B3-15](#); [2B3-16](#); [2B3-17](#)). Librarians review results of these assessments and use them to create programmatic goals and request additional resources through the annual unit plan and the 6-year program review process ([2B3-18](#); [2B3-19](#)). Librarians also use these assessments to internally allocate resources. For example, after conducting a materials and services assessment for a specific program, librarians discuss programmatic needs and overall priorities in order to purchase materials or subscriptions to support the research needs of the program ([2B3-20](#); [2B3-21](#)). SLOs and surveys are discussed at library meetings to improve services, develop new assessments and goals, and adjust curriculum based on data and discussion ([2B3-22](#); [2B3-23](#); [2B3-24](#)).

#### *Student Success Center*

The success center collaborates with IERP to evaluate services. The following evidence shows a sample of these reports, which are available on the success center web page: discipline-specific, English, reading, ESL, and math tutoring ([2B3-25](#); [2B3-26](#); [2B3-27](#); [2B3-28](#); [2B3-29](#)). Success center employees regularly discuss the data in these reports to improve service and have changed



## Standard II.B: Library and Learning Support Services

services as a result. For example, the student-athlete tutoring report showed that the services to athletes were not effective ([2B3-30](#)). In response, the success center team redesigned tutoring services for student-athletes to better serve them, as detailed in the following proposal ([2B3-31](#)). The Dean of Academic Success and success center employees distribute and discuss the reports at shared-governance committees so faculty, staff, and students across the campus can review and discuss success center services ([2B3-32](#); [2B3-33](#)). The success center distributes student satisfaction surveys for tutoring and workshops and discusses the results in meetings ([2B3-34](#)).

### *Computer Lab*

Computer lab and library employees evaluate computer-skills drop-in sessions using a student satisfaction survey ([2B3-35](#)). Results are discussed between a librarian and an instructional lab technician and used to improve the drop-in sessions. To determine what guides and instruction sessions students needed for technology use, the computer lab surveyed students to learn about their technology needs and presented the results in a division meeting ([2B3-36](#); [2B3-37](#)).

### *Center for Teaching Excellence*

The Center for Teaching Excellence surveys attendees of all CTX programs at the end of each session. The CTX also polls participants for training recommendations and discusses these recommendations in Faculty Professional Development Committee meetings and CTX staff meetings. For example, recommendations indicated faculty wanted training on how to make course materials accessible to students, so the CTX added new workshops as well as a summer institute related to accessibility ([2B3-38](#); [2B3-39](#); [2B3-40](#)). Examples of CTX evaluations included in the evidence are for the New Faculty Orientation Program (NFOP), a *Canvas* workshop, and an instructional-strategy workshop ([2B3-41](#); [2B3-39](#); [2B3-42](#); [2B3-43](#); [2B3-44](#)). The CTX improves training based on evaluation results. For example, in summer 2019, CTX employees reviewed the NFOP evaluations collected from the previous seven school years. This led to several improvements, including sending a survey to participants in advance of the orientation to collect baseline information about their teaching experiences so NFOP facilitators could tailor the program to the participants' actual needs ([2B3-45](#)).

### *Media Services Department*

After the close of every service ticket, the Media Services Department administers a user-satisfaction survey ([2B3-46](#)). The results of the survey have assisted Media Services staff by determining areas of improvement for their program ([2B3-47](#)).

### *Other Learning Centers*

The Health Occupations Division discusses the supervised occupational skill development labs within department meetings. For example, the Dental Hygiene Department shared a noticeable improvement in students' skills before graduation ([2B3-48](#); [2B3-49](#)).

## **Analysis and Evaluation**

The District meets Standard II.B.3. The library and other learning-support services use survey, usage, and student success data to determine student needs. Each unit regularly reports collected data and uses it to make annual requests for improvement, including requests for the allocation of funding and resources, through the appropriate program-review and unit-plan processes. Library

## Standard II.B: Library and Learning Support Services

faculty complete SLO assessments for courses and assessments lead to instructional improvement. In addition to completing the service area outcomes assessment, learning-support-services employees regularly track student achievement in related courses and collaborate with instructional faculty on SLO assessment of courses they support. Librarians revise the orientation or the assessment tool to ensure the delivery of a well-rounded program that addresses the desired outcomes and use an assessment tool that accurately assesses those outcomes.

4. *When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)*

### **Evidence of Meeting the Standard**

The following documents show that Cerritos College maintains formal agreements with external providers of a variety of library and learning-support services. For the purposes of showing evidence that Standard II.B.4 is met, agreements that provide supplementary learning services to students are supplied, but not agreements for equipment maintenance (e.g., Image2000) or information and lesson platforms (e.g., *Canvas* and *Turnitin*). The College has processes in place to ensure regular evaluation of each service to ensure its adequacy for the intended purpose, accessibility, effectiveness, and utilization.

District contracts are approved through the Purchasing Department and ratified by the Cerritos Community College District Board of Trustees ([2B4-1](#)). The following evidence shows that the institution meets standard II.B.4 by documenting that formal agreements exist for library and learning support services provided by external entities.

The Cerritos College Library subscribes to electronic information resources, such as periodical databases, e-books, and reference materials, and negotiates formal agreements with vendors. Examples of contracts with vendors include the Wolters Kluwer Clinical Drug Information content-license agreement, Elsevier subscription agreement, and Thomson Reuters contract ([2B4-2](#); [2B4-3](#); [2B4-4](#)). The College provides streaming videos with captions through a contract with Kanopy that uses the patron-based acquisition model to purchase titles ([2B4-5](#)).

The success center provides online tutoring services through a contract with Pearson's *Smarthinking* and online video tutorials on a variety of topics through a contract with Innovative Educators for its StudentLingo product ([2B4-6](#); [2B4-7](#)). The success center supplements face-to-face tutor training with Innovative Educators' TutorLingo online training, which is under the same contract as StudentLingo.

Various reports are available to track adequacy and utilization of the resources, and employees from the success center and library assess and review these at their respective times of renewal,



## Standard II.B: Library and Learning Support Services

which can be every year or every three years, depending on the contract length. The College considers cost effectiveness, usage, universal accessibility, and alignment with mission when determining if resources and services are adequate and effective. Library electronic resources undergo evaluation by librarians and faculty groups using locally created evaluation forms ([2B4-8](#); [2B4-9](#); [2B4-10](#); [2B4-11](#)). Librarians consult professional resources to inform evaluations, such as the Council of Chief Librarians product comparisons and *Choice Reviews* ([2B4-12](#); [2B4-13](#)).

*Kanopy* provides regular acquisition and utilization reports, which are reviewed regularly by the acquisitions librarian, dean of academic success, and library assistant buyer, and presented for information and discussion during library meetings ([2B4-14](#); [2B4-15](#); [2B4-16](#); [2B4-17](#); [2B4-18](#)).

*Smarthinking* provides user-satisfaction surveys, usage statistics, and evaluation metrics ([2B4-19](#); [2B4-20](#); [2B4-21](#)). These data are reviewed by the dean of Academic Success each year before renewing the contract to ensure *Smarthinking* services have earned sufficient usage statistics and positive student evaluations. In 2016, the Senate Committee on Technology-Based Learning reviewed alternative online tutoring products while assessing the adequacy of *Smarthinking* to meet students' needs and in 2019, the dean of academic success and vice president of academic affairs further compared *NetTutor* with *Smarthinking* ([2B4-22](#); [2B4-23](#); [2B4-24](#)). The College has retained *Smarthinking*.

StudentLingo provides completion and user-satisfaction data by request, and Academic Success Division staff review the data for discussion during department meetings and standing meetings with the dean of academic success ([2B4-25](#)).

Information and learning services provided through the library electronic databases, *Smarthinking*, Innovative Educators, and Kanopy are accessible remotely by students, faculty, and staff 24 hours a day, seven days a week. Since 2015, all software and electronic resources have been required to pass a 508 compliance review to ensure that the content is universally accessible, particularly for individuals using adaptive software for vision and hearing impairments ([2B4-26](#)). This is required for all contracts according to Administrative Procedure 6365 ([2B4-27](#)). If products are not found to be universally accessible, then an equally effective alternate access plan (EEAAP) is required.

To ensure security, users of electronic resources and services are authenticated through servers such as EZproxy, Lightweight Directory Access Protocol (LDAP), or Shibboleth. Information in daily log files are used to assess usage, reliability, and security issues ([2B4-28](#)).

### **Analysis and Evaluation**

Cerritos College meets Standard II.B.4. Agreements exist that allow the College to provide electronic journal articles, streaming videos, learning tutorials, and online tutoring to students, faculty, and staff. The Academic Success Division is primarily responsible for library and learning support services and, together with the IT Department, ensures that accessibility, utilization, and reliability are maintained. External contracts for library resources and learning services are evaluated regularly by qualified College employees to ensure they meet students'

## Standard II.B: Library and Learning Support Services

needs. Usage reports are reviewed when the College is deciding to continue subscriptions. The security of these resources is maintained through the authentication process.

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### Conclusions on Standard II.B. Library and Learning Support Services

The institution meets Standard II.B. The evidence indicates that Cerritos College supports student learning and achievement through a library, a success center, computer labs, and the Center for Teaching Excellence. The College regularly evaluates these services to determine if they are sufficient to support educational programs, student needs, and SLOs and uses these evaluations to improve services. The institution consults faculty experts to select and maintain educational equipment and materials and ensures that these materials support student learning and the College's mission. The institution documents formal agreements and evaluates the services provided by external sources.

### Standard II.B Evidence List

File Name	Document Title
<a href="#">2B1-1</a>	Library Services for Faculty Brochure
<a href="#">2B1-2</a>	Library Extended Hours for Finals
<a href="#">2B1-3</a>	"How Do I Get Help from a Librarian?"
<a href="#">2B1-4</a>	Reference Services Workload Statistics
<a href="#">2B1-5</a>	List of Library Research Instruction Sessions, 2014-2018
<a href="#">2B1-6</a>	Library Tour and Brief Resource Overview
<a href="#">2B1-7</a>	Research Skills Small Group Instruction Sessions
<a href="#">2B1-8</a>	Library Instruction Video for Class at La Mirada Classroom
<a href="#">2B1-9</a>	Library Research Guides for ART 101
<a href="#">2B1-10</a>	Databases and e-Resources: Search Tips
<a href="#">2B1-11</a>	Annual Library Gate Statistics, 2017-2018
<a href="#">2B1-12</a>	Cerritos College Library-LRC Map
<a href="#">2B1-13</a>	Alternate Media Production of Library Material
<a href="#">2B1-14</a>	Alternative Media Student Contract
<a href="#">2B1-15</a>	Library Alternative Media Tracking Form
<a href="#">2B1-16</a>	Library Program Review Draft 2013-2014
<a href="#">2B1-17</a>	Computer Skills Session in LC62
<a href="#">2B1-18</a>	Computer Skills Small Group Instruction Sessions
<a href="#">2B1-19</a>	Clearing History and Data on iPad
<a href="#">2B1-20</a>	Inserting a Video into a <i>PowerPoint</i>
<a href="#">2B1-21</a>	Success Center Informational Brochure, Fall 2018
<a href="#">2B1-22</a>	AccuSQL Report – AIME Room
<a href="#">2B1-23</a>	Walk-in Math Tutoring Schedule, Fall 2018
<a href="#">2B1-24</a>	Walk-in Writing Tutoring Schedule, Fall 2018
<a href="#">2B1-25</a>	Embedded Tutoring Schedule, Fall 2018
<a href="#">2B1-26</a>	Language Arts-Math Study Groups for Athletes, Fall 2018

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<b>File Name</b>	<b>Document Title</b>
<a href="#">2B1-27</a>	24/7 Online Tutoring and Workshops Web Page
<a href="#">2B1-28</a>	ESL Success Center Master Schedule
<a href="#">2B1-29</a>	“This Week in the Success Center”
<a href="#">2B1-30</a>	Success Center Directed Learning Activities
<a href="#">2B1-31</a>	CalWORKS Program Brochure
<a href="#">2B1-32</a>	EOPS Computer Lab Hours, Spring 2018
<a href="#">2B1-33</a>	EOPS Math and Writing Tutoring Hours
<a href="#">2B1-34</a>	Health Occupation Skill Lab Hours, Fall 2018
<a href="#">2B1-35</a>	Paralegal Lab Hours, Fall 2018
<a href="#">2B1-36</a>	Accounting Tutorial Lab Hours, Fall 2018
<a href="#">2B1-37</a>	CIS Lab Open-Lab Schedule, Fall 2018
<a href="#">2B1-38</a>	CIS Lab Tutor Schedule, Fall 2018
<a href="#">2B1-39</a>	Arete’ Philosophy Tutoring Schedule
<a href="#">2B1-40</a>	Adult Education, English Support classes, Fall 2019
<a href="#">2B1-41</a>	Adult Education, Math 112 Support classes, Fall 2019
<a href="#">2B1-42</a>	Cerritos College Adult Education Schedule, Fall 2019
<a href="#">2B1-43</a>	Cerritos College Catalog, page 376 (Health Occupations Skills Labs)
<a href="#">2B1-44</a>	Cerritos College Catalog, page 320 (Nursing Skills Labs)
<a href="#">2B1-45</a>	DSPS High Tech Center Information and Hours
<a href="#">2B1-46</a>	Media and Event Production Request Form
<a href="#">2B1-47</a>	Model UN Video Production by Media Services
<a href="#">2B1-48</a>	CTX Hours of Operation
<a href="#">2B1-49</a>	CTX Resources and Workshops
<a href="#">2B1-50</a>	New Faculty Orientation Program
<a href="#">2B2-1</a>	Library Collection Development Plan
<a href="#">2B2-2</a>	Collection Development Outreach
<a href="#">2B2-3</a>	Library Program Review Cycle
<a href="#">2B2-4</a>	Evaluating Library Resources and Collection for Courses (Biology Example)
<a href="#">2B2-5</a>	Evaluating Course Assignments (Law)
<a href="#">2B2-6</a>	Collection Development Addition
<a href="#">2B2-7</a>	Collection Development Recommendation Form
<a href="#">2B2-8</a>	Julie Davis Book Request List, 2013
<a href="#">2B2-9</a>	Julie Davis Book Request List, 2015
<a href="#">2B2-10</a>	Library Resources and Services Recommendation Mid-Cycle Report
<a href="#">2B2-11</a>	Library Resources Survey 2019
<a href="#">2B2-12</a>	Follett Contract
<a href="#">2B2-13</a>	Textbook Request List Fall 2018
<a href="#">2B2-14</a>	Library Reserve Request Form
<a href="#">2B2-15</a>	TSEC Survey
<a href="#">2B2-16</a>	Available Circulation Desk Equipment
<a href="#">2B2-17</a>	AIME Calculators
<a href="#">2B2-18</a>	Success Center Math Textbook Inventory
<a href="#">2B2-19</a>	CTX Library Log
<a href="#">2B2-20</a>	“How iPads and Apps Can Be Used Toward Increased Student Engagement”

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<b>File Name</b>	<b>Document Title</b>
<a href="#">2B2-21</a>	“How iPads and <i>eLumen</i> Can Be Used for a Paperless Curriculum Process”
<a href="#">2B2-22</a>	Computer Lab Replacement Plan
<a href="#">2B2-23</a>	CTX Computer Lab Upgrade Memo
<a href="#">2B3-1</a>	2018 Institutional Student Learning Outcomes
<a href="#">2B3-2</a>	Cerritos College Institutional SLO/Program SLO Summary Map by Course/Context
<a href="#">2B3-3</a>	Cerritos College Institutional SLO Assessment Results - Three Year Comparison (Fall 2016 to Spring 2019) Institutional Student Learning Outcomes (ISLOs) - Information Literacy
<a href="#">2B3-4</a>	Cerritos College Committee on Planning and Budget, Meeting Minutes – October 18, 2018
<a href="#">2B3-5</a>	Cerritos College Committee on Planning and Budget – October 18, 2018
<a href="#">2B3-6</a>	Library Department Meeting Minutes – November 6, 2019
<a href="#">2B3-7</a>	Cerritos College Instructional Program Review Planning Form (Appendix A)
<a href="#">2B3-8</a>	Evaluating Library Resources and Collection for Courses (Biology Example)
<a href="#">2B3-9</a>	Reference Services Workload Statistics
<a href="#">2B3-10</a>	Library Electronic Resources Usage Report
<a href="#">2B3-11</a>	Library Student Satisfaction Survey Results - 2019
<a href="#">2B3-12</a>	Library Student Satisfaction Survey Results – 2013
<a href="#">2B3-13</a>	Library Orientation – Faculty Feedback
<a href="#">2B3-14</a>	Library Orientation Quiz 2018-2019 – Student Responses
<a href="#">2B3-15</a>	SLOs for Library 100 and 101
<a href="#">2B3-16</a>	Library Course Student Learning Outcomes
<a href="#">2B3-17</a>	Library Orientation Effectiveness Quiz
<a href="#">2B3-18</a>	Program Review Plus – Library Unit Plan Overview Report
<a href="#">2B3-19</a>	Library Instruction and Resources Program Review
<a href="#">2B3-20</a>	Evaluating Course Assignments for Collection Development
<a href="#">2B3-21</a>	Librarian Meeting Agenda – December 5, 2018
<a href="#">2B3-22</a>	Librarian Meeting Agenda – February 15, 2017
<a href="#">2B3-23</a>	Email: SLO Meeting Follow-Up LIBR100 and LIBR101 – May 25, 2017
<a href="#">2B3-24</a>	Library Course SLO Discussion Meeting
<a href="#">2B3-25</a>	Discipline-Specific Tutoring Report, 2015-2016
<a href="#">2B3-26</a>	English Success Center Data Report, 2016-2017
<a href="#">2B3-27</a>	Reading Success Center Report, 2015-2016
<a href="#">2B3-28</a>	ESL Success Center Report 2015-16
<a href="#">2B3-29</a>	Math Success Center Data Report, 2016-2017
<a href="#">2B3-30</a>	Student Athlete Team Tutoring Room Report, Fall 2016
<a href="#">2B3-31</a>	Student Athlete Team Tutoring, Fall 2018 and Spring 2019
<a href="#">2B3-32</a>	SSSP Committee Minutes – April 19, 2017
<a href="#">2B3-33</a>	Student Equity Committee Minutes May 9, 2018
<a href="#">2B3-34</a>	Success Center Leadership Team Minutes August 8, 2019
<a href="#">2B3-35</a>	Computer Skills Instruction Session Evaluation
<a href="#">2B3-36</a>	Cerritos College Technical Needs Assessment Summary Results
<a href="#">2B3-37</a>	Academic Success Division Agenda – September 27, 2017

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<b>File Name</b>	<b>Document Title</b>
<a href="#">2B3-38</a>	CTX Calendar 19-20 Accessibility Workshops Highlighted
<a href="#">2B3-39</a>	Center for Teaching Excellence – Canvas Basics – August 10 <sup>th</sup> , 2017
<a href="#">2B3-40</a>	Center for Teaching Excellence – Adjunct Orientation – August 8 <sup>th</sup> , 2018
<a href="#">2B3-41</a>	CTX Training Evaluation Survey
<a href="#">2B3-42</a>	Teaching Corequisite English 100 + 5L Evaluation Survey
<a href="#">2B3-43</a>	Center for Teaching Excellence – Summer Institute 2018 – Culturally Responsive Teaching and Learning (CRTL) – March 22 – 24, 2018
<a href="#">2B3-44</a>	Center for Teaching Excellence – Summer Institute 2019 – Culturally Responsive Teaching and Learning (CRTL) – June 21 – 23, 2019
<a href="#">2B3-45</a>	Center for Teaching Excellence – Suggestions for Future Trainings 2012-2019
<a href="#">2B3-46</a>	Media Services Department Survey
<a href="#">2B3-47</a>	Media Services Ticket and Survey Link
<a href="#">2B3-48</a>	Dental Hygiene Department Meeting – August 5, 2017
<a href="#">2B3-49</a>	Dental Hygiene Department Meeting – August 11, 2018
<a href="#">2B4-1</a>	Board Policy 6340 (Bids and Contracts)
<a href="#">2B4-2</a>	Wolters-Kluwer Agreement
<a href="#">2B4-3</a>	Elsevier Subscription Agreement
<a href="#">2B4-4</a>	Thomson West Contract
<a href="#">2B4-5</a>	Kanopy Agreement
<a href="#">2B4-6</a>	<i>Smarthinking</i> Contract
<a href="#">2B4-7</a>	Innovative Educators Contract
<a href="#">2B4-8</a>	Credo e-Resource Evaluation
<a href="#">2B4-9</a>	Faculty Resource Evaluation Sheet
<a href="#">2B4-10</a>	Faculty Resource Evaluation Sheet
<a href="#">2B4-11</a>	Librarian’s ER Evaluation Sheet
<a href="#">2B4-12</a>	Information Literacy/Tutorial Products Comparison
<a href="#">2B4-13</a>	Test Preparation Database Comparison
<a href="#">2B4-14</a>	Kanopy Invoice, June 2018
<a href="#">2B4-15</a>	Kanopy Usage Summary, October 2018
<a href="#">2B4-16</a>	Kanopy Monthly Usage Snapshot, January 2018
<a href="#">2B4-17</a>	Kanopy Monthly Usage Snapshot, June 2018
<a href="#">2B4-18</a>	Library Department Meeting Minutes – November 6, 2019
<a href="#">2B4-19</a>	<i>Smarthinking</i> Student Satisfaction Survey
<a href="#">2B4-20</a>	<i>Smarthinking</i> Usage Details
<a href="#">2B4-21</a>	<i>Smarthinking</i> Evaluation of Tutoring Satisfaction and Use
<a href="#">2B4-22</a>	TBLC Project Worklist: Online Tutoring Products Trial Information
<a href="#">2B4-23</a>	Brainfuse Online Tutoring Report to TBLC Committee
<a href="#">2B4-24</a>	Comparison of Online Tutoring Programs <i>Smarthinking</i> and <i>NetTutor</i>
<a href="#">2B4-25</a>	StudentLingo Pie Charts
<a href="#">2B4-26</a>	Cerritos College 508 Compliance Process
<a href="#">2B4-27</a>	Administrative Procedure 6365 (Contracts – Accessibility of Information Technology)
<a href="#">2B4-28</a>	EZproxy Log Files Overview (OCLC)

### C. Student Support Services

1. *The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)*

#### Evidence of Meeting the Standard

The mission of Cerritos College is to provide students with high quality, comprehensive instructional programs and support services ([2C1-1](#)). The College evaluates student services through program reviews, unit plans, student learning outcome (SLO) assessments, and surveys and uses the results to continually enhance programs in the pursuit of accomplishing the mission and support student learning.

Student Services completes an annual unit plan to evaluate the quality and delivery of student support services and determine resource needs ([2C1-2](#)). The annual unit planning process includes a strengths, weaknesses, opportunities, and threats (SWOT) analysis, enabling departments to identify high quality services and areas for improvement. An example of a service evaluated in the unit plan is virtual counseling. The SWOT analysis completed in 2018 concluded that virtual counseling was accessible and convenient for students ([2C1-2](#)). The College uses virtual counseling to serve distance-education students ([2C1-3](#)). The virtual counseling committee will continue to develop an assessment plan during the 2019-2020 academic year to inform the improvement of this service and technological support needed for maintenance ([2C1-4](#)).

In addition to the unit plan, the counseling department participates in the six-year program review for its instructional program ([2C1-5](#)). The counseling instructors reviewed data with the Office of Institutional Effectiveness, Research, and Planning and distributed a survey to counseling students ([2C1-6](#)). They discovered that students who completed counseling courses completed an associate's degree in less time than students who did not take counseling courses. Therefore, the counseling instruction program supports student learning and enhances accomplishment of the institutional mission to "improve student success and offer clear pathways to achieve personal, educational, and career goals" ([2C1-1](#)).

In 2019, the Office of Student Services adopted the Council for the Advancement of Standards in Higher Education (CAS) framework for internal program review. The CAS framework provides standards that enhance the quality of students' total learning experiences. For example, one CAS standard states that orientation programs "should design and facilitate opportunities for new students to discuss their expectations and perceptions of the institution and to clarify their personal and educational goals" ([2C1-7](#)). Using the CAS standards as they relate to evidence provided by the unit, Student Services units will conduct internal program reviews on a three-year cycle ([2C1-5](#)). After the review, the committee will produce a report that outlines unit accomplishments, areas for growth, and recommendations for improvement. Over the course of the following semester, unit managers will utilize the findings to develop an action plan that addresses the areas for growth and recommendations.



## Standard II.C: Student Support Services

Student support services regularly evaluate individual services and events. For example, Counseling Services evaluates one-on-one counseling appointments, counseling courses, and in-person orientations ([2C1-8](#); [2C1-9](#)). Student Services uses surveys to evaluate campus events ([2C1-10](#)). The College has evaluated support services with several instruments in recent years: The Community College Survey of Student Engagement (CCSSE), the Student Services Satisfaction Survey, and two business-process analyses. Each of these are described below.

The College administered the CCSSE to assess institutional practices and student behaviors that correlate with student learning and retention. Results of the survey led to recommendations for monitoring, documenting, and improving institutional effectiveness over time ([2C1-11](#)). An example of one of the recommended practices the College considered because of this survey was to accelerate developmental education so student could move quickly through to gateway courses. Another example was for the college to use multiple measures for placement. In June 2018, the college began using a self-report tool (SRT) as the instrument for student placement into English or English as a second language (ESL) and math courses ([2C1-12](#)).

Additionally, the Student Services Satisfaction Survey was administered in 2018 to students who used student service departments ([2C1-13](#)). Questions on the survey included frequency of use, knowledge, helpfulness, and overall satisfaction of service; whether the department met students' needs; and satisfaction with the department web page. Overall, students reported high levels of satisfaction with the services provided, indicating that the College accomplished its mission to provide high quality student services that support student learning ([2C1-13](#)). In June 2018, a connection convocation brought Office of Student Services staff together in an assessment culmination activity. During the convocation, the Student Services Satisfaction Survey and the Community College Equity Assessment Lab (CCEAL) survey results were discussed ([2C1-14](#)).

The College Committee on Enrollment Management and the educational master plan established a goal to create alignment of “front door” activities, which include student onboarding, access, and entry into the College ([2C1-15](#); [2C1-16](#)). To support this goal, the College conducted two business-process analyses in 2019. The first analysis was designed to better understand the student experience from outreach to admissions (titled “the new-student transition process”). The resulting report identified current obstacles, opportunities for improvement, and steps to improve the application and enrollment process to enhance students' experiences ([2C1-17](#)). As a result, the college identified two key areas for improvement: (a) outreach and recruitment process and (b) communication with students ([2C1-18](#); [2C1-19](#); [2C1-20](#)). The second analysis was developed to understand the student experience taking steps to access counseling services ([2C1-21](#)). In response to the findings of the counseling services process, the general counseling services unit held a series of meetings/retreats to pilot a counseling model informed by the learning and career pathways developed by the guided pathways advisory committee ([2C1-22](#); [2C1-23](#); [2C1-24](#)).

### **Analysis and Evaluation**

Cerritos College meets Standard II.C.1 by regularly evaluating the quality of student support services through the established program-review process, which includes standards that are focused on enhancing student learning in ways that upholds the College's mission. These support services, regardless of location or means of delivery (including distance education and

## Standard II.C: Student Support Services

correspondence education), intentionally support student learning by promoting both academic learning and student development. By threading student development through delivery of support services, students can reflect on their knowledge, behaviors, and thought processes in order to prepare them to become productive participants in the global community.

- 2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.*

### **Evidence of Meeting the Standard**

The following Student Services area wide student learning outcomes (SLOs) can be found on both the Senate Committee on Student Learning Outcomes' web page and the 2016 Student Services Area Wide Student Learning Outcomes Assessment Report ([2C2-1](#)):

1. Students will understand how to accomplish their educational goals within a complex organization.
2. Students will know when and how to use resources and services to support their educational goals.
3. Students will feel senses of self, belonging, and social connection that promote well-being and goal accomplishment.
4. Students will be capable, responsible, confident, and proactive about accomplishing their educational goals.

The Office of Student Services finished a four-year assessment cycle for its area wide SLOs in 2016. The College reviewed not only the results of that assessment, but the assessment process as well ([2C2-1](#)). This led to the decision to streamline the assessment process. The division shifted from using separate surveys to assess each SLO to a single annual survey to assess all four SLOs ([2C2-2](#)). The survey asked students to evaluate their level of confidence in their ability to accomplish their goals, their perceptions of their personal study habits, and the frequency with which they had interacted with a counselor during their time at Cerritos College.

In 2016, the College used the SLO assessment data to improve services, as documented in the assessment report ([2C2-1](#)). The report stated that student services staff who attended the connection convocation generated ideas to improve assessment for the third SLO, "students will feel senses of self, belonging, and social connection that promotes well-being and goal attainment." Based on the ideas presented at that meeting, the Student Services Division began organizing a welcome day to address students' sense of connection, belonging and well-being at the college ([2C2-3](#); [2C2-4](#); [2C2-5](#)). The goal was to create early awareness of services, provide an opportunity for students to interact with student services staff, experience a sense of belonging and support, and to encourage school spirit. Planning is now in progress for a week of welcome in Fall 2020 ([2C2-6](#); [2C2-7](#)).

To improve the College's assessment of student services SLOs, the Office of Student Services has been working refine its area SLOs and the data-collection instrument, as evidenced in



## Standard II.C: Student Support Services

agendas and meeting minutes spanning the 2018-19 academic year ([2C2-8](#); [2C2-9](#); [2C2-10](#); [2C2-11](#); [2C2-12](#)). The following timeline shows the progression of SLO analysis from Fall 2019 to Spring 2021 ([2C2-13](#)). The Office of Student Services will develop new SLOs that are aligned with institutional SLOs. In Spring 2020, unit managers will receive training on how to write SLOs and develop effective assessment strategies, working with an SLO coach to identify two to three student learning outcomes by Spring 2021. Units will also develop formative and summative assessments for each outcome and provide updates at the middle and end of the year.

### **Analysis and Evaluation**

Cerritos College meets the requirements for Standard II.C.2. The College identifies learning outcomes that are measurable and appropriate to its mission. The College assesses learning support outcomes for the student population and provides appropriate student support services and programs to achieve those outcomes. The College also uses assessment data to improve the delivery of its student support programs and services on a continuous basis so that the needs of all student populations are considered.

- 3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)*

### **Evidence of Meeting the Standard**

The College is committed to providing appropriate, comprehensive, and reliable services to students regardless of service location. Students can access almost all student support services online, with the exception of the international student application, nonresident tuition waiver, and self-report tool for placement ([2C3-1](#)). To accommodate students unable to come to the campus in person, the college offers both online and hybrid courses ([2C3-2](#)). The College's Student Services web page provides students, faculty, and staff with a central location with a comprehensive list of student services ([2C3-3](#)). Each Student Services program's web page provides students a full array of information regarding their services, as well as any forms pertinent to their unit ([2C3-4](#); [2C3-5](#)).

The institution also provides reliable, equitable services through its commitment to universal access and establishing a barrier-free learning community for all individuals, regardless of method or location ([2C3-6](#); [2C3-7](#)). Reasonable accommodations for students are available through the Disabled Students Program and Services (DSPS). These services include in-class note takers, materials in alternate formats, assistive listening devices, and sign language interpreters ([2C3-8](#)). The High Tech Center is available for students to provide specialized training and assistive technology, including devices and software for speech-to-text and text-to-speech, screen readers, and magnifiers ([2C3-9](#)). For virtual counseling, the College adheres to the Distance Education Accessibility Guidelines that align with the Americans with Disabilities Act (ADA) and Section 108 of the Rehabilitation Act ([2C3-10](#)).

## Standard II.C: Student Support Services

To increase equity efforts for students, the College provides program and population-specific counseling to support student success, such as California Work Opportunity and Responsibility to Kids (CalWORKs), DSPS, Extended Opportunity Programs and Services (EOPS), Leaders Involved in Creating Change (LINC), Puente, Transfer Center, Umoja, and veterans counseling ([2C3-11](#); [2C3-12](#); [2C3-13](#); [2C3-14](#); [2C3-15](#); [2C3-16](#); [2C3-17](#); [2C3-18](#)).

To determine what services are appropriate, the institution assesses students' needs for services in a variety of ways, including institutional planning, the annual planning process, shared-governance committees, and student success data ([2C3-19](#); [2C3-20](#); [2C3-21](#); [2C3-22](#)). In addition, Student Services programs provide departmental evaluations of appropriate, comprehensive, and reliable service internally through annual unit plans and reports from the Division of Institutional Effectiveness, Research, and Planning that consist of success and completion rates, student majors, educational goals, and other program related data ([2C3-23](#); [2C3-24](#)). Based on these assessments, Student Services allocates resources to ensure equitable programming, such as personnel and program support to a variety of student services, as demonstrated in the institution's 2017-18 student equity budget ([2C3-25](#)).

### Analysis and Evaluation

Cerritos College meets Standard II.C.3. The Office of Student Services provides equitable access for all the College's students, regardless of service location or delivery method, by providing appropriate, comprehensive, and reliable services. The institution prioritizes maximizing accessible and inclusive services by providing online services and offering specialized programs for specific needs. The College makes concerted efforts to expand the number of services available in both traditional and online settings.

- 4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and culture dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.*

### Evidence of Meeting the Standard

Co-curricular and athletic programs at Cerritos College enhance the student experience and contribute to student learning and development by building a sense of community and belonging for students. Co-curricular programs support the College's mission and educational master plan, contributing to Goal A (strengthening the culture of completion), as seen by the high average grade point averages (GPAs) of students involved in student government and the GPAs and graduation numbers of student athletes ([2C4-1](#); [2C4-2](#); [2C4-3](#); [2C4-4](#)).

Co-curricular programs include a student government with three active branches, the Inter-Club Council (ICC), social and cultural events and activities, and academic department-based student-involvement initiatives ([2C4-5](#); [2C4-6](#); [2C4-7](#)). The Associated Students of Cerritos College (ASCC) is the governing body for students. All clubs are organized within the ICC through

## Standard II.C: Student Support Services

ASCC. Cerritos College's more than 50 student clubs and organizations offer co-curricular experiences for a wide variety of interests and communities ([2C4-8](#)).

Cerritos College honors its commitment to a diverse student body and prepares them to thrive in a global community through cultural and identity-based events and activities that allow students to learn more about themselves, others, and issues affecting their world. Examples of social and cultural experiences created for all Cerritos College students and community members include identity months that focus on celebrating cultural backgrounds, while also exploring social issues, such as Black History Month (BHM) ([2C4-9](#)). The annual BHM is a campus collaborative effort, and included events such as "Curl Time: The Politics of Cultural Identity and Black Hair Styles" and "Discover Umoja." Additional social and cultural co-curricular experiences include interactive presentations such as "Reflections from The Border" and the annual Festival of Asian Cultures ([2C4-10](#); [2C4-11](#)).

Cerritos College provides large-scale involvement opportunities for all students, tailored leadership-development experiences for established student leaders, and leadership training for the wider student population ([2C4-12](#); [2C4-13](#)). The ASCC maintains 55 elected or appointed student leadership positions, opportunities to participate in shared governance through committee membership, co-curricular activities to promote student success, and student engagement and success activities throughout campus. Club engagement traditions include the Homecoming, Zombie Fest, and Falcon Games competitions, with activities such as booth and participation competitions, an academic decathlon, physical games, and video game tournament ([2C4-14](#); [2C4-15](#); [2C4-16](#); [2C4-17](#)). The biannual Club Info Day and Night is an example of an event that promotes student involvement, engagement with campus offices, and student success through collaboration with the "Connect with a Counselor" initiative ([2C4-18](#); [2C4-19](#)).

Co-curricular and athletic programs are developed and maintained with sound educational policy and standards of integrity, as evidenced by Administrative Procedures (APs) 4300 and 5700, Board Policy (BP) 5400, and the ASCC Constitution ([2C4-20](#); [2C4-21](#); [2C4-22](#); [2C4-23](#)). These policies, procedures, and governing documents provide institutional control and expectations for athletic programs and co-curricular activities, including student behavior, success, travel, and finances. For example, AP 5700 states that each athlete must have completed both the District and conference eligibility procedures before becoming eligible for any contest, game, meet, match, or scrimmage. In order to support athletes as scholars, all athletes are required to complete a Counseling 101A course in their first semester where they learn about prioritization, study skills, and how to navigate the college campus. Athletic counselors are available daily on a walk-in basis to assist students with academic, career, and personal issues. Student Services intervenes to assist athletes who are struggling academically.

Most co-curricular programs are funded through the ASCC, and the annual ASCC Budget Book highlights the clubs, programs, events, and activities with which students have the opportunity to engage ([2C4-24](#)). Other co-curricular activities are supported by individual departments, such as ESL book discussions hosted by the library ([2C4-25](#)).

The College establishes responsibility and control of ASCC through policy and procedure, and the Cerritos Community College District Board of Trustees reviews the financial activity of the

## Standard II.C: Student Support Services

ASCC on a quarterly basis ([2C4-26](#); [2C4-27](#); [2C4-28](#)). The ASCC also has internal controls to ensure funding awardees are aware of policies, guidelines, and deadlines related to expending funds ([2C4-29](#)).

### **Analysis and Evaluation**

The College meets Standard II.C.4. Through a wide array of co-curricular and athletic programs reflective of its mission and educational master plan, Cerritos College provides students opportunities to engage in social and cultural experience that enhance their educational experience. These programs are conducted with sound educational policy and standards of integrity through established policies, procedures, and guidelines. The institution takes responsibility for control of the programs, as evidenced by policies and procedures, including financial oversight.

- 5. The institution provides counseling and/or academic advising programs to support development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.*

### **Evidence of Meeting the Standard**

The College offers access to a variety of counseling and advising programs that support student development and success as well as orient students to ensure they understand requirements related to their programs of study. The Counseling Department's services include placement and orientation follow-up, course placement and selection, educational planning workshops, in-person and online counseling appointments, major and career exploration, transfer guidance, transcript review for educational goal completion, and success services regarding academic/progress probation ([2C5-1](#); [2C5-2](#); [2C5-3](#); [2C5-4](#); [2C5-5](#); [2C5-6](#); [2C5-7](#)). Students can view their completed abbreviated or comprehensive education plans via their *MyCerritos* portal, which allows them to access detailed information related to their enrollment, fee payments, transcripts, financial aid, education plans, and degree progress ([2C5-8](#)).

The Counseling Department provides all counseling faculty regular opportunities for development, growth, and training. Regular Counseling meetings are held to keep counseling faculty and classified staff abreast of the various programs, guidelines, processes, and procedures related to student success ([2C5-9](#); [2C5-10](#); [2C5-11](#)). Additionally, the Counseling Department holds biannual strategic planning retreats ([2C5-12](#); [2C5-13](#)). The Counseling Department provides training to new full-time and part-time counseling faculty ([2C5-14](#)). Counseling Services further supports student development and success by maintaining strong communication with academic departments. Each counselor is assigned to specific majors ([2C5-15](#)).

To determine whether the College provides timely, useful, and accurate information to students, the College measures student satisfaction; processes related to access and entry; and amount of

## Standard II.C: Student Support Services

orientation, education plan, and counseling/advising services provided ([2C5-16](#); [2C5-17](#); [2C5-18](#); [2C5-19](#); [2C5-20](#)). Results of these assessments guide improvement plans discussed at meetings and retreats ([2C5-21](#); [2C5-12](#); [2C5-22](#)). In 2019 and continuing into 2020, the College is drafting guided pathways of recommended course sequences to create clear program maps ([2C5-23](#)). The Guided Pathways Advisory Committee is developing a work plan that aligns with Goal A of the Educational Master Plan (EMP) to create alignment of access and entry activities ([2C4-24](#)). Goal A refers to strengthening the culture of completion at Cerritos College ([2C4-24](#)).

### Analysis and Evaluation

Cerritos College meets Standard II.C.5. The College provides counseling and academic advising programs to support development and success, and it prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

*6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualification of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificates, and transfer goals. (ER16)*

### Evidence of Meeting the Standard

All admission policies are outlined in the Cerritos College Catalog ([2C6-1](#)). Cerritos College is an open, public institution, and basic admissions requirements are specified in Board Policy 5052 ([2C6-2](#)). The class schedule also serves as another resource and reference guide ([2C6-3](#)).

Cerritos College administers a self-report tool for students to receive placement recommendations in math, English, and ESL ([2C6-4](#); [2C6-5](#)). New students participate in a new-student orientation in person or online, select a course of study (major), and complete an abbreviated education plan ([2C6-6](#)). Students who have completed 20 degree applicable units are invited to create a comprehensive education plan ([2C6-7](#)).

As part of the efforts for Guided Pathways, in 2017, the college created the Guided Pathways Advisory Committee to re-imagine how students reach their career academic goals ([2C6-8](#)). The Career Technical Education program offers “roadmaps” for students, providing clear, detailed pathways on the courses students should take for their AA degree or certificate ([2C6-9](#)).

The College informs students about the common general-education patterns for Cerritos College, California State University, and University of California in the catalog and schedule ([2C6-10](#); [2C6-11](#); [2C6-12](#); [2C6-13](#)). Additionally, the Cerritos College Catalog displays degree and certificate patterns that assist students and counselors develop clear pathways toward completion of degree, certificate, and transfer goals ([2C6-14](#); [2C6-15](#); [2C6-16](#)).

## Standard II.C: Student Support Services

Four health occupation programs have separate requirements for admission, due to licensing board regulations: Dental Assisting, Dental Hygiene, Nursing, and Physical Therapy Assistant. Policies and admissions requirements are outlined in the course catalog ([2C6-17](#); [2C6-18](#); [2C6-19](#); [2C6-20](#)).

### **Analysis and Evaluation**

The admissions policies are on the College's website and in the printed catalog. Counselors work with the students to guide them on pathways toward graduation, transfer, and careers using education plans and other patterns specific to degrees and certificates.

*7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*

### **Evidence of Meeting the Standard**

Cerritos College has an open admission policy ([2C7-1](#)). Recently, the assessment-test process was replaced by a student self-report tool. The College administers the SRT for recommendations in math, reading, English, and ESL ([2C7-2](#)).

The SRT was developed in January 2018 by a committee comprised of English, ESL, reading, and math department faculty, assessment, counseling, and Academic Affairs personnel ([2C7-3](#)). The SRT was created using the placement rules established by the Multiple Measures Assessment Project based on their grade point average ([2C7-4](#)). An analysis of placement rates is used to determine the course offerings by the English Department and Math Department.

The college currently administers the ESL version of Accuplacer as one means to place English learning students. A consequential validity study was conducted in fall 2013 and 2014, which indicated that the cut-scores for placement were set appropriately ([2C7-5](#)). Guidance from the Chancellor's Office permitted the use of the tool until fall 2019 for spring 2020 registration ([2C7-6](#)). As such, English learning students may receive a placement recommendation in several ways: the ESL version of Accuplacer, meeting with a counselor to review transcripts, or by completing the guided placement tool. In preparation for the changes in the placement process for ESL students, the college has been refining the guided placement tool for use in fall 2019 ([2C7-7](#)).

The College evaluates admissions practices in addition to placement instruments. In spring 2019, the College evaluated the new-student transition process, with the goal to streamline the process and remove barriers for students ([2C7-8](#)). Recommendations from the evaluation included the suggestion to load applications from *CCCApply* on a more frequent basis and to implement *CCCApply* for international students ([2C7-8](#)).



## Standard II.C: Student Support Services

### Analysis and Evaluation

Cerritos College meets Standard II.C.7. The campus-developed SRT uses placement rules established by the Multiple Measures Assessment Project and approved by the California Community Colleges Chancellor's Office. Students are placed into English and math courses using high school grade point average.

*8. The institution maintains student records permanently, securely, and confidentially, with provisions for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.*

### Evidence of Meeting the Standard

The Office of Admissions and Records is responsible for maintaining student records securely, permanently, and confidentially. Student records are stored in a fireproof, 15-by-30-foot vault, securing against potential fire, earthquake, or water damage. *PeopleSoft* and *OnBase* systems provide digital backup for electronic records nightly, with tape backup for both systems ([2C8-1](#)).

The College has established policies for student records ([2C8-2](#)). Access to physical records is limited to Admissions and Records personnel, and online access is password protected ([2C8-3](#)). Only Office of Admissions and Records personnel are authorized to change student records. Online access is defined by roles in *PeopleSoft* and *OnBase* for approved personnel ([2C8-4](#)).

Requests for official transcripts, certifications of enrollment, and petitions for graduation can be made in-person and require the presentation of a valid photo identification. Should another person be authorized to pick up the document, the requester must authorize that using the "Student Record Release Authorization" form ([2C8-5](#); [2C8-6](#)). The authorized person must present a photo identification prior to picking up the document. The "Student Record Release Authorization" form is available online and in the Admissions and Records office. Other transactions that require presentation of a photo identification in person include change to bio-demographic information, name and address, change of major, add or drop, and change of grading basis. Verification of identity is completed prior to releasing documents ([2C8-7](#)).

The College follows the Family Education Rights and Privacy Act (FERPA), which affords students certain rights with respect to their educational records. FERPA information can be found in the Cerritos College Catalog. The policy for releasing student records is published on page 39 of the 2018-2019 catalog ([2C8-5](#)). FERPA training is provided to college employees using Keenan Safe Colleges ([2C8-8](#); [2C8-9](#)).

### Analysis and Evaluation

The College meets Standard II.C.8. Published College policies govern the release of student records. Student records are maintained permanently, securely, and confidentially, with provisions for backup of all files.

### Conclusions on Standard II.C. Student Support Services

The institution meets Standard II.C. The support services intentionally support student learning by promoting both academic learning and student development. Counseling faculty from all programs provide both academic counseling in addition to content specific to their program.

The college provides co-curricular and athletic programs that not only contributes to students' social and cultural development but also to their leadership and soft skills development necessary in the workplace. These programs are conducted with sound educational policy and standards of integrity through established policies, procedures, and guidelines. The institution takes responsibility for control of the programs, as evidenced by policies and procedures, including financial oversight.

The College maintains the confidentiality of all student records, insuring they are secure. FERPA laws are followed by the college community.

### Standard II.C Evidence List

File Name	Document Name
<a href="#">2C1-1</a>	Cerritos College Mission Statement
<a href="#">2C1-2</a>	Counseling Department Unit Plan Summary
<a href="#">2C1-3</a>	Virtual Counseling Web Page
<a href="#">2C1-4</a>	Virtual Counseling Evaluation Timeline
<a href="#">2C1-5</a>	Student Services Program Review Timeline
<a href="#">2C1-6</a>	Instructional Program Review: Counseling
<a href="#">2C1-7</a>	Orientation Programs: Council for the Advancement of Standards in Higher Education Contextual Statement
<a href="#">2C1-8</a>	Cerritos College Orientation Survey
<a href="#">2C1-9</a>	New Student Orientation Survey Results, Spring 2019
<a href="#">2C1-10</a>	Re-Entry Resources Community Resource Fair – Student Evaluation Summary
<a href="#">2C1-11</a>	CCSSE 2016 <i>PowerPoint</i> Presentation
<a href="#">2C1-12</a>	Self-Report Tool (SRT) Introduction Page
<a href="#">2C1-13</a>	Student Services Satisfaction Survey
<a href="#">2C1-14</a>	Community College Success Measure (CCSM) – Cerritos College Report
<a href="#">2C1-15</a>	Enrollment Management Plan, Goal 4
<a href="#">2C1-16</a>	Enrollment Management Plan, Goal A
<a href="#">2C1-17</a>	New Student Transition Process Business-Process Analysis
<a href="#">2C1-18</a>	Cerritos College Outreach and Recruitment Plan
<a href="#">2C1-19</a>	Cerritos College Orientation Plan
<a href="#">2C1-20</a>	Group Audit of Student Communication
<a href="#">2C1-21</a>	Cerritos College Business Process Analysis: Counseling Processes – 2019
<a href="#">2C1-22</a>	Counseling Department Retreat – November 13, 2019
<a href="#">2C1-23</a>	Counseling Model Session



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<b>File Name</b>	<b>Document Name</b>
<a href="#">2C1-24</a>	PACT Model
<a href="#">2C2-1</a>	Student Services Area Wide SLO Assessment Report, 2016
<a href="#">2C2-2</a>	Student Completion Survey, 2017
<a href="#">2C2-3</a>	Student Connectedness Project 2016-17 Plan
<a href="#">2C2-4</a>	Minutes – February 21, 2017
<a href="#">2C2-5</a>	Welcome Day Agenda – 2017
<a href="#">2C2-6</a>	Welcome Day Planning Meeting – August 1, 2020
<a href="#">2C2-7</a>	Cerritos College Orientation Plan
<a href="#">2C2-8</a>	Student Services SLO Work Team Agenda – February 2019
<a href="#">2C2-9</a>	Student Services SLO Work Team Agenda – March 2019
<a href="#">2C2-10</a>	Student Services SLO Work Team Agenda – September 23, 2019
<a href="#">2C2-11</a>	Student Services SLO Work Team Agenda – October 2018
<a href="#">2C2-12</a>	Area-Wide Student Services SLO Team Roadshow
<a href="#">2C2-13</a>	Student Services SLO Timeline 2019 - 2021
<a href="#">2C3-1</a>	Student Support Services: Online and In-Person
<a href="#">2C3-2</a>	Distance Education Web Page
<a href="#">2C3-3</a>	Student Services Web Page
<a href="#">2C3-4</a>	CalWORKs Web Page
<a href="#">2C3-5</a>	Admissions and Records Forms Online Page
<a href="#">2C3-6</a>	Cerritos Community College District Procedure No. 3411 (Accessibility of Electronic and Information Technology)
<a href="#">2C3-7</a>	Cerritos Community College District Policy No. 3411 (Accessibility of Electronic and Information Technology)
<a href="#">2C3-8</a>	Disabled Students Program and Services Web Page
<a href="#">2C3-9</a>	High Tech Center Web Page
<a href="#">2C3-10</a>	California Community Colleges: Distance Education Accessibility Guidelines for Students with Disabilities
<a href="#">2C3-11</a>	CalWORKs New Students Services Web Page
<a href="#">2C3-12</a>	DSPS Services Web Page
<a href="#">2C3-13</a>	Extended Opportunity Programs and Services (EOPS) Services Web Page
<a href="#">2C3-14</a>	Leaders Involved in Creating Change (LINC) Students Web Page
<a href="#">2C3-15</a>	Puente Project Services Web Page
<a href="#">2C3-16</a>	Transfer Services Web Page
<a href="#">2C3-17</a>	Umoja Student Success Program Page
<a href="#">2C3-18</a>	Veterans Affairs Web Page
<a href="#">2C3-19</a>	Cerritos College Diversity Plan
<a href="#">2C3-20</a>	Counseling Division <i>Program Review Plus</i> Plan
<a href="#">2C3-21</a>	Enrollment Management Plan, Goal 3
<a href="#">2C3-22</a>	Student Success and Support Program Services Summary, Fall 2016-Fall 2018
<a href="#">2C3-23</a>	Counseling Division Program Review Plus – SWOT Analysis
<a href="#">2C3-24</a>	DSPS Student Majors, Success Rates, and Completion Rates
<a href="#">2C3-25</a>	Student Equity Budget, 2017-2018
<a href="#">2C4-1</a>	Educational Master Plan, Goal A
<a href="#">2C4-2</a>	Associated Students of Cerritos College Student Eligibility, Spring 2019

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<b>File Name</b>	<b>Document Name</b>
<a href="#">2C4-3</a>	Student Athlete GPA Data, 2012-2017
<a href="#">2C4-4</a>	Student Athlete Degrees Awarded, 2012-2016
<a href="#">2C4-5</a>	“Want Leadership Experience?” Flyer
<a href="#">2C4-6</a>	Student Activities Events, 2018-2019
<a href="#">2C4-7</a>	Athletics “About Us” Web Page
<a href="#">2C4-8</a>	ASCC Club Guide
<a href="#">2C4-9</a>	2019 Black History Month Events Flyer
<a href="#">2C4-10</a>	“Reflections from the Border” Flyer
<a href="#">2C4-11</a>	2019 Festival of Asian Cultures Flyer
<a href="#">2C4-12</a>	ASCC Student Government Fall Training Agenda
<a href="#">2C4-13</a>	ASCC Leadership Retreat Handbook
<a href="#">2C4-14</a>	Inter-Club Council Constitution
<a href="#">2C4-15</a>	Homecoming 2018 Flyer
<a href="#">2C4-16</a>	Cerritos College ASCC Executive Cabinet Minutes – October 7, 2019
<a href="#">2C4-17</a>	2018 Falcon Games Results
<a href="#">2C4-18</a>	Club Information Day and Night Flyer
<a href="#">2C4-19</a>	“Connect with a Counselor” Day flyer
<a href="#">2C4-20</a>	Cerritos Community College District Policy No. 5700 (Intercollegiate Athletics)
<a href="#">2C4-21</a>	Cerritos Community College District Procedure No. 4300 (Field Trips)
<a href="#">2C4-22</a>	Cerritos Community College District Policy No. 5400 (Associated Students)
<a href="#">2C4-23</a>	ASCC Constitution and Bylaws
<a href="#">2C4-24</a>	ASCC Budget Book, 2018-2019
<a href="#">2C4-25</a>	ESL Book Discussions: Flyer
<a href="#">2C4-26</a>	Cerritos Community College District Policy No. 5420
<a href="#">2C4-27</a>	Cerritos Community College District Procedure No. 5420
<a href="#">2C4-28</a>	ASCC Quarterly Budget Review by Board of Trustees
<a href="#">2C4-29</a>	Associated Students Cerritos College: 2019 – 2020 ASCC Financial Guidelines
<a href="#">2C5-1</a>	Assessment Center Web Page
<a href="#">2C5-2</a>	New Student Orientation Web Page
<a href="#">2C5-3</a>	General Education Requirements Web Page
<a href="#">2C5-4</a>	Appointment Scheduling Web Page
<a href="#">2C5-5</a>	Career Services Web Page
<a href="#">2C5-6</a>	Transfer Center Workshops Web Page
<a href="#">2C5-7</a>	Counseling Department Services Brochure
<a href="#">2C5-8</a>	“View Your Ed Plan” Instructions
<a href="#">2C5-9</a>	Counseling All Staff Meeting Agenda – May 15, 2019
<a href="#">2C5-10</a>	Counseling All Staff Meeting Agenda – June 5, 2019
<a href="#">2C5-11</a>	Counseling Department Meeting Agenda – June 26, 2019
<a href="#">2C5-12</a>	Counseling Department Retreat, Fall 2018
<a href="#">2C5-13</a>	Counseling Division Planning Meeting, Spring 2019
<a href="#">2C5-14</a>	Counselor Training, Fall 2018
<a href="#">2C5-15</a>	Counselors by Major List
<a href="#">2C5-16</a>	Student Services Area Wide SLO Report, 2016
<a href="#">2C5-17</a>	Student Completion Survey, 2017

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<b>File Name</b>	<b>Document Name</b>
<a href="#">2C5-18</a>	Student Services Satisfaction Survey, 2018
<a href="#">2C5-19</a>	New Student Transition Process Business-Process Analysis
<a href="#">2C5-20</a>	Student Success and Support Program Services Data Summary, 2014-2018
<a href="#">2C5-21</a>	Student Services Area-Wide SLO Assessment Report, 2016
<a href="#">2C5-22</a>	Strategic Plan, 2015-2016
<a href="#">2C5-23</a>	Guided Pathways Work Plan, Draft 2018-2019
<a href="#">2C4-24</a>	Educational Master Plan, Goal A
<a href="#">2C6-1</a>	Cerritos College Catalog
<a href="#">2C6-2</a>	Cerritos Community College District Policy No. 5052 (Open Enrollment)
<a href="#">2C6-3</a>	Class Schedule, Fall 2019
<a href="#">2C6-4</a>	Self-Report Tool (SRT) Placement Process
<a href="#">2C6-5</a>	SRT Recommendations Checklist
<a href="#">2C6-6</a>	“Falcon Focus Workshop” <i>PowerPoint</i>
<a href="#">2C6-7</a>	Example of a CSEP
<a href="#">2C6-8</a>	Cerritos College Guided Pathways – Screen Shot of Web Page
<a href="#">2C6-9</a>	Cerritos College Career Technical Education Web Page – Screen Shot
<a href="#">2C6-10</a>	General Education Plan A
<a href="#">2C6-11</a>	General Education Plan B
<a href="#">2C6-12</a>	General Education Plan C
<a href="#">2C6-13</a>	General Education Requirements for Associate Degree Fall Schedule pp123-128
<a href="#">2C6-14</a>	Career Pathways Requirements
<a href="#">2C6-15</a>	Curriculum and Requirements for Majors and Certificates Index
<a href="#">2C6-16</a>	Degree Certificate Pattern Example – Anthropology
<a href="#">2C6-17</a>	Admissions Requirements for Dental Assisting
<a href="#">2C6-18</a>	Admissions Requirements for Dental Hygiene
<a href="#">2C6-19</a>	Admissions Requirements for Nursing
<a href="#">2C6-20</a>	Admissions Requirements for Physical Therapy Assistant
<a href="#">2C7-1</a>	Cerritos Community College District Policy No. 5052 (Open Enrollment)
<a href="#">2C7-2</a>	SRT Updated Recommendation Checklist
<a href="#">2C7-3</a>	Multiple Measures Assessment Program General Meeting
<a href="#">2C7-4</a>	AB 705 Implementation Memo (AA 18-40)
<a href="#">2C7-5</a>	ESL Cut-Score Validation, 2015
<a href="#">2C7-6</a>	AB 705 and 1805 Guidance for Credit English as Second Language
<a href="#">2C7-7</a>	Cerritos College English Guided Self-Placement
<a href="#">2C7-8</a>	New Student Transition Process Business-Process Analysis
<a href="#">2C8-1</a>	OnBase Invoice
<a href="#">2C8-2</a>	Cerritos Community College District Policy No. 5040
<a href="#">2C8-3</a>	<i>PeopleSoft</i> Log In
<a href="#">2C8-4</a>	Request for Security Roles
<a href="#">2C8-5</a>	Cerritos College Catalog
<a href="#">2C8-6</a>	Student Record Release Authorization
<a href="#">2C8-7</a>	Steps for Requesting Transcripts
<a href="#">2C8-8</a>	Risk Management: Keenan Safe Colleges Training
<a href="#">2C8-9</a>	Keenan Safe Colleges Training: FERPA: Confidentiality of Records

### **Standard III: Resources**

*The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).*

#### **A. Human Resources**

- 1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.*

#### **Evidence of Meeting the Standard**

Cerritos College selection procedures reflect the College's commitment to equity and diversity as stated in Board Policy (BP) 3420 and Administrative Procedure (AP) 3420 ([3A1-1](#); [3A1-2](#); [3A1-3](#)). The College is mindful of its responsibility to serve students effectively by recruiting and selecting the best candidates to support its mission. The College employs administrators and faculty who meet state minimum qualifications and local standards and staff who are well-qualified through their education, training, and experience ([3A1-4](#); [3A1-5](#)). Comprehensive selection procedures are developed, reviewed, and approved through a collaboration between the College Diversity and Equal Employment Opportunity Advisory Committee (DEEOAC), Cerritos College Faculty Senate, College Coordinating Committee, Executive Council, and Cerritos Community College District Board of Trustees ([3A1-6](#); [3A1-7](#); [3A1-8](#); [3A1-9](#)). These procedures, as well as job descriptions that indicate job duties, responsibilities, and authority, are available on the Office of Human Resources (HR) web page.

Sample job descriptions for staff, administrators, managers, and contract managers have been included as evidence of meeting this standard. These job descriptions clearly state the duties, responsibilities, authority, criteria, and qualifications required for the jobs ([3A1-10](#); [3A1-11](#); [3A1-12](#); [3A1-13](#)). Faculty job duties and responsibilities are stated in the collective bargaining agreement, Board Policy 4005, and Administrative Procedure 4005 ([3A1-14](#); [3A1-15](#); [3A1-16](#)). Job descriptions relate to institutional mission and goals. For example, the job description for a program facilitator states that the core responsibility for the position is to oversee "programs that contribute to and encourage college attendance and retention for targeted students or groups" ([3A1-17](#)). This aligns with the institutional mission to provide "students with high quality, comprehensive instructional programs and support services that improve student success" ([3A1-18](#)). The job description for the dean of Student Support Services indicates responsibility for "programs that meet the needs of a diverse student population, encourage excellence and

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innovation in education” ([3A1-19](#)). This directly relates to the College mission to value its “diverse student population” and provide “support services that improve student success” and the College vision to provide “innovative learning opportunities” ([3A1-20](#)).

### **Analysis and Evaluation**

The College meets Standard III.A.1 by employing diverse administrators and faculty who meet appropriate education, training, and experience qualifications to ensure quality and integrity of student programs and services. The criteria, qualifications, and procedures for selection of personnel are available on the HR web page. Job descriptions are related to mission and goals of the College and accurately reflect position responsibilities.

- 2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)*

### **Evidence of Meeting the Standard**

Cerritos College uses state minimum degree qualifications as a base for determining faculty knowledge of the subject matter, and departments may approve qualifications beyond those required by the state. The “Minimum Qualifications and Local Standards by Discipline” document outlines the District’s local standards for faculty degrees and experience and include a link to the state minimum qualifications ([3A2-1](#)). Requests for additional qualifications beyond the state minimum require faculty, division, faculty senate, and board of trustees’ approval ([3A2-2](#)). Faculty teaching assignments are made according to their faculty service areas and areas of expertise ([3A2-3](#)).

The “Hiring Standards Procedures” document outlines the process through which applicants are determined to meet equivalency to the state minimum qualifications when their degrees do not match those required by the state to teach in a specific discipline ([3A2-4](#)). This process is carried out by the Senate Committee on Hiring Standards, a shared-governance committee under the purview of the faculty senate ([3A2-5](#)). The “Equivalency Request” form is used when an equivalency is being sought by a specific department on behalf of a part-time candidate ([3A2-6](#)). Additionally, faculty members who are emergency hires must verify that they meet the minimum qualifications or local standards prior to starting the assignment ([3A2-7](#)). Human Resources ensures that all evidence (official transcripts and vocational experience as applicable) is submitted prior to employment. BP 7210 and AP 7210 define academic employees and minimum degree requirements for earning tenure (a bachelor’s degree or the equivalent) ([3A2-8](#); [3A2-9](#)).

In addition to the required faculty degree and experience qualifications for the discipline, faculty teaching online courses at Cerritos College are required to obtain further certification for appropriate skills to teach online. These standard skills are established by the Senate Committee on Technology-Based Learning ([3A2-10](#); [3A2-11](#)).

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Faculty are expected to participate in curriculum development and assess student learning. Administrative Policy 4020 specifies that curriculum development and improvement relies on faculty expertise ([3A2-12](#)). Article 4 of the collective bargaining agreement requires faculty to grade student assignments and participate in curriculum development ([3A2-13](#)).

### **Analysis and Evaluation**

Cerritos College meets Standard III.A.2. The College is committed to ensuring that all faculty possess the necessary expertise to perform the required duties and responsibilities of their assignments. Faculty have the primary role in determining equivalence. The Office of Human Resources is responsible for verifying all documents prior to employment. The College has demonstrated this commitment in its board policies and administrative procedures for recruitment and hiring of faculty as well as in its procedures for granting equivalency to the minimum qualifications set forth by the state.

- 3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.*

### **Evidence of Meeting the Standard**

Administrators, management, classified, and confidential employee job announcements are created from board-approved job descriptions, as evidenced by this BOT agenda to review a new management job classification ([3A3-1](#)). Each job announcement and description includes required skills, abilities, and education necessary to successfully perform the job ([3A3-2](#); [3A3-3](#); [3A3-4](#); [3A3-5](#); [3A3-6](#)). Selection procedures for management, classified, and confidential employees responsible for supporting academic programs provides evidence of the steps taken to ensure the District selects employees who possess the necessary qualifications ([3A3-7](#); [3A3-8](#)). The evaluation processes demonstrate the District's commitment to ongoing evaluation of manager, classified, and confidential employee performance and ability to carry out the duties as assigned ([3A3-9](#); [3A3-10](#); [3A3-11](#)).

Procedures for selecting the College President are defined in AP2431 ([3A3-12](#)). The District developed new vice president selection procedures that originated from shared governance. These additional procedures include a review by the human resources office to ensure that candidates meet high standards of character ([3A3-13](#); [3A3-14](#); [3A3-15](#)).

### **Analysis and Evaluation**

The College meets Standard III.A.3. All administrators and other employees are hired following the policies and procedures the Institution has designed to ensure that all qualifications necessary to perform the relevant duties are met.



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- 4. Required degrees held by faculty, administrators, and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.*

### **Evidence of Meeting the Standard**

New employees are required to provide official transcripts or equivalency to U.S. degree prior to start of their employment. All Cerritos College job postings include a statement indicating that required degrees must be from accredited colleges and/or universities and that foreign degrees must be evaluated by an agency certified by the National Association of Credential Evaluation Services (NACES). Sample job postings for faculty, staff, and managers, and administrators have been included as evidence of meeting this standard ([3A4-1](#); [3A4-2](#); [3A4-3](#); [3A4-4](#)). A Human Resources staff member conducts an initial screening of basic application requirements and checks transcripts against the Council for Higher Education website to ensure regional accreditation. Applications that include transcripts from non-U.S. schools are screened for certification from a NACES-certified agency ([3A4-5](#)). Those without NACES certification are removed from the pool. Final determination of application completeness is made by the director of Human Resources.

### **Analysis and Evaluation**

The College meets Standard III.A.4. Cerritos College ensures that all degrees held by faculty, administrators, and other employees are from accredited institutions. All degrees from non-U.S. institutions must be evaluated by an agency certified by the NACES to verify equivalency to U.S. degrees.

- 5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.*

### **Evidence of Meeting the Standard**

At the beginning of every academic year, the Office of Human Resources provides managers with a list of faculty evaluations that are due. Classified employees are evaluated annually on their anniversary month. Managers are evaluated annually late in the spring ([3A5-1](#); [3A5-2](#); [3A5-3](#)). Evaluations are tracked in *PeopleSoft* and a follow-up email is sent out to managers ten days before evaluations are due ([3A5-4](#); [3A5-5](#)).

The staff evaluation process is included in Article 10 of their collective bargaining agreement (CBA) and the evaluation form is posted on the Human Resources web page ([3A5-6](#); [3A5-7](#); [3A5-8](#)). The faculty evaluation process is included in Article 16 of their CBA and the evaluation form is posted on the Human Resources web page ([3A5-9](#); [3A5-10](#)). The process for student

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evaluations of faculty is included in Article 17 of the faculty CBA ([3A5-11](#)). The management evaluation process is posted on the Human Resources web page ([3A5-12](#)). Area vice-presidents evaluate managers. Vice-presidents are evaluated by the president.

The evaluation form for staff, faculty, and managers provides the opportunity to assess effectiveness of employees by performance of assigned duties and participation in institutional responsibilities ([3A5-7](#); [3A5-10](#); [3A5-13](#); [3A5-14](#); [3A5-15](#)). If necessary, a documented improvement plan is developed with follow-up evaluations according to the guidelines established in the written procedures. Employees may respond in writing to their evaluation within ten days from receipt of their evaluation. The written response is then attached to the evaluation before it is placed in the personnel file.

The Cerritos Community College District Board of Trustees evaluates the president/superintendent according to mutually agreed upon goals and objectives each year ([3A5-16](#); [3A5-17](#); [3A5-18](#)). The president/superintendent was last evaluated in Summer 2019 ([3A5-19](#)).

### **Analysis and Evaluation**

Cerritos College meets the requirements for Standard III.A.5. The College evaluates all employees at regular intervals according to the written procedures for each constituent group. Each evaluation procedure provides written criteria to document an employee's performance of assigned duties, institutional responsibilities, and other relevant activities according to their assigned area and expertise. Each evaluation procedure provides steps to help employees improve their performance through action plans and follow-up evaluations.

*6. Standard III.A.6 was eliminated effective January 2018.*

*7. The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)*

### **Evidence of Meeting the Standard**

Cerritos College maintains an ample number of qualified faculty to fulfill responsibilities vital to preserving the quality of its educational programs and services. The College is committed to meeting or exceeding its annual faculty obligation number (FON) requirement based on institutional needs. The College meets the FON established by the California Community Colleges Chancellor's Office and in accordance with its equal employment opportunity plan and Board Policy 7210 ([3A7-1](#); [3A7-2](#); [3A7-3](#); [3A7-4](#); [3A7-5](#)). Qualified faculty are hired to meet the needs of and maintain quality of educational programs and services ([3A7-6](#)). Adjunct faculty are hired based on the instructional needs of departments and divisions ([3A7-7](#); [3A7-8](#)).



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Departments assess staffing needs during annual unit planning, based on the programs identified need their program-review reports ([3A7-9](#); [3A7-10](#); [3A7-11](#); [3A7-12](#)). Requests for full-time faculty are made by department chairs, in consultation with their respective deans, through the faculty hiring prioritization process. The requests are assessed by the College Committee on Faculty Hiring Prioritization and forwarded to the Cerritos College Faculty Senate, College Committee on Planning and Budget, and Executive Council ([3A7-13](#); [3A7-14](#); [3A7-15](#); [3A7-16](#); [3A7-17](#); [3A7-18](#)).

### **Analysis and Evaluation**

Cerritos College meets the requirements for Standard III.A.7. The college meets the faculty obligation number to ensure the quality of educational programs and services, hiring qualified faculty, both full and part time. Programs request full-time faculty through their annual unit plans based on their identified need from the Instructional Program Review. The faculty hiring prioritization committee oversees the analysis by which the faculty positions are prioritized for hiring to ensure it is conducted in a fair and equitable manner. The final assessment/ranking of the requests are posted on the faculty hiring prioritization committee's web page. Any changes made to the final ranked list by the Executive Council are communicated to the faculty senate and the planning and budget committee.

### **Accomplishments and Outcomes**

The faculty hiring prioritization process, established in 2018, ensures that the decision-making procedure for hiring faculty is a multifaceted process that incorporates quantitative and qualitative data, legal mandates, educational and institutional goals, and collegial consultation between the faculty senate and administration.

*8. An institution with part-time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part-time and adjunct faculty into the life of the institution.*

### **Evidence of Meeting the Standard**

The District offers face-to-face and online part-time faculty orientations. The orientations provide operational, administrative, and instructional information that allow part-time faculty to become familiar with procedures and requirements to successfully perform their assignments ([3A8-1](#); [3A8-2](#); [3A8-3](#); [3A8-4](#)).

Deans are responsible for day-to-day oversight of part-time faculty. This responsibility may be delegated to department chairs, as chairs are leaders of the department and assist the dean in a non-managerial capacity ([3A8-5](#)). Chair responsibilities include orienting new faculty to the department.

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Part-time faculty are evaluated during their first term of employment in the regular academic year and at least once every three years thereafter. The evaluation process of part-time faculty includes peer and student evaluations and may include management review. Student evaluations of part-time faculty are conducted every fall semester. Part-time faculty evaluations may also include self-evaluation or a portfolio, as determined by the evaluation team. The faculty collective bargaining agreement outlines the faculty evaluation process and reemployment of part-time faculty ([3A8-6](#); [3A8-7](#); [3A8-8](#)).

Cerritos College is committed to providing professional development for all employees, as stated by Board Policy 7160 ([3A8-9](#)). The Employee Development web page provides multiple sources of professional development opportunities offered on campus throughout the year ([3A8-10](#); [3A8-11](#)). In addition to staff development and diversity trainings, professional opportunities are available online via Keenan Safe Colleges ([3A8-12](#)). The College encourages part-time faculty to participate in professional development opportunities and campus activities ([3A8-13](#); [3A8-14](#); [3A8-15](#)).

Part-time faculty are integrated into the life of the institution. Cerritos College includes outstanding part-time faculty awards in the annual faculty awards ceremony. This is evidenced by the Senate Committee on Professional Relations' web page listing the outstanding part-time faculty; moreover, the committee recently revised its bylaws to increase the number of part-time faculty recognized as outstanding faculty ([3A8-16](#); [3A8-17](#)). Part-time faculty are paid to hold office hours, as evidenced by Article 14.1 (d) of the Cerritos College Faculty Federation (CCFF) collective bargaining agreement ([3A8-18](#)). Part-time faculty are also offered pay to attend department and division meetings. Finally, the membership of the faculty senate illustrates that the College integrates part-time faculty into the shared-governance process ([3A8-17](#)).

### **Analysis and Evaluation**

The institution meets the requirements for Standard III.A.8. Cerritos College provides employment policies and practices for orientation, oversight, and evaluation of part-time faculty. The institution integrates part-time faculty into campus life and offers professional-development opportunities

*9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)*

### **Evidence of Meeting the Standard**

The College regularly evaluates the organization of its personnel to ensure that it employs a sufficient number of staff to effectively support its programs and services. Requests for new classified positions start in unit or area plans ([3A9-1](#)). Annual unit and area plans are developed after assessing various needs for each program and service. When a classified vacancy occurs, the supervising manager evaluates the services provided by the job classification. If it is determined that the position needs to be filled, the manager submits a request to the appropriate

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vice president. If the vice president concurs with the manager's request, it is then presented to Executive Council for approval ([3A9-2](#)).

All board-approved classified job descriptions contain minimum qualifications for education, experience, licenses, and certificates ([3A9-3](#)). The classified selection procedures require hiring committees to screen for minimum qualifications. Only those applicants who possess the appropriate qualifications are considered for employment ([3A9-4](#)). Human Resources staff review the applications of those selected for interviews to verify that selected candidates meet the appropriate qualifications ([3A9-5](#)). Official transcripts and verification of certificates are required at the time of hire.

Cerritos College employs nearly 300 full-time classified staff with the appropriate qualifications to support the operations of the institution ([3A9-6](#)). The District also hires temporary hourly staff to assist with the operations of the institution.

### **Analysis and Evaluation**

Cerritos College meets Standard III.A.9. The College has an ongoing process for ensuring a sufficient number of qualified staff is employed by the institution.

### **Accomplishments and Outcomes**

The College offered a supplemental employee retirement program in the spring of 2018. Although 34 classified employees took the retirement incentive, due to the hard work of all staff, the College maintained sufficient number of qualified staff to support the effective educational, technological, physical, and administrative operations of the institution. Several vacant positions were filled with new personnel, and some others were filled with temporary staff, overtime, and out-of-class assignments.

- 10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)*

### **Evidence of Meeting the Standard**

Cerritos College employs approximately 50 administrators (classified and academic managers) with the appropriate preparation and expertise to provide continuous effective administrative leadership and services to support the College mission and purposes ([3A10-1](#)). The executive leadership structure of the College is comprised of the president/superintendent and four vice presidents/assistant superintendents with certain areas of expertise.

Vice-president positions require a minimum of a master's degree and five years of increasingly responsible management experience in higher education in the area, preferably at a community college ([3A10-2](#)). Vice presidents are supported by qualified academic and classified managers ([3A10-3](#)). All management job descriptions contain minimum qualifications for education,

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experience, licenses, and certificates ([3A10-4](#)). The management selection procedures require hiring committees to screen for minimum qualifications ([3A10-5](#); [3A10-6](#)). Official transcripts and verification of certificates are required at the time of hire ([3A10-7](#)).

The College evaluates the organization of its personnel to ensure that it employs a sufficient number of administrators to effectively support its programs and services ([3A10-8](#); [3A10-9](#)). When a management vacancy occurs, the appropriate vice president completes a structural analysis to assess possible opportunities or alignments to increase efficiencies of services that support the institution's mission and purposes. If the vice president concludes that the position needs to be filled, the vice president submits a request to Executive Council ([3A10-10](#)).

Managerial job descriptions include a summary and distinguishing career features that indicate how the position supports the institution's mission and purposes. For example, the dean of Student Support Services is "responsible for developing and maintaining programs that meet the needs of a diverse student population, encourage excellence and innovation in education" ([3A10-11](#)). This directly relates to the College mission to value its "diverse student population" and provide "support services that improve student success" and the College vision to provide "innovative learning opportunities" ([3A10-12](#)). The summary for the director of Educational Partnerships and Programs (EPP) indicates that this position "supports collaborative partnerships and creates positive and constructive connection with College, School Districts, and Higher Education Relations" ([3A10-4](#)). This directly relates to the College educational master plan Goal B to "strengthen partnerships with high schools and universities" ([3A10-12](#)) and the College's vision to develop, nurture, and support partnerships with educational colleagues ([3A10-12](#)).

### **Analysis and Evaluation**

The College meets Standard III.A.10. Cerritos College maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

*11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.*

### **Evidence of Meeting the Standard**

Board policies are published on the College's website ([3A11-1](#)). These policies and procedures are regularly reviewed through the policy and procedure review and update process to ensure accuracy with current practices and to afford all constituent groups an opportunity for input through the shared-governance process ([3A11-2](#); [3A11-3](#)). Most of the College's personnel policies and procedures are found in Chapter 7: Human Resources at the Board of Trustees web site ([3A11-4](#)). Additional policies and procedures, including a process for employee grievances, are found in the collective bargaining agreements for faculty and staff ([3A11-5](#); [3A11-6](#)).

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The College, through its equal employment opportunity (EEO) plan, ensures that its policies and procedures are administered consistently in a fair and equitable manner ([3A11-7](#); [3A11-8](#)). The College provides employees with information on the District policies and procedures regarding nondiscrimination and sexual harassment, information resources, and persons to contact with questions and problems ([3A12-9](#); [3A11-10](#); [3A11-11](#); [3A11-12](#)). Forms to document and report discrimination, harassment, and retaliation are readily available to all employees on the College's website ([3A11-13](#); [3A11-14](#)). Human Resources sends an annual nondiscrimination and sexual harassment notice to all employees in January of each year ([3A11-15](#); [3A11-16](#)).

Employees receive information on personnel policies and procedures through the onboarding process and can supplement their knowledge through employee development opportunities ([3A11-17](#); [3A11-18](#); [3A11-19](#); [3A11-20](#)). Finally, Human Resources' quarterly email to all employees includes a "Compliance Corner" to provide information about legal notices, HR compliance notices, board policies, and administrative procedures ([3A11-21](#)).

### **Analysis and Evaluation**

Cerritos College meets the requirements for Standard III.A.11. The College establishes, publishes, and adheres to its written policies and procedures. The policy and procedure review and update process addresses additions to, or revisions of, policies and procedures. To ensure its policies and procedures are fair and equitably and consistently administered, the College's equal employment opportunity programs ensure non-discriminatory employment practices.

### **Accomplishments and Outcomes**

The Human Resources "Compliance Corner" messages, included in its quarterly email, include information about personnel policies and procedures that apply to all regular employees. The HR announcements improve communication between the College and employees by answering frequently asked questions from employees and ensuring employees are knowledgeable about personnel-related policies and procedures.

- 12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.*

### **Evidence of Meeting the Standard**

Among Cerritos College's stated values are "celebrating diversity in people, philosophies, cultures, beliefs, programs, and learning environments" and "promoting respect and trust in all people be they students, community members, and employees" ([3A12-1](#)). Therefore, the College is dedicated to creating and maintaining appropriate programs, practices, and services that support diverse personnel. The College's EEO plan, diversity plan, and policies and procedures indicate a commitment to diversity and nondiscrimination, and prohibition against forms of harassment ([3A12-2](#); [3A12-3](#); [3A12-4](#); [3A12-5](#); [3A12-6](#); [3A12-7](#); [3A12-8](#); [3A12-9](#); [3A12-10](#)).

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With support of the College Diversity and Equal Employment Opportunity Advisory Committee, the College coordinates three separate ally programs, culturally responsive teaching and learning (CRTL) trainings, and various awareness month events, such as Hispanic/Latinx Heritage Month; Women's History Month; Lesbian, Gay, Bisexual, Transgender, and Queer/Questioning History Month; Black History Month; and International Education Week ([3A12-11](#); [3A12-12](#); [3A12-13](#); [3A12-14](#); [3A12-15](#); [3A12-16](#); [3A12-17](#); [3A12-18](#); [3A12-19](#); [3A12-20](#)). The DEEOAC encourages the campus community to build programs to support diverse personnel and students by providing funds for diversity-related events that are approved through the committee ([3A12-21](#); [3A12-22](#)).

The DEEOAC has created a standard evaluation form to use for most diversity-related events ([3A12-23](#); [3A12-24](#)). Additionally, some events and trainings have their own evaluation forms specific to each event or training, such as the Safe Zone Ally training ([3A12-25](#)). Multiple constituencies review the training evaluation forms to ensure the feedback is incorporated into subsequent workshops to enhance campus equity, diversity, and inclusion initiatives.

The campus diversity directory lists all diversity programs and services as of the Fall of 2018 ([3A12-26](#)). The College deployed an employee diversity climate survey during the 2018-19 academic year to assess employees' perception of equity at the college ([3A12-27](#)). Additionally, the Office of Human Resources assesses its record in employment equity and diversity consistent with its mission, and progress is presented annually to the board of trustees ([3A12-28](#)).

### **Analysis and Evaluation**

Cerritos College meets the requirements for Standard III.A.12. Human Resources supports the College's diverse personnel through practices and policies, the campus ally programs, diversity certificate program, institutional planning, and a variety of professional development workshops.

### **Accomplishments and Outcomes**

In order to better serve the College's diverse campus population, the campus has established ally programs such as Safe Zone (2013), Vet Net Ally (2017), and UndocuAlly (2017), which have trained more than 410, 90, and 150 allies, respectively. In spring 2019, the campus launched its latest ally program, titled Umoja Ally, to increase awareness of the Umoja Statewide Student Success Program. In October 2019 the Cerritos College ally programs, as a collective, were awarded the 2019 League of Innovation award.

**13.** *The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.*

### **Evidence of Meeting the Standard**

The District has an institutional code of ethics and a board code of ethics that explain the foundational expectations for ethical conduct at Cerritos College ([3A13-1](#); [3A13-2](#); [3A13-3](#)). The College enforces multiple board policies, procedures, laws, and practices that ensure ethical



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conduct by all members of the campus community. Policies and procedures related to employees include conflict of interest, personal use of public resources, student rights, whistleblower, nondiscrimination, and prohibition of harassment ([3A13-4](#); [3A13-5](#); [3A13-6](#); [3A13-7](#); [3A13-8](#); [3A13-9](#); [3A13-10](#); [3A13-11](#); [3A13-12](#); [3A13-13](#); [3A13-14](#); [3A13-15](#); [3A13-16](#); [3A13-17](#); [3A13-18](#); [3A13-19](#)). Board policies and education code address consequences for violations of local policies ([3A13-20](#); [3A13-21](#); [3A13-22](#); [3A13-23](#); [3A13-24](#)).

Requirements to participate in hiring committees provides a practical example of the College's expectation of ethical behavior and equal opportunity. Hiring committee participants are required to sign a confidentiality agreement that requests disclosure of conflict of interest with any of the applicants. The agreement also establishes participants' commitment to maintaining all applicant information, discussions, and results of the selection process confidential ([3A13-25](#)).

The faculty senate approved a code of ethics for faculty, and collective bargaining agreements support the District's need to respond to general and unlawful misconduct when the District becomes aware of wrongdoing ([3A13-26](#); [3A13-27](#); [3A13-28](#)).

### **Analysis and Evaluation**

Cerritos College meets the requirements for Standard III.A.13. Policies are readily available online and accessible to employees, students, and members of the public. Depending on the violation, whether it is discrimination, criminal, or general misconduct, Human Resources reviews each complaint case-by-case and makes referrals to, or collaborates with, Campus Police or other law enforcement agencies. When appropriate, discipline and consequences are implemented according to progressive discipline policies, procedures, or the educational code.

### **Accomplishments and Outcomes**

In fall 2018, the faculty senate approved a new ethics statement, inspired by the National Education Association, California Teachers Association, and the American Association of University Professors statements of professional ethics. The document was initially drafted in 2015 and was recently revised to include a commitment to diversity and more affirmatively stated commitments and expectations to ethical behavior amongst and between faculty.

*14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission, based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis of improvement.*

### **Evidence of Meeting the Standard**

Board Policy and Administrative Procedure 7160 contain provisions for professional development of all employees ([3A14-1](#); [3A14-2](#)). The District provides professional-development offerings that include pedagogy, technology, and other employee learning needs

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([3A14-3](#); [3A14-4](#)). Cerritos College's educational master plan, equity plan, and diversity plan support professional development under Goal C (Promoting Leadership and Staff Development) ([3A14-5](#)). The College has dedicated funds to support professional development for all employees via funding allocations to the Center for Teaching Excellence (CTX) and the Office of Human Resources ([3A14-6](#)). The Senate Committee on Faculty Professional Development coordinates with the CTX for faculty professional learning, monitors professional-development trends, and implements best practices ([3A14-7](#)). Part-time faculty have access to continued professional development through the CTX and are compensated for mandatory professional-development training ([3A14-8](#)). The College offers several best-practices trainings to managers during the year, such as how to conduct effective performance evaluations ([3A14-9](#)).

Professional-development opportunities are numerous enough for faculty members to meet their 25-hour flex requirement entirely on campus, if they so choose. All first- and second-year probationary faculty are required to attend designated professional-development activities facilitated by the CTX ([3A14-10](#)). In fall 2018, Human Resources implemented the inaugural Falcon Day, a one-day, professional-development opportunity for faculty, classified staff, confidential staff, and managers ([3A14-11](#)). Falcon Day continued in 2019 ([3A14-12](#)). This well-attended event provides a unique opportunity for employees to bond while learning and discussing key campus issues with on- and off-campus speakers.

At the end of professional-development trainings or activities, employees are provided with evaluation forms to provide input on the presenters, materials, and contents as well as recommendations for enhancing the learning activity. The forms are reviewed by those organizing the activity to consider modifying the training or activity to meet the targeted audiences' needs, and Human Resources and CTX employees review the evaluations annually ([3A14-13](#); [3A14-14](#); [3A14-15](#)).

An example of training that was improved based on evaluation results is the New Faculty Orientation Program (NFOP) offered through the CTX. During the summer of 2019, CTX employees reviewed the evaluations collected from past professional-development participants during the previous seven school years. This led to several improvements, including sending a survey to participants in advance of the orientation to collect baseline information about their experiences teaching at the college-level, teaching at Cerritos College, and their familiarity with applications such as Canvas. This information allowed the NFOP facilitators to tailor the program to the participants' actual needs ([3A14-16](#)).

Another example of improved training based on evaluation feedback is the web author accessibility training. Facilitators reviewed evaluations and improved organization of content, added hands-on activities, and provided participants with a USB drive with the training materials. These additions were the direct result of evaluations from the prior year ([3A14-17](#)).

### **Analysis and Evaluation**

Cerritos College meets the requirements for Standard III.A.14. The College routinely offers professional-development opportunities for all employees in a variety of areas, including instruction and personal- and professional-development workshops. This is evidenced by the



## Standard III.A: Human Resources

Employee Development calendar and *Flex Reporter*, as well as woven into institutional planning documents. After each workshop, training, and event, attendees are provided with evaluation forms to assess the effectiveness of the workshop, training, or event and to solicit additional feedback.

15. *The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.*

### **Evidence of Meeting the Standard**

Personnel files are maintained in confidence by the Office of Human Resources and are available for inspection only by the employee, authorized representative, and/or appropriate management. Faculty can access their personnel file as outlined in the CCFE collective bargaining agreement ([3A15-1](#)). For all other groups, access to their personnel file is outlined in BP 7023 ([3A15-2](#)).

Human Resources has a secure, designated room for personnel and medical files. Files are kept in locked, rotating file cabinets. Only authorized HR personnel have access to this room. The room and rotating cabinets are unlocked only during business hours. Access to personnel files for inspection is limited to the employee, authorized representative, and appropriate management or other designated employees of the District when such is necessary in the proper administration of the District's affairs or the supervision of the employee. Employees may review their personnel records during work times. Employees may review their files by appointment only and during normal business hours. The review of personnel files must be in the presence of an authorized HR representative. Employees may request copies of documents reproduced for personal use at the employee's expense ([3A15-1](#); [3A15-2](#); [3A15-3](#)).

Employees are notified in writing if any derogatory material is to be placed in their personnel files. Employees are given notice and may comment in writing within ten working days of receiving such notice. Such comments are attached to the material and placed in their personnel file ([3A15-1](#); [3A15-2](#); [3A15-3](#)).

Personnel files are confidential and permanent records. After four years, Cerritos College scans and keeps digital personnel records of inactive temporary faculty and regular employees in *DocuXplorer*. This is a secure document management software application used as a document storage warehouse. Only authorized HR employees can upload and retrieve information from the system. The system is password protected and has a scheduled weekly backup ([3A15-2](#); [3A15-4](#); [3A15-5](#); [3A15-6](#)).

The District uses *PeopleSoft* and Los Angeles County Office of Education Human Resources Information Systems to maintain digital personnel information. Access is limited only to HR and payroll-authorized employees. The security levels vary depending on the employee's job classification.

## Standard III.A: Human Resources

### Analysis and Evaluation

The College meets Standard III.A.15. Cerritos College has clear policies to ensure the confidentiality and security of all personnel records. Each employee has the legal right to inspect their personnel files. Reviews of personnel files are supervised and by appointment only during normal business hours.

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### Conclusions on Standard III.A. Human Resources

The institution meets Standard III.A. The evidence demonstrates that the College employs a sufficient number of qualified faculty, staff, and administrators and selection procedures are clearly and publicly stated. Required degrees are from accredited U.S. institutions or equivalence is established prior to start of employment. All employees are evaluated at regular intervals using written criteria that seeks to assess effectiveness and encourage improvement. The College's institutional code of ethics, policies, procedures, laws, and practices provide guidance for employees on ethical actions and behavior. The College's written personnel policies and procedures are available for review and administered equitably and consistently. Personnel records are secure and confidential, and employees can access their own records.

The College has several programs that support its diverse personnel, such as the four award-winning ally programs. Part-time faculty engage in orientation and professional development activities and are integrated into the life of the institution. Continued professional development is provided for all personnel through the College's CTX and staff development office.

### Standard III.A Evidence List

<b>File Name</b>	<b>Document</b>
<a href="#">3A1-1</a>	Cerritos Community College District Policy No. 3420 (Equal Employment Opportunity)
<a href="#">3A1-2</a>	Cerritos Community College District Procedures No. 3420 (Equal Employment Opportunity)
<a href="#">3A1-3</a>	Equal Employment Opportunity Plan, 2017
<a href="#">3A1-4</a>	2017 Handbook: Minimum Qualifications for Faculty and Administrators in California Community Colleges
<a href="#">3A1-5</a>	Cerritos College Minimum Qualifications and Local Standards
<a href="#">3A1-6</a>	Full-Time Faculty Employment Selection Procedures
<a href="#">3A1-7</a>	Part-Time Faculty Employment Selection Procedures
<a href="#">3A1-8</a>	Management Employment Selection Procedures
<a href="#">3A1-9</a>	Classified/Confidential Employment Selection Procedures
<a href="#">3A1-10</a>	Job Description: Administrative Clerk II
<a href="#">3A1-11</a>	Job Description: Director of EPP
<a href="#">3A1-12</a>	Job Description: Instructional Dean

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<b>File Name</b>	<b>Document</b>
<a href="#">3A1-13</a>	Job Description: Vice President of Human Resources
<a href="#">3A1-14</a>	Cerritos College Faculty Federation, Collective Bargaining Agreement, Article 4: Assignment
<a href="#">3A1-15</a>	Cerritos Community College District Policy No. 4005
<a href="#">3A1-16</a>	Cerritos Community College District Procedures No. 4005
<a href="#">3A1-17</a>	Job Description: Program Facilitator
<a href="#">3A1-18</a>	Board Policy 1200 (Mission)
<a href="#">3A1-19</a>	Job Description: Dean, Student Support Services
<a href="#">3A1-20</a>	Mission Statement in 2018 Catalog
<a href="#">3A2-1</a>	Cerritos College Minimum Qualifications and Local Standards
<a href="#">3A2-2</a>	Minimum Qualifications and Local Standards Forms
<a href="#">3A2-3</a>	Faculty Service Areas
<a href="#">3A2-4</a>	Cerritos College Hiring Standards Procedures
<a href="#">3A2-5</a>	Senate Committee on Hiring Standards
<a href="#">3A2-6</a>	Equivalency Request
<a href="#">3A2-7</a>	Recommendation for Emergency Employment of Temporary Part-Time Faculty Employee Request Form
<a href="#">3A2-8</a>	Cerritos Community College District Policy No. 7210
<a href="#">3A2-9</a>	Cerritos Community College District Procedures No. 7210
<a href="#">3A2-10</a>	Cerritos College Distance Education Standards 2013
<a href="#">3A2-11</a>	Cerritos College Distance Education Certification
<a href="#">3A2-12</a>	Cerritos Community College District Procedures No. 4020
<a href="#">3A2-13</a>	Cerritos College Faculty Federation, Collective Bargaining Agreement, Article 4: Assignment
<a href="#">3A3-1</a>	Cerritos Community College District Board of Trustees Agenda – July 17, 2019 Page 10 of 13: New Classified Management Job Classification and Description for Manager, Research and Planning
<a href="#">3A3-2</a>	Cerritos Community College District Job Description: President/Superintendent
<a href="#">3A3-3</a>	Cerritos Community College District Job Description: Vice President of Academic Affairs/Assistant Superintendent
<a href="#">3A3-4</a>	Cerritos Community College District Human Resources Page Instructional Dean of SEM <i>PeopleAdmin</i>
<a href="#">3A3-5</a>	Administrative Clerk II Job Description
<a href="#">3A3-6</a>	Classified Instructional Lab Technician III-Biology Job Description
<a href="#">3A3-7</a>	Management Employment Selection Procedures
<a href="#">3A3-8</a>	Classified/Confidential Employment Selection Procedures
<a href="#">3A3-9</a>	Management Evaluation Process
<a href="#">3A3-10</a>	Management Evaluation Form

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<b>File Name</b>	<b>Document</b>
<a href="#">3A3-11</a>	Classified Employee Performance Evaluation Guidelines/Instructions
<a href="#">3A3-12</a>	Cerritos Community College District Procedure No. 2431: President/Superintendent Selection
<a href="#">3A3-13</a>	Cerritos Community College District Vice President Employment Selection Procedures
<a href="#">3A3-14</a>	Cerritos College Coordinating Committee Minutes – December 3, 2018
<a href="#">3A3-15</a>	Diversity Equal Employment Opportunity Advisory Committee – Minutes for December 11, 2018
<a href="#">3A4-1</a>	Cerritos Community College District Human Resources Page, FT Dance Instructor, <i>PeopleAdmin</i>
<a href="#">3A4-2</a>	Administrative Clerk II Job Description
<a href="#">3A4-3</a>	Cerritos Community College District Human Resources Page Categorical EPP Manager <i>PeopleAdmin</i>
<a href="#">3A4-4</a>	Cerritos Community College District Human Resources Page Instructional Dean of SEM <i>PeopleAdmin</i>
<a href="#">3A4-5</a>	Human Resources Recruitment Workflow
<a href="#">3A5-1</a>	California School Employees Association (CSEA) Evaluation Email
<a href="#">3A5-2</a>	Faculty Evaluation Email
<a href="#">3A5-3</a>	Manager Evaluation Email
<a href="#">3A5-4</a>	<i>PeopleSoft</i> Evaluation Tracking
<a href="#">3A5-5</a>	Evaluation Reminder Email
<a href="#">3A5-6</a>	CSEA Collective Bargaining Agreement, Article 10, Evaluation Process
<a href="#">3A5-7</a>	CSEA Evaluation Form
<a href="#">3A5-8</a>	Human Resources Forms
<a href="#">3A5-9</a>	Cerritos College Faculty Federation, Collective Bargaining Agreement, Article 16, Evaluation
<a href="#">3A5-10</a>	Tenured Faculty Evaluation
<a href="#">3A5-11</a>	Cerritos College Faculty Federation, Collective Bargaining Agreement, Article 17 Student Evaluation
<a href="#">3A5-12</a>	Management Evaluation Process
<a href="#">3A5-13</a>	Probationary Faculty Evaluation
<a href="#">3A5-14</a>	Part-time Faculty Evaluation
<a href="#">3A5-15</a>	Management Evaluation Form
<a href="#">3A5-16</a>	Cerritos Community College District Policy No. 2435 (Evaluation of President/Superintendent)
<a href="#">3A5-17</a>	Cerritos Community College District Procedure No. 2435 (Evaluation of President/Superintendent)
<a href="#">3A5-18</a>	President’s Evaluation Concluded and Contract Renewed 2018
<a href="#">3A5-19</a>	President’s Evaluation Concluded and Contract Renewed 2019
<a href="#">3A7-1</a>	2018 Faculty Obligation Number
<a href="#">3A7-2</a>	Cerritos Community College District Procedures No. 3420

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<b>File Name</b>	<b>Document</b>
<a href="#">3A7-3</a>	Cerritos Community College District Policy No. 7210
<a href="#">3A7-4</a>	Cerritos Community College District Procedures No. 7210
<a href="#">3A7-5</a>	Equal Employment Opportunity Plan, 2017
<a href="#">3A7-6</a>	Full-Time Roster
<a href="#">3A7-7</a>	Adjunct Roster
<a href="#">3A7-8</a>	Cerritos Community College District Procedures No. 7212
<a href="#">3A7-9</a>	Political Science Unit Plan,2019-20
<a href="#">3A7-10</a>	Political Science Instructional Program Review, 2018-19
<a href="#">3A7-11</a>	Dance Unit Plan,2019-20
<a href="#">3A7-12</a>	Dance Instructional Program Review, 2018-19
<a href="#">3A7-13</a>	Faculty Hiring Prioritization Home Page
<a href="#">3A7-14</a>	Faculty Hiring Prioritization Request Forms
<a href="#">3A7-15</a>	Faculty Hiring Prioritization Supplemental Questions
<a href="#">3A7-16</a>	Faculty Hiring Prioritization 2018 Timeline
<a href="#">3A7-17</a>	Faculty Hiring Prioritization 2018 Final Rankings
<a href="#">3A7-18</a>	Email from Executive Council Changing Number of Hires Due to Revision of FON
<a href="#">3A8-1</a>	Email from Human Resources to new Part-Time Faculty
<a href="#">3A8-2</a>	Part-Time Faculty Online Orientation Web Page
<a href="#">3A8-3</a>	Center for Teaching Excellence: Adjunct Orientation – Fall 2019
<a href="#">3A8-4</a>	Center for Teaching Excellence: Part-Time Faculty Orientation – August 8, 2018
<a href="#">3A8-5</a>	Cerritos Community College and Cerritos College Faculty Federation Collective Bargaining Agreement, 2018-2021 Article 11 (Chairs)
<a href="#">3A8-6</a>	Cerritos College Faculty Federation, Collective Bargaining Agreement, Article 16, Evaluation
<a href="#">3A8-7</a>	Cerritos College Faculty Federation, Collective Bargaining Agreement, Article 17 Student Evaluation
<a href="#">3A8-8</a>	Cerritos College Faculty Federation, Collective Bargaining Agreement, Article 13 Temporary Part-Time Faculty Reemployment/Assignment
<a href="#">3A8-9</a>	Cerritos Community College District Policy and District Procedure No 7160: Professional Development
<a href="#">3A8-10</a>	Professional Development Web Page
<a href="#">3A8-11</a>	Professional Development Training Calendar
<a href="#">3A8-12</a>	Risk Management, Keenan Safe Colleges Training
<a href="#">3A8-13</a>	Center for Teaching Excellence Workshop Calendar, 2018-2019
<a href="#">3A8-14</a>	Email from CTX Coordinator, October 18, 2019 - Learn to Be an Effective Autism Ally
<a href="#">3A8-15</a>	Email from CTX Coordinator, October 4, 2019 – Light Your Future
<a href="#">3A8-16</a>	Outstanding Faculty Awards
<a href="#">3A8-17</a>	Faculty Senate Minutes – September 11, 2018
<a href="#">3A8-18</a>	Cerritos College Faculty Federation Collective Bargaining Agreement, 2018-21
<a href="#">3A9-1</a>	2018-2019 Human Resources Area Plan
<a href="#">3A9-2</a>	Executive Council Approval Form

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<b>File Name</b>	<b>Document</b>
<a href="#">3A9-3</a>	Job Description: Administrative Clerk II
<a href="#">3A9-4</a>	Classified/Confidential Employment Selection Procedures
<a href="#">3A9-5</a>	Human Resources Recruitment Workflow
<a href="#">3A9-6</a>	Classified Employee List
<a href="#">3A10-1</a>	Management Employee List
<a href="#">3A10-2</a>	Job Description: Vice President of Academic Affairs
<a href="#">3A10-3</a>	Cerritos Community College District Organizational Chart
<a href="#">3A10-4</a>	Job Description: Director of EPP
<a href="#">3A10-5</a>	Management Employment Selection Procedures
<a href="#">3A10-6</a>	Human Resources Recruitment Workflow
<a href="#">3A10-7</a>	New Academic Administrator Checklist
<a href="#">3A10-8</a>	Reorganization of Classified Positions
<a href="#">3A10-9</a>	Reorganization of Classified Positions
<a href="#">3A10-10</a>	Executive Council Approval Form
<a href="#">3A10-11</a>	Job Description: Dean, Student Support Services
<a href="#">3A10-12</a>	Mission Statement in 2019-2020 Catalog
<a href="#">3A10-13</a>	Educational Master Plan: Introduction and Overview (EMP, pages 1-4)
<a href="#">3A11-1</a>	Cerritos Community College District Board of Trustees Home Page
<a href="#">3A11-2</a>	Cerritos Community College District Policy and Procedures, No. 2410 (Policy and Administrative Procedure)
<a href="#">3A11-3</a>	Cerritos Community College District Policy and Procedures, No. 2510 (Participation in Local Decision Making)
<a href="#">3A11-4</a>	Human Resources Board Policies and Administrative Procedures: Screen Shot
<a href="#">3A11-5</a>	Cerritos College Faculty Federation Collective Bargaining Agreement, 2018-2021
<a href="#">3A11-6</a>	CSEA Collective Bargaining Agreement
<a href="#">3A11-7</a>	Equal Employment Opportunity Plan, 2017
<a href="#">3A11-8</a>	Cerritos Community College District Policy and Procedure, No. 3420 (Equal Employment Opportunity)
<a href="#">3A12-9</a>	Cerritos Community College District Policy No. 3430 (Prohibition of Harassment)
<a href="#">3A11-10</a>	Cerritos Community College District Procedures No. 3430 (Prohibition of Harassment)
<a href="#">3A11-11</a>	Diversity and Equal Employment Opportunity Advisory Committee Web Page
<a href="#">3A11-12</a>	Risk Management
<a href="#">3A11-13</a>	Human Resources Forms
<a href="#">3A11-14</a>	Title IX Homepage
<a href="#">3A11-15</a>	Cerritos College Nondiscrimination and Sexual Harassment notice -- English
<a href="#">3A11-16</a>	Cerritos College Nondiscrimination and Sexual Harassment notice -- Spanish
<a href="#">3A11-17</a>	New Faculty Orientation
<a href="#">3A11-18</a>	Human Resources Web Site: Part-Time Faculty Online Orientation Page
<a href="#">3A11-19</a>	Keenan Safe Colleges Home Page
<a href="#">3A11-20</a>	Professional Development Web Page
<a href="#">3A11-21</a>	HR Announcement: Compliance Corner

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<b>File Name</b>	<b>Document</b>
<a href="#">3A12-1</a>	Mission Statement in 2019-2020 Catalog
<a href="#">3A12-2</a>	Equal Employment Opportunity Plan, 2017
<a href="#">3A12-3</a>	Diversity Plan, 2014
<a href="#">3A12-4</a>	Cerritos Community College District Policy No. 7100
<a href="#">3A12-5</a>	Cerritos Community College District Policy No. 3430
<a href="#">3A12-6</a>	Cerritos Community College District Procedures No. 3430
<a href="#">3A12-7</a>	Nondiscrimination and Sexual Harassment Statement
<a href="#">3A12-8</a>	Cerritos Community College District Policy No. 3410
<a href="#">3A12-9</a>	Cerritos Community College District Procedures No. 3410
<a href="#">3A12-10</a>	Cerritos Community College District Procedures No. 3435
<a href="#">3A12-11</a>	Hispanic Heritage Month, 2017
<a href="#">3A12-12</a>	Women’s History Month, 2017
<a href="#">3A12-13</a>	LGBTQ History Month Events
<a href="#">3A12-14</a>	Black History Month, 2019
<a href="#">3A12-15</a>	International Education Week, 2017
<a href="#">3A12-16</a>	Diversity and Equal Employment Opportunity Advisory Committee Web Page
<a href="#">3A12-17</a>	Safe Zone Ally Webpage
<a href="#">3A12-18</a>	Vet Net Ally Webpage
<a href="#">3A12-19</a>	Undocumented Student Allies
<a href="#">3A12-20</a>	Professional Development Training Calendar
<a href="#">3A12-21</a>	DEEOAC Grant Procedures, Objectives
<a href="#">3A12-22</a>	DEEOAC Grant Application Scoring Rubric
<a href="#">3A12-23</a>	Event Evaluation Form
<a href="#">3A12-24</a>	DEEOAC Post-Event Self-Evaluation Form
<a href="#">3A12-25</a>	SafeZone Evaluation Form
<a href="#">3A12-26</a>	Diversity Directory Draft – September 30, 2017
<a href="#">3A12-27</a>	Employee Climate Survey via Fall 2018 ModernThink
<a href="#">3A12-28</a>	EEO Diversity Presentation on 2014-2017, September 2017
<a href="#">3A13-1</a>	Administrative Procedure 3050 (Institutional Code of Ethics)
<a href="#">3A13-2</a>	Cerritos Community College District Procedures No. 2200
<a href="#">3A13-3</a>	Cerritos Community College District Policy No. 2715
<a href="#">3A13-4</a>	Cerritos Community College District Policy No. 7050
<a href="#">3A13-5</a>	Cerritos Community College District Procedures No.7050
<a href="#">3A13-6</a>	Cerritos Community College District Policy No. 2710
<a href="#">3A13-7</a>	Cerritos Community College District Procedures No.2710
<a href="#">3A13-8</a>	Cerritos Community College District Policy No.2712
<a href="#">3A13-9</a>	A Cerritos Community College District Procedures No. 7371
<a href="#">3A13-10</a>	Cerritos Community College District Policy No. 2717
<a href="#">3A13-11</a>	Cerritos College Catalog, 2018-19 - Student Rights and Responsibilities
<a href="#">3A13-12</a>	Cerritos Community College District Policy No. 5530
<a href="#">3A13-13</a>	Cerritos Community College District Procedures No.5530
<a href="#">3A13-14</a>	Cerritos Community College District Policy No. 7700
<a href="#">3A13-15</a>	Cerritos Community College District Procedures No.7700



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<b>File Name</b>	<b>Document</b>
<a href="#">3A13-16</a>	Cerritos Community College District Policy No. 3410
<a href="#">3A13-17</a>	Cerritos Community College District Procedures No. 3410
<a href="#">3A13-18</a>	Cerritos Community College District Policy No. 3430 (Prohibition of Harassment)
<a href="#">3A13-19</a>	Cerritos Community College District Procedures No. 3430 (Prohibition of Harassment)
<a href="#">3A13-20</a>	Cerritos Community College District Policy No. 7365
<a href="#">3A13-21</a>	Cerritos Community College District Procedures No. 7365
<a href="#">3A13-22</a>	Cerritos Community College District Policy No. 2200
<a href="#">3A13-23</a>	Cerritos Community College District Procedures No. 3435
<a href="#">3A13-24</a>	Cerritos Community College District Policy No. 2355
<a href="#">3A13-25</a>	Cerritos College Selection Committee Statement of Confidentiality
<a href="#">3A13-26</a>	Professional Conduct Statement, Faculty Senate
<a href="#">3A13-27</a>	Cerritos College Faculty Federation Collective Bargaining Agreement, Article 2, 2018-2021
<a href="#">3A13-28</a>	CSEA Collective Bargaining Agreement, Article 2, 2018-2021
<a href="#">3A14-1</a>	Cerritos Community College District Policy No. 7160
<a href="#">3A14-2</a>	Cerritos Community College District Procedures No. 7160
<a href="#">3A14-3</a>	CTX Calendar
<a href="#">3A14-4</a>	Professional Development Training Calendar
<a href="#">3A14-5</a>	Educational Master Plan, Goal C
<a href="#">3A14-6</a>	CSEA Collective Bargaining Agreement, Article 25 Professional Growth
<a href="#">3A14-7</a>	Faculty Senate Committee on Faculty Professional Development
<a href="#">3A14-8</a>	CCFF Collective Bargaining Agreement, Article 8: Salary
<a href="#">3A14-9</a>	2018-19 Workshop Schedule
<a href="#">3A14-10</a>	New Faculty Orientation Program Calendar, 2017-2018
<a href="#">3A14-11</a>	Falcon Day Announcement 2018
<a href="#">3A14-12</a>	Falcon Day Announcement 2019
<a href="#">3A14-13</a>	Template: Training Evaluation Form
<a href="#">3A14-14</a>	New Faculty Orientation Evaluations 2019
<a href="#">3A14-15</a>	Adjunct Orientation Evaluations 2019
<a href="#">3A14-16</a>	CTX Feedback Summary: Suggestions for Future Trainings
<a href="#">3A14-17</a>	Web Author Accessibility Skills Training 101: List CC Evaluation Summary, June 24, 2019
<a href="#">3A15-1</a>	CCFF Collective Bargaining Agreement, Article 32 Personnel Files
<a href="#">3A15-2</a>	Personnel Records (Reference: Education Code Section 87031)
<a href="#">3A15-3</a>	Classified Employee Handbook, Page 51 (Personnel Records)
<a href="#">3A15-4</a>	Records Retention and Destruction
<a href="#">3A15-5</a>	Board Policy 3310 (Records Retention and Destruction)
<a href="#">3A15-6</a>	<i>DocuXplorer</i> Screenshot and Backup Emails



## **B. Physical Resources**

1. *The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.*

### **Evidence of Meeting the Standard**

Cerritos College maintains all facilities to assure access, safety, security, and a healthful learning environment. Established board policies and administrative procedures address safe work practices, security, and oversight, and the campus community works collaboratively to enforce these policies, procedures, and practices ([3B1-1](#); [3B1-2](#)).

Cerritos College strives to meet all accessibility requirements. For example, the College's Disabled Student Programs and Services (DSPS) Division provides support, specialized learning and testing environments, and accommodations to students ([3B1-3](#)). The College assesses Americans with Disabilities Act (ADA) compliance periodically to identify and correct deficiencies ([3B1-4](#)). In 2019, the College contracted with Sally Swanson Architects to develop an ADA transition and self-evaluation plan ([3B1-5](#)). The plan will be available in 2020. A DSPS representative serves on the College Committee on Facilities Planning to provide input regarding ADA-compliance issues. Approval by the Division of the State Architect (DSA) ensures newly constructed or modernized structures meet or exceed state accessibility standards. The College submits new and modernized facilities plans to the DSA for accessibility review, and the College retains the services of an on-site DSA inspector who ensures that the College constructs new buildings in accordance with the California Building Code ([3B1-6](#)).

Cerritos College strives to ensure the safety of its students, faculty, staff, and visitors. The District Committee on Safety reviews safety of the grounds, parking lots, roads, buildings, fields, and equipment ([3B1-7](#)). The committee initiates reviews of reported safety concerns and recommends short- and long-term solutions at monthly meetings ([3B1-8](#); [3B1-9](#); [3B1-10](#)). The committee also developed an emergency-response poster and guidebook and distributed these to every assembly-type room on campus ([3B1-11](#); [3B1-12](#)). The committee implemented Safety Snap, an online reporting tool for safety hazards at all campus locations ([3B1-13](#)).

From 2016 to 2019, a blue-light emergency telephone network was installed at 22 exterior areas ([3B1-14](#); [3B1-15](#)). These safety/security devices provide easily accessible 9-1-1 phone services and closed-circuit television security cameras to monitor the campus. Similar blue-light emergency phones were installed in new buildings, which provide emergency phone contact with campus police. Both the exterior and interior blue-light emergency phones have been adopted as a campus standard that will be incorporated into new building design and construction.

The physical plant schedules annual third-party inspections for fire-alarm systems and fire-sprinkler inspections and testing ([3B1-16](#)). State agency elevator inspections are also conducted throughout the campus. Local agency fire marshal inspections are conducted annually, followed by appropriate, corrective action to ensure compliance. The College's third-party insurance provider, Keenan & Associates, conducts biennial campus wide safety inspections, with annual

## Standard III.B: Physical Resources

follow-ups to note progress towards eliminating hazards ([3B1-17](#)). Annual hazardous materials inventories are also completed by Keenan & Associates and filed with the state ([3B1-18](#)). Along with local and school safety measures, Cerritos College has developed safety plans through interaction with Keenan & Associates ([3B1-19](#); [3B1-20](#); [3B1-18](#)).

The College enhances the safety of students on campus through the Crisis Assessment, Intervention and Response (CAIR) Team and its guide to reports ([3B1-21](#); [3B1-22](#)). The CAIR Team trains faculty and staff on what to do in the event of a perceived, potential, or actual crisis, as shown in this CAIR training presentation ([3B1-23](#)). The College offers emergency text alerts, an SMS-based emergency notification service that sends real-time security information to students, faculty, and staff who have enrolled in the program ([3B1-24](#); [3B1-25](#)). The College has installed multiple panic buttons and software in 12 departments and tests them regularly ([3B1-26](#); [3B1-27](#); [3B1-28](#)). The Cerritos College Campus Police Department offers various safety and security services including escorting, self-defense training, safety walks, emergency drills, emergency-response videos, and other programs to enhance safety awareness and confidence for all stakeholders on campus ([3B1-29](#); [3B1-30](#); [3B1-31](#); [3B1-32](#)). To prepare for any unforeseen crisis, the College has established an emergency operations center, with assigned staffing and emergency backup-power sources, and a disaster plan with emergency evacuation points identified by signage throughout the campus ([3B1-33](#); [3B1-34](#); [3B1-35](#)).

In addition, the College regularly inspects off-site facilities to ensure that they comply with Cerritos College requirements as delineated in relevant contracts that address issues such as safety, access, security, and work environment ([3B1-36](#)).

To assure sufficient physical resources, the College has been funded by state bonds for construction and renovation of its facilities ([3B1-37](#); [3B1-38](#)). The guidelines contain strict accountability safeguards, including the Citizens' Bond Oversight Committee and independent performance and financial audits ([3B1-39](#)). The successful passage of Bond Measure CC resulted in the 2006 facilities master plan (FMP). After the update, construction activity increased with the completion of the Science Building, and several critical infrastructure improvements, including to the central plant.

Based on the 2011 FMP projections, the Cerritos Community College District Board of Trustees approved a second local general-obligation bond for inclusion in the 2012 general election. Voters passed the \$350-million Bond Measure G with nearly a 70 percent approval rating ([3B1-40](#)). Bond measures CC and G have allowed the District to pursue an aggressive modernization and build-out plan for the future of Cerritos College. To date, the College has constructed several new facilities, including the Automotive Partners Building, Physical Science and Technology Building, Aquatics Center, Facilities and Purchasing Complex, Automotive Technology Building, Liberal Arts/DSPS Building, Fine Arts Complex, Math/Computer and Information Sciences (CIS) Building, and numerous athletic field modernizations. Projects currently under construction or in planning development include the Health and Wellness Complex, Performing Arts Center, Student Services/Administration Building, and major modernization of existing program spaces in the Health Science Building ([3B1-41](#)).

## Analysis and Evaluation

The institution meets the requirements for Standard III.B.1. The College's comprehensive series of inspections, evaluations, reports, activities, staff observations, committees, and programs provide critical input that is used by facilities staff to assess, prioritize, and schedule routine and non-routine maintenance and repair of the institution's physical resources, including equipment replacement and minor construction or remodeling projects. These activities related to the institution's physical resources are conducted regularly and in a timely manner, in a focused effort to maximize the integrity and quality of the programs and services that support student learning.

- 2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.*

## Evidence of Meeting the Standard

Cerritos College plans, constructs, maintains, and upgrades physical resources to provide a high quality learning environment ([3B2-1](#)). Physical-resource planning integrates with institutional planning through the facilities master plan ([3B2-2](#)). As the project work plan for the recently constructed Math/CIS and Fine Arts buildings demonstrates, the College utilizes an inclusive, campus wide process that takes into consideration the needs of its users, programs, and services when planning new construction or modernization ([3B2-3](#); [3B2-4](#)). Shared-governance committees contribute to long-range planning by establishing District goals and objectives, addressing strategic initiatives, making recommendations for project phasing, and providing oversight for the implementation of these measures, such as the Citizens' Bond Oversight Committee ([3B2-5](#)). The College ensures that it meets the needs of directly impacted user groups by including them in new program space development. College constituents meet architects, the construction management team, design consultants, and equipment suppliers to communicate their needs, as evidenced by the minutes from the user group for the new Health and Wellness Complex ([3B2-6](#)).

In 2018, the College formed a task force comprised of representatives from all constituent groups to work with consultants to update the 2011 facilities master plan ([3B2-7](#)). The 2019 facilities master plan includes continued, extended master planning through 2027 ([3B2-2](#)). The recommendations noted in the FMP describe all projects in terms of scope, estimated costs, space utilization, and relation to the master plan. The plan helps the College to identify additional projects required to support campus expansion and the secondary effects attendant to major construction and program relocation.

In designing new buildings or modernizing existing buildings, Cerritos College strives to assure effective utilization and continuation of quality to support its programs and services. Campus design standards emphasize interdisciplinary classrooms, labs, and offices. The flexible

## Standard III.B: Physical Resources

interdisciplinary classrooms are designed to support the entire campus and improve the efficiency of facilities ([3B2-8](#)).

The processes that determine equipment replacement and maintenance for programs and services are guided through the College's shared-governance process, industry standards, and maintenance needs/preventative maintenance. Shared-governance committees are responsible for identifying projects and assuring they meet District goals, identifying and including appropriate user groups to design program spaces, responding to safety or liability issues, and developing long-range planning for campus enhancement ([3B2-9](#); [3B2-10](#); [3B2-11](#)). Maintenance, replacement, and addition of instructional equipment and facilities are determined using the resource-allocation process, which is tied to annual unit, division, and area plans ([3B2-12](#)). The institution's maintenance needs/preventative maintenance process identifies routine repairs and maintenance, modifications or improvements, and special requests for services to ensure the College meets equipment and maintenance needs for its programs and services ([3B2-13](#)).

The FMP and bond measures allow for comprehensive analysis of the physical resources of the campus. In addition to the bond-measure projects, the College utilizes the work order/preventative maintenance process for scheduling, supporting, tracking, and closing maintenance and campus activities. Cerritos College utilizes an online survey of its users to evaluate the effectiveness of maintenance, grounds, and custodial groups ([3B2-14](#)).

Cerritos College uses physical resources effectively and strives to develop an energy-efficient and sustainable campus to minimize environmental impact, save costs, and promote health and well-being ([3B2-15](#); [3B2-16](#); [3B2-17](#)).

### **Analysis and Evaluation**

The institution meets the requirements for Standard III.B.2. Bond measures CC and G enable the College to advance the quantity and quality of physical resources necessary to support its programs and services. The implementation plan is used as a blueprint for educational and facilities master planning.

- 3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.*

### **Evidence of Meeting the Standard**

The College utilizes many processes to plan and assess campus facilities, including the 2019 facilities master plan, five-year construction plan, annual planning process, the California Community College Facility Utilization Space Inventory Option Net (FUSION) system, the facilities condition index study, and annual safety inspection ([3B3-1](#); [3B3-2](#); [3B3-3](#); [3B3-4](#); [3B3-5](#); [3B3-6](#)).

## Standard III.B: Physical Resources

The annual planning process for all units may include facilities and technology project planning and service area outcomes regarding physical resources and technology equipment. College areas submit identified needs as resource requests, which are analyzed through the District's resource-allocation process ([3B3-7](#); [3B3-8](#)). The funding requests may include simple facility renovations, upgrade requests, or large-scale facility constructions or renovations. The College Committee on Planning and Budget reviews and prioritizes resource-allocation requests before the Executive Council makes final determinations ([3B3-9](#); [3B3-10](#); [3B3-11](#)).

A primary tool the College uses to evaluate its facilities is the 2019 facilities master plan ([3B3-1](#)). The 2017-2023 educational master plan serves as the foundation for recommendations found in the FMP. The FMP provides a quantitative and qualitative description of the College's strategies to support the campus's educational program needs, address long-range forecast for enrollment, and maximize funding opportunities. The plan provides a framework for future development, including the placement of new facilities, the renovation of existing facilities, and the improvement of a number of campus sites.

The College improves its facilities and equipment through the use of assessment, planning, project management, and evaluations. The five-year capital outlay plan (5YCOP), submitted each year to the California Community Colleges Chancellor's Office, is primarily generated from the facilities master plan ([3B3-12](#)). The annual space inventory report of existing District buildings is used as a component of the 5YCOP ([3B3-4](#)). Space data is recorded using FUSION by room type, such as lecture, laboratory, office, library, and audiovisual/information technology, as well as the various program activities offered in these rooms ([3B3-4](#)). A combination of the space (capacity) and enrollment (load) is used by the five-year construction plan to derive the capacity-to-load ratios that help to prioritize growth-related facilities projects. The annual review, update, and submission of the five-year construction plan requires the District to analyze its projected capacity-to-load ratios for lecture classrooms, laboratories, and faculty office space. This method ensures future construction plans meet the needs of the institutional full time equivalent students (FTES) growth projection, while maintaining appropriate balance of capacity loads for a community college.

FUSION is designed to provide a quick, simple, and accurate method for inventorying, estimating, and tracking facility deficiencies. The FUSION space inventory assessment identifies all assignable square footage throughout the campus and is used to calculate FTES and future enrollments, while the FUSION five-year maintenance plan provides a projection of maintenance activity for repairs, replacement, and improvement of the physical plant ([3B3-13](#)).

Furthermore, the Foundation for California Community Colleges provides a facility-condition assessment for campus buildings every three years ([3B3-4](#)). This FUSION database provides third-party inspection data on the campus buildings, mechanical systems, and infrastructure that identifies needed repairs or replacements. The results of these evaluations influence priorities in the facilities master plan, the five-year scheduled maintenance plan, as well as the decision-making processes of the planning and budget committee and facilities planning committee ([3B3-14](#)).

## Standard III.B: Physical Resources

The board of trustees receives annual progress reports on current construction to ensure resource allocation is properly aligned with College goals (3B3-15). Additional reports are supplied to the board upon request. In addition, the facilities planning committee provides updates to the College Coordinating Committee biannually. Coordinating committee meeting minutes are a standing information item for board of trustee meetings (3B3-16). The Citizens' Bond Oversight Committee reviews all work funded by local bonds, in compliance with Proposition 39 (3B3-17; 3B3-18; 3B3-19). The committee receives annual financial and performance audits; planning, design, and construction progress information; and makes periodic visits to project sites to monitor construction activity (3B3-20).

### **Analysis and Evaluation**

The institution meets the requirements for Standard III.B.3. The College plans and evaluates its facilities and equipment on a regular basis, using a variety of data and assessment from multiple internal and external sources. The District employs a year-round, ongoing program of monitoring building utilization, using established state measures such as capacity-to-load to review its campus.

4. *Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

### **Evidence of Meeting the Standard**

The planning processes used by the College ensure that capital projects support well-defined College goals while conforming to state guidelines. The District's educational master plan, facilities master plan, strategic plan, and area program-review plans are used as essential resources to determine capital expenditures. Goal E of the educational master plan (EMP) emphasizes upgrading educational infrastructure (3B4-1). The College's long-range capital planning program consists of facilities master plans, the FUSION facilities existing conditions assessment, and the five-year capital outlay plan (3B4-2; 3B4-3; 3B4-4). These plans rely on current and projected enrollment data as well as the College's current facility space inventory to plan facilities to accommodate future enrollment growth. Long-range capital planning helps the College achieve improvement goals, which is evidenced by the College's aggressive general-obligation bond implementation and capital-outlay programs, which are outlined in the facilities master plan.

The District has developed a site-specific annual total-cost-of-ownership report (3B4-5). This report is based on the FUSION facility cost index report, historical energy-use data, area-plan workload tracking data, Association of Physical Plant Administrators industry staffing metrics, an internal analysis of new versus existing building maintenance requirements, and a cleaning-cost analysis program to determine custodial staffing levels. The total-cost-of-ownership report is used in facilities planning meetings and is essential to determine future capital outlay projects and the impacts on the District's operations (3B4-6).



## Standard III.B: Physical Resources

When making decisions regarding facilities and equipment, the elements that the College uses to comprise the definition of “total cost of ownership” are interpreted as any design and soft costs, initial capital outlay for improvement, plus life-cycle maintenance costs, staffing requirements, and any related energy usage versus the replaced facility or equipment. When addressing building infrastructure maintenance, the FUSION facility existing conditions assessment provides a survey of major maintenance and facility replacement needs and compares the cost of repairing and maintaining an existing facility to the cost of new construction. The facilities planning committee evaluates life-cycle cost and total cost of ownership as standard practice in building planning and in all capital equipment expenditures.

### Analysis and Evaluation

The institution meets the requirements for Standard III.B.4. The College determines long-range capital planning through institutional processes such as the EMP, the FMP, and program review. The College has adopted a total-cost-of-ownership model and utilizes this information when reviewing capital planning. The capital-outlay process supports College goals.

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### Conclusions on Standard III.B. Physical Resources

The institution meets Standard III.B. The evidence demonstrates that the College plans, builds, maintains, and upgrades its physical resources to provide a high-quality learning environment that is safe, secure, and comfortable to support student learning programs and services and achieve its mission. Physical resource planning integrates with institutional planning through the FMP, guided by the EMP, which serves as the foundation for recommendations regarding facilities. Facilities resource management decisions derive from the College planning process. The college analyzes data to determine to what extent it is effectively fulfilling the physical resource needs of programs and service areas, including annual review of the total-cost-of-ownership model. This consistent evaluation method informs the college’s annual area- and unit-planning process for resource allocation.

### Standard III.B Evidence List

File Name	Document Title
<a href="#">3B1-1</a>	Cerritos Community College District Policy No. 3500 – Campus Safety
<a href="#">3B1-2</a>	Cerritos Community College District Procedure No. 3501 – Campus Security and Access
<a href="#">3B1-3</a>	DSPS Accommodations Policy
<a href="#">3B1-4</a>	2005 ADA Self-Evaluation
<a href="#">3B1-5</a>	Board of Trustees Meeting (January 16, 2019) – Consideration of Approval to Award Independent Contractor Services Agreement with Sally Swanson Architects for the District ADA Self-Evaluation and Transition Plan Services
<a href="#">3B1-6</a>	DSA Approval and Certification
<a href="#">3B1-7</a>	District Committee on Safety
<a href="#">3B1-8</a>	District Committee on Safety Meeting Summary – July 17, 2019
<a href="#">3B1-9</a>	District Committee on Safety Meeting Summary – June 19, 2019

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<b>File Name</b>	<b>Document Title</b>
<a href="#">3B1-10</a>	District Committee on Safety Meeting Summary – May 15, 2019
<a href="#">3B1-11</a>	Emergency Poster
<a href="#">3B1-12</a>	Emergency Flipchart
<a href="#">3B1-13</a>	Safety Snap Form and Historical Spreadsheet
<a href="#">3B1-14</a>	Blue-Light Emergency Phones
<a href="#">3B1-15</a>	Blue Emergency Phone Tower Locations
<a href="#">3B1-16</a>	Annual Fire and Safety Inspections
<a href="#">3B1-17</a>	SWACC Biannual and Annual Inspection Reports
<a href="#">3B1-18</a>	Hazardous Materials Locations Inventory
<a href="#">3B1-19</a>	Injury and Illness Prevention Plan
<a href="#">3B1-20</a>	Confined Space Entry Plan
<a href="#">3B1-21</a>	CAIR Report Guide
<a href="#">3B1-22</a>	CAIR Form
<a href="#">3B1-23</a>	Crisis Assessment, Intervention, and Response (CAIR)Team – Training Presentation
<a href="#">3B1-24</a>	Emergency Text Alerts
<a href="#">3B1-25</a>	Safety Alerts
<a href="#">3B1-26</a>	EOPS – Admin Building Duress Alarm Map
<a href="#">3B1-27</a>	Simplex Duress Button Test
<a href="#">3B1-28</a>	On-Guard Duress Button Test
<a href="#">3B1-29</a>	R.A.D. Self Defense
<a href="#">3B1-30</a>	Safety Escorts
<a href="#">3B1-31</a>	Campus Police Reports
<a href="#">3B1-32</a>	Active-Shooter Response Training
<a href="#">3B1-33</a>	Emergency Operations Plan
<a href="#">3B1-34</a>	Emergency Preparedness Drills
<a href="#">3B1-35</a>	Emergency Evacuation Plans
<a href="#">3B1-36</a>	La Mirada School Safety Webpage
<a href="#">3B1-37</a>	General Obligation Bond Proposal
<a href="#">3B1-38</a>	General Obligation Bond Resolution
<a href="#">3B1-39</a>	Citizens’ Bond Oversight Committee Bylaws
<a href="#">3B1-40</a>	Measure G Press Release
<a href="#">3B1-41</a>	Measure CC and Measure G Project Lists
<a href="#">3B2-1</a>	Cerritos Community College District Procedure No. 6600 – Capital Construction
<a href="#">3B2-2</a>	Facilities Master Plan
<a href="#">3B2-3</a>	Project Work Plan
<a href="#">3B2-4</a>	Facilities Planning Committee
<a href="#">3B2-5</a>	Citizen’s Bond Oversight Committee Roster
<a href="#">3B2-6</a>	Sample User Group Minutes
<a href="#">3B2-7</a>	Facilities Master Plan Subcommittee Roster
<a href="#">3B2-8</a>	Campus Design Guidelines
<a href="#">3B2-9</a>	College Committee on Facilities Planning Meeting Minutes, November 20, 2018



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<b>File Name</b>	<b>Document Title</b>
<a href="#">3B2-10</a>	District Committee on Safety Meeting Summary, August 15, 2018
<a href="#">3B2-11</a>	District Committee on Safety
<a href="#">3B2-12</a>	Integrated Program Review, Planning, and Resource Allocation Handbook
<a href="#">3B2-13</a>	2018 – 2019 Scheduled Maintenance Project Funding Proposal
<a href="#">3B2-14</a>	Facilities Maintenance Survey
<a href="#">3B2-15</a>	Sustainability – 2019 Facilities Master Plan, Section 4 pp. 30-34
<a href="#">3B2-16</a>	Sustainability Plan
<a href="#">3B2-17</a>	Cerritos College Integrated Energy Master Plan
<a href="#">3B3-1</a>	Cerritos College Facilities Master Plan, 2019
<a href="#">3B3-2</a>	2021-2025 Five Year (Capital) Construction Plan Executive Summary
<a href="#">3B3-3</a>	Board Agenda Item: Consideration of Approval of Cerritos College 2021-2025 Five-Year Construction Plan (5YCP)
<a href="#">3B3-4</a>	FUSION2 Space Inventory, Cerritos Community College District Report 17 Certification
<a href="#">3B3-5</a>	Property and Liability Assessment Audit
<a href="#">3B3-6</a>	Upcoming SWACC Property and Liability Inspection
<a href="#">3B3-7</a>	Integrated Program Review, Planning, & Resource Allocation Handbook
<a href="#">3B3-8</a>	Instructional Program Review Handbook
<a href="#">3B3-9</a>	Planning and Budget Committee Minutes – May 17, 2018
<a href="#">3B3-10</a>	Planning and Budget Committee Minutes – August 16, 2018
<a href="#">3B3-11</a>	2019-20 College Plan
<a href="#">3B3-12</a>	Five-Year Capital Outlay Plan
<a href="#">3B3-13</a>	2018 – 2019 Scheduled Maintenance Project Funding Proposal
<a href="#">3B3-14</a>	College Committee on Facilities Planning
<a href="#">3B3-15</a>	Bond Construction Program Presentation
<a href="#">3B3-16</a>	Cerritos College Coordinating Committee Minutes, February 25, 2019
<a href="#">3B3-17</a>	Cerritos Community College District Policy No. 6740 (Citizens’ Bond Oversight Committee)
<a href="#">3B3-18</a>	Cerritos Community College District Procedure No. 6740 (Citizens’ Bond Oversight Committee)
<a href="#">3B3-19</a>	Cerritos College General Obligation Bond Minutes of the Meeting of the Citizens’ Bond Oversight Committee, May 6, 2019
<a href="#">3B3-20</a>	Measure CC Bond Disclosure
<a href="#">3B4-1</a>	Educational Master Plan, Goal E
<a href="#">3B4-2</a>	Cerritos College Facilities Master Plan, 2019
<a href="#">3B4-3</a>	FUSION2 Space Inventory, Cerritos Community College District Report 17 Certification
<a href="#">3B4-4</a>	2020-2024 Five-Year Capital Outlay Plan, Cerritos Community College District
<a href="#">3B4-5</a>	Total Cost of Ownership Report
<a href="#">3B4-6</a>	Facilities Planning Committee Agenda – February 19, 2019

### C. Technology Resources

1. *Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.*

#### Evidence of Meeting the Standard

The following evidence shows that Cerritos College is committed to providing a full range of technology resources to support instructional programs, student services, and administrative operations. Divisions initiate requests for technology services and support by contacting the Information Technology (IT) Department. All requests are entered into the *Spiceworks* ticketing system, where they can be assigned, counted, and tracked to ensure appropriate and adequate services ([3C1-1](#)). The College includes facilities, hardware, and software in resource allocation requests embedded within unit and institutional plans, where they are prioritized to determine if current technology resources are adequate to meet the needs of each unit. The College's participatory governance structure ensures campus wide input and review of technology services and resources.

#### *Technology Services*

The IT Department is responsible for computer and technology maintenance, programming, data reporting, user support, email, network systems and security, audio/video systems, software applications, and purchasing and implementing technology equipment and upgrades. The annual IT plan is based on resource-allocation requests ([3C1-2](#); [3C1-3](#); [3C1-4](#); [3C1-5](#)). The Information Technology Department sets annual goals with the vice president of Business Services ([3C1-6](#)).

In Fall 2019, Cerritos College began developing a 5-year IT Master Plan. The IT Master Plan will identify college-wide technology initiatives, priorities, and projects. The College selected Gensler and Associates to assist with the plan and facilitate input from across the college ([3C1-7](#)). Surveys, interviews, and work sessions with the Gensler consultants will be scheduled, leading to a report and plan by March 2020. The plan will align with the educational master plan and the facilities master plan and is designed to support the institution's management and operational functions, academic programs, teaching and learning and support services.

To ensure that technology services are appropriate and adequate, the IT Department includes a link to its survey after the completion of a help ticket to assess the performance of IT services ([3C1-8](#)). The surveys are regularly reviewed by both the director of Information Technology and the manager of Information Technology, and changes are made based on this feedback. For example, feedback from 2015-2016 identified that the campus was lacking sufficient Wi-Fi coverage, especially in the library. The IT Department replaced the Wi-Fi system with updated equipment, doubled the amount of Wi-Fi access points in the library, and added more than 200 additional access points in the last six years, reaching a total of 299 active access points ([3C1-9](#)).

#### *Professional Support*

The IT Department manages, maintains, and operates the College's technological infrastructure and equipment. The department is organized to support the development, improvement, and

## Standard III.C: Technology Resources

maintenance of IT systems, including software applications, networks, instructional computer labs, smart classrooms, personal computers, and telephones for the campus ([3C1-10](#)). Assistance with access, safety, maintenance, and security is provided through the Information Technology Department help desk on demand from Monday to Saturday ([3C1-11](#); [3C1-12](#)). The Media Department provides dedicated support for Cerritos College's learning management system, *Canvas* for both face-to-face and online courses, and after-hours support is available through Instructure 24 hours a day, seven days a week ([3C1-13](#)).

In addition to the staffing in the IT Department, labs such as the student computer lab, language lab, and other departments are staffed by instructional aides who directly assist faculty and students with software and equipment appropriate to the lab. The College's web support technician maintains the College's website ([3C1-14](#)).

### *Facilities*

The College provides technology facilities, including computer labs, portable equipment, and printing facilities. The IT Department provides access to, and support for, more than 1,624 computers and laptops in 56 different computer labs, learning centers, classrooms and laptop carts. All these labs and learning centers relate to some operational functions, such as employee training, academic programs, teaching and learning, and support services, including large-group orientations. During the planning phase of any new building, user groups are formed to gather the needs of the programs that will occupy the new building. These needs are assessed by the user-group committees, and decisions for technology needs are reached ([3C1-15](#); [3C1-16](#); [3C1-17](#)).

### *Hardware and Software*

The IT Department provides adequate hardware and software to support the College's management and operational functions, academic programs, teaching and learning, and support services. The IT Department provides, manages, and upgrades hardware for the campus, such as computers, printers, and copy machines. The campus hardware is scheduled for upgrade and replacement on a schedule, which can be found on the IT Department web page ([3C1-4](#)). The IT Department additionally provides and maintains smart classrooms ([3C1-18](#)). The IT Department also maintains televisions, smart carts, iPads, laptops, and tablets, as necessary for instruction. The IT Department provides, manages and updates standard software for management and daily operations, such as *Office 365* and *Adobe Acrobat Pro*.

Software for academic programs, while supported by the IT Department, is user-initiated and purchased with funding secured by the user. This process takes place as part of the users' program reviews and resource allocation processes. The College has implemented policies to ensure that new software is accessible to all members of the campus community ([3C1-19](#); [3C1-20](#); [3C1-21](#)). The IT Department provides software upgrades for academic programs on a yearly basis. An email is sent to identify which academic programs need software installations or upgrades ([3C1-22](#)). The IT Department also provides support for student support services, by maintaining and upgrading *PeopleSoft*, *MyCerritos*, the student portal through *PeopleSoft* and *OnBase*, and a document-imaging software. It also identifies transcript specifics and provides information in a common format.

## Standard III.C: Technology Resources

### Analysis and Evaluation

Cerritos College meets Standard III.C.1. The College has the personnel to provide support for technology services, professional development, and academic programs. Facilities, hardware, and software are monitored and updated on a regularly scheduled basis. These services support the institution's management and operational functions as well as the College's mission to provide the College's diverse student population with high quality, comprehensive instructional programs and support services that improve student success.

2. *The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services.*

### Evidence of Meeting the Standard

Cerritos College systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet the needs of the College, including computer refresh cycles and classroom multimedia upgrades and installations. The Information Technology Department's computer-replacement plan sets a standard for replacing desktop and laptop computers every five years for classrooms, labs, faculty, staff, and administrators ([3C2-1](#); [3C2-2](#)). In addition, the College maintains a coordinated plan for updating all classrooms with multimedia equipment. Cerritos College uses *Microsoft Active Director* and *McAfee ePolicy Orchestrator* to maintain a database of all computers on campus. With the use of these tools, reports and dashboards are generated, which are then used to find systems that do not meet the IT standards ([3C2-3](#); [3C2-4](#)).

#### *Key Roles and Committees*

The College Committee on Information Technology Standards is a shared-governance committee that sets campus standards for purchase, replacement, and upgrade for computer hardware, computer peripherals, and software to ensure consistency and quality ([3C2-5](#); [3C2-6](#); [3C2-7](#); [3C2-8](#); [3C2-9](#); [3C2-10](#)). The director and manager of Information Technology work with division deans to develop timelines for classroom multimedia upgrades and to handle immediate issues that come up, such as equipment failure ([3C2-11](#)). Computer labs on campus are coordinated in the same manner, including additional input from division deans, and faculty are consulted so that appropriate computer equipment is ordered and installed to meet the needs of specific divisions, programs, students, and faculty.

#### *Resource Allocation*

The processes for requesting technology purchases and new technology projects are defined and linked to unit, division, and area plans, as well as program reviews, institutional plans, and resource-allocation requests that are tied to these plans. Units develop plans annually, which are consolidated in division plans, and then adopted into the appropriate area plans, including Academic Affairs, Human Resources, Business Services, and Student Services ([3C2-12](#)). The area vice presidents submit their annual plans to the College Committee on Planning and Budget, which then culminates in the College's annual plan. This is then integrated with the budget allocation for the year ([3C2-13](#)). An example of a planned and awarded technology request is the

## Standard III.C: Technology Resources

continued subscription to Smarthinking online tutoring. This request started in the Student Success Center unit plan, was then incorporated into the Academic Success Division plan, was approved by the vice president of Academic Affairs to the Academic Affairs Area Plan, and then finally made it into the College Plan ([3C2-14](#); [3C2-15](#); [3C2-16](#)).

### *Canvas Course Management System*

Cerritos College uses *Canvas*, which is funded by the California Community Colleges Chancellor's Office, through the California Online Education Initiative. Further, the chancellor's office provides support, maintenance, and security for *Canvas* ([3C2-17](#)).

## **Analysis and Evaluation**

Cerritos College meets Standard III.C.2. The evidence indicates that processes are in place to ensure ongoing maintenance and upgrade of an adequate technological infrastructure.

- 3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.*

## **Evidence of Meeting the Standard**

Cerritos College provides reliable, safe, and secure access to technology resources on campus and at off campus classrooms at La Mirada. Cerritos College makes use of standard security and safety products and procedures, including email firewalls, advanced threat protection, and anti-virus software at all sites. Documented evidence for these security products cannot be supplied in this self-evaluation in order to maintain the integrity of the security measures; however, the IT Director will be able to supply this evidence upon request in-person during the campus visit. The College provides the staffing, organization, funding, and shared-governance structures necessary to ensure the effective management, maintenance, and operation of technological infrastructure and equipment.

### *Personnel Resources*

Twenty-six IT support personnel implement and maintain cutting-edge multimedia classroom equipment and technologies ([3C3-1](#)). The increased use of remotely managed systems and monitoring technologies helps reduce maintenance response times and increases reliability of equipment.

### *On-Campus Servers*

The majority of the Cerritos College servers are virtual machines hosted on a high availability cluster of six servers. If a physical host goes down, the virtual machines migrate automatically to a host that is up and running. This is made possible by the usage of a centralized storage array running in a redundant array of independent disks (RAID) configuration. The College has a secondary storage array to which all data is replicated as it is written to the primary unit. All files are stored in these appliances and are backed up by software. The College has not had any major server outages or downtime, except a few isolated incidents caused by server updates that may

## Standard III.C: Technology Resources

have run longer than normal. As part of the College's disaster recovery plan, on a weekly basis, tape back-up copies are sent to Iron Mountain, an off-site tape-storage company ([3C3-2](#); [3C3-3](#)).

Wireless networking is available for all students, faculty, and staff and requires authentication usernames and passwords. Guest self-service Wi-Fi is available for visitors ([3C3-4](#)). Visitors must sign in and verify their identities, ensuring that the College knows who is using the Wi-Fi.

As part of the campus infrastructure upgrade and the College's disaster recovery plan, it created a new secondary data center ([3C3-5](#)). The plan for this area is to house half of all server, storage, and network resources to minimize any downtime if something happens to the College's primary data center.

### *Website*

The IT Department maintains an industrial-strength firewall around all web servers and the College's entire network. During this past year, there have been no unscheduled outages of the Cerritos College website ([3C3-6](#)). A daily backup copy of the entire webserver is performed and stored on disk.

### *Course Management System Reliability*

Cerritos College has support for faculty and students that assures access, safety, and security in the online environment. *Canvas* is secured by Instructure, the provider of *Canvas*, as evidenced by the security statement from Instructure ([3C3-7](#)).

## **Analysis and Evaluation**

Cerritos College meets Standard III.C.3. The College continuously collaborates and coordinates with its Information Technology Department as well as several vendors to monitor and provide support for technological infrastructure and equipment. The evidence indicates that reliable access, safety, and security of the technological infrastructure and equipment at all locations are adequate.

- 4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.*

## **Evidence of Meeting the Standard**

Cerritos College provides training opportunities for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations. Faculty technology trainings are conducted through the Center for Teaching Excellence (CTX) and examples of recent popular training includes creating video tutorials and accessibility training ([3C4-1](#); [3C4-2](#)). In addition to regularly scheduled workshops, the CTX has also held a dedicated Ed Tech Day multiple times during this accreditation cycle. Workshops offered on Ed Tech Day included introductions to Canvas and sessions on using Screencast-O-Matic, Google Docs, and creating open educational resources ([3C4-3](#); [3C4-4](#); [3C4-](#)



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5). Staff and management are trained through the Professional Development Office, and samples of technology training includes Microsoft Team, Outlook, Word, and Excel ([3C4-6](#); [3C4-7](#); [3C4-8](#); [3C4-9](#)). The IT Department provides trainings on various topics as-needed to departments during Division meetings or management meetings ([3C4-10](#)). The Office of College Relations, Public Affairs, and Governmental Relations provides periodic, one-on-one web administration trainings for faculty, staff, and administrators ([3C4-11](#)). The library and computer lab offer opportunities for students to learn effective use of technology in drop in sessions and one-on-one instructional assistance for technology at library and computer lab service desks, which are staffed during all open hours ([3C4-12](#); [3C4-13](#); [3C4-14](#)). Workshops are monitored for attendance and are evaluated by attendees ([3C4-15](#); [3C4-16](#); [3C4-17](#); [3C4-18](#); [3C4-19](#)).

In addition to face-to-face trainings mentioned in the previous paragraph, the campus provides online instruction for the use of technology. *Canvas* student training is available through the “*Canvas* Student Orientation” for text-based materials or the “*Canvas* Student Tour” for video-based materials. Faculty, staff, and administrators can participate in “Teaching with *Canvas*,” an introductory, self-paced training ([3C4-20](#)). Technology guides are prepared by computer lab staff and available to students in print or online in accessible Portable Document Format (PDF) files ([3C4-21](#)). The CTX provides PDF guides to assist faculty in the effective use of technology ([3C4-22](#)). Cerritos College also participates in technology training through the California Community Colleges Chancellor’s Office, such as the Vision Resource Center, which provides access to Lynda.com College employees ([3C4-23](#)).

### **Analysis and Evaluation**

Cerritos College meets Standard III.C.4. The College offers numerous opportunities for faculty, staff, administrators, and students to be trained in the use of software and equipment used on campus. Records of employee and student attendance at in-person training sessions show that employees and students are taking advantage of trainings offered. Evaluations of workshop trainings by all constituents show positive feedback regarding the trainings.

5. *The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.*

### **Evidence of Meeting the Standard**

Board Policy (BP) 3720 and Administrative Procedure (AP) 3720 outline appropriate use for the computers and the network at Cerritos College. The board policy instructs employees and students to use district computers and networks responsibly, to not abuse the resources, and to respect the rights of others. The administrative procedure continues to outline privileges, responsibilities, individual user rights, appropriate uses, prohibited uses, consequences of unauthorized use or failure to follow procedures, as well as other guidance on appropriate use ([3C5-1](#); [3C5-2](#)). The College web standards handbook includes an acceptable use statement for use of web resources ([3C5-3](#)).

### Standard III.C: Technology Resources

Cerritos College has policies, procedures and standards that guide the purchase of technology equipment and software, use of computers and networks, and compliance with Section 508 accessibility requirements ([3C5-4](#)).

The College provides guidelines and procedures for employees who update and author web pages and social media accounts that represent the College through Administrative Procedure 3070 and a web author handbook ([3C5-5](#); [3C5-6](#)). Board Policy 5500 outlines conduct that shall constitute good cause for discipline for students on District-owned or controlled property. This includes computer, internet, and Wi-Fi usage ([3C5-7](#)). Administrative Procedure 5520 outlines the specific discipline for student violation of Board Policy 5500.

### Analysis and Evaluation

Cerritos College meets Standard III.C.5. Cerritos College has policies and procedures in place regarding appropriate use of technology in teaching and learning processes.

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### Conclusions on Standard III.C. Technology Resources

The institution meets Standard III.C. The evidence demonstrates that current technology services and support are adequate to support the College, technology resources are maintained appropriately, and the College continuously plans to ensure technology is adequate for the future. Faculty, staff, students, and administrators receive instruction on the use of technology, and policies guide appropriate use of technology in teaching and learning.

### Standard III.C Evidence List

File Name	Document Title
<a href="#">3C1-1</a>	Process to Request Technical Support (Standard Operating Procedure), January 28, 2019
<a href="#">3C1-2</a>	Technology Plan, 2016-2017
<a href="#">3C1-3</a>	Technology Plan, 2017-2018
<a href="#">3C1-4</a>	Technology Plan, 2018-2019
<a href="#">3C1-5</a>	Information Technology Program Review, 2019-2020
<a href="#">3C1-6</a>	Information Technology Goals, 2019-2020
<a href="#">3C1-7</a>	Cerritos Community College District Minutes of the Board of Trustees – October 2, 2019
<a href="#">3C1-8</a>	Example of Survey for Helpdesk Users, 2009-present
<a href="#">3C1-9</a>	Cerritos College Wi-Fi Hot Spots
<a href="#">3C1-10</a>	Information Technology Organization Chart
<a href="#">3C1-11</a>	Cerritos College Information Technology Home Page – Screen Shot
<a href="#">3C1-12</a>	Cerritos College Information Technology Help Desk – Screen Shot
<a href="#">3C1-13</a>	Canvas Support Options
<a href="#">3C1-14</a>	Screen Shot of Web Admin Web Page
<a href="#">3C1-15</a>	Pfeiffer Partners – Cerritos College Performing Arts Center Schematic Design Meeting with Facilities, November 2015



Standard III.C: Technology Resources

<b>File Name</b>	<b>Document Title</b>
<a href="#">3C1-16</a>	HMC Architects Meeting Minutes, July 8, 2015
<a href="#">3C1-17</a>	Tilden-Coil Constructors Theater AV Meeting, April 25, 2017
<a href="#">3C1-18</a>	Smart Classroom Standard AV Equipment List – IT Website
<a href="#">3C1-19</a>	Cerritos Community College District Policy No. 3411
<a href="#">3C1-20</a>	Cerritos Community College District Procedures No. 3411
<a href="#">3C1-21</a>	Cerritos Community College District Procedures No. 6365
<a href="#">3C1-22</a>	Email Subject: Software Installation Deadline for Spring 2019, November 8, 2018
<a href="#">3C2-1</a>	Computer Lab Computer Replacement Plan (Standard Operating Procedure)
<a href="#">3C2-2</a>	Information Technology Employee Computer Replacement Plan
<a href="#">3C2-3</a>	McAfee: Epodium OS Summary
<a href="#">3C2-4</a>	McAfee: Systems by model type
<a href="#">3C2-5</a>	Cerritos College Information Technology Standards Committee Shared Governance Document
<a href="#">3C2-6</a>	Information Technology Standards
<a href="#">3C2-7</a>	Information Technology Standards Committee Agendas – IT Web Page
<a href="#">3C2-8</a>	Desktop Standard Configurations – IT Web Page
<a href="#">3C2-9</a>	Desktop Standard Configurations – Laptop – IT Web Page
<a href="#">3C2-10</a>	Smart Classroom Standard AV Equipment List – IT Web Page
<a href="#">3C2-11</a>	Audio/Visual Upgrade Schedule – 2016-2019 – IT Web Page
<a href="#">3C2-12</a>	Business Services Area Plan, 2019-2020
<a href="#">3C2-13</a>	Integrated Program Review, Planning, and Resource Allocation Handbook, Fall 2018
<a href="#">3C2-14</a>	Program Review Plus, Plan 01220 – Academic Success – Smarthinking Resource Request
<a href="#">3C2-15</a>	Academic Affairs Area Plan, 2019
<a href="#">3C2-16</a>	College Plan, 2019
<a href="#">3C2-17</a>	Instructure Participation Agreement
<a href="#">3C3-1</a>	Information Technology Organization Chart
<a href="#">3C3-2</a>	Secure Sync Transaction History Container No. 90407, Fall 2019
<a href="#">3C3-3</a>	Secure Sync Transaction History Container No. 90408, Fall 2019
<a href="#">3C3-4</a>	Cerritos College Wi-Fi Hot Spots
<a href="#">3C3-5</a>	Secondary MCC/Data Center, October 6, 2015
<a href="#">3C3-6</a>	CENIC Network Statistics
<a href="#">3C3-7</a>	Instructure <i>Canvas</i> Security Statement
<a href="#">3C4-1</a>	Session A Evaluation Form: Creating Video Tutorials to Increase Student Engagement and Success, November 2, 2018
<a href="#">3C4-2</a>	Center for Teaching Excellence – Accessibility Training for Early Adopters – April 5, 2019
<a href="#">3C4-3</a>	Ed Tech Day, 03.07.2018
<a href="#">3C4-4</a>	Ed Tech Day, 03.08.17
<a href="#">3C4-5</a>	Center for Teaching Excellence – PLN and Lynda.com – March 7, 2018
<a href="#">3C4-6</a>	Microsoft Team Course Outline

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<b>File Name</b>	<b>Document Title</b>
<a href="#"><u>3C4-7</u></a>	Course Outline: Outlook
<a href="#"><u>3C4-8</u></a>	Microsoft Word – Intermediate Level – Course Outline
<a href="#"><u>3C4-9</u></a>	Course Outline: MS Office Excel 2016
<a href="#"><u>3C4-10</u></a>	Phishing and Security PPT Presentation
<a href="#"><u>3C4-11</u></a>	Web Support – Screen Shot of Public Affairs Web page
<a href="#"><u>3C4-12</u></a>	Computer Skills Session in LC62
<a href="#"><u>3C4-13</u></a>	Computer Skills Small Group Instruction Sessions
<a href="#"><u>3C4-14</u></a>	Research Skills Small Group Instruction Sessions
<a href="#"><u>3C4-15</u></a>	Computer Skills Session Feedback: Canvas
<a href="#"><u>3C4-16</u></a>	Computer Skills Session Feedback: Excel
<a href="#"><u>3C4-17</u></a>	Computer Skills Session Feedback: PowerPoint Beginner
<a href="#"><u>3C4-18</u></a>	Computer Skills Session Feedback: PowerPoint Advanced
<a href="#"><u>3C4-19</u></a>	Computer Skills Session Feedback: Word
<a href="#"><u>3C4-20</u></a>	Canvas Trainings – Screen Shot of Distance Education Web Page
<a href="#"><u>3C4-21</u></a>	Technology Guides Currently Available in the Cerritos College Library
<a href="#"><u>3C4-22</u></a>	Tutorials – Screen Shot of Center for Teaching Excellence Web Page for Online Tutorials
<a href="#"><u>3C4-23</u></a>	Lynda.com – Screen Shot of Center for Teaching Excellence Web Page for Faculty Resources
<a href="#"><u>3C5-1</u></a>	Cerritos Community College District Policy No. 3720
<a href="#"><u>3C5-2</u></a>	Cerritos Community College District Procedures No. 3720
<a href="#"><u>3C5-3</u></a>	Cerritos College Web Administration Acceptable Use Statement for Computer User Account
<a href="#"><u>3C5-4</u></a>	Cerritos Community College District Procedures No. 6365 (Contracts: Accessibility of Information Technology)
<a href="#"><u>3C5-5</u></a>	Cerritos Community College District Procedures No. 3070 (Social Media Guidelines)
<a href="#"><u>3C5-6</u></a>	Web Author Handbook
<a href="#"><u>3C5-7</u></a>	Cerritos Community College Board Policy No. 5500 (Standards of Student Conduct)

## **D. Financial Resources**

- 1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)*

### **Evidence of Meeting the Standard**

Budgets are balanced and prepared in compliance with Board Policy (BP) 6200 ([3D-001](#)). Cerritos College creates a multi-year budget, which is updated annually to ensure fiscal stability. The multi-year budget also provides the College with information regarding the impact on the budget of changes, such as new employee positions and salary increases ([3D-002](#)). Cerritos College's revenues are sufficient to fully support educational improvement and innovation, with funds earmarked for sustainability, art, and innovation projects. Annual financial statements are prepared and audited by an independent certified public accounting (CPA) firm that reports the results of the District's fiscal performance and provides evidence the College maintains sufficient financial resources ([3D-003](#); [3D-004](#)).

Cerritos College has a clear process to analyze resources and allocations to ensure they align with strategic goals and the adopted budget ([3D-005](#); [3D-006](#)). Finances are managed in a manner that ensures integrity and financial stability. The College ensures this financial integrity by maintaining a strong system of internal controls and providing financial reports prepared in accordance with generally accepted accounting principles which are subject to annual independent audits. Annual audits provide an independent review of the financial statements and underlying system of internal controls and demonstrates that financial integrity is a priority of the management of the College. The financial statements are made available to the public on the College website.

Cerritos College contracts with CliftonLarsonAllen LLP (CLA), a CPA firm. The College selected CLA as its auditor, in part, because of the firm's expertise with California Community College financial systems. These external audits reflect that Cerritos College has always prepared financial statements in accordance with generally accepted accounting principles. During the audit, CLA reviews the system of internal controls to identify potential weaknesses where errors or irregularities could occur. In the past two years, no weaknesses were identified by CLA, which further demonstrates Cerritos College's continued efforts to employ financial stability and integrity in support of the everyday operations and mission of the College ([3D-003](#); [3D-004](#)).

### **Analysis and Evaluation**

Cerritos College meets the requirements for Standard III.D.1. The institution has sufficient revenues to support educational improvements and innovations. Cerritos College manages its finances with integrity in a manner that ensures financial stability. The established budget

## Standard III.D: Financial Resources

process provides a means for setting priorities to fund institutional improvements. Cerritos College's financial resources are sufficient to ensure financial solvency.

- 2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.*

### Evidence of Meeting the Standard

Cerritos College's mission and goals are the foundation for financial planning ([3D-005](#)). Established policies, administrative procedures, and standard operating procedures govern internal controls. Board policies guide staff in developing administrative procedures that ensure both compliance and sound fiscal management. For example, Board Policy 6300 requires that adequate internal controls exist, and that fiscal objectives, procedures, and constraints are communicated to the campus community and the governing board ([3D-007](#)). Board Policy 6300 also requires that District funds are invested safely and provide adequate liquidity for future obligations, and that yields obtained are consistent with overall market conditions.

The college prepares an educational master plan (EMP) on a six-year cycle ([3D-008](#)). The EMP provides the framework for the strategic plan, which is a mid-cycle, three-year plan to achieve outcomes established by the EMP. Annually, each department prepares a unit plan that reflects planning priorities identified through the program review process. Each department performs data analysis; evaluates strengths, weaknesses, opportunities, and threats (SWOT); sets goals; and plans activities for improvement. Resource allocation requests embedded within the unit plan reflect priorities determined by each unit and are tied to EMP goals ([3D-009](#); [3D010](#)). Unit plans are consolidated into division plans, which are used to create area plans. Area plans drive the resource allocation approval process, based on the College's mission and goals reflected in the EMP ([3D-011](#); [3D-012](#); [3D-013](#); [3D-014](#)). The area plans are consolidated into the college annual plan.

Board Policy 6400 requires an annual, external audit of all funds, books, and accounts of the District to ensure compliance with the regulations of Title 5 ([3D-015](#)). External audits, such as the annual financial reports and general obligation bond audits by independent auditors, identify any deficiencies of compliance. An independent certified public accountant performs the annual audit of all financial records ([3D-003](#); [3D-004](#)). The auditors express an opinion on the financial statements and the adequacy of the accounting procedures and internal controls. Similarly, all adopted board policies and administrative procedures are subject to routine reviews and updates ([3D-016](#); [3D-017](#)). The District has established a calendar to document timelines for review and update ([3D-018](#)).

Financial information is disseminated throughout all levels of the College and to all stakeholders during Cerritos Community College District Board of Trustees meetings, College Committee on

## Standard III.D: Financial Resources

Planning and Budget meetings, campus budget forums, and the website ([3D-019](#); [3D-020](#); [3D-021](#); [3D-022](#)).

### **Analysis and Evaluation**

Cerritos College meets the requirements for Standard III.D.2. The College's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. Institutional planning includes the educational master plan, institutional learning outcomes, and institution-set standards. Policies and procedures ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the College in a timely manner.

- 3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.*

### **Evidence of Meeting the Standard**

Cerritos College has developed a comprehensive and integrated planning-and-budgeting process. The EMP serves an iterative function, which begins and ends the six-year planning cycle ([3D-008](#)). The EMP begins the planning process to provide the framework for the strategic plan/goals, unit plans, area plans, and College annual plan (College wide priorities). The EMP also serves as an end to the planning process by encompassing evaluation of the measurable goals/assessment data. Cerritos College developed a document titled, "How Cerritos College Plans," to help all constituencies understand the planning process ([3D-023](#)).

The strategic plan serves as a mid-cycle, working document to achieve outcomes established by the EMP ([3D-005](#)). The strategic plan is used concurrently with the EMP to provide the framework for the unit plans, area plans, College annual plan and resource-allocation priorities. The strategic plan provides a three-year mid-point for assessment of EMP goals and iterative input/goal refinement.

Unit plans are developed within the respective units of each area, creating the area plan, reflecting the planning priorities identified through program-review data analysis, SWOT, goal setting, and activities within *Program Review Plus*. Resource allocation requests reflect the priorities determined by the unit ([3D-011](#); [3D-012](#); [3D-013](#); [3D-014](#)).

Area plans are presented first to the planning and budget committee and then the Executive Council to determine the approved College annual plan. The approved college annual plan is reported back to the planning and budget committee, campus budget forums, and posted on the planning and budget committee's web page ([3D-024](#); [3D-021](#); [3D-022](#)).

Cerritos College has established a planning calendar to document timelines for review and updates with the planning and budget committee ([3D-025](#)). In addition to the planning calendar, an annual budget-planning timeline is prepared each budget year that highlights major activities

## Standard III.D: Financial Resources

throughout the budget-planning process ([3D-026](#)). This document is reviewed and shared with the planning and budget committee ([3D-027](#); [3D-028](#)).

All constituencies have appropriate opportunities to participate in the development of institutional plans and budgets through participation in developing their unit plans, attending campus budget forums, and engaging in shared-governance committees such as the Cerritos College Faculty Senate. Shared governance at Cerritos College operates through a collaborative decision-making process in which the members of each of the major campus constituencies—the board of trustees, the administration, the management, the faculty, the classified/confidential staff, and the students—play an appropriate role ([3D-029](#)).

### **Analysis and Evaluation**

Cerritos College meets the requirements for Standard III.D.3. The College clearly defines and follows its guidelines and processes for financial planning and budget development. The institution involves all divisions and departments in the planning process, in which program-review requests and goals are integrated into the overall budget planning. The involvement of divisions and departments helps ensure the achievement of strategic goals outlined in the educational master plan.

- 4. Institutional planning reflects a realistic assessment of financial resources availability, development of financial resources, partnerships, and expenditure requirements.*

### **Evidence of Meeting the Standard**

The College budget begins with the release of the governor's initial budget proposal, which the College analyzes and shares with the campus community ([3D-030](#); [3D-031](#); [3D-032](#); [3D-033](#)). Board Policy 6200 requires the establishment of a budget calendar, so a tentative budget is available no later than July 1 of the new fiscal year ([3D-001](#); [3D-034](#); [3D-035](#)). Cerritos College's annual budget is aligned with the educational master plan and strategic goals. Individuals involved in institutional planning receive accurate information for budget and planning purposes through planning and budget committee meetings and campus budget forums.

On a monthly basis, the fiscal services department provides a budget to actual comparison to campus constituents so each department manager can review and ensure financial resources are in line with budget expectations ([3D-036](#); [3D-037](#)). Managers meet with fiscal services mid-year to assess their actual spending ([3D-038](#)).

### **Analysis and Evaluation**

Cerritos College meets the requirements for Standard III.D.4. Institutional planning utilizes accurate information about available funds, including the annual institutional budget showing ongoing and anticipated commitments.

## Standard III.D: Financial Resources

- To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.*

### **Evidence of Meeting the Standard**

Cerritos College assures the financial integrity of the institution and demonstrates responsible use of its financial resources. Board policies and administrative procedures represent the activities that are at the heart of internal control systems. The financial information system provides reliable and timely financial information, which is used to file quarterly and annual reports ([3D-039](#); [3D-040](#)). In addition, annual financial audit reports contain the independent auditor's report on internal control over financial reporting and on compliance and other matters. The institution utilizes an external audit because it provides assurances to all constituents that the institution has financial integrity. The annual report is prepared by the College and includes the four financial statements required by generally accepted accounting principles. The independent audit report provides an opinion on the fair presentation of the financial statements ([3D-003](#); [3D-004](#); [3D-041](#); [3D-042](#)).

Additionally, the report contains any significant deficiencies identified by the auditor while conducting the audit of the financial statements. Significant deficiencies are categorized by the auditor based on severity of the condition and the likelihood that the condition could or did result in corrected or uncorrected misstatement to the financial information. This also includes reported conditions related to other procedures performed by the auditor as required in accordance with governmental auditing standards. Finally, the auditor's consideration of Cerritos College's internal controls and tests of compliance with certain laws and regulations are also noted. Most recently, Cerritos College's 2017 and 2018 annual financial audit reports noted no deficiencies in internal controls or instances of noncompliance ([3D-003](#); [3D-004](#)).

The financial system is maintained in real time and is widely available to all levels of the organization. Audit findings are publicly available online and are presented to annually to the president/superintendent and to the board of the trustees ([3D-043](#); [3D-044](#)). All audit reports are posted on Cerritos College's web site ([3D-045](#); [3D-003](#); [3D-004](#); [3D-041](#); [3D-042](#)).

In addition to preparing Cerritos College's annual budget, the planning and budget committee reviews the effectiveness of its past fiscal planning activities as part of its budget development process. Year-end budget-to-actual reports are provided to, and reviewed by, the planning and budget committee. The planning and budget committee has an opportunity to reflect on past planning, discuss areas of concern, and make recommendations to modify future budgets ([3D-046](#); [3D-047](#)). Board policies related to financial management are regularly evaluated and revised, such as BP 6200 and BP 6250, which were both last reviewed in March, 2019 ([3D-001](#); [3D-048](#)).



### **Analysis and Evaluation**

Cerritos College meets the requirements for Standard III.D.5. The risk assessment in place is utilized to identify high-risk areas of operations or areas where operational effectiveness may be a concern. The College ensures the financial integrity of the institution and incorporates responsible use of financial resources as evident in the annual independent audit reports. In addition, the institution's internal control structure and the established institutional administrative procedures provide the appropriate control mechanisms. Through the financial status reports and the external audit reports, the College widely disseminates dependable and timely information for sound financial decision-making. Regular evaluations through the institution's planning-and-budgeting process ensure that financial resources support student learning programs and services. The institution regularly evaluates its financial management's practices and uses the results to improve internal control systems.

- 6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.*

### **Evidence of Meeting the Standard**

The following documents show that Cerritos College's financial documents have a high degree of credibility and accuracy. The budget is an accurate reflection of planned spending and is a tool used to evaluate the results of each fiscal year ([3D-049](#); [3D-050](#)). Budget-to-actual reports are used to determine appropriate allocations and verify the use of resources ([3D-036](#)). Cerritos College maintains transparency with its constituents and therefore fosters credibility with applicable constituents throughout the development of the budget by involving them in the process and by publishing the budget on its website.

Budget requests are initiated through the unit plans, which allows faculty, staff, and managers to request funding for items related to the strategic goals within the educational master plan ([3D-051](#)). The area vice presidents present their respective area plans, which are derived from unit and division plans, to the planning and budget committee for approval ([3D-046](#); [3D-047](#)).

The financial audits for the past three years establish a sound trend of reliable financial information, as evidenced by the absence of audit findings and audit adjustments ([3D-003](#); [3D-004](#)). Funds are allocated as outlined in the College annual plan, which establishes the College's activities and resource-allocation prioritizations to be funded for the following year, in alignment with the educational master plan and strategic plan/goals ([3D-008](#); [3D-005](#); [3D-027](#)). When developing the adopted budget, resources are first allocated based on prior-year budget and expenses. Area plans are submitted by each area vice president to the planning and budget committee for discussion. The College annual plan is derived from each area plan's prioritizations. The planning and budget committee provides feedback before the plan moves to the Executive Council for review and approval ([3D-052](#); [3D-024](#); [3D-053](#); [3D-054](#)). The Executive Council prioritizes and approves the College annual plan. The final College annual plan, which determines the appropriate allocation, is shared with the planning and budget

## Standard III.D: Financial Resources

committee and incorporated into the adopted budget. The College annual plan is shared with all constituencies during the budget forums and posted on the planning and budget committee's web page ([3D-027](#)).

### **Analysis and Evaluation**

Cerritos College meets the requirements for Standard III.D.6. Financial documents have a high degree of credibility and reflect appropriate allocation and use of financial resources.

- 7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*

### **Evidence of Meeting the Standard**

External audit findings are reported to the Cerritos Community College District Board of Trustees annually ([3D-044](#)). The vice president of Business Services notifies the appropriate vice president, dean, or director to develop a corrective action plan to resolve any audit findings. Any audit finding or questioned costs are corrected within the next audit cycle ([3D-003](#); [3D-004](#)). The vice president of Business Services reports all audit findings to the president/superintendent and Executive Council.

In years that Cerritos College has been found to have audit findings, a comprehensive corrective action plan has been developed and implemented. This type of plan has indicated the finding, recommendation, assigned staff to implement actions, and provided status updates on progress to ensure each audit finding was addressed in a timely manner. The corrective action plan and status was provided to the auditors to monitor process ([3D-055](#)).

### **Analysis and Evaluation**

Cerritos College meets the requirements for Standard III.D.7. Cerritos College's responses to audit findings are comprehensive, timely, and communicated appropriately. The College regularly communicates its audit reports to appropriate institutional leaders and constituents. Past corrective action plans were reviewed by senior administration and, depending on the audit findings, procedures and policies were implemented to mitigate issues.

- 8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvements.*

### **Evidence of Meeting the Standard**

Cerritos College has always received unmodified (best opinion) audit opinions, which means the financial statements are in accordance with generally accepted accounting principles ([3D-003](#); [3D-004](#); [3D-055](#)).

## Standard III.D: Financial Resources

For financial reporting purposes, Cerritos College is considered a special-purpose government engaged only in business-type activities as defined by Governmental Accounting Standards Board (GASB) Statements No. 34 and No. 35, as amended by GASB Statements No. 37, No. 38, and No. 39. This presentation provides a comprehensive entity wide perspective of Cerritos College's assets, liabilities, activities, and cash flows and replaces the fund-group perspective previously required. This financial reporting model reports on all funds, including general funds, special revenue funds, capital outlay and bond funds, internal service funds and other proprietary funds, and fiduciary funds.

In addition to Cerritos College's annual financial audit, the College also conducts annual financial and performance audits for Measure CC and Measure G. Cerritos College's annual financial and performance audits for Measure CC and Measure G funds over the last five years reported no findings ([3D-041](#); [3D-056](#); [3D-057](#); [3D-058](#); [3D-059](#); [3D-042](#); [3D-060](#); [3D-061](#); [3D-062](#); [3D-063](#)).

Cerritos College evaluates its internal control systems by periodically reviewing and, if needed, modifying policies and procedures to ensure relevancy for current practices ([3D-016](#); [3D-017](#); [3D-018](#)). Based on evaluation, the College determined that it needed to develop increased standard operation procedures (SOPs), which are currently being developed to ensure the effectiveness of the internal control system. SOPs for payroll, debt management, and facilities use are provided as examples of recently updated operating procedures ([3D-064](#); [3D-065](#); [3D-066](#)).

### **Analysis and Evaluation**

Cerritos College meets the requirements for Standard III.D.8. Financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of the assessment are used for improvement.

- 9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.*

### **Evidence of Meeting the Standard**

Cerritos College uses a multi-year budgeting process that is updated annually, or when information becomes available that would affect future budget years. The multi-year budget provides potential effects of decisions that would impact the fiscal stability and how they would impact reserve levels. This tool allows Cerritos College to see the long-term effects of decisions to maintain sufficient cash flow and adequate reserve levels.

The College implemented a cash-monitoring standard operating procedure to monitor cash flow to prevent and detect cash shortages that would require alternative financing measures such as a TRAN ([3D-067](#)). Weekly, the vice president of Business Services receives a daily cash balance report that provides the current cash balance of each fund for that day. This report is used to

## Standard III.D: Financial Resources

monitor the actual cash in each fund on a weekly basis and provides immediate alerts if cash seems unusually low or if a transaction has been posted incorrectly.

Managers meet each year with fiscal services to review actual vs. budgeted expenditures. This annual self-assessment provides an early-warning indicator for management to identify potential issues or request preventative management assistance if needed ([3D-038](#)).

Cerritos College maintains a fund-balance trend analysis that tracks fund balance, revenue, and expenditure analysis, surplus/deficit analysis, and reserve levels over a ten-year period ([3D-068](#)). This trend analysis is used to forecast trends and analyze fluctuations for fiscal stability as well for financial emergencies and unforeseen occurrences.

### **Analysis and Evaluation**

Cerritos College meets the requirements for Standard III.D.9. The College demonstrates its ability to maintain adequate reserves and continues to increase reserve levels to address future unforeseen needs. Cerritos College policies are set to maintain adequate reserves each year.

*10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.*

### **Evidence of Meeting the Standard**

Cerritos College practices effective oversight of finances through the establishment of board policies, administrative procedures, and standard operating procedures ([3D-007](#); [3D-069](#); [3D-067](#); [3D-065](#)). Board Policy 6300 requires that adequate internal controls exist, and that fiscal objectives, procedures, and constraints are communicated to the campus community and the governing board. Board Policy 6300 requires that District funds are invested with the objectives of safety of the invested funds, provision of adequate liquidity for future obligations, and that yields obtained are consistent with these objectives.

Annually, Cerritos College is subject to an audit of federal awards ([3D-003](#)). The summary of the auditor's results references federal awards findings and state awards findings. The outcomes of the last three fiscal years, 2016-2018, noted one incident of noncompliance, which was corrected immediately ([3D-055](#)).

Managers oversee categorical programs, grants, and other externally funded programs. Additionally, all categorical programs, grants, and other externally funded programs are assigned a budget technician within Fiscal Services to monitor fiscal integrity and provide fiscal and budget oversight. Fiscal Services meets with each manager and prepares budget scenarios and projection reports ([3D-070](#); [3D-071](#)).

## Standard III.D: Financial Resources

Cerritos College reports all purchase orders, contracts, and budget transfers to the Cerritos Community College District Board of Trustees ensuring there are sufficient funds for purchases, transfers, and expenses and they follow policies and procedures ([3D-072](#); [3D-073](#); [3D-074](#)).

Cerritos College prepares and delivers the quarterly financial status report (CCFS-311Q) and annual financial report, containing the financial and budgetary situation for the general fund, to the board of trustees as required by law ([3D-075](#); [3D-076](#)).

### **Analysis and Evaluation**

Cerritos College meets the requirements for Standard III.D.10. The College practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

*11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.*

### **Evidence of Meeting the Standard**

Cerritos College systematically identifies and evaluates its obligations on an annual basis. The College obtains actuarial studies on other postemployment benefits and claims liabilities ([3D-077](#)). Updated studies are generally obtained every two years and are used to determine Cerritos College's short- and long-term obligations.

Cerritos College provides health benefits for its retirees and manages the liabilities closely. As required by the Government Accounting Standards Board Statement No. 75, Cerritos College updated its actuarial study on retiree health liabilities in June 2018. Cerritos College has set aside funds for its Other Post-Employment Benefits (OPEB) obligations. Cerritos College has developed a plan in order to meet its short- and long-term obligations ([3D-077](#)).

California's two largest pension systems, the California Public Employees' Retirement System (CalPERS) and the California State Teachers' Retirement System (CalSTRS), have largely increased their contribution rates over the past years and will continue to do so in the future. Cerritos College has established a fund to address future payments and has made contributions totaling \$4 million ([3D-078](#); [3D-079](#); [3D-080](#)).

### **Analysis and Evaluation**

Cerritos College meets the requirements for Standard III.D.11. The level of financial resources at Cerritos College provides a reasonable expectation of both short- and long-term financial solvency.

## Standard III.D: Financial Resources

**12.** *The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.*

### **Evidence of Meeting the Standard**

Cerritos College plans for and allocates resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits, compensated absences, and other employee-related obligations. Cerritos College annually allocates resources in the budget to ensure all obligations are made. This is accomplished by establishing appropriate reserve levels that ensure fiscal sustainability. Cerritos College has appropriate board policies, including BP 6200, to ensure fiscal stability and maintaining minimum reserve levels ([3D-001](#)).

Cerritos College has developed an OPEB plan to ensure resources are allocated toward health benefits for its retirees. Cerritos College has updated its actuarial study on retiree health liabilities in June 2018. Cerritos College has over \$14 million of set-aside funds for its OPEB obligations ([3D-081](#)).

Cerritos College monitors and tracks compensation absences (sick leave and vacation hours) through the PeopleSoft Financial System. Cerritos College limits how much vacation employees can accrue on July 1, if vacation balances on the previous June 30 exceed the maximum accrual allowed by policy. Employees are responsible to request vacation in a regular and timely fashion to avoid reaching the vacation accrual limit. Cerritos College compensated absences decreased from \$2,632,681 as of June 30, 2017 to \$2,401,291 as of June 30, 2018 ([3D-082](#)).

California's two largest pension systems, the California Public Employees' Retirement System and the California State Teachers' Retirement System have largely increased their contribution rates over the past years and will continue to do so in the future ([3D-078](#); [3D-079](#); [3D-080](#)). Cerritos College has established a CalSTRS and CalPERS liability fund to address future payments and has made contributions totaling \$4 million.

### **Analysis and Evaluation**

Cerritos College meets the requirements for Standard III.D.12. The College plans for, and allocates appropriate resources for, the payment of liabilities and future obligations.

**13.** *On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.*

### **Evidence of Meeting the Standard**

Cerritos College takes appropriate steps and timely actions to plan for, and allocate appropriate resources for, the payment of locally incurred debt instruments. This is accomplished by

## Standard III.D: Financial Resources

establishing appropriate reserve levels that ensure fiscal sustainability. Cerritos College has appropriate board policies, including BP 6200, to ensure fiscal stability and maintaining minimum reserve levels ([3D-001](#)). Cerritos College currently has one locally incurred debt instrument, supplemental employee retirement plans (SERPs), that effects the general fund in addition to the obligations referenced in standard III.D.12 ([3D-083](#)).

Cerritos College analyzed the potential cost savings of establishing a SERP based on achieving maximum cost savings ([3D-084](#)). By obtaining adequate cost savings, Cerritos College achieved the necessary savings to provide adequate resources that incorporated the annual debt payment into the budget.

### **Analysis and Evaluation**

The institution meets the requirements for Standard III.D.13. Cerritos College assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect its financial condition.

*14. All financial resources, including short- and long-term debt instruments (such as bonds and certificates of participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.*

### **Evidence of Meeting the Standard**

Cerritos College takes appropriate steps to ensure all financial resources are used with integrity in a manner consistent with the intended purpose of the funding source.

Cerritos College maintains a chart of accounts in accordance with the California Community Colleges Budget and Accounting Manual (BAM), published by the California Community Colleges Chancellor's Office. Accounting guidance as promulgated by the American Institute of Certified Public Accountants and industry-specific guidance is contained in the BAM. The BAM contains specific guidance used to account for financial resources. This ensures the consistent reporting of all Cerritos College funds with integrity.

Cerritos College abides by Title 5 Regulations for categorical programs such as Disabled Students Programs and Services, Extended Opportunity Programs and Services, and California Work Opportunities and Responsibility for Kids, which have very specific guidelines as to how their respective funds may be spent ([3D-085](#)).

Oversight and management of financial resources at the institutional level is under the direction of the vice president of Business Services and referenced in Board Policy 6300. Auditors express an opinion on the financial statements and the adequacy of the accounting procedures and internal controls. Separate reports are issued for the District as well as the Measure CC and Measure G general obligation bond programs. The audit reports issued as of June 30, 2018 rendered unqualified opinions with no significant deficiencies or material weaknesses related to the financial statements ([3D-003](#)).



## Standard III.D: Financial Resources

Cerritos College has not utilized any short-term debt instruments such as certificates of participation or tax revenue anticipation notes for the past several years. The use of bond funds for construction, modernization, and renovation efforts was dictated by Measure CC and Measure G ballot language. The District has established a Citizens' Bond Oversight Committee to satisfy the accountability requirements of Prop 39. The Citizens' Bond Oversight Committee oversees the expenditure of money for the construction, repair, and modernization of campus projects. This committee ensures that the bond proceeds are expended only for the purposes set forth in Measure CC and Measure G and that no bond proceeds are used for teacher or administrative salaries. Annual audit reports issued as of June 30, 2018 rendered unqualified opinions with no significant deficiencies or material weaknesses related to Measure CC and Measure G.

Cerritos College has also established procedures for monitoring cash flow to prevent and detect cash shortages that would require alternative financing measures such as a TRAN. The procedures require monitoring cash on a weekly basis.

The Cerritos College Foundation provides support with fundraising activities for College programs and scholarships. The foundation engages external auditors to perform an external audit on an annual basis. Audit reports for the past three years ending June 30, 2018, June 30, 2017 and June 30, 2016, respectively, are provided ([3D-086](#); [3D-087](#); [3D-088](#)). The foundation has obtained unmodified audit opinions for the last three years. An unmodified opinion is the best opinion an organization can obtain, thus demonstrating the integrity of the use of financial resources.

### **Analysis and Evaluation**

The institution meets the requirements for Standard III.D.14. Cerritos College ensures all financial resources, including short and long-term debt instruments, auxiliary activities, fundraising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

*15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.*

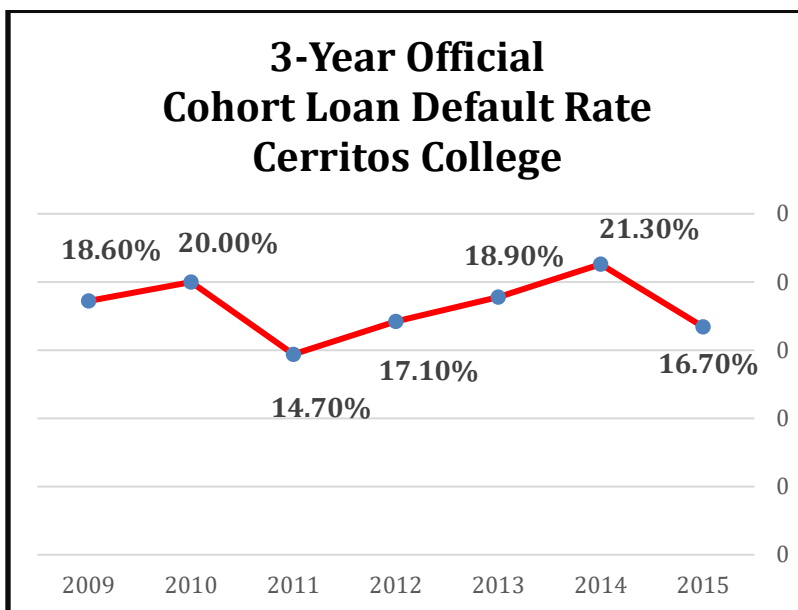
### **Evidence of Meeting the Standard**

Cerritos College monitors student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

Cerritos College has established policies and procedures in accordance with Title 2 of the Code of Federal Regulations (CFR), Part 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards.

Standard III.D: Financial Resources

Cerritos College’s student loan cohort default rate for the past three years has been steady decreasing, from 21.3 percent in 2014 to 11.2 percent in 2016. The College’s annual cohort default rates are, and have been, within federal guidelines. Although Cerritos College is not required to have a default-management plan, the College does have measures in place to reduce the default rate. Every August, the College is notified of the official three-year cohort default rate. The chart and table below display Cerritos College’s three-year cohort default rate over the last several years.



Fiscal Year	Numerator	Denominator	Rate	Process Date
2015	104	620	16.70%	8/18/2018
2014	140	655	21.30%	8/5/2017
2013	109	575	18.90%	8/6/2016
2012	83	484	17.10%	8/8/2015
2011	53	359	14.70%	7/6/2014
2010	61	304	20.00%	7/28/2013
2009	57	306	18.60%	8/5/2012

Financial aid staff attend federal training workshops to learn about strategies for implementing default-management plans ([3D-089](#)). The College provides student interventions to prevent the default rate from increasing. Cerritos College has established policies and procedures in accordance with Title 2 of the CFR, Part 200. The College has received an unmodified opinion over the compliance with requirements as described in the United States Office of Management and Budget (OMB) Compliance Supplement for the past three fiscal years ([3D-090](#)).

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The Cerritos College Financial Aid Office loan web page is a resource for students that includes educational links on the loan process. There are descriptions of types and amounts of loans, loan repayment options, an estimator tool, deferment resources, and interest rates ([3D-091](#)).

During the 2016-2017, Cerritos College launched a new financial literacy web page and started offering financial literacy workshops, which include a Student Loans 101 workshop ([3D-092](#)). The financial aid staff conduct classroom presentations on financial literacy, as well. In addition, Cerritos College has had a financial literacy resource table at our Financial Aid Awareness Fair over the last two years.

Cerritos College's annual external audits are conducted on compliance requirements described in the OMB Compliance Supplement. The audit shows Cerritos College complied, in all material respects, with compliance requirements and identified no deficiencies in internal controls over compliance ([3D-003](#); [3D-004](#); [3D-093](#)).

For the years ending on June 30, 2016 through June 30, 2018, Cerritos College received an unmodified opinion over the compliance with requirements as described in the OMB Compliance Supplement ([3D-090](#)). Auditors noted one instance of noncompliance in 2018, which is referenced in the audit opinion provided as evidence. All instances of noncompliance are addressed immediately through the development of a corrective action plan ([3D-055](#)).

### **Analysis and Evaluation**

The institution meets the requirements for Standard III.D.15. Cerritos College monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

*16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.*

### **Evidence of Meeting the Standard**

Cerritos College contractual agreements with external entities are consistent with the College's mission and goals. For example, contracts with professional service vendors for construction allow the College to build facilities to provide high quality, comprehensive instructional programs and support services. Cerritos College has established policies and procedures over the authority to enter into contractual agreements and identifies which contracts can be approved under delegated authority ([3D-094](#); [3D-095](#); [3D-096](#); [3D-097](#)). Only the President, Vice Presidents, and Director of Purchasing and Contract Administration have the authority to execute documents. The Purchasing Department oversees all contracts on behalf of the College ([3D-098](#)). Contracts and contract amendments are submitted to the Board of Trustees for approval at monthly business meetings. All contracts include indemnification and termination clauses to protect the College. The College has a conflict of interest policy and administrative procedures

## Standard III.D: Financial Resources

for board members and employees that prohibits personal financial interest when entering a contract for the College ([3D-099](#); [3D-100](#); [3D-101](#)).

Cerritos College has a variety of contractual agreements that range in depth and breadth from a single-use agreement for the use of College facility to long-term professional service agreements and major construction contracts. Construction projects valued at \$200,000 or less are subject to the informal bidding procedures set forth by the State of California Uniform Construction Cost Accounting Commission (CUPCCA). All contracts include provisions that ensure compliance with College applicable codes, safety policies, adequate supervision, material substitution, hazardous materials compliance, standard of care, indemnification, termination provisions, and payment and performance bond requirements ([3D-102](#); [3D-103](#); [3D-104](#)).

Contract documents are periodically reviewed and updated with support from legal counsel. Contract documents used for projects such as multiple prime, energy projects, and master agreements for professional services such as construction management and architectural and engineering services include specific terms and conditions to ensure compliance with the mission, policies, and with applicable codes and best practices ([3D-105](#); [3D-106](#)).

### **Analysis and Evaluation**

The institution meets the requirements for Standard IIID.16. Cerritos College's contractual agreements with external entities are consistent with the College's mission and goals and governed by policy and procedures.

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### **Conclusions on Standard III.D. Financial Resources**

The institution meets Standard III.D. The evidence demonstrates that financial resources are sufficient to support and sustain student learning programs and services, and distribution of resources supports enhancement of programs and services. The institution practices effective oversight of finances, and considers long-range financial priorities. The mission and goals are the foundation for financial planning, and the college defines and follows guidelines for financial planning, which reflects a realistic assessment of available resources. All constituencies have appropriate opportunities to participate in developing institutional plans and budgets.

The institution assures the financial integrity and responsibility, and financial documents have a high degree of credibility and accuracy. The institution responds to audit findings in a timely and comprehensive manner. Payment of liabilities and future obligations are covered and the College takes appropriate steps to plan for and allocate resources for the payment of locally incurred debt instruments. All financial resources are used in a manner consistent with the intended purpose of the funding source. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

**Standard III.D Evidence List**

<b>File Name</b>	<b>Document Title</b>
<a href="#">3D-001</a>	Cerritos Community College District Policy No. 6200
<a href="#">3D-002</a>	2019-20 Expenditure / Transfer Budget by Fund
<a href="#">3D-003</a>	Cerritos Community College District Los Angeles County Report on Audit of Financial Statements and Supplementary Information Including Reports on Compliance – June 30, 2018
<a href="#">3D-004</a>	Cerritos Community College District Los Angeles County Report on Audit of Financial Statements and Supplementary Information Including Reports on Compliance – June 30, 2017
<a href="#">3D-005</a>	Cerritos College Strategic Plan
<a href="#">3D-006</a>	Cerritos College Integrated Program Review, Planning, and Resource Allocation Handbook
<a href="#">3D-007</a>	Cerritos Community College District Policy No. 6300
<a href="#">3D-008</a>	Cerritos College Educational Master Plan
<a href="#">3D-009</a>	Program Review Plus, Plan 01220 – Academic Success – Smarthinking Resource Request
<a href="#">3D-010</a>	Program Review Plus: Integrated Program Review, Planning, and Resource Allocation Prioritization Process Software: Training Focused on the Unit Plans – November 1, 2018
<a href="#">3D-011</a>	Student Services Area Plan, 2019-20
<a href="#">3D-012</a>	Human Resources Area Plan, 2019-20
<a href="#">3D-013</a>	Business Services Area Plan, 2019-20
<a href="#">3D-014</a>	Academic Affairs Area Plan, 2019-20
<a href="#">3D-015</a>	Cerritos Community College District Policy No. 6400, Financial Audits
<a href="#">3D-016</a>	Cerritos Community College District Procedure No. 2410
<a href="#">3D-017</a>	Cerritos Community College District Policy No. 2410
<a href="#">3D-018</a>	Board Policy and Administrative Procedure Board Calendar – Fall 2018 – Spring 2019
<a href="#">3D-019</a>	Presentation and Consideration of Approval of the 2019-20 Adopted Budget and Resource Allocation – Cerritos College Board Meeting Agenda Item Detail – September 4, 2019
<a href="#">3D-020</a>	Cerritos College Committee on Planning and Budget – August 29, 2019 Agenda
<a href="#">3D-021</a>	Presentation: Cerritos College 2019-20 Adopted Budget
<a href="#">3D-022</a>	Campus Budget Forums: Presentations – Screen Shot, Planning & Budget Website
<a href="#">3D-023</a>	“How Cerritos College Plans”
<a href="#">3D-024</a>	Cerritos College Committee on Planning and Budget Meeting Minutes – April 18, 2019
<a href="#">3D-025</a>	Cerritos College Planning/Resource Allocation Schedule: Planning and Shared Governance Committee Calendar – 2019-2020
<a href="#">3D-026</a>	Cerritos College Committee on Planning and Budget Committee meeting agenda – February 7, 2019

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<b>File Name</b>	<b>Document Title</b>
<a href="#">3D-027</a>	Cerritos College, College Plan 2019-20
<a href="#">3D-028</a>	Cerritos College Committee on Planning and Budget meeting minutes – September 20, 2018
<a href="#">3D-029</a>	Shared Governance Document
<a href="#">3D-030</a>	Office of the President/Superintendent: President’s Campus Updates – January 31, 2019
<a href="#">3D-031</a>	Office of the President/Superintendent: President’s Campus Updates – March 15, 2019
<a href="#">3D-032</a>	Budget Update – Email from President Fierro – April 29, 2019
<a href="#">3D-033</a>	State Budget Update – Email from President Fierro – June 24, 2019
<a href="#">3D-034</a>	Presentation: Cerritos College 2019-20 Tentative Budget
<a href="#">3D-035</a>	Cerritos Community College District Agenda for the Regular Meeting of the Board of Trustees – Wednesday, June 19, 2019
<a href="#">3D-036</a>	2016-2017 Fiscal Update – Email from President Fierro – August 28, 2017
<a href="#">3D-037</a>	Cerritos College Committee on Planning and Budget Agenda – January 18, 2018
<a href="#">3D-038</a>	Email Subject: 2018-19 Actual vs. Budget Meeting – Library/Student Success, December 4, 2018
<a href="#">3D-039</a>	Cerritos College Regular Meeting of the Board of Trustees – May 1, 2019 – Agenda Item No. 30 – Consideration of Approval of Quarterly Fiscal Status Report for the Quarter Ending March 31, 2019
<a href="#">3D-040</a>	Cerritos College Agenda Item Detail – Nov 6, 2019 – Regular Board Meeting – Annual Financial and Budget Report for the Fiscal Year 2018-2019
<a href="#">3D-041</a>	Measure CC Proposition 39 Bond Building Fund Cerritos Community College District Audit Report – June 30, 2018
<a href="#">3D-042</a>	Cerritos Community College District Proposition 39 General Obligation Bonds Measure G, November 2012 Bond Building Fund Financial and Performance Audits – June 30, 2018
<a href="#">3D-043</a>	Cerritos Community College District Board of Trustees Agenda – January 17, 2018 – page 7
<a href="#">3D-044</a>	Cerritos Community College District Board of Trustees Agenda – December 12, 2018 – pages 6-7
<a href="#">3D-045</a>	Annual Financial Reports – Screen Shot – Cerritos College Business Services Web Page
<a href="#">3D-046</a>	Cerritos College Committee on Planning and Budget Committee meeting agenda – February 21, 2019
<a href="#">3D-047</a>	Cerritos College Committee on Planning and Budget Committee meeting minutes – February 21, 2019
<a href="#">3D-048</a>	Cerritos Community College District Policy No. 6250 (Budget Management)
<a href="#">3D-049</a>	2019-20 Expenditure / Transfer Budget by Fund
<a href="#">3D-050</a>	2018-19 Expenditure / Transfer Budget by Fund
<a href="#">3D-051</a>	Program Review Plus, Plan 01220 – Academic Success – Smarthinking Resource Request
<a href="#">3D-052</a>	Cerritos College Committee on Planning and Budget Agenda – April 18, 2019

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<b>File Name</b>	<b>Document Title</b>
<a href="#">3D-053</a>	Cerritos College Committee on Planning and Budget Agenda – August 29, 2019
<a href="#">3D-054</a>	Cerritos College Committee on Planning and Budget Meeting Minutes – August 29, 2019
<a href="#">3D-055</a>	Cerritos College Corrective Action Plan– Year ended June 30, 2018
<a href="#">3D-056</a>	Measure CC Proposition 39 Bond Building Fund Cerritos Community College District Audit Report – June 30, 2017
<a href="#">3D-057</a>	Measure CC Proposition 39 Bond Building Fund Cerritos Community College District Audit Report – June 30, 2016
<a href="#">3D-058</a>	Measure CC Proposition 39 Bond Building Fund Cerritos Community College District Audit Report – June 30, 2015
<a href="#">3D-059</a>	Measure CC Proposition 39 Bond Building Fund Cerritos Community College District Audit Report – June 30, 2014
<a href="#">3D-060</a>	Cerritos Community College District Proposition 39 General Obligation Bonds Measure G Financial and Performance Audits – June 30, 2017
<a href="#">3D-061</a>	Measure G Proposition 39 Bond Building Fund Cerritos Community College District Audit Report – June 30, 2016
<a href="#">3D-062</a>	Measure G Proposition 39 Bond Building Fund Cerritos Community College District Audit Report – June 30, 2015
<a href="#">3D-063</a>	Measure G Proposition 39 Bond Building Fund Cerritos Community College District Audit Report – June 30, 2014
<a href="#">3D-064</a>	Cerritos Community College District Standard Operations Procedures for Payroll
<a href="#">3D-065</a>	Cerritos Community College District Debt Issuance and Management Policy
<a href="#">3D-066</a>	Cerritos Community College District Standard Operating Procedures for Civic Center and Other Facilities Use
<a href="#">3D-067</a>	Cash Flow Monitoring Plan and Daily Cash Balance Report
<a href="#">3D-068</a>	Cerritos Community College District Fund Balance Trends 2010-2019
<a href="#">3D-069</a>	Cerritos Community College District Procedure No. 6300 (Fiscal Management)
<a href="#">3D-070</a>	Best-LMS-Transcript – November 18, 2019
<a href="#">3D-071</a>	Community College Internal Auditors 2019 Spring Conference Certificate – May 3, 2019
<a href="#">3D-072</a>	Cerritos College Agenda Item Details – Sept 4, 2019 – Regular Board Meeting – Contracts for the Month of July 2019
<a href="#">3D-073</a>	Cerritos College Agenda Item Details – Nov 6, 2019 – Regular Board Meeting – Make Budget Adjustments
<a href="#">3D-074</a>	Cerritos College Agenda Item Details – Nov 6, 2019 – Regular Board Meeting – Purchase Orders for the Month of September 2019
<a href="#">3D-075</a>	Cerritos College Regular Meeting of the Board of Trustees – May 1, 2019 – Agenda Item No. 30 – Consideration of Approval of Quarterly Fiscal Status Report for the Quarter Ending March 31, 2019
<a href="#">3D-076</a>	Cerritos College Agenda Item Details – Nov 6, 2019 – Regular Board Meeting – Annual Financial and Budget Report for the Fiscal Year 2018-2019



Standard III.D: Financial Resources

<b>File Name</b>	<b>Document Title</b>
<a href="#">3D-077</a>	Total Compensation systems, Inc. Cerritos Community College District Actuarial Study of Retiree Health Liabilities Under GASB 74/75 Roll-Forward Valuation – July 1, 2019
<a href="#">3D-078</a>	CalSTRS and CalPERS Liability Fund – Fiscal Year 2018
<a href="#">3D-079</a>	CalSTRS and CalPERS Liability Fund – Fiscal Year 2017
<a href="#">3D-080</a>	CalSTRS and CalPERS Liability Fund – Fiscal Year 2016
<a href="#">3D-081</a>	Cerritos College Trial Balance by Fund – Retiree Health Benefit Fund – 2018
<a href="#">3D-082</a>	Cerritos Community College District Notes to the Financial Statements for the Fiscal Year Ended June 30, 2018
<a href="#">3D-083</a>	Board Resolution #17-116 - Cerritos Community College District LA County
<a href="#">3D-084</a>	SERP – Cerritos Community College District – Premium by Year
<a href="#">3D-085</a>	CliftonLarsonAllen – Independent Auditors’ Report on Compliance for each Major Federal Program; and Report on Internal Control over Compliance Required by the Uniform Guidance – November 26, 2018
<a href="#">3D-086</a>	Foundation Audit Report 2017-18
<a href="#">3D-087</a>	Foundation Audit Report 2016-17
<a href="#">3D-088</a>	Foundation Audit Report 2015-16
<a href="#">3D-089</a>	Federal Conferences Attended by Financial Aid Staff Members
<a href="#">3D-090</a>	Christy White & Associates – Report on Compliance for each Major Federal Program; and Report on Internal Control over Compliance in Accordance with Uniform Guidance – 2016 - 2018
<a href="#">3D-091</a>	Cerritos College Financial Aid – Direct Loans Webpage – Screen Shot
<a href="#">3D-092</a>	Financial aid workshops, 2019
<a href="#">3D-093</a>	Cerritos College LA County Report on Audit of Financial Statements and Supplementary Information Including Reports on Compliance – June 30, 2016
<a href="#">3D-094</a>	Cerritos Community College District Procedures No. 6100
<a href="#">3D-095</a>	Cerritos Community College District Policy No. 6100
<a href="#">3D-096</a>	Cerritos Community College District Procedure No. 6150
<a href="#">3D-097</a>	Cerritos Community College District Policy No. 6150
<a href="#">3D-098</a>	Cerritos Community College District Procedure No. 6340 (Bids and Contracts)
<a href="#">3D-099</a>	Cerritos College Agenda Item Details – Nov 6, 2019 – Regular Board Meeting – Contracts for the Month of September 2019
<a href="#">3D-100</a>	Cerritos Community College District Policy No. 2710
<a href="#">3D-101</a>	Principles and Practices of Public Procurement: Values and Guiding Principles of Public Procurement
<a href="#">3D-102</a>	Cerritos College Facility Use Agreement Between Cerritos Community College District and Penske Jaguar Land Rover Cerritos – August 2017
<a href="#">3D-103</a>	Cerritos College Purchasing Website, California Uniform Public Construction Cost Accounting Act (CUPCCAA) – Screen Shot
<a href="#">3D-104</a>	Cerritos College Performing Arts Center Rebid
<a href="#">3D-105</a>	Cerritos College Agreement for Professional Services Legal Form
<a href="#">3D-106</a>	Cerritos College Contract No 18P001 – Master Architectural/Engineering Services Agreement

## **Standard IV: Leadership and Governance**

*The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.*

### **A. Decision-Making Roles and Processes**

- 1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.*

### **Evidence of Meeting the Standard**

Cerritos College has a governance structure that allows administrators, faculty, staff and students to participate in improving practices, programs, and services throughout the campus ([4A1-1](#)). Mechanisms for funding innovative projects have been established by the president/superintendent and the Cerritos Community College District Board of Trustees through the Innovation Fund Endowment ([4A1-2](#); [4A1-3](#)). The President's Innovation Fund was established in 2015 to support student development, achievement, and engagement; foster academic innovation and creativity; and advance the College's goals and strategies. Innovative ideas can be submitted to the President's Office. The president/superintendent decides whether to approve each submission. The College planning process also enables innovation, from any constituent, to occur through the College Committee on Planning and Budget, where proposed initiatives, in line with the mission and educational master plan, can be presented and approved. After planning and budget committee approval, the new initiative/activity can be presented to the College Coordinating Committee for final approval ([4A1-4](#); [4A1-5](#); [4A1-6](#); [4A1-7](#)). Faculty innovations, such as the Online Initiative, can be recommended to administration by the Cerritos College Faculty Senate, prior to approval by the planning and budget committee and the college coordinating committee ([4A1-8](#); [4A1-9](#); [4A1-4](#); [4A1-5](#); [4A1-6](#); [4A1-7](#); [4A1-10](#); [4A1-11](#)).

Several other mechanisms enable innovation to occur. For example, the president/ superintendent of the College holds a "President's Hour" once per month that provides an avenue for College constituents to share innovations directly with the president/superintendent ([4A1-12](#)). Individual constituents can also provide innovative and creative ideas through the strategic planning process, as well ([4A1-13](#)). Ideas such as the President's Speakers Series have come out of these

## Standard IV.A: Decision-Making Roles and Processes

open and direct conversations with the president/superintendent ([4A1-14](#); [4A1-15](#); [4A1-16](#); [4A1-17](#)). For example, during the development of the educational master plan, faculty, staff, and administrators recommended that there be a professional development day designated for all employees. As a result, the inaugural “Falcon Day” was offered on November 2, 2018, offered again in Fall 2019 and will occur annually hereafter ([4A1-18](#)). Cerritos College has provided professional development for all employees, but these events have typically been constituent specific, such as *Canvas* trainings for faculty, trainings for classified staff, or budget software training for Business Services personnel ([4A1-19](#); [4A1-20](#); [4A1-21](#)). A yearly professional development day to explore issues common to all campus employees provides the opportunity for dialogue to occur between constituent groups instead of within the groups, leading to a more rich, diverse, and robust understanding of each other and the college. This innovative idea was presented to the planning and budget committee, and the vice president of Human Resources carried the idea to the College Committee on Employee Development. ([4A1-22](#); [4A1-23](#)). Additionally, an idea from the College Committee on Developmental Education, Accelerated Instruction in Math and English (AIME), was brought forth through the participative process. The goal was to reduce the number of below transfer level courses in math and English and decrease the time to completion. An interdisciplinary team including deans, faculty, and classified staff worked together to create pathways to college-level math and English courses ([4A1-24](#)).

### **Analysis and Evaluation**

Cerritos College meets Standard IV.A.1. The institutional leaders, senior administrators, division deans, department chairs, and committee chairs create, encourage, and support innovation. There are systematic participative processes to ensure that innovation affecting policy or having widespread implications are used to assure effective planning and implementation.

- 2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.*

### **Evidence of Meeting the Standard**

Board Policy (BP) 2510 establishes the roles of faculty, staff, and students in the decision-making process ([4A2-1](#)). Administrative Procedure (AP) 2510 establishes the processes by which each constituent group participates in the decision-making process ([4A2-2](#)). The College’s shared-governance document provides the membership of each committee, with most of the College and senate committees having student representatives appointed by the Associated Students of Cerritos College (ASCC) ([4A2-3](#)).

The board policy and administrative procedure have provisions for student participation and identify the matters that students have a direct and reasonable interest in: (1) grading policies, (2)

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codes of student conduct, (3) academic disciplinary policies, (4) curriculum development, (5) courses or programs that should be initiated or discontinued, (6) processes for institutional planning and budget development, (7) standards and policies regarding student preparation and success, (8) student services planning and development, (9) student fees within the authority of the district to adopt, and (10) any other college policy, procedure, or related matter that the district's governing board determines will have a significant effect on students ([4A2-4](#)).

The college generally extends student-participation roles beyond the areas defined in BP 2510 to ensure input. For example, student participation was a critical component of the college's recent request-for-proposal (RFP) process for food service vendors, the college's recent branding efforts, and architect selection committees ([4A2-5](#); [4A2-6](#); [4A2-7](#)).

BP 2510 specifies that constituents can bring forward ideas and work together, with each other, and with the district, clarifying that all constituents can offer opinions and recommendations to the administration and governing board ([4A2-8](#)). The policy also references the shared-governance document, which describes College and faculty senate committees, as the defining structures through which constituent groups participate in local decision making and work together on policy, planning, and special-purpose committees. The shared-governance structure is the primary vessel for bringing forth ideas and working together ([4A2-9](#)). Further, members of the public and campus community may communicate with the board of trustees during the open session at each board meeting ([4A2-10](#)). Each constituent group also has the opportunity to provide a report to the board of trustees at each board meeting, during which constituent groups can bring ideas directly to the governing board ([4A2-11](#)).

Innovations that may have a larger impact on the institution are approved through college and senate committees' processes. Innovators can take their ideas to specific committees, to the College Committee on Planning and Budget, to the College Coordinating Committee, and, finally, to the Cerritos Community College District Board of Trustees, if necessary.

### **Analysis and Evaluation**

Cerritos College meets Standard IV.A.2. There are policies and procedures in place to ensure constituent participation in decision making. There is a policy that makes provisions for student representation in the decision making-process. There are policies and procedures that specify how ideas are brought forward and how constituent groups work together.

- 3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.*

### **Evidence of Meeting the Standard**

The College derives its roles and responsibilities for administrators and faculty members from the Code of Federal Regulations; the California Education Code; and the California Code of Regulations, Title 5. Roles in institutional governance are, therefore, clearly defined. The board

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of trustees delegates its authority to the president/superintendent, as stated in Board Policy 2430 ([4A3-1](#)).

Board Policy 2510 identifies the role of the faculty in Cerritos College's "Shared Governance, Purpose, Structure, and Process" document ([4A3-2](#)). This policy shows the board's commitment to utilizing each constituent group's strength to further develop the College through innovation. Each constituent group has a process whereby different constituent representatives are appointed to shared-governance committees. The faculty senate appoints faculty representatives to the appropriate committees ([4A3-3](#)). The board of trustees and administrators rely primarily upon the recommendations of the faculty senate on academic and professional matters related to curriculum, degree/certificate requirements, grading policies, and program development as described in BP 2510 ([4A3-3](#)). Further, the board of trustees and administrators reach mutual agreement with the faculty senate on standards/policies related to student preparation and success; college governance structures related to faculty roles; policies for faculty professional development; processes for program review, institutional planning, and budget development; selection, evaluation, and retention of faculty; and other academic and professional matters, as described in BP 2510 ([4A3-3](#)). One recent example of the effectiveness of BP 2510 was during the creation and implementation of a new faculty hiring prioritization process. In 2012, the hiring prioritization process was conducted without any faculty input; therefore, faculty senate recommended to move the process to the planning and budget committee to ensure faculty representation. However, a lack of equal faculty input prompted another recommendation from the senate to build more fair and inclusive hiring prioritization process. Administration and faculty worked together to develop a new committee, which consisted of nearly equal representation ([4A3-4](#); [4A3-5](#)). This committee now develops the faculty hiring prioritization list ([4A3-6](#); [4A3-7](#)).

Institutional planning is described in the "How Cerritos College Plans" document and includes the educational master plan, strategic plan, program review, unit/division/area plans, college annual plan, integrated plan, enrollment management plan, technology plan, equal employment opportunity/diversity plan, facilities master plan, and sustainability plan ([4A3-8](#)). Faculty have representatives on the committees responsible for most of these plans and are given the opportunity to participate in the development and execution of all these efforts, as documented in the rosters, available in the Cerritos College shared-governance document, and the minutes of each committee ([4A3-6](#); [4A3-7](#); [4A3-9](#); [4A3-4](#); [4A3-5](#); [4A3-10](#); [4A3-11](#); [4A3-12](#)). Other plans are not attached to particular committees. Unit plans are primarily the responsibility of faculty. The unit plans are rolled up into the Division plans and are primarily the responsibility of division deans, but faculty have the opportunity to provide input through division and chairs meetings. The division plans are pulled together into the Area Plans and the Area Plan are combined and form the College Plan. At each step along the way faculty are able to provide input directly or through committee representation ([4A3-13](#); [4A3-14](#); [4A3-15](#); [4A3-16](#)).

### **Analysis and Evaluation**

Cerritos College meets Standard IV.A.3. There are policies and procedures that provide for substantive administrator and faculty participation in institutional policy planning and budgeting that relates to their areas of responsibility and expertise.

## Standard IV.A: Decision-Making Roles and Processes

4. *Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.*

### **Evidence of Meeting the Standard**

The District has created, adopted, and implemented board policies and administrative procedures to ensure that faculty and academic administrators have the responsibility to make recommendations about curriculum and student learning programs and services. The responsibilities of the faculty senate are defined in BP 2510 and AP 2510 and include curriculum and student learning programs and services ([4A4-1](#); [4A4-2](#)). The policy identifies areas where the board of trustees and administrators of Cerritos College will rely primarily on recommendations from the faculty senate. These include the following academic and professional matters: (a) Curriculum, including establishing course content and prerequisites, and placing courses within disciplines, (b) Degree and certificate requirements, (c) Grading policies, (d) Educational program development ([4A4-1](#); [4A4-2](#)). The board of trustees and administrators also reach mutual agreement with the faculty senate, by written resolution, regulation, or policy in relation to these academic and professional matters: (e) Standards and policies concerning student preparation and success, (f) College governance structure, as related to faculty roles, (g) Faculty involvement in the accreditation process, including self-studies and annual reports, (h) Policies for faculty professional development activities, (i) Processes for program review, (j) Processes for institutional planning and budget development, (k) Selection, evaluation, and retention of faculty, (l) Other academic and professional matters as may be mutually agreed upon from time to time between the board of trustees and the faculty senate ([4A4-1](#); [4A4-2](#)).

The president/superintendent has established procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuation ([4A4-3](#)). The College uses the *eLumen* platform to prepare new course outlines of record as well as maintain existing ones and adheres to the chancellor's office program and course approval handbook for curriculum process and procedure ([4A4-4](#); [4A4-5](#); [4A4-6](#)). Each new course is presented to the Senate Committee on Curriculum, allowing comments and recommendations from faculty and administration, which forwards a recommendation to the governing board ([4A4-7](#); [4A4-8](#)). Further opportunities for comments and input are available during faculty senate and coordinating committee meetings ([4A4-9](#); [4A4-10](#); [4A4-11](#); [4A4-12](#)). Career Technical Education certificates and degrees are also presented to the regional consortia of colleges for recommendation ([4A4-13](#)). The approved curriculum is then presented to the board of trustees for final approval prior to being sent to the chancellor's office ([4A4-14](#)). In addition to curriculum, faculty take responsibility for student programs, such as discipline specific tutoring ([4A4-15](#)). Department faculty select tutors from among their students or alumni and the Success Center hires from the pool of faculty selections. Additionally, departments have faculty run tutoring, such as Philosophy ([4A4-16](#)). Administrative Policy 4021 ensures the administration and faculty roles in the program viability of Cerritos College's course offerings ([4A4-17](#)).



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### Analysis and Evaluation

Cerritos College meets Standard IV.A.4. Policies, procedures and well-defined structures allow for faculty and academic administrators to take responsibility for recommendations to the board of trustees regarding curriculum and student learning programs and services.

- 5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.*

### Evidence of Meeting the Standard

The College has established systems and policies through its shared-governance structure that allow consideration of relevant perspectives in decision making. The shared-governance document describes constituent groups' roles in institutional decision making through 27 shared-governance committees ([4A5-1](#)). Board Policy 2510 addresses participation in local decision-making and ensures that appropriate members of the College participate in developing recommended policies for board action ([4A5-2](#); [4A5-3](#)). As often as possible, constituents are appointed according to their expertise. The College follows the "How Cerritos College Plans" document, annually approved by the planning and budget committee, which has appropriate constituent representation ([4A5-4](#); [4A5-5](#)). Appropriate and expert representatives review policies and curricular changes within committees ([4A5-6](#); [4A5-7](#); [4A5-8](#); [4A5-9](#)). Additional documents that describe, demonstrate, and support the shared-governance system include the educational master plan, integrated student success and support programs/student equity/basic skills initiative plan, and the Community College Survey of Student Engagement Report ([4A5-10](#); [4A5-11](#); [4A5-12](#)). These plans demonstrate that various groups collaborate on institutional improvements. Committee agendas and minutes presented in the following evidence show the College has developed structures of communication that value diverse perspectives and expertise from constituent representatives ([4A5-13](#); [4A5-14](#); [4A5-15](#); [4A5-16](#); [4A5-17](#); [4A5-18](#)).

### Analysis and Evaluation

Cerritos College meets Standard IV.A.5. There is appropriate consideration of different perspectives, expert decision-making and responsibility, timely action on institution plans, policies, curricular change, and other considerations through the governance structure established by the board and institution.

- 6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.*

### Evidence of Meeting the Standard

The processes for decision making, as well as the documentation and communication of those decisions, are prevalent and widely practiced at the College. The Cerritos College governance-



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structure document shows that faculty senate committees report to the faculty senate and those decisions are then reported to the coordinating committee ([4A6-1](#); [4A6-2](#)). Institutional committees report directly to the coordinating committee ([4A6-1](#); [4A6-3](#)). The “How Cerritos College Plans” document shows the approval process, through committees, for campus wide plans ([4A6-4](#)).

The College’s processes for documenting and communicating decisions made across the institution are evidenced in numerous ways, including campus updates from the President’s Office, Executive Council summaries, and board of trustees meeting recaps ([4A6-5](#); [4A6-6](#); [4A6-7](#)). These updates are regularly distributed by email through the President’s Office and the Office of College Relations, Public Affairs, and Governmental Relations. The President’s Office also provides previously written updates on its web page. College and senate committees have web pages through which decisions are communicated, as well as meeting minutes are provided ([4A6-8](#); [4A6-9](#); [4A6-10](#)). Decisions are also communicated through monthly meetings, including management meetings in each of the four administrative offices (Academic Affairs, Student Services, Business Services, and Human Resources), division meetings of the Academic Affairs and Student Services divisions, department chairs meetings, and department meetings.

### **Analysis and Evaluation**

Cerritos College meets Standard IV.A.6, as processes for decision-making are well documented. Decisions that are a result of these processes are also documented in committee meeting minutes. Those decisions are then widely communicated throughout campus through a variety of updates, meeting minutes, and monthly employee meetings.

*7. Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.*

### **Evidence of Meeting the Standard**

Board Policy 2410 outlines the process for the evaluation of administrative procedures (APs) and board policies (BPs), which occurs regularly to coincide with the accreditation cycle ([4A7-1](#)). The coordinating committee last completed a comprehensive review of all APs and BPs in 2018 ([4A7-2](#)). A Board Policy Advisory Committee was developed, which reviewed the updated BPs in 2019 ([4A7-3](#); [4A7-4](#)). One policy updated was BP 3250, regarding the College’s planning process. The policy was updated to reflect that the College will maintain a list of plans and achievement outcomes related to the EMP to help it meet its mission ([4A7-5](#)).

Shared governance cannot exist without collaboration, open communication and accountability among the Board of Trustees, administration, management, faculty, staff, and students. The College’s governance process is regularly assessed using a committee self-evaluation form, and results are shared annually with the planning and budget committee, the faculty senate, and the coordinating committee ([4A7-6](#); [4A7-7](#); [4A7-8](#)). Data collected from these evaluations include

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number and nature of meetings held, attendance, projected goals met, changes made to committee structure or membership, significant achievements, and recommended improvements.

The College's planning processes, including resource allocation, are data-driven and recorded in a document titled, "How Cerritos College Plans" ([4A7-9](#)). This document is available on the college web site. Revisions to this document are made as needed and approved by the planning and budget committee ([4A7-10](#); [4A7-11](#); [4A7-12](#)).

### Analysis and Evaluation

The District meets the standard. The College completes annual evaluations of all governing committees and regular reviews and updates of procedures and policies. Decision-making is undertaken within a well-established shared governance structure with clear lines of communication, which ensures the integrity and the effectiveness of processes. The College comprehensive planning manual is updated using this same process and is available to the campus community at all times. These processes and procedures are the foundation of the College's goal of continuous improvement.

### Conclusions on Standard IV.A. Decision-Making Roles and Processes

The institution meets Standard IVA. The leaders of the college provide opportunities for all constituents to develop and bring forward innovative ideas. Through established campus processes and procedures, all constituents work together toward improvement of success and achievement. The college has policies and procedures that provide for shared decision-making among administration, faculty, staff and students and allow collaborative ideas to be developed and move forward. Clearly defined roles for administrators and faculty in the governance structure has been established and both groups have substantial input into policies, procedures, planning and budget according to their areas of expertise. Through well-defined structures, policies and procedures, faculty and academic administrators are responsible for recommendations regarding curriculum and student learning programs and services. The college ensures that relevant perspectives are heard, decision making is aligned with constituent expertise and responsibility and that there is timely action on institutional operations and procedures. The college has processes for decision making and decisions are documented and communicated across campus. Evaluation of leadership roles, governance structures and decision-making policies, procedures and processes occur regularly and are examined for integrity and effectiveness. Results of the evaluations and subsequent improvement is communicated throughout campus.

### Standard IV.A Evidence List

File Name	Document Title
<a href="#">4A1-1</a>	Cerritos College Shared Governance Components
<a href="#">4A1-2</a>	Cerritos College District Board of Trustees Minutes – September 16, 2015
<a href="#">4A1-3</a>	Cerritos College Adopted Budget, 2018-2019
<a href="#">4A1-4</a>	College Committee on Planning and Budget Agenda – April 19, 2018

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<b>File Name</b>	<b>Document Title</b>
<a href="#">4A1-5</a>	College Committee on Planning and Budget Minutes – April 19, 2018
<a href="#">4A1-6</a>	College Coordinating Committee Agenda – April 23, 2018
<a href="#">4A1-7</a>	College Coordinating Committee Minutes – April 23, 2018
<a href="#">4A1-8</a>	Faculty Senate Agenda – November 28, 2017
<a href="#">4A1-9</a>	Faculty Senate Minutes – November 28, 2017
<a href="#">4A1-10</a>	Cerritos Community College District Board of Trustees Agenda – June 20, 2018
<a href="#">4A1-11</a>	Cerritos Community College District Board of Trustees Minutes – June 20, 2018
<a href="#">4A1-12</a>	Flyer Advertising Monthly President’s Hour – January 15, 2019
<a href="#">4A1-13</a>	“How Cerritos College Plans”
<a href="#">4A1-14</a>	President’s Update on Speaker Series, Collaboration with Classified Staff
<a href="#">4A1-15</a>	President's Spring 2019 Speakers Series
<a href="#">4A1-16</a>	President's Spring 2019 Speakers Series Planning Calendar
<a href="#">4A1-17</a>	President's Spring 2019 Speakers Series Survey Results
<a href="#">4A1-18</a>	Falcon Day Announcement 2019
<a href="#">4A1-19</a>	Center for Teaching Excellence Fall 2018 Workshops
<a href="#">4A1-20</a>	Calendar of Events – Employee Development and Diversity Trainings
<a href="#">4A1-21</a>	Financial Training Schedule, Fall 2019
<a href="#">4A1-22</a>	College Committee on Employee Development Agenda – November 2, 2017
<a href="#">4A1-23</a>	College Committee on Employee Development Agenda – December 7, 2017
<a href="#">4A1-24</a>	Accelerated Instruction in Math and English, AIME Overview, Webpage
<a href="#">4A2-1</a>	Cerritos Community College District Policy No. 2510 (Participation in Local Decision-Making)
<a href="#">4A2-2</a>	Cerritos Community College District Procedures No. 2510 (Participation in Local Decision-Making)
<a href="#">4A2-3</a>	Shared Governance Purpose, Structure, and Process
<a href="#">4A2-4</a>	Cerritos Community College District Policy No. 2510 (Participation in Local Decision-Making)
<a href="#">4A2-5</a>	Food Services Selection Ad Hoc Committee
<a href="#">4A2-6</a>	Campus Participation Web Page for Branding Efforts
<a href="#">4A2-7</a>	Cerritos College Architectural Ad Hoc Committee Email
<a href="#">4A2-8</a>	Cerritos Community College District Policy No. 2510 (Participation in Local Decision-Making)
<a href="#">4A2-9</a>	Cerritos College District: Shared Governance Purpose, Structure, and Process
<a href="#">4A2-10</a>	Cerritos Community College District Policy No. 2345
<a href="#">4A2-11</a>	Cerritos College District Board of Trustees Minutes - March 20, 2019
<a href="#">4A3-1</a>	Cerritos Community College District Policy No. 2430
<a href="#">4A3-2</a>	Shared Governance Purpose, Structure, and Process
<a href="#">4A3-3</a>	Cerritos Community College District Policy No. 2510 (Participation in Local Decision-Making)
<a href="#">4A3-4</a>	Faculty Senate Agenda – November 13, 2018

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<b>File Name</b>	<b>Document Title</b>
<a href="#">4A3-5</a>	Faculty Senate Minutes – November 13, 2018
<a href="#">4A3-6</a>	College Coordinating Committee Agenda – October 22, 2018
<a href="#">4A3-7</a>	College Coordinating Committee Minutes – October 22, 2018
<a href="#">4A3-8</a>	“How Cerritos College Plans”
<a href="#">4A3-9</a>	Enrollment Management Committee Minutes – October 24, 2018
<a href="#">4A3-10</a>	Instructional Program Review Committee Minutes – November 20, 2018
<a href="#">4A3-11</a>	Committee on Planning and Budget Meeting Minutes – September 20, 2018
<a href="#">4A3-12</a>	Student Equity Committee Minutes – September 26, 2018
<a href="#">4A3-13</a>	Sociology Department Annual Unit Plan
<a href="#">4A3-14</a>	Humanities and Social Sciences Annual Division Plan
<a href="#">4A3-15</a>	Academic Affairs Area Plan 2019-2020
<a href="#">4A3-16</a>	Cerritos College Resource Allocation Plan 2019-20
<a href="#">4A4-1</a>	Cerritos Community College District Policy No. 2510 (Participation in Local Decision-Making)
<a href="#">4A4-2</a>	Cerritos Community College District Procedures No. 2510 (Participation in Local Decision-Making)
<a href="#">4A4-3</a>	Cerritos Community College District Policy No. 4020
<a href="#">4A4-4</a>	eLumen Curriculum Guide
<a href="#">4A4-5</a>	eLumen Curriculum Workflow
<a href="#">4A4-6</a>	Cerritos College Curriculum Handbook
<a href="#">4A4-7</a>	Curriculum Committee Agenda – November 8, 2018
<a href="#">4A4-8</a>	Curriculum Committee Minutes – October 25, 2018
<a href="#">4A4-9</a>	Faculty Senate Agenda – October 9, 2018
<a href="#">4A4-10</a>	Faculty Senate Minutes – October 9, 2018
<a href="#">4A4-11</a>	College Coordinating Committee Agenda – October 22, 2018
<a href="#">4A4-12</a>	College Coordinating Committee Minutes October 22, 2018
<a href="#">4A4-13</a>	Los Angeles/Orange County Regional Consortium Approval Document for Child Development
<a href="#">4A4-14</a>	Cerritos Community College District Board Book – May 1, 2019
<a href="#">4A4-15</a>	Discipline-Specific Tutoring Groups, Fall 2018
<a href="#">4A4-16</a>	Arete, The Center for Reading and Writing in Philosophy Web Page
<a href="#">4A4-17</a>	Cerritos Community College District Procedures No. 4021
<a href="#">4A5-1</a>	Cerritos College Shared Governance Document
<a href="#">4A5-2</a>	Cerritos Community College District Policy No. 2510 (Participation in Local Decision-Making)
<a href="#">4A5-3</a>	Cerritos College Shared Governance Components
<a href="#">4A5-4</a>	“How Cerritos College Plans”
<a href="#">4A5-5</a>	Cerritos College Planning/Resource Allocation Calendar 2019-20
<a href="#">4A5-6</a>	College Coordinating Committee Agenda –December 3, 2018

Standard IV.A: Decision-Making Roles and Processes

<b>File Name</b>	<b>Document Title</b>
<a href="#">4A5-7</a>	College Coordinating Committee Minutes – December 3, 2018
<a href="#">4A5-8</a>	Curriculum Committee Agenda – October 25, 2018
<a href="#">4A5-9</a>	Curriculum Committee Minutes – October 25, 2018
<a href="#">4A5-10</a>	Educational Master Plan, 2017-2023
<a href="#">4A5-11</a>	2017-2019 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Programs
<a href="#">4A5-12</a>	Community College Survey of Student Engagement – Cerritos College 2016 Results and Recommendations
<a href="#">4A5-13</a>	College Coordinating Committee Agenda – October 22, 2018
<a href="#">4A5-14</a>	College Coordinating Committee Minutes – October 22, 2018
<a href="#">4A5-15</a>	Committee on Academic Excellence Agenda – February 21, 2017
<a href="#">4A5-16</a>	Committee on Academic Excellence Minutes – February 21, 2017
<a href="#">4A5-17</a>	Cerritos College Web Standards Committee Agenda – August 23, 2018
<a href="#">4A5-18</a>	Cerritos College Web Standards Committee Minutes – August 23, 2018
<a href="#">4A6-1</a>	Cerritos College Shared Governance Components
<a href="#">4A6-2</a>	Faculty Senate Minutes – April 24, 2018
<a href="#">4A6-3</a>	College Coordinating Committee Agenda – January 29, 2018
<a href="#">4A6-4</a>	“How Cerritos College Plans”
<a href="#">4A6-5</a>	President’s Campus Updates – November 7, 2018
<a href="#">4A6-6</a>	Board of Trustees Meeting Recap – November 15, 2018
<a href="#">4A6-7</a>	Executive Council Summary – January 16, 2019
<a href="#">4A6-8</a>	College Coordinating Committee Minutes – February 25, 2019
<a href="#">4A6-9</a>	College Committee on Student Life Minutes - March 7, 2019
<a href="#">4A6-10</a>	College Committee on Planning and Budget Minutes - May 2, 2019
<a href="#">4A7-1</a>	Cerritos Community College District Policy No. 2410 (Board of Trustees)
<a href="#">4A7-2</a>	College Coordinating Committee Minutes, October 8, 2018
<a href="#">4A7-3</a>	Board Policy Advisory Committee Meeting Agenda – February 28, 2019
<a href="#">4A7-4</a>	Cerritos College Board of Trustees Minutes – March 20, 2019
<a href="#">4A7-5</a>	Cerritos Community College District Policy No. 3250 (Institutional Planning)
<a href="#">4A7-6</a>	Shared Governance Results, 2015
<a href="#">4A7-7</a>	Shared Governance Committee Results, 2016
<a href="#">4A7-8</a>	Shared Governance Committee Evaluation, 2016-2018
<a href="#">4A7-9</a>	“How Cerritos College Plans”
<a href="#">4A7-10</a>	Cerritos College Committee on Planning and Budget Meeting Minutes, September 19, 2019: Item 3: How Cerritos Plans – Document Update
<a href="#">4A7-11</a>	Cerritos College Committee on Planning and Budget Meeting Minutes, October 3, 2019: Item 3: How Cerritos Plans – Document Approval
<a href="#">4A7-12</a>	Cerritos College Committee on Planning and Budget Meeting Minutes, October 17, 2019: Item 3: How Cerritos Plans – Document Approval

## **B. Chief Executive Officer**

- 1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

### **Evidence of Meeting the Standard**

Board Policy (BP) 2430 charges the president/superintendent with the responsibility to provide effective leadership for the District ([4B1-1](#); [4B1-2](#)). The list of responsibilities on the job description for the president/superintendent enumerates the president/superintendent's primary responsibilities, which include the planning responsibilities of recommending policies, goals, and objectives to the Cerritos Community College District Board of Trustees ([4B1-3](#); [4B1-4](#)). Responsibilities for organizing College procedures are also outlined on the job description, including the responsibility for the implementation of board policies ([4B1-5](#)). Budgeting responsibilities outlined in the job description include advising the board of sources of funds to implement District programs ([4B1-4](#)). Personnel responsibilities include "all personnel matters, including selection, assignment, transfer, and dismissal" ([4B1-6](#)). Finally, the president/superintendent job description states that the president/superintendent is responsible for periodically assessing "no less than once annually during the month of June, the organization of the District and recommending to the board any changes which, in the president's judgment, will improve the District" ([4B1-5](#)).

Board Policy 3250 provides evidence that the president/superintendent is responsible for implementing a comprehensive system of planning ([4B1-7](#)). The College president/superintendent is a lead agent for developing the educational master plan (EMP) and the strategic plan ([4B1-8](#)). One way the president/superintendent provides leadership in planning is by chairing the College Coordinating Committee. All planning and budget recommendations from College and senate committees are referred to the coordinating committee prior to proceeding to the board of trustees ([4B1-9](#); [4B1-10](#); [4B1-7](#)).

Board Policy 6300 outlines how the College's budgeting/fiscal management is led by the president/superintendent, while Board Policy 6200 indicates that the president/superintendent is responsible for presenting an annual budget to the board of trustees ([4B1-11](#); [4B1-12](#); [4B1-13](#); [4B1-14](#)).

The president/superintendent provides effective leadership for the development of personnel. Board Policy 7160 gives the president/superintendent authority to establish procedures for professional development ([4B1-15](#)). Administrative Procedure (AP) 7160 outlines the types professional development activities that may be offered ([4B1-16](#)). AP 7160 also authorizes the president/superintendent to provide available funding for management training. Faculty professional development is offered through the Center for Teaching Excellence, which is funded through Student Equity Funds ([4B1-17](#)). The collective bargaining agreement between the District and the classified union contains a negotiated professional-growth program ([4B1-18](#)).



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The College planning process, led by the president/superintendent, links institutional research to planning processes. The Office of Institutional Effectiveness, Research, and Planning provides a fact book and program review datasets at the beginning of each fall semester as well as external scan/labor market information on a three-to-six-year cycle coinciding with the EMP and strategic plan ([4B1-19](#); [4B1-20](#)). Ultimately, the College planning processes are linked to resource allocation, which is approved by the Executive Council and driven by the president/superintendent ([4B1-21](#); [4B1-22](#)).

### Analysis and Evaluation

Cerritos College meets Standard IV.B.1. The president/superintendent has primary responsibility for the quality of the institution as delegated by the board of trustees and established policies and procedures. The president/superintendent provides leadership in institutional planning, budget development, personnel selection, and assessing institutional effectiveness. The president/superintendent's involvement and leadership in the shared-governance structure allows him to be active in both the operational functioning of the College as well as the leadership of the institution.

- 2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.*

### Evidence of Meeting the Standard

Board Policy 3100 grants the president/superintendent the authority to establish organizational charts to delineate lines of responsibility, as well as to establish the general duties of district employees ([4B2-1](#)). These organizational charts illustrate Cerritos College's administrative structure and staffing. The four vice presidents administer their areas according to their internal processes, requirements, and needs. Each vice president oversees managers within their respective areas ([4B2-2](#)). Board policies and administrative procedures provide evidence that the president/superintendent delegates authority to the vice president of Business Services to oversee fiscal management of the College, coordinate the budget preparation process, and perform as the designated District officer authorized to sign warrants, contracts, and notices of employment ([4B2-3](#); [4B2-4](#); [4B2-5](#); [4B2-6](#); [4B2-7](#); [4B2-8](#)). Administrative Procedure 7110 provides evidence that the president/superintendent delegates authority to the vice president of Human Resources to oversee personnel recommendations, including developing job responsibilities and performing personnel actions ([4B2-9](#)). In addition to the vice presidents, two directors report directly to the president/superintendent. The two directors are the director of College Relations, Public Affairs, and Governmental Relations and the executive director of Foundation and Community Advancement ([4B2-2](#)).

In accordance with Administrative Procedure 2430, the president/superintendent established the Executive Council (EC), which consists of the president/superintendent and the vice presidents of Academic Affairs, Student Services, Human Resources, and Business Services ([4B2-10](#)). The president/superintendent delegates authority to the EC members as appropriate, and the EC



## Standard IV.B: Chief Executive Officer

members act as the advising council to the president/superintendent. The president/superintendent ensures that the administrative team is organized and staffed appropriately for the needs of the District through a senior-management-level review of vacancies and organizational needs to determine hiring priorities ([4B2-11](#); [4B2-12](#)).

### **Analysis and Evaluation**

Cerritos College meets Standard IV.B.2. The president/superintendent has established the Executive Council and regularly meets with the four vice presidents. The EC advises the president/superintendent, and the president/superintendent delegates authority to the vice presidents. The College organizational charts illustrate the levels of management, with the board of trustees delegating authority to the president/superintendent and the president/superintendent guiding and overseeing the four main areas of the College: Academic Affairs, Student Services, Business Services, and Human Resources. Board policies and administrative procedures allow for the president/superintendent to operate the College according to the organizational structure.

- 3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:  
establishing a collegial process that sets values, goals, and priorities;  
ensuring the College sets institutional performance standards for student achievement;  
ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;  
ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;  
ensuring that the allocation of resources supports and improves achievement and learning;  
and establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

### **Evidence of Meeting the Standard**

*The CEO establishes a collegial process that sets values, goals, and priorities;*

The president/superintendent establishes a process that sets values, goals, and priorities that is inclusive and collegial. The process starts with the annual goals set by the president/superintendent and the board of trustees ([4B3-1](#); [4B3-2](#); [4B3-3](#)). Through the shared-governance process, the campus community develops values, goals, and priorities that stem from the educational master plan and the president/superintendent's goals ([4B3-4](#); [4B3-5](#); [4B3-6](#)). This process is followed in the development of the strategic plan, which provides activities, deadlines, and metrics for the goals of the EMP ([4B3-7](#); [4B3-8](#)). These activities are collectively developed by the different shared-governance committees before being brought to planning and budget committee, the body that provides planning and budget recommendations to the president/superintendent and Executive Council ([4B3-9](#); [4B3-10](#)). Board policies and administrative procedures also outline an inclusive and collegial process for producing the various plans at the College, which is supported by the "How Cerritos College Plans" document ([4B3-11](#); [4B3-12](#); [4B3-13](#); [4B3-14](#)).

## Standard IV.B: Chief Executive Officer

*Ensures the College sets institutional performance standards for student achievement;*

The president/superintendent ensures that institutional performance standards for student achievement are set. The standards are developed by the IERP office and are taken through the shared-governance process for recommendations and approval before being presented to the president/superintendent ([4B3-15](#); [4B3-16](#); [4B3-17](#); [4B3-18](#); [4B3-19](#); [4B3-20](#); [4B3-21](#)). The standards are then presented to the board of trustees at the president/superintendent's direction ([4B3-22](#); [4B3-23](#)).

*Ensures that evaluation and planning rely on high quality research and analysis of external and internal conditions;*

At the direction of the president/superintendent, the evaluation and planning processes of the College rely on high quality research and an analysis of internal and external conditions. The College's IERP office has an acting director, personnel, and analysts who have expertise in evaluation, assessment, and analysis ([4B3-24](#)). This office oversees the data gathering and analysis for the College, which include student achievement metrics, the Community College Survey of Student Engagement, the Community College Equity Assessment Lab report, an environmental scan, campus climate surveys ([4B3-25](#); [4B3-26](#); [4B3-27](#); [4B3-28](#); [4B3-29](#); [4B3-30](#); [4B3-31](#); [4B3-32](#); [4B3-33](#)). The IERP office provides updates to the president/superintendent at Executive Council meetings ([4B3-34](#)). Additionally, Career Technical Education programs are also informed of, and utilize for improvement, high quality data through advisory committees ([4B3-35](#); [4B3-36](#); [4B3-37](#)).

*Ensures that educational planning is integrated with resource planning and allocation to support student achievement and learning;*

The president/superintendent ensures that educational planning is part of resource planning and allocation process in order to support and improve student achievement and learning. The resource planning and allocation process begins with individual unit plans from academic and student services departments. The resource-allocation requests in all plans are based on the analysis of data, including success/completion measures; student learning outcomes (SLOs) assessment data; and the developed goals of the unit, division, or area ([4B3-38](#); [4B3-39](#); [4B3-40](#)). Individual programs undergo program review on a six-year cycle that result in short-term and long-term goals and outcomes that allow each unit to develop activities to improve student learning, success, and achievement ([4B3-41](#); [4B3-42](#)). The activities are improvement plans based on SLO assessment data, which speaks to the goals of the EMP ([4B3-7](#); [4B3-8](#)). The metrics of improvement activities in the unit plans are then analyzed and reported on an annual basis, and improvements are made based on the outcome data ([4B3-41](#); [4B3-42](#)).

*Ensures that the allocation of resources supports and improves achievement and learning;*

Resource priorities are initially requested by the departments through annual unit plans ([4B3-38](#)). The unit plans are then incorporated into division plans where resource-allocation requests are prioritized for that division ([4B3-43](#)). The division plans are then incorporated into the area plans, where again resource-allocation requests are prioritized and rolled into the college plan

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([4B3-44](#); [4B3-45](#); [4B3-46](#); [4B3-47](#); [4B3-48](#)). The College Committee on Planning and Budget approves the resource-allocation requests presented by the vice presidents annually in the spring and submits its recommendation to the Executive Council ([4B3-49](#); [4B3-50](#); [4B3-51](#); [4B3-52](#)). Other College plans also provide financial and student services support to improve the learning, success, and achievement of students, including embedded tutors in the lab classrooms and extended laboratory hours ([4B3-7](#); [4B3-53](#); [4B3-8](#); [4B3-54](#); [4B3-55](#); [4B3-56](#); [4B3-57](#); [4B3-48](#)).

*And establishes procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

The president/superintendent has established procedures to evaluate institutional planning and implementation of the plans to achieve the mission of the College. Board Policy 3250 and Administrative Procedure 3250 identify the College plans and specify that the planning and budget committee is responsible for planning oversight ([4B3-11](#); [4B3-12](#)). The process for the evaluation of plans and plan activities is outlined in the Integrated Program Review, Planning, and Resource Allocation Handbook ([4B3-13](#)). The strategic plan, derived from the EMP, contains activities with metrics, which are reported on an annual basis to the planning and budget committee ([4B3-7](#); [4B3-8](#)). These activities are then evaluated to determine if they are complete, continuing, or discontinued ([4B3-58](#); [4B3-59](#); [4B3-60](#); [4B3-61](#)). Other College plans have a similar process to evaluate implementation efforts ([4B3-62](#); [4B3-63](#); [4B3-64](#); [4B3-53](#)).

### **Analysis and Evaluation**

Cerritos College meets Standard IV.B.3. The president/superintendent leads the College to improve teaching and learning, as established by policies and procedures. The collegial process for setting values, goals, and priorities begins with the board of trustees and president/superintendent's annual goals, and these goals are developed into plans through the shared-governance process. The president/superintendent directs and guides the IERP office to set institutional performance standards for student learning; evaluate, analyze, and plan based on high quality research; and integrate resource planning and allocation to improve student achievement and learning. The president/superintendent ensures resources are available to support and improve achievement and learning and establishes procedures to evaluate College plans and planning processes and to implement planned activities.

- 4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have a responsibility for assuring compliance with accreditation requirements.*

### **Evidence of Meeting the Standard**

Board Policy 3200 and Administrative Procedure 3200 identify the president/superintendent's role in the accreditation process, as well as providing for faculty, staff, and administrative leaders' direction for compliance with Eligibility Requirements, Accreditation Standards, and Commission policies ([4B4-1](#); [4B4-2](#)). The president/superintendent has delegated authority to

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the vice president of Academic Affairs to oversee the daily operations and procedures of the accreditation process (4B4-3). The vice president then meets regularly with the College Committee on Accreditation co-chairs, faculty, and managers, as well as the entire accreditation committee (4B4-5; 4B4-6). Furthermore, the president/superintendent creates a culture of continuous improvement by providing College information, an environment of shared decision-making and updates on the accreditation process through leadership of the College Coordinating Committee, consisting of representatives from campus constituencies (4B4-7; 4B4-8; 4B4-9; 4B4-10; 4B4-11; 4B4-12; 4B4-13).

### Analysis and Evaluation

Cerritos College meets Standard IV.B.4. The college has policy and procedures in place regarding the president/superintendent's role in the accreditation process. The president/superintendent has the authority to oversee daily operations and meets regularly with the accreditation liaison officer, the vice president of Academic Affairs. The president/superintendent also engages the campus in ongoing improvement by way of accreditation standard compliance.

5. *The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.*

### Evidence of Meeting the Standard

Board Policy 2430 and Administrative Procedure 2430 ensure that the president/superintendent has authority to operate the College, as given by the Cerritos Community College District Board of Trustees (4B5-1; 4B5-2). As the chief executive officer of the College, the president/superintendent oversees reviews, updates, and changes to board policies and administrative procedures and assures the policies and procedures are compliant with statutes and regulations from the accrediting agency, local governments, and state governments, as well as U.S. Department of Education statutes and regulations. The coordinating committee, led and chaired by the president/superintendent, is responsible for reviews, updates, and changes to board policies and administrative procedures regarding the implementation of statutes, regulations, local policies and procedures and provides recommendations to the governing board (4B5-3; 4B5-4; 4B5-5). Board Policy 2410 and Administrative Procedure 2410 identify, outline, and provide authority to the president/superintendent for implementing decisions on policy and procedures from the coordinating committee and the board of trustees (4B5-3; 4B5-4). The same policy and procedure also provide clear processes for reviews and updates of the College's policies and procedures (4B5-3; 4B5-4). Additionally, the president/superintendent ensures that policies and procedures are aligned with the mission through the reviewing and updating processes, eliciting input from the coordinating committee, a board policy advisory committee, and, finally, for approval from the board of trustees (4B5-3; 4B5-4; 4B5-5). If the changes are minor, the president/superintendent simply provides written and oral updates of policy/procedure changes to the board of trustees. Finally, the president/superintendent provides training for managers to further ensure that policies and procedures are consistent with current statutes and

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regulations of other oversight or governmental entities, as well as consistent with the College's mission ([4B5-6](#); [4B5-7](#)).

The president/superintendent has effective control of the budget and expenditures. The planning and budget committee oversees planning, development, and implementation of the budget, as well as yearly resource allocation ([4B5-8](#); [4B5-9](#); [4B5-10](#); [4B5-11](#); [4B5-12](#)). The committee is co-chaired by the vice president of Academic Affairs and the vice president of Business Services, to whom the president/superintendent has delegated authority ([4B5-10](#)). All four vice presidents are ex-officio members of the planning and budget committee in order to communicate decisions by the committee to the president/superintendent and decisions by the president/superintendent to the committee ([4B5-10](#); [4B5-13](#)). The board of trustees receives regular communication regarding the budget prior to tentative and final approval, led by the vice president of Business Services, as delegated by the president/superintendent ([4B5-8](#); [4B5-9](#); [4B5-14](#)). Decisions about the budget are then discussed by the board, with the president/superintendent providing information and recommendations ([4B5-14](#)).

### **Analysis and Evaluation**

Cerritos College meets Standard IV.B.5. The president/superintendent works with the board of trustees and the different campus constituencies to implement statutes, regulations, and local policies and procedures that are consistent with the mission and policies of the College, including effective control of the budget and expenditures.

**6.** *The CEO works and communicates effectively with the communities served by the institution.*

### **Evidence of Meeting the Standard**

The president/superintendent effectively works on behalf of, and communicates with, the communities served by the College by meeting with individual constituent groups within the communities in variety of forums. The bargaining units have regularly scheduled meetings with the president/superintendent, including the classified bargaining unit (which also serves as the classified senate), the faculty bargaining unit and the management association ([4B6-1](#)). The president/superintendent attends Cerritos College Faculty Senate meetings monthly, in addition to meeting with faculty senate leadership regularly and providing a monthly informational report to the faculty senate ([4B6-2](#); [4B6-3](#)). Other campus constituencies are provided with campus updates via the "President's Updates" and "Campus Connection," which are both emailed and posted to the College website ([4B6-7](#); [4B6-8](#)). The president/superintendent also makes himself available to during a monthly "President's Hour" ([4B6-9](#)). The District residents the College serves receive the *Insight* publication twice a year, providing the most recent news about the College ([4B6-10](#)). Community members, appointed by the board of trustees, also participate in a Community Task Force, to whom the president/superintendent provides information about the College and from whom he receives ideas and input ([4B6-11](#)). The Citizens' Bond Oversight Committee functions in much the same way ([4B6-12](#)).

The president/superintendent facilitates other constituent-specific communication, including a yearly convocation for the campus community as well as the Cerritos College K-16 Bridge

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Program, which brings together educators from K-12 with higher-education faculty (4B6-13; 4B6-14). He meets with academic divisions and departments yearly, as well as when necessary in order to provide additional information on institutional decisions. In October 2018, the president/superintendent held the first “State of the College” address for local community governing bodies within the Cerritos Community College District (4B6-15; 4B6-16). Additionally, the president/superintendent attends community events, meetings, and/or presentations, including those with local legislators, governing bodies, local school districts, city officials, chambers of commerce, and service clubs (4B6-1). The college also hosts a K-12 Partners in Education event twice a year to meet with local K-12 leadership and discuss new ideas (4B6-18; 4B6-19).

The president/superintendent has also reacted quickly to community concerns about communication. In the fall 2017, there were concerns that developed from a College food vendor search. Local food vendors expressed concerns about the search, which resulted in a potential contract with a large food-service corporation. The vendors stated they were unaware of the changing food needs and services of the campus and, therefore, were unable to secure contracts with the District. The president/superintendent addressed these concerns and began holding community meetings with local food vendors to keep them more informed about the Colleges’ food needs and services (4B6-20; 4B6-1). Additionally, in spring of 2018, the president/superintendent and the governing board decided to rent unused College land to local car dealers to use as a parking lot. The community was very concerned about potential consequences such as increased traffic, excessive lighting, and potential crime. The president/superintendent now holds ongoing community forums for the residents to receive information about the parking lot, as well as share their thoughts and concerns about the community (4B6-1).

The president/superintendent also communicates with the community using *Instagram* and *Twitter*, as well as delegating other communication to the director of College Relations, Public Affairs, and Governmental Relations (4B6-8). In addition, a “President’s Briefing” report is disseminated via email on a monthly basis to local community leaders.

### **Analysis and Evaluation**

Cerritos College meets Standard IV.B.6. The president/superintendent regularly informs the community about the institution through regular mailings, meetings, and committees. There is communication outreach to specific constituents such as educational partners, local governing bodies, and individuals, as well as specific-needs groups, including food vendors and residents who live adjacent to the College. There is continuous communication from the President’s Office through social media, providing additional information about the College.

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### **Conclusions on Standard IV.B. Chief Executive Officer**

The President/Superintendence is given responsibility for providing leadership for the college and maintaining the quality of the institution and provides effective leadership in planning, organizing, budgeting, selection and developing personnel and assessing institutional



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effectiveness. The President/Superintendent oversees, evaluates and plans the administrative structure and staffs to reflect the college's purpose, size and complexity. Authority is delegated to vice-presidents and others, in a manner consistent with their responsibilities. Improvement at the college is done through established policies and procedures and is guided by the President. Processes for setting values, goals, priorities, institutional performance standards, evaluations and planning that relies on quality data, program review, resources allocation, overall planning and implementation of plans are in place in order to ensure these activities fulfill the mission of the college. The President/Superintendent is the primary leader for accreditation, enforcing policies and process that provide compliance with Federal standards, as well as initiating improvements in compliance, as well as the ensures that the implementation of statutes, regulations, policies, procedures and practices are aligned with the mission of the college. Finally, the President/Superintendent has effective control of the budget and expenditures effectively works and communicates to communities that the institution serves.

### Standard IV.B Evidence List

<b>File Name</b>	<b>Document Title</b>
<a href="#">4B1-1</a>	Cerritos Community College District Policy No. 2430
<a href="#">4B1-2</a>	Cerritos Community College District Procedure No. 2430
<a href="#">4B1-3</a>	Contract of Employment of the President/Superintendent by the Cerritos Community College District
<a href="#">4B1-4</a>	Contract of Employment of the President/Superintendent by the Cerritos Community College District, Section 4.4
<a href="#">4B1-5</a>	Contract of Employment of the President/Superintendent by the Cerritos Community College District, Section 4.6.1
<a href="#">4B1-6</a>	Contract of Employment of the President/Superintendent by the Cerritos Community College District, Section 4.3
<a href="#">4B1-7</a>	Cerritos Community College District Policy No. 3250
<a href="#">4B1-8</a>	How Cerritos College Plans Document
<a href="#">4B1-9</a>	College Coordinating Committee Shared-Governance Document
<a href="#">4B1-10</a>	Planning and Budget Committee Shared-Governance Document
<a href="#">4B1-11</a>	Cerritos Community College District Policy No. 6300
<a href="#">4B1-12</a>	Cerritos Community College District Policy No. 6200
<a href="#">4B1-13</a>	Cerritos Community College District Board of Trustees Agenda – September 5, 2018
<a href="#">4B1-14</a>	Cerritos Community College District Board of Trustees Minutes – September 5, 2018
<a href="#">4B1-15</a>	Cerritos College District Policy No. 7160 (Professional Development)
<a href="#">4B1-16</a>	Cerritos College District Procedure No. 7160 (Professional Development)
<a href="#">4B1-17</a>	Cerritos College Resource Allocation Plan 2019-20
<a href="#">4B1-18</a>	CSEA Professional Growth Program
<a href="#">4B1-19</a>	Institutional Effectiveness, Research, and Planning Student Success Scorecard, 2018 – September 19, 2018



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<b>File Name</b>	<b>Document Title</b>
<a href="#">4B1-20</a>	Cerritos College Fact Book Web Page
<a href="#">4B1-21</a>	Cerritos College Resource Allocation Spreadsheet, 2019-2020
<a href="#">4B1-22</a>	Cerritos College Executive Council Agenda – October 17, 2018
<a href="#">4B2-1</a>	Cerritos Community College District Policy No. 3100
<a href="#">4B2-2</a>	Cerritos Community College District Organizational Chart
<a href="#">4B2-3</a>	Cerritos Community College District Procedures No. 6100
<a href="#">4B2-4</a>	Cerritos Community College District Policy No. 6100
<a href="#">4B2-5</a>	Cerritos Community College District Procedures No. 6300
<a href="#">4B2-6</a>	Cerritos Community College District Procedures No. 6200
<a href="#">4B2-7</a>	Cerritos Community College District Procedures No. 6150
<a href="#">4B2-8</a>	Cerritos Community College District Policy No. 6150
<a href="#">4B2-9</a>	Cerritos Community College District Procedures No. 7110
<a href="#">4B2-10</a>	Cerritos Community College District Procedures No. 2430
<a href="#">4B2-11</a>	Cerritos Community College District Policy No. 2430
<a href="#">4B2-12</a>	Executive Council Update – July 2, 2019
<a href="#">4B3-1</a>	Board of Trustees and President/Superintendent’s Goals, 2018
<a href="#">4B3-2</a>	Cerritos Community College District Board of Trustees Agenda – August 15, 2018
<a href="#">4B3-3</a>	Cerritos Community College District Board of Trustees Minutes – August 15, 2018
<a href="#">4B3-4</a>	Cerritos Community College District Shared Governance Purpose, Structure, and Process
<a href="#">4B3-5</a>	Cerritos Community College District Policy No. 2510 (Participation in Local Decision-Making)
<a href="#">4B3-6</a>	Cerritos Community College District Procedures No. 2510 (Participation in Local Decision-Making)
<a href="#">4B3-7</a>	Cerritos College Educational Master Plan, 2017-2023
<a href="#">4B3-8</a>	Cerritos College Strategic Plan, 2017-2020
<a href="#">4B3-9</a>	Planning and Budget Committee Agenda – May 16, 2019
<a href="#">4B3-10</a>	Planning and Budget Committee Minutes – May 16, 2019
<a href="#">4B3-11</a>	Cerritos Community College District Policy No. 3250
<a href="#">4B3-12</a>	Cerritos Community College District Procedures No. 3250
<a href="#">4B3-13</a>	Cerritos College Integrated Program Review, Planning, and Resource Allocation Handbook.
<a href="#">4B3-14</a>	“How Cerritos College Plans”
<a href="#">4B3-15</a>	Cerritos College IEPI-Mandated Report, 2017 (Year Three)
<a href="#">4B3-16</a>	Cerritos College Institutional-Set Standards Presentation, 2014-2015
<a href="#">4B3-17</a>	Cerritos College Institutional-Set Standards Presentation, 2015-2016
<a href="#">4B3-18</a>	Cerritos College Institutional-Set Standards Presentation, 2016-2017
<a href="#">4B3-19</a>	Faculty Senate Agenda – May 1, 2018

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<b>File Name</b>	<b>Document Title</b>
<a href="#">4B3-20</a>	Planning and Budget Committee Agenda – April 5, 2018
<a href="#">4B3-21</a>	Planning and Budget Committee Minutes – April 5, 2018
<a href="#">4B3-22</a>	Cerritos College Board of Trustees Agenda – September 19, 2018
<a href="#">4B3-23</a>	Cerritos College Board of Trustees Minutes – September 19, 2018
<a href="#">4B3-24</a>	Job Descriptions for Research Analyst
<a href="#">4B3-25</a>	Institutional Effectiveness, Research, and Planning Student Success Scorecard Addendum, 2015 – August 13, 2015
<a href="#">4B3-26</a>	Cerritos College Achievement Data: Fall Success
<a href="#">4B3-27</a>	Cerritos College Community College Survey of Student Engagement Data Presentation for the Board of Trustees – April 19, 2017
<a href="#">4B3-28</a>	President’s Update on Convocation, 2018
<a href="#">4B3-29</a>	Cerritos College Convocation Program, 2018
<a href="#">4B3-30</a>	Cerritos College Convocation Presentation, 2018
<a href="#">4B3-31</a>	Program Overview: Accounting in the United States, 2015
<a href="#">4B3-32</a>	Program Overview: Dance in the United States, 2015
<a href="#">4B3-33</a>	Program Overview: Industrial Technician in the United States, 2015
<a href="#">4B3-34</a>	Cerritos College Executive Council Agenda, August 1, 2018
<a href="#">4B3-35</a>	Cerritos Community College District Procedures No. 4102
<a href="#">4B3-36</a>	Cerritos Community College District Policy No. 4102
<a href="#">4B3-37</a>	Cerritos College Advisory Committees Webpage
<a href="#">4B3-38</a>	Sociology Unit Plan, 2019-2020
<a href="#">4B3-39</a>	Executive Council Agenda – July 3, 2018
<a href="#">4B3-40</a>	Student Learning Outcome Assessment Documents
<a href="#">4B3-41</a>	Cerritos College Institutional Program Review Handbook
<a href="#">4B3-42</a>	Student Services Program Review Timeline
<a href="#">4B3-43</a>	Cerritos College Health Occupations Division Plan – Program Review 2019-20
<a href="#">4B3-44</a>	Academic Affairs Area Plan, 2019-2020
<a href="#">4B3-45</a>	Business Services Area Plan, 2019-2020
<a href="#">4B3-46</a>	Human Resources Area Plan, 2019-2020
<a href="#">4B3-47</a>	Student Services Area Plan, 2019-2020
<a href="#">4B3-48</a>	Cerritos College Resource Allocation Plan 2019-20
<a href="#">4B3-49</a>	Planning and Budget Committee Agenda – April 19, 2018
<a href="#">4B3-50</a>	Planning and Budget Committee Agenda – May 17, 2018
<a href="#">4B3-51</a>	Planning and Budget Committee Minutes – April 19, 2018
<a href="#">4B3-52</a>	Planning and Budget Committee Minutes – May 17, 2018
<a href="#">4B3-53</a>	Cerritos College Integrated Plan, 2017-2019
<a href="#">4B3-54</a>	College Coordinating Committee Agenda – April 24, 2017
<a href="#">4B3-55</a>	College Coordinating Committee Minutes – April 24, 2017
<a href="#">4B3-56</a>	College Coordinating Committee Agenda – May 8, 2017

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<b>File Name</b>	<b>Document Title</b>
<a href="#">4B3-57</a>	College Coordinating Committee Minutes – May 8, 2017
<a href="#">4B3-58</a>	Planning and Budget Committee Agenda –September 6, 2018
<a href="#">4B3-59</a>	Planning and Budget Committee Minutes – September 6, 2018
<a href="#">4B3-60</a>	Cerritos College Planning/Resource Allocation Schedule
<a href="#">4B3-61</a>	Strategic Plan, 2017-2020 – Year One Evaluation/Reporting
<a href="#">4B3-62</a>	Equal Employment Opportunity Plan, 2017
<a href="#">4B3-63</a>	Enrollment Management Plan 2017 – Goal 1
<a href="#">4B3-64</a>	2011 Facilities Master Plan Recommendations
<a href="#">4B4-1</a>	Cerritos Community College District Policy No. 3200
<a href="#">4B4-2</a>	Cerritos Community College District Procedures No. 3200
<a href="#">4B4-3</a>	College Committee on Accreditation Shared-Governance Document
<a href="#">4B4-5</a>	College Committee on Accreditation Shared-Governance Document
<a href="#">4B4-6</a>	Accreditation Meeting Schedule
<a href="#">4B4-7</a>	College Coordinating Committee Minutes – February 26, 2018
<a href="#">4B4-8</a>	College Coordinating Committee Minutes – April 8, 2018
<a href="#">4B4-9</a>	College Coordinating Committee Minutes – April 23, 2018
<a href="#">4B4-10</a>	College Coordinating Committee Minutes – May 7, 2018
<a href="#">4B4-11</a>	College Coordinating Committee Minutes, August 27, 2019
<a href="#">4B4-12</a>	College Coordinating Committee Minutes – September 10, 2018
<a href="#">4B4-13</a>	College Coordinating Committee Shared-Governance Document
<a href="#">4B5-1</a>	Board Policy No. 2430 (Delegation of Authority to President/Superintendent)
<a href="#">4B5-2</a>	Administrative Procedure 2430 (Delegation of Authority to President/Superintendent)
<a href="#">4B5-3</a>	Cerritos Community College District Policy No. 2410
<a href="#">4B5-4</a>	Cerritos Community College District Procedures No. 2410
<a href="#">4B5-5</a>	College Coordinating Committee Shared-Governance Document
<a href="#">4B5-6</a>	Email Request for a Manager to Do Keenan Safe College Training
<a href="#">4B5-7</a>	Liebert, Cassidy, Whitman, Southern California Community College District Employment Relations Consortium – Speaking Freely or Shouting Fire
<a href="#">4B5-8</a>	Cerritos Community College District Policy No. 6200
<a href="#">4B5-9</a>	Cerritos Community College District Policy No. 6300
<a href="#">4B5-10</a>	Cerritos College Planning and Budget Committee Shared-Governance Document
<a href="#">4B5-11</a>	Planning and Budget Committee Agenda – May 16, 2019
<a href="#">4B5-12</a>	Planning and Budget Committee Minutes – May 16, 2019
<a href="#">4B5-13</a>	Executive Council Agenda – October 17, 2018
<a href="#">4B5-14</a>	Cerritos Community College District Board of Trustees Minutes – June 2, 2018
<a href="#">4B6-1</a>	President’s Scheduled Meetings
<a href="#">4B6-2</a>	Faculty Senate Agenda - September 3, 2019
<a href="#">4B6-3</a>	Faculty Senate Minutes - September 3, 2019

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<b>File Name</b>	<b>Document Title</b>
<a href="#">4B6-7</a>	President's Campus Update, October 2018
<a href="#">4B6-8</a>	Campus Connection – December 3, 2018
<a href="#">4B6-9</a>	President's Hour Flyer
<a href="#">4B6-10</a>	<i>Insight</i> , Fall 2018
<a href="#">4B6-11</a>	Community Task Force Purpose
<a href="#">4B6-12</a>	Citizens' Bond Oversight Committee Agenda – December 17, 2018
<a href="#">4B6-13</a>	2018-2019 Convocation Flyer, August 2018
<a href="#">4B6-14</a>	2018-2019 Convocation Presentation
<a href="#">4B6-15</a>	State of the College Address Flyer, October 2018
<a href="#">4B6-16</a>	State of the College Address Invite, October 2019
<a href="#">4B6-18</a>	Cerritos College/K-12 Partners in Education Joint Meeting Agenda, October 30, 2018
<a href="#">4B6-19</a>	Cerritos College/K-12 Partners in Education Joint Meeting Agenda, April 30, 2019
<a href="#">4B6-20</a>	Cerritos Community College District Board of Trustees Minutes – January 17, 2018

## Standard IV.C: Governing Board

### C. Governing Board

- 1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)*

#### Evidence of Meeting the Standard

The institution has a policy manual and other policy documents that delineate how the governing board monitors academic quality, integrity, efficacy of learning programs and services, and the financial stability of Cerritos College. Board Policy (BP) 2200 lists the duties and responsibilities of the Cerritos Community College District Board of Trustees, which include assuring fiscal health and stability, adopting a responsible annual budget, providing fiscal oversight and independent audits, as well as monitoring institutional performance and educational quality ([4C1-1](#)).

The board's successful oversight of academic programs and fiscal stability is ensured through consistent collaboration with students, faculty, and staff. The board regularly receives reports from the Cerritos College Faculty Senate president and union representatives ([4C1-2](#); [4C1-3](#)). Students are given the opportunity share ideas during public comment period of board meetings, and the student trustee provides reports about the activities of the Associated Students of Cerritos College (ASCC) as well as information about student concerns and achievements ([4C1-2](#); [4C1-3](#)). Student success data and student enrollment information is analyzed in collaboration with the director of Institutional Effectiveness, Research, and Planning and the vice president of Academic Affairs ([4C1-2](#); [4C1-3](#)). The board of trustees examines the College budget with the institutions long-term fiscal health in mind in coordination with the president/superintendent and the vice president of Business Services ([4C1-4](#); [4C1-5](#)).

#### Analysis and Evaluation

Cerritos College meets Standard IV.C.1. Board policies define the authority and responsibility of the board of trustees' duties and responsibilities to oversee the College's academic success and fiscal stability.

- 2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.*

#### Evidence of Meeting the Standard

Members of the board of trustees demonstrate unified support for board policies and resolutions once a decision is reached. Although each member represents constituents from a unique trustee area and, thus, brings different perspectives, the official minutes and recordings from the Cerritos Community College District Board of Trustee meetings and study sessions highlight the members' collective actions. Board members understand campus policy and procedure, including their defined role in local decision-making in relation to academic and professional matters ([4C2-1](#); [4C2-2](#); [4C2-3](#)).

### **Analysis and Evaluation**

Policy guides all board members to improving the educational welfare of students and acting in the best interest of the public and institution. Board members also demonstrate mutual respect in public meetings. When votes on action items during board of trustee meetings are not unanimous, all members accept the outcome and speak with one voice.

*3. The governing board adheres to a clearly defined policy for selecting and evaluating the chief executive officer (CEO) of the college and/or the district/system.*

### **Evidence of Meeting the Standard**

The previous presidential search process was conducted in a fair, inclusive, and open manner that complied with all relevant regulations in the selection of the chief administrator ([4C3-1](#)). Prior to the last vacancy of the president/superintendent position, the Cerritos Community College District Board of Trustees discussed the process to fill the vacancy. This process was published in board books and minutes and included such elements as a timeline, composition of the search committee, the board's involvement with the committee, specific duties of the search committee and consultant, and the anticipated start date of a new president/superintendent ([4C3-2](#); [4C3-3](#); [4C3-4](#); [4C3-5](#)). The search firm Community College Search Services was chosen from two proposals ([4C3-2](#); [4C3-3](#)). During board presentations, the trustees agreed on the selection process that would be used. The board of trustees appointed a subcommittee of three trustees, which screened and interviewed possible consulting services, as well as considered membership structures for the Presidential Screening Advisory Committee ([4C3-2](#)). At the September 3, 2014 meeting of the board, the trustees established a search committee structure, with three trustees, one vice president, two managers, four faculty, four classified staff, one confidential staff, two students, two community members, and one Human Resources/equal employment opportunity (EEO) non-voting member ([4C3-5](#)).

Following the successful hiring of the current president/superintendent, Human Resources developed an administrative procedure establishing principles to be used in future presidential search processes ([4C3-6](#)).

The board has an established process in its evaluation of the chief administrator's performance on the implementation of board policies and the achievement of institutional goals. Board Policy 2435 and Administrative Procedure 2435 detail the president/superintendent evaluation process ([4C3-7](#)). The evaluation of the president/superintendent is based on the job description, goals, and objectives of the past year; characteristics of performance; and other elements previously agreed upon. As a part of the evaluation process, the president/superintendent and the board mutually agree upon the goals and objectives to be considered for the following year ([4C3-8](#)). The board includes in the goals and objectives for the following year those items that appear to have merit for future evaluation. Annually, the president/superintendent submits a self-evaluation ([4C3-8](#)). The board of trustees evaluates and assesses, in writing, the performance of the president/superintendent at least once each fiscal year. Such evaluation complies with any requirements set forth in the contract of employment with the president/superintendent ([4C3-7](#); [4C3-9](#)).

## Standard IV.C: Governing Board

### Analysis and Evaluation

Cerritos College meets Standard IV.C.3. The board of trustees follows policies and procedures for selecting the president/superintendent of Cerritos College. The board has clear and defined policies and procedures for evaluating the president/superintendent.

- 4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)*

### Evidence of Meeting the Standard

The governing board members are elected from seven districts representing the communities of Artesia, Bellflower, Bell Gardens, Cerritos, Downey, East Compton, Hawaiian Gardens, Lakewood, La Mirada, Long Beach, Norwalk, Pioneer, Santa Fe Springs, South Gate, and South Whittier ([4C4-1](#)). The student body also elects a student trustee who serves on the board for one year ([4C4-2](#); [4C4-3](#)). The board works independently to make policy reflecting the public interest and educational quality ([4C4-4](#); [4C4-5](#)). They represent the public interest and work to establish policies that define the institutional mission, ensuring the success of the College's students and the community. Further, they set policy ensuring prudent fiscal planning, providing an environment conducive to an institution of higher learning, and work to adopt a responsible annual budget and adhere to stringent and responsible business practices, ensuring their fiduciary responsibility to each constituent group of the campus and the local community ([4C4-6](#); [4C4-7](#)).

The board adheres to its policies on conflict of interest and ethics, ensuring students' educational welfare and the well-being of the institution ([4C4-8](#); [4C4-9](#); [4C4-10](#)). All board meetings are open to the public, and the board continues to participate in training workshops and self-evaluations for improvement ([4C4-11](#); [4C4-12](#)).

### Analysis and Evaluation

The District meets Standard IV.C.4. The governing board is independent and creates policy that represents the public interest in the institution's educational quality. The governing board advocates for and defends the institution and protects it from undue influence or political pressure.

- 5. The governing board establishes policies consistent with the College/District/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.*

### Evidence of Meeting the Standard

The Cerritos Community College District Board of Trustees has approved policies, institutional goals, and other formal statements that describe the expectations for quality, integrity, and



## Standard IV.C: Governing Board

improvement of student learning programs and services, including Board Policy 2200, which outline the duties of the governing board ([4C5-1](#)). The governing board approves the educational master plan (EMP), which identifies targeted improvements for student learning programs and services. The board reviewed and approved the EMP in 2017 for quality and integrity, as well as provided resources and funding to implement the activities of the EMP. Specifically, by adopting the EMP, the board is valuing the diverse student population, supporting programs and services that lead to improvement and offering pathways that achieve personal, educational and career goals, as is consistent with the college mission ([4C5-2](#); [4C5-3](#); [4C5-4](#); [4C5-5](#); [4C5-6](#)). Operational matters are routinely forwarded to the board of trustees through the shared-governance process, ensuring both participatory governance and alignment with recommendations from state and federal entities, as well as best practices ([4C5-7](#); [4C5-8](#)). Examples of operational matters include curriculum and planning processes, employment matters, and financial decisions ([4C5-9](#)).

The governing board is kept informed of the institution-set standards and analysis of results that have led to the improvement of student achievement and learning ([4C5-10](#); [4C5-11](#); [4C5-12](#)).

While the governing board is an independent decision-making body, it delegates to the president/superintendent the executive responsibility and authority for administering the policies adopted by the board ([4C5-13](#)). The board maintains ultimate responsibility for educational quality, legal matters, and the financial integrity of the Cerritos Community College District ([4C5-14](#); [4C5-15](#)).

### **Analysis and Evaluation**

The College meets Standard IV.C.5. The governing board has established policy that is consistent with the mission, ensuring the quality, integrity, and improvement of student learning programs and services, and provides resources to support these activities. The governing board is ultimately responsible for educational quality, legal matters, and financial integrity and stability.

*6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.*

### **Evidence of Meeting the Standard**

Board bylaws and policies are readily available in print through the Office of the President and online through the Cerritos Community College District Board of Trustees' web page ([4C6-1](#)). Board policies identify the size of the board and the election process. There are seven members elected by the voters of the each of the seven different areas. Elections are held every two years. The term of each trustee is four years ([4C6-2](#); [4C6-3](#)).

Duties and responsibilities, per Board Policy 2200, include representing public interest, defining institutional missions, hiring and evaluating the president/superintendent, assuring fiscal health, monitoring institutional performance, and advocating for the distinct ([4C6-4](#)).

## Standard IV.C: Governing Board

The board of trustees elects a president of the board, a vice president of the board, and a clerk of the board at the annual organizational meeting ([4C6-5](#); [4C6-6](#)). Specific operating procedures are provided throughout Chapter 2 of the board policies and include policies relating to the student trustee, board vacancies, committees of the board, regular meetings, closed sessions, special and emergency meetings, rules of order, agendas, public participation at board meetings, speakers, decorum, minutes, recording of meetings, delegation to and evaluation of president/superintendent, participation in local decision-making, authority of the board in relation to District negotiation teams, conflict of interest, and code of ethics ([4C6-7](#); [4C6-8](#); [4C6-9](#); [4C6-10](#); [4C6-11](#); [4C6-12](#); [4C6-13](#); [4C6-14](#); [4C6-15](#); [4C6-16](#); [4C6-17](#); [4C6-18](#)).

### **Analysis and Evaluation**

Cerritos College meets Standard IV.C.6. Board policies explain the election procedures, meeting procedures, and trustee responsibilities. These policies are available in hard copy and on the College's website. Policies are regularly reviewed and updated.

*7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.*

### **Evidence of Meeting the Standard**

The Cerritos Community College District Board of Trustees complies with its policies and processes. They are reviewed, assessed, and revised according to Board Policy 2410 and Administrative Procedure 2410 ([4C7-1](#); [4C7-2](#)). Policies of the board may be adopted, revised, added to, or amended at any regular board meeting by a majority vote. In the last year board policies were reviewed by the campus shared-governance structures. The College Coordinating Committee reviewed the policies/procedures and provided recommendations to the governing board in 2018-29 school year ([4C7-3](#); [4C7-4](#); [4C7-5](#)).

### **Analysis and Evaluation**

Cerritos College meets Standard IV.C.7. The governing board has policies and procedures for reviewing, assessing, and revising their policies, procedures, and bylaws for effectiveness in fulfilling the mission and revises them as necessary. The governing board acts consistently with these policies, procedures, and bylaws.

*8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.*

### **Evidence of Meeting the Standard**

The governing board regularly reviews data on student performance. The board has regular meetings, in which key indicators about student learning and achievement are presented. The

## Standard IV.C: Governing Board

board reviewed data regarding multiple measures assessment and Enrollment management ([4C8-1](#); [4C8-2](#); [4C8-3](#); [4C8-4](#)). The board reviewed data regarding the Community College Survey of Student Engagement, Cerritos Complete Program and reviewed student success scorecard data ([4C8-5](#); [4C8-6](#); [4C8-7](#); [4C8-8](#); [4C8-9](#); [4C8-10](#); [4C8-11](#); [4C8-12](#); [4C8-13](#)). Other data regarding student success programs and services are also reviewed by the governing board, as necessary. For example, the plans for Cerritos College Guided Pathways have been shared with and discussed by the trustees ([4C8-14](#); [4C8-15](#); [4C8-16](#)). In May 2019, the governing board heard and participated in a presentation on compliance with the California Community College Chancellor's Office on redefining goals to ensure that the college works on improved student learning and achievement. ACCJC institutional set standards were part of this conversation and goals are aligned to those standards ([4C8-17](#)).

### **Analysis and Evaluation**

The governing board ensures the institution is accomplishing student success goals by regularly reviewing key indicators of student learning and achievement and institutional plans for improving academic quality.

*9. The governing board has an ongoing training program for board development, including new-member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

### **Evidence of Meeting the Standard**

The Cerritos Community College District Board of Trustees has developed an ongoing program specifically for newly elected board members through the Office of College Relations, Public Affairs, and Governmental Relations. Continual training for all board members occurs through workshops, retreats, and regularly scheduled study sessions, ensuring effective trusteeship and advocacy for the community at large. Retreats held in late January/early February ensure continuity amongst continuing board of trustee members and anyone newly elected. Further, each board member attends various trainings, presentations, and other community events, thus sharing new information with fellow board members at regularly scheduled meetings ([4C9-1](#); [4C9-2](#); [4C9-3](#); [4C9-4](#); [4C9-5](#)).

The consistency with which the board of trustees staggered election cycles was confirmed by the resignation of a trustee in April 2017. The board proceeded according to Board Policy 2100 and moved to calendar a timeline to fill the vacancy. The entire process was completed according to policy by June 2017, when the board of trustees interviewed candidates in open session and selected the successful candidate for appointment by a roll-call vote ([4C9-6](#); [4C9-7](#); [4C9-8](#); [4C9-9](#); [4C9-10](#); [4C9-11](#)).

### **Analysis and Evaluation**

The District meets Standard IV.C.9. The board of trustees acts in a manner consistent with policy, as evidenced by meeting agendas and minutes. The consistency of the staggered election cycle was confirmed by the resignation of one board member and the selection and eventual

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election of another in accordance with the even-year cycle. Special study sessions and educational retreats ensure up-to-date sharing of information on current legislation relative to the District and guarantee continuity among board members.

**10.** *Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.*

### **Evidence of Meeting the Standard**

According to Board Policy 2745 and Administrative Procedure (AP) 2745, the Cerritos Community College District Board of Trustees performs an annual self-study ([4C10-1](#); [4C10-2](#)). The results are used to assess performance, identify accomplishments, and set new goals ([4C10-1](#); [4C10-2](#)). The results are then published on the College's website ([4C10-3](#)). In 2018 the self-evaluation focused on academic quality and institutional effectiveness and addressed improvements in student success and equity, campus construction, fiscal responsibility, strategic planning, and community outreach, based on the educational master plan and aligned with the president/superintendent's goals ([4C10-4](#); [4C10-5](#)).

### **Analysis and Evaluation**

Cerritos College meets Standard IV.C.10. The board conducts a self-evaluation annually to assess past performance and to establish goals for the future of the College.

**11.** *The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)*

### **Evidence of Meeting the Standard**

Board policy clearly defines conflict of interest related to seated trustees, the Executive Council, administration, faculty, and staff. When reported, a conflict of interest is expeditiously investigated and reported. Board policy further establishes that any potential conflict of interest, real or perceived, must be reported immediately to the District's legal advisor – as required by law – to avoid the appearance of any impropriety, according to board policy and procedure. ([4C11-1](#); [4C11-2](#)).

The board of trustees has policies governing the ethical behavior of the board. Implementation of this policy dealt with the findings of an ad hoc committee tasked with investigating unethical

## Standard IV.C: Governing Board

behavior, citing media communication by a trustee when this activity is the designated responsibility of the president/superintendent or the president of the board. The District acted promptly and adhered to board policy ([4C11-3](#); [4C11-4](#); [4C11-5](#)). Current policy requires that trustees disclose potential conflicts and prohibits trustees from financial interest in any contracts made by the board ([4C11-6](#)).

### **Analysis and Evaluation**

The District meets Standard IV.C.11. The board of trustees regularly reviews and updates policy to ensure appropriate observance to avoid the appearance of conflicts of interest, both economically and behaviorally. Policies are clearly defined and applied to each of the constituent groups of the District.

*12. The governing board delegates full responsibility and authority to the president/superintendent to implement and administer board policies without board interference and holds the president/superintendent accountable for the operation of the district/system or college, respectively.*

### **Evidence of Meeting the Standard**

Board Policy 2430 provides the president/superintendent the executive responsibility and authority for administering the policies adopted by the Cerritos Community College District Board of Trustees and executing all decisions of the board requiring administrative action ([4C12-1](#)). The president/superintendent is required to inform the board of such action and to recommend a written board policy if one is required ([4C12-1](#)). The governing board holds the president/superintendent accountable through that administrator's yearly evaluation ([4C12-2](#); [4C12-3](#)).

### **Analysis and Evaluation**

Cerritos College meets Standard IV.C.12. The board empowers the president/superintendent to reasonably interpret board policy. In situations where there is no board policy direction, the president/superintendent has the power to act.

*13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status, and supports through policy the College's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.*

### **Evidence of Meeting the Standard**

The Cerritos Community College District Board of Trustees is informed about the accreditation process and Accreditation Standards, Eligibility Requirements, and Commission policies ([4C13-1](#)). The board also receives regular updates on the accreditation process. A presentation covering

## Standard IV.C: Governing Board

the accreditation report occurred on December 11, 2019 ([4C13-2](#); [4C13-3](#); [4C13-4](#)). The governing board further participates appropriately in institutional self-evaluation and planning efforts. Presentations on the College's efforts to improve and excel are given throughout the year, during which the board provides input and resources for these efforts ([4C13-5](#)). The board has indicated a commitment to improvement from the last accreditation cycle. After receiving recommendations from Accrediting Commission for Community and Junior Colleges in the last accreditation cycle, the board created two-to-three-member board advisory committees and worked with the accreditation liaison officer to respond to the recommendations ([4C13-4](#); [4C13-5](#)). The trustees are also informed of institutional reports due to the Commission, and of the Commission's recommendations to the institution ([4C13-6](#); [4C13-7](#)).

### **Analysis and Evaluation**

The College meets Standard IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status. The governing board supports the efforts of the college to improve and excel through policy and participates in evaluation of the board's roles and functions in the accreditation process.

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### **Conclusions on Standard IV.C. Governing Board**

The institution meets Standard IVC. The board of trustees has authority over policies that ensure the quality, integrity and efficacy of learning programs and services, as well as the financial stability of the college. The board acts as a collective entity, communicating decisions in unison, as well as acting in a manner consistent with its bylaws and policies, which are reviewed regularly by the board. The members of the board are independent representatives of the community that create policies in the public interest of quality educational programs and services. The board defends and protects the institution from undue influence and political pressure. Members of the board abide by a code of ethics and a conflict of interest policy. There are clear policies and procedures, that have been recently used, to deal with ethical violations. Personal relationships and interests are disclosed by board members and do not inhibit the governing process of the board as a whole. Policies established by the board are aligned with the mission of the college and ensure the quality, integrity and improvements of programs/services and allocation of resources to support them. The board regularly review key success and achievement indicators and provides support for the goals of student success and improving academic quality. The board is the ultimate authority for quality, legal issues and financial integrity and stability, while delegating full responsibility and authority for implementing policy and maintaining daily operations to the President/Superintendent. The board has established policies that are specific to the size, duties, responsibilities, structure and operating procedures of the board, in addition to board policy that defines the selection and evaluation processes of the President/Superintendent. The board has an ongoing program for newly elected board members and regularly scheduled study sessions that allows for improvement of college and board processes. Board policy 2740 establishes the mechanism for the continuity of board membership and staggered terms of office. The board has established process for an annual self-study, where results are used to assess performance, identify accomplishments and set new goals in order to promote and sustain board performance, academic quality and institutional effectiveness. The



## Standard IV.C: Governing Board

board has been and is informed of the Accreditation requirements and processes through the six-year cycle and participates in the evaluation of their role and function in the accreditation process.

### Standard IV.C Evidence List

<b>File Name</b>	<b>Document Title</b>
<a href="#">4C1-1</a>	Cerritos Community College District Policy No. 2200
<a href="#">4C1-2</a>	Cerritos Community College District Board of Trustees Agenda, May 31, 2017
<a href="#">4C1-3</a>	Cerritos Community College District Board of Trustees Minutes, May 31, 2017
<a href="#">4C1-4</a>	Cerritos Community College District Board of Trustees Agenda, June 19, 2019
<a href="#">4C1-5</a>	Cerritos Community College District Board of Trustees Minutes, June 19, 2019
<a href="#">4C2-1</a>	Cerritos Community College Administrative Procedure No. 2200
<a href="#">4C2-2</a>	Cerritos Community College District Policy No. 2200
<a href="#">4C2-3</a>	Cerritos Community College District Policy No. 2510 (Participation in Local Decision-Making)
<a href="#">4C3-1</a>	Cerritos Community College District Policy No. 2431
<a href="#">4C3-2</a>	Cerritos Community College District Board of Trustees Agenda, July 16, 2014
<a href="#">4C3-3</a>	Cerritos Community College District Board of Trustees Minutes, July 16, 2014
<a href="#">4C3-4</a>	Cerritos College District Board of Trustees Agenda, September 18, 2014
<a href="#">4C3-5</a>	Cerritos College District Board of Trustees Minutes, September 18, 2014
<a href="#">4C3-6</a>	Cerritos Community College Administrative Procedure No. 2431
<a href="#">4C3-7</a>	Cerritos Community College Administrative Procedure No. 2435
<a href="#">4C3-8</a>	Cerritos Community College District Board of Trustees Agenda, August 7, 2019
<a href="#">4C3-9</a>	President Evaluation 2018
<a href="#">4C4-1</a>	Cerritos Community College District Policy No. 2100
<a href="#">4C4-2</a>	Cerritos Community College District Policy No. 2105
<a href="#">4C4-3</a>	Cerritos Community College District Procedures No. 2105
<a href="#">4C4-4</a>	Cerritos Community College District Policy No.1300
<a href="#">4C4-5</a>	Cerritos Community College District Policy No. 2510 (Participation in Local Decision-Making)
<a href="#">4C4-6</a>	Cerritos Community College District Policy No. 2200
<a href="#">4C4-7</a>	Cerritos Community College District Procedures No. 2200
<a href="#">4C4-8</a>	Cerritos Community College District Policy No. 2712
<a href="#">4C4-9</a>	Cerritos Community College District Procedures No. 2710
<a href="#">4C4-10</a>	Cerritos Community College District Policy No. 2715
<a href="#">4C4-11</a>	Cerritos College Board of Trustees Self-Evaluation, September 4, 2019
<a href="#">4C4-12</a>	Cerritos Community College District Educational Master Plan, 2017-2023
<a href="#">4C5-1</a>	Cerritos Community College District Policy No. 2200
<a href="#">4C5-2</a>	Cerritos Community College District Resolution No. 17-1004A
<a href="#">4C5-3</a>	Multiple Measures Presentation, 2017
<a href="#">4C5-4</a>	Guided Pathways Presentation, 2017
<a href="#">4C5-5</a>	CTE Pathways Program, Business Administration
<a href="#">4C5-6</a>	Cerritos College Educational Master Plan, 2017-2023
<a href="#">4C5-7</a>	Cerritos Community College District Board of Trustees Agenda, May 17, 2017



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<b>File Name</b>	<b>Document Title</b>
<a href="#">4C5-8</a>	Cerritos Community College District Board of Trustees Minutes, May 17, 2017
<a href="#">4C5-9</a>	Cerritos Community College District Board of Trustees Management Reorganization Board Book Item 39, September 4, 2019
<a href="#">4C5-10</a>	Institutional Set Standard Presentation, September 19, 2018
<a href="#">4C5-11</a>	Cerritos College District Board of Trustees Agenda, September 19, 2018
<a href="#">4C5-12</a>	Cerritos College District Board of Trustees Minutes, September 19, 2018
<a href="#">4C5-13</a>	Cerritos Community College District Policy No. 2430
<a href="#">4C5-14</a>	Budget Presentation, September 4, 2019
<a href="#">4C5-15</a>	Cerritos College District Board of Trustees Agenda, September 4, 2019
<a href="#">4C6-1</a>	Cerritos Community College Board Policies, Chapter 2
<a href="#">4C6-2</a>	Cerritos Community College District Policy No. 2010
<a href="#">4C6-3</a>	Cerritos Community College District Policy No. 2100 (Board Elections)
<a href="#">4C6-4</a>	Cerritos Community College District Policy No. 2200 (Board Duties and Responsibilities)
<a href="#">4C6-5</a>	Cerritos Community College District Policy No. 2110 (Vacancies on the Board)
<a href="#">4C6-6</a>	Cerritos College District Board of Trustees Agenda, December 11, 2018
<a href="#">4C6-7</a>	Cerritos Community College District Policy No. 2105
<a href="#">4C6-8</a>	Cerritos Community College District Policy No. 2110 (Vacancies on the Board)
<a href="#">4C6-9</a>	Cerritos Community College District Policy No. 2310
<a href="#">4C6-10</a>	Cerritos Community College District Policy No. 2330
<a href="#">4C6-11</a>	Cerritos Community College District Policy No. 2340
<a href="#">4C6-12</a>	Cerritos Community College District Policy No. 2345 (Public Participation at Board Meetings)
<a href="#">4C6-13</a>	Cerritos Community College District Policy No. 2430
<a href="#">4C6-14</a>	Cerritos Community College District Policy No. 2510 (Participation in Local Decision-Making)
<a href="#">4C6-15</a>	Cerritos Community College District Policy No. 2610
<a href="#">4C6-16</a>	Cerritos Community College District Policy No. 2710 (Conflict of Interest)
<a href="#">4C6-17</a>	Cerritos Community College District Policy No. 2712
<a href="#">4C6-18</a>	Cerritos Community College District Policy No. 2715
<a href="#">4C7-1</a>	Cerritos Community College District Policy No. 2410
<a href="#">4C7-2</a>	Cerritos Community College District Procedure No. 2410
<a href="#">4C7-3</a>	College Coordinating Committee Agenda – August 27, 2018
<a href="#">4C7-4</a>	College Coordinating Committee Minutes – August 27, 2018
<a href="#">4C7-5</a>	Cerritos College District Board of Trustees Board Book, October 17, 2018
<a href="#">4C8-1</a>	Multiple Measures Presentation, 2017
<a href="#">4C8-2</a>	Enrollment Management Presentation, 2017
<a href="#">4C8-3</a>	Cerritos Community College District Board of Trustees Agenda, April 19, 2017
<a href="#">4C8-4</a>	Cerritos Community College District Board of Trustees Minutes, April 19, 2017
<a href="#">4C8-5</a>	Presentation on results of the Community College Student Survey on Engagement, April 19, 2017
<a href="#">4C8-6</a>	Cerritos Community College District Board of Trustees Agenda, April 19, 2017
<a href="#">4C8-7</a>	Cerritos Community College District Board of Trustees Minutes, April 19, 2017

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<b>File Name</b>	<b>Document Title</b>
<a href="#">4C8-8</a>	Cerritos Complete Presentation, September 20, 2017
<a href="#">4C8-9</a>	Cerritos College District Board of Trustees Agenda, September 20, 2017
<a href="#">4C8-10</a>	Cerritos College District Board of Trustees Minutes, September 20, 2017
<a href="#">4C8-11</a>	Institutional Set Standard Presentation, September 19, 2018
<a href="#">4C8-12</a>	Cerritos College District Board of Trustees Agenda, September 19, 2018
<a href="#">4C8-13</a>	Cerritos College District Board of Trustees Minutes, September 19, 2018
<a href="#">4C8-14</a>	Guided Pathways Presentation, 2017
<a href="#">4C8-15</a>	Cerritos College District Board of Trustees Agenda, November 15, 2017
<a href="#">4C8-16</a>	Cerritos College District Board of Trustees Minutes, November 15, 2017
<a href="#">4C8-17</a>	Local Goal Setting: Aligning Vision of Success Metrics, May 2019
<a href="#">4C9-1</a>	Cerritos Community College District Policy No. 2740
<a href="#">4C9-2</a>	Cerritos College District Board of Trustees Minutes, February 15, 2017
<a href="#">4C9-3</a>	Cerritos Community College District Board of Trustees Agenda, April 19, 2017
<a href="#">4C9-4</a>	Cerritos Community College District Board of Trustees Minutes, April 19, 2017
<a href="#">4C9-5</a>	Board of Trustees Resource Manual, November 2016
<a href="#">4C9-6</a>	Cerritos Community College District Board of Trustees Agenda, May 17, 2017
<a href="#">4C9-7</a>	Cerritos Community College District Board of Trustees Minutes, May 17, 2017
<a href="#">4C9-8</a>	Cerritos Community College District Board of Trustees Agenda, June 7, 2017
<a href="#">4C9-9</a>	Cerritos Community College District Board of Trustees Minutes, June 7, 2017
<a href="#">4C9-10</a>	Cerritos College District Board of Trustees Agenda, December 12, 2018
<a href="#">4C9-11</a>	Cerritos Community College District Policy No. 2740 (Board Education)
<a href="#">4C10-1</a>	Cerritos Community College District Procedure No. 2745
<a href="#">4C10-2</a>	Cerritos Community College District Policy No. 2745
<a href="#">4C10-3</a>	Cerritos College Board of Trustees Goals, 2018
<a href="#">4C10-4</a>	Cerritos Community College District Board of Trustees Agenda, August 7, 2019
<a href="#">4C10-5</a>	Cerritos College Board of Trustees Self-Evaluation, 2018
<a href="#">4C11-1</a>	Cerritos Community College District Procedures No. 2710
<a href="#">4C11-2</a>	Cerritos Community College District Policy No. 2710
<a href="#">4C11-3</a>	Cerritos Community College District Policy No. 2715
<a href="#">4C11-4</a>	Cerritos Community College District Board of Trustees Agenda, August 17, 2016
<a href="#">4C11-5</a>	Cerritos Community College District Board of Trustees Minutes, August 17, 2016
<a href="#">4C11-6</a>	Cerritos Community College District Policy No. 2712
<a href="#">4C12-1</a>	Cerritos Community College District Policy No. 2430
<a href="#">4C12-2</a>	Cerritos Community College District Policy No. 2435
<a href="#">4C12-3</a>	Cerritos Community College District Procedures No. 2435
<a href="#">4C13-1</a>	Cerritos College District Board of Trustees Agenda, November 7, 2018
<a href="#">4C13-2</a>	Cerritos College District Board of Trustees Agenda, December 11, 2019
<a href="#">4C13-3</a>	Cerritos Community College District Board of Trustees Minutes, October 16, 2019
<a href="#">4C13-4</a>	Cerritos College District Board of Trustees Agenda, September 17, 2014
<a href="#">4C13-5</a>	Cerritos College District Board of Trustees Minutes, September 17, 2014
<a href="#">4C13-6</a>	Cerritos Community College District Board of Trustees Agenda, March 1, 2017
<a href="#">4C13-7</a>	Cerritos Community College District Board of Trustees Minutes, March 1, 2017

## H. Quality Focus Essay



*What is service excellence?*

All institutions of higher education strive for better student outcomes: higher graduation rates, increased retention, more completions. Traditionally, colleges and universities have turned to academic interventions to achieve these goals. But non-academic factors also play an important role and should be addressed by institutions that wish to boost student achievement. These factors, which are institutional – rather than academic – management issues and relate closely to improving the quality and efficiency of operations that directly or indirectly affect the quality of the student experience, are collectively called “service excellence.”

*Why is service excellence important?*

Service excellence is more than a catchphrase; it is a proven strategy to improve the college experience for students. It has been demonstrated to result in improved student outcomes as well as improved institutional efficiency. Institutions practicing service excellence know that every service enhances a student’s experience and understand that each student is a valued client, not merely a statistical “product.” When implemented campus wide, service excellence is a positive and competitive strategy, providing both internal and external customer satisfaction, accountability, and effectiveness. In addition, a pervasive culture of service excellence is a strong employee motivator, creating feelings of being valued, which in turn improves performance, creativity, and loyalty.<sup>8</sup> A service-excellence culture values clear communication, well-trained staff and faculty, forward-thinking planning (including realistic goal-setting), meaningful ongoing evaluation for effectiveness within individual programs, and top-down accountability practices and procedures.

The idea of service excellence is a transformative practice in higher education, but the fundamental reasoning behind it is simple: when an institution provides better service, students’ experiences at that institution are improved, and therefore students are more likely to stay in school and complete their studies. Further, when an institution substantially infuses service

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<sup>8</sup> Khan, H. and Matlay, H. (2009), “Implementing Service Excellence in Higher Education,” *Education + Training*, Vol. 51, No. 8/9, pp. 769-780.

## Quality Focus Essay

excellence throughout its campus culture, the concept becomes part of institutional branding – the “face” an institution presents not just to students, but to the entire community.

### *Service excellence at Cerritos College*

Cerritos College, under the leadership of the college’s Executive Council, is undertaking a cultural shift to fully adopt service-excellence practices throughout all campus programs and departments. The college has defined its service-excellence values as: responsive, welcoming, knowledgeable, empathetic, and efficient (also referred to as “The Cerritos Way”). These values are reflected in the following campus priorities defined in the college’s Educational Master Plan (EMP):

- Emphasize customer service (internally and externally) – supports EMP goal D, improving communications;
- Increase access to data – supports EMP goal A, culture of completion, and goal F, organizational effectiveness;
- Maximize technology – supports EMP goal E, educational infrastructure, and goal F, organizational effectiveness, as well as Board Policy 3411; and
- Invest in leadership and staff development – supports EMP goal C, leadership and staff development.

Service excellence supports all major campus governing documents, processes, and legislation, including:

- Student equity plan: Service excellence supports program integration by highlighting the interconnectedness of programs and services. It supports joint data-driven planning and implementing of programs with common goals, even if their underlying requirements differ. Specifically, service excellence supports the goals of improving: 1) access (successful enrollment at the same college); 2) retention (from fall to spring), 3) completion of transfer-level math and English; 4) transfer to a four-year institution; and 5) attainment of the vision goal (completion).
- Vision for Success: This major California Community Colleges Chancellor’s Office initiative seeks to address several major system wide challenges: 1) too few graduates; 2) inefficient course-taking patterns; 3) underserved populations (particularly older and working students); 4) excessive time to completion; and 5) achievement gaps/lack of equity. Service-excellence strategies and practices are useful to address all of these issues, through their emphases on efficient delivery of services to students, improvement of the student experience, and in outcomes in key Vision for Success metrics: 1) completion; 2) transfer; 3) unit accumulation; and 4) workforce (median annual earnings, living wage, and jobs attained related to field of study).

### *What does service excellence mean to our students?*

In Southern California, prospective college students have an abundance of choices of institutions they may wish to attend. A campus that, in addition to academic rigor and strong student services, practices service excellence has a distinct competitive advantage. The millennial and

## Quality Focus Essay

Generation Z students currently coming to Cerritos College arrive with different expectations than past generations. They are accustomed to universal access to information, quick answers to their questions, and seamless organizational systems and processes. Technology, and its creative application, is ever more central to a positive student experience. This is true not only for our “traditional” students, but for those with additional needs that create obstacles to successful onboarding, access to services, and program completion. Technology is a critical piece of the service excellence puzzle through its central role in achieving true student equity and a positive student college experiences.

*What does service excellence mean for faculty, staff, and administration?*

While all employees contribute to the student experience, faculty spend more time with students and have more of a profound effect on their success. Most likely, it is with the faculty that most campuses will find many of the tenets of service excellence already well-rooted in practice. Indeed, having faculty identify their own service-excellence best practices is a good way to jump-start campus wide planning. As well-versed as they are, however, faculty can always use more support in the classroom. As a part of the service-excellence initiative at Cerritos College, faculty will have access to professional development training, resources, activities, and materials that will provide them with more options for improving experiences and outcomes for their students.

The service-oriented focus of service excellence constitutes far more than emphasizing traditional ideas of “customer service” and permeates for more deeply than just those who serve students directly. Service excellence is also about institutional efficiency, as each individual on campus learns to see their own positions as part of a service continuum that highlights interrelationships between departments, divisions, and programs. Like faculty, staff and administrators require additional support to fully integrate service-excellence principles into their daily work. But it takes time and training to truly transform an institution’s culture. A program of comprehensive professional development will be instituted for all staff and administrators to support these efforts.

*The future of service excellence at Cerritos College*

The college is committed to moving forward with developing a culture of service excellence. The campus leadership, embodied in the Executive Council, seeks to accomplish the following short- and long-term goals:

*Short-Term Goals (within one year):*

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

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### *Long-Term Goals (within five years):*

- Fully align the service-excellence efforts with the mission of the college;
- Acknowledge and understand the interconnectedness of all campus areas, achieved through professional development training;
- Create a culture of continuous, proactive improvement (to increase adaptability and invite reflective practices), as developed by campus leadership;
- Demonstrate the foresight to be on the cutting edge (ahead of other colleges) in the implementation of a service-excellence culture, through the dissemination of best practices;
- Engage in creative planning and decision making, with clear goals and outcomes, to move implementation forward in an expedited manner;
- Cultivate a highly trained team (hire the best of the best and invest in high-quality professional development for campus faculty, staff, and administrators);
- Empower and encourage staff to be innovative and try new ideas;
- Celebrate accomplishments in meaningful ways; and
- Emphasize accountability processes and policies, in order to cultivate a climate of trust.

### *Conclusion*

Cerritos College's pursuit of service excellence is more than just an initiative to improve a particular academic program or student service. What the college aims to achieve is a total transformation of the institutional culture. Within five years, Cerritos College will strive to become a national leader in the implementation of the tenets of service excellence, particularly in the innovative deployment of technology to increase accessibility and improve the overall student experience at the college.

## Appendix: Glossary of Acronyms

### 3

3SP Student Success and Support Programs

### 5

5YCOP Five-Year Capital Outlay Plan

### A

A&P Anatomy & Physiology  
AA/S-T Associate of Arts/Science for Transfer  
AB Assembly Bill  
ACCJC Accrediting Commission for Community and Junior Colleges  
ADA Americans with Disabilities Act  
AIME Accelerated Instruction in Math and English  
AP Administrative Procedure  
ASCC Associated Students of Cerritos College

### B

BAM Budget and Accounting Manual  
BHM Black History Month  
BP Board Policy  
BSI Basic Skills Initiative

### C

CAIR Crisis Assessment, Intervention, and Response  
CalPERS California Public Employees' Retirement System  
CalSTRS California State Teachers' Retirement System  
CalWORKS California Work Opportunity and Responsibility to Kids  
CARE Cooperative Agencies Resources for Education  
CAS Council for the Advancement of Standards in Higher Education  
CBA Collective Bargaining Agreement  
CCCCO California Community Colleges Chancellor's Office  
CCSSE Community College Survey of Student Engagement  
CCEAL Community College Equity Assessment Lab  
CCFF Cerritos College Faculty Federation  
CD Collection Development  
CEO Chief Executive Officer  
CFR Code of Federal Regulations  
C-ID Course Identification  
CIS Computer and Information Systems  
CLA CliffordLarsonAllen  
COR Course Outline of Record  
CRTL Culturally Responsive Teaching and Learning  
CSEA California School Employees Association  
CSU California State University



## Glossary of Acronyms

CTE Career and Technical Education  
CTX Center for Teaching Excellence

### **D**

DEEOAC Diversity and Equal Employment Opportunity Advisory Committee  
DI Disproportionate Impact  
DLA Directed Learning Activity  
DSA Department of the State Architect  
DSPS Disabled Students Programs and Services

### **E**

EEAAP Equally Effective Alternate Access Plan  
EC Executive Council  
EEO Equal Employment Opportunity  
EMP Educational Master Plan  
EOPS Extended Opportunity Programs and Services  
EPP Educational Programs and Partnerships  
ER Eligibility Requirement  
ESL English as a Second Language

### **F**

FERPA Family Education Rights and Privacy Act  
FMP Facilities Master Plan  
FON Faculty Obligation Number  
FTES Full Time Equivalent Students  
FUSION Facility Utilization Space Inventory Option Net

### **G**

GASB Governmental Accounting Standards Board  
GE General Education  
GPA Grade Point Average

### **H**

HR Human Resources

### **I**

ICC Inter-Club Council  
IERP Institutional Effectiveness, Research, and Planning  
IGETC Intersegmental General Education Transfer Curriculum  
IPEDS Integrated Postsecondary Education Data System  
IPN Interstate Passport Network  
IPR Instructional Program Review  
IT Information Technology

### **L**

LINC Leaders Involved in Creating Change

## Glossary of Acronyms

### *N*

NACES National Association of Credential Evaluation Services  
NFOP New Faculty Orientation Program

### *O*

OMB Office of Management and Budget  
OPEB Other Postemployment Benefits

### *P*

PDF Portable Document Format

### *R*

RAID Redundant Array of Independent Disks  
RFP Request for Proposal

### *S*

SLO Student Learning Outcome  
SOP Standard Operating Procedure  
SRT Self-Report Tool  
SWOT Strengths, Weaknesses, Opportunities, and Threats

### *T*

Teacher TRAC Teacher Training Academy  
TRAN Tax Revenue Anticipation Note

### *U*

UC University of California  
USDE United States Department of Education