

2025-2026 Student Services Program Review – Admission & Records Latest Version

Self-study template for Student Services Program Review process. Visitation Year: 2025-2026. Review period: 2022-2023, 2023-2024, and 2024-2025.

Student Service Program Review Overview & Timeline

Student Service Program Review Purpose

Section 1: Service Area Overview

A. Service Area Mission and Alignment : Version by Estrada, Laura on 12/01/2025 15:46

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>).

Mission: The Office of Admissions & Records is dedicated to assisting students in applying for admissions, registering for classes, paying fees, and accessing academic records, forms and resources.

- The Office of Admissions & Records focuses on admissions, registration, fee payment, and access to academic records and resources, which are foundational student support services.
- The college mission focuses on high-quality instruction, support services, equity-minded pathways, and student development.

Alignment with the college mission: A&R ensures students can enter and navigate the college efficiently, directly supporting the college's goals of accessibility, equity, and student success. Without smooth admissions and records processes, students' educational progress could be delayed or hindered.

Alignment with the Student First Framework: The Student First Framework is organized around four levers: Equitable Access, Completion, Career and Transfer Success, and Institutional Health.

1. Equitable Access: A&R helps students apply, enroll, and access resources, ensuring that all students, regardless of background, can start their college journey effectively. A&R reduces barriers to entry and supports equitable enrollment, directly supporting this first lever.

2. Completion: A&R helps students stay on track to complete their courses and programs by efficiently handling course enrollment, fee payments, and record-keeping. Smooth administrative processes prevent delays that could impact student's academic progress, contributing to the college's goal of graduating 50% of students within five years.

3. Career and Transfer Success: Accurate records and timely enrollment allow students to transfer smoothly or enter the workforce with clear documentation of their achievements. A&R supports students by reviewing and posting their degrees, aligning with this lever.

4. Institutional Health: A&R maintains efficient, accurate, and accessible systems, which strengthens the college's overall operational excellence.

Admissions & Records aligns with the Students First Framework because it directly affects the start-to-end student journey: from initial application, to enrollment, and eventual completion and transfer. By ensuring processes and support services are smooth, accessible, and equitable, the Office of A&R provides equitable access for all students, supports completion by removing administrative barriers, enables career and transfer success through graduation awards, and strengthens institutional health by maintaining reliable systems and student-first culture.

A&R takes pride in offering full circle services (from application to graduation and everything in between), making the student experience seamless, equitable, and efficient, which directly contributes to the college's graduation goals.

B. Service Area Description : Version by Estrada, Laura on 12/01/2025 15:46

Service	Description
Process admissions applications for all students, including international students	The department processes all admissions applications, including those for domestic, returning, high school, special admit, and international students.
Manage registration appointments, add/drop, and enrollment changes	Staff manage registration appointments and oversee all add/drop activity, enrollment changes, and schedule adjustments throughout each academic term.
Maintain and safeguard student academic records	The department maintains the official student academic record, ensuring accuracy, confidentiality, and compliance with FERPA and college policies.
Oversee residency determination and reclassification	Admissions and Records conducts residency evaluations and handles residency reclassification requests for students seeking resident/AB 540 tuition status.
Issue transcripts, enrollment verifications, and student records	The office issues official and unofficial transcripts, enrollment verifications, and other official student records upon request.
Support graduation and certificate petitions and degree posting	Staff support students in submitting graduation and certificate petitions, evaluate academic records for eligibility, and post degrees and certificates.
Issue diplomas and degree certificates	The department prepares, finalizes, and orders diplomas and certificates for all credentialed students.

B. Service Area Description Continued : Version by Estrada, Laura on 12/01/2025 16:03

2. Describe efforts to promote the availability of your services to current and prospective users.

a. Describe the key methods used to assist users in getting information about your service areas programs and service offerings (e.g., publicity, outreach, recruitment, etc.).

Website and Online Presence:

- Maintain an up-to-date Admissions & Records webpage with forms, deadlines, guides, and FAQs.
- Provide updates and reminders via social media (Instagram and the College App)
- Provide access to self-service tools (MyCerritos, online forms, application).

Email and Direct Communication:

- Send targeted email notifications regarding enrollment dates, deadlines, residency requirements, and important updates.
- Use automated confirmations and reminders to guide students through enrollment.

In-Person and Virtual Support:

- Provide front-counter assistance, virtual office hours, and phone support to answer questions and provide hands-on help.
- Students can get direct help with applications or troubleshooting in real time.
- Admissions Technicians can assist with forms, ID verification, and enrollment on the spot.
- Face to face interactions foster trust and rapport with staff, making students more comfortable asking for help.
- Offer Zoom sessions to provide support from anywhere, eliminating travel barriers and accommodating student schedules.
- Virtual support supports students with mobility challenges or those learning remotely who may not live near campus.

3. Does your service area overlap or duplicate any programs or service function with other Student Services or college units?

a. How and why do these services/programs duplicate one another?

b. How do they complement each other?

Admissions & Records (A&R) overlaps with several Student Services and instructional units because many departments contribute to the college's onboarding, enrollment, persistence, and completion efforts. Key areas of overlap include:

- Student onboarding: A&R and the Welcome Center both help students with applications, and initial enrollment steps, resulting in shared support tasks.
- Enrollment processes: Counselors advise students on course selection and pathway planning, while A&R executes the official registration and manages prerequisite clearances. Students may receive similar instructions from both areas when resolving enrollment issues.
- Documentation and verification: A&R overlaps with other departments like Financial Aid, Veterans Services, Dual Enrollment, Student Accessibility Services, Student Affairs, (identity, change of majors, enrollment verification, etc.) due to separate regulatory requirements.
- Credit for Prior Learning and military transcripts: Veterans Services guide students through CPL and JST processes, but A&R conducts the official evaluation and credit posting. This often leads to duplication in advisement and initial document intake.
- Manual enrollment for selective programs: Instructional units determine program eligibility for Nursing, Automotive Technology, Dental Hygiene, Honors, Cross Enrollment, Retail Management, and similar programs, while A&R performs official manual enrollment to ensure accuracy and compliance.
- Adult Education partnership support: A&R assists Adult Education students with applications, onboarding, and enrollment specific to credit recovery programs and other transitional initiatives. Adult Education staff may also provide similar guidance, causing overlap in application help, troubleshooting, and enrollment support.
- Shared campaigns and institutional goals: Multiple Student Services Departments—including A&R—participate in outreach, messaging, and student success campaigns tied to increasing enrollment, promoting 15-unit momentum, and achieving higher graduation rates (including the goal of 50% completion within five years). These shared responsibilities create overlap in communications, student outreach, and direct engagement.

Overlaps occur because multiple departments interact with students at different stages of the enrollment and completion pipeline, and institutional goals require broad, coordinated involvement from the entire campus.

While overlap is inevitable, these functions are highly complementary and strengthen the college's student support ecosystem:

- Shared commitment to enrollment and graduation goals: A&R works alongside other campus partners to increase enrollment, improve persistence, support students in taking 15 units when appropriate, and raise graduation rates. This cross-department collaboration ensures consistent reinforcement of institutional priorities.
- Coordinated support for Adult Education students: Adult Education teams provide initial guidance and preparation, while A&R completes the official application, residency, and enrollment processes for credit recovery and transition programs. This alignment improves the student experience and creates clear pathways from noncredit to credit.
- Integrated enrollment for selective programs: Instructional units determine eligibility for special programs, while A&R handles the official manual enrollment. This partnership ensures that students are placed accurately and that all enrollments comply with institutional procedures.
- Effective CPL and JST workflows: Counseling and the Veterans Resource Center offer guidance on CPL and military credit options, and A&R completes the official evaluation and transcript posting, improving accuracy and ensuring proper awarding of credit.
- Holistic, student-centered support: A&R maintains the official student academic record, enabling other units to provide precise, timely support.
- Expanded access and reduced barriers: Overlapping services mean students can receive help from multiple departments, reducing the likelihood of students being turned away or unsupported.
- Improved compliance and accuracy across systems: Close collaboration ensures consistent implementation of policy, improved accuracy in enrollment and records, and adherence to state, federal, and accreditation requirements.
- Streamlined resolution of complex issues: Cross-department coordination supports efficient solutions for issues such as prerequisite challenges, residency determinations, prerequisite clearances, selective-program enrollment, and graduation processing.

4. Discuss key, collaborative relationships with academic programs and other student service areas. How do these partnerships:

a. Advance achievement, learning, or completion.

b. Support the service area's mission, goals, and Service Area Outcomes (SAOs).

c. Enhance the quality of services and programs provided.

d. Create greater operational efficiencies for the service area.

e. Identify how your partnerships can or have mitigated equity gaps.

a. Advancing Achievement, Learning, or Completion

- Partner with Counseling to ensure students enroll in appropriate courses that align with their degree planner.
- Coordinate with academic divisions to manage enrollment actions, prerequisites, roster accuracy, and grade submission—ensuring students progress without administrative barriers. This is particularly true for departments that require of our manual assistance with enrollment: i.e. Dual Enrollment, Nursing, Dental Hygiene, Auto, Retail Management, Cross Enrollment, etc.
- Work closely with Financial Aid to support timely enrollment and documentation needed for award disbursement.

C. Service Area Organizational Resources : Version by Estrada, Laura on 12/01/2025 16:17

1. Please describe your service area's organizational and personnel structure. Discuss:

a. Reporting relationships.

b. Distribution of responsibilities/authority.

c. Use of management or work teams.

d. Lines of communication (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.).

a. Reporting Relationships:

- The Dean of Enrollment Services oversees the Office of Admissions & Records.
- The Assistant Director of Admissions & Records reports to the Dean and provides leadership for the day-to-day operations.
- Classified Staff (Admissions Technicians, Administrative staff, Evaluators, Bursar, Analyst and Business Systems Analyst) report to the respective supervisor depending on assignment.
- Short Term Hourly staff support scanning projects for digitizing records and report to the Assistant Director of A&R.

b. Distribution of responsibilities/authority:

- The Assistant Director of A&R provides overall direction, policy interpretation, compliance oversight, and troubleshooting for complex cases. They monitor daily operations, assign tasks, support staff, and ensure timely processing of applications, residency, enrollment, petitions, and transcripts.
- Evaluators handle degree audits, ADT verification, graduation petitions, and transcript evaluations.
- Admissions Technicians manage admissions processing, registration support, drops/adds, student record updates, and front-counter services.
- Liaisons: A&R staff often serve as liaisons for specific groups including Dual Enrollment, Veterans, International, etc.) and often have to be in compliance with specific state and federal regulations.
- Staff have clearly defined roles but cross-train to ensure continuity of service during peak periods or absences.

c. Use of management or work teams:

- A&R uses functional work teams (e.g., Admissions/Front Counter Technicians, Records & Transcript Team, Evaluations Team, Residency Team, Dual Enrollment Support Team) to manage ongoing operational priorities.
- Management team meetings help coordinate division-level planning, process improvement, and issue resolution.
- Temporary project teams are formed for initiatives such as Dual Enrollment onboarding, Cerritos Complete Liaison work, Nursing batch enrollment, system testing and upgrades, or procedure updates.
- Cross-department teams (A&R + Counseling + Financial Aid + IT + School Relations) collaborate on onboarding, enrollment cycles, registration troubleshooting, and communication strategies.

d. Lines of communication:

- Area staff meetings occur on a regular schedule to share updates, review procedures, address service concerns, and coordinate deadlines.
- Supervisor check-ins or team huddles: support day-to-day coordination and rapid communication during peak periods such as registration, grading, and graduation.
- One-on-one check-ins between the A&R Manager and staff provide individualized guidance, training, and performance feedback.
- Email updates, shared drives, and Teams/Zoom channels support consistent communication, documentation, and access to updated procedures.
- Division-wide meetings with Enrollment Services ensure alignment of messaging, processes, and service standards across related student service areas.

2. How does your current staff profile facilitate or impede the service area's ability to fulfill its primary mission and functions?

a. If applicable, what strategies has the area adopted to address staffing-related impediments?

- Experienced staff can provide mentorship and training to newer employees, help streamline procedures, and handle complex cases.
- Having sufficient staff allows for timely processes (i.e. awards)
- Implementing workflow improvements or automation to reduce the burden of staff (i.e. OnBase rule creates for transcript evaluation, auto awards, online forms).

Strategies: cross-training, ongoing professional development (Workshop Wednesday), Be Our Guest Service model, and temporary hires like Ambassadors and short term hourlies for high demand tasks.

3. Describe any challenges the service area has encountered with respect to the recruitment and retention of qualified staff. What are the implications of these challenges?

- Competitive job market: Difficulty attracting qualified candidates for specialized roles (e.g., Evaluators, Analyst) due to detailed knowledge of the job requirements, regulations, and PeopleSoft system, making it challenging to find applicants with the necessary technical and regulatory background.
- Limited advancement opportunities, driven by hiring freezes and a shortage of open positions, leave many staff feeling stuck or compelled to seek opportunities elsewhere..
- Lengthy hiring timelines: Extended recruitment processes and HR timelines make it difficult to fill positions quickly, causing operational gaps.

4. How does the service area facilitate appropriate career development and progression for staff?

a. Describe the service area's professional development resources, activities, and/or opportunities.

b. How does this engagement directly reflect on the direction of your service area.

a. Cross-Training: Staff rotate through different operational areas and onboarding to build comprehensive skills. We also offer Workshop Wednesdays, a series of workshops where we invite campus partners or guest speakers to focus on a specific topic or service area.

b. Workshops: A&R staff participate in professional development through state and regional organizations (i.e. HEUG, CACCRAO, PACRAO, etc.).

- Professional development ensures staff are knowledgeable, skilled, and adaptable, enabling accurate and timely processing of applications, enrollment, transcripts, and ADTs.
- Cross-training and mentorship enhance operational flexibility, allowing the service area to maintain high-quality service during peak periods and staffing changes.
- Equity-focused training supports A&R's mission by ensuring staff are equipped to serve diverse populations effectively, including increasing ADTs for Asian and African American students.
- Leadership and skill development opportunities help retain talented staff, support succession planning, and prepare employees to take on expanded roles, aligning with long-term service area goals.
- Overall, ongoing professional development fosters a culture of continuous improvement, efficiency, and student-centered service, directly advancing the office's mission of promoting student access, enrollment, and completion.
- Be our Guest Service Model was launched across the division to ensure all staff agree on quality standards, collaborate, and form cohesion in our services.

5. Please describe the succession planning for your service area.

a. What steps are in place?

b. How does the service area plan to make changes to services (realignment, reorganization, or other strategies) to ensure continuous improvement in the face of staff turnover, retirement, and attrition?

a. Steps in Place

- Cross-training staff: All A&R team members are trained in multiple operational areas (admissions, registration, transcripts, residency, degree evaluation, Dual Enrollment, Cerritos Complete onboarding) to ensure coverage during absences or transitions.

- Documentation of procedures: Key processes are documented in manuals, shared drives, and SOP guides, allowing new staff to learn quickly and maintain continuity.
- Mentorship and knowledge transfer: Experienced staff mentor newer employees, sharing institutional knowledge, best practices, and regulatory expertise.
- Leadership development: Staff with potential for advancement are encouraged to participate in campus leadership programs and management training to prepare for future leadership roles.
- Regular review of staffing needs: Ongoing assessment of workload, vacancies, and skills gaps ensures proactive hiring and training to maintain operational capacity. Out of class assignments have been offered to multiple staff.

b. Planning for Service Changes to Ensure Continuous Improvement

- Operational realignment: When vacancies occur, workflows are evaluated and redistributed among cross-trained staff to maintain service levels.
- Process improvement initiatives: Staff turnover is used as an opportunity to review and refine procedures, job descriptions, streamline services, and implement technology solutions for efficiency.
- Flexible staffing strategies: Use of temporary staff, Student Ambassadors, and hourly employees during peak periods ensures continuity of services.
- Collaboration with campus partners: Coordination with campus partners allows for smooth transitions and reduces service gaps when staffing changes occur.
- Continuous professional development: Investment in ongoing training ensures staff can adapt to new responsibilities, regulatory changes, or technology upgrades, minimizing disruption to students and institutional operations.

6. What assessment methods and measures (either formal or informal) does the service area use to determine staff well-being, satisfaction, and motivation?

a. How does the department use the findings from these assessment efforts to improve the work environment?

Assessment Methods and Measures

- Informal check-ins: Managers hold regular one-on-one meetings to discuss workload, challenges, professional goals, and overall well-being.
- Team meetings and huddles: Frequent group discussions provide a forum for staff to share concerns, feedback, and suggestions for process improvements.
- Surveys and college-wide feedback tools: Participation in institutional or division-wide employee engagement surveys helps identify broader trends in staff satisfaction.
- Observation of work patterns: Managers monitor workflow, task completion, and peak-period stress indicators to gauge morale and identify potential burnout.

Use of Findings to Improve the Work Environment

- Adjusting workloads and staffing: Feedback from check-ins and surveys informs temporary reallocation of tasks or hiring of additional support to reduce burnout during peak periods.
- Professional development and growth opportunities: Staff input guides targeted training and mentorship to enhance job satisfaction and skill development.
- Recognition and morale initiatives: Positive contributions are acknowledged in team meetings or through formal recognition programs to motivate staff and improve engagement.
- Process improvements: Staff feedback often leads to workflow adjustments, cross-training, or technology updates to reduce repetitive tasks and improve efficiency.
- Supporting well-being: Managers act on concerns by adjusting schedules, providing flexibility where possible, and ensuring open communication to promote a supportive work environment.

7. What significant projects, tasks, workgroups, and committee work are the staff of your service area engaged in?

a. How does this participation reflect on your service area's plans and integration with the college.

- Dual Enrollment Support: Assisting high school students with enrollment through DualEnroll.com and coordinating with high school counselors.
- Cerritos Complete Promise Program: Providing onboarding, priority registration, and guidance for first-year students.
- Graduation and Degree Audit Processes: Managing ADT awards, verifying graduation petitions, and conducting transcript evaluations.
- Residency Determinations: Processing residency classifications for new and continuing students.
- Transcript Requests and Records Management: Ensuring accurate and timely processing of transcripts, verifications, and student record maintenance.
- Technology/System Updates: Participating in PeopleSoft system enhancements, testing, and troubleshooting to improve functionality and efficiency.
- Developed a partnership with Bellflower High School to integrate the Cerritos College onboarding process directly into senior-year classes, helping streamline students' transition from high school to college.
 - This year, the program continues to demonstrate strong outcomes. Of the 339 students in the Bellflower High School senior class:
 - 293 students (86%) applied for admission to Cerritos College
 - 118 students enrolled for Summer 2025
 - 166 students enrolled for Fall 2025

Enrollment for Cerritos Complete more than doubled from the prior year, with 267 compared to about 100 before. The College Bound Buccaneers pilot program received national recognition from the League for Innovation in the Community College, earning the Innovation of the Year Award. This recognition celebrates the program's outstanding impact on early college access.

Committee and Workgroup Participation

- Enrollment Services/Student Success Committees: Collaborate with Counseling, Financial Aid, and Outreach to coordinate enrollment, onboarding, and student support initiatives.
- Equity and Access Workgroups: Engage in efforts to identify and mitigate barriers for disproportionately impacted student populations, including increasing ADTs for Asian and African American students.
- Orientation and Outreach Committees: Support programs for new and returning students, ensuring accurate messaging and process alignment.
- Professional Development Committees: Contribute to staff training and cross-department initiatives.

Reflection

- Participation in these projects and committees ensures A&R services are aligned with institutional goals, including student access, retention, and completion.
- Collaboration with multiple departments strengthens integration across the college, ensuring consistent processes and communication.
- Engagement in equity-focused and student success initiatives directly supports SAOs, such as increasing applications, enrollment, and ADT awards for targeted student populations.
- Staff involvement in system improvements and process optimization enhances operational efficiency, promotes best practices, and supports the college's broader mission of student-centered services.

Section 2: Service Area Trends

A. Service Area User Demographics : Version by Estrada, Laura on 12/01/2025 16:22

1. Whom do you serve?

a. Describe your primary and secondary user groups that the service area attracts and serves.

b. Describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, formally incarcerated, and first-generation status).

- Prospective and newly admitted students completing applications, registration, and onboarding processes.
- Current enrolled students seeking assistance with enrollment changes, transcripts, degree verification, graduation petitions, and academic records.
- Faculty, staff, and administrators who rely on accurate student records, enrollment data, and compliance support.
- External stakeholders requesting transcripts or verifications.

Demographics and Representativeness

- Race/Ethnicity: Serves a diverse population reflective of Cerritos College's community, including Hispanic/Latinx, Asian, African American, White, and other groups (enter data)

- Gender: Services are accessed by all genders, with a balanced representation among enrolled students (enter data).
- Age Range: Primarily traditional college-age students (18–24), with a significant number of adult learners and returning students (enter data).
- Special Populations: Supports foster youth, parenting students, SAS, first-generation college students, veterans, international students, and formerly incarcerated students to name a few.
- Equity-Focused Services: A&R prioritizes ensuring equitable access and outcomes, particularly for groups identified in the Service Area Outcomes (SAOs), including Asian and African American students for ADT completion.

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

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

- The Office of Admissions & Records serves a student population that closely mirrors the overall demographics of Cerritos College, reflecting the college's diverse community.
- The demographics of students served by A&R generally reflect those of the college as a whole, and ongoing initiatives, targeted outreach, and specialized support programs help maintain alignment with broader institutional trends and equity goals.
- Alignment with college-wide trends:
 - Race/Ethnicity: The proportion of Asian, African American, Hispanic/Latinx, and White students served by A&R is consistent with college-wide enrollment patterns. (enter data for HSI)
 - Gender: Student use of A&R services reflects the college-wide gender balance.
 - Age Range: Traditional-age students (18–24) are the majority users, with a significant representation of adult learners, similar to broader college enrollment trends (enter data).
 - Special Populations: A&R supports all students, including SAS, foster youth, parenting students, veterans, dual enrollment, international students, and formerly incarcerated students in line with the overall student body composition.

B. Service Area Service Trends : Version by Estrada, Laura on 12/01/2025 16:24

1. Describe the usage trend for your service area in the last three years.

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

b. Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth formally incarcerated, and first-generation status)?

c. Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.

d. Describe any factors that contributed to any change.

QLess

2022: 1,485 (return from COVID)

2023: 16,311

2024: 19,933

2025: 23,634

Graduation Rates

2021-2022 = 5,181

2022-2023 = 6,317

2023-2024 = 8,156

2024-2025 = 9,289

Enrollment Rates:

Fall 2022: 21,331

Fall 2023: 23,062

Fall 2024: 23,532

Fall 2025: 24,537

Question for IERPG: Data on specific groups?

- Admissions & Records Usage
 - Experienced explosive growth from 2022 to 2023 (+998%), a clear post-COVID rebound.
 - Growth remained strong through 2025, reaching 23,634 interactions (+19% from 2024).
 - Indicates increased demand for in-person services, likely tied to higher enrollment and more students completing administrative tasks such as registration, transcripts, and graduation processing.
- Graduation Numbers
 - Steady increase from 5,181 in 2022 to 9,289 in 2025 (+79% overall).
 - A significant portion of this growth is due to "auto-awards."
 - Evaluators run reports to identify students who meet requirements for a certificate or degree, then award it automatically, even if the student did not petition.
 - This explains the faster increase in graduation numbers relative to enrollment growth, reflecting institutional efficiency and proactive completion initiatives.
- Enrollment
 - Gradual, steady increase from 21,331 in Fall 2022 to 24,537 in Fall 2025 (+15% overall).
 - Enrollment growth is positive but more moderate than the spike seen in Admissions & Records usage, indicating that the explosive rise in in-person interactions was partly due to post-pandemic catch-up rather than solely enrollment increases.
- Strong post-COVID recovery in service usage: The dramatic jump in Admissions & Records interactions shows students returning to campus for essential services.
- Graduation growth amplified by auto-awards: Proactively awarding degrees and certificates accelerates completions and demonstrates a student-centered approach to timely recognition of achievements.
- Enrollment growth is steady: Rising enrollment (despite fraud) supports the increased demand for services, but the rapid growth in graduations highlights institutional efforts beyond just serving more students.

2. Describe your pattern of service. Include:

a. Standard hours of operations.

b. Alternative modes (e.g., online, hybrid, etc.).

c. Schedules of delivery (e.g., early morning, evening services, etc.).

d. How your services meet the needs of the users.

a. Standard hours of operations:

- Monday, Tuesday, Thursday: 8:00 a.m. – 5:00 p.m.

- Wednesday: 8:00 a.m. – 6:00 p.m.
- Friday: 8:00 a.m. – 4:30 p.m.
- Services are available in-person at the A&R front counter and via phone/email during these hours.

b. Alternative modes:

- Zoom drop-ins are available daily from 10:00 a.m. – 2:00 p.m., providing a virtual option for students unable to visit in person.

c. Schedules of delivery:

- Extended Wednesday hours (6:00 p.m.) allow students with daytime commitments extra flexibility to access services.
- Late evening hours during the first week of the fall and spring semesters (6:00 p.m. closing) support high-demand periods, such as registration and enrollment deadlines.
- Staff adjust coverage and use comp time during peak periods to ensure timely and responsive service delivery.

d. Meeting the needs of users:

- Flexibility: Extended and adjusted hours accommodate students with work, family, or class schedules that conflict with standard office hours.
- Accessibility: Multiple modalities (in-person, phone/email, Zoom) allow students to choose the method most convenient for them.
- Responsiveness: Staff coverage adjustments during high-demand periods ensure students receive timely assistance, even during peak registration or graduation processing times.

3. What are the differences in service usage based on modality? If you do not offer varying modalities, explain why not.

a. How does this help inform future practices?

- In-person: The highest usage, particularly for tasks requiring document verification, transcript evaluation, or complex registration and graduation processing. Extended hours on Wednesdays and during peak registration weeks help accommodate students with daytime commitments.
- Zoom: Provides a virtual option for students unable to visit campus; usage may be lower than in-person but helps reach off-campus or working students.
- Phone/Email: Typically used for quick questions or clarifications, and may serve students who cannot attend in-person or Zoom sessions.
- Many admissions and records services involve complex, sensitive, or verification-heavy tasks that are more effectively handled in-person.
- Modality offerings are already adjusted for flexibility, but the primary service remains in-person to ensure accuracy, especially for graduation evaluations, transcripts, and auto-award processing.
- Identify trends and demand:
 - Tracking service usage by modality can highlight which services are best delivered virtually versus in-person, and whether Zoom or phone/email hours need expansion.
- Improve accessibility and equity:
 - Students with work, family, or transportation constraints can access services virtually, increasing overall satisfaction and engagement.
- Resource allocation and planning:
 - Understanding modality usage can guide staffing, schedule adjustments, and coverage during peak periods, ensuring timely service delivery without overburdening staff.
- Enhance efficiency:
 - Tasks that do not require in-person verification (e.g., form submissions) could be shifted to virtual modalities to reduce front-counter congestion.

Section 3: Service Area Performance and Effectiveness

A. Service Area Outcomes Assessment Process : Version by Estrada, Laura on 12/01/2025 16:29

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

To assess SAOs, we currently track and analyze key enrollment metrics:

- Number of eligible applicants: Monitoring the pool of potential students ensures that outreach and eligibility criteria align with institutional goals.
- Number of students enrolled per semester: Enrollment data provides insight into how many applicants actually matriculate, reflecting the effectiveness of recruitment and support processes.
- Yield rate for each semester: Calculating the yield rate (percentage of applicants who enroll) helps assess the overall appeal and accessibility of programs.

These metrics are reviewed on a weekly basis using application and enrollment data, as documented in the Student Services ROCK tracking system. This ongoing monitoring allows for timely adjustments to recruitment strategies and support services.

If additional evidence collection is needed to fully assess SAOs, we plan to:

- Implement regular surveys for enrolled students to evaluate their satisfaction and the effectiveness of services provided.
- Conduct longitudinal tracking to monitor student progress, retention, and completion rates.
- Integrate qualitative feedback from students and faculty to complement quantitative data, providing a more comprehensive view of service outcomes.

These steps will help ensure that SAO assessment is both robust and actionable, guiding continuous improvement in student services.

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 service area uses to understand current needs?

c. How have the needs changed over time?

The Admissions and Records (A&R) office continually evaluates student needs to ensure services are accessible, efficient, and supportive of success. Serving a large, diverse, primarily Hispanic/Latino population, A&R focuses on removing barriers to enrollment, registration, and completion.

The office stays current through focus groups, staff observations, and analysis of data. Data sources include institutional reports, PeopleSoft queries, and direct student feedback.

Student needs have evolved to include more online and mobile services, timely communication, bilingual support, and technology-integrated processes. A&R uses this information to adapt programs and services, ensuring they remain student-centered.

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

- Data Analytics and Reports:
 - Track applications, enrollment, transcript requests, graduation petitions, and ADT completions using PeopleSoft and Institutional Research reports.
 - Monitor trends over time by demographic group to assess equity outcomes.
- Frontline Observations:
 - Staff note frequent questions, common challenges, and bottlenecks encountered by students during in-person, phone, and email interactions.
- Informal Student Feedback:
 - Direct input from students regarding service quality, accessibility, and responsiveness is captured through interactions at the front counter and virtual assistance.
- Program-Specific Metrics:
 - Track participation and outcomes for specific student groups, including applications, enrollment, and persistence.
- Collaborative Feedback:

- Gather input from campus partners and instructional departments to understand user satisfaction with A&R processes that intersect with other student services.

Future Plans to Enhance Tracking

- Implement formal surveys and feedback forms for students accessing admissions, enrollment, and records services.
- Develop dashboards for real-time monitoring of service requests, processing times, and completion rates.
- Introduce targeted satisfaction metrics for specific populations of students or academic units.
- Conduct periodic focus groups or virtual town halls to collect qualitative feedback on service effectiveness and areas for improvement.

4. To what extent does the service area obtain and use comparative/benchmark data to stay current with peers and/or competitors that deliver similar programs and services (both those that are on and off campus)?

A&R looks at comparative and benchmark data to make sure our services and processes are keeping pace with peer colleges and meeting the needs of our diverse student population. We gather this information from several sources:

- Other California Community Colleges: Data on enrollment trends, application numbers, registration timelines, and graduation rates from similar-sized or nearby CCCs (i.e. LBCC, Mt. SAC, Cypress College, El Camino, etc.).
- CCCCCO Data: Statewide reports and dashboards that show benchmarks for enrollment, student success, and service standards.
- CACCRAO: Surveys, reports, and best practice guides from the California Association of Community College Registrars and Admissions Officers.
- Research and External Reports: IPEDS data, statewide studies, and systemwide consortium reports for comparing performance and services.
- Local Competitor Comparison: Keeping an eye on nearby colleges for program offerings, dual enrollment initiatives, and other service innovations.

5. How does the service area monitor compliance with the laws/other regulatory requirements that apply to the service areas program and service responsibilities?

Admissions and Records makes sure we follow policies, state laws, regulations, and college procedures through a mix of internal checks and staying connected with the bigger education community:

1. Keeping Up with Policies

- Our team keeps an eye on regulations that affect enrollment, student records, privacy (FERPA), financial aid, residency, and reporting requirements.
 - FERPA, Title X, BP/AP, legislation changes, etc.
- We pay attention to updates from the Chancellor's Office, state education agencies, and accrediting organizations and make sure our procedures reflect any changes.

2. Learning from Others

- Staff attend regional meetings, CACCRAO conferences, HEUG, and CCC Tech meetings to stay current on best practices and new compliance rules.
- We share what we learn with the whole department so everyone is on the same page.

3. Policies and Training

- Our procedures are documented and updated regularly to match current policies and procedures.
- Team members get trained on FERPA, state education codes, and other requirements so we stay compliant.

4. Audits and Checks

- We do audits of student records, applications, and enrollment data to make sure everything is accurate and meets requirements.
- All audits and training records are reviewed and reported.

5. Working Together

- Admissions and Records works closely with EC, Human Resources, administration, legal counsel, and other offices to make sure we're all aligned with regulations and best practices.

B. Service Area Outcomes Assessment : Version by Estrada, Laura on 12/01/2025 16:35

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

SAO 1 – Students Completing the Online Application

Service Area Outcome:

- Students will complete the Cerritos College online application for admission.

Data:

- Population: All college students (N = 20,000+).
- Key Indicators:
 - Number of eligible applicants
 - Number of students enrolled per semester
 - Yield rate per semester
- Findings:
 - Weekly monitoring of applications and enrollment (via Student Services ROCK data) shows that enrollment numbers are the strongest since 2019.
 - Implementation of N2N LightLeap reduced fraud significantly, with a 93% decline by July, improving the integrity of application and enrollment data.
 - High school partnerships, particularly with Bellflower High School, demonstrated strong outcomes: of 339 seniors, 293 (86%) applied, and 166 enrolled for Fall 2025.
 - Cerritos Complete enrollment more than doubled from ~100 to 267 students.

Interpretation:

- The service area has been highly successful in streamlining the application process, increasing application completion, and converting applicants to enrolled students.
- Fraud prevention strategies and targeted outreach programs contributed directly to improved yield rates and enrollment outcomes.

Data Sources:

- Student Services ROCK application and enrollment data
- PeopleSoft queries- application data
- N2N LightLeap/PS reports on fraudulent applications
- Enrollment data from Bellflower High School partnership and Cerritos Complete program

2. Equity Goal – Increasing AD-T Awards for Asian and Black/African American Students

Service Area Outcome:

- Increase AD-T awards for Asian and Black/African American students.

Findings:

- Asian students: AD-T attainment dropped below baseline in 2023-2024 but showed modest recovery in 2024-2025; the goal was not yet achieved.
- Black/African American students: AD-T attainment significantly improved compared to baseline, meeting the goal.

Professional Actions:

- Auto award queries for all 37 AD-T programs ensured timely awarding.
- CCCApply majors reviewed to align with AD-T offerings, simplifying student choices.
- AD-T e-Verify used to identify students close to CSU transfer eligibility and provide guidance.

Barriers:

- Limited number of students select an AD-T major at admission; awareness of AD-T pathways needs improvement.
- Ethnicity data gaps historically made tracking challenging; PeopleSoft and CCCApply cleanup improved accuracy.

Interpretation:

- The service area is effectively supporting Black/African American students in achieving AD-T awards.
- For Asian students, additional targeted support, advising, and awareness campaigns are needed to meet equity goals.

Data Sources:

- Institutional Research AD-T award reports
- PeopleSoft degree tracking system
- CCCApply and auto award query records
- AD-T e-Verify reports

Overall Assessment of Service Area Success

- SAO 1: Highly successful. Application completion, enrollment conversion, and yield rates have improved due to technology (LightLeap), high school partnerships, and structured tracking.
- Equity Goal: Mixed success. Strong improvement for Black/African American students, modest progress for Asian students. Targeted interventions are needed for continued improvement.

Key Takeaways:

- Coordinated use of technology, data, and professional actions (tracking, outreach, fraud prevention, auto award queries) has helped with our success with SAOs.
- Ongoing monitoring of ethnicity-specific outcomes and enrollment trends is essential for equity goals.
- Partnerships with local high schools and student-centered application initiatives (Reimagine Apply) are expected to further improve outcomes.

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

The data suggest the service area is performing well in overall application completion and enrollment, as well as supporting Black/African American students in AD-T attainment. The main areas for improvement are: boosting AD-T awards for Asian students, improving ethnicity data collection, promoting AD-T major selection, maintaining fraud prevention, and expanding high school partnerships.

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

Assessment data is central to decision-making at multiple levels:

- Organizational Decisions: Guides allocation of resources, program expansion, and development of equity initiatives.
- Management Practices: Informs workflow improvements, goal tracking, and staff development.
- Program and Service Strategies: Ensures that admissions, enrollment, and graduation are data-driven, equitable, and responsive to student needs.

Through the systematic use of assessment data, the college can continuously improve student outcomes, streamline processes, and advance equity goals.

4. How has the assessment of the service area outcomes contributed to your service area's improvements?

Contribution of Assessment to Service Area Improvements

- Enhanced Application and Enrollment Processes
 - Weekly tracking of applications and enrollment through Student Services ROCK data has enabled timely interventions, helping to maximize applicant-to-enrollment conversion rates.
 - Implementation of N2N LightLeap for fraud detection reduced administrative holds and dropped applications, ensuring a smoother admissions process.
- Improved Equity Outcomes
 - Assessment of AD-T awards by ethnicity highlighted areas of strength (Black/African American students) and areas needing improvement (Asian students).
 - Data-driven initiatives such as auto award queries, CCCApply major reviews, and AD-T e-Verify follow-ups have increased the total number of AD-Ts awarded and supported equitable access to transfer pathways.
- Targeted Outreach and Partnerships
 - High school partnership data (e.g., Bellflower HS) demonstrated strong student engagement, leading to expanded programs like Cerritos Complete and College Bound Buccaneers.
 - Enrollment and application data informed strategic decisions about onboarding, orientation, and early college outreach.
- Streamlined Processes and Policy Development
 - Assessment data guided the creation of term activation policies for students who apply but do not enroll, reducing barriers and improving retention.
 - Insights from assessment informed future improvements, such as the development of Reimagine Apply, a student-centered application platform.
- Continuous Monitoring and Improvement
 - The systematic use of data allows the service area to monitor outcomes in real time, identify trends, and make evidence-based adjustments to professional actions, workflow, and student support services.

5. How does the service area make needed data and information available to area stakeholders?

Making Data Available to Stakeholders

- Regular Reporting
 - Key metrics such as application numbers, enrollment, yield rates, and AD-T awards are compiled and shared with administrators, faculty, deans, and enrollment services staff on a regular basis.
 - Reports include trends over time, demographic breakdowns, and progress toward equity and enrollment goals.
- Use of Technology Platforms
 - Student Services ROCK data provides real-time access to application and enrollment data.
 - IERPG Enrollment Dashboards.
 - PeopleSoft queries for student data, which is shared with relevant stakeholders for planning and advising purposes.
- Collaborative Meetings and Committees
 - Data is reviewed in cross-functional meetings involving enrollment services, student services, academic units, and state partners to inform decisions and align strategies.
 - Feedback loops are established to ensure that insights from stakeholders are incorporated into workflow and program improvements.
- Focus Groups and Student Feedback
 - The service area works with IERPG on providing data and metrics to stakeholders.
 - This helps stakeholders understand student experiences and identify areas for improvement in admissions and support services.
- Public and Institutional Dashboards
 - Summarized metrics may be shared in institutional dashboards, internal newsletters, or reports for transparency and accountability (i.e. Board Meeting Updates, Division Updates, Committees, Faculty Senate, etc).

- o Data is presented in an accessible format to ensure stakeholders can make evidence-based decisions.

Section 4: Previous Three-Year Service Area Program Plan Reflection

A. Service Area Three-Year Reflection : Version by Estrada, Laura on 12/01/2025 16:41

1. What are the primary strengths of the service 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?

Scope of services: A&R handles everything from admissions and enrollment to academic records, transcripts, graduation/degree certification, fee payment, and student ID card issuance. We touch nearly every stage of a student's enrollment journey.

Standardized, procedural operations: The department maintains Standard Operating Procedures (SOPs) for many of its functions which helps ensure consistency and reliability.

Flexible and accessible service delivery: A&R provides multiple service modalities, like in-person (with QLESS queueing), phone, and online (via Zoom) — offering flexibility for students.

Integration with broader college support systems: A&R collaborates closely with campus partners (i.e. Counseling, Financial Aid, Dual Enrollment, Veteran Affairs, Student Accessibility Services, and other student support offices. This integration helps streamline student workflows.

Expansion and institutional recognition of A&R's role: A&R has awarded the highest number of degree/certificate completions, reflecting growth at the college. A&R has adapted by prioritizing projects to ensure timely processing of academic records and degree certifications.

2. Please comment on the progress toward achieving your previous service area goals and SAOs. Discuss what has/is/will happen and the status of each goal and SAO.

Progress Toward Service Area Goals and SAOs

1. Applications and Enrollment

- Progress: Applications and enrollment have steadily increased over the past three years, driven by outreach initiatives such as the Bellflower Buccaneer Program. Priority tier enrollment has also grown, and targeted communication campaigns have successfully increased application submissions.
- Next Steps: Continue monitoring enrollment trends, enhance outreach to underrepresented populations, and explore additional strategies to increase early engagement and retention for first-year students.

2. AD-T Awards and Equity Initiatives

- Progress: Measurable increases in AD-T awards for underrepresented populations have been achieved through targeted counseling, workshops, and equity-focused interventions. Data tracking enables identification of gaps and ensures timely support for degree completion. Collaboration with Counseling and instructional departments has strengthened advising and graduation support. Programs like Cerritos Complete have provided structured guidance for first-year students, contributing to higher completion rates.
- Next Steps: Continue targeted interventions, expand equity-focused programming, and refine advising practices to further close achievement gaps.

A&R has shown consistent progress in increasing applications, enrollment, and AD-T completion for underrepresented students. Data-driven strategies, targeted outreach, and structured support programs have contributed to measurable improvements, while continued monitoring and expanded early engagement initiatives will sustain and build on these gains.

3. Please provide a financial overview of the service area.

a. How are resources allocated to support the mission, goals, and outcomes of the service area?

b. How are budget allocation/reallocation decisions made in your service area?

c. What factors influence the use of service area resources?

- Staffing and professional development budgets are prioritized to ensure adequate support for student-facing operations, especially during peak registration, graduation, and enrollment periods.
- Funds are allocated for technology systems and software to support efficient service delivery and accessibility.
- Annual budgets are initially allocated based on historical expenditures, projected service demand, and staffing requirements.
- Reallocation occurs as needed to respond to changes in enrollment patterns, program growth (Dual Enrollment/Cerritos Complete), and technology needs.
- Decisions are made collaboratively with division leadership and the A&R management team, ensuring alignment with strategic priorities and SAOs.
- Special funding requests may be submitted for new initiatives, equity-focused programs, or technology upgrades.
- Priorities for budget planning are captured in the annual Unit Plan.

Factors

The Office of Admissions & Records strategically allocates and monitors its financial resources to support mission-driven student services, equity-focused initiatives, technology and operational efficiency, and compliance requirements. Budget decisions are guided by data, service trends, and alignment with the service area's SAOs and institutional goals.

4. Describe resource changes the service area has encountered over the past three years and future anticipated changes.

a. Explain what circumstances prompted these changes.

b. How these changes have/will affect the service area operations and services.

c. How the service area plans to address these changes.

Outreach fund

5. How effectively do the service area's current facilities, space, and equipment support area operations?

a. To what extent must these organizational resources change to keep pace with the future needs and expectations of the service area users?

b. What strategies have been adopted or will be adopted to institute these changes?

- Facilities and Space:
 - o The Office of Admissions & Records operates in a central, accessible location on campus, providing sufficient space for in-person services, staff workstations, and student interactions.
 - o We use a queuing system for line management and front counter services.
 - o Reception and front-counter areas are organized to handle peak registration periods, enrollment support, and graduation services.
- Equipment:
 - o Computers, printers, scanners, and online systems adequately support daily operations.
 - o Online tools enable virtual assistance, email support, and transcript requests, extending service beyond regular office hours.
- Limitations
 - o Some equipment/software may be outdated, underutilized, or unavailable, limiting workflow efficiency for staff and students.
 - o Work with IT department to plan, test, and implement upgrades while minimizing disruption to ongoing operations.

6. How has technology been integrated into the programs, services, and operating functions of the service area?

a. In what ways have technological applications been used to promote innovation, responsiveness, and continuous improvement in the service area?

b. How has the service area kept pace with the development of hardware, software, maintenance, and training support?

c. What are the service area's projected technology needs for the future?

d. What strategies have been adopted or will be adopted to address these needs?

- Operational Systems:
 - Admissions & Records relies on technology applications like: CCC Apply (application import), PeopleSoft, N2N for fraud detection, RostersPlus for grading, DualEnroll.com for enrollment tracking, Parchment for transcript requests, Paradigm for diplomas, Degree Planner, Schedule Builder.
 - Online forms, virtual appointments, and email support extend services beyond standard office hours.
- Communication Tools:
 - Zoom, Teams, and email notifications are used for student engagement, program updates, and cross-department collaboration.
- Data Analytics:
 - Institutional Research dashboards and reports enable monitoring of enrollment trends, equity outcomes, and service usage, informing decision-making and program improvements.

7. What major challenges face the service area?

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

- High Volume Periods and Staffing Constraints:
 - Peak enrollment periods, graduation petition processing can strain staff capacity, leading to longer wait times and potential service delays.
- Technology Limitations:
 - Some hardware and software tools are outdated, underutilized, or unavailable, limiting efficiency in workflow, data tracking, and online service delivery.
- Refine processes for peak-period tasks such as registration, transcript evaluations, AP posting, and graduation petitions to maximize staff efficiency without additional staffing.
- Use data-driven strategies to identify students at risk of delayed completion and provide focused support during regular office hours and via virtual tools.
- Maximize existing software features and expand online tutorials, FAQs, and virtual assistance to reduce in-person demand.
- Staff Training and Cross-Training:
 - Enhance proficiency across all service area functions to improve flexibility and responsiveness during peak periods.

8. Where would you like your service 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 specific innovations, best practices, or other accomplishments would you share with a visiting out-of-state colleague?

c. What long-term impact would you like your service area to have on the College and the community?

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

The new Student Services Building, planned for 2026–2027, will provide a One Stop Shop for our students, streamlining access to services. It will also foster greater collaboration with our campus partners, enhancing support and resources across the college.

A&R BIG Dreams (three years from now):

- New Student Services Building (2026–2027): Create a One Stop Shop for students and visitors; foster collaboration with all student services campus partners to streamline services.
- Student-First Framework Alignment: Ensure all initiatives support student-centered services and success.
- Reimagined CCC Application: Easier and more intuitive for students to use; reduces barriers to enrollment.
- Clean Data: Improves MIS reporting and National Student Clearinghouse (NSC) accuracy; reduces manual cleanup.
- Degree Planner & Schedule Builder: Degree Planner at full capacity to guide academic paths; Schedule Builder ensures students enroll in 15 units per term.
- Transcripts & AP Scores: Upgraded OnBase allows instant posting and processing.
- Virtual Department Forms & AI Communication: Streamline submissions and manage routine emails efficiently.
- Dual Enrollment & CPL Integration: Automate processes through dualenroll.com and MAP.
- High School Support Expansion: Build on programs like the Bellflower Buccaneer project to increase Cerritos Complete and Promise Program participation and success.
- PeopleSoft Upgrades: Streamline grade posting from Canvas; eliminate manual late grade tracking; prevent repeat enrollment for students who have successfully passed a course.
- Faculty & Staff Technology Support: Ensure staff can work smarter, not harder.
- Staff Training & Quality Standards: All staff will have the training and resources to perform their jobs successfully, following division-wide quality standards; satisfied staff provide better services to students and campus partners.
- Cerritos College Email & IDs: All students use college email; all students and staff receive IDs for security and access using the latest ID printing technology.
- Equity & Graduation Goals: Increase enrollment, ADT completions, and support equitable success for all students, particularly Asian and Black students; aim to graduate 50% of students within five years.

c. The long-term impact of A&R will be to create a seamless, student-centered environment that promotes academic success, equity, and timely graduation for all students. Through innovative, technology-driven services, collaboration with campus partners, and expanded support for local high schools and the broader community, we aim to increase enrollment, ADT completions, and overall student achievement. Our efforts will help Cerritos College meet institutional goals—graduating 50% of students within five years and ensuring enrollment in 15 units per term—while strengthening the community by preparing well-educated, empowered graduates. By investing in staff training, technology, and efficient processes, we will provide sustainable, high-quality services that benefit both students and the community for years to come.

d. Over the next three years, several strengths, opportunities, and new directions position our service area for growth and impact. Our strengths include a dedicated, skilled staff, strong campus partnerships, and an existing culture of student-centered service. Opportunities lie in leveraging technology upgrades—such as the latest PeopleSoft version, OnBase improvements, AI-assisted communication, and automated systems for dual enrollment, CPL, and degree awards—to streamline processes and enhance the student experience. New directions include expanding high school outreach programs like the Bellflower Buccaneer project, fully utilizing Degree Planner and Schedule Builder to support enrollment in 15 units per term, and implementing a reimagined CCC Application that is easier for students to use. By capitalizing on these strengths and opportunities, we can increase enrollment, ADT completions, and graduation rates while advancing equity and reinforcing Cerritos College's role as a community-centered institution.

Innovations and Best Practices

Partnerships

- Collaborate more deeply with campus partners to provide seamless, student-centered services (this includes all of our campus partners- EOPS, SAS, Veteran Affairs, Athletics, Counseling, Financial Aid, Equity, Academic Affairs, academic units, K-12 partners).
- Strengthen relationships with local high schools, community organizations, and industry partners to expand early engagement programs.
- Engage with peer institutions and professional associations to benchmark practices, share innovations, and adopt best-in-class strategies for student services.
- Fully integrated hybrid service delivery that combines in-person, online, and virtual support with self-service tools, improving access and efficiency.
- Data-driven equity initiatives that proactively identify and support students at risk of delayed completion, ensuring measurable improvements in ADT completion rates for underrepresented groups.
- Streamlined, automated workflows for applications, registration, transcript processing, and graduation petitions, reducing manual errors and improving responsiveness.

- Enhanced student engagement programs such as Cerritos Complete and Dual Enrollment, with evidence-based outcomes demonstrating increased persistence, retention, and early college success.

Long-Term Impact

- Contribute to closing equity gaps and increasing degree attainment across all student populations, supporting the College's mission of student success.
- Serve as a model for efficient, innovative, and student-centered Admissions & Records operations in community colleges statewide.
- Strengthen community ties by providing accessible pathways for high school students and adult learners to succeed in higher education.

Foster a culture of continuous improvement, collaboration, and innovation that positively impacts the college and the future of our students.

Section 5: Service Area Three-Year Action Plan

A. Service Area Goals, SAOs, Objectives, Action Plans, and Resource Requests

Section 6: Service Area Program Review Process Reflection

A. Service Area Program Review Process Reflection : Version by Estrada, Laura on 12/01/2025 15:46

1. In what capacity were your service area staff, and/or users involved in the program review process?

The program review process was a collaborative effort, with engagement from service area staff, consultation with campus partners, and integration of data to guide future goals and action plans. This approach promoted transparency, shared ownership, and alignment with the college's mission and Student First Framework.

2. How did you ensure all members of your service area were involved in the outcome assessment discussions, evaluation of area data, and contributed to the area goals, SAO, objectives, and action plan discussions and development?

Staff involvement was captured through meetings, collaborative workgroups, shared documentations, and interactive feedback.

Department Meetings:

- Monthly meetings were used to review service area data, SAO assessments, and progress toward previous goals.
- Staff were encouraged to share observations, experiences, and insights to interpret trends and identify areas for improvement.

Workgroups:

- Smaller workgroups were formed to focus on specific objectives, such as improving support or enhancing online forms.
- Each group included staff members across different roles to ensure diverse perspectives informed the development of goals and action plans.

Collaborative Documents:

- A shared Teams folder enabled staff to contribute to goal-setting, SAO development, and action planning.
- Staff could comments, propose edits, and track updates, ensuring that everyone's input was incorporated.
- Area goals, SAOs, objectives, and action plans were circulated to the team before finalization.
- Staff feedback was integrated into final plans to ensure collective ownership and alignment with operational goals.

OFFICE OF INSTITUTIONAL EFFECTIVENESS, RESEARCH, PLANNING, AND GRANTS

Student Service Program Review

Program Review: Admission and Records

Reviewer Name: _____

Section 1: Service Area Overview

A. Service 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: Opportunity to include strategies linked to Levers.				Score: 5

B. Service 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: Add about work with articulation, credit-for-prior learning, petition, appeals and work to process grades				Score: 4

2. Describe efforts to promote the availability of your services to current and prospective users.

a. Describe the key methods used to assist users in getting information about your service areas' programs and service offerings (e.g., publicity, outreach, recruitment, etc.).

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes a strategic, coordinated outreach and communication approach using multiple methods (publicity, outreach, recruitment, digital tools, partnerships). Demonstrates effectiveness using data and explains how efforts advance Student First Framework, particularly for targeted populations.	Describes multiple outreach methods clearly and connects them to user awareness and access; limited data or equity analysis.	Lists outreach and communication methods with minimal explanation of effectiveness or alignment to Student First Framework.	Outreach description is vague, incomplete, or lacks clarity.	Minimal or no description of outreach or information-sharing efforts.
Comments: - include phone call campaigns and support for call campaigns Add more "Demonstrates effectiveness using data and explains how efforts advance Student First Framework, particularly for targeted populations."				Score: 4

3. Does your service area overlap or duplicate any programs or service function with other Student Services or college units?

a. How and why do these services/programs duplicate one another?

b. How do they complement each other?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a thoughtful analysis of overlapping services, explains why duplication exists, how coordination is intentional, and how complementarity improves student experience, efficiency, and Institutional Health.	Identifies overlap and complementarity clearly but lacks depth or evaluation of impact.	Acknowledges overlap with general explanations.	Discussion of overlap is unclear or incomplete.	Does not meaningfully address duplication or coordination.
Comments: Team did a great job describing duplicative service areas and highlights how/why those overlaps occur.				Score: 5

4. Discuss key, collaborative relationships with academic programs and other student service areas. How do these partnerships:

- a. Advance achievement, learning, or completion.**
- b. Support the service area's mission, goals, and Service Area Outcomes (SAOs).**
- c. Enhance the quality of services and programs provided.**
- d. Create greater operational efficiencies for the service area.**
- e. Identify how your partnerships can or have mitigated equity gaps.**

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes key partnerships and demonstrates how they advance completion, learning, and achievement, support SAOs, enhance service quality, improve efficiency, and mitigate equity gaps using evidence, aligned with Student First Framework.	Describes collaborations and benefits clearly with limited outcome or equity analysis.	Identifies partnerships but provides minimal explanation of impact.	Partnerships are vague or loosely connected to outcomes.	No meaningful discussion of partnerships.
Comments: Missing linking the collaborative relationships to Student First Framework.				Score: 4

C. Service Area Organizational Resources

1. Please describe your service area's organizational and personnel structure. Discuss: a. Reporting relationships. b. Distribution of responsibilities/authority. c. Use of management or work teams. d. Lines of communication (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.).				
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: Consider adding details in regards to the functional teams				Score: 5

2. How does your current staff profile facilitate or impede the service area's ability to fulfill its primary mission and functions? a. If applicable, what strategies has the area adopted to address staffing-related impediments?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a clear analysis of staffing strengths and gaps and how they affect mission fulfillment, and includes strategies used to address impediments.	Describes staffing impacts clearly; limited analysis or strategy evaluation.	General staffing description with minimal analysis.	Staffing discussion is unclear or incomplete.	Staffing impact not meaningfully addressed.
Comments: Missing additional analysis of the team profile and its impact on mission fulfillment.				Score: 4

3. Describe any challenges the service area has encountered with respect to the recruitment and retention of qualified staff. What are the implications of these challenges?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes staff recruitment and retention challenges, explains implications for service delivery and aligns discussion to program effectiveness and sustainability.	Describes challenges clearly with limited impact analysis.	General description of challenges.	Challenges are unclear or minimally explained.	Question not adequately addressed.
Comments: I appreciate the candid self-reflection on current staffing challenges associated to both external/internal concerns.				Score: 5

4. How does the service area facilitate appropriate career development and progression for staff?				
a. Describe the service area's professional development resources, activities, and/or opportunities. b. How does this engagement directly reflect on the direction of your service area.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes professional development resources and opportunities and explains how staff growth supports innovation and service quality.	Describes professional development clearly; limited connection to service direction.	Mentions professional development generally.	Limited or unclear discussion of staff development.	Professional development not addressed.
Comments: Comprehensive details on professional development for staff and its purpose.				Score: 5

5. Please describe the succession planning for your service area. a. What steps are in place? b. How does the service area plan to make changes to services (realignment, reorganization, or other strategies) to ensure continuous improvement in the face of staff turnover, retirement, and attrition?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates proactive succession planning and service realignment strategies that ensure continuous improvement and service area stability.	Succession planning is described but lacks depth or future focus.	General discussion of succession planning.	Minimal planning evident.	Succession planning not addressed.
Comments: The response is mindful and proactive. Provides a clearly thought out plan. The A&R team is collaborative to campus partners willing to learn.				Score: 5

6. What assessment methods and measures (either formal or informal) does the service area use to determine staff well-being, satisfaction, and motivation? a. How does the department use the findings from these assessment efforts to improve the work environment?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses formal and/or informal assessment methods and clearly explains how findings inform improvements to the work environment.	Describes assessment methods and some use of findings.	Mentions assessment efforts with limited follow-through.	Assessment practices are unclear or minimal.	No meaningful discussion of staff well-being assessment.
Comments: Clearly outlines assessment methods and how that information is then used to support the team's work environment.				Score: 5

7. What significant projects, tasks, workgroups, and committee work are the staff of your service area engaged in? a. How does this participation reflect on your service area's plans and integration with the college.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly documents staff involvement in key projects, committees, and workgroups and explains how participation aligns with college planning and Student First Framework priorities.	Describes engagement clearly with limited strategic analysis.	Lists involvement with minimal explanation.	Engagement is unclear or limited.	No meaningful discussion of participation.
Comments: The team shared some extensive key projects that are essential to the Student First Framework. There is an opportunity to add those links.				Score: 4

Section 2: Service Area Trends

A. Service Area User Demographics

1. Whom do you serve? a. Describe your primary and secondary user groups that the service area attracts and serves b. Describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status)				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies primary and secondary users, provides disaggregated demographic data, and explains representativeness.	Describes users and demographics clearly.	General description of users.	User populations are unclear.	Users not adequately described.
Comments: Section has a pending data note.				Score: 4

2. <i>How do the demographics of your users compare with the college as a whole?</i>				
a. <i>Are the trends within your program in alignment with the broader, collegewide trends?</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses data to compare service users to collegewide demographics and identifies trends.	Provides comparison with limited analysis.	Basic comparison provided.	Comparison is unclear or incomplete.	No comparison provided.
Comments:				Score: 4

B. Service Area Service Trends

1. <i>Describe the usage trend for your service area in the last three years.</i>				
a. <i>Has it remained steady, increased, or decreased?</i>				
b. <i>Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth, formally incarcerated, and first-generation status)?</i>				
c. <i>Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.</i>				
d. <i>Describe any factors that contributed to any change.</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes multi-year trends, disaggregates by demographics, explains contributing factors, and clearly links findings to equity gap mitigation.	Describes trends clearly with limited equity analysis.	General trend description.	Limited or unclear trend data.	Usage trends not addressed.
Comments: Specific group data is not included.				Score: 3

2. Describe your pattern of service. Include:

- a. Standard hours of operations.**
- b. Alternative modes (e.g., online, hybrid, etc.).**
- c. Schedules of delivery (e.g., early morning, evening services, etc.).**
- d. How your services meet the needs of the users.**

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes service patterns and explains how hours, modalities, and scheduling support student needs.	Describes service patterns clearly.	Basic description provided.	Service pattern discussion is unclear.	Not addressed.
Comments: Detailed time and modality patterns of service described based on student need.				Score: 5

3. What are the differences in service usage based on modality? If you do not offer varying modalities, explain why not.

a. How does this help inform future practices?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes modality-based usage differences and explains how findings inform future access and innovation.	Describes differences with limited future planning.	General modality discussion.	Limited or unclear explanation.	Not addressed.
Comments: Describes how tracking can help plan service usage but it does not read like it happens.				Score: 4

Section 3: Service Area Performance and Effectiveness

A. Service Area Outcomes Assessment Process

1. What methods are used to assess your service area outcomes (SAOs)? 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: Clear description and details.				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 service 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: Describes data sources and how it informs but is not clear on evolving needs linked to something that was reviewed in the data				Score: 4

3. How does the service area track program/service usage patterns and determine users' satisfaction and dissatisfaction with the service 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: Clear and the reflection on possible ways to enhance tracking.				Score: 5

4. To what extent does the service area obtain and use comparative/benchmark data to stay current with peers and/or competitors that deliver similar programs and services (both those that are on and off campus)?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses comparative data intentionally to support continuous improvement, competitiveness, and innovation.	Mentions benchmarking with limited application.	General reference to comparative data.	Minimal benchmarking evident.	Not addressed.
Comments: Clear, opportunity to include timing of the the data review				Score: 5

5. <i>How does the service area monitor compliance with the laws/other regulatory requirements that apply to the service areas program and service responsibilities?</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates systematic compliance monitoring aligned with institutional and CCC systemwide requirements and regulations.	Clear compliance practices described.	General compliance mention.	Compliance processes unclear.	Not addressed.
Comments: The systemic compliance is not clear.				Score: 4

B. Service Area Outcomes Assessment

1. <i>What does the data say about the success of service area with respect to the achievement of your service area's 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 SAO success results.	Interprets data with reasonable clarity but less depth.	General interpretations without detail.	Minimal interpretation.	No meaningful data discussion.
Comments: Detailed review of success in service area.				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 SAOs.	Lists areas for improvement with some analysis.	Basic identification but limited justification.	Minimal detail.	Missing or superficial.
Comments: Can benefit from deeper analysis explicitly connecting each improvement area to specific data findings and clearly tying them to Service Area Outcomes.				Score: 4

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?				
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: Provides clear examples of how assessment data informs operational changes, workflow improvements, technology implementation, and outreach strategies. Demonstrates strong alignment between data findings and service delivery decisions.				Score: 5

4. How has the assessment of the service area outcomes contributed to your service area's improvements?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly demonstrates how SAO assessment results directly informed service improvements.	Assessment use described with limited examples.	Assessment acknowledged.	Limited use of assessment evident.	Not addressed.
Comments: Strong connection between data findings and operational changes.				Score: 5

5. How does the service 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: Additional detail on how stakeholders use the data would strengthen the response.				Score: 4

Section 4: Previous Three-Year Service Area Program Plan Reflection

A. Service 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: Includes evolution over time and highlights innovative practices that align with best practices in the field.				Score: 5

2. Please comment on the progress toward achieving your previous service area goals and SAOs. Discuss what has/is/will happen and the status of each goal and SAO.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Detailed status updates for each goal/SAO with evidence of progress, partial completion, or obstacles.	Good progress updates but limited detail.	General updates without evidence.	Limited or incomplete updates.	Missing.
Comments: Provides clear, evidence-based updates on each SAO, including goals met, partial progress, and ongoing efforts.				Score: 5

3. Please provide a financial overview of the service area.

a. How are resources allocated to support the mission, goals, and outcomes of the service area?

b. How are budget allocation/reallocation decisions made in your service area?

c. What factors influence the use of service area resources?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly aligns financial resources with mission, outcomes, and describes financial decision making process.	Provides clear overview with limited analysis.	Basic financial description.	Financial discussion unclear.	Not addressed.
Comments: Budget allocation decisions are aligned with workload data, SAOs, and institutional priorities				Score: 4

4. Describe resource changes the service area has encountered over the past three years and future anticipated changes.

a. Explain what circumstances prompted these changes.

b. How these changes have/will affect the service area operations and services.

c. How the service area plans to address these changes.

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes past and anticipated changes and explains strategies to sustain services and continuous improvement.	Describes changes clearly.	General description provided.	Limited explanation.	Not addressed.
Comments: Clearly explains recent and anticipated resource changes, the circumstances prompting them, and their operational impact				Score: 4

5. How effectively do the service area's current facilities, space, and equipment support area operations? a. To what extent must these organizational resources change to keep pace with the future needs and expectations of the service area users? b. What strategies have been adopted or will be adopted to institute these changes?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Evaluates current resources and identifies future needs aligned with student expectations and needs.	Describes adequacy and some future planning.	General description of facilities.	Facilities discussion unclear.	Not addressed.
Comments: Provides a clear evaluation of current facilities and technology resources and identifies enrollment growth and modernization needs.				Score: 4

6. How has technology been integrated into the programs, services, and operating functions of the service area? a. In what ways have technological applications been used to promote innovation, responsiveness, and continuous improvement in the service area? b. How has the service area kept pace with the development of hardware, software, maintenance, and training support? c. What are the service area's projected technology needs for the future? d. What strategies have been adopted or will be adopted to address these needs?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates intentional technology use to support innovation, responsiveness, and continuous improvement, with clear future planning.	Describes technology use clearly.	General technology discussion.	Limited or unclear integration.	Not addressed.
Comments: Highlights strong integration of technology to improve efficiency, fraud prevention, equity tracking, and student access.				Score: 5

7. What major challenges face the service 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: Identifies major operational and equity-related challenges and outlines realistic strategies for improvement within existing resources				Score: 4

8. Where would you like your service 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 service 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: Provides a clear and forward-looking vision aligned with institutional priorities and expanded partnerships. Additional details around measurable long-term goals would strengthen the response.				Score: 5

Section 5: Service Area Three-Year Action Plan

A. Service Area Goals, SAOs, Objectives, Action Plans, and Resource Requests

Please review the goals and resources request worksheet. Comment on area goals, SAOs, 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 SAOs, objectives, steps, responsible parties, timelines, and assessments. Resource requests tied to goals and SFF.	Clear goals and SAOs with moderate specificity and alignment.	Goals and SAOs listed but lack measurable objectives or alignment.	Minimal goals or unclear action plans.	Missing or incomplete.
Comments: Area goals and SAOs are clearly aligned with institutional priorities and equity-focused outcomes. Action steps demonstrate year-by-year planning, and resource requests are logically connected to enrollment growth, AD-T completion, and operational capacity.				Score: 4

Section 6: Service Area Program Review Process Reflection

A. Service Area Program Review Process Reflection

1. What capacity were your service area staff, and/or users involved in the program review process?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly documents broad and collaborative participation by staff and/or users.	Participation described clearly.	General participation noted.	Limited involvement evident.	Not addressed.
Comments: Collaborative engagement. Additional detail regarding the depth of participation would strengthen the area				Score: 5

2. How did you ensure all members of your service area were involved in the outcome assessment discussions, evaluation of area data, and contributed to the area goals, SAO, objectives, and action plan discussions and development?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates inclusive, data-informed engagement in SAOs, goals, and action planning aligned with continuous improvement.	Inclusive process described with limited detail.	General involvement described.	Limited inclusion evident.	Not addressed.
Comments: Demonstrates inclusive engagement of staff,				Score: 4

Provide your overall program review comments and total score.

Overall comments:

The service area demonstrates strong operational effectiveness, data-informed decision-making, and clear alignment with institutional priorities and the Students First Framework. The report highlights meaningful progress in enrollment growth, fraud reduction, technology integration, and AD-T completion efforts. Goals, SAOs, and action plans are generally well connected to identified needs and equity priorities.

Total Score:	
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170

Reviewer Signature: Stefany Diaz Espana Digitally signed by Stefany Diaz Espana
Date: 2026.02.11 01:18:58 -08'00'

Date: 2/10/26

OFFICE OF INSTITUTIONAL EFFECTIVENESS, RESEARCH, PLANNING, AND GRANTS

Student Service Program Review

Program Review: Admission and Records

Reviewer Name: Jenny Mejia

Section 1: Service Area Overview

A. Service 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: mission & purpose are sound but lack a bit of human voice/connection between students and staff.				Score: 4

B. Service 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: I would suggest including the review of Loss of Promise Grant appeals, and 1098-T records				Score: 4

2. Describe efforts to promote the availability of your services to current and prospective users.

a. Describe the key methods used to assist users in getting information about your service areas' programs and service offerings (e.g., publicity, outreach, recruitment, etc.).

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes a strategic, coordinated outreach and communication approach using multiple methods (publicity, outreach, recruitment, digital tools, partnerships). Demonstrates effectiveness using data and explains how efforts advance Student First Framework, particularly for targeted populations.	Describes multiple outreach methods clearly and connects them to user awareness and access; limited data or equity analysis.	Lists outreach and communication methods with minimal explanation of effectiveness or alignment to Student First Framework.	Outreach description is vague, incomplete, or lacks clarity.	Minimal or no description of outreach or information-sharing efforts.
Comments: while website provides necessary functional information, it lacks the dynamic visual engagement. i suggest implementing a high-visibility promotional banner on the landing page .highlighting critical dates, such as the start of the next session and upcoming registration deadlines. Increase social media, like Instagram. Continue to participate in on/off campus events				Score: 3

3. Does your service area overlap or duplicate any programs or service function with other Student Services or college units?

a. How and why do these services/programs duplicate one another?

b. How do they complement each other?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a thoughtful analysis of overlapping services, explains why duplication exists, how coordination is intentional, and how complementarity improves student experience, efficiency, and Institutional Health.	Identifies overlap and complementarity clearly but lacks depth or evaluation of impact.	Acknowledges overlap with general explanations.	Discussion of overlap is unclear or incomplete.	Does not meaningfully address duplication or coordination.
Comments: for bullet on documentation and verification, replace regulatory requirements to state and federal requirements in justifying the overlap include/mention the overlap creates a more integrated student experience.				Score: 3

4. Discuss key, collaborative relationships with academic programs and other student service areas. How do these partnerships:

- a. Advance achievement, learning, or completion.**
- b. Support the service area's mission, goals, and Service Area Outcomes (SAOs).**
- c. Enhance the quality of services and programs provided.**
- d. Create greater operational efficiencies for the service area.**
- e. Identify how your partnerships can or have mitigated equity gaps.**

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes key partnerships and demonstrates how they advance completion, learning, and achievement, support SAOs, enhance service quality, improve efficiency, and mitigate equity gaps using evidence, aligned with Student First Framework.	Describes collaborations and benefits clearly with limited outcome or equity analysis.	Identifies partnerships but provides minimal explanation of impact.	Partnerships are vague or loosely connected to outcomes.	No meaningful discussion of partnerships.
Comments: provide a better breakdown addressing the five sub points				Score: 3

C. Service Area Organizational Resources

1. Please describe your service area's organizational and personnel structure. Discuss: a. Reporting relationships. b. Distribution of responsibilities/authority. c. Use of management or work teams. d. Lines of communication (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.).				
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: based on previous management structure, there is a dean and assistant director. who are the respective supervisors staff reports to helpful if the number of staff with same titles provided (i.e. evaluators (3) or tech i (2)				Score: 4

2. How does your current staff profile facilitate or impede the service area's ability to fulfill its primary mission and functions? a. If applicable, what strategies has the area adopted to address staffing-related impediments?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a clear analysis of staffing strengths and gaps and how they affect mission fulfillment, and includes strategies used to address impediments.	Describes staffing impacts clearly; limited analysis or strategy evaluation.	General staffing description with minimal analysis.	Staffing discussion is unclear or incomplete.	Staffing impact not meaningfully addressed.
Comments: looks good				Score: 4

3. Describe any challenges the service area has encountered with respect to the recruitment and retention of qualified staff. What are the implications of these challenges?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes staff recruitment and retention challenges, explains implications for service delivery and aligns discussion to program effectiveness and sustainability.	Describes challenges clearly with limited impact analysis.	General description of challenges.	Challenges are unclear or minimally explained.	Question not adequately addressed.
Comments: possibly mention collective institutional fiscal bargaining which limits salary flexibility and advancement is strictly tied to specific job titles—creates a 'ceiling' effect that prompts high-performing staff to seek external opportunities for career growth."				Score: 4

4. How does the service area facilitate appropriate career development and progression for staff?				
a. Describe the service area's professional development resources, activities, and/or opportunities. b. How does this engagement directly reflect on the direction of your service area.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes professional development resources and opportunities and explains how staff growth supports innovation and service quality.	Describes professional development clearly; limited connection to service direction.	Mentions professional development generally.	Limited or unclear discussion of staff development.	Professional development not addressed.
Comments: include/rephrase to staff receives state and federal training/updates that affect student population.				Score: 4

5. Please describe the succession planning for your service area. a. What steps are in place? b. How does the service area plan to make changes to services (realignment, reorganization, or other strategies) to ensure continuous improvement in the face of staff turnover, retirement, and attrition?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates proactive succession planning and service realignment strategies that ensure continuous improvement and service area stability.	Succession planning is described but lacks depth or future focus.	General discussion of succession planning.	Minimal planning evident.	Succession planning not addressed.
Comments: looks good				Score: 4

6. What assessment methods and measures (either formal or informal) does the service area use to determine staff well-being, satisfaction, and motivation? a. How does the department use the findings from these assessment efforts to improve the work environment?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses formal and/or informal assessment methods and clearly explains how findings inform improvements to the work environment.	Describes assessment methods and some use of findings.	Mentions assessment efforts with limited follow-through.	Assessment practices are unclear or minimal.	No meaningful discussion of staff well-being assessment.
Comments: looks good				Score: 4

7. What significant projects, tasks, workgroups, and committee work are the staff of your service area engaged in? a. How does this participation reflect on your service area's plans and integration with the college.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly documents staff involvement in key projects, committees, and workgroups and explains how participation aligns with college planning and Student First Framework priorities.	Describes engagement clearly with limited strategic analysis.	Lists involvement with minimal explanation.	Engagement is unclear or limited.	No meaningful discussion of participation.
Comments: are any staff members part of committees such as hiring, equity, union, undocumented, Veterans ally would like to see more details highlighting staff's involvement.				Score: 3

Section 2: Service Area Trends

A. Service Area User Demographics

1. Whom do you serve? a. Describe your primary and secondary user groups that the service area attracts and serves b. Describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status)				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies primary and secondary users, provides disaggregated demographic data, and explains representativeness.	Describes users and demographics clearly.	General description of users.	User populations are unclear.	Users not adequately described.
Comments: A&R also serves as the bursar. include collections of payment for fees (student fees and other such as financial aid debt)				Score: 4

2. <i>How do the demographics of your users compare with the college as a whole?</i>				
a. <i>Are the trends within your program in alignment with the broader, collegewide trends?</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses data to compare service users to collegewide demographics and identifies trends.	Provides comparison with limited analysis.	Basic comparison provided.	Comparison is unclear or incomplete.	No comparison provided.
Comments: special population - do UnDocu have their own? are they included in other demographic				Score: 4

B. Service Area Service Trends

1. <i>Describe the usage trend for your service area in the last three years.</i>				
a. <i>Has it remained steady, increased, or decreased?</i>				
b. <i>Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth, formally incarcerated, and first-generation status)?</i>				
c. <i>Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.</i>				
d. <i>Describe any factors that contributed to any change.</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes multi-year trends, disaggregates by demographics, explains contributing factors, and clearly links findings to equity gap mitigation.	Describes trends clearly with limited equity analysis.	General trend description.	Limited or unclear trend data.	Usage trends not addressed.
Comments: are we able to show patterns for Undocu?				Score: 4

2. Describe your pattern of service. Include:

- a. Standard hours of operations.**
- b. Alternative modes (e.g., online, hybrid, etc.).**
- c. Schedules of delivery (e.g., early morning, evening services, etc.).**
- d. How your services meet the needs of the users.**

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes service patterns and explains how hours, modalities, and scheduling support student needs.	Describes service patterns clearly.	Basic description provided.	Service pattern discussion is unclear.	Not addressed.
Comments: looks good - straight forward				Score: 4

3. What are the differences in service usage based on modality? If you do not offer varying modalities, explain why not.

a. How does this help inform future practices?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes modality-based usage differences and explains how findings inform future access and innovation.	Describes differences with limited future planning.	General modality discussion.	Limited or unclear explanation.	Not addressed.
Comments: looks good - straight forward				Score: 4

Section 3: Service Area Performance and Effectiveness

A. Service Area Outcomes Assessment Process

1. What methods are used to assess your service area outcomes (SAOs)? 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: detailed, straight foward				Score: 4

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 service 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: Data driven - detailed, straight foward				Score: 4

3. How does the service area track program/service usage patterns and determine users' satisfaction and dissatisfaction with the service 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: Data driven - straight forward				Score: 4

4. To what extent does the service area obtain and use comparative/benchmark data to stay current with peers and/or competitors that deliver similar programs and services (both those that are on and off campus)?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses comparative data intentionally to support continuous improvement, competitiveness, and innovation.	Mentions benchmarking with limited application.	General reference to comparative data.	Minimal benchmarking evident.	Not addressed.
Comments: Data driven - straight forward				Score:

5. How does the service area monitor compliance with the laws/other regulatory requirements that apply to the service areas program and service responsibilities?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates systematic compliance monitoring aligned with institutional and CCC systemwide requirements and regulations.	Clear compliance practices described.	General compliance mention.	Compliance processes unclear.	Not addressed.
Comments: perhaps elaborate to say stay current on best practices and new state/federal compliance rules				Score: 4

B. Service Area Outcomes Assessment

1. What does the data say about the success of service area with respect to the achievement of your service area's 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 SAO success results.	Interprets data with reasonable clarity but less depth.	General interpretations without detail.	Minimal interpretation.	No meaningful data discussion.
Comments: is there any data /findings for undocu, international students? is the baseline for Black/African Americans same as for Asian students, 2023-2024?				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 SAOs.	Lists areas for improvement with some analysis.	Basic identification but limited justification.	Minimal detail.	Missing or superficial.
Comments: findings align with data collected				Score: 4

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?				
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: good use of data implementation for improving delivery strategies.				Score: 4

4. How has the assessment of the service area outcomes contributed to your service area's improvements?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly demonstrates how SAO assessment results directly informed service improvements.	Assessment use described with limited examples.	Assessment acknowledged.	Limited use of assessment evident.	Not addressed.
Comments: outreach efforts and data collected have been great tools for improvement				Score: 4

5. How does the service 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: straight forward				Score: 4

Section 4: Previous Three-Year Service Area Program Plan Reflection

A. Service 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: would like to see data as to by how much awarding of degrees/certificates have increased.				Score:

2. Please comment on the progress toward achieving your previous service area goals and SAOs. Discuss what has/is/will happen and the status of each goal and SAO.

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Detailed status updates for each goal/SAO with evidence of progress, partial completion, or obstacles.	Good progress updates but limited detail.	General updates without evidence.	Limited or incomplete updates.	Missing.
Comments: would like to see comparable data between previous SAO to show the uptick in degrees/certificates awarded				Score: 4

3. Please provide a financial overview of the service area.

a. How are resources allocated to support the mission, goals, and outcomes of the service area?

b. How are budget allocation/reallocation decisions made in your service area?

c. What factors influence the use of service area resources?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly aligns financial resources with mission, outcomes, and describes financial decision making process.	Provides clear overview with limited analysis.	Basic financial description.	Financial discussion unclear.	Not addressed.
Comments: straight forward				Score: 4

4. Describe resource changes the service area has encountered over the past three years and future anticipated changes.

a. Explain what circumstances prompted these changes.

b. How these changes have/will affect the service area operations and services.

c. How the service area plans to address these changes.

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes past and anticipated changes and explains strategies to sustain services and continuous improvement.	Describes changes clearly.	General description provided.	Limited explanation.	Not addressed.
Comments: has department seen an increase request/need to provide students with pay by phone options? if so, how does this impact students if option is not available?				Score: 4

5. How effectively do the service area's current facilities, space, and equipment support area operations? a. To what extent must these organizational resources change to keep pace with the future needs and expectations of the service area users? b. What strategies have been adopted or will be adopted to institute these changes?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Evaluates current resources and identifies future needs aligned with student expectations and needs.	Describes adequacy and some future planning.	General description of facilities.	Facilities discussion unclear.	Not addressed.
Comments: current facilities will be irrelevant by end of year. however, i would acknowledge the lack of electronic tap payment option would an ID reader benefit staff for fraud prevention / identity confirmation?				Score: 4

6. How has technology been integrated into the programs, services, and operating functions of the service area? a. In what ways have technological applications been used to promote innovation, responsiveness, and continuous improvement in the service area? b. How has the service area kept pace with the development of hardware, software, maintenance, and training support? c. What are the service area's projected technology needs for the future? d. What strategies have been adopted or will be adopted to address these needs?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates intentional technology use to support innovation, responsiveness, and continuous improvement, with clear future planning.	Describes technology use clearly.	General technology discussion.	Limited or unclear integration.	Not addressed.
Comments: with the move to the new building, technology integration may improve.				Score:

7. What major challenges face the service 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: would like more details as to what type of staff training again, the move to new building may help improve mentioned challenges				Score: 3

8. Where would you like your service 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 service 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: great, attainable goals				Score: 5

Section 5: Service Area Three-Year Action Plan

A. Service Area Goals, SAOs, Objectives, Action Plans, and Resource Requests

Please review the goals and resources request worksheet. Comment on area goals, SAOs, 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 SAOs, objectives, steps, responsible parties, timelines, and assessments. Resource requests tied to goals and SFF.	Clear goals and SAOs with moderate specificity and alignment.	Goals and SAOs listed but lack measurable objectives or alignment.	Minimal goals or unclear action plans.	Missing or incomplete.
Comments: goals are attainable and are aligned with the school's student-centered model. Upgrading technology, proper training of new technology as well as continuous customer service training for staff will ensure students have a great interaction and experience				Score: 4

Section 6: Service Area Program Review Process Reflection

A. Service Area Program Review Process Reflection

1. What capacity were your service area staff, and/or users involved in the program review process?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly documents broad and collaborative participation by staff and/or users.	Participation described clearly.	General participation noted.	Limited involvement evident.	Not addressed.
Comments: great use of staff input				Score: 5

2. How did you ensure all members of your service area were involved in the outcome assessment discussions, evaluation of area data, and contributed to the area goals, SAO, objectives, and action plan discussions and development?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates inclusive, data-informed engagement in SAOs, goals, and action planning aligned with continuous improvement.	Inclusive process described with limited detail.	General involvement described.	Limited inclusion evident.	Not addressed.
Comments: great breakdown				Score: 5

Provide your overall program review comments and total score.	
Overall comments: The Admissions & Records (A&R) department has made significant strides in optimizing their daily operations. By streamlining workflows, the department has transitioned from a reactive posture to a more proactive, student-centered service model. Challenges: Technology As is common with high-volume departments, technological Integration and training: Consistent access to updated hardware and software remains a foundational need. Staff Training: The rapid evolution of technology challenges requires ongoing professional development to ensure staff can maximize the tools available to them. Website Optimization: Transforming the current website into a more engaging, intuitive portal will reduce student confusion and decrease the volume of basic inquiries. Process Efficiency: A continued focus on the elimination of duplicate paperwork will save administrative hours and reduce student frustration. Financial Modernization: Finalizing the fix for online payment systems and implementing "Touch Pay" (mobile wallet) capabilities will align the college with modern consumer expectations.	Total Score: 138

Reviewer Signature: Jenny Mejia  Digitally signed by Jenny Mejia
Date: 2026.02.04 13:20:48 -08'00'

Date: 02/04/2026

OFFICE OF INSTITUTIONAL EFFECTIVENESS, RESEARCH, PLANNING, AND GRANTS

Student Service Program Review

Program Review: Admission and Records

Reviewer Name: Raquel Lizarraga

Section 1: Service Area Overview

A. Service 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: Clear and concise descriptions that align to the Student First Framework.				Score: 5

B. Service 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: Their list is very detailed and organized.				Score: 5

2. Describe efforts to promote the availability of your services to current and prospective users.

a. Describe the key methods used to assist users in getting information about your service areas' programs and service offerings (e.g., publicity, outreach, recruitment, etc.).

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes a strategic, coordinated outreach and communication approach using multiple methods (publicity, outreach, recruitment, digital tools, partnerships). Demonstrates effectiveness using data and explains how efforts advance Student First Framework, particularly for targeted populations.	Describes multiple outreach methods clearly and connects them to user awareness and access; limited data or equity analysis.	Lists outreach and communication methods with minimal explanation of effectiveness or alignment to Student First Framework.	Outreach description is vague, incomplete, or lacks clarity.	Minimal or no description of outreach or information-sharing efforts.
Comments: A&R has a comprehensive list of their services and the various support (online, email, in-person, virtual, etc) that is offered to students. They have reduced barriers to entry for prospective and current students by providing a variety of options. A&R also sends out a welcoming email communication to all students that submit a Cerritos College application and provides information on their next steps.				Score: 5

3. Does your service area overlap or duplicate any programs or service function with other Student Services or college units?

a. How and why do these services/programs duplicate one another?

b. How do they complement each other?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a thoughtful analysis of overlapping services, explains why duplication exists, how coordination is intentional, and how complementarity improves student experience, efficiency, and Institutional Health.	Identifies overlap and complementarity clearly but lacks depth or evaluation of impact.	Acknowledges overlap with general explanations.	Discussion of overlap is unclear or incomplete.	Does not meaningfully address duplication or coordination.
Comments: They have a comprehensive list of complementary functions across campus departments and provides clear communication on the process and collaborative efforts with those departments.				Score: 5

4. Discuss key, collaborative relationships with academic programs and other student service areas. How do these partnerships:

- a. Advance achievement, learning, or completion.**
- b. Support the service area's mission, goals, and Service Area Outcomes (SAOs).**
- c. Enhance the quality of services and programs provided.**
- d. Create greater operational efficiencies for the service area.**
- e. Identify how your partnerships can or have mitigated equity gaps.**

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes key partnerships and demonstrates how they advance completion, learning, and achievement, support SAOs, enhance service quality, improve efficiency, and mitigate equity gaps using evidence, aligned with Student First Framework.	Describes collaborations and benefits clearly with limited outcome or equity analysis.	Identifies partnerships but provides minimal explanation of impact.	Partnerships are vague or loosely connected to outcomes.	No meaningful discussion of partnerships.
Comments: 				Score: 4

C. Service Area Organizational Resources

1. Please describe your service area's organizational and personnel structure. Discuss: a. Reporting relationships. b. Distribution of responsibilities/authority. c. Use of management or work teams. d. Lines of communication (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.).				
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: There are very clear reporting relationships, distribution of responsibilities, collaborative teams, and communication. Their department is proactive in building lines of communication and working together to achieve their goals.				Score: 5

2. How does your current staff profile facilitate or impede the service area's ability to fulfill its primary mission and functions? a. If applicable, what strategies has the area adopted to address staffing-related impediments?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a clear analysis of staffing strengths and gaps and how they affect mission fulfillment, and includes strategies used to address impediments.	Describes staffing impacts clearly; limited analysis or strategy evaluation.	General staffing description with minimal analysis.	Staffing discussion is unclear or incomplete.	Staffing impact not meaningfully addressed.
Comments:				Score: 5

3. Describe any challenges the service area has encountered with respect to the recruitment and retention of qualified staff. What are the implications of these challenges?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes staff recruitment and retention challenges, explains implications for service delivery and aligns discussion to program effectiveness and sustainability.	Describes challenges clearly with limited impact analysis.	General description of challenges.	Challenges are unclear or minimally explained.	Question not adequately addressed.
Comments:				Score: 5

4. How does the service area facilitate appropriate career development and progression for staff?				
a. Describe the service area's professional development resources, activities, and/or opportunities.				
b. How does this engagement directly reflect on the direction of your service area.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes professional development resources and opportunities and explains how staff growth supports innovation and service quality.	Describes professional development clearly; limited connection to service direction.	Mentions professional development generally.	Limited or unclear discussion of staff development.	Professional development not addressed.
Comments:				Score: 5
Their department actively cross-trains and mentors their staff through a variety of methods.				

5. Please describe the succession planning for your service area. a. What steps are in place? b. How does the service area plan to make changes to services (realignment, reorganization, or other strategies) to ensure continuous improvement in the face of staff turnover, retirement, and attrition?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates proactive succession planning and service realignment strategies that ensure continuous improvement and service area stability.	Succession planning is described but lacks depth or future focus.	General discussion of succession planning.	Minimal planning evident.	Succession planning not addressed.
Comments:				Score: 5

6. What assessment methods and measures (either formal or informal) does the service area use to determine staff well-being, satisfaction, and motivation? a. How does the department use the findings from these assessment efforts to improve the work environment?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses formal and/or informal assessment methods and clearly explains how findings inform improvements to the work environment.	Describes assessment methods and some use of findings.	Mentions assessment efforts with limited follow-through.	Assessment practices are unclear or minimal.	No meaningful discussion of staff well-being assessment.
Comments:				Score: 5

7. What significant projects, tasks, workgroups, and committee work are the staff of your service area engaged in? a. How does this participation reflect on your service area's plans and integration with the college.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly documents staff involvement in key projects, committees, and workgroups and explains how participation aligns with college planning and Student First Framework priorities.	Describes engagement clearly with limited strategic analysis.	Lists involvement with minimal explanation.	Engagement is unclear or limited.	No meaningful discussion of participation.
Comments:				Score: 5

Section 2: Service Area Trends

A. Service Area User Demographics

1. Whom do you serve? a. Describe your primary and secondary user groups that the service area attracts and serves b. Describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status)				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies primary and secondary users, provides disaggregated demographic data, and explains representativeness.	Describes users and demographics clearly.	General description of users.	User populations are unclear.	Users not adequately described.
Comments:				Score: 5

2. <i>How do the demographics of your users compare with the college as a whole?</i>				
a. <i>Are the trends within your program in alignment with the broader, collegewide trends?</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses data to compare service users to collegewide demographics and identifies trends.	Provides comparison with limited analysis.	Basic comparison provided.	Comparison is unclear or incomplete.	No comparison provided.
Comments: A&R has a preferred name form available to students online, which shows campus inclusiveness and that Cerritos College provides resources to ensure a welcoming environment for all students.				Score: 5

B. Service Area Service Trends

1. <i>Describe the usage trend for your service area in the last three years.</i>				
a. <i>Has it remained steady, increased, or decreased?</i>				
b. <i>Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth, formally incarcerated, and first-generation status)?</i>				
c. <i>Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.</i>				
d. <i>Describe any factors that contributed to any change.</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes multi-year trends, disaggregates by demographics, explains contributing factors, and clearly links findings to equity gap mitigation.	Describes trends clearly with limited equity analysis.	General trend description.	Limited or unclear trend data.	Usage trends not addressed.
Comments: Great increases in graduation, in-person Qless support, and enrollment rates. Amazing work with auto-awarding and removing barriers to students who may not have known they were eligible to earn a certificate or degree.				Score: 5

2. Describe your pattern of service. Include:

- a. Standard hours of operations.**
- b. Alternative modes (e.g., online, hybrid, etc.).**
- c. Schedules of delivery (e.g., early morning, evening services, etc.).**
- d. How your services meet the needs of the users.**

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes service patterns and explains how hours, modalities, and scheduling support student needs.	Describes service patterns clearly.	Basic description provided.	Service pattern discussion is unclear.	Not addressed.
Comments:				Score: 5

3. What are the differences in service usage based on modality? If you do not offer varying modalities, explain why not.

a. How does this help inform future practices?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes modality-based usage differences and explains how findings inform future access and innovation.	Describes differences with limited future planning.	General modality discussion.	Limited or unclear explanation.	Not addressed.
Comments:				Score: 5

Section 3: Service Area Performance and Effectiveness

A. Service Area Outcomes Assessment Process

1. What methods are used to assess your service area outcomes (SAOs)? 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

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 service 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:				Score: 5

3. How does the service area track program/service usage patterns and determine users' satisfaction and dissatisfaction with the service 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:				Score: 5

4. To what extent does the service area obtain and use comparative/benchmark data to stay current with peers and/or competitors that deliver similar programs and services (both those that are on and off campus)?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses comparative data intentionally to support continuous improvement, competitiveness, and innovation.	Mentions benchmarking with limited application.	General reference to comparative data.	Minimal benchmarking evident.	Not addressed.
Comments:				Score: 5

5. How does the service area monitor compliance with the laws/other regulatory requirements that apply to the service areas program and service responsibilities?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates systematic compliance monitoring aligned with institutional and CCC systemwide requirements and regulations.	Clear compliance practices described.	General compliance mention.	Compliance processes unclear.	Not addressed.
Comments:				Score: 5

B. Service Area Outcomes Assessment

1. What does the data say about the success of service area with respect to the achievement of your service area's 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 SAO success results.	Interprets data with reasonable clarity but less depth.	General interpretations without detail.	Minimal interpretation.	No meaningful data discussion.
Comments: A&R collaborates with School Relations on developing and expanding high school partnerships. Their team assists high school students at their high school through the steps to matriculate to Cerritos College. Partnerships include Jordan High School (LBUSD) , Poly High School (LBUSD), Wilson High School (LBUSD), Cal High School (WUHSD), and Lakewood High School (LBUSD). These are new partnerships and new on-site high school support within the last 2 years and more are being developed. A&R also collaborates with School Relations through call and email campaigns to students that start their admissions application, but do not finish. The staff call and email to provide next steps, assistance, and resources to encourage the prospective students to complete their admissions application. The staff also call and email students who applied, but haven't enrolled. These efforts have led to an increase in applications and enrollment.				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 SAOs.	Lists areas for improvement with some analysis.	Basic identification but limited justification.	Minimal detail.	Missing or superficial.
Comments:				Score: 5

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?				
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:				Score: 5

4. How has the assessment of the service area outcomes contributed to your service area's improvements?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly demonstrates how SAO assessment results directly informed service improvements.	Assessment use described with limited examples.	Assessment acknowledged.	Limited use of assessment evident.	Not addressed.
Comments:				Score: 5

5. How does the service 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 Service Area Program Plan Reflection

A. Service 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: 5

2. Please comment on the progress toward achieving your previous service area goals and SAOs. Discuss what has/is/will happen and the status of each goal and SAO.

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Detailed status updates for each goal/SAO with evidence of progress, partial completion, or obstacles.	Good progress updates but limited detail.	General updates without evidence.	Limited or incomplete updates.	Missing.
Comments:				Score: 5

3. Please provide a financial overview of the service area.

a. How are resources allocated to support the mission, goals, and outcomes of the service area?

b. How are budget allocation/reallocation decisions made in your service area?

c. What factors influence the use of service area resources?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly aligns financial resources with mission, outcomes, and describes financial decision making process.	Provides clear overview with limited analysis.	Basic financial description.	Financial discussion unclear.	Not addressed.
Comments:				Score: 5

4. Describe resource changes the service area has encountered over the past three years and future anticipated changes.

a. Explain what circumstances prompted these changes.

b. How these changes have/will affect the service area operations and services.

c. How the service area plans to address these changes.

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes past and anticipated changes and explains strategies to sustain services and continuous improvement.	Describes changes clearly.	General description provided.	Limited explanation.	Not addressed.
Comments:				Score: 5

5. How effectively do the service area's current facilities, space, and equipment support area operations? a. To what extent must these organizational resources change to keep pace with the future needs and expectations of the service area users? b. What strategies have been adopted or will be adopted to institute these changes?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Evaluates current resources and identifies future needs aligned with student expectations and needs.	Describes adequacy and some future planning.	General description of facilities.	Facilities discussion unclear.	Not addressed.
Comments:				Score: 5

6. How has technology been integrated into the programs, services, and operating functions of the service area? a. In what ways have technological applications been used to promote innovation, responsiveness, and continuous improvement in the service area? b. How has the service area kept pace with the development of hardware, software, maintenance, and training support? c. What are the service area's projected technology needs for the future? d. What strategies have been adopted or will be adopted to address these needs?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates intentional technology use to support innovation, responsiveness, and continuous improvement, with clear future planning.	Describes technology use clearly.	General technology discussion.	Limited or unclear integration.	Not addressed.
Comments:				Score: 5

7. What major challenges face the service 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: 5

8. Where would you like your service 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 service 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:				Score: 5

Section 5: Service Area Three-Year Action Plan

A. Service Area Goals, SAOs, Objectives, Action Plans, and Resource Requests

Please review the goals and resources request worksheet. Comment on area goals, SAOs, 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 SAOs, objectives, steps, responsible parties, timelines, and assessments. Resource requests tied to goals and SFF.	Clear goals and SAOs with moderate specificity and alignment.	Goals and SAOs listed but lack measurable objectives or alignment.	Minimal goals or unclear action plans.	Missing or incomplete.
Comments:				Score: 5

Section 6: Service Area Program Review Process Reflection

A. Service Area Program Review Process Reflection

1. What capacity were your service area staff, and/or users involved in the program review process?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly documents broad and collaborative participation by staff and/or users.	Participation described clearly.	General participation noted.	Limited involvement evident.	Not addressed.
Comments:				Score: 5

2. How did you ensure all members of your service area were involved in the outcome assessment discussions, evaluation of area data, and contributed to the area goals, SAO, objectives, and action plan discussions and development?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates inclusive, data-informed engagement in SAOs, goals, and action planning aligned with continuous improvement.	Inclusive process described with limited detail.	General involvement described.	Limited inclusion evident.	Not addressed.
Comments:				Score: 5

<i>Provide your overall program review comments and total score.</i>	
Overall comments:	Total Score:
	189

Reviewer Signature: Raquel Lizarraga Digitally signed by Raquel Lizarraga
Date: 2026.01.16 11:18:29 -08'00'

Date: 1/16/2026



Program/Department Name: Admissions and Records

Program Review Cycle: 2025-2026

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.

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

Name: Yvette Tafoya

Email: ytafoya@cerritos.edu

Name: Laura Estrada

Email: lestrada@cerritos.edu

Name

Title/Role

Email Address

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



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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: Laura Estrada Signature:  Date: 9/23/25

Division Dean/VP:

Name: Yvette Tafoya Signature: _____ Date: 9/23/25

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

Name: Amber Hroch Signature:  Date: 12/5/25

Signature: Yvette Tafoya

Email: ytafoya@Cerritos.edu

Signature: 

Email: ahroch@cerritos.edu