

2025-2026 Non-Instructional Program Review - Campus Police Latest Version

Self-study template for Non-Instructional Program Review process. Visitation year: 2025-2026. Review period: 2022-2023, 2023-2024, and 2024-2025.

Non-Instructional Area Program Review Overview

Non-Instructional Program Review Purpose

Section 1: Non-Instructional Area Overview

A. Non-Instructional Area Mission and Alignment : Version by Mueller, Don on 11/25/2025 19:40

1. Briefly describe how your mission and purpose aligns with the Cerritos College mission and Students First Framework (<https://www.cerritos.edu/students-first-framework/default.htm>).
CCPD's mission to prevent and reduce crime on campus is solely to provide a safe, secure and supportive space for our students to pursue their academic dreams and goals. Students, faculty and staff must not only be safe, but they must also feel safe while on campus so that they can fully focus on their work without distraction or fear from outside influences.

B. Non-Instructional Area Description : Version by Mueller, Don on 11/25/2025 19:40

Service	Description
Crime prevention & response	Police emergency services
Medical & Fire Emergency response	First responders to all campus emergencies
Traffic & Parking Control	Parking permit enforcement & traffic control
Crowd Control	Crowd control for sporting & large events
Campus Escorts	Personal escorts to/from vehicles
Building Security	Lock/Unlock building outer doors
LiveScan	Fingerprinting of applicants & employees

C. Non-Instructional Area Organizational Resources : Version by Mueller, Don on 11/25/2025 19:40

- 1. Please describe your non-instructional area's organizational and personnel structure. Discuss:**
- a. Positions (e.g., managers, classified, part-time, etc.).**
 - b. Collaboration (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.)**
 - c. Organizational chart (optional).**

Chief of Police (manager) / Captain (manager) / 2 Sergeants (classified) / 10 sworn police officers (classified) / 6 dispatchers (classified) / 4 administrative personnel (classified) / 20-25 cadets (short-term hourly employees)

Daily briefings and staff meetings among all personnel, including specific email groups for updates.

- 2. What significant projects, tasks, workgroups, and committee work are the staff of your non-instructional area engaged in?**
- a. How does this participation reflect on your non-instructional area's plans and integration with the college.**
- Responding to all reports of criminal activity
 - Responding to all reports of campus/office disturbances
 - Enforcement of all parking and traffic violations
 - Coordination of all emergency services and disaster responses
 - Participation in District Safety Committee

Section 2: Non-Instructional Area Trends

A. Non-Instructional Area User Demographics and Service Trends : Version by Mueller, Don on 01/28/2026 16:37

- 1. Whom do you serve?**
- a. Describe your primary and secondary user groups that the non-instructional area attracts and serves.**
 - b. Describe the usage trend for your non-instructional area in the last three years.**
 - i. Has it remained steady, increased, or decreased?**
 - ii. Describe any factors that contributed to any change.**
 - c. If serving students directly, describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status).**
 - i. How do the demographics of your users compare with the college as a whole?**
 - ii. Are the trends within your program in alignment with the broader, collegewide trends?**
 - iii. Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status)? Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.**

CCPD serves the entire diverse population of the campus – students, faculty & staff – including all community members utilizing the campus' facilities and services. CCPD personnel must be responsive to the full spectrum of ages, ethnicities, cultural backgrounds, orientations and gender identities.

Section 3: Non-Instructional Area Performance and Effectiveness

A. Non-Instructional Area Outcomes Assessment Process : Version by Mueller, Don on 11/25/2025 19:40

1. What methods are used to assess your non-instructional area outcomes (AUOs)? If these are not in place, what do you plan to do in the future to collect this evidence?

1. Collection of crime statistics and trends
2. Conduct annual surveys with students, faculty & staff of perceptions of crime on campus and of perceptions of CCPD

2. How are user needs assessed and considered in the development and delivery of programs and services?

a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences?

b. What are the sources of information your non-instructional area uses to understand current needs?

c. How have the needs changed over time?

- Continual training & statewide law enforcement updates on best practices
- Input from diversified student groups and employee unions
- Suggestion input through public website

3. How does the non-instructional area track service usage patterns and determine users' satisfaction and dissatisfaction with the non-instructional area's performance? If these are not in place, what do you plan to do in the future to collect this data?

- Crime & contact statistics are kept and updated annually
- Input & feedback is encouraged through use of a QR code given to every personal contact by CCPD personnel
- Conduct annual surveys with students, faculty & staff for feedback on CCPD services

B. Non-Instructional Area Outcomes Assessment : Version by Mueller, Don on 11/25/2025 19:40

1. What does the data say about the success of your non-instructional area with respect to the achievement of your non-instructional area outcomes? Identify and describe the data sources.

- Crime statistics are kept and reported annually
- Crime stats have remained extremely low for the past 5 years
- There have been 0 violent crimes in the past 5 years
- There have been 0 formal complaints against CCPD in the past 5 years

2. What areas for improvement are suggested by the data?

- Complaints have been received about the parking permit acquisition process
- Education regarding the purchase of parking permits by student and visitors can be improved

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?

a. How has the assessment of the non-instructional area outcomes contributed to your non-instructional area's improvements?

Data is reviewed by management (Chief and Captain), with input by affected personnel, before changes in procedures and processes are made.

4. How does the non-instructional area make needed data and information available to area stakeholders?

Data is published on CCPD's public website. Data is also periodically emailed out to all students, faculty and staff. And Annual Security Report is published publicly every October 1.

Section 4: Previous Three-Year Non-Instructional Area Program Plan Reflection

A. Non-Instructional Area Three-Year Reflection : Version by Mueller, Don on 11/25/2025 19:40

1. What are the primary strengths of the non-instructional area?

a. How have these changed over time?

b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to "best practices" in the field?

N/A – First year of 3-Year Review

2. What major challenges face the non-instructional area?

a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?

N/A

3. Comment on the progress toward achieving your previous non-instructional area goals and AUOs. Discuss what has/is/will happen and the status of each goal and AUO.

N/A

4. Where would you like your non-instructional area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.). Consider the following in your response:

a. Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.

b. What long-term impact would you like your non-instructional area to have on the College and the community?

c. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?

In three years, I would like to see CCPD working out of our new, state-of-the-art police station with an increased staff of 18 sworn personnel and 30-35 police cadets. I would like to see an active partnership with our diverse student groups and volunteers from UMOJA, Puente, Undocu, and our LGBTQ group working everyday at the front desk of our new station. I would like our students and staff to know our police officers on a first name basis and have developed relationship with them so they are seen as older "brothers and sisters" to our student population. I would like to see an ongoing, interactive communication process between CCPD and the rest of our campus, so that CCPD is truly seen as part of the Cerritos College family, and not as an outside police force. When students set foot on our campus, I don't want them to feel like they have to look over their shoulders, but I want them to know without doubt, that CCPD officers have their backs. I want them to breathe easier when they are on campus, so they can fully focus on their educational dreams and goals. CCPD should be an instrumental part of their college success.

Section 5: Non-Instructional Three-Year Action Plan (Goals, AUOs, Objectives, Action Plans, and Resource Requests)

A. Non-Instructional Area Goals, AUOs, Objectives, Action Plans, and Resource Requests

Program Review Cycle:

Division:

Goals	AUOs	Objectives			
			Goal Target Year of Achievement	Responsible Party	AUO Assessment Year
EXAMPLE #1 Proactively support others in using college data to its full benefit.	#1 Administrators, faculty, and staff will understand and interpret institutional data by increasing their data literacy.	1. Increase familiarity with available data. 2. Increase understanding of terminology. 3. Increase support for Data Coach program to increase data literacy via LCPs.	Year 3	IERPG Staff	Year 2
	#2 IERPG will provide service, professional expertise, and consultation to College constituents.				Year 3
	#3				
#1 To maintain low levels of crime and the perception of crime on campus	#1 Students, faculty & staff will better understand the current crime trends on campus	Empower students, faculty & staff through: 1. Increased understanding of actual crime data & trends 2. Improved access to contact police directly 3. Improved understanding of available additional safety resources	Year 1	CCPD Staff	Year 2
	#2 Students, faculty & staff will feel safer when working and/or studying				Year 3

	#3 CCPD will provide crime statistics to students, faculty & staff every semester				
#2 To improve accessibility and approachability by students, faculty & staff	#1 Students, faculty & staff will experience less hesitation to contact police when needed	1. Increase of individual contacts & discussions with students 2. Increased involvement by students & staff on District Safety Committee 3. Increased hiring of cadets who are students 4. Increased attendance of officers at student group events	Year 1	CCPD Staff / District Safety Committee	Year 2
	#2 Student, faculty & staff will experience a partnership with police in relation to their own safety on campus				Year 3
	#3				
#3 To build partnerships with traditionally marginalized student groups	#1 Students will "feel" safer on campus, allowing them to focus on their educational pursuits	1. Creat opportunity for students to meet with individual police officers 2. Create space for honest, open discussion between officers & students 3. Relay CCPD's desire for student success 4. Increased attendance of officers at student group events	Year 1	CCPD Staff	Year 2
	#2 Students will experience support and build rapport with actual police officers on campus				Year 3
	#3				
#4 To provide easy access to safety related resources & naterials	#1 Students, faculty & staff will be empowered to enhance their own safety on campus	1. Impoved posting and access to weekly crime stats 2. Update website to enhance access to safety resources 3. Increase number of RAD training classes	Year 1	CCPD Staff	Year 2
	#2				Year 3
	#3				
#5	#1				

Action Plan		College Alignment	
Method of Assessment	Action Steps	Student First Framework Lever	Student First Framework Lever Strategy
1. Workshop evaluations 2. Data Dictionary use page tracking	Year 1: 2023-2024 1. Create a data dictionary. 2. Educate Data Coaches on data use and best practices. 3. Develop data literacy workshops. 4. Develop evaluation forms for data literacy workshops. 5. Educate campus community on data dashboard use. Year 2: 2024-2025 1. Evaluate effectiveness of data literacy presentations with end of presentation evaluations. 2. Create data literacy page on IERPG website. Year 3: 2024-2026 1. Establish yearly workshop calendar. 2. Provide video resources on website.	Completion, Career and Transfer Success, Institutional Health	B.7. Align professional development for our faculty to increase our students’ rates of success in their courses and completion of their programs of study., C.3. Align our programs and services with those of four-year institutions to streamline transfer for our students., D.1. Develop systems and processes to monitor and ensure accountability for our institutional health., D.2. Invest in our employees to facilitate excellence at all levels of service to our students., D.6. Develop the facilities and technology infrastructure to better support our students’ journey from access, through completion, and to career attainment.
1. Documentation of workshops conducted. 2. Tracking consultation requests. 3. Tracking number of times IERPG collaboration is requested.			
1. CCPD will publish annual crime reports with 3-year crime stat history	1. Publish weekly crime logs 2. Publish Annual Security Report 3. Notify campus community of any active crime trends via email/web 4. Maintain highly visible patrols via vehcile, bike & foot	Institutional Health	A.1. Expand our marketing and outreach to attract more prospective students and create more applicants., D.6. Develop the facilities and technology infrastructure to better support our students’ journey from access, through completion, and to career attainment.
2. CCPD will conduct annual surverys of student & staff perception of crime on campus			

3. CCPD will conduct annual surveyys of student & staff satisfaction with our police department	5. Conduct annual surveys of students, faculty & staff		
1. Logging all attendance by CCPD at student group funcions	1. Require officers & cadets conduct uniformed patrols by golf cart, bike and on foot to enhance accessibility and encourage public interaction 2. Require officer & cadets to attend most student functions & sporting events 3. Continually brief the need for public interaction	Institutional Health	D.6. Develop the facilities and technology infrastructure to better support our students’ journey from access, through completion, and to career attainment.
2. Tracking of cadet hiring & Safety Committee Involvement by students			
3. CCPD will conduct annual surveyys of student & staff feelings of accessibility to PD personnel			
1. Logging all attendance by CCPD at UMOJA, Puente, LGBTQ, & Undocu functions	1. Send officers to culturally relevent training 2. Assign liaison officers to specific student groups, such as UMOJA, Puente, LGBTQ, and Undocu students 3. Display and wear culturally relavent specialty patches such as LatinX patch, LGBTQ Pride patch, etc. 4. Publish appropriate supportive cultural posts on CCPD's social media sites 5. Conduct annual surveys to determine success of methods utilized	Institutional Health	D.6. Develop the facilities and technology infrastructure to better support our students’ journey from access, through completion, and to career attainment.
2. Conduct annual surveyys of student satisfaction & perception of CCPD			
1. Document added resources to website	1. Develop safety tips, articles, and publications for upload to website 2. Periodically advertise (email/Campus Connection) availability of resources 3. Send an additional officer to RAD Trainer training 4. Schedule 2 RAD classes per semester	Institutional Health	D.6. Develop the facilities and technology infrastructure to better support our students’ journey from access, through completion, and to career attainment.
2. Track number of RAD classes & enrolled participants			

Service Area:

Resource Requests						Division Approval		Area Appr
Resource Request	Estimated Cost	Occurrence	Resource Type	Justification	Priority Rank	Dean Approval	Rank	Area Approval (P/VP)
Project Tracking System	\$10,000.00	Ongoing expense	Classified, Technology and Software	A project tracking system helps in organizing tasks, deadlines, and resources systematically, ensuring that all team members are aligned and aware of their responsibilities. It facilitates better communication among team members by providing a centralized platform for sharing updates, feedback, and progress reports. By automating task assignments, tracking progress, and managing deadlines, the system reduces manual efforts and minimizes the risk of errors, leading to increased productivity. It enhances accountability by tracking individual contributions and progress, and promotes transparency in the project’s workflow and outcomes. The system maintains records of past projects, which can be valuable for analyzing performance trends, learning from past mistakes, and planning future projects more effectively. In summary, a project tracking system streamlines project workflows, improves communication and accountability, and supports informed decision-making, all of which contribute to the successful delivery of projects.	1			
Two New Patrol Vehicles	\$200,000.00	One-time budget augmentation	Other	Two of our current patrol vehicles are 2016 Ford Explorers which are both having serious and consistent mechanical issues. We are spending well over \$10,000/year on each of the vehicles to keep them running. Without question, at least one, if not both, will become inoperable within the next year. We need two new patrol vehicles to replace the two aged-out vehicles in order to respond and protect our campus.	1			
New Golf Cart	\$10,000.00	One-time budget augmentation	Other	Two of our current golf carts, which are used every day by cadets to enforce parking, are extremely old (rust throughout) and on their last leg. We need at least one new cart to continue our parking enforcement responsibilities.	2			

RAD Training Course	\$1,500.00	One-time budget augmentation	Professional Development	Training course (including hotel & travel) for one additional officer to be trained as a Rape Aggression Defense (RAD) System instructor - to provide self defense classes to both students & staff on campus	3		



OFFICE OF INSTITUTIONAL EFFECTIVENESS, RESEARCH, PLANNING, AND GRANTS

Non-Instructional Program Review

Program Review: Campus Police

Reviewer Name: Antonio "Nío" Lavermon

Section 1: Non-Instructional Area Overview

A. Non-Instructional Area Mission and Alignment

1. Briefly describe how your mission and purpose aligns with the Cerritos College mission and Students First Framework.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a concise, well-articulated explanation of how the mission aligns with the College mission and Students First Framework. Clearly identifies connections to four levers. Demonstrates strong understanding of institutional purpose and goal.	Provides a clear explanation of alignment with the College mission and Students First Framework. Mentions specific levers or strategies but may lack full integration or depth.	Provides a generally accurate description but alignment is broad or superficial. Mentions the College mission or Students First Framework but not both.	Provides minimal mission alignment. Response is vague, unclear, or missing explicit connections to Students First Framework.	Mission alignment is missing, inaccurate, off-topic, or unrelated to institutional goals.
Comments: Excellent.				Score: 5

B. Non-Instructional Area Description

1. Provide a list and a brief description of the services you provide.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a comprehensive, clear, and well-organized list of services with specific descriptions and functions. Demonstrates strong understanding of service scope.	Provides clear services and descriptions with minor omissions or room for elaboration.	Lists services but descriptions lack depth or clarity.	Provides incomplete list or unclear descriptions.	Fails to identify services or provides irrelevant/inaccurate information.
Comments: Excellent!				Score: 5

C. Non-Instructional Area Organizational Resources

1. Please describe your non-instructional area's organizational and personnel structure. Discuss: a. Positions (e.g., managers, classified, part-time, etc.) b. Collaboration (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.) c. Organizational chart (optional).				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough description of staffing structure, roles, communication practices, collaboration, and workflow. Includes clarity on full-time/part-time positions, internal coordination, and optional organizational chart.	Clear description with moderate detail; collaboration or staffing information may be less complete.	Basic description provided but lacks detail or structure.	Limited information, unclear staffing roles, or missing key structural elements.	No meaningful description of personnel or structure.
Comments: Absolutely great. The Campus Police Department does a great job at assuring this information is accessible amongst various platforms and points of contact.				Score: 5

2. What significant projects, tasks, workgroups, and committee work are the staff of your non-instructional area engaged in? a. How does this participation reflect on your non-instructional area's plans and integration with the college.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thoroughly describes projects, committees, and workgroups. Clearly links participation to institutional initiatives, area outcomes, and SFF alignment.	Provides good detail on projects and committees but includes limited discussion of area alignment.	Lists projects but lacks explanation of impact or area alignment.	Minimal description of staff involvement.	Response missing or unrelated.
Comments: Campus Police has volunteered to support a range of Equity initiatives, including the provision of security at community events and fundraising opportunities.				Score: 5

Section 2: Non-Instructional Area Trends

A. Non-Instructional Area User Demographics and Service Trends

1. Whom do you serve?

a. Describe your primary and secondary user groups that the non-instructional area attracts and serves

b. Describe the usage trend for your non-instructional area in the last three years

i. Has it remained steady, increased, or decreased?

ii. Describe any factors that contributed to any change.

c. If serving students directly, describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status).

i. How do the demographics of your users compare with the college as a whole?

ii. Are the trends within your program in alignment with the broader, collegewide trends?

iii. Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status)? Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Detailed analysis of primary/secondary users, multi-year usage trends, demographic patterns, and equity gaps (if serving students). Makes clear comparisons to institutional data and identifies meaningful equity insights (if serving students).	Good analysis of users and trends with basic equity considerations (if serving students) and some comparisons.	Provides general user information and basic trend description; equity components superficial (if serving students).	Limited user description and little trend or demographic analysis.	Missing user information or does not address trends.
Comments: The Cerritos College Police Department serves the Cerritos College population at large, in totality. This includes community members who may access the institution for a variety of purposes.				Score: 5

Section 3: Non-Instructional Area Performance and Effectiveness

A. Non-Instructional Area Outcomes Assessment Process

1. What methods are used to assess your non-instructional area outcomes (AUOs)? If these are not in place, what do you plan to do in the future to collect this evidence?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies multiple, appropriate assessment tools (surveys, usage data, service logs, focus groups, KPIs). Provides clear rationale and future plans.	Describes assessment methods with some detail; future plans mentioned.	Basic methods identified but limited explanation.	Minimal mention of assessment methods.	No assessment process described.
Comments: Excellent. Surveys have been conducted to gather pertinent feedback/information centering current and future efforts.				Score: 5

2. How are user needs assessed and considered in the development and delivery of programs and services?				
a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences? b. What are the sources of information your non-instructional area uses to understand current needs? c. How have the needs changed over time?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly identifies data sources (surveys, IR data, feedback, campus partners). Tracks changes over time and shows deep understanding of evolving needs.	Good description of needs and data sources with moderate depth.	Some sources listed but limited reflection.	Minimal detail on methods or data sources.	Missing or off-topic.
Comments: N/A - The Cerritos College Police Department has been intentional about collaborating with various areas and departments in order to create new touch points for students, staff, faculty, and broader community members. During these engagements, Campus Police not only requests feedback in real time and offers follow up, but the Department will emphasize the lens of diversity and intersectionality that it champions.				Score: 5

3. <i>How does the non-instructional area track service usage patterns and determine users' satisfaction and dissatisfaction with the non-instructional area's performance? If these are not in place, what do you plan to do in the future to collect this data?</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Strong description of data collection tools (EAB/PS queries/reports, surveys, analytics, service counts). Clear future plans if gaps exist.	Good description but lacking depth.	Some tools identified but incomplete.	Limited or unclear.	Missing.
Comments: Excellent.				Score: 5

B. Non-Instructional Area Outcomes Assessment

1. <i>What does the data say about the success of your non-instructional area with respect to the achievement of your non-instructional area outcomes? Identify and describe the data sources.</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses multiple data sources and provides specific, meaningful interpretation of AUO success results.	Interprets data with reasonable clarity but less depth.	General interpretations without detail.	Minimal interpretation.	No meaningful data discussion.
Comments: Excellent.				Score: 5

2. What areas for improvement are suggested by the data?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies strategic, data-informed opportunities for improvement tied to AUOs.	Lists areas for improvement with some analysis.	Basic identification but limited justification.	Minimal detail.	Missing or superficial.
Comments: Parking permits and designated parking lots (specifically during institutional functions) have been areas of prominence. Though, Campus Police have taken measures to acquire information and response in accordance with regulation and identified constituent need.				Score: 5

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?				
a. How has the assessment of the non-instructional contributed to your non-instructional area's improvements?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides detailed examples connecting assessment data to operational changes, resource allocation, workflows, and service improvements.	Clear examples but fewer connections.	General statements without clear examples.	Minimal connection between data and decisions.	No evidence of data-informed decisions.
Comments: Data is reviewed by management team with personnel input before changes in procedures and processes are made.				Score: 5

4. How does the non-instructional area make needed data and information available to area stakeholders?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes how data is shared (reports, dashboards, meetings) and how stakeholders use it.	Describes data sharing practices.	Basic description of communication.	Vague or incomplete.	No description.
Comments: Data is published on CCPD's public website. Data is also periodically emailed out to all students, faculty and staff. Additionally, an Annual Security Report is published publicly every October 1.				Score: 5

Section 4: Previous Three-Year Non-Instructional Program Plan Reflection

A. Non-Instructional Area Three-Year Reflection

1. What are the primary strengths of the non-instructional area? a. How have these changed over time? b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to "best practices" in the field?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, evidence-based strengths tied to outcomes, innovations, staffing, and service excellence. Shows evolution over time.	Describes strengths with some reflection.	General strengths with minimal depth.	Limited or generic strengths.	Missing.
Comments: **N/A – First year of 3-Year Review**				Score: N/A

2. <i>What major challenges face the non-instructional area?</i> <i>a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough, realistic challenges aligned with resources, staffing, facilities, or technology. Provides actionable strategies within existing resources.	Lists challenges with some solutions.	Basic challenges listed but limited solutions.	Minimal challenges listed.	None provided.
Comments: N/A				Score: N/A

3. <i>Comment on the progress toward achieving your previous non-instructional area goals and AUOs. Discuss what has/is/will happen and the status of each goal and AUO.</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Detailed status updates for each goal/AUO with evidence of progress, partial completion, or obstacles.	Good progress updates but limited detail.	General updates without evidence.	Limited or incomplete updates.	Missing.
Comments: N/A				Score: N/A

- 4. Where would you like your non-instructional area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.). Consider the following in your response:**
- Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.**
 - What long-term impact would you like your non-instructional area to have on the College and the community?**
 - What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?**

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, ambitious, and strategic vision with alignment to future institutional priorities, partnerships, and community impact.	Strong vision with some alignment.	General aspirations but lacks detail.	Minimal or vague.	Missing.
Comments: The Cerritos College Police Department has remained so intentional about involving multiple areas and students in its initiatives. Some potential areas of exploration/ expansion would include: a. Enhanced security footage system and procedure to access or respond based on student and/ or population risk. b. Internship opportunities for students who are interested in law enforcement or self-defense education. c. Additional guidance for ICE and anti-immigration, -LGBTQ+, -Black, and POC response.				Score: 5

Section 5: Non-Instructional Area Three-Year Action Plan (Goals, AUOs, Objectives, Action Plans, and Resource Requests)

A. Non-Instructional Area Goals, AUOs, Objectives, Action Plans, and Resource Requests

Please review the goals and resources request worksheet. Comment on area goals, AUOs, objectives, action plans, and resource requests.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Goals are strategic, overarching, aligned with the Students First Framework, includes measurable AUOs, objectives, steps, responsible parties, timelines, and assessments. Resource requests tied to goals and SFF.	Clear goals and AUOs with moderate specificity and alignment.	Goals and AUOs listed but lack measurable objectives or alignment.	Minimal goals or unclear action plans.	Missing or incomplete.
Comments: Excellent!				Score: 5

Provide your overall program review comments and total score.	
Overall comments: The Cerritos College Police Department is outstanding. It acknowledges the work that has been done to assure the upmost confidence in safety protocols and emergency response, while it also recognizes all areas of needed attention. The intentional collaboration with various departments illustrates this Department's dedication to providing impactful and holistic services for the entire campus community, irrespective of campus or larger sociopolitical climate.	Total Score: 70

Reviewer Signature: 

Date: 12/22/25



OFFICE OF INSTITUTIONAL EFFECTIVENESS, RESEARCH, PLANNING, AND GRANTS

Non-Instructional Program Review

Program Review: Campus Police

Reviewer Name: Carlos Serna

Section 1: Non-Instructional Area Overview

A. Non-Instructional Area Mission and Alignment

1. Briefly describe how your mission and purpose aligns with the Cerritos College mission and Students First Framework.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a concise, well-articulated explanation of how the mission aligns with the College mission and Students First Framework. Clearly identifies connections to four levers. Demonstrates strong understanding of institutional purpose and goal.	Provides a clear explanation of alignment with the College mission and Students First Framework. Mentions specific levers or strategies but may lack full integration or depth.	Provides a generally accurate description but alignment is broad or superficial. Mentions the College mission or Students First Framework but not both.	Provides minimal mission alignment. Response is vague, unclear, or missing explicit connections to Students First Framework.	Mission alignment is missing, inaccurate, off-topic, or unrelated to institutional goals.
Comments: I like how it is broken down as by procedures.				Score: 5

B. Non-Instructional Area Description

1. Provide a list and a brief description of the services you provide.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a comprehensive, clear, and well-organized list of services with specific descriptions and functions. Demonstrates strong understanding of service scope.	Provides clear services and descriptions with minor omissions or room for elaboration.	Lists services but descriptions lack depth or clarity.	Provides incomplete list or unclear descriptions.	Fails to identify services or provides irrelevant/inaccurate information.
Comments: It is very clear the services provided.				Score: 5

C. Non-Instructional Area Organizational Resources

1. Please describe your non-instructional area's organizational and personnel structure. Discuss: a. Positions (e.g., managers, classified, part-time, etc.) b. Collaboration (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.) c. Organizational chart (optional).				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough description of staffing structure, roles, communication practices, collaboration, and workflow. Includes clarity on full-time/part-time positions, internal coordination, and optional organizational chart.	Clear description with moderate detail; collaboration or staffing information may be less complete.	Basic description provided but lacks detail or structure.	Limited information, unclear staffing roles, or missing key structural elements.	No meaningful description of personnel or structure.
Comments: 				Score: 4

2. What significant projects, tasks, workgroups, and committee work are the staff of your non-instructional area engaged in? a. How does this participation reflect on your non-instructional area's plans and integration with the college.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thoroughly describes projects, committees, and workgroups. Clearly links participation to institutional initiatives, area outcomes, and SFF alignment.	Provides good detail on projects and committees but includes limited discussion of area alignment.	Lists projects but lacks explanation of impact or area alignment.	Minimal description of staff involvement.	Response missing or unrelated.
Comments: It was nice learning about the different things that campus police is working on.				Score: 5

Section 2: Non-Instructional Area Trends

A. Non-Instructional Area User Demographics and Service Trends

1. Whom do you serve?

a. Describe your primary and secondary user groups that the non-instructional area attracts and serves

b. Describe the usage trend for your non-instructional area in the last three years

i. Has it remained steady, increased, or decreased?

ii. Describe any factors that contributed to any change.

c. If serving students directly, describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status).

i. How do the demographics of your users compare with the college as a whole?

ii. Are the trends within your program in alignment with the broader, collegewide trends?

iii. Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status)? Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Detailed analysis of primary/secondary users, multi-year usage trends, demographic patterns, and equity gaps (if serving students). Makes clear comparisons to institutional data and identifies meaningful equity insights (if serving students).	Good analysis of users and trends with basic equity considerations (if serving students) and some comparisons.	Provides general user information and basic trend description; equity components superficial (if serving students).	Limited user description and little trend or demographic analysis.	Missing user information or does not address trends.
Comments: It was very interesting to be able to read about the different populations being served.				Score: 5

Section 3: Non-Instructional Area Performance and Effectiveness

A. Non-Instructional Area Outcomes Assessment Process

1. What methods are used to assess your non-instructional area outcomes (AUOs)? If these are not in place, what do you plan to do in the future to collect this evidence?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies multiple, appropriate assessment tools (surveys, usage data, service logs, focus groups, KPIs). Provides clear rationale and future plans.	Describes assessment methods with some detail; future plans mentioned.	Basic methods identified but limited explanation.	Minimal mention of assessment methods.	No assessment process described.
Comments:				Score: 3

2. How are user needs assessed and considered in the development and delivery of programs and services?				
a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences?				
b. What are the sources of information your non-instructional area uses to understand current needs?				
c. How have the needs changed over time?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly identifies data sources (surveys, IR data, feedback, campus partners). Tracks changes over time and shows deep understanding of evolving needs.	Good description of needs and data sources with moderate depth.	Some sources listed but limited reflection.	Minimal detail on methods or data sources.	Missing or off-topic.
Comments: Being involve with so many programs and so many different aspects of the community gives you a different output of needs.				Score: 5

3. How does the non-instructional area track service usage patterns and determine users' satisfaction and dissatisfaction with the non-instructional area's performance? If these are not in place, what do you plan to do in the future to collect this data?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Strong description of data collection tools (EAB/PS queries/reports, surveys, analytics, service counts). Clear future plans if gaps exist.	Good description but lacking depth.	Some tools identified but incomplete.	Limited or unclear.	Missing.
Comments: I like that there is a way to track both the good and the bad. Showing and being transparent is difficult but it is always done very well by campus police.				Score: 5

B. Non-Instructional Area Outcomes Assessment

1. What does the data say about the success of your non-instructional area with respect to the achievement of your non-instructional area outcomes? Identify and describe the data sources.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses multiple data sources and provides specific, meaningful interpretation of AUO success results.	Interprets data with reasonable clarity but less depth.	General interpretations without detail.	Minimal interpretation.	No meaningful data discussion.
Comments:				Score: 4

2. What areas for improvement are suggested by the data?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies strategic, data-informed opportunities for improvement tied to AUOs.	Lists areas for improvement with some analysis.	Basic identification but limited justification.	Minimal detail.	Missing or superficial.
Comments: I believe there is a good path being painted forward and much to look forward to.				Score: 5

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?				
a. How has the assessment of the non-instructional contributed to your non-instructional area's improvements?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides detailed examples connecting assessment data to operational changes, resource allocation, workflows, and service improvements.	Clear examples but fewer connections.	General statements without clear examples.	Minimal connection between data and decisions.	No evidence of data-informed decisions.
Comments: There is much useful information that that can be used to better the department.				Score: 5

4. How does the non-instructional area make needed data and information available to area stakeholders?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes how data is shared (reports, dashboards, meetings) and how stakeholders use it.	Describes data sharing practices.	Basic description of communication.	Vague or incomplete.	No description.
Comments: Campus Police serves such a large population and has such a large footprint that there is always data to show the good and the bad.				Score: 5

Section 4: Previous Three-Year Non-Instructional Program Plan Reflection

A. Non-Instructional Area Three-Year Reflection

1. What are the primary strengths of the non-instructional area? a. How have these changed over time? b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to “best practices” in the field?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, evidence-based strengths tied to outcomes, innovations, staffing, and service excellence. Shows evolution over time.	Describes strengths with some reflection.	General strengths with minimal depth.	Limited or generic strengths.	Missing.
Comments: I did not get to see the previous Three-Year Non-Instructional Plan Reflection				Score: 3

2. What major challenges face the non-instructional area?				
a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough, realistic challenges aligned with resources, staffing, facilities, or technology. Provides actionable strategies within existing resources.	Lists challenges with some solutions.	Basic challenges listed but limited solutions.	Minimal challenges listed.	None provided.
Comments: I did not get to see the previous Three-Year Non-Instructional Plan Reflection				Score:

3. Comment on the progress toward achieving your previous non-instructional area goals and AUOs. Discuss what has/is/will happen and the status of each goal and AUO.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Detailed status updates for each goal/AUO with evidence of progress, partial completion, or obstacles.	Good progress updates but limited detail.	General updates without evidence.	Limited or incomplete updates.	Missing.
Comments: I did not get to see the previous Three-Year Non-Instructional Plan Reflection				Score:

- 4. Where would you like your non-instructional area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.). Consider the following in your response:**
- a. Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.**
 - b. What long-term impact would you like your non-instructional area to have on the College and the community?**
 - c. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?**

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, ambitious, and strategic vision with alignment to future institutional priorities, partnerships, and community impact.	Strong vision with some alignment.	General aspirations but lacks detail.	Minimal or vague.	Missing.
Comments: I did not get to see the previous Three-Year Non-Instructional Plan Reflection				Score: 3

Section 5: Non-Instructional Area Three-Year Action Plan (Goals, AUOs, Objectives, Action Plans, and Resource Requests)

A. Non-Instructional Area Goals, AUOs, Objectives, Action Plans, and Resource Requests

Please review the goals and resources request worksheet. Comment on area goals, AUOs, objectives, action plans, and resource requests.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Goals are strategic, overarching, aligned with the Students First Framework, includes measurable AUOs, objectives, steps, responsible parties, timelines, and assessments. Resource requests tied to goals and SFF.	Clear goals and AUOs with moderate specificity and alignment.	Goals and AUOs listed but lack measurable objectives or alignment.	Minimal goals or unclear action plans.	Missing or incomplete.
Comments: I think that this is a great plan for the next three years, it is ambitious and it will be a lot of work but I have no doubt that it can be accomplished.				Score: 5

Provide your overall program review comments and total score.	
Overall comments:	Total Score: 67

Reviewer Signature: Carlos Serna

Digitally signed by Carlos Serna
Date: 2026.01.21 19:53:49 -08'00'

Date: 1/21/26



OFFICE OF INSTITUTIONAL EFFECTIVENESS, RESEARCH, PLANNING, AND GRANTS

Non-Instructional Program Review

Program Review: Campus Police

Reviewer Name: Damon Cagnolatti_____

Section 1: Non-Instructional Area Overview

A. Non-Instructional Area Mission and Alignment

1. Briefly describe how your mission and purpose aligns with the Cerritos College mission and Students First Framework.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a concise, well-articulated explanation of how the mission aligns with the College mission and Students First Framework. Clearly identifies connections to four levers. Demonstrates strong understanding of institutional purpose and goal.	Provides a clear explanation of alignment with the College mission and Students First Framework. Mentions specific levers or strategies but may lack full integration or depth.	Provides a generally accurate description but alignment is broad or superficial. Mentions the College mission or Students First Framework but not both.	Provides minimal mission alignment. Response is vague, unclear, or missing explicit connections to Students First Framework.	Mission alignment is missing, inaccurate, offtopic, or unrelated to institutional goals.
Comments: This is a good starting response to the question. There are some areas where I think greater detail and consideration of alignment can highlight how CCPD's mission connects with the greater Campus' mission and Students First Framework. For example, we might consider including language from the Campus' mission like "a diverse student population" wherever we see "our students"; or even, adding something like 'Undergirding the Campus' mission and Students First Framework, a level of safety is implied, however it is not explicitly stated. CCPD's mission intentionally connects its goals of campus safety, security, and support as a critical component along students' academic journey to prepare them to be productive members of their local and global communities.'				Score: 3

B. Non-Instructional Area Description

1. Provide a list and a brief description of the services you provide.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient

Provides a comprehensive, clear, and well-organized list of services with specific descriptions and functions. Demonstrates strong understanding of service scope.	Provides clear services and descriptions with minor omissions or room for elaboration.	Lists services but descriptions lack depth or clarity.	Provides incomplete list or unclear descriptions.	Fails to identify services or provides irrelevant/inaccurate information.
Comments: Response is very well organized and efficient in listing its services and descriptions.				Score: 5

C. Non-Instructional Area Organizational Resources

1. Please describe your non-instructional area's organizational and personnel structure. Discuss: a. Positions (e.g., managers, classified, part-time, etc.) b. Collaboration (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.) c. Organizational chart (optional).				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough description of staffing structure, roles, communication practices, collaboration, and workflow. Includes clarity on fulltime/part-time positions, internal coordination, and optional organizational chart.	Clear description with moderate detail; collaboration or staffing information may be less complete.	Basic description provided but lacks detail or structure.	Limited information, unclear staffing roles, or missing key structural elements.	No meaningful description of personnel or structure.
Comments: Response C is strong. It details the organizational structure of CCPD with a reserved level of detail. The reviewer wonders if this is specific and intentional for security and discretionary purposes. If so, then please disregard commentary. If not, then a way to enhance what is already provided might be to include the description of the role and responsibilities (a few bullet points perhaps) of each personnel position or role.				Score: 4

2. What significant projects, tasks, workgroups, and committee work are the staff of your non-instructional area engaged in? a. How does this participation reflect on your non-instructional area's plans and integration with the college.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thoroughly describes projects, committees, and workgroups. Clearly links participation to institutional initiatives, area outcomes, and SFF alignment.	Provides good detail on projects and committees but includes limited discussion of area alignment.	Lists projects but lacks explanation of impact or area alignment.	Minimal description of staff involvement.	Response missing or unrelated.
Comments: C.2 Provides a list of projects CCPD is currently engaged with, yet this version can be further developed by elaborating on how CCPD's activities and engagement both within and beyond responding to criminal activity and disturbances is reflected in their larger campus integration. This is such an important question to consider from the reviewer's perspective because it gives an opportunity for CCPD to show how the work they have done on campus to ensure its safety and security, which is vital to creating a successful learning environment. This is also an opportunity to discuss any collaborations with campus groups, academic learning communities, and even student groups that CCPD shows up for and supports.				Score: 3

Section 2: Non-Instructional Area Trends

A. Non-Instructional Area User Demographics and Service Trends

1. Whom do you serve? a. Describe your primary and secondary user groups that the non-instructional area attracts and serves b. Describe the usage trend for your non-instructional area in the last three years i. Has it remained steady, increased, or decreased? ii. Describe any factors that contributed to any change. c. If serving students directly, describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status). i. How do the demographics of your users compare with the college as a whole? ii. Are the trends within your program in alignment with the broader, collegewide trends? iii. Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status)? Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient

Detailed analysis of primary/secondary users, multi-year usage trends, demographic patterns, and equity gaps (if serving students). Makes clear comparisons to institutional data and identifies meaningful equity insights (if serving students).	Good analysis of users and trends with basic equity considerations (if serving students) and some comparisons.	Provides general user information and basic trend description; equity components superficial (if serving students).	Limited user description and little trend or demographic analysis.	Missing user information or does not address trends.
Comments: This seems like a highly detailed question, yet the response in this version appears to still be developing the level of detail required in the question.				Score: 2

Section 3: Non-Instructional Area Performance and Effectiveness

A. Non-Instructional Area Outcomes Assessment Process

1. What methods are used to assess your non-instructional area outcomes (AUOs)? If these are not in place, what do you plan to do in the future to collect this evidence?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies multiple, appropriate assessment tools (surveys, usage data, service logs, focus groups, KPIs). Provides clear rationale and future plans.	Describes assessment methods with some detail; future plans mentioned.	Basic methods identified but limited explanation.	Minimal mention of assessment methods.	No assessment process described.

Comments:	Score: 5
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2. How are user needs assessed and considered in the development and delivery of programs and services?

a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences?

b. What are the sources of information your non-instructional area uses to understand current needs? c. How have the needs changed over time?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly identifies data sources (surveys, IR data, feedback, campus partners). Tracks changes over time and shows deep understanding of evolving needs.	Good description of needs and data sources with moderate depth.	Some sources listed but limited reflection.	Minimal detail on methods or data sources.	Missing or off-topic.

Comments: Very limited details provided in response. 3A.2b provides another opportunity to elaborate on how CCPD create communication lanes with key stakeholders based on assessment feedback, forums, and/or everyday public commentary to learn more about their needs. 3A.2c is not addressed.

Score: 2

3. How does the non-instructional area track service usage patterns and determine users' satisfaction and dissatisfaction with the noninstructional area's performance? If these are not in place, what do you plan to do in the future to collect this data?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient

Strong description of data collection tools (EAB/PS queries/reports, surveys, analytics, service counts). Clear future plans if gaps exist.	Good description but lacking depth.	Some tools identified but incomplete.	Limited or unclear.	Missing.
Comments: 3A.3 provides a variety of assessment tools that highlight multiple sources for feedback from key stakeholders. One area that could enhance the responses provided might include a list or description of future assessment tools, new ideas for stakeholder feedback in the works, or anything similar.				Score: 4

B. Non-Instructional Area Outcomes Assessment

1. What does the data say about the success of your non-instructional area with respect to the achievement of your non-instructional area outcomes? Identify and describe the data sources.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses multiple data sources and provides specific, meaningful interpretation of AUO success results.	Interprets data with reasonable clarity but less depth.	General interpretations without detail.	Minimal interpretation.	No meaningful data discussion.
Comments: The reviewer is curious (not questioning) about the source(s) of the data. It could enhance the response if data source(s) were included. This could something as simple as listing them at the end of the first bullet point. It does not seem like there would be much detail provided given the consistent low crime stats, instances, and complaints. But any details the report highlights would be helpful to audiences.				Score: 3

2. What areas for improvement are suggested by the data?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies strategic, data-informed opportunities for improvement tied to AUOs.	Lists areas for improvement with some analysis.	Basic identification but limited justification.	Minimal detail.	Missing or superficial.
Comments: The reviewer is curious about any further details that might be possible to share based on the response provided. For example, are there commonalities shared among the complaints received? Is the central point of the complaints focused on a general lack of knowledge/awareness about where to go to purchase a parking permit? Or are they focused on the 'ease-of-access' in purchasing a permit? More details would help illustrate the nature of the disconnect, as well as subsequent plans for the future responses by CCPD.				Score: 3

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?				
a. How has the assessment of the non-instructional contributed to your non-instructional area's improvements?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides detailed examples connecting assessment data to operational changes, resource allocation, workflows, and service improvements.	Clear examples but fewer connections.	General statements without clear examples.	Minimal connection between data and decisions.	No evidence of datainformed decisions.
Comments:				Score: 3

4. How does the non-instructional area make needed data and information available to area stakeholders?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes how data is shared (reports, dashboards, meetings) and how stakeholders use it.	Describes data sharing practices.	Basic description of communication.	Vague or incomplete.	No description.
Comments:				Score: 5

Section 4: Previous Three-Year Non-Instructional Program Plan Reflection A. Non-Instructional Area Three-Year Reflection

1. What are the primary strengths of the non-instructional area? a. How have these changed over time? b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to “best practices” in the field?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, evidence-based strengths tied to outcomes, innovations, staffing, and service excellence. Shows evolution over time.	Describes strengths with some reflection.	General strengths with minimal depth.	Limited or generic strengths.	Missing.

Comments:	Score: N/A
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2. What major challenges face the non-instructional area? a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough, realistic challenges aligned with resources, staffing, facilities, or technology. Provides actionable strategies within existing resources.	Lists challenges with some solutions.	Basic challenges listed but limited solutions.	Minimal challenges listed.	None provided.
Comments:				Score: N/A

3. Comment on the progress toward achieving your previous non-instructional area goals and AUOs. Discuss what has/is/will happen and the status of each goal and AUO.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient

Comments: Very strong response and illustration of future vision for the CCPD.	Score: 5
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Section 5: Non-Instructional Area Three-Year Action Plan (Goals, AUOs, Objectives, Action Plans, and Resource Requests)

A. Non-Instructional Area Goals, AUOs, Objectives, Action Plans, and Resource Requests

Please review the goals and resources request worksheet. Comment on area goals, AUOs, objectives, action plans, and resource requests.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Goals are strategic, overarching, aligned with the Students First Framework, includes measurable AUOs, objectives, steps, responsible parties, timelines, and assessments. Resource requests tied to goals and SFF.	Clear goals and AUOs with moderate specificity and alignment.	Goals and AUOs listed but lack measurable objectives or alignment.	Minimal goals or unclear action plans.	Missing or incomplete.
Comments:				Score: N/A
Provide your overall program review comments and total score.				
Overall comments: I'm not quite sure who's desk this review will ultimately land on, however my commentary should reflect a general aspiration to highlight the great work our CCPD is doing. These comments and observations are not intended to disparage or tear down, but instead to highlights key areas where those who are unfamiliar can discover something new about the amazing work our officers do on campus.				Total Score: 47

Reviewer Signature: _____

Date: January 22, 2026

Program Review Planning Form

Program/Department Name: -- Program/Department --

Division Name: Campus Police

Program Review Cycle: 2025-2026

Review Period: 2022-2023, 2023-2024

This form serves as formal acknowledgment that the above-named program/department/division is undergoing a Program Review in accordance with institutional policies and timelines. Program Review is a collaborative process aimed at continuous improvement, accountability, and strategic development.

Program Review Team Members

Please list the names and titles of all individuals actively participating in the Program Review process (e.g., staff, coordinators, or other contributors):

Division Dean Information

Name: N/A

Email: _____

Department/Program Manager Information

Name: _____

Email: _____

Program Review Collaborators:

<u>Name</u>	<u>Title/Role</u>	<u>Email Address</u>
Brian Hill	Police Captain	bhill@cerritos.edu
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Important Due Dates

Planning Form: 09/12/2025

Review Committee Form: 10/01/2025

Program Review Draft: 11/21/2025

Reviewer Feedback: 12/12/2025

Final Plan: 01/09/2026



Acknowledgement

By signing below, I acknowledge the following:

- I am aware that the program/department/division is currently undergoing Program Review as scheduled for the 2025-2026 cycle.
- I understand the expectations and responsibilities of the program/department/division throughout the review process, including submission of the self-study and timely communication with the review committee and IERPG.
- I have received and reviewed the guidelines, timelines, and required documentation for the Program Review process as provided by Office of Institutional Effectiveness, Research, Planning, and Grants.
- I agree to work collaboratively with faculty, staff, and administrators to ensure a thorough and reflective review process.

Program/Department Manager:

Name: _____ Signature: _____ Date: _____

Division Dean:

Name: _____ Signature: _____ Date: _____

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

Name: Amber Hroch Signature:  Date: 09/12/2025
Amber Hroch (Sep 12, 2025 11:45:22 PDT)

Signature: Don Mueller

Email: dmueller@cerritos.edu

Signature: 
Amber Hroch (Sep 12, 2025 11:45:22 PDT)

Email: ahroch@cerritos.edu