



CERRITOS COLLEGE

**Accreditation Workshop
June 23, 2025**



Workshop Agenda

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Overview of ISER Development Process

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New Accreditation Standards

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2026 ISER Development Timeline

Summer 2025	Fall 2025	Spring 2026	Summer 2026
Teams select topic for standard, gather and organize evidence and write draft for each standard	Accreditation Committee meets monthly <u>September</u> Writing Teams review narratives for all standards and provide input <u>December</u> Editor complete edits of draft ISER	<u>January – March</u> Campus-wide Forum Share draft ISER with committees and groups Revise draft ISER based on feedback <u>April</u> Approval by Coordinating Committee <u>April or May</u> First reading by Board	<u>June or July</u> Approval by Board <u>August 1, 2026</u> ISER due to ACCJC



ACCJC New Standards

Standard 1: Institutional Mission and Effectiveness, 5 elements.

Standard 2: Student Success, 9 elements.

Standard 3: Infrastructure and Resources, 10 elements.

Standard 4: Governance and Decision-Making, 6 elements.





ACCJC New Standards Page Count

Standard 1: Institutional Mission and Effectiveness, 10 pages.

Standard 2: Student Success, 20 pages.

Standard 3: Infrastructure and Resources, 20 pages.

Standard 4: Governance and Decision-Making, 12 pages.





Writing Team Worksheets

Standard 2: Student Success

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

Standard 2.1 Frank Mixson, Nick Real

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

Review Criteria:

- Consistent with the institution's mission, academic programs are structured to lead to degrees, certificates, transfer, employment, or other similar credentials.
- The institution's processes for curriculum design and development ensure all academic programs align with the institution's mission.
- The institution's processes for curriculum design and development reflect generally accepted practices in higher education for ensuring breadth, depth, and rigor appropriate to the level of instruction (e.g., associate or baccalaureate level) and across all modalities.

Possible Sources of Evidence Could Include:

- Examples from the institution's curriculum development and approval processes (including processes for distinguishing lower and upper division content, if applicable)
- Examples illustrating the curriculum review cycle and criteria by which existing courses are reviewed and updated to ensure breadth, depth, and rigor appropriate to the content level
- Catalog listings of academic programs outlining expected learning outcomes

For each criterion, identify whether the college **Meets** it, partially **Meets** it, or does not meet it, and for each possible source of evidence, identify whether the college has it, partially has it, or does not have it.

- Yes. The college's mission statement indicates that we provide our diverse population with high-quality, comprehensive instructional programs and support services. <https://www.cerritos.edu/campus-guide/mission-statement.htm>
- Yes. Our college's catalog further details the programs we offer in accordance with our mission statement. It provides the potential students with class descriptions and listings of classes required to achieve the various certificates and degrees offered by the college. https://www.cerritos.edu/admissions-and-records/_includes/docs/2023/FINAL_082923-MSCOPY2-COMBINED-PLAY-9-29-2023.pdf
- Yes. Our college's curriculum committee provides our faculty with resources on how to develop new classes and degrees/certificates. General guidance and legislative as well as policy resources are available on their website. They meet monthly and record minutes of all their meetings to ensure generally accepted practices of higher education as well as state handbooks and faculty senate recommendations are respected. <https://www.cerritos.edu/curriculum/default.htm> Faculty interested in the online teaching modality must meet criteria defined in a certification <https://www.cerritos.edu/de/DE-online-certification.htm>
- Faculty interested in the curriculum development process use elumen to create classes and certificates/degrees. User guide documents provide step by step instructions on how to navigate the software. Curriculum outlines of records as well as student learning outcomes are kept in elumen <https://www.cerritos.edu/curriculum/eLumen.htm>



Large Group Session Instructions

Read the sample narratives for your Standard and share an observation:



Shared folder for laptops: [Recent ISERs from Other Colleges](#)





Breakout Session Instructions

- Schedule your July 29 meeting, 2–4 pm, in-person or online
- Read Example of your Standard—Have group restate the standard in your own words
- Read the Review Criteria and the examples from the previous workshop. Then identify 2 or 3 pieces of evidence for each example.
- For each piece of evidence, in the appropriate place on the worksheet, provide an explanation of the connection between evidence and the narrative and a link to the evidence.
- Create an outline for your standard using the review criteria, examples, and evidence.



Good Practices for Evidence

What have you found to be good practices for data and evidence?

- Gather your evidence ***before*** you begin writing
- Consider the suggestions for evidence in the Standards
- Show how data/evidence are used to improve (esp. student outcomes)
- More evidence is not necessarily better
- Provide representative samples & “case studies”
- Call out relevant sections of big documents (highlights, excerpts, etc.)
- “Freeze” evidence from websites in a PDF or screenshot



Important Source of Evidence

Data Dashboards

INSTITUTIONAL
EFFECTIVENESS,
RESEARCH,
PLANNING, AND
GRANTS

Home

Contact Us

Data Dashboards

Data Coaching

Fast Facts

Planning +

Requesting Data +

Requesting Grants



Home > IERPG > Home

INSTITUTIONAL EFFECTIVENESS, RESEARCH, PLANNING,
AND GRANTS

VISION

Inspire inquiry and empower the Cerritos College community to utilize data to make evidence-based decisions that shape the college future.

MISSION

The Institutional Effectiveness, Research, Planning, and Grants (IERPG) Division at Cerritos College provides unbiased research, analysis, and reporting grounded in a holistic understanding of complex college processes. Our goal is to facilitate data-informed decision-making that supports the college's mission, strategic goals, and commitment to student success and equity. We enhance the college's capacity to secure external funding from federal, state, and private sources while ensuring compliance with all relevant requirements and policies. IERPG serves the internal community of Cerritos College administrators, faculty, and students, acts as the clearinghouse for official college data, and responds to external requests for information.



Breakout Session Instructions – Example for 2.1 Evidence



Standard 2.1

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

June 23 Workshop #2 – Identify specific evidence, develop outline for narrative

Description of evidence

1. The college's curriculum committee provides faculty with resources on how to develop new classes and degrees/certificates. General guidance and legislative as well as policy resources are available on their website. They meet monthly and record minutes of all their meetings to ensure generally accepted practices of higher education as well as state handbooks and faculty senate recommendations are respected.
2. Our college catalog outlines our programs in alignment with our mission, offering class descriptions and requirements for certificates and degrees.
3. This evidence presents the curriculum committee's guide on developing a Course Outline of Record. This document provides an explanation of each of the elements necessary for a new course to ensure that courses align with general education and program requirements and that these courses align with the mission of the college.
4. This evidence presents the section of the Curriculum Handbook that addresses the revision of existing or development of new programs. These instructions ensure that the new programs or modifications to existing programs align with the mission of the college.

Evidence Link

1. <https://www.cerritos.edu/curriculum/default.htm> (BAD EXAMPLE)
2. [Curriculum Committee Handbook - Cerritos College](#) (BETTER BUT STILL BAD)
3. [Cerritos College Chapter 4. Course Outline of Record](#) (BETTER)
4. [Cerritos College Curriculum Handbook 2023-2024 - Chapter 5 Creating and Modifying Programs](#)

Standard 2.1

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

Outline

- Consistent with Cerrito's College's mission, academic programs are structured to lead to degrees, certificates, transfer, employment, or other similar credentials.
 - Mention of the mission statements element of providing pathways
 - The number of certificates, degrees, transfer, and employment and their modalities
- Cerritos Colleges processes for curriculum design and development ensure all academic programs align with the institution's mission.
 - Curriculum design and development process
 - Evidence 3: Curriculum Handbook Programs
 - Evidence: Curriculum Handbook Courses
- At Cerritos College, the processes for curriculum design and development reflect generally accepted practices in higher education for ensuring breadth, depth, and rigor appropriate to the level of instruction (e.g., associate or baccalaureate level) and across all modalities.
 - DE Certification
 - Evidence: DE Certification Process
 - Bachelor's Degrees
 - Evidence: Bachelor's Degree

July 29 Workshop #3 – Review and revise draft narrative to be written by managers between June 23-July 29.

- Revised draft due by Friday, August 1



Breakout Rooms

Be sure to grab snacks before dipping into evidence!

Standard 1 Teams

- CTX
- Facilitator: Angela Hoppe-Nagao

Standard 2 Teams

- Homework Lounge
- Facilitator: Frank Mixson

Standard 3 Teams

- Homework Lounge
- Facilitator: Felipe Lopez

Standard 4 Teams

- Math Learning Center
- Facilitator: Robyn Brammer





Next Steps

July 29 Workshop #3

- 2:00 – 4:00 pm, Location Determined by Teams
- Review and revise draft narrative

September Workshop #4

- Date and time TBD, Hyflex format
- Opportunity for all writing team participants to review and provide input for all draft narratives for 30 standards





Questions & Voting

