



CERRITOS COLLEGE

**Accreditation Workshop
June 4, 2025**



Workshop Agenda

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Welcome

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Overview of ISER Development Process & Timeline

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New Accreditation Standards

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Writing Team Worksheets

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Breakout Session

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Next Steps





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 draft and revise if necessary <u>December</u> Editor edits draft	<u>January – March</u> Open Forum Share draft with committees and groups Revise draft 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>



Session Instructions

Large Group Session

- Read the sample narrative for your Standard and discuss what you discovered

Breakout Session

- Read Example of your Standard—Have group restate the standard in your own words
- Read the Review Criteria and brainstorm activities that align. One example may cover all criteria, or you may need 2–3 examples max.
- We do not have to be perfect. The goal is to improve what we are doing.



Breakout Rooms

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

- LC-111
- Facilitator: Robyn Brammer





Next Steps

June 23 Workshop #2

- 2:00 – 4:00 pm, LA-103
- Identify evidence, develop outline for narrative

July 29 Workshop #3

- 2:00 – 4:00 pm, Location TBD
- Review and revise draft narrative



**Vote for your Bake-Off
Favorites!**





Questions?

**Great Accreditation Bake-Off
Winners!**

