Cerritos College

Institutional Self-Study in Support of Reaffirmation of Accreditation

March 2002

Submitted by

Cerritos College
11110 Alondra Blvd.
Norwalk, CA 90650

To

The Accrediting Commission for Community and Junior Colleges of the Western Association of School and Colleges
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To: Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges  

From: Cerritos College  
11110 Alondra Blvd.  
Norwalk, California 90650

This Institutional Self-Study Report is submitted for the purpose of assisting in the determination of the institution’s accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self-Study Report accurately reflects the nature and substance of this institution.

Signed:

Jane M. Harmon, Ph.D. President/Superintendent

Bob Verderber President, Board of Trustees

John Grindel Interim Vice President, Academic Affairs/Provost

Robert Chester President, Faculty Senate

Ed White President, California School Employees Association

Jenine Mescher Nolan Accreditation Co-Chair, Management

Francine L. DeFrance Accreditation Co-Chair, Faculty

Nassrin Bonyadloo President, Associated Students of Cerritos College
Abstract of the Report

Standard One: Institutional Mission

Cerritos College is, in many ways, a prototype of the large, urban community college of the twenty-first century. Cerritos College serves a diverse student population with various goals including degrees and certificates, adult education, life-long learning, job skills and training. The Board adopted mission statement reads:

Cerritos College is an open-access institution committed to providing high-quality, academically rigorous instruction in a comprehensive curriculum that respects the diversity represented in our student body and our region. We provide a technologically advanced educational community in which students pursue a variety of educational goals: attainment of an associate's degree, transfer to a four-year university, vocational degree or certificate, or job skills. Achievement of these goals is strongly supported with instruction in basic skills as well as with student and instructional support services. Cerritos College actively enriches the surrounding community through its varied community education programs.

This statement defines the institution as a comprehensive community college, articulates its educational purposes, describes its students and establishes the college’s place in the higher education community.

Though the mission statement currently does not address the economic development of the region, many college activities aggressively support this function which was added to the California Community College mission in 1997. The mission statement will be revised to explicitly include economic development.

Standard Two: Institutional Integrity

The institution operates with honesty and integrity in representations to its constituents and the public, in implementation of policies and procedures, and in relationships with external agencies. The college believes that modeling honesty and integrity for its students and community is part of its larger educational mission.

Faculty and staff are keenly aware of the importance of honesty and integrity in communication and representations of the college within the community and the region. Publications, both hard copy and online, promote the outstanding quality of the institution through accurate, precise, consistent and current information.

The principle of academic freedom for students, faculty, and staff is woven into the cultural fabric of the college. All ideas are given opportunity to be heard; courses are examined as to their support of diverse principles, beliefs and knowledge. Aside from support for the democratic principles that underlie American democracy, Cerritos College has no single code or belief system.
Abstract of the Report

Students are given information regarding the principles of academic honesty in the catalog and class syllabi. Principles for responsible computing are being developed and will be widely disseminated when adopted.

Educational equity and commitment to diversity are integral to the strategic planning process, student activities and organizations, the curriculum review process, instructional offerings and modes of instruction, faculty and staff development activities, student support services and hiring practices. Diversity is not an “issue” we deal with at Cerritos College; it is a description of who we are.

Athletic programs at Cerritos College reflect the college’s larger commitment to student success, on and off the team. Athletics abides by established policies of the Commission on Athletics, the South Coast Conference, and the Mission Conference.

To prepare for this Accreditation 2002 process, over 150 people were engaged in committee work; the campus participated in two widely disseminated surveys; and input from the students, faculty, administration, staff, and community was sought and included. The effort was guided by the desire to present an honest and complete description of Cerritos College and its programs to the Western Association of Schools and Colleges’ Accrediting Commission.

Since the last accreditation, the college has become engaged in program review of all instructional programs/departments. Strategic Planning and the Shared Governance processes have examined the integrity of the college mission through the programs and services provided and offers guidance for ongoing goals and objectives, evaluation, and data collection.

**Standard Three: Institutional Effectiveness**

Planning activities are being expanded and integrated at Cerritos College. The Master Educational, Facilities, Unit Plans and Operational Plans as well as the draft of the Strategic Plan are all in place and significant steps have been taken to integrate these efforts into a coordinated planning process. Also evolving is a commitment to data and evidence-driven planning and budgeting.

Master Planning, Operational Planning and Strategic Planning processes have representation from all of the shared governance parties. The plans have been published on the web and made available to campus constituents.

While a significant amount of data are available, only now is the college moving forward to effectively use those data. Massive amounts of data are collected each year on campus, much of it at the behest of the federal or state government or the
Chancellor's Office. Additionally, divisions, departments and individuals request research for evaluation and planning purposes. With the new Director of Research and Planning in place, analysis of the research and planning functions, and the use of data is now under way. The result should be an institutionally accepted research and planning agenda and clear priorities for the Research and Planning Office. The college needs to consider additional staffing for this office and equipping it with a powerful search engine that can facilitate the efficient processing of the information available.

The program review processes on campus provide for the examination and improvement of the college's academic offerings and support services on a regular basis. Significant improvements result from program review and the college needs to better document this process and its results.

Unit plans link the program review process to wider institutional planning efforts. The development and updating of unit plans occurs annually and takes into account the results of program review and external and internal reviews. These unit plans have educational, financial, human resource, and physical resource implications and, therefore, need to be better connected to planning and budgeting and operational planning.

All planning processes seek to integrate institutional goals and outcomes into the process; however, the documentation to support outcomes is not always evident. Much improvement in evidence collection, analysis and planning has occurred since the last accreditation, but the college is looking to systematize its measurements so that achievement of college goals and objectives can be better supported with hard data. A clear definition of outcome measures (Key Performance Outcomes) through the Strategic Planning process is a critical step that has been completed in this evolutionary process. The college now needs to use outcome measures in an organized and effective fashion.

**Standard Four: Educational Programs**

Cerritos College offers a comprehensive range of credit and non-credit programs leading to appropriate degrees and certificates, to university transfer or to meeting individual student goals. To assure success for under-prepared students, the college offers support programs such as tutoring; supplemental instruction; writing, language, mathematics and reading laboratories; disabled student services; and the Learning Assistance Program. The college offers concurrent enrollment opportunities for local high school students through the College Bound program. The PACE program provides structured course offerings for weekend students, and community and adult education is available for those interested in non-credit courses and programs.
Abstract of the Report

To meet the needs of diverse students, the college makes classes available to students in diverse formats to enable timely completion: traditional, online, traditional/online; six, nine week and other variant patterns; fall, spring, summer and weekend sessions. Classes are available throughout the day and evening.

Though no programs have been eliminated since the last accreditation cycle, course changes have occurred. When such changes are about to be implemented, students' success and progression are carefully monitored. A course waiver or substitution process is in place in the event that individual courses or requirements are changed.

Student enrollment has steadily increased and the college has carefully planned course and program offerings and services to meet the growing needs. Additional funding, to complement the general budget, from sources such as grants and partnerships, has been secured. The number of faculty and staff has grown, and technology and training have expanded to meet increasing demands of a growing student population.

Professional academic advisement is readily available in several different formats and is most successful when students take full advantage of the services in a timely fashion and on a regular basis. Faculty advisement is done on an informal basis. Coordination between counseling and faculty varies across campus.

Curriculum for all Cerritos College courses, degrees and certificates begin at the department level and move smoothly through the curriculum approval process directed by the Curriculum Committee under the auspices of the Faculty Senate. Special scrutiny is provided to ensure appropriate content, breadth and depth in every course. Over 2,000 new and revised courses were reviewed by the Curriculum Committee in 1999-2000. The Curriculum Committee has representation from the college divisions, the library, instructional deans, ASCC (Associated Students of Cerritos College) and the Office of Academic Affairs.

All courses, regardless of instructional mode or location, go through a rigorous curricular approval process and follow Title V guidelines before approval by the college Board of Trustees. Credit is awarded using the Carnegie unit. Distance Education courses must be revised to meet specific guidelines for those modalities. Every three years all courses undergo review by department faculty.

Despite the lack of uniform transfer requirements within the higher education system in California, Cerritos College has established articulation agreements with 17 CSU campuses, 9 UC campuses and 12 private institutions. In 1999-2000 all courses were renumbered to facilitate transfer. The number of Cerritos College students transferring to the UCs for 2000-2001 increased by more than 28% over the previous year (2001 California Post-Secondary Education Commission Report).
Career preparation and information on employment opportunities is provided for every degree and certificate by departments/programs as well as the Career Center. Core indicator performance data that measure the effectiveness of vocational and occupational programs are available for all vocational programs.

Official course outlines of record identify the course content and expected learning outcomes of every approved course offered at the college. Though most professors provide a syllabus detailing expectations, the college currently has no requirement that they do so. Student mastery of course content and achievement of course objectives is assessed in a variety of ways.

Basic competencies required in every course outline include reading, writing, computation, critical thinking and problem solving. Students completing degree programs are generally positive about the college's ability to prepare them for continued success.

The College Catalog and Schedule of Classes provide general education information. General Education courses meet the criteria specified in the Curriculum Handbook. These courses provide opportunities for students to develop intellectual skills; social, personal, and ethical attitudes and abilities; an appreciation of cultural diversity; and effective communication and technological skills.

**Standard Five: Student Support and Development**

Cerritos College's commitment to student success extends beyond the classroom and the curriculum to comprehensive student services and an outstanding co-curriculum. Cerritos College provides a learning environment with abundant support services to serve the diverse student body and community.

Information on services and admissions policies that are reflective of the college mission statement are distributed to the student body and surrounding community through regularly updated college publications and on the website. Student Services areas develop annual unit plans which evaluate current services and provide for improvement as a result of input and feedback from various sources, including students.

Every attempt is made to provide services to all students, regardless of location, term length or instructional delivery method. Online services include application for admissions, counseling, library services, and financial aid information. Online registration should be available within the year.
Abstract of the Report

The college provides exceptional extra-curricular, co-curricular, club and organizational opportunities for development of personal, leadership and citizenship qualities, as well as a functional and highly respected student government program.

**Standard Six: Information and Learning Resources**

Cerritos College information and learning resources and services support the students and community with a wide-range of resources and training opportunities. These resources are available for general use in the Wilford E. Michael Library and Learning Resource Center. The resources are designed to support the curriculum. A diverse collection of print and electronic information resources, computer-assisted labs with appropriate attendants and aides, and the Learning Assistance Program (LAP) designed to assist students in development of skills and strategies to be successful learners are easily accessible to all students. The Innovation Center provides technology training for faculty and staff.

The institution supports these comprehensive resources with funding for purchase, replacement, maintenance and training. Over 2000 computers are available for use throughout campus with over 1200 of them specifically for student use including stations for comprehensive handicapped access through adaptive technology and equipment. Computer Services works cooperatively with faculty and staff to provide appropriate software on the open-access and lab computers. Library holdings increase annually through a generous book budget. The Collections Development Plan assures systematic book purchasing. The LAP works with departments to identity and implement services needed to support instruction. The Innovation Center supports innovative curriculum development and is outfitted with state-of-the-art equipment.

Hours of operation of the Library and LRC accommodate day and evening users and the weekend college on Saturdays. Online library services are provided to the entire community with 24-hour access. All staff are trained and qualified to provide appropriate support for services offered.

Information and learning resources are evaluated regularly through Program Review, user surveys, and/or outside accreditors.

**Standard Seven: Faculty and Staff**

Cerritos College prides itself on a strong, creative student-centered staff. The college employs highly qualified faculty, managers, and staff. The institution is an Equal Opportunity Employer that is committed to achieving staff diversity.
Faculty retirement positions have been filled and new positions have been added according to state allotment formulas. Through reorganizations, reallocation of positions and hirings, classified and management staffing needs have been met. All personnel are hired through board-approved hiring processes with careful attention to qualifications and criteria, and with broad participation from the college community.

The hiring processes specify committee composition and include paper screening, interviewing which often includes a teaching demonstration or presentation and various other assessment techniques. All hiring processes adhere to written policies of fairness. Employment equity data is gathered for state reporting and in-house assessment of diversity goals. Personnel policies and procedures are reviewed by campus constituents. Personnel records are maintained according to provisions of California Title V Regulations.

Evaluations of each category of staff are conducted regularly and follow specified guidelines according to board-approved policy. The management evaluation process is currently under review. Faculty evaluations include classroom observation, student survey results, and a conference with the evaluation team. The process encourages professional growth activities and improvement of instruction and services. Staff is evaluated each year by the immediate manager.

Staff development programs and services are provided to all staff for continued professional development and training. Employee input regarding staff development needs is solicited yearly and program offerings are evaluated upon completion. A small number of sabbatical leaves are offered to faculty each year for more extensive professional development projects.

**Standard Eight: Physical Resources**

Buildings on the Cerritos College campus were constructed, for the most part, in the 1950’s and 1960’s. Thus, the college’s physical resources, although adequate, are seriously challenged by increasing enrollment and aging facilities. In the last six years, the college has actively improved the physical resources, where possible, by improving the campus’s appearance, enhancing the efficiency of student support facilities, removing architectural barriers for disabled students, and vigorously developing computer and information technology resources.

Reorganization of custodial services has accommodated increased maintenance demands. Computer Services has been funded for both staffing and equipment.
Abstract of the Report

The Educational and Facilities Master Plans anticipates facilities' needs created by increases in enrollment and aging of buildings as well as the need to bring campus buildings into compliance with safety and earthquake requirements. Equipment needs are assessed in annual unit plans. Technology maintenance and replacement of instructional equipment offer challenges due to limited funding in California for this agenda. Planning and evaluation of physical resources to meet institutional goals is ongoing.

Standard Nine: Financial Resources

Like all California community colleges, Cerritos College's financial resources are subject to the ebb and flow of the economy and the annual uncertainty of the state budget. Nonetheless, Cerritos College maintains healthy financial resources due to sound fiscal management practices. Annually updated unit plans that specify program/unit needs provide the basis for identification of financial priorities and budget development. Long-range financial planning and practices rely on a balanced budget and cash-reserve. The district has a five-year Scheduled Maintenance Plan.

The Planning and Budgeting Committee represents all campus constituents and reviews college priorities in relationship to achievement of institutional goals while directing budgetary allocations.

Financial management systems provide appropriate control mechanisms and accurate information to respond to external audits. All accounts, management of financial aid, contractual agreements, and funding sources go through reliable reporting and checks and balances processes. Auxiliary activities and fund-raising efforts are conducted with integrity and support institutional goals. Debt obligations and financial risks are properly managed. A prudent college reserve is available for emergencies.

Standard Ten: Governance and Administration

Cerritos College is governed by an independent, voter-elected Board of Trustees responsible for the quality and integrity of the institution. A clear administrative structure and shared governance policies ensure appropriate participation and an effective role for all constituencies. The Board members come from diverse backgrounds and serve four-year terms.

All instructional programs and curricular offerings are approved by the Board. It adopts the college budget and sets goals and objectives for the college that are consistent with the college mission. The Board serves as the policy-making entity, with the implementation of policy left to the President and other members of the college staff.
Abstract of the Report

The Board of Trustees employed a new President who assumed office in June 2001. The Board evaluates the President's performance annually. Two Vice-President positions are currently open and the selection process began in Fall 2001. The college anticipates that one position (Vice President of Business Services) will be filled by the early spring of 2002, and the other (Vice President of Academic Affairs/Provost) by late spring or early summer.

The Code of Conduct for members of the Board of Trustees sets guidelines for conduct. The Board has a self-evaluation policy which requires a yearly evaluation. New members are informally oriented.

The Board has been informed of and involved in the accreditation process. It has received regular updates from the President and co-chairs.

The provisions and expectations for the President's leadership in defining goals, developing plans, and establishing priorities for the college are part of the college culture. Presidential transitions have postponed some prioritizing; but, the college has been successfully led in accomplishing its goals throughout this period. The President chairs the Planning and Budgeting Committee and ensures implementation of statutes, regulations and board policies.

The Executive Team, which consists of executive administrators and the Faculty Senate President, is the primary advisory group to the President. The administrative structure is tailored to the college mission and supports the teaching and learning environment of the college. Administrators play a significant role in college governance through participation in shared governance committees.

Faculty play a strong role in the educational program with responsibility for curriculum, peer evaluations, hiring, development of professional standards, and budgetary matters relevant to instructional goals. The Faculty Senate provides input into all matters of institutional governance.

Staff and students are active participants in the shared governance environment of Cerritos College with participation on all shared governance committees. The President of the Associated Students of Cerritos College is also the Student Trustee and serves as a non-voting member of the Board of Trustees.
### Cerritos College Calendar of Accreditation 2002 Activities

#### Spring 1999

<table>
<thead>
<tr>
<th>DATE</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>Apr 19-21</td>
<td>Identify Accreditation Co-chairs</td>
</tr>
<tr>
<td></td>
<td>California Assessment Institute, Palm Springs (8 participants)</td>
</tr>
</tbody>
</table>

#### Fall 1999

<table>
<thead>
<tr>
<th>DATE</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Aug</td>
<td>Solicit Standard Committee Co-chairs</td>
</tr>
<tr>
<td>Sept</td>
<td>Solicit and establish Standard Committee membership</td>
</tr>
<tr>
<td>Oct 11-12</td>
<td>California Assessment Institute, Long Beach (10 participants)</td>
</tr>
<tr>
<td>Oct 22</td>
<td>Standard Committee Co-chair Orientation – Darlene Pacheco, guest speaker</td>
</tr>
</tbody>
</table>

#### Spring 2000

<table>
<thead>
<tr>
<th>DATE</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 11</td>
<td>Orientation: Standard Committee members – Charles Ratliff, guest speaker</td>
</tr>
<tr>
<td>Mar/May</td>
<td>Committee work – Identify outcomes and sources of assessment data</td>
</tr>
<tr>
<td></td>
<td>Data collection – Review existing data/reports, conduct interviews, Develop survey instruments</td>
</tr>
<tr>
<td>May 12</td>
<td>Standard Committee Co-chair Update &amp; Progress Reports</td>
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#### Fall 2000

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<tr>
<th>DATE</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Aug-Sept</td>
<td>ASCC President updates student membership on Standard Committees</td>
</tr>
<tr>
<td>Aug-Nov</td>
<td>Standard Committee production of Draft 1</td>
</tr>
<tr>
<td>Aug 23-28</td>
<td>Co-chairs solicit support and participation from Faculty Senate, CSEA and Management</td>
</tr>
<tr>
<td>Aug 31</td>
<td>Campus wide orientation to WASC Accreditation Process</td>
</tr>
<tr>
<td>Aug/Sept</td>
<td>Institutional Effectiveness Survey</td>
</tr>
<tr>
<td>Sept/Oct</td>
<td>Noel-Levitz Surveys</td>
</tr>
<tr>
<td>Sept 21</td>
<td>WASC Self-Study Workshop, Long Beach (8 participants)</td>
</tr>
<tr>
<td>Oct 30</td>
<td>Draft 1 due</td>
</tr>
<tr>
<td>Nov 1</td>
<td>Co-chairs solicit participation and support from Student Senate</td>
</tr>
<tr>
<td>Nov 3</td>
<td>Update meeting for all committee members-including Strategic Plan presentation</td>
</tr>
<tr>
<td>Nov 28</td>
<td>Meet with Institutional Web Master to establish web site</td>
</tr>
<tr>
<td>Nov 28</td>
<td>Meet with Art Department to establish process for selection of student work to be showcased in self-study report</td>
</tr>
<tr>
<td>Nov/Dec</td>
<td>Feedback to Standard Committees and draft revisions</td>
</tr>
</tbody>
</table>
Cerritos College Calendar Of Accreditation Activities

### SPRING 2001

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY</th>
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</thead>
<tbody>
<tr>
<td>Jan – May</td>
<td>Self-Study Cover and Divider Page Design</td>
</tr>
<tr>
<td>Jan 17</td>
<td>Board of Trustees update regarding status of self-study</td>
</tr>
<tr>
<td>Jan</td>
<td>Draft revisions continue</td>
</tr>
<tr>
<td>R&amp;D</td>
<td>Compile data for Background and Demographics Report</td>
</tr>
<tr>
<td>Jan 22-24</td>
<td>CHEA 2001 Annual Conference, New Orleans (2 participants)</td>
</tr>
<tr>
<td>March 2</td>
<td>Draft 2 due</td>
</tr>
<tr>
<td>March</td>
<td>Campus-wide distribution of Draft; Draft posted on web site</td>
</tr>
<tr>
<td>April 3, 4, 5</td>
<td>Campus forums to discuss self-study contents</td>
</tr>
<tr>
<td>April</td>
<td>Draft revisions in Standard Committees</td>
</tr>
<tr>
<td>April 16</td>
<td>Draft Background and Demographics Report</td>
</tr>
<tr>
<td>May 1</td>
<td>Final Drafts from committees</td>
</tr>
</tbody>
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### SUMMER 2001

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<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td>May/June</td>
<td>Technical experts review drafts for accuracy of factual content</td>
</tr>
<tr>
<td>June – Aug</td>
<td>Edit for grammar and uniformity of reference documents</td>
</tr>
<tr>
<td>Draft</td>
<td>Abstract, Response to Previous Recommendations, Planning Summary based on response to Standards 1-10</td>
</tr>
<tr>
<td>Aug</td>
<td>Standard Committee chairs review Abstract, Response to Previous Recommendations and Planning Summary Preview copy</td>
</tr>
</tbody>
</table>

### FALL 2001

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td>Aug 17</td>
<td>ASCC President update student membership on Standard Committees</td>
</tr>
<tr>
<td>Aug – Oct</td>
<td>Post edited draft to website</td>
</tr>
<tr>
<td>Aug 24-Sept 14</td>
<td>Standard Committees review final draft</td>
</tr>
<tr>
<td>Sept 19 &amp; 20</td>
<td>Shared governance review of draft (Execs, ACCME, FS, CSEA, ASCC)</td>
</tr>
<tr>
<td>Sept 19</td>
<td>Open Forums to educate and solicit final campus and community feedback</td>
</tr>
<tr>
<td>Aug – Dec</td>
<td>Compile and catalogue exhibits</td>
</tr>
<tr>
<td>Oct 7-31</td>
<td>Self-study Design</td>
</tr>
<tr>
<td>Nov-Dec</td>
<td>Final Proofs/Final Proofing</td>
</tr>
<tr>
<td>Dec 15</td>
<td>Self-study to printer</td>
</tr>
</tbody>
</table>

### SPRING 2002

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td>Jan</td>
<td>Mail self-study to WASC 45 days prior to visit</td>
</tr>
<tr>
<td>Jan. 16</td>
<td>Pre-Board Meeting Reception for Student Artists</td>
</tr>
<tr>
<td>Mar 19-21</td>
<td>Site Visit</td>
</tr>
<tr>
<td>Apr</td>
<td>CELEBRATE!</td>
</tr>
</tbody>
</table>
Descriptive Background and Demographics

During the decade of the 1990s, population growth increased by nearly 10% in the Cerritos College service area. By contrast, the population growth for all of Los Angeles County during the same period was only 5.2%. While the population growth in the service area was greater than Los Angeles County, it was not greater than that of the state. Population across the state increased by nearly 12% between 1990 and 2000.

Growth was not even across the service area cities. Between 1990 and 2000 three service area cities, Bellflower (16.0%), Downey (16.5%), and La Mirada (15.3%), experienced growth rates that exceeded the growth rate statewide. One city, Hawaiian Gardens actually recorded a decline in population, decreasing by 4.4% between 1990 and 2000.

By the year 2010, population growth in the service area is expected to slow. In the year 2000, 500,200 people resided in the service area. By 2010, population in the service area is expected to be 517,887, an increase of 3.55%. Service area cities with the highest projected population increases are: Hawaiian Gardens (14.4%), Cerritos (13.49%), and La Mirada (11.28%). Two service area cities, Bellflower (-4.22%) and Downey (-3.90%), are expected to decline in population.

CHANGE IN POPULATION GROWTH FOR IN-SERVICE CITIES 1990-2000

![Graph showing population growth of various cities in the service area from 1990 to 2000.](image_url)
The Cerritos College service area is rich in ethnic diversity. Census figures for 2000 indicate that no single group comprises a clear majority. The largest ethnic group residing in the service area is Latinos (43.63%), followed by Caucasians (31.19%), Asian and Pacific Islanders (16.62%), African Americans (5.80%), those identifying themselves as “other” (2.42%), and Native Americans (.34%).

In every service area city, except Lakewood (47.6%), traditionally underrepresented groups comprise more than half of the residents. In Hawaiian Gardens (89.2%), Norwalk (81.1%), Cerritos (78.6%), Artesia (72.8%), Downey (71.3%), and Bellflower (69.2%), traditionally underrepresented groups represent more than two-thirds of the residents. In Cerritos, Asian residents constitute the largest group at 58.2%. Latinos make up the largest group in Hawaiian Gardens (73.5%), Norwalk (62.9%), Downey (57.9%), Bellflower (43.2%), and Artesia (38.3%).
The 2000 census depicts significant variation in household income level among service area cities. Median household income estimates for service area cities range between $33,478 for the city of Hawaiian Gardens and $73,842 for the city of Cerritos. The city of Cerritos maintained the highest median household income level in the service area between 1989 and 2000 while the city of Hawaiian Gardens maintained the lowest median household income level. In the year 2000, the median household income level for Cerritos residents is 121% more than the median income level of the residents of Hawaiian Gardens.
Changes in self-reported student educational goals have occurred over the last four years. Among students enrolled at Cerritos College during this period, “Transfer to a Four-Year Institution” remains the primary educational goal. The percentage of students reporting transfer to a four-year institution as their educational goal rose from 41% in Fall 1996 to 47% in Fall 2000, an increase of six percentage points. The percentage of students reporting that they wanted to “Earn or Improve Job Skills” experienced an increase after several years of a relatively flat trend. From Fall 1996 until Fall 1999, the percentage of students reporting they wanted to “Earn or Improve Job Skills” remained stable at 20%. In Fall 2000, the percentage of students in this category rose to 24%. “Earning an A.A. degree” as well as “Earning an A.A. degree and transferring” both experienced declines during the five year period. The percentage of students indicating they wanted to earn an A.A. degree decreased from 16% in Fall 1996 to 12% in Fall 2000. Similarly, the percentage of students reporting their goal as obtaining an A.A. degree and transferring declined from 15% in Fall 1996 to 11% in Fall 2000. The percentage of students reporting that they wanted to “Earn a Certificate” has remained relatively flat during the period. In Fall 1996 the percentage was 8% compared to 7% in Fall 2000.
The known ethnic distribution of Cerritos College students has remained relatively stable over the last five years. The percentage of students in Fall 2000 indicating they are of Native American and Latino heritage is unchanged (1% and 41% respectively) from Fall 1996. The percentage of students reporting they are African American (7%), Asian or Pacific Islander (8%), and Filipino (3%) have all decreased by 1% since Fall 1996. The categories experiencing the most change between Fall 1996 and Fall 2000 are Caucasian and the “Other/Unknown” category. In Fall 1996 the percentage of students indicating they were Caucasian was 17% compared to 12% in Fall 2000. The percentage of students reporting their ethnicity as “Other/Unknown” increased from 19% in Fall 1996 to 28% in Fall 2000.
During the last five years, the percentage of students reporting that they were no more than 21 years of age has increased slightly. In Fall 1996 the percentage of students reporting that they were no more than 21 years of age was 35%. The 21 and under age group is the largest on campus, with 40% of students in this age category in Fall 2000. Three age groups experienced no growth or decline over the last five years. These age groups are 35 to 39, 40 to 49, and 50 and over. Two age groups experienced slight declines; the 22 to 24 years of age and the 25 to 29 years of age. Those students reporting they were between the ages of 22 to 24 years decreased from 17% in Fall 1996 to 16% in Fall 2000. Similarly, those students between the ages of 25 to 29 years declined from 17% in Fall 1996 to 15% in Fall 2000.
Student enrollment by gender has remained stable during the last five years with females represented in higher percentages than males. In Fall 1996, male students comprised approximately 43.8% of the population compared to 56.2% for females. In Fall 2000, females made up roughly 56.6% of the student population compared to 43.4% for males.
Background and Demographics

The number of individuals employed full-time by Cerritos College has increased over the last five years. Between Fall 1997 and Fall 2001, the college has seen a 19% increase in the number of full-time employees. The largest gain has been among the classified employees. In Fall 1997 the number of full-time classified employees working at the college was 268 compared to 324 in Fall 2001. This represents a 21% increase over the period. The number of administrators has remained relatively stable increasing only 2% over the period. The number of administrators ranged from a low of 36 employees in Fall 97 to a high of 42 employees in Fall 2001. The number of full-time faculty working at the college has increased by 16% since Fall 1997. In 1997, the number of full-time faculty at Cerritos College was 251 compared to 292 in Fall 2001.
The gender distribution of full-time employees has remained largely unchanged over the past five years. The percentage of male full-time employees has declined slightly, falling from 45% in Fall 1997 to 43% in Fall 2001. This distribution compares favorably to the student population. Among students, females represent 57% of the population compared to 43% for males.
In examining full-time employment over the past five years, increases in underrepresented populations have occurred. In 1990, 26.6% of full-time Cerritos College employees belonged to traditionally underrepresented groups compared to 38.8% in Fall 2001, a difference of 12.2%.

Among traditionally underrepresented ethnic populations, the largest increase in employment was observed among Latinos. In 1997, Latinos comprised 20.4% of the full-time employees compared to 24.8% in Fall 2001, down from a high of 32.8% in Fall 1999. The percentage of Filipino and Native American employees has remained relatively stable over the last five years. Gains have also been made among Asian and Pacific Islander employees. Between Fall 1997 and Fall 2001, the percentage of Asian/Pacific Islander employees has risen from 4.3% to 6.4% a difference of 2.1%. A decline of .9% was recorded among African American employees between Fall 1997 and Fall 2001.
In examining the Fall 2000 ethnic distribution of the Cerritos College student body and full-time employees, large differences in ethnic composition were observed. Students from traditionally underrepresented groups comprised about 60% of the declared student population, with an additional 28% either undeclared or unknown. By contrast, in Fall 2000, approximately 62% of Cerritos College full-time employees were Caucasian.

In examining specific ethnic groups, the largest discrepancy between students and full-time employees is observed between Caucasians. While Caucasians comprise only 12% of the student population, nearly 62% of the full-time employees are Caucasian – a difference of 50%. Another large discrepancy exists between Latinos. Latinos comprise approximately 42% of the Fall 2000 student population and only 24% of the full-time employees, an 18% difference. Some progress has been made among other ethnic groups. The combined difference between African-American, Asian/Pacific Islander, Filipino, and Native American student and full-time employee populations was 5.6% in Fall 2000, compared to 10.8% in Fall 1994.
School and Community Relations

Vice President of Public Affairs
Dr. Steven Helfgot

Director of Communication
(Vacant)

Director of Marketing and Public Relations
Chi-Chung Keung

Web Administrator
Taylor Bowman

Human Resource

Director of Human Resources
Mark Fisher

Manager of Employee Services/
Faculty and Staff Diversity Officer
Cynthia Convey

Assistant Director of Human Resources
Daniel CIPourRe
Certification of Continued Compliance with Eligibility Requirements for Accreditation

1. AUTHORITY
   Cerritos College is authorized to operate as an educational institution and to award degrees by the California Community College Chancellor's Office, the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, and the U.S. Department of Education. The College has been recognized as a degree granting institution by WASC since 1956.

2. MISSION
   The mission statement clearly defines Cerritos College as an institution of higher education and identifies the constituency it seeks to serve. The Board of Trustees adopted the current mission statement September 1993. It is published in the College Catalog, Board Policy Manual, Faculty Handbook and appears on the Cerritos College website.

3. GOVERNING BOARD
   A seven-member Board of Trustees elected from communities within the college district governs Cerritos College. This board serves as an independent policy-making body and is responsible for maintaining the quality and integrity of institutional programs, policies and procedures. The majority of board members have no employment, family or personal financial interest in the institution.

4. CHIEF EXECUTIVE OFFICER
   The President/Superintendent of Cerritos College is appointed by the governing board and holds primary responsibility to the institution in providing effective leadership, resource management and compliance with statues, regulations and board policy.

5. ADMINISTRATIVE CAPACITY
   Cerritos College employs one president, four vice-presidents, 42 managers and support staff for these positions. The college maintains an administrative structure tailored to its mission and conducive to an effective learning environment. All administrators possess appropriate qualifications, training and experience.

6. OPERATIONAL STATUS
   Approximately 23,000 students are currently enrolled at Cerritos College. Students attend for a variety of reasons including transfer, degree and certificate attainment, and skill building.

7. DEGREES
   Cerritos College offers a broad range of degree and certificate programs, all of which are described in the College Catalog. A significant proportion of students attending the college are pursuing degree or certificate attainment.
8. **EDUCATIONAL PROGRAMS**
The educational programs offered by the college are consistent with its mission, are based on recognized higher education fields of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to the degrees offered. The vast majority of degree programs offered are at least two academic years in length.

9. **ACADEMIC CREDIT**
Credit is awarded using the Carnegie unit. For semester length classes, one unit of credit is awarded for one hour of lecture per week and lab activities require three hours per week for one unit of credit. This award of academic credit is based on Title V of the California Education Code and is cited in the Curriculum Handbook.

10. **EDUCATIONAL OBJECTIVES**
Cerritos College defines and publishes program educational objectives in the College Catalog and course outlines.

11. **GENERAL EDUCATION**
All Associate Degree granting programs require a general education component. All general education courses are designed to ensure breadth of knowledge and promote intellectual inquiry. To obtain General Education status for a course, faculty must respond to questions that focus on eight areas: course integrity, scope, critical thinking, individual values/beliefs, integration of knowledge, culture and heritage, common universe of discourse, and continuing study. Students completing the Cerritos College General Education program must demonstrate minimum competency in communication, reasoning, and critical thinking. The quality and rigor of the general education courses are consistent with levels of quality and rigor appropriate to higher education.

12. **FACULTY**
Cerritos College employs 292 full-time faculty members and 668 part-time faculty members. The college annually meets the “target number” of full-time faculty members required by the Chancellor’s Office as the college works toward the goal of having 75% of its courses taught by full-time faculty members. Presently, full-time faculty teach 69% of the courses offered. Faculty members meet or exceed minimum qualifications and are qualified by training and experience to support the educational programs. Roles and responsibilities of faculty members are clearly delineated in the Faculty Handbook.
13. STUDENT SERVICES
The college provides a wealth of student services and developmental programs to meet the needs of the diverse population served. In addition to basic services such as counseling, financial aid and student activities, the college supports specialized services such as DSPS (Disabled Student Programs and Services), International Student Services, EOPS (Extended Opportunity Program and Services), and the Adult Education and Diversity Citizenship Program to name a few.

14. ADMISSIONS
Cerritos College is a public, open-access institution. Admission is open to any high school graduate or equivalent or persons eighteen years of age or older. Programs that admit by application (e.g.: Nursing, Physical Therapist Assistant, Dental Hygiene) clearly publicize and adhere to admissions requirements. Admissions requirements are stated in the College Catalog and program information publications.

15. INFORMATION AND LEARNING RESOURCES
The Library/Learning Resource Center is the primary repository of information and learning resources. This facility houses more than 97,000 books, 474 periodical subscriptions, instructional media for student use, computer labs housing more than 500 open-access workstations, and online access to a wealth of full-text databases. In addition to Library/LRC facility, many departments maintain satellite resource centers and computer labs for student access.

16. FINANCIAL RESOURCES
Cerritos College documents a strong funding base with reserves exceeding minimum requirements, stable financial resources and sound plans for financial development. The College follows generally accepted accounting principles and control procedures that ensure financial stability.

17. FINANCIAL ACCOUNTABILITY
Cerritos College is audited annually by an independent audit firm and complies with routine financial reporting requirements of the California Community College Chancellor's Office and U.S. Department of Education. The institution will provide a copy of the current budget and a certified copy of the current audited financial statement for onsite review by the validation team.
18. INSTITUTIONAL PLANNING AND EVALUATION
Cerritos College has focused considerable effort and resources on improvement, development and implementation of institutional planning and evaluation. Three major planning processes are operational within the institution: 1) Master Planning Process which utilized department/unit plans to build the institutional Master Plan published April 1997, 2) Operational Planning which is facilitated through annual updating of unit plans, and 3) Strategic Planning which gives guidance to operational and master planning. Education programs undergo Program Review on a six-year cycle. All of these processes rely upon data to validate planning. Data collection and evaluation are integral parts of planning; however, the institution is in the process of developing a systematic institutional evaluation plan in order to make better use of all the data that is collected on a yearly basis.

19. PUBLIC INFORMATION
The institution publishes accurate and current information describing its purposes and objectives, admission requirements and procedures, rules and regulations, programs and courses, degree and certificate offerings and requirements, costs, refund policies, grievance procedures, academic credentials of faculty and administrators, and other relevant information in the College Catalog and printed materials and on the college website.

20. RELATIONS WITH THE ACCREDITING COMMISSION
The Board of Trustees of Cerritos College provides assurance that the institution adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities.
2002 Response to 1996 Accreditation Recommendations

Standard 1: Institutional Integrity, Purposes, Planning and Effectiveness

Recommendation: The college clarify, and fully develop and communicate to the campus community a comprehensive institutional planning process, linked to resource allocations, that incorporates the varied activities underway currently including the mission statement, vision statements, institutional priorities, evaluations, program review, and research.

Comprehensive Educational and Facilities Master Plans, involving campus-wide input, were completed in 1997. In March 1998, an extensive and comprehensive process to create the Strategic Plan was undertaken. Currently, integration of the Educational, Operational and Strategic Plans and the Planning and Budgeting processes are coming together to create cohesive short-term and long-range objectives and goals that are closely tied to institutional priorities and the mission. Additionally, all instructional programs are under a six-year program review process; similarly, non-instructional areas of campus have developed program review processes. The campus is prepared to develop an ongoing, comprehensive research and evaluation agenda.

Standard 2: Educational Programs

Recommendations: A systematic review of all programs and courses needs to be completed by 1999 in order to ensure a thorough evaluation of curricular purpose and direction. The recommendations from program review need to be used to support the development of an Educational Master Plan which can then serve as a framework for institutional planning and resource allocation.

After the last accreditation, with input from college constituents to examine and evaluate the curricular purpose and direction, Cerritos College completed the Educational Master Plan. In spring 1997, the Educational Master Plan and the Program Review Process were “wedded” in a symbolic and functional ceremony.

Program Review will have examined all instructional programs by Spring 2003. This process involves a department/program self-study, validation team review and Program Review Committee hearing. Annual recommendations regarding campus trends as well as planning and budgeting implications and validated reports are sent to the Faculty Senate for approval and then to the Board of Trustees in May each year.
Standard 3: Student Services and the Co-Curricular Learning Environment

Recommendations: Although the Counseling staff is beginning to look at models for program review, all areas of Student Services should begin to develop internal program review processes designed to show a high level of accountability. Consideration should be given to including in the college's Facilities Master Plan a project for bringing together the Student Service functions into a more coordinated and cohesive proximity to each other. Particular attention should be given to the desirability of bringing all DSPS sites into one facility. The leadership positions in Student Services still unfilled with permanent staff should be advertised and filled within a reasonable period of time to signal the college's continued commitment to student success and in support for increasing staff morale in the affected areas.

All areas of Student Services conduct annual program reviews and are currently developing internal validation processes. The development of the "one stop" for admissions and records, registration, school relations, financial aid, the transfer center, EOPS and counseling services has created a unique and convenient setting for students seeking those services. All DSPS intake services are now housed in the Alice Collins Resource Center within the Santa Barbara Building. Both locations have become state models for comprehensive, coordinated services for students. All services are also accessible online. The management positions in Student Services have been filled and provide stable, confident leadership.

Standard 4: Faculty and Staff

Recommendations: Given the diverse population the college serves, the Affirmative Action Plan, progress in meeting goals, and the manner in which the college supports the process should be reviewed on an annual basis. There is an immediate need and the Team wishes to convey a sense of urgency, to conduct a college-wide review of management and classified staffing procedures, practices and needs, perhaps to be best performed by an outside independent consultant. The college should develop a comprehensive staffing plan that assures an adequate level of support services across the campus.

The state guidelines have changed and the college has adopted an Equal Employment Opportunity statement. Selection Process Monitors trained by Human Resources to observe equal opportunity guidelines are on every hiring committee. Every member of a hiring committee receives and signs off on the equal opportunity guidelines. In 1998 and since then, major reorganizations of several departments and management organization (e.g. Business Services; Admissions and Records; Computer Services;
Community, Industry, and Technology Education) included review of job descriptions, staffing patterns, and needs; some departments utilized advisement by outside consultants. Career ladders for classified employees were developed. Management and classified positions have been filled. The Master and Strategic Plans review and suggest revision of staffing to assure support services across campus. New management in Human Resources has plans for development of a comprehensive staffing plan.

**Standard 6: Physical Resources**

**Recommendation:** Utilize master planning, projects removing architectural barriers, and broad-based staff involvement to develop and implement a comprehensive Facilities Master Plan.

A comprehensive Facilities Master Plan and review process were established in 1997 utilizing campus-wide input. 2001 DSPS Program Review Report found no significant architectural barriers on campus.

**Standard 8: Governance and Administration**

**Recommendations:** Although progress has been made, the Board of Trustees needs to further clarify its role as being focused on policy rather than internal operations. This clarification then needs to be clearly reflected in all of its actions as a Board. In addition, the Board needs to develop and implement a self-evaluation process and a greatly strengthened Code of Ethics. The respective roles of the Board, the Academic Senate and the College Council in the decision-making processes of the college need to be clarified and communicated to all constituent groups.

Aside from appropriate attendance and support for campus activities, the Board is involved with policy setting and not the internal workings of the college. The Board observes its adopted Code of Ethics and conducts an annual self-evaluation. A Shared Governance document has been created and the college Coordinating Committee (formerly College Council) regularly receives updates from the shared governance parties. All responsibilities, membership, and activities of the shared governance parties are delineated in the Shared Governance document and are communicated to campus constituents.
The institution has a statement of mission that defines the institution, its students, and its place in the higher education community.

1. The institution has a statement of mission, adopted by the governing board, which identifies the broad-based educational purposes it seeks to achieve.

2. The mission statement defines the students the institution intends to serve as well as the parameters under which programs can be offered and resources allocated.

Descriptive Summary

The Board of Trustees adopted the current mission statement on September 15, 1993, after a year long development activity originating from the Comprehensive Planning Committee (1.1).

The current mission statement is as follows:

Cerritos College is an open access institution committed to providing high-quality, academically rigorous instruction in a comprehensive curriculum that respects the diversity represented in our student body and our region. We provide a technologically advanced educational community in which students pursue a variety of educational goals: attainment of an associate's degree, transfer to a four-year university, vocational degree or certificate, or job skills. Achievement of these goals is strongly supported with instruction in basic skills as well as with student and instructional support services, Cerritos College actively enriches the surrounding community through its varied community education programs.

This statement appears on the Cerritos College website, www.cerritos.edu/aboutcerritos/mission and in the College Catalog, Schedule of Classes, Board Policy Manual, Faculty Handbook, and other standard documents (1.2).

Self-Evaluation

A review of the current mission statement indicates that it does serve to explain the broad educational purposes of the institution. Data from the Institutional Effectiveness Survey conducted in 2000 (1.3) reveal an improved perception about the mission statement's accuracy in reflecting the institution's broad purposes [4.10, on a 1 to 5-high agreement scale, compared to 3.96 in 1997], its impact on the
institution's goals and priorities [3.99 compared to 3.64 in 1997], and its influence on decisions and resource allocations [3.66 compared to 3.47 in 1997]. Participants in the 2000 survey also agreed that the mission statement accurately reflected the core purposes of the college [4.09]. Understanding of the mission statement has continually improved since its creation in 1993 [from 3.67 in 1994 to 4.01 in 1997 to 4.15 in 2000].

Economic Development was added as an authorized function for the California Community Colleges in August 1997 (1.4). Cerritos College plays an active economic development role in the community and the inclusion of this function in the adopted mission statement needs to occur.

**Planning Agenda**

The Strategic Planning Committee will redraft the college mission statement and submit a revised mission statement to the Board of Trustees for adoption.

3. The mission statement guides institutional planning and decision-making.

4. The institution evaluates and revises its mission statement on a regular basis.

**Descriptive Summary**

The Board of Trustees and the College President jointly develop annual goals using the College Mission Statement as a basis for developing planning priorities. These goals are shared broadly throughout the institution and help structure the campus priorities for the year (1.5).

According to the Board-approved planning process, the mission statement is to be reviewed annually by the Planning and Budgeting Committee as a routine part of the planning process (1.6). The process calls for the mission statement to be used as justification for resource allocation.

A separate Strategic Planning process began early in 1999 under the leadership of the Executive Dean of Information Technology and Development. The purpose of this process is to consider the strengths, weaknesses, opportunities and threats to Cerritos College and to develop a strategic direction for the institution. With the strategic plan in place, the revision of the college mission statement will follow.

**Self-Evaluation**

The planning and budgeting process calls for each of the campus vice presidents to consider unit plans, annual district priorities, and the mission statement in identifying
budget priorities. A campus-wide open meeting is held each spring, as part of the approved process, to hear and comment on the budget proposals.

Regarding the strategic planning activities, a presentation about the Strategic Planning Committee's purpose and progress was made to the Accreditation Self-Study Committee members in the fall of 2000. An initial document was shared at the presentation (1.7). Though the mission was not used as a framework for the strategic planning process so as not to limit its planning potential, once the draft was created the committee looked back to confirm its alignment with the current mission. The draft of the Strategic Plan clearly reflects the current mission of the college and will be revised to encompass the future directions of the college. The Key Performance Outcomes already provided by state data ensure that the mission of the college will not radically change. The draft of the Strategic Plan is posted on the web and being discussed in Fall 2001.

Planning Agenda

The Strategic Planning committee will begin the process to revise the college mission statement.

Standard One Supporting Documentation

1.1 Board Policy Manual, Section 1001 (September 15, 1993).
1.2 Cerritos College Catalog 2000-2001; Schedule of Classes; Board Policy Manual; Faculty Handbook.
1.3 Institutional Effectiveness Survey Results, 2000.
1.4 California Education Code, Section 66010.1-66010.8.
1.5 Cerritos College President/Board Goals, 1999-2000.
1.6 2000-2001 Planning and Budgeting Process.
1.7 Strategic Plan for Cerritos College, 2001-2006 (Draft).
Standard Two: Institutional Integrity

The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff, and students; in the management of its affairs and in relationships with its accreditation association and other external agencies.

Cerritos College has an expanding reputation for outstanding programs and offerings in the community and treats students with respect. According to the ACT "Faces of the Future Survey" (2000), Cerritos College students, forty-eight percent (48%) of whom are not native English speakers and 76% of whom report to be members of a diverse population, indicate that they would recommend the college to friends and relatives (2.17). The faculty, administration and staff's highest response on the Institutional Effectiveness Survey (2000) was "I am proud to work at Cerritos College." Comparative results from the 1997 and 2000 IE surveys indicate a significant increase in the institutional commitment to truthfulness in dealing with students, faculty, staff, the community and the media (2.9).

1. The institution represents itself clearly, accurately, and consistently to its constituencies, the public, and prospective students through its catalogs, publications, and statements, including those presented in electronic formats. Precise, accurate, and current information is provided in the catalog concerning (a) educational purposes; (b) degrees, curricular offerings, educational resources, and course offerings; (c) student fees and other financial obligations, student financial aid, and fee refund policies; (d) requirements for admission and for achievement of degrees, including the academic calendar and information regarding program length; and (e) the names of administrators, faculty, and governing board.

Descriptive Summary

Cerritos College presents itself to the community through a variety of media. Chief among them are our college General Catalog (2.1), Schedule of Classes (2.2), and website (2.3). Annually, the office of the Dean of Academic Affairs reviews and prepares the catalog for publication, making sure that the contents are clear, accurate, and consistent. With the same attention, this office also prepares the Schedule of Classes three times a year, sending out 161,857 copies to the community and providing 42,143 copies on campus. Both publications provide information concerning educational purposes, degrees, calendar, course offerings, resources, student fees, financial aid, refund policies, requirements for achieving degrees, and transfer information.
The college website is expanding rapidly and becoming an important means for the college to communicate to and with its multiple constituencies. The website allows the college to provide current and continuously updated information to students, prospective students, faculty, staff and to the community-at-large. With print, pictures, video, and audio, the site, which is increasingly interactive, allows for specific requests for information, application for admission, enrollment in community education classes, and access to college services.

In addition, information on college programs is shared with the public through a variety of press releases and feature stories prepared by the Marketing and Public Relations department, and disseminated to the local press. Further, at the request of individual departments, the Marketing and Public Relations department develops brochures for dissemination at college nights, career fairs and other public events and for use in response to telephone and mailed requests for program information.

The Cerritos College website, under the direction of the college’s Web Administrator, offers extensive information about the college, from press releases and courses online, to Cerritos College Web Standards (2.4), the catalog itself, and the Schedule of Classes. Many faculty and most programs, departments, and divisions have their own sites which are supported by the campus computer system and maintained by the faculty and staff. Under the direction of the Office of Public Affairs, the Web Standards Committee, consisting of faculty, staff, and administrators, is charged with maintaining the site and developing general use policy. The Instructional Technology Committee, a subcommittee of the Faculty Senate, develops policy and procedure to guide the instructional uses of the campus website.

Both faculty and staff design and photocopy fliers to advertise classes (2.5). The staff of programs such as Teacher TRAC (2.6) and the Health Occupations Division (2.7) develop brochures intended to inform and attract participants. These efforts are supported by the Marketing and Public Relations department which helps assure consistency of look, design and message. The Office of Academic Affairs publishes yearly a pamphlet describing the achievements of those recognized as Outstanding Faculty (2.8). The appropriate faculty and staff scrutinize all publications with a keen eye to requirements for admission and for attainment of degrees, including the academic calendar and information regarding program length, and the names of administrators, faculty, and governing board.

Among the college publications is a new community newsletter, Cerritos College In Sight, delivered to each home in the college district. This publication focuses on college programs as well as student achievement and faculty accomplishments. Portals is a new publication put out by Community, Industry, Technology Education (C.I.T.E.) to inform business, industry and the surrounding communities of training and technical assistance at the college.
Self Evaluation

Faculty and staff are aware of the imperative to be honest and truthful in representing the college and consistently strive to be so in all publications and on the website. Indeed, our Institutional Effectiveness Survey conducted in Fall 2000 reveals evidence of a conscious effort to improve. According to the narrative report, “The largest increase [from the survey of 1997 to the survey of 2000] came from responses to statement 9: “The institution demonstrates a commitment to truthfulness in dealing with students, faculty, staff, the community, and the media” [increased from an avg. of 3.24 in 1997 to 3.67 in 2000] (2.9).

The Student Satisfaction Inventory indicated the college could do a better job of offering classes at more convenient times for students (2.21). Students also indicated that the Schedule of Classes is unnecessarily difficult to read. Since the last accreditation, the college has established an interactive web presence. Recognizing the dynamic nature of maintaining a substantial web presence while, at the same time, expanding distance education and online services, the Web Administrator and the Web Standards Committee met regularly (1999-2000) to develop the "Web Handbook" (2.4), a set of policies and procedures that guide the general use of our website. The Instructional Technology Committee has drafted policies regarding Requirements for First-Time Online Instructors, Online Course Guidelines (2.10) and Fundamental Instructor Competencies for Online Instructors (2.12), all of which were approved by the Faculty Senate. These efforts seek to create a "virtual" Cerritos College whose integrity matches that of the traditional institution.

Planning Agenda

Improve the readability of the Schedule of Classes and review proposed changes with student focus groups to ensure that they meet student needs.

Develop a schedule for Web Standards Committee to meet regularly.

2. The institution has a readily available governing board-adopted policy protecting academic freedom and responsibility which states the institutional commitment to the free pursuit and dissemination of knowledge and fosters the integrity of the teaching-learning process.

Descriptive Summary

Cerritos College District Board Policy 3031 (2.13) explicitly asserts the Board’s adherence to the principles and responsibilities of academic freedom. Furthermore, these principles are cited as well in the Faculty Handbook, section i-21 and ii-6 (2.14) and
support the policies both in the Shared Governance Document (2.15) and in the college's Mission Statement (2.1). Board Policy Manual, as well as the Shared Governance Document and the Mission Statement, can be found in administrative offices, the faculty and student government offices, and the library.

**Self Evaluation**

The committee was satisfied with the substance and availability of Board-adopted policies concerning academic freedom for faculty, staff, and students. The findings of the Institutional Effectiveness Survey indicated that Cerritos College has consistently supported this principle. Academic freedom of the faculty is protected and fostered [increased from an avg. of 3.78 in 1997 to 3.89 in 2000] (2.9).

**Planning Agenda**

None.

**3. Faculty and other college staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others.**

**Descriptive Summary**

The faculty of Cerritos College are guided by the "Duties and Responsibilities of a Faculty Member" (2.14, i-1) and the "Joint Statement on Academic Freedom" (2.14, ii-7) as outlined in the Faculty Handbook. Both sections assert the expectation that faculty will make "every reasonable effort to foster honest academic conduct" (2.14, ii-7). The Curriculum General Education Philosophy Criteria specifies that a course should require students to examine diverse principles, beliefs and knowledge (2.23). Similarly, classified employees find the tenets of staff diversity and equal opportunity in the Classified Employee's Handbook by which all employees are to abide (2.16, 11).

**Self Evaluation**

According to the results of the Institutional Effectiveness Survey, students find that faculty present information fairly and without bias (2.9). Indeed, judging from the ACT report (2.17), the personal conviction of faculty seems to embody the mission statement in that we "[respect] the diversity represented in our student body and in our region" (2.13, p.1).

**Planning Agenda**

None.
Standard Two: Institutional Integrity

4. Institutions which strive to instill specific beliefs or world views or to require codes of conduct of faculty, administrative and support staff, or students give clear prior notice of such policies.

Descriptive Summary

If Cerritos College has a specific belief or a world view it strives to instill, it would be the democratic principles embodied in the philosophy statement: "we believe in the worth and dignity of our learners, regardless of age, gender, ethnicity, or disability" (2.13, sec.1). As for codes of conduct, Cerritos College offers clear prior notice of its codes for student conduct in the catalog, specifically "Academic Honesty/Dishonesty Policy" (2.1, p. 28), "Statement of Student Rights and Responsibilities" (2.1, p. 29), and "Student Conduct" (2.1, p. 32).

Self Evaluation

Again, that faculty and staff teach by example is evidenced by the response of students in "The Faces of the Future Survey," who reported that, even with our diverse population, they feel respected and comfortable at Cerritos College (2.17). The Institutional Effectiveness Survey finds that response to the assertion, "The institution conveys clear expectations concerning academic honesty and codes of conduct," increased from a favorable average of [3.68] in 1997 to a still more favorable [4.00] in 2000 (2.9, p. 3).

Planning Agenda

None.

5. The institution provides faculty and students with clear expectations concerning the principles of academic honesty and the sanctions for violation.

Descriptive Summary

Under the section "Scholarship Regulations," the Cerritos College General Catalog outlines clearly the expectations concerning academic honesty and the potential consequences for dishonesty (2.1, p. 31). In the subsequent section, "Student Services," the catalog offers an equally clear description of the Student Grievance Policy (2.1, p. 32). The Faculty Handbook includes the same sets of policies (2.14, sec. 7).

Self Evaluation

Faculty and students are provided with clear expectations for honesty, sanctions for
dishonesty, and the procedures of redress. The College Catalog provides an argument on behalf of honesty and offers a definition, with examples, of dishonesty.

While the Schedule of Classes published prior to each semester provides a "Statement of Student Rights and Responsibilities" and the Student Grievance Policy, it refers students to the Cerritos College General Catalog for policies regarding academic honesty and dishonesty (2.2, pp. 132-6). In addition, many faculty call a student's attention to the policies of academic honesty in their syllabi (2.18).

At present, our Informational Technology Committee has drafted "Procedures for Responsible Computing," which defines and governs acceptable and unacceptable use [of] any computer system, network system, Internet or Intranet website or other data processing equipment owned by Cerritos College as well as remote computer systems when used to access Cerritos College computer systems" (2.11, p. 1).

Planning Agenda

The college will more widely disseminate the Academic Honesty/Dishonesty policy.

6. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary

Evidence of the institution's concern for the issues of equity and diversity can be found throughout Board and Shared Governance policies. The issues of equity and diversity are an integral part of the mission statement and college publications which reflect both respect for and understanding of the needs and worth of each individual learner and employee.

Concerns for equity and diversity are an integral part of strategic planning, student activities and organizations, the curriculum review process, instructional offerings, staff and faculty development activities, student support services, and staff hiring practices. For expanded descriptions also see—Standard Four: Educational Programs; Standard Five: Student Support and Development; Standard Seven: Faculty and Staff.

The Board of Trustees has approved both an Affirmative Action/Faculty and Staff Diversity Plan (2.23) and the Student Equity Plan (2.24) which has been submitted to and approved by the State Chancellor's Office. These plans further demonstrate the level of commitment that the district has to ensuring that in both its policies and practices, multiculturalism and respect for diversity is fully integrated into the life of the institution.
Cerritos College has a Shared Governance document (2.15) which recognizes eleven institutional committees, including the Diversity Committee which is committed to the ongoing review of the district's policies and procedures as they apply to the issues of equity and diversity in policies and procedures.

The Diversity Committee's purview includes the campus climate and the procedures and practices encompassed by the Affirmative Action/Staff Diversity Plan. In the Spring 2000 semester, the Diversity Committee completed review of the Sexual Harassment Procedures for the campus (2.25). However, in March 2000, the Chancellor’s Office also issued a recommended “model” policy based on changes in the law. The model will be reviewed by the Diversity Committee in the Fall 2001 semester.

In Spring 2000, the Chancellor’s Office produced availability data which will allow the goals and timetables in the Affirmative Action/Staff Diversity Plan to be updated for the first time in six years. The draft submitted to the Chancellor’s Office in June 2000 for approval indicates that in many areas Cerritos College is meeting if not exceeding the goals set at the state level. This data update will be reviewed through the Shared Governance procedure upon Chancellor’s Office approval.

The Curriculum Committee requires a justification for all proposed revisions. (2.22, p. 6, para.1). That justification is required to include a statement concerning multicultural infusion and/or teaching methods which meet the diverse needs of the Cerritos College student body.

Curriculum and support services at the college fully reflect the district's understanding of the issues surrounding diversity. Examples include:

- The Wisconsin Learning Community which combines the diverse student population at Cerritos College with the homogeneous one at the University of Wisconsin-Stout through teleconferencing.

- An active transfer center which enhances the opportunities for furthering education for a diverse and underrepresented population.

- An internship program designed to develop teaching opportunities for diverse graduate students.

- Staff development offerings designed specifically to develop campus awareness of equity issues and multiculturalism in society and the curriculum.

- An extensive adult education program which includes classes instructed in a second language.
Development of a Women's Studies Program and proposal for an Associate of Arts degree in Women's Studies.

In 2000, Disabled Student Programs and Services (DSPS) underwent a state program review. The final interview with the review panel indicated that many of the practices initiated at Cerritos College would be recommended as state models. The panel found that the administration and leadership at Cerritos is well informed and committed to providing a high quality educational experience for every student. The quality of programs and services available to students with disabilities is outstanding and merits consideration as best practices. The panel observed high campus acceptance and respect for all students (2.26).

Self Evaluation

The district is involved in ongoing review of its policies and practices with regard to equity and diversity. The Diversity Committee is actively working to review and revise, such procedures as needed.

Staff hiring data and the ongoing review of hiring policies and procedures by the Diversity Committee and Shared Governance indicate a commitment to addressing diversity in the campus community. The diversity internship program allows for the development of potential faculty for both the district and the community.

Staff development activities, student support services, institutional research and planning, instructional design and support demonstrate the focus given to these issues in day-to-day campus life.

The review/revision of the Affirmative Action/Staff Diversity Plan needs should be completed in 2001-2002. In addition, at some point during the 2001-2002 year, the Chancellor's Technical Assistance Team (TAT) will review and evaluate the status and health of District Affirmative Action and Staff Diversity.

The campus has developed a Student Equity Plan. Elements of the plan are carried out through a variety of programs throughout the district.

Planning Agenda

Review Affirmative Action/Staff Diversity policies and practices to take appropriate actions concerning the recommendation(s) of the TAT.
7. The institution demonstrates honesty and integrity in its athletic programs.

Descriptive Summary

The Cerritos College Athletic Department is governed by established policies and procedures determined by the Commission on Athletics, South Coast Conference, and Mission Conference. The COA is authorized by the California Education Code to supervise the administration of community college intercollegiate athletic programs. These codes govern the conduct of athletic programs in such areas as eligibility, recruiting, participation, playing rules, due process, post conference competition, and financial aid.

Self Evaluation

The South Coast Conference bases the adherence to these codes on self-compliance and the availability of an athletic program review. Each year, the COA code requires an in-service training and statement of compliance regarding recruitment of athletes for every college. This in-service training involves the dissemination of recruitment rules and the verification of attendance. In addition, coaches are provided pertinent COA, South Coast Conference, and Mission Conference codes.

The Cerritos College Athletic Department will continue to apply the COA, South Coast and Mission Conference codes in the administration of the athletic program. Department policies and procedures are evaluated annually.

Planning Agenda

None.

8. The institution demonstrates honesty and integrity in its relationships with the Commission and agrees to comply with Commission standards, policies, guidelines, public disclosure, and self study requirements.

Descriptive Summary

Since embarking on this self study in the summer of 1999, Cerritos College has endeavored to assess and evaluate the institution honestly - paying particular attention to previous WASC findings - and to report the findings candidly to the Accrediting Commission. The college created a committee structure of more than 150 people, drawing on the knowledge and expertise of students, faculty, staff, administrators, and members of the community to assure participation from all campus constituencies (2.19). Along with our own Institutional Effectiveness Survey, the college volunteered to participate in the
Standard Two: Institutional Integrity

"Faces of the Future Survey," conducted by ACT, and contracted with Noel-Levitz, a nationally recognized consulting firm, to assess the state of Cerritos College.

Self Evaluation

The seriousness with which the campus community undertook the accreditation process, the breadth of participation, and the evidence amassed are all indicative of the extent to which the college has endeavored to be honest and forthright in reporting to the WASC commission.

Planning Agenda

The Standard Two subcommittee recommends that the college conduct follow up surveys for the purpose of identifying trends. Appropriate college entities need to establish outcome goals and a schedule for data collection.

9. The institution regularly evaluates and revises institutional policies, practices, and publications to ensure integrity in all representations about its mission, programs, and services.

Descriptive Summary

Cerritos College evaluates and revises institutional policies and practices in terms of its mission, and the staff and faculty who produce printed and web material review content for accuracy; however, the practice of evaluation and review is not as thorough or as systematized as it might be. Institutional publications are all processed through the college's department of Public Affairs which is charged with ensuring that all representations being made on behalf of the college are honest, consistent and accurate.

Cerritos College has implemented a Shared Governance Policy (2.15), which reconceived the campus committee structure. The Vice President of Student Services and the Faculty Senate President consistently monitor the status of shared governance on the campus and report weekly to the college Coordinating Committee.

Self Evaluation

Since the last WASC team visit four years ago, Cerritos College has embarked on an aggressive system of program review of instructional programs. New faculty leadership created a set of criteria for self-evaluation drawn from the WASC standards, established a rigorous timetable to evaluate individual departments based on a six-year cycle, and has thus far met its schedule. Similarly, during the past two years, the Curriculum Committee has systematically re-evaluated the content of every course and updated all
co- and prerequisites, as well as the renumbering of all course offerings. At present, the Curriculum Committee has initiated a review of the A.A. degree and the General Education requirements and is considering the advent of an A.S. degree.

The Academic Affairs Committee developed a set of policies and procedures for Department Chairs. The Instructional Technology Committee has drafted Fundamental Instructor Competencies for Online Instructors, which has been approved by the Faculty Senate, and is at present developing a policy regarding Intellectual Property Rights (2.10). All such Institutional and Senate committees report their activities on a regular basis to the college Coordinating Committee.

Although much has been done to update systematically the institution's policies and practices, our Institutional Effectiveness Survey found that the lowest average rating by classified staff was on statement 11: Institutional policies, practices, and publications, are routinely evaluated and revised to ensure integrity, with an average rating of [3.10]. Against an overall rating of [3.64] (which is up from 3.29 from 1997), this finding indicates that although satisfaction has improved, institutional committees need to make a special effort to solicit and utilize staff input.

Also, Faculty Senate By-Laws (2.20) need to be updated as well.

Planning Agenda

Update the Faculty Senate By-Laws.

Examine publications regularly to maintain integrity.

Institutional committees need to make special effort to solicit and utilize input from employees who will be impacted in the revision of policies.

Standard Two Supporting Documentation

2.1 Cerritos College Catalog, 2000-2001

2.2 Schedule of Classes

2.3 Cerritos College website: http://www.cerritos.edu

2.4 Cerritos College Web Standards site
   http://www.cerritos.edu/handbook/standards/stds01-general.html
Standard Two: Institutional Integrity

2.5 Sample Fliers (Research Paper assistance, Math assistance, LAP)
2.6 Teacher TRAC Brochure
2.7 Health Occupations Brochure
2.8 Outstanding Faculty Awards Booklet
2.9 Institutional Effectiveness Survey: Preliminary Written Analysis, Fall 2000
2.10 Requirements for First-Time Online Instructors and Online Course Guidelines
2.11 Procedures for Responsible Computing (Draft)
2.12 Fundamental Instructor Competencies for Online Instructors
2.13 Board Policy Manual Policies
2.14 Faculty Handbook
2.15 Shared Governance Handbook
2.16 Classified Employees' Handbook
2.17 "Faces of the Future Survey," conducted by ACT in 1999
2.18 Sample of syllabi referring students to policy on academic honesty
2.19 Cerritos College Accreditation Notebook
2.20 Faculty Senate By-Laws
2.21 Student Satisfaction Inventory/Institutional Priorities Survey Results, 2000
2.23 Affirmative Action/Faculty and Staff Diversity Plan
2.24 Student Equity Plan
2.25 Sexual Harassment Procedures
2.26 DSPS 2001 Program Review Report by Chancellor's Office
Standard Three: Institutional Effectiveness

The institution, appropriate to its mission and purposes as a higher education institution, develops and implements a broad-based and integrated system of research, evaluation, and planning to assess institutional effectiveness and uses the results for institutional improvement. The institution identifies institutional outcomes that can be validated by objective evidence.

As an educational institution, the college collects data and does research and planning in order to support and evaluate its educational mission and purposes. As a comprehensive community college this means collecting data and research and planning in order to support and evaluate the following activities: Transfer, Vocational Education, General Education, Basic Skills, Community Education, Customized Job Training.

Standard 3A: Institutional Research and Evaluation

A.1 Institutional research is integrated with and supportive of institutional planning and evaluation.

Descriptive Summary

The college routinely collects and stores data regarding all of its various operations. What data is collected is, first of all, determined by reporting requirements of the federal government, state government and the Chancellor’s Office. Over the years the college itself has identified additional information that it wants collected and stored. Presently the college’s legacy information system, that has been built and is maintained by MIS, contains programs in the following areas (3.1):

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Personnel</th>
<th>Academic Affairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions &amp; Records</td>
<td>Counseling</td>
<td>EOPS</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Transfer Center</td>
<td>Matriculation</td>
</tr>
<tr>
<td>School Relations</td>
<td>International Students</td>
<td>Payroll</td>
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<tr>
<td>Institutional Research</td>
<td>Cal WORKs</td>
<td>Career Services</td>
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<tr>
<td>Fiscal Services</td>
<td>Disabled Students</td>
<td>Instructional Labs</td>
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Historically, the Institutional Research Office has drawn upon the above data to support institutional planning and evaluation. This has been made possible by the development of a series of programs that the research office can run to aggregate specific types of data (3.2). The research office can also access all the data that has been collected and reported to the Chancellor’s Office and which now resides in the data warehouse of the Chancellor’s Office, accessible through its web site.
Standard Three: Institutional Effectiveness

The above data are the basis for the continuing analysis of the activities of the campus conducted by the research office. The work of the research office is seen in the list of the projects it has conducted (3.15). Each of these studies has been requested by divisions, departments and individuals to support the evaluation of programs and planning on the campus. Furthermore, as need arises on the campus for more information, the research office collects such additional information through questionnaires and surveys.

Self Evaluation

Almost all of the above referenced studies and projects have been requested for evaluation and planning purposes on various levels within the college. Hence, it can be said that the results of the above studies are useful for evaluation and planning on departmental, divisional, vice-presidential and presidential levels. The value of such studies is dependent upon the breadth and depth of the data collected and analyzed as well as the amount of time that the research office can devote to each of the studies.

Overall the college routinely collects vast amounts of data on its faculty, students, and staff and its various operations and does a very good job of regularly reporting required data to external parties such as the federal government, state government, and the Chancellor's Office. Moreover, data, in varying degrees, are accessible by offices across the campus that need access to it for their daily operations, e.g., Counseling, Admissions and Records, Financial Aid, Personnel Office, Fiscal Office, etc. Limitations on accessibility flow from security needs and privacy requirements. Again, continuous access to data allows the various offices across the campus to evaluate, plan, and assist students and staff on a regular basis.

It must also be said that the college does not have in place a plan for regularly scheduled analysis and reporting of all the data collected to the appropriate internal offices so that these offices could use such data more effectively for ongoing evaluation of programs and planning. Rather, the reports and studies that do exist are those that have been requested by various campus offices on an ad hoc basis.

The above analysis is confirmed by statement 16 of the Institutional Effectiveness Survey of Fall 2000 that shows that only 42% of the respondents believe that institutional planning and evaluation are adequately supported by institutional research (3.14).

Planning Agenda

Establish an “Institutional Evaluation Plan” to provide appropriate analysis and distribution of information including outcomes, data to be collected/documents reviewed, timeline, identification of responsible parties, distribution process.
A.2 The institution provides the necessary resources for effective research and evaluation.

Descriptive Summary

The MIS Department, which is responsible for building and maintaining the legacy systems for the regular collection and reporting of data to government agencies and the Chancellor's Office is comprised of three full-time programmers. The research office has one full-time professional researcher and two or three part-time assistants. The number of part-time assistants is dependent upon the workload in the research office at different times of the year.

Self Evaluation

Much of what is requested from the research office is basic data that are not readily accessible nor in a form that a non-specialist can easily understand. This is due to the fact that the legacy reporting system is DOS based and does not have a strong search engine that allows a non-specialist to easily make queries of the various databases. The result is that a significant portion of research office time is taken up with data collection rather than analysis and evaluation of data. One full-time professional researcher is not enough staff to carry out the regularly scheduled analysis and reporting of data recommended above. Moreover, the MIS department needs an additional full-time programmer with the skills to make the legacy system web accessible.

The college has added a full-time Director of Research and Planning and another full-time programmer in the MIS department dedicated to making the legacy files web accessible.

Planning Agenda

Install a powerful search engine that appropriate college personnel can use to quickly and easily find the data they need for their unique purposes so that they do not have to request the research office to simply supply data.

A.3 The institution has developed and implemented the means for evaluating how well, and in what ways, it accomplishes its mission and purposes.

Descriptive Summary

Presently the college evaluates how well, and in what ways, it accomplishes its mission and purposes in a piecemeal manner. Such evaluation takes place only when a department, division or vice-president decides to evaluate how a particular part of the
Standard Three: Institutional Effectiveness

college is contributing to accomplishing the mission and purposes of the college. Also, some offices on campus, such as Human Resources, track how well they are achieving their goals, such as in the area of diversity. However, there is no comprehensive plan/process in place by which the college looks at all the appropriate data available to it to determine how well and in what ways it is accomplishing its mission and purposes.

Self Evaluation

The college's evaluation of how well and in what ways it is accomplishing its mission and purposes is fragmented and uneven. This analysis is confirmed by the Fall 2000 Institutional Effectiveness Survey which shows that only 38% of respondents believe that the college mission and purpose are adequately evaluated for how well and in what ways they are accomplished (3.14, statement 17).

The Strategic Planning Committee has developed a series of measurable Key Performance Outcomes as a means of connecting planning to the expectations of the college's various stakeholders. Such Key Performance Outcomes, further refined and developed, may offer the basis by which the college can regularly review how well and in what ways it is accomplishing its mission and purposes (3.3).

Planning Agenda

The college needs to put together a comprehensive evaluation process by which it can review on a regular basis all the appropriate data available to it to determine how well and in what ways it is accomplishing its mission and purposes.

A.4 The institution provides evidence that its program evaluations lead to improvement of programs and services.

Descriptive Summary

Regular program reviews and evaluations do take place through such efforts as the academic Program Review process, the Student Services program evaluation process, annual evaluations of each manager and the goals for their areas of responsibility, and the annual update of unit plans. There is no question but that such reviews do result in the improvement of programs and services. However, there is no systematic means by which the college reports on such improvements. The evidence for change is found by reviewing program review documents, unit plans, and management evaluations and noting what these reports say regarding developments since the previous report or review.
Self Evaluation

The college's reporting on how its program evaluations lead to improvement of programs and services is uneven and is not done according to any consistent format. However, according to the Fall 2000 Institutional Effectiveness Survey, it is clear from item 22 that the respondents believe that the college has improved significantly since the 1997 survey in providing evidence that program evaluations lead to improvement of programs and services. This item received an average rating of [3.32] in 1997 and an average rating of [3.66] in the 2000 survey with 57% of the respondents agreeing or strongly agreeing with this item (3.14).

Planning Agenda

Develop a consistent process for reviewing and documenting the changes that have taken place as the result of program and management evaluations.

Standard 3B: Institutional Planning

B.1 The institution defines and publishes its planning processes and involves appropriate segments of the college community in the development of institutional plans.

Descriptive Summary

Cerritos College has three major planning processes that it has clearly defined and published:

Master Planning Process: The process for master planning was published and disseminated to faculty and staff during the 1996-1997 school year through the Master Planning committee. At the core of the Master Plan were unit plans developed at the departmental level, reviewed and integrated at the divisional and vice-presidential levels, and then pulled into a coherent whole by the Master Planning committee. The full Master Plan was published in April 1997 in two volumes (3.5).

Operational Planning Process: The operational planning process takes place by means of the annual updating of unit plans starting at the departmental level. The process for the development of the unit plans and the instructions for such are published together with the annual publication of the unit plan form and accompanying memos describing the process that will be followed (3.4).
Standard Three: Institutional Effectiveness

**Strategic Planning Process:** The Strategic Planning process began in March 1999. The Strategic Planning committee has been working for over two years and published a draft of a strategic plan in July 2001. The process being followed has been publicized through regularly updated reports to the Board and various constituencies on the campus (3.3).

The college has involved appropriate segments of the college community in the development of the above institutional plans by including representatives of all segments of shared governance on the responsible committees. Moreover, the operational planning process involves input at the departmental, division and vice-presidential levels so that ideally all who wish to can have input into the process.

The Strategic Plan (draft) has been presented to college constituent groups including the campus-at-large (August 2001), the Accreditation Committee (November 2000), managers (September 2001), and the Board of Trustees (September 2001).

**Self Evaluation**

Master planning followed a well-defined process that was clearly communicated to the full campus and the committee included representation from all the major shared governance groups. The operational planning process and its integration with the budgeting process has been evolving over the last several years. As a result the process is not always clear to everyone and it is not published in such a fashion that it is easily accessible to the campus.

An outline of the planning and budgeting process was drawn up in 1998 but the actual process has evolved since that time. A revised planning and budgeting process document was created in Spring 2001 (3.6). Many people on campus have never fully understood the importance of the unit plans for the planning and budgeting process. As a result the quality of the unit plans that form the basis for the operational plan vary considerably.

While the strategic planning process is now published and has been presented, it is probably not that well grasped on campus.

Responses on the Institutional Effectiveness Survey indicate a slight increase from 1997 [4.06] to 2000 [4.07] in the perceived connection between "my unit/department/office related to the major goals and priorities of the college" (3.14, statement 14).

**Planning Agenda**

The Institutional Master Plan needs to be reviewed and updated.

The Operational Planning process should be published on the college's website.
Moreover, it is important for the administration to continue to stress the importance of the unit plans and attempt to have a more consistent and higher level of quality in the process. It is also important to make sure that people on different levels truly have an opportunity to contribute.

Further attempts need to be made to get student involvement in future stages of the strategic planning process.

**B.2 The institution defines and integrates its evaluation and planning processes to identify priorities for improvement.**

**Descriptive Summary**

Evaluation and planning are integrated in operational planning through the development of the unit plans (3.4). Ideally, the results and recommendations of program evaluations such as instructional program review, Student Services program review, and other external and internal reviews should be integrated into the annual unit plans. It is through the unit plans that departments, divisions, etc., should make known their needs and plans.

Evaluation and planning are integrated in the strategic planning process through the performance of external and internal environmental scans which have resulted in the development of lists of external opportunities and threats and internal strengths and weaknesses.

**Self Evaluation**

How well evaluation and planning are in fact integrated in the operational planning process depends on the quality of the unit plans which, in reality, can vary significantly due to a lack of understanding of the significance of the unit plans and/or because of a lack of understanding of the planning process itself since this process is not clearly published. Also, while a process for regularly, scheduled program review has been put in place for the academic programs, such a process is not in place for other programs/departments on campus. As a result, how often and when evaluation of non-academic programs takes place is dependent on the initiative of the manager in charge.

The quality of the external and internal environmental scans that are part of the strategic planning process depends upon a clearly defined process and sufficient time for this process. Moreover, it will be important that this process and the resources that go into it be monitored and result in change or reaffirmation. Otherwise, such scans could be very superficial.

The Director of Research and Planning will assist the college significantly in developing and integrating its evaluation and planning processes.
Planning Agenda

With regard to operational planning, the process for doing the unit plans and the role of these plans must be published where all can easily access such information and the process for carrying out such plans needs to be monitored.

Regularly scheduled evaluation processes must be developed for all non-academic programs.

In the context of strategic planning, the process used for carrying out external and internal environmental scans needs to be clearly defined, published, and monitored.

B.3 The institution engages in systematic and integrated educational, financial, physical, and human resources planning and implements changes to improve programs and services.

Descriptive Summary

Systematic and Integrated Planning: Planning on the campus takes place primarily through the annual review and update of unit plans. This process begins on the departmental level, then the divisional level and finally on the vice-presidential level. The results and/or recommendations of any surveys, evaluations, program reviews, accreditation visits, etc., on any level, should be integrated into these unit plans so that they become part of the institution's annual planning process (3.7). The development of unit plans began with the development of the district's long-term Educational and Facilities Master Plan that was submitted to the Chancellor's Office in April 1997 (3.5). All campus departments completed a comprehensive department/unit action plan that utilized data provided by the Research Office. These plans were reviewed and discussed at open town hall meetings. The Planning and Budgeting Committee then established institutional priorities based on the areas of emphasis identified in these unit plans. Since this process worked so well it has been utilized to plan the budget priorities for each year since 1998 by means of annually updated department/unit plans and Town Hall meetings (3.8).

Educational Planning: Educational planning takes place primarily through the annual review and updating of unit plans as described above. Educational planning can also take place through task forces set up to deal with specific issues that may arise. For instance, the Teacher TRAC program evolved out of such a task force and presently there is a task force to deal with the question of whether there should be a separate Information Technology Division (3.9). Enrollment management is another example of systematic educational planning. This is a process that has been initiated not only to make sure that the college achieves cap goals but also to determine how much further the college wishes to grow and in what areas. This planning is carried out during each term through a careful analysis of
enrollment trends and efficiency studies as well as such issues as drop rates, grade distribution, completion rates, etc. The results of this process are then integrated into the college's marketing efforts (3.7). Finally, planning for new faculty takes place on a yearly basis in order to fill vacant positions, replace retiring faculty and add faculty in order to be in compliance with the 75/25 rule. Towards the beginning of the fall semester, once it is clear how many additional faculty will be required for the coming year and how many faculty may be retiring, the Vice President of Academic Affairs determines how many new faculty the college must hire. The Vice President then reviews with the instructional deans the specific needs of each of the divisions and a preliminary plan is developed for hiring new faculty. As the year goes on and new needs emerge, the plan is revised (3.7).

Financial Planning: Financial planning is a continuous process that is primarily carried out by the President and vice-presidents in view of the annual revision of the unit plans. Each year the vice-presidents develop priorities based upon unit/department plans. These priorities are then reviewed and discussed at an open town hall meeting. The Planning and Budgeting Committee then establishes institutional priorities based on the areas of emphasis identified by the respective vice-presidents (3.7; 3.10).

Physical Planning: Physical planning involves facilities planning and information technology planning. The basis for facilities planning is the Facilities Master Plan (3.5). As with other planning on campus, this plan is annually evaluated and updated through departmental unit plans. This planning results in a five-year facilities plan that is annually updated with all aspects of ongoing maintenance, replacement and deferred maintenance (3.11). With regard to information technology planning, each year the Executive Dean of Information Technology together with the Director of Computer Services prepare a detailed list of all the system-wide IT projects they are working on, especially program issues, and then they meet with the vice-presidents to set the priorities for the projects. Also, each year a detailed plan is put together for the replacement of aging computers, servers, etc. Presently, a full scale Information Technology plan is being formulated that will incorporate the above (3.12). Finally, on a yearly and monthly basis the Administrative Dean for Technology Training puts together a plan for the courses being offered through the Innovation Center (3.13).

Systematic Human Resources Planning: For the most part, new hires are determined by unit/department plans. The determination of the number of new faculty each year is determined by formulas that come from the state. New managers and classified positions are based on described needs.

Strategic Planning: As part of the systematic planning process on campus there has recently been initiated a strategic planning process. It is envisioned that this strategic plan will provide the focus for the ongoing and systematic operational planning (3.3).
Though the college has established these planning processes, it regularly responds to new opportunities and community needs. Examples of institutional responsiveness include:

• “One Stop” Student Center - Developed in response to complaints of students about the need to go to various sites on the campus for registration, financial aid, counseling, etc. (3.7).

• Strategic Planning - The Strategic Planning effort at Cerritos College grew out of a recognition that the college was taking significant strides forward in a variety of areas and that decisions were being made regarding facilities, programs, people, etc. that would impact the college for years to come but there did not exist a clear sense across the campus of the vision behind all that was happening (3.3).

• Facilities Improvement Agenda – Grew out of a general unhappiness with the image of an aging facility that had not been kept in the best of repair. Hence, significant cosmetic changes were made to the buildings and grounds that have significantly changed the external image of the college.

• Technology Agenda – Grew out of a recognition of the increasing importance of information technology in all aspects of life and the need to train students and faculty in how to use and integrate information technology into the learning process.

• TeacherTRAC Program evolved out of the growing need in the State for qualified K-12 teachers and the need to include teacher education in the lower division courses (3.7).

• PET Project – Grew out of a perceived need to increase the college’s transfer rates (3.7).

• Criteria and Standards for Distance Education Agenda – Grew out of the increasing popularity of distance education courses and the fact that more and more faculty were interested in offering distance education courses but were discovered not to have the needed skills to offer quality online courses (3.7).

• Staff Development Plan – Grew out of a need to better inform the campus community of the development opportunities available to them through the Innovation Center (3.7).

• Learning Communities – The learning communities were developed with the help of a Title III Grant to assist in increasing retention and transfer rates primarily of Hispanic students (3.15).
• Outreach Efforts. Attracting more Hispanic students was a goal of the college’s most recent Title III Grant. These efforts had resulted in the establishment of an office for School and Community Relations, the establishment of a Marketing department and the appointment of a new vice president (3.7).

Self Evaluation

Significant progress has been made in systematic institutional planning since the last accreditation visit with the development of an Educational and Facilities Master Plan, instructional program review, and annual updating of departmental/unit plans. However, these processes are not fully integrated or understood by all college constituents. Effective evolution of these processes will require that the following issues be addressed:

• Ultimately the value of the institutional plan will be dependent on the quality of the departmental unit plans. The problem is that the value of these plans varies considerably. Often they are well thought out, definite priorities are set, needs are clearly delineated and issues are prioritized. But, some plans are simply wish lists and do not reflect careful planning (3.4).

• The format for the unit plans needs to be reviewed. A glaring omission in the present form is the lack of a place for the discussion of outcomes; nor are departments, etc., asked to spell out expected outcomes. There was such a section in the original unit plan form (3.5).

• The Educational Master Plan is now almost five years old. It needs to be reviewed and revised in the light of the many developments that have taken place over the last several years.

• There does not exist a written description of the ongoing operational planning process that is easily accessible for people to consult. One result of this lack of a written description of the planning process is that people do not see how planning and budgeting are integrated. This lack of a written description also partly explains the lack of understanding regarding the role and importance of the unit plans. The recent "Institutional Effectiveness Survey" would support this conclusion. When asked if the institution’s planning process is defined, distributed, and involves all appropriate segments of the college community in the development of institutional plans, 50% of full-time faculty, 50% of administrators and 37% of classified staff agreed with the statement. But 50% of full-time faculty and administrators and 63% of classified staff did not agree (3.14, statement 18).
• A significant part of financial planning takes place during the summer months after legislative approval of the Governor’s budget when most of the institutional committees, such as Planning and Budgeting, are dormant due to the number of people not on campus. As a result, some decisions are made without the opportunity to seek feedback through the normal processes and in response to forces outside college control and there is a need to find a way to keep all parties apprised of what is happening (3.7).

• The weakest part of planning is Human Resource planning. There does not exist an overall plan for human resource development nor any ongoing evaluation of positions, job descriptions, salary ranges, etc.

• There does not exist a strong sense on the campus that the institution engages in a systematic evaluation and planning process in order to identify priorities for improvement. Only 50% of administrators, 65% of full-time faculty and 40% of classified faculty would agree that such a systematic evaluation and planning process is in place. Also only 60% of FT faculty, 63% of administrators and 45% of classified staff would agree that program evaluations do lead to improvement of programs and services (3.14, statements 21, 22).

Planning Agenda

Develop a clear link between Strategic Planning and operational planning.

Review and revise the Educational Master Plan so that it reflects all the changes that have been made over the last four years.

Put more emphasis on outcomes in all stages of planning, especially the unit planning process.

Develop a written description of the enrollment management process as well as of the process for planning for new faculty which would involve more parties in the process.

Develop a full scale Human Resources planning process that provides for diversity and the meeting of affirmative action goals as well as a regular process for review of positions, job descriptions and salary scales.

Standard 3C: Institutional Outcomes Assessment

C.1 The institution specifies intended institutional outcomes and has clear documentation of their achievement.
Descriptive Summary
The institution specifies intended institutional outcomes through the Master Plan and Strategic Planning processes and the college routinely conducts reviews of academic programs. Additionally, data is collected, stored, and later used to revise existing unit plans for each academic division on campus. During Program Review, departments determine their instructional goals and outcomes in a self-study which is validated by an institutional validation team (3.17). The Strategic Plan has identified institutional outcome goals.

There is an annual management review process that includes an assessment of projected goals.

Self Evaluation
Through the Management Review process, academic Program Review, the Strategic Plan and annual revision of unit plans, the college specifies intended institutional outcomes. However, the documentation to support the outcomes is piecemeal and fragmented.

Currently, there is no systematic approach to measure institutional outcomes. Criteria for goals are not explicit in the unit plans. However, managers must report on the achievement of their stated goals, annually.

Planning Agenda
The college needs to develop and implement a systematic approach to measure institutional outcomes. The Strategic Planning Committee has developed a series of measurable Key Performance Outcomes (3.3) that can be used to assist campus personnel in measuring the outcomes of stated objectives in unit plans.

C.2 The institution uses information from its evaluation and planning activities to communicate matters of quality to the public.

Descriptive Summary
The institution routinely collects and stores data from institutional planning and evaluation activities for use by faculty, administrators, and staff. Further, information about the college and the extent to which it meets a variety of goals and objectives comes to the college from outside sources such as the Chancellor's Office and four-year institutions.

Staff in the Public Affairs Office, particularly in media relations, marketing, public relations and governmental relations, routinely seek out information demonstrating institutional quality to share with the public. Reports produced by and sent to the college
are reviewed for information to disseminate. News of student and faculty achievements, awards, grants, etc., are used in weekly press releases and publications sent to the community and on the web.

Self Evaluation

Significant improvements have occurred in planning and evaluation activities since the last accreditation. Better communication to the community about the quality of the college's programs and activities now occurs. All of this planning, evaluation and communication is less systematic and integrated than it needs to be and more dependent on good working relationships.

Planning Agenda

Data collected by the college needs to be more systematically organized.

The results of planning and evaluation efforts need to be communicated to the Office of Public Affairs in a systematic fashion so information on institutional quality can be better disseminated on and off campus.

C.3 The institution systematically reviews and modifies, as appropriate, its institutional research efforts, evaluation processes, institutional plans, and planning processes to determine their ongoing utility for assessing institutional effectiveness.

Descriptive Summary

As a comprehensive community college, data collection and research are used to support institutional planning and evaluation. However, there is no systematic institutional approach for assessing institutional effectiveness.

Self Evaluation

Instructional Program Review, Student Services and Management reviews are conducted annually to determine the effectiveness of the area reviewed.

Planning Agenda

The college needs to create an evaluation process of its institutional research efforts and its effectiveness through an annual review.

The college needs to create an ad hoc team to study what outcomes to track and how.
Standard Three Supporting Documentation

3.1 MIS Programs (Computer Services)
3.2 Programs used by Research Office to access MIS data
3.3 Strategic Plan for Cerritos College 2001–2006 (Draft)
3.4 Annual Updates of Unit Plans
3.5 1997 Master Plan
3.7 Note of Interviews for Standard 3 by John Grindel
3.8 Agendas for Town Hall Meetings
3.9 Minutes of Donna Miller from meetings to consider separate CIS Division
3.10 Minutes of Planning and Budgeting Committee
3.11 Facilities Five-Year Plan
3.12 Information Technology Plan (Priorities for Information Technology)
3.13 Schedule of Offerings by Innovation Center
3.14 Institutional Effectiveness Survey Results, 2000
3.16 Management Reviews
3.17 Program Review Guidelines
3.18 Title III Grant Proposal (1995)
Standard Four: Educational Programs

The institution offers collegiate level programs in recognized fields of study that culminate in identified student competencies leading to degrees and certificates. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, regardless of where or how presented, or by whom taught.

Cerritos College offers comprehensive post-secondary, vocational, credit and non-credit programs leading to appropriate degrees and certificates representative of student competencies and outcomes. Whether the educational activity occurs under academic, vocational or community education or in partnership with local high schools or industry, the educational integrity of the college is maintained.

A. General Provisions

A.1 The institution seeks to meet the varied educational needs of its students through programs consistent with its institutional mission and purposes and the demographics and economics of its community.

Descriptive Summary

The mission of the college, as described in the 2000-2001 Cerritos College Catalog, is "to provide high-quality, academically rigorous instruction in a comprehensive curriculum that respects the diversity represented in our student body and our region" (4A.1). To serve that community of students with its varying needs and experiences, the college offers multiple levels of programs such as Associate in Arts Degrees, transfer programs and majors, vocational certificates, credit classes not applicable to the Associate Degree, non-credit adult education, apprenticeship programs, contract and community education. In the 2000-2001 school year, the college offered the following variety of classes and programs (4A.1,2):

<table>
<thead>
<tr>
<th>Type of Program</th>
<th>Number of Program/Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate In Arts - Transfer</td>
<td>53</td>
</tr>
<tr>
<td>Associate in Arts</td>
<td>18</td>
</tr>
<tr>
<td>Certificates</td>
<td>98</td>
</tr>
<tr>
<td>Non Degree Credit/Basic Skills</td>
<td>76/40</td>
</tr>
<tr>
<td>Adult Education and Apprenticeship</td>
<td>18</td>
</tr>
<tr>
<td>Community Service (Offerings)</td>
<td>1583</td>
</tr>
</tbody>
</table>
Standard Four: Educational Programs

The college serves the communities of Artesia, Bellflower, Cerritos, Downey, Hawaiian Gardens, Lakewood, La Mirada and Norwalk. It also receives students from other districts due to its freeway accessible location and program offerings. The district's multi-ethnic, economic, cultural and social diversity is represented in the students on campus. A comparison of the degrees and certificates awarded, as well as transfers to four-year public institutions, mirrors the ethnic distribution of the community. These comparisons are reflected in the charts below.

Comparison of Ethnicity of the Community to the Ethnic Distribution of Degrees and Certificates Awarded in 1998 (MIS Data)

<table>
<thead>
<tr>
<th></th>
<th>Community Population (%)</th>
<th>Cerritos College Students (%)</th>
<th>Degrees Awarded (%)</th>
<th>Certificates Awarded (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>2.9</td>
<td>8.1</td>
<td>6.1</td>
<td>8.5</td>
</tr>
<tr>
<td>American Indian</td>
<td>0.3</td>
<td>1.2</td>
<td>0.7</td>
<td>1.4</td>
</tr>
<tr>
<td>Asian-Pac. Isl.</td>
<td>12.6</td>
<td>13.5</td>
<td>15.9</td>
<td>15.6</td>
</tr>
<tr>
<td>Caucasian</td>
<td>29.2</td>
<td>14.3</td>
<td>21.7</td>
<td>18.5</td>
</tr>
<tr>
<td>Hispanic-Latino</td>
<td>54.7</td>
<td>43.2</td>
<td>39.6</td>
<td>40.9</td>
</tr>
<tr>
<td>Other</td>
<td>0.3</td>
<td>19.7</td>
<td>16.0</td>
<td>15.1</td>
</tr>
</tbody>
</table>

Ethnic Distribution of Transfer Students to the University of California and California State University Systems 1998-1999 (MIS Data)

<table>
<thead>
<tr>
<th></th>
<th>University of California Number of Students</th>
<th>California State University Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>American Indian</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Asian-Pacific Isl.</td>
<td>31</td>
<td>75</td>
</tr>
<tr>
<td>Caucasian</td>
<td>5</td>
<td>69</td>
</tr>
<tr>
<td>Hispanic-Latino</td>
<td>24</td>
<td>150</td>
</tr>
<tr>
<td>Other</td>
<td>12</td>
<td>26</td>
</tr>
</tbody>
</table>
Data gathered from students enrolling at Cerritos College in 1999-2000 listed the following goals for their educational endeavors: transfer to a four-year college 43%, attain the Associate Degree 24%, attain a certificate 8%, and gain or improve job skills 24%. The Community, Industry and Technology Education Center (C.I.T.E.) also serves the community by offering courses for children, seniors, personal interest, travel and other areas of short term content (4A. 2).

The college has a well-staffed Financial Aid Office to serve students who need assistance meeting the expense of gaining an education. The following awards were made in between the 1996-2000 school years as evidenced by data provided by that office.

<table>
<thead>
<tr>
<th>School Year</th>
<th>Number of Awards Granted</th>
<th>Payment for Awards Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996-1997</td>
<td>17,237</td>
<td>$14,434,789</td>
</tr>
<tr>
<td>1997-1998</td>
<td>18,442</td>
<td>$14,106,217</td>
</tr>
<tr>
<td>1998-1999</td>
<td>19,393</td>
<td>$15,669,512</td>
</tr>
<tr>
<td>1999-2000</td>
<td>20,287</td>
<td>$16,028,148</td>
</tr>
</tbody>
</table>

To assure success for under-prepared students, the college offers numerous support programs: Supplemental Instruction; Learning Assistance Program; Tutorial Services; Learning Communities; Basic Skills Classes, Writing, Language, Reading, Computer and Math Laboratories. For students with disabilities, the college provides a Disabled Students Program and Services that serves over 1000 students per year. Types of services offered are: counseling and guidance; adaptive physical education; speech and language assessment and intervention; mobility and access assistance; and classroom assistance such as note taking, interpretation, tutoring, test taking, adaptive equipment, reading services, books on tape, captioning and many others. DSPS also coordinates the procedures by which students are connected with access technology such as voice synthesis, large print, and Brailling (4A.3). The availability of information about DSPS rated higher on the 2000 Institutional Effectiveness Survey [4.04] than on the 1997 survey [3.98] (4A. 6).

**Self Evaluation**

The college has a significant breadth and depth of course offerings in both regular class format and in community education format as outlined in the Catalog, Community Education Calendar and Schedule of Classes (4A.1, 7, 4). In the year 2000, the college developed five new degrees and added 114 new courses to existing programs (4A. 5).
Courses are offered from 6:30 a.m. to 10 p.m., Monday through Sunday. Most offerings are on campus, but some community centers are used, particularly in the area of Adult Education and Community Service. Local high schools also serve some of the College Bound high school students. Fall, spring and summer offerings are available for students as young as five years of age for summer camp through senior offerings.

The college has expanded its offerings through non-traditional methods including Distance Education. Televised courses in Spring, 2000 enrolled 340 students, online courses enrolled 523 students, and the combined traditional/online (TOL) offerings enrolled 826 students. The number of offerings is growing each semester as the demand increases. (This information was provided in an interview with the Administrative Dean of Technology Training and Distance Education). While the college is meeting the varied educational needs of our diverse population and is consistent with the mission of the college, the faculty and staff strive to increase innovation and effectiveness of course delivery.

Planning Agenda

None.

A.2 Programs and courses leading to degrees are offered in a manner which provides students the opportunity to complete the program as announced, within a reasonable time.

Descriptive Summary

As part of Cerritos College’s emphasis on “Students First,” a variety of methods is used to make class offerings available and timely. Courses are offered traditionally, TOL, and online and in fall, spring, summer and weekend sessions. Six, nine, and other variable week offerings are also used to assure progression by increasing hours per week while shortening the length of the course. This has proven advantageous for students with needs for shorter time commitments. The college has recently established a PACE program for weekend students who will complete the general education coursework in two and a half years.

Most students fall into one of two groups in terms of preferred class hours. The full-time, transfer-bound student prefers traditional offerings and selects morning over afternoon classes. The second group of students, most of whom work, prefer late afternoon, evening and weekend offerings. All programs attempt to schedule for both types of students so that each group is well served.

Faculty and administrators of each program and division work collegially in mapping out course offerings so that students may progress in both an orderly and timely
fashion. Instructional Deans and Department Chairs closely monitor required classes for degrees and certificates to ensure that they are offered at times convenient to students and in appropriate sequence for progression. For degrees and certificates in which a specific progression is required to ensure success in subsequent courses, prerequisites and co-requisites are in place to guide students from preparation through completion.

**Self Evaluation**

While degree programs are scheduled to ensure completion in two years, the average Cerritos College student requires three years for completion of the degree as cited by the college's Institutional Researcher during an interview. Causative factors include the need for remediation in basic skills courses, reduced load to meet job and family commitments, and adequacy of study time outside of class.

Data collected from students and staff in the Institutional Effectiveness Survey support the assumption that courses are offered and sequenced in a mode that allows for reasonable progression through programs and attainment of educational goals. Responses to the statement that "Courses are structured to allow students to progress through their programs in a reasonable amount of time" indicated a positive response of [3.8] in 1997 which improved to [3.92] in the 2000 survey (4A. 6).

Faculty members are very reluctant to decrease degree and certificate offerings so that basic skills sections can be increased. This problem is being resolved by using the following solutions: increase the college budget by aggressively acquiring over "cap" money; Instructional Deans’ commitment to the faculty to distribute course offerings equitably; adherence to the policy of sequencing degree and certificate offerings to ensure timely completion; and administration and faculty agreement on increasing class size where amenable. For the past few years, growth money has allowed adequate offerings in basic skills as well as degree and certificate offerings.

The current use of a wait list was implemented in 1996. Its use has greatly assisted getting students into classes that are closed. During the first week of classes, the faculty members can admit students from the wait list to replace students who did not attend the first class session. Placement on the wait list is on a first-registered/first-listed basis.

The first cohort of PACE students in Fall 2001, numbers sixty. The weekend college, as advertised in the Schedule of Classes, is growing. An Associate in Arts Degree may be earned by attendance for five semesters and one summer term. This means a student can earn the degree in two and a half years. If this continues to grow in popularity, programs not currently offering weekend classes may consider building enrollment through these offerings.

Two procedures have assisted considerably in equitable distribution of class offerings. The first is that each division places a portion of its courses on Fridays. This policy was
enacted when room utilization on Fridays dropped below an acceptable level. The other procedure that improved scheduling of offerings is the implementation of a computerized master room schedule, 2E. This program allows us to see where and when rooms are available on campus. A new program, Schedule 25, will be implemented in summer 2002, to further enhance room utilization. Schedule 25 is a bulk room scheduler that will match class enrollment to class size and seating capacity.

A few courses are offered at off-campus satellite locations. For example, some Adult Education courses are closely tied to specific communities and are offered in those communities. The Disabled Students Program and Services (DSPS) program offers basic skills courses at Rancho Los Amigos Medical Center. This meets the needs of their clients who are also students or may be potential students at Cerritos College. Courses for high-school students who wish to simultaneously complete college work are offered at high-school locations as well as at the college (College Bound Program).

Offerings of open-entry/open-exit labs have increased at a rate of five per year according to Curriculum Committee recaps (4A.5). This flexible scheduling is very useful for students who need lab practice under supervision but do not have regular time blocks available for that practice.

Distance Education offerings have significantly increased. Forty-three online courses (104 sections), one teleconference course, and five television courses were offered in Fall 2000. This type of alternative mode of learning offers students a way to complete coursework through an alternative method with more flexible scheduling. Some students are either not prepared for this learning methodology or are more successful with traditional methods of delivery. The Schedule of Classes now includes advice to students considering Distance Education courses (4A.4). Additionally, a new class entitled "Preparation for Online Learning" will commence in the fall semester, 2001.

Institutional Methodology Certification, which online faculty must complete, is offered through the Innovation Center, to better prepare faculty and positively affect student success in online courses.

Planning Agenda

All staff associated with Distance Education course offerings need to carefully advise and orient students to this mode of learning so that successful completion rates are increased.

A.3 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.
Descriptive Summary

Program changes could occur by course addition or deletion, program elimination, or major program revision. Course deletions are performed when a subsequent course better serves the program than the deleted course, or when a course no longer meets the needs of the program. The following numbers were deleted: 1997-1998, twenty courses were deleted; 1998-1999, sixteen courses; and 1999-2000, thirty-six courses. The 1999-2000 increase was due to a major curricular change in the Nursing Program (4A. 5).

There have been no program eliminations in this accreditation cycle. Prior to this cycle, the Prosthetics and Orthotics Program was phased out over several years with no students left as majors at time of closure. The phase out was due to the certification process qualification being raised to a Bachelor of Arts Degree.

The Nursing Program has undergone a major revision to meet new accreditation standards as well as the changing expectations of the Associate Degree Nurse. Students in the old program will continue toward graduation in the old courses. Newly accepted students will be enrolled in the new program track. The new courses are designed to accept the old courses as appropriate prerequisites.

Self Evaluation

The Curriculum Committee, as it reviews course and program changes and deletions, continuously checks for impact on students, including their ability to reach educational goals. The major revision to the Nursing Program was unanimously supported, partially due to the orderly phase-in and phase-out process.

Occasionally, a course is considered for a major change that affects students who are required to take that course, but are not majors in that area. For example, the anatomy and physiology course that served as a prerequisite for some of the Health Occupations majors was being considered for increase in Carnegie units, class hours and content. This was proposed to and approved by the affected programs through a meet-and-confer process. While this review-and-approval process is not formalized, it occurs as a matter of collegial responsibility.

The college upholds the policy that a student in continuous attendance can be academically evaluated by the requirements stated in the Cerritos College General Catalog that was in effect at the time of the student's first enrollment. The Associate Degree and General Education requirements are under review by the Curriculum Committee. If any major changes occur, students will be protected by this policy. For example, the General Education Freshman English course increased its Carnegie units. To allow current students to progress according to their general catalog, the change will not go into effect until Fall 2002.
Standard Four: Educational Programs

There is a course waiver and substitution process in place for those students whose circumstances necessitate such an accommodation. A student may initiate this process through either the counseling or program faculty. This process can be used to aid in the orderly transition to the student's educational goal.

Since the college has not phased out a program in several years and since very few programs have been phased out, there is no formal, approved process in place. This is of concern since there is no formal process to notify students. While the college has in the past done this with enrolled students in mind, a more formalized plan would protect future students and programs.

Planning Agenda

The Vice President of Academic Affairs and Instructional Deans have begun to develop and approve a formal phase-out process for programs that protects students enrolled in those programs. This process will be completed through shared governance procedures in approximately one year.

A.4 The institution provides sufficient human, financial, and physical (including technological) resources to support its educational programs and to facilitate achievement of the goals and objectives of those programs regardless of the service location or instructional delivery method.

Descriptive Summary

The enrollment at the college has grown steadily over the last several years. With student enrollment increasing, staffing needs also increased. The comparison of growth is presented by data supplied by the Personnel Office in the table that follows:

<table>
<thead>
<tr>
<th></th>
<th>Students*</th>
<th>Full-time faculty</th>
<th>Part-time faculty</th>
<th>Staff</th>
<th>Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995-1996</td>
<td>31,599</td>
<td>250</td>
<td>428</td>
<td>279</td>
<td>31</td>
</tr>
<tr>
<td>1996-1997</td>
<td>30,963</td>
<td>248</td>
<td>346</td>
<td>274</td>
<td>36</td>
</tr>
<tr>
<td>1997-1998</td>
<td>31,690</td>
<td>251</td>
<td>481</td>
<td>268</td>
<td>36</td>
</tr>
<tr>
<td>1998-1999</td>
<td>33,580</td>
<td>254</td>
<td>534</td>
<td>275</td>
<td>34</td>
</tr>
<tr>
<td>1999-2000</td>
<td>36,800</td>
<td>2742</td>
<td>587</td>
<td>289</td>
<td>37</td>
</tr>
</tbody>
</table>

* Students enrolled in both fall and spring are counted only once (MIS data).
The college has carefully worked to comply with the requirements of the target-projected number of full-time to part-time faculty members. During extremely lean years, attrition in non-student related employees (custodian and maintenance positions) was allowed without replacement.

The college now enjoys a renovated Learning Resource Center that includes a state-of-the-art Teleconference Center as well as both small and large computer labs for student use. Once the Library portion of the Learning Resource Center (LRC) was completed, it was obvious that the book and periodical holdings were paltry. This was alleviated by a Capital Campaign to raise money from faculty, staff and the community. This drive collected $150,000 and greatly increased the holdings. The Board of Trustees allocated $200,000 per year from the general fund for purchase of books.

Training for faculty and staff in computer software is available through the Innovation Center courses as well as through "office visits" by the Innovation Center staff. However, some faculty and staff have voiced the need for more ongoing training.

The Planning and Budgeting Process receives input regarding staff, physical and fiscal resources from department unit plans, division goals and objectives and various college committees. Obviously, there is never enough money to cover all needs, but this prioritization process assures consideration of campus-wide needs using the "Students-First" concept.

Data from the Institutional Effectiveness Survey demonstrate students, staff, faculty and the community perceive strong and improved administrative and financial support for educational programs between 1997 and 2000 (4A. 6).

<table>
<thead>
<tr>
<th></th>
<th>1997</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer Education</td>
<td>3.54</td>
<td>3.78</td>
</tr>
<tr>
<td>(statement #27)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational Education</td>
<td>3.55</td>
<td>3.73</td>
</tr>
<tr>
<td>(statement #28)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Skills</td>
<td>3.52</td>
<td>3.68</td>
</tr>
<tr>
<td>(statement #29)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ed. Programs in General</td>
<td>3.34</td>
<td>3.71</td>
</tr>
<tr>
<td>(statement #30)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The college has three additional sources of revenue to the general budget to support educational programs:

Grants have been acquired to develop and expand programs such as Access First (for first-time, non-violent offenders), Microsoft Working Connections, Teacher Training Academy (TRAC) and Physiology Lab Inquiry (using computer-guided query for under-represented students in science).

The Cerritos College Foundation has been highly supportive with funding as shown by some of the following examples provided by the Foundation Office for the school year 1999-2000:

- Learning Resource Center for books, computers, and media $149,000
- Scholars Honors for University Conferences/Visits $3,500
- Title 3 students to attend conference $858
- Artist in Residence $1,500

The Associated Students of Cerritos College (ASCC) generously support educational endeavors. For example, ASCC awarded the Library $100,000 for purchase of a security system to prevent book theft. This budget also supports students’ attendance at speech tournaments, culinary arts exhibits and the like.

Other sources of funding are Vocational Training Educational Act (VTEA), CalWORKs, Contract Education, and other categorical funds.

Self Evaluation

The Planning and Budgeting process has been a major improvement over the old process in that money allocation is now linked to unit plans and the educational master plan that in turn is connected to the college’s mission statement. Priorities for allocation of funds are developed through a shared governance process in which all campus constituents have a voice. Growth money has allowed items to be put back into the process that would have been eliminated without this additional revenue.

Providing adequate funding for vocational programs is a continuous challenge. Frequently, the programs are resource intensive (staff and equipment needs) and rely on supplemental funding such as VTEA, grants, and industry support.

Classroom, lab and office space and subsequent expansion of that space is limited by formulas designated by the California Community College Chancellor’s Office. These formulas do not correlate well with the faculty and staff’s perceived need for general classroom space.
The increased need for and use of technological resources has received adequate attention. All full-time faculty members have computers on their desks. Also, most divisions have made communal computers available to part-time faculty. Repair and maintenance support still requires further budget allotment as does sources for ongoing training.

The Innovation Center has made training available to full-time as well as part-time faculty and staff. Short-term course offerings in Word, Access, e-mail, Internet, web page design and other computer applications abound. The Center has also been very responsive to individual problems and solutions by making “office visits,” by answering questions over the phone, and through e-mail.

The new Teacher TRAC program (first two years of preparation leading to a K-12 teaching credential) has developed a “Computers in the Classroom” course for its students. It is anticipated that this course will also be popular for college faculty as well as teachers in the surrounding K-12 schools. The college budget is committed to making this program a success by supplying proper staff and resource support.

The renovation and expansion of the LRC has greatly alleviated many of the problems of space, technology and access. Study areas and labs are heavily used by students to support their classroom assignments. The online research capability of the Library is a tremendous asset to students and faculty working on research projects. Technological support and training for students presents an ongoing challenge.

Instructional media available in the classroom has increased, but does not adequately meet the needs of those wishing to do high-tech learning activities. This is an area needing further allotment of financial resources as well as continual replacement and updating.

As the Curriculum Committee reviews new and revised courses and programs, members assess the number of lab stations, learning resources and class size to determine adequate support for the program. The librarian member of this committee takes an active role in assessing library holdings to support pedagogy.

**Planning Agenda**

The college will need to thoroughly analyze the changing vocational education funding and implement changes in the budgeting process to assure continued support of those programs.

Learning resources (Tutoring, LAP, Reading, Writing, Computer and Language Centers) in the Learning Resource Center need to be connected to the Planning and Budgeting process to prevent the inadequate funding problems that occurred in the past.
Classroom-based instructional equipment requires an expanded budget with planned replacement and update schedules in place to maintain the college as a technologically advanced institution.

The college master plan will continue to reflect the need for increased development and efficient use of classroom, lab and office space.

A.5 The institution designs and maintains academic advising programs to meet student needs for information and advice and adequately informs and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

Academic advisement is available to students through the Counseling Center, the Career Center, the Extended Opportunities and Program Services (EOPS) Office, the Disabled Students Programs and Services (DSPS) Center, and on an informal basis, through the academic faculty in the student's designated program. The Counseling Center is staffed by twenty-one full-time and fifteen part-time counselors as well as thirty-two peer counselors. The center is open from 8:00 a.m. to 8:00 p.m., Monday through Thursday, 8:00 a.m. to 4:30 p.m., on Friday for fall, spring and summer terms. Students may see a counselor by appointment or at the "walk-up" counseling desk. Counselors are aware of degree and program requirements, and certain counselors are assigned to specific programs and majors to serve as experts.

New student orientations are offered to all first-time students at the college. These four-hour orientation sessions include a presentation of services to students followed by a campus tour. Students are then divided into small groups for individual advisement. Students are also encouraged to enroll in Counseling and Guidance 50 (CG 50), a course titled "Orientation and Educational Planning," or Counseling and Guidance 200 (CG 200), "Success in College and Career." These courses are particularly targeted to assist the new student or a student returning to college after a long absence. Approximately fifteen sections of these classes are offered each semester.

Handouts on majors, degrees and certificates are readily available for students to pick up at the Counseling Center and Instructional Division Offices. These information sheets are updated each time the College Catalog is revised. The college website contains information regarding registration, enrollment, scheduling, degree and certificate requirements as well as faculty and college resources.

Self Evaluation

Academic advisement is successful when students take full advantage of this service. To increase utilization, first-time college students who have not completed the matriculation
process must see a counselor before gaining access to Touchtone registration. Thereafter, a student is not required, but is strongly encouraged, to make an individual counseling advisement appointment each semester. At that time, the counselor can review and advise based on placement process results, evaluate prior college work, and map out an educational plan to reach the student’s goal. Counselors also use this time to refer students to other support services such as the Learning Assistance Program (LAP) and tutorial programs, financial aid or career counseling services. Students involved in EOPS, financial aid, disability services, probationary status and athletics are given counseling assistance on a more frequent schedule. Their progress through courses is monitored by both Counseling and the appropriate academic faculty.

The Institutional Effectiveness Survey of 1997 and 2000 responses support the perception that the college is providing adequate academic advisement. The data for both years indicate a positive perception of services. “Cerritos College maintains academic advising programs to meet student needs” (statement #31) received a rating of [3.52] in 1997 and [3.74] in the 2000 survey (4A. 6).

Program faculty advisement occurs on an informal basis in the vocational and academic programs. Some of the department chairs’ and coordinators’ released time is based on this responsibility. Since the counseling staff members have specific program responsibilities, communication between program coordinators and chairs and specific counselors is used to keep the counseling staff aware of changes.

Several years ago the college implemented an early warning system through the matriculation budget. A faculty member, through a brief checklist, can notify students at risk of failure that additional advisement and support are available. Each student identified by the checklist receives a postcard that recommends he/she takes advantage of student support services. The advice may be to see the faculty member, use tutorial services or other recommendations. The system may also be used to advise students that they are doing well and to keep up the good work. The early warning system, though effective, has not received broad use recently. Faculty members still cite students’ lack of study skills, time management, work skills and academic preparation as major reasons for failure and drop out.

Although counselors are readily available during in-person registration for on-the-spot advisement, the counselors may not have time or transcripts available to advise students completely. While students are advised to make appointments, appointments are only booked two weeks in advance. If the appointments are filled, the students must call back to get an appointment. As the Weekend College expands, the lack of counselors available for weekend students must be evaluated.
When program and counseling staff meet and communicate frequently, information to the student is comprehensive and accurate. However, not all program faculty and counselors have taken advantage of these communication sessions.

In the Health Occupations Programs of Nursing, Dental Hygiene and Assisting, Pharmacy Technology and Physical Therapist Assistant, the program counselors hold information sessions monthly for potential students. They also attend the orientation sessions for newly admitted students and help with the recruitment of students from surrounding high schools. The counselors do a review of transcripts for the Nursing and Dental Hygiene Programs that greatly assists in the selection process. Counselors also do a first semester review of all enrolled students in the Physical Therapist Assistant Program. This has greatly alleviated the problem of students not meeting graduation requirements in a timely manner.

The science faculty members in the Science, Engineering and Math (SEM) Division hold meetings each semester with students majoring in science to advise students of course sequencing and program completion.

The Psychology, Anthropology, Philosophy and other clubs provide opportunities for students to receive guidance in their majors from key faculty.

Planning Agenda

The college needs to develop and implement a formal plan to increase communication between program faculty and counselors. This should include an evaluation of the plan's effectiveness.

Faculty advisement should be studied as a method for improving student academic and career counseling.

A study of the policy of booking counseling appointment times to encourage student utilization and follow though is warranted. Weekend counseling appointments need to be offered.

Review of implementation of Early Warning System is warranted.

Standard Four A Supporting Documentation

4A. 1 Cerritos College Catalog, 2000-2001

4A. 2 C.I.T.E. List of Courses
Standard Four: Educational Programs

4A. 3  DSPS List of Services

4A. 4  Schedule of Classes

4A. 5  Curriculum Committee Yearly Recaps

4A. 6  Institutional Effectiveness Survey Results, 2000

4A. 7  Community Education Calendar
Standard Four: Educational Programs

B. Degree and Certificate Programs

B.1 The institution demonstrates that its degrees and programs, wherever and however offered, support the mission of the institution. Degree and certificate programs have a coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources.

Descriptive Summary

Cerritos College has a long history of providing its community with an accurate representation of its mission as delivered in its degree and certificate programs. The College Catalog is published once every year and contains lists of degree and certificate requirements as well as other programmatic information that helps the college community understand its programs. The college’s commitment is demonstrated in the first line of its mission statement, "Cerritos College is an open-access institution committed to providing high-quality, academically rigorous instruction in a comprehensive curriculum that respects the diversity represented in our student body and our region."

All the degree and certificate programs at Cerritos College are approved through a process directed by the Academic Senate. The Curriculum Committee, consisting of faculty from every instructional division on campus, instructional administrators, and student representatives, participates in the review of all courses that make up all degree and certificate programs. This approval process, although maintaining its local control, conforms to the California Education Code and follows a Curriculum Handbook established to assure uniformity and validity of course approvals.

The degree and certificate approval process begins at the department level where special scrutiny is provided to make sure that proper content, breadth, and depth is covered in every course. After approval by the department, the degree or certificate is forwarded to the dean for review and then directly to the Curriculum Committee where it receives at least two readings - one for technical review and one for content review (appropriate length, breadth, depth, content, objectives, learning resources, and process). After approval by the Curriculum Committee the program of study is forwarded to the Board of Trustees for approval at a regular meeting of the Board (4B.1).

In addition, new programs and certificates in areas of vocational education are forwarded to the Los Angeles/Orange County Workforce Development Leaders (LOWDL) for regional endorsement by deans from surrounding colleges. This process assures that new programs and certificates are not unnecessarily duplicating those already in existence in the region. After endorsement by LOWDL, the new program or
certificate (18 units or more) is forwarded to the Chancellor's Office for approval. Once approved by the Chancellor's Office, the Cerritos College Board of Trustees then adopts the program or certificate. These somewhat involved approval processes ensure that curriculum and new programs or certificates are both academically sound and appropriate for Cerritos College students.

Cerritos College has established articulation to surrounding colleges and universities as a major goal. To that end, the Curriculum Committee regularly recommends courses to the University of California and the California State University Systems for articulation and inclusion in General Education requirements, when appropriate. If courses are to be included as transfer courses to CSUs, the Curriculum Committee scrutinizes them using the standards outlined in the Curriculum Handbook (Section XII-1) (4B. 1). If courses are to be articulated on a course by course basis, they are submitted to the UCs and CSUs on a scheduled basis for scrutiny by the faculty at the university level. Cerritos College currently has articulation agreements with 17 CSU campuses, 9 UC campuses, and 12 private and/or out-of-state four-year institutions. This is a significant achievement in light of the inconsistencies of articulation throughout California higher education. (Please see section D4 for more discussion on transfer issues.)

Self Evaluation

The Curriculum Committee works well to provide a fast, yet thorough, process for curriculum review. During the 1999-2000 program year, the committee completed a 6-year process to review all prerequisites and co-requisites. A process to review repeatability of all courses should be completed by the end of 2001. Over 2,000 new and revised courses were reviewed in 1999-2000. The committee, where needed, reviewed recommendations for corrections, and appropriate action was taken. In an effort to manage curriculum updates and corrections, the Curriculum Committee has asked the Vice President of Academic Affairs and the Instructional Deans to develop a process for monitoring curriculum review.

The Curriculum Committee meets regularly throughout the year (every second and fourth Thursday) to provide many opportunities for faculty and departments to address curriculum issues. When needed, the committee also functions during the summer months to allow year-round access to the curriculum process.

Every three years, all curriculum should be reviewed by faculty, updated when appropriate, submitted for review by the Curriculum Committee, if necessary, and scheduled for future review.
Planning Agenda

Develop a specific process for cyclical curriculum review.

B.2 The institution identifies its degrees and certificates in ways which are consistent with the program content, degree objectives, and student mastery of knowledge and skills including, where appropriate, career preparation and competencies.

Descriptive Summary

The Cerritos College Catalog identifies courses and degree/certificate programs in two sections – one listing by program specifies all degree or certificate requirements and one listing by department lists all courses with course descriptions and other relevant information. Due to a complete renumbering of courses throughout the campus during the 1999-2000 school year, course descriptions currently provide students with old and new course numbers. In addition, a conversion chart is provided in the catalog and the Schedule of Classes (4B. 12, pp.30-34) to assist the college community in finding courses.

Cerritos College publishes a formal Schedule of Classes three times a year and several smaller publications for short-term and online classes. During the 1999-2000 school year, a focus group of students was convened to collect data regarding what information is important to students for inclusion in the college schedule. Taking note of suggestions by these students, substantive changes were then made and have increased the usability of the college Schedule of Classes.

Each program identified in the Cerritos College General Catalog provides information on the career opportunities students may expect when pursuing a specific degree or certificate. This information is further expanded in descriptions provided by the departments and distributed through college brochures or handouts provided in the Division Offices (e.g., Nursing brochure, Graphic Design handouts, etc.) and Counseling area.

Career preparation in the certificate and career programs is monitored by advisory committees, state boards, and/or state evaluation reports. Vocational programs monitor and document student competencies on professional licensing examinations and certifications (e.g., Nursing, Physical Therapist Assistant, Dental Assistant, Court Reporting, etc.).

The California Community College Chancellor’s Office has established a set of accountability measures for vocational programs. Using MIS data provided by the college, the Chancellor’s Office generates core indicator performance reports. These reports provide program faculty, department chairs, and deans with ongoing program performance data.
Self Evaluation

The 2000 Institutional Effectiveness Survey showed that students are generally satisfied with the academic programs at Cerritos College. In particular, students gave an average rating of 3.92 to statement #24, “students completing Cerritos College programs and courses are well prepared for continued higher education” (4B. 2).

In addition to brochures already developed, many divisions and/or departments are developing new brochures to keep students informed of current program requirements as well as information concerning the applicability of courses to transfer or job attainment.

The Curriculum Committee and California State Curriculum Guidelines recommend that all courses be reviewed once every three years and updated as necessary. These updates are reflected in yearly catalog and schedule revisions. The course outlines of vocational programs tend to be kept very current, possibly because of the frequent contact with advisory boards.

Planning Agenda

Each program should develop a process by which students who have successfully completed a program can be contacted to evaluate the validity of their course of study, the completeness of the educational content provided, and the efficiency of the program curriculum.

B.3 The institution identifies and makes public expected learning outcomes for its degree and certificate programs. Students completing programs demonstrate achievement of those stated learning outcomes.

Descriptive Summary

Official course outlines of record identify the course content and expected learning outcomes of every approved course offered at Cerritos College. These course outlines are kept in the division offices with an official copy retained in the Office of Academic Affairs. The course outlines of record are given to all faculty as a means of ensuring that courses are taught using the pre-determined course content and objectives.

In addition, most students are provided with a course syllabus that delineates the expected learning outcomes as well as requirements for attendance and participation. The course syllabus is meant to provide the students with more specific information than the outline of record concerning the instructor's specific activities to accomplish the established objectives and course content. Many faculty publish their syllabi on the college website. There is, however, no campus-wide requirement for a course syllabus and
Standard Four: Educational Programs

faculty and administrators have noted that some faculty do not provide a syllabus for students.

Accredited programs such as Court Reporting, Dental Hygiene, Physical Therapist Assistant, and Nursing keep extensive outcome data on their programs (e.g. passing rates for state license). In addition, many programs regularly track students to determine if students achieving learning outcomes are able to find employment or transfer. Faculty determine the successful achievement of course content or objectives by assessing students in a variety of ways (4B.3).

Every semester, course retention and student success information is provided for every class in a Grade Distribution Report. The information is distributed campus-wide and to the instructional deans for review and action as deemed necessary (4B.4).

Self Evaluation

The quality of instruction at Cerritos College can be demonstrated by using a composite score from annual student evaluations of faculty, how well students succeed after leaving Cerritos College as measured by job placement rates (69.8% for vocational students (4B.5), and transfer performance rates (28.5%) (4B.13).

In addition, the campus keeps data on the success of current students to assure that the quality of instruction is consistent. The extent to which a SAM Code A-C (vocational) course is successfully completed with a C-grade or above is approximately 74%. Approximately 52% of vocational students receive a certificate or degree or enroll in either a California four-year public university or the military (4B.5).

Successful course completion rates for all students averaged 63.62% in 1999-2000. Those who were transfer students completed at 63.89% while basic skills students completed courses at 59.83% with a “C” or better (4B.13).

Planning Agenda

The college should begin a process to develop a policy requiring all faculty to have a course syllabus on record in the Division Office.

B.4 All degree programs are designed to provide students a significant introduction to the broad areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core.
Descriptive Summary

To achieve a certificate or Associate of Arts Degree at Cerritos College, students must take a series of courses that build one upon the other in a manner that provides for a gradual understanding—from general to most specific. Upon completion of the series of courses, the students will have achieved the required competencies.

The Curriculum Committee approves all degree programs. Programs are scrutinized for an appropriate sequencing of courses, critical thinking activities, and an appropriate breadth of knowledge—both theoretical and practical—and access for students with disabilities.

Self Evaluation

Students are generally positive about the college's ability to prepare them for continued higher education through its degree programs. Approximately 73% of students agree that they are well prepared, approximately 20% are neutral or have no opinion, and about 7% feel that they are not prepared (4B. 2). Major requirements specifically focus students in one area of study in preparation for degrees or certificates.

At this time, the college only has an Associate of Arts degree program. It does not have an Associate of Science or AA degree for transfer; therefore, students' options are limited.

The college Curriculum Committee began a review and update of its General Education requirements in Fall 2001.

Planning Agenda

The college must review and update its general education offerings to reflect current labor market needs and global trends.

The college must examine the types of degrees it offers to assure that students are achieving goals that are congruent with the transfer, workforce, and self-improvement goals established by the students.

B.5 Students completing degree programs demonstrate competence in the use of language and computation.

Descriptive Summary

All course outlines require assignments in reading, writing, problem solving and critical thinking. Students who complete degree programs at Cerritos College demonstrate
Standard Four: Educational Programs

competency in the use of language and computation in three ways. First, students must achieve a certain competency in language and computation as a part of the requirements for graduation (4B. 11, p.43). Mathematics, reading, and writing proficiencies are assessed at the beginning of their studies. If needed, appropriate coursework is provided to increase proficiency. Second, all general education courses require students to apply writing, problem solving, or skill attainment in ways that demonstrate proficiency. Third, all students are expected to demonstrate problem solving and critical thinking skills in every credit course.

In addition, vocational programs are encouraged to integrate language and computation skills into discipline specific coursework. Workshops are held with faculty members and course syllabi are appropriately adjusted, if necessary, to include language and computation skills.

A Learning Assistance Program (LAP) provides students with tutoring assistance in a variety of subjects, including language and computation. In addition, supplemental courses (e.g., English 33, Speech 46T, and Reading 41T) are offered for students to take in conjunction with their academic courses.

Self Evaluation

A need has been identified to include support for students throughout their course of study at Cerritos College in language and computation. Even though students may pass initial proficiency exams early in their careers, additional support throughout their general education core and their major program of study is necessary. Currently, several locations on campus are available for students to find help with language or computational problems. However, there is insufficient information about the effectiveness of the Learning Assistance Program.

The English Department is working with faculty campus-wide to develop a support system that will provide students with assistance in writing throughout their time at Cerritos College (4B. 6).

Planning Agenda

A systematic evaluation of the Learning Assistance Program needs to be undertaken.

B.6 The institution documents the technical and professional competence of students completing its vocational and occupational programs.
Standard Four: Educational Programs

Descriptive Summary

All programs that prepare students for technical and professional careers have specific learning outcomes clearly defined in the course outlines. Faculty evaluate students on a competency basis. Under federal Vocational and Technical Education guidelines, courses in these areas must be evaluated for current competencies by outside advisory boards, thereby keeping the curriculum alive and active so that students attain proficiencies current with industry.

Outside accrediting and licensing agencies mandate progress requirements and assessments (e.g., Paralegal, Nursing, Court Reporting, Cosmetology, Automotive, Welding, Physical Therapist Assistant, and Dental Hygiene). A list of accrediting bodies and results of accreditation reviews are available (4B. 7). All accredited programs maintain follow up research for students who have completed the program.

Core measures are used to determine the effectiveness of vocational and occupational programs. These core measures are statewide measures and are provided by the California Community College Chancellor’s Office (4B. 8).

Self Evaluation

All programs that must meet outside accrediting standards have had successful pass rates (4B. 9). The documentation of the success of students in vocational and occupational programs will be tracked through the Key Performance Outcomes (KPOs) of the Strategic Planning Process. One element used to determine if the quality of instruction is effective is the job placement rates for vocational students. Currently, 69.8% of vocational students are placed in jobs within one year from completion (4B. 5).

Beyond the certification of its students with certain competencies, the college has limited tracking ability of the student’s journey into the workforce. In many of these programs, the demand for graduates is great; therefore, the placement rate is high. In order to determine if Cerritos College programs are successful another step must be taken. The success of students once they have been certified is important to the future effectiveness and reliability of career and technical programs. Employer and student follow-up surveys are undertaken in many programs and are necessary for a full self-assessment (4B. 10).

Planning Agenda

The faculty and administration of vocational programs will improve tracking of vocational students who enter into employment and their success in the workplace, including employer satisfaction.
Standard Four: Educational Programs

Standard Four B Supporting Documentation

4B. 1 Cerritos College Curriculum Handbook

4B. 2 2000 Institutional Effectiveness Survey Results, 2000

4B. 3 Examples of Graded Work

4B. 4 Grade Distribution/Retention Report – Various Semesters


4B. 6 Flyers and announcements from English Department

4B. 7 External Accrediting Agencies

4B. 8 VTEA Program Performance Trend Report

4B. 9 Sample External Accreditation Reports (Court Reporting, Nursing, Cosmetology, Paralegal, Physical Therapist Assistant, Dental Hygiene)

4B. 10 Piorkowski Report on Employment Preparation

4B. 11 Cerritos College Catalog, 2001-2002

4B. 12 Schedule of Classes (Fall 1999, Spring 2000)

4B. 13 Partnership for Excellence Factbook
C. General Education

C.1 The institution requires of all degree programs a component of general education that is published in clear and complete terms in its general catalog.

Descriptive Summary

The requirements for graduation and General Education at Cerritos College are published on pages 44-47 of the 2001-2002 catalog (4 C. 1) as well as three times a year in the Schedule of Classes (fall, spring, and summer). Counselors also provide general education information when students visit them for career or course guidance. Duplicate information is provided on the college website.

Self-Evaluation

Each program included in the General Catalog provides a listing of required courses, career information, information pertinent to outside accreditation or licensing, and any special counseling issues. Some students and faculty have reported that information specific to programs is not updated on the college website, thereby creating discrepancies between the published materials and printed materials.

An annual revision of the college catalog does not thoroughly respond to the needs of the community and of industry. The college needs to be more flexible – possibly using the Internet to keep information current.

Planning Agenda

The college must develop a more systematized response to changes within programs and General Education requirements including on the website.

C.2 The general education component is based on a philosophy and rationale that are clearly stated. Criteria are provided by which the appropriateness of each course in the general education component is determined.

Descriptive Summary

The curriculum process at Cerritos College assures that all courses approved meet a General Education philosophy outlined in the Curriculum Handbook (4C. 2). To obtain General Education status for a course being submitted for review, faculty must respond to questions that focus on eight areas: course integrity, scope, critical thinking, individual values/beliefs, integration of knowledge, culture and heritage, common universe of discourse, and continuing study.
Self Evaluation

The Curriculum Committee provides excellent leadership in establishing the philosophy of General Education for Cerritos College. Courses continue to be added to the curriculum in a way that assures integrity and rigor.

Planning Agenda

None.

C.3 The general education program introduces the content and methodology of the major areas of knowledge; the humanities and fine arts, the natural sciences, and the social sciences. The general education program provides the opportunity for students to develop the intellectual skills, information technology facility, and affective and creative capabilities, social attitudes, and an appreciation for cultural diversity that will make them effective learners and citizens.

Descriptive Summary

A listing of the full scope of the Cerritos College General Education requirements can be found in the College Catalog (4C. 1, pp. 44-47). The General Education requirements for the Associate in Arts Degree are 21 to 27 units in the areas cited above. A maximum of 39 units may be certified to fulfill the CSU lower division General Education requirements.

Self-Evaluation

A broad range of general education courses are offered at Cerritos College. The review of all general education courses at the time of adoption includes the eight questions that focus on the breadth of the course.

Planning Agenda

None.

C.4 Students completing the institution's general education program demonstrate competence in oral and written communication, scientific and quantitative reasoning and critical analysis/logical thinking.
Descriptive Summary

Students completing the Cerritos College General Education program must demonstrate a minimum competency in communication, reasoning, and critical thinking. This may be done by completing coursework in the four areas of the Cerritos College General Education program, which are modeled after requirements from the CSUs and UCs. The courses included in the General Education core of the General Catalog were included to ensure that students had competencies in communication, reasoning, and critical thinking. In addition, those elements are encouraged in courses throughout the curriculum on campus (even those not included as general education courses), thereby increasing the student’s ability to master those competencies.

Self Evaluation

Determining what makes a well-rounded student is a major challenge for the institution. Desired competencies change from one generation to the next because of changes in information technology and moral or ideological shifts.

Planning Agenda

We need to assess if students are achieving the goals of General Education by completing our General Education core courses and determine if shifts have occurred which would mandate a revision of the core. The campus should look into assessment instruments of general education competencies.

Standard Four C Supporting Documentation

4C. 1 Cerritos College Catalog, 2001-2002

4C. 2 Cerritos College Curriculum Committee Handbook
D. Curriculum and Instruction

D.1 The institution has clearly defined processes for establishing and evaluating all of its educational programs. These processes recognize the central role of faculty in developing, implementing and evaluating the educational programs. Program evaluations are integrated into overall institutional evaluation and planning and are conducted on a regular basis.

Descriptive Summary

Educational programs are established by faculty writing the original curriculum which is then acted upon by the Curriculum Committee. After committee approval, the Vice President of Academic Affairs signs off the course. It is then sent to the Board of Trustees for institutional approval. All new programs, degrees and certificates (over 18 units) are forwarded to the Chancellor’s Office for approval. This process is clearly outlined in the Curriculum Committee Handbook. Copies of this handbook are available in each division office, from each committee member, in the Office of Academic Affairs and by request from the Curriculum Committee secretary.

Once courses are established, they are on a three-year cycle for faculty review. This review also includes determining if prerequisites, co-requisites and recommendations are needed and are established at the appropriate level.

Educational programs are evaluated through the Program Review process. This process is on a six-year cycle, and will complete its first six-year review in the 2002-2003 school year (4D.1). Recommendations from the Program Review process are used as support for faculty and equipment requests proposed to Planning and Budgeting. The Program Review process is outlined in detail in the written guidelines of the Program Review Committee and is available in each division, from any committee member and in the Office of Academic Affairs (4D.2). Each program, prior to its Program Review cycle, is provided with a copy of the procedures and guidelines as well as an invitation to an orientation session. The Program Review process begins with the program faculty completing a self-study that responds to a set of standards similar to the college’s accreditation and includes input from faculty, students, staff and dean. A validation team reviews the response, visits classes, interviews students and faculty and meets with the Instructional Dean. The team prepares a report complete with commendations and recommendations. The report is presented to the program faculty and the Program Review Committee members. Modifications for clarity and accuracy may be made. An annual general themes memo, prepared by the Program Review Chair, is submitted with the reports to the Faculty Senate, Vice President of Academic Affairs, and Board of Trustees (4D.3,4).
The composition of the Curriculum Committee is as follows: a faculty chair, ten additional faculty members (one from each Division or major educational component), three administrators, one classified staff member and one student member. The composition of the Program Review Committee is ten faculty members including the faculty chairperson, four administrators and one student. The composition of both committees assures a strong voice by the faculty.

Self Evaluation

The time from inception of curricular ideas to Curriculum Committee approval can be as short as one month for courses meeting imminent need criteria. A comparison of 1997 to 2000 data from the Institutional Effectiveness Survey in response to the efficiency of the curriculum approval process demonstrates an improvement in the rating from [3.46] to [3.73] on a five-point scale (4D. 18). To date, once a course has been approved by the Curriculum Committee, there has not been a rejection of that course by the Vice President of Academic Affairs, Board of Trustees or Chancellor's Office. While the Curriculum Committee is biased in the number of faculty votes (eleven) compared to Administrative votes (one), the committee carefully considers pedagogical soundness for all proposals such as class size, justification of need, impact on other programs and availability of supportive learning resources.

Since the last accreditation cycle, several major changes have occurred that affect this standard. The need to develop a thorough and effective program review process resulted in the General Education and Program Review Committee accepting that charge. To be manageable, the Committee requested to be relieved of the responsibility to review and recommend General Education submissions to the Curriculum Committee. When that was approved, the Curriculum Committee, temporarily, assumed the full responsibility for General Education approval without sub-committee recommendation. However, that temporary assignment of responsibility worked so well, that it is now part of the permanent process for General Education approval. The Curriculum Committee uses specific criteria for approval and maintains separate votes for the General Education submission and the course approval. These criteria are described in the Curriculum Committee Handbook in the section labeled General Education Philosophy Statement.

Another major and positive change has occurred for the curricular process; that is the addition of a librarian and a student member to the committee, each with a vote. The librarian inclusion has been a great asset for assuring that courses and programs are supported by strong library holdings. This member has also been very helpful in checking accuracy and currency of bibliographic references in course outlines. The student member brings the student point of view to all committee actions. The effectiveness of this member has varied somewhat due to attendance and preparation. However, it is still valued, and the chair of the committee has worked with the Student Body President to
select an effective and responsible student member. An unfilled Student Services position has been recently filled with a faculty member from the DSPS program. This member has been very influential in helping the committee to develop and implement a criterion for course approval that assures access to media for students with disabilities. The 2001 Program Review Report for DSPS commended the program for its work with the Curriculum Committee on access issues, including via Distance Education (4D. 19). The committee has also benefited from members who are very active in Distance Education both as teachers and as committee members on the Instructional Technology Committee.

The Curriculum Committee plans to get the Curriculum Handbook, agenda and minutes on the web. This would increase access to any person interested in the curriculum development process and, hopefully, save considerably on copying material.

Since the last accreditation cycle, the Program Review process has changed dramatically. Previously, it was conducted by administrators and focused on numbers and revenue. The new process has wide campus involvement with heavy faculty participation. Results of the Program Review process are used to support Planning and Budgeting requests. Fifty-eight programs will have been evaluated at the end of the six-year cycle. The response to the Institutional Effectiveness Survey question regarding routine review of educational programs elicited favorable data for 1997 showing an average of 3.55 compared to 2000 data showing an average of 3.75 on a five-point scale (4D. 18).

An evaluation of the effectiveness of the Program Review process was conducted in 1999-2000. This took into account substantial faculty input. As a result, the Program Review format was recreated and a new format was instituted in the 2001-2002 cycle. The Program Review Advisory Committee will conduct an evaluation of the process every sixth year.

Planning Agenda

None.

D.2 The institution ensures the quality of instruction, academic rigor, and educational effectiveness of all of its courses and programs regardless of service location or instructional delivery method.

Descriptive Summary

All credit and non-credit courses must complete the curricular approval and review process defined in the previous section. Additionally, courses offered through Distance Education modes require additional scrutiny of the criteria set for Distance Education.
Courses offered as community education do not require Curriculum Committee approval, but are presented to the committee for information and feedback. Additionally, students evaluate the Community Education courses upon completion (4D.5).

All courses must follow the Title V guidelines and are reviewed by the Curriculum Committee for this criteria. All courses require Board of Trustees approval. These criteria for approval are in force regardless of location for the course offering.

Faculty teaching the credit and non-credit courses meet the minimum qualifications and faculty service areas for the department in which the course is offered. Students evaluate all full-time faculty members once a year while part-time faculty members are evaluated every semester.

Probationary tenure-track faculty are reviewed through peer review every year until tenure is granted. After that, peer review occurs every third year. Newly hired adjunct are peer reviewed the first semester of hire and every sixth semester thereafter.

**Self Evaluation**

Quality of instruction is evaluated by both student ratings and by the peer review process. Classroom observations of faculty teaching is required as part of the peer evaluation process. Student ratings of the course and faculty are also part of this evaluative process. The mean student ratings for full and part-time faculty for Fall 2000 on a thirteen-question survey of teacher effectiveness is between [3.4-3.7] on a [4.0] scale (4D.18). Student ratings are also used as part of the evaluation process for both full and part-time faculty.

While minimum qualifications and faculty service areas are used as a baseline for the hiring process, the college attracts applicants who have experience well beyond the minimum qualifications. Most screening committees require that the applicant do a demonstration-teaching segment as part of the interview. Due to the use of the teaching demonstration, faculty selected for teaching positions have greatly enhanced the quality of instruction. Peer review is completed as part of the evaluation of new and continuing faculty and is an opportunity for sharing of teaching qualities and ideas for improvement of techniques.

To ensure course rigor, each course outline of record must contain the following provisions:

- Objectives must be student centered and above the basic level of difficulty as identified in Bloom's Taxonomy;
Standard Four: Educational Programs

- Each course must have a final examination, demonstration or project;

- Each course outline must have examples of reading, writing or problem solving, and critical thinking assignments at the college level.

Courses not meeting the above criteria are not granted approval by the Curriculum Committee. Examples of student assignments reflecting college level work will be available for the on-site team to review (4D.7).

In the Summer Session of 2000, the Fine Arts and Communications Division completed a study to determine whether courses offered met the objectives listed in the course outline of record. The data is being evaluated and will be available on site for study (4D.8).

Departments are concerned with teachers bringing students to the appropriate exit level so that they can be successful in subsequent courses. The English Department has been working diligently with full- and part-time faculty to stair step content, levels of instruction, and assignments so that students are prepared appropriately for the subsequent courses. Since this is an ongoing project, results will be continuously monitored for improvement.

While rigor and effectiveness of instruction are specified in the course outline sections on methods of evaluation and assignments, exit abilities of students are not measured by all programs. Many vocational programs have measures of this through state board results and employer evaluations of graduates (4D.9, 10).

Planning Agenda

The research project conducted in the Fine Arts Division on completion of objectives should be implemented in other divisions. Collected data should be applied to improving the quality of instruction by stronger adherence to the course outline of record.

New full- and part-time faculty members can benefit from a training session on curricular standards and their application to teaching methods, assignments and methods of evaluation.

A study of how to best measure exit abilities in all courses should be undertaken.

D.3 The evaluation of student learning and the award of credit are based upon clearly stated and published criteria. Credit awarded is consistent with student learning and is based upon generally accepted norms or equivalencies.
Descriptive Summary

The evaluation of student learning is described in the course outline of record, in the course syllabus and in a report that is turned in to Admissions and Records with the final grades for each course. Course credit is described for every course listed in the Catalog and the Schedule of Classes.

Credit is awarded using the Carnegie unit; that is, for each lecture hour per week in semester length courses, one unit of credit is awarded the student. Lab activities require three hours per week for one Carnegie unit of credit. These hours are prorated for lesser offerings so that two hours per week of lab activities are awarded 0.5 units and no units are awarded for one hour or less per week. The unit value is further described so that each lecture hour generates approximately three hours of out of class activity in the form of reading, writing and test preparation activities by the student. This award of credit is based on Title V of the California Education Code and is cited in the Curriculum Handbook.

Self Evaluation

The Curriculum Committee has applied the Carnegie unit model for the last several years to all new and revised courses. In the last year, courses in Physical Education and Fine Arts were being converted from "activity" units to appropriate lecture/lab format. This process should be completed by the end of the 2000-2001 school year.

Instructional Deans encourage faculty to distribute course syllabi with inclusion of grading criteria. The English Department did a review of syllabi. The results of the review showed variations among faculty and general compliance with use of syllabi and grading criteria (4D.11).

Planning Agenda

Faculty should be encouraged to develop and use comprehensive syllabi.

D.4 The institution has clearly stated transfer of credit policies. In accepting transfer credits to fulfill degree requirements, the institution certifies that the credits accepted, including those for general education, achieve educational objectives comparable to its own courses. Where patterns of transfer between institutions are established, efforts are undertaken to formulate articulation agreements.

Descriptive Summary

The policy used by the Admissions and Records staff and included in the Cerritos College
Catalog is to accept for transfer any lower division course offered at a college or university accredited by one of the six regional accrediting associations (4D.20). If a student requests transfer of units from a foreign college or university, the transcript must be evaluated by an international transcript evaluation service for level of rigor as well as comparability of content and objectives. Students may also earn course credit for military service and Advanced Placement Tests. These policies are outlined in the Catalog in sections labeled “Registration Information” and “Scholarship Regulations.” A challenge and appeal process is in place for students to use if a dispute over acceptance of units should occur. This process is outlined in the section titled “Challenge Procedure” (4D.20).

Although transcript evaluation clerks in the Admissions and Records Office are charged with completing the official evaluation of transfer credit, the clerks may consult with faculty and/or counselors if similarity of courses is not clear. This staff uses the California Articulation Number system (CAN) if the course is listed. A regional organization of Articulation Officers, including Cerritos College, has also developed a grid of comparable courses from surrounding community colleges.

Articulation agreements with four-year colleges are on file and are developed and managed by the articulation officer. This list is continuing to grow as courses and students expand their transfer horizons. Currently articulation agreements exist for either general education, major or departmental courses with seventeen California State Universities, nine Universities of California and twelve private colleges and universities (4D.12).

Self Evaluation

The course challenge process, though infrequently utilized, works well. The utilization of this process will increase significantly if prerequisite blocking is computerized and completely enforced.

The foreign transcript evaluation services are time consuming and costly for the student. However, the service is of great assistance in verifying the accuracy of the transcript since authenticity is a growing problem.

Counselors’ use of CAN system and equivalency grids has been very helpful to faculty when verifying completion of appropriate course prerequisites. Since Cerritos College receives so many students transferring from other colleges, these systems can benefit from expansion.

The college has just completed a course renumbering sequence that identifies the level of course by its number. For example, non-degree credit courses are numbered between
Standard Four: Educational Programs

1-49, degree credit courses that do not transfer are numbered between 50-99, and transferable courses are numbered between 100-299. It is hoped that the college’s new course numbering system will also aid in the transfer of units earned at Cerritos to other institutions.

A study completed by the California Community College Chancellor’s Office cited Cerritos College as a very popular college to transfer to. In fact, Cerritos College had the highest number of transferring students from other community colleges and regional universities in the state (N =3006) (4D.13).

In a study from the California Postsecondary Education Commission, Cerritos College demonstrated an acceptable transfer rate to California State Universities (CSUs) and Universities of California (UCs) when compared to other California Community Colleges of similar enrollment (4D.14).

<table>
<thead>
<tr>
<th>Year</th>
<th>UC</th>
<th>CSU</th>
<th>Total Number of Students</th>
<th>Percentage of change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-1998</td>
<td>93</td>
<td>639</td>
<td>732</td>
<td>-</td>
</tr>
<tr>
<td>1998-1999</td>
<td>73</td>
<td>592</td>
<td>665</td>
<td>-9.15</td>
</tr>
<tr>
<td>1999-2000</td>
<td>79</td>
<td>688</td>
<td>767</td>
<td>+15.34</td>
</tr>
</tbody>
</table>

In the same study, it is important to note that Cerritos College ranked third out of 107 California Community Colleges in the number of Hispanic students that transferred to CSU and fourth out of 107 for under-represented students transferring to CSU. These under-represented students composed 62% of Cerritos College students transferring to CSU and 92% of Cerritos College students transferring to UC in the year 1999-2000 (4D. 14).

The above-described excellent statistics are not without problems. The college is understaffed in the area of personnel evaluating and loading transcript information into the student’s record. Various software packages are being studied to assist in this process, but length of time for completion of the evaluation/integration process still may be inadequate.

Planning Agenda

Staffing in the area of transcript evaluation and loading into the students’ records needs to be improved by the Admissions and Records Office.
D.5 The institution utilizes a range of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the needs of its students.

Descriptive Summary

The faculty has taken innovation seriously as reflected in the varied delivery methods and creative teaching strategies. Delivery systems include traditional lecture and/or laboratory format, online, televised, teleconferenced, supervised and unsupervised practice laboratories, open-entry/open-exit, Weekend College, Cal-WORKs, contract education, apprenticeship, clinical internship, work experience and community education courses. Concomitantly, the pedagogy used includes supplemental instruction, Learning Assistance Program, Distance Education, Scholars Honors Program, Teacher TRAC, Women's Colloquium, World Wide Web and Internet research, Computer-Assisted Instruction, Learning Communities, cohort study groups and collaborative techniques.

Self Evaluation

The plethora of choices of delivery systems and methods of instruction meet the needs of the students attending Cerritos College. However, students do not always choose the type of delivery system wisely. Data from Spring 2000 on Distance Education, showed that the retention rate was 53.45% and the success rate (completed the course and earned a grade of "C" or higher) was 47.89%. The college average for the same period was a retention rate of 78% and success rate of 90%. The source of this data is the Grade Distribution/Retention Report that is compiled at the end of each semester (4D.15).

Other modes of delivery have not been extensively studied other than through enrollment figures. While individual faculty tend to abandon non-successful modes of delivery and methods of instruction, the college has not systematically studied these methods and modes.

A few courses have been divided or developed into modules when course content warrants smaller segments such as a 6, 9 or 18-week semester format. Additional departments on campus are currently exploring this type of offering.

Planning Agenda

The college needs to establish equitable criteria for comparison of delivery systems and undertake a comprehensive study. The data should be made available to faculty to use when considering use of alternate methods of delivery systems and methods of instruction.
Faculty and counselors need to develop and implement a plan to advise students in selection of delivery systems which are not only convenient to them but will also increase their potential for successful completion by knowing and matching their learning styles whenever possible.

D.6 The institution provides evidence that all courses and programs, both credit and non-credit, whether conducted on or off-campus by traditional or non-traditional delivery systems, are designed, approved, administered, and periodically evaluated under established institutional procedures. This provision applies to continuing and community education, contract and other special programs conducted in the name of the institution.

**Descriptive Summary**

All credit and non-credit courses offered at Cerritos College are designed by faculty in the service area, approved by the Curriculum Committee, the Vice President of Academic Affairs and the Board of Trustees. Once credit and non-credit courses are approved, they are reviewed through the three-year faculty review cycle. This review is performed by the faculty member(s) who teach the course. It includes updating content and assignments, deleting content which is no longer pertinent, including current textbooks and references, and making any other changes based on student and faculty feedback on effectiveness of the course. If any major changes are made (course description, number or title, units, hours or prerequisites), the course revisions must be approved by the Curriculum Committee, Vice President of Academic Affairs, and Board of Trustees. Evaluation of effectiveness is completed through peer review, yearly student evaluations, grade distribution/retention reports, and Instructional Dean review.

Community Education courses are designed by the instructors who will teach the course, approved by the Dean of Community, Industry and Technology Education, reviewed by the Curriculum Committee, approved by the Vice President of Academic Affairs and the Board of Trustees. These courses, before Board approval, are shared with the appropriate instructional division to avoid overlap or competition. The students enrolled complete an evaluation of each course. Courses that are not effective either do not have enough enrollment to host the course or are not filled on second offerings. The instructors who will teach the course in tandem with the contractor who is requesting the course design contract education. The Instructional Dean reviews and approves the course. Once completed, both the enrollees and the other partners in the contract evaluate the course.

**Self Evaluation**

Although college policy requires three-year course review, this policy is not closely
Standard Four: Educational Programs

monitored and varies from division to division. The Curriculum Committee has advised
the Vice President of Academic Affairs that this area can benefit from closer monitoring.
Instructional Deans, with the assistance of the Curriculum Committee secretary, are
trying a new system to increase adherence to policy.

The Community, Industry, Technology Education (C.I.T.E.) Center has had several
deans over the past several years at a time when requests for courses and programs were
growing. A permanent and experienced dean was hired recently, and this will greatly
assist building stability and effectiveness in this center. The dean is implementing
changes and improvements in efficiency, effectiveness and evaluation. A closer alliance
between faculty involved in community education and traditional education courses also
needs to continue to grow.

Planning Agenda

Develop a system to monitor course review process of continuing, contract, community
education, and special programs.

D.7 Institutions offering curricula through electronic delivery systems operate in
conformity with applicable Commission policies and statements on Principles of
Good Practice in Distance Education.

Descriptive Summary

The Principles of Good Practice in Distance Education developed by the Commission
applies to degrees, certificates and courses. Cerritos College currently offers a complete
transferable general education certificate through online courses. In addition, certificates
are available online through the Educational Technology and Business Divisions.
Complete degree and additional certificate programs are currently under consideration
and exploration for future offerings.

Self Evaluation

Prior to any course, certificate or degree being offered through the Distance Education
format, it must undergo the same scrutiny that all degrees, certificates and courses do.
This scrutiny evaluates the rigor, learning outcomes, depth and breadth of content, and
college-level assignments that require ability to think critically. Courses, programs and
certificates must be within the mission statement and undergo the same evaluative and
program review processes that traditional offerings experience. In addition to that
scrutiny, Distance Education courses require separate approval by the Curriculum
Committee. This approval mandates that the course successfully respond to eight
additional criteria for approval. These criteria and sample course approvals will be
available for review on site (4D.16). They may be summarized in the following points: meeting objectives through Distance Education; standards of quality; adherence to the course outline of record; class size; methods of effective student-instructor contact, including frequency; methods of maintaining attendance policies; number of sections offered through traditional methods; resources available to faculty and students; and assurance of accessibility to course materials for persons with disabilities.

Several years ago when the college offered its first courses through the "new" distance education format, the faculty and students were not guided by specific criteria for successful completion. Since then, the Instructional Technology Committee developed several guidelines and now provides mentoring for teachers new to Distance Education. Currently, the faculty who teach courses through distance education must meet the same qualifications for traditional courses, that is, the appropriate level of degree and/or experience as outlined in the corresponding Faculty Service Area. In addition to this requirement, faculty who are offering their first online course must meet the Guidelines for First Time Online Instructors as developed by the Instructional Technology Committee (4D.17). Among other requirements, first time faculty are mentored, are required to complete online instructor training, and are limited to offering no more than one class in this mode during the first semester. Close evaluation of the instructor performance, as well as student progress and evaluation are used to determine if the instructor is ready to expand his/her offerings.

When the college created the Technical Training and Distance Education Division, it also institutionalized its budget, employees and services. Currently, the students enrolled in Distance Education courses live close to the college and thus have full access to all student support services such as Counseling, Financial Aid, Health Services and Learning Assistance Programs. As the courses and programs attract students at greater distances, these services are changing appropriately to support students who do not have immediate access to on campus services. The Counseling Division is currently providing online counseling and advising while working to refine relevant policies and procedures. The Distance Education Office responds to phone and mail with support and response to questions from students. The Learning Resource Center has increased holdings and resources available through its website.

**Planning Agenda**

There are three areas needing continued planning and evaluation: ongoing planning and budgeting for improvements in technology and support services to keep these high-tech offerings on the cutting edge; evaluating and improving the recruitment and retention of the students most likely to succeed in this format; and completing plans to offer degrees
and certificates, replete with full student services, to students both near and distant to
the campus.

D.8 Institutions offering curricula in foreign locations to students other than U.S.
nationals operate in conformity with applicable Commission policies and
guidelines.

Descriptive Summary

Cerritos College is currently developing agreements with foreign universities.

Self Evaluation

Although there are no current offerings, there has been communication between
Cerritos College and Bolivia and Nigeria to commence offerings. Also under
consideration are proposals to Mexico, El Salvador and Costa Rica.

Planning Agenda

All plans for offering curricula will follow the same standards of practice currently used
for traditional and distance education offerings at Cerritos College. This includes
Curriculum Committee, Administrative and Board of Trustee approval.

Standard Four D Supporting Documents

4D. 1 Program Review Six Year Cycle List
4D. 2 Program Review Guidelines
4D. 3 Program Review Reports
4D. 4 Transmittal Memos from Program Review Chair
4D. 5 Student Evaluations of Community Educations Classes
4D. 6 Student Evaluations of Faculty
4D. 7 Examples of Graded Student Work
4D. 8 Data on Fine Arts Course Objectives Study
4D. 9 State Board Results
Standard Four: Educational Programs

4D. 10 Employer Evaluations of Graduates
4D. 11 English Department Syllabi Memo
4D. 12 Articulation Agreements
4D. 13 Student Transfer Data from Transfer Center
4D. 14 Cerritos College Transfer Data to CSU/UC
4D. 15 Grade Distribution/Retention Report
4D. 16 Distance Education Criteria for Curriculum Approval and Examples
4D. 17 First Time Online Teacher Guidelines
4D. 18 Institutional Effectiveness Survey Results, 2000
4D. 19 DSPS 2001 Program Review Report by Chancellor’s Office
4D. 20 Cerritos College Catalog, 2001-2002
Standard Five: Student Support and Development

The Student Services program at Cerritos College is concerned about the success and well-being of each student as that student moves from initial contact to their educational goal. The diverse needs of each student are addressed by the support services of the college, which recognizes the uniqueness of each individual and their right to a smooth journey to their ultimate goals in education and in society.

In the course of providing support, student service professionals at Cerritos College operate from a foundation of professional standards, a unit plan with annual goals, and appropriate methods of program review. Student success needs to be linked with outcome measures that reflect academic progress coupled with the reality of students’ lives.

1. The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies.

Descriptive Summary

Information on services and admissions policies that are reflective of the college mission statement to be an "open access institution committed to providing high-quality academically rigorous instruction in a comprehensive curriculum that respects the diversity represented in our student body and our region" are distributed to the student body and surrounding community. Publications which include information on student service policies and procedures are: the Schedule of Classes (every term), the College Catalog (annually), the New Student Orientation Guide and the college website. These materials are published in English, available in Braille and other languages upon request, and are updated as needed in order to provide current and accurate information. Brochures which delineate program-specific admission policies are available to students for a variety of programs: Health and Wellness, EOPS, CARE, CalWORKs, Financial Aid, Child Development Center, International Student Center, Scholars Honors Program, Transfer Center and Community and Adult Education.

Health Occupations programs such as Nursing, Dental Hygiene and Physical Therapist Assistant which require additional selection criteria have information packets that are available in Counseling and the Instructional Division Offices, the College Catalog and on the college website. This information includes information regarding policies and procedures regarding the application, selection, and admission process.

The Cerritos College Dean of Admission and Records meets with staff to discuss and update changes regarding policy and regulations and to ensure that policies are applied equitably to all applicants. Policies are consistent with Board policy, state and federal regulations. In addition, the Vice President of Student Services meets bi-monthly with all Student Service managers and, on a weekly basis, with individual Student Service
Managers. All of the above services have procedures and practices that are followed and monitored through annual unit plans and reviewed at an annual retreat.

Self Evaluation

Each service area routinely reviews and evaluates publications in order to provide accurate information. The College Catalog is updated on an annual basis and the Schedule of Classes is reviewed each term. A supplement to the semester class schedule is published for short-term classes, i.e., 15-week and 9-week classes. This supplement is also updated to reflect current courses offered for the term. The Orientation Guide is also revised on an annual basis.

Health Occupations programs such as Nursing, Dental Hygiene and Physical Therapist Assistant, which require separate selection criteria, review and update selection criteria for the programs as recommended by their respective accrediting bodies and in response to state guidelines for licensing in these areas.

Information on the college website corresponds to admissions policies published in the College Catalog, Class Schedule and Orientation Guide. The college website is updated as information is provided by each division’s web author who is responsible for maintaining and updating information, as changes occur.

Since 48% of our students are non-native English speakers (5.1), the college must plan to develop publications in languages other than English that are consistent with student needs. Currently, Spanish is accessible on our website.

Planning Agenda

The college needs to develop publications in languages other than English as warranted.

2. The institution provides to all prospective and currently enrolled students current and accurate information about its programs, admissions policies and graduation requirements, social and academic policies, refund policies, student conduct standards and compliant and grievance procedures.

Descriptive Summary

Cerritos College provides information on the above to students primarily through the Catalog, Schedule of Classes, brochures, Student Orientation Guide, handouts and the college website. The catalog is available for purchase at the bookstore; the schedule is mailed to residents of the college district and sent to those who make requests. The schedule is provided free to all current or prospective students, and is available in
Admissions and Records and the Bookstore for pickup as well as at several on and off campus locations. Brochures and handouts are obtained by request over the phone, at presentations, via the college website, and are provided at college and community fairs.

Academic and vocational program information is available in the College Catalog. Some information provided in program handouts is very detailed such as the Health Occupations Division, while other areas may lack useful information, or have no printed material whatsoever. In addition, some areas do not yet have a web page for their particular academic/vocational program, or their web page may still be under development.

Information on admissions policies, graduation requirements, social and academic policies, programs, refund policies, student conduct standards and compliance and grievance procedures, available in the Cerritos College Catalog and Schedule of Classes, is well maintained and up to date. Similar content is addressed in Standard 2, criteria 1 and 5.

**Self Evaluation**

Most of the areas represented systematically evaluate how current and accurate their information is through a variety of methods including meetings, retreats, feedback, review of information, and committee meetings. Evaluation of information typically occurs on an annual basis, though certain offices or departments update more frequently, depending on the nature of their services.

Some areas have a designated web author who periodically reviews the department's or office's information and updates the information as needed. For those involved in social (student conduct) and academic policies, the process is more formalized. Before any changes can be implemented, they must be approved, first by the Student Services Committee, then the Executive Team and finally by the Board of Trustees. Because the college has re-numbered its courses for the 2000-2001 school year, many vocational and academic areas face the challenge of updating all of their printed material and web pages.

As there is no single governing office or system to ensure the accuracy of information, areas appear not to be held accountable for the information distributed or posted. Most areas voluntarily maintain the timeliness of their information, but this may not be a priority for others as observed in the inaccuracy or obsolescence of some posted or printed information.

Director of Marketing and Public Relations (position created in 1999) is currently working in collaboration with the School Relations Specialist to develop a basic template
Standard Five: Student Support and Development

for academic and vocational programs of study. A target completion time has been set for spring semester 2001. In addition, many divisions and departments are developing program brochures independently with the assistance of the Director of Marketing and Public Relations. Development for academic/vocational brochures for each area has institutional support that may generate new standards under the auspices of Office of School and Community Relations—the umbrella over Marketing, Public/Community Relations and School Relations.

Planning Agenda

In order for Cerritos College to provide all prospective and currently enrolled students with current and accurate information about its programs, admissions policies and graduation requirements, social and academic policies, refund policies, student conduct standards and compliant and grievance procedures, the institution needs to:

- Establish a governing unit or person on campus to oversee the accuracy of information for the printing and posting of academic, vocational, and student service area data.

- Conduct a periodic review and evaluation of information.

- Utilize a standard format for both print and web publications unless special circumstances require a different format.

- Develop criteria for evaluating the posted and printed information.

- Establish timelines for the facilitation of this process.

3. The institution identifies the educational support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary

Cerritos College identifies the educational support needs of its student population through a variety of methods, and it provides appropriate services and programs to address those needs as they change and evolve. The most effective method for identifying student educational support needs is through survey instruments. Many of these instruments are used across the curriculum to identify how students need to be better served in support areas. For example, counselors are evaluated regularly through a student survey. Also, Disabled Student Services conducted student needs surveys in both 1995 and 1999 and did a comparative analysis in 1999 (5.10). The Transfer Center also conducted a survey and a recent focus group to identify needs for students' transfer.
Additionally, surveys are collected each term from students who participate in Orientation. The instructional programs regularly administer student surveys as part of Program Review. Campus Police identifies needs based on calls for service, types of activities on campus, and crime statistics. Finally, the college web page provides many opportunities for students to contact the college and give feedback.

The Student Support Service areas develop department/unit plans each year which evaluate current services and project ways to improve each area as a result of input from various sources. For example, the Assessment Center and Admissions and Records departments learned through a survey by the California Post-Secondary Education Commission (CPEC) that there would be a 24.4% student increase by 2005. The Re-Entry Center cited a Bureau of Labor Statistics study indicating a 40% increase of 45 to 54 year-old and over 55 workers in the coming years.

Many educational support services are provided for students across campus.

- The Students Activities Office actively recruits and encourages student participation in student government and clubs. Club Information Days are sponsored every semester. ASCC financially supports many students through academic activities such as instructional programs, ASCC Annual Leadership Conference, competitions, workshops and conferences.

- Financial Aid, Veterans' Affairs, and EOPS services are provided, adjusted, or developed to address the identified needs. In addition, at times, programs are developed in response to legislative or U.S. Department of Education mandates. Some of the programs that address student educational needs for EOPS students include CARE, Supplemental Instruction, Psychological Services, Counseling, Achievement in Mathematics (AIM), and a course developed by EOPS Counselors, CG 50, "Orientation and Educational Planning."

- The International Students' Program addresses the unique needs of foreign students and provides services to ease the process of receiving an education in a foreign country such as academic and social counseling, technological support, and documentation leading to issuance/maintenance of approved student visas.

- Career Services provides career counseling (career exploration and planning), career assessments, job placement services (including resume writing critiques, job interviewing guidance, job listings, and internet job search capabilities), internship location assistance, and career-related workshops.
Standard Five: Student Support and Development

- Disabled Student Programs and Services assists students with a variety of ongoing support services such as priority registration assistance, academic, career and personal counseling and limited disability management, and classroom-related services like note-takers and interpreters. A resource center serves students with mobility and other health limitations. A Speech, Language & Hearing Clinic offers assistance and instruction to those students with communication difficulties due to speech, language or hearing impairment.

- The Instructional Support Center serves students who are learning disabled or are developmentally delayed learners. They also provide a high-tech microcomputer center that gives access to and instruction via adaptive computer devices for the disabled.

- The Learning Assistance Program offers a wide variety of services to address the diverse student population including operating hours from 8:00 a.m. to 9:00 p.m. most days and workshops and tutoring available at many times through the week and the semester.

- Campus computer labs and the Library also provide students with a vast amount of resources to enhance their education experience from instructional support to research assistance.

- The Scholar’s Honors Program serves students who maintain a high GPA and wish to transfer to prestigious universities such as UCLA, USC, Whittier College, and UC Berkeley.

- Access First provides educational opportunity for first-time, non-violent crime offenders.

- The Teacher TRAC program has recently been developed as a curriculum for expediting transfer for students interested in primary and secondary teaching.

DSPS (Disabled Student Programs and Services) has developed and the Curriculum Committee approved Distance Education standards to meet the needs of DSPS students (5.2). In its 2001 program review, DSPS was commended for its work with the Curriculum Committee particularly on Distance Education methodologies (5.9). Distance Education courses are listed with the California Virtual College.

Self Evaluation

Departments use the feedback generated from the survey instruments, department unit action plans, outside accrediting agencies, and other data to identify needs for change in the area of student support services. Campus police have found that an increase in
Standard Five: Student Support and Development

campus population to 28,769 necessitates an increase in the number of sworn personnel to maintain a ratio of .5 officers to 1,000 students (5.11). In providing service, the campus police have implemented a program that uses students majoring in Administration of Justice as community service officers.

International Students have developed workshops and programs geared for the specific needs of international students as well as to expose Cerritos College personnel and students to world cultures. Examples of these include setting up transfer presentations by universities to ensure that international students become aware of the requirements needed to transfer, and putting together college presentations from the various departments of campus to expose international students to the opportunities that exist for them as students of Cerritos College. Working with the U.S. Department of Immigration, the International Students Program received approval to offer an Intensive English Program. They also initiated an International Student Association to assist students to get involved in campus organizations, meet fellow students and become leaders on campus and in the community.

The Re-Entry department developed support groups, workshops, and campus and community resources information specific to re-entry students. As career services needs increase, more assessment tests are given and more staffing and technology is needed (5.12). Job placement services maintain a list of job opportunities and conduct a job fair and workshops.

Another way Student Services has met the needs of students is through the implementation of a new add card system and Touchtone registration that has all but eliminated lines during the add/drop period. The one-stop registration area has quicken all other registration needs but is sometimes bogged down with accessing student records and needs clearer signage.

In addition, the School & Community Relations department responded to student need by expanding high school contacts and community events (5.13). They also created a marketing committee that developed integrated handout material to maintain continuity of information coming from Cerritos College. The Financial Aid Office collected needs data to qualify for more than double the number of awards from 9,171 in 1993-94 to 19,393 in 1998-99.

Planning Agenda

Increase number of sworn officers in the Campus Police department.

Create better signage for one-stop registration and better access of academic records by kiosks and the internet in the office of Admissions & Records.
Increase staffing and technology to meet the advancements in technology in the Assessment Center.

4. The Institution involves students, as appropriate, in planning and evaluating student support and development services.

Descriptive Summary

The Associated Students of Cerritos College (ASCC) provides the governing body that finances, organizes, and directs many programs for the student population. ASCC participation includes Student Commissioners who sit on shared governance committees including Curriculum, Coordinating Committee, Accreditation, and the Board of Trustees to provide input from the student body perspective.

Formal mechanisms for student feedback are student evaluations of counseling faculty, and occasional campus-wide surveys. Counseling and other offices in the "One Stop Center" rely on the informal feedback given by Student Service Peers working at the Information Desk.

Self Evaluation

Career Services coordinates with advisory committees and solicits student evaluations of internship placements. The Counseling Department distributes counselor evaluations to students to rate their experiences with counselors. Student service peers staff the Information Counter in our "One Stop Center." They meet weekly to give feedback to counselors who train the student peer counselors on screening student questions. Policies and procedures are adjusted because of issues brought forth from these students. During non-peak times, the student service peers answer quick questions at the Information Counter and direct students and potential students to appropriate offices. Student Peers also work with counselors at probation workshops and new student orientation workshops during the semester. At these workshops, participants are asked for their feedback on the services provided. This information is compiled by the research office and disseminated back to the counseling staff. During Transfer Awareness Week a variety of workshops are offered. Student participants always rate how valuable and appropriate information is.

Each of the Student Service areas is responsible for developing annual unit plans that include program review and planning based on feedback received. The Vice President of Student Services collaborates in developing administrative, presidential and trustees' annual goals using these unit plans.

Though students have representation on campus committees and the ASCC President is
Standard Five: Student Support and Development

Responsible for appointing students, students appointed do not always attend. Since students are usually adults with complex lives, this is not an unusual circumstance at community colleges.

Student responses on the Institutional Effectiveness Survey indicated the highest rating in response to "Students are well served by the Disabled Student Programs and Services" at [4.06]. Comparison between 1997 and 2000 surveys shows a general increase in satisfaction regarding "Services are delivered to students in a coordinated manner" and "Students are well served by Financial Aid." Slight decreases occurred on "Students are well served by administration" and "Students are well served by assessment." On both the Institutional Effectiveness Survey and the Student Satisfaction Inventory, students targeted counselor advising as needing to better meet student needs, particularly with regard to knowledge of programs and transfer requirements (5.3 and 5.4).

Planning Agenda

The staff will investigate and brainstorm ways to solicit information from the student contacts made in student services area so that this information can be used in planning future activities.

Counseling staff needs to be better informed of programs and transfer requirements through workshops or training activities.

5. Admissions and assessment instruments and placement practices are designed to minimize test and other bias and are regularly evaluated to assure effectiveness.

Descriptive Summary

The assessment practices followed by the college are designed to minimize test and other biases. In order to assure that this is the case, all assessments used for placement by the college have met the Matriculation Standards established by the Chancellor's Office in the "Standards, Policies and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges (3rd edition)" manual. As part of the process of meeting the Chancellor's Office assessment standards, specific campus constituencies are included to assure compliance with the guidelines. Participants in the process include: representatives from the four affected instructional departments, computer services, research and development, counseling and career services (assessment).

Adjustments were made to placement practices as a result of the Matriculation Technical Assistance Visit in 1994.
Self Evaluation

Over the years since the last accreditation, Research and Development and the several involved instructional departments conducted validation studies. The most recent of these were:

- The Math department conducted consequential and criterion validation studies of four levels of the Mathematics Diagnostic Testing Project (MDTP) tests in the spring semester of 1999. Students and teachers consistently rated the majority of students as "appropriately placed."

- The Reading and English departments conducted content validation studies of the College Board's ACCUPLACER in the fall semester of 1999. The college collected data from students enrolled in Reading and English courses (during fall of 2000) to validate cut-score placement recommendations.

- The third, fourth, and fifth weeks of the Assessment Calendar for the Fall 2000 semester were reserved to collect data using ACCUPLACER Reading Comprehension and Sentence Structure tests from English and Reading classes. This data was collected to establish valid cut-scores for the instruments. The results of this analysis were implemented on December 4, 2000, and the college began to use the CPTs for placement recommendation into Reading and English classes. The adoption of ACCUPLACER online assessment instruments for Reading and English placement allows us to download data from the College Board site to assess whether bias is present. At the same time, the College Board conducts ongoing bias evaluations of the various components of the instrument.

- The English Holistic Writing Sample (HWS) has "full" approval from the Chancellor's Office until June 2005. The English As a Second Language Holistic Writing Sample (ESLHWS) has "full" approval through June 2003.

Planning Agenda

We anticipate adopting a computerized version of the Math Diagnostic Testing Project's assessment instruments as soon as they are available. This version of MDTP is currently awaiting approval by the Chancellor's Office.

6. The Institution provides appropriate, comprehensive, reliable, and accessible services to its students regardless of service location or delivery method.
Descriptive Summary

Cerritos College makes every attempt to provide information and services to present and prospective students who seek their education in the evening, on weekends, off-campus, or through electronic Distance Education. The College Catalog is available in the bookstore, through the mail, and online. The application for admission may be requested by mail, completed online, or in person. For the first time in the fall of 2000, both the application of admission and the application for a fee waiver were included in the Schedule of Classes.

Interested persons may contact any student service area by phone. All phone numbers are published in the New Student Orientation Guide, as well as the Schedule of Classes. All services may be contacted through the college website, where services are outlined and questions may be sent.

All service areas have some evening hours of operation. The number of evenings available depends on the demand, as measured by the flow of students in the past. Hours are published in the Schedule of Classes each term.

Students may use the telephone to access grades and to register for classes. The Internet may be used to order transcripts, check for open classes, and to apply for financial aid. These additional services save many trips to the campus.

Self Evaluation

In Fall 2000, over three thousand applications were received online for the first time.

The Counseling Division offers limited online counseling services. The web-based system stores all correspondence and tracks all online contacts.

Over 97 percent of the students registered in the spring of 2001, did so by telephone.

Financial Aid provides off-campus information sessions upon request.

The college has started negotiations with an outside vendor to provide degree checks, academic advising, and transfer credit articulation through the Internet.

Planning Agenda

The Counseling Division is developing a plan for full implementation of online counseling services.
Standard Five: Student Support and Development

Consideration should also be given to expanding the office hours into the weekend at the "one stop" facility. This would provide services such as Counseling, Transfer Center, Admissions, and Financial Aid to students on campus for the weekend classes.

Student Services is aware of the growing needs of Distance Education students for services such as Library, Bookstore, Financial Aid, etc., and will develop appropriate responses to these needs as is possible.

7. The institution, in keeping with its mission, creates and maintains a campus climate that serves and supports its diverse student population.

Descriptive Summary

Cerritos College serves a community and a student body that is diverse in ethnicity, age, educational preparedness, physical and mental abilities, and educational goals. The many student service programs developed by the college address the wide variety of needs of the diverse population. According to the “Faces of the Future Survey”, students reported they feel respected and comfortable at Cerritos College [4.09 rating] (5.1).

Cerritos College is one of the most diverse colleges in the nation. In Fall 2000, the ethnic breakdown was: 42.6% Hispanic; 12.3% White; 8.3% Asian; 7% Black; 8% Pacific Islander; 4.3% Native American; and 21% no response. Multiple responses were possible. In Fall 2000, the college enrolled 56.6% females and 43.4% males and 55% of the students were over the age of 25 (5.5).

Of twenty-one full-time counselors, ten are fluent in Spanish, and the majority of the peer-counseling staff also speak Spanish. The academic staff and the classified staff now reflect 20% and 45% under-represented individuals respectively. The over 300 international students add to the multi-cultural atmosphere of the campus.

Many of the student services have been developed to address the needs of particular groups from the community such as Disabled Students Programs and Services, Learning Assistance Program, Educational Opportunities Programs and Services, Re-Entry Program, and Financial Aid Program. Also, student clubs like the Feminist Majority Leadership Alliance (FM LA), Black Students Union, the Gay and Lesbian Club, and M.E.Ch.A are encouraged and supported.

The Schedule of Classes contains information in Spanish as well as English, and the telephone registration system operates in Spanish upon request.
Self Evaluation

The Student Satisfaction Inventory taken in the fall of 2000 by over 3,500 students indicated a high degree of satisfaction with the college's support of its diverse population. Also, questions #10 and #34 of the Institutional Effectiveness Survey in the fall of 2000 reflected a high degree of approval for the college's efforts in this area, [3.99 and 3.77 respectively] (5.3). In response to the questions on safety on the SSI, however, many students indicated that they do not feel safe and secure on the campus, though actual crime statistics indicate crime has declined (5.4, 5.6).

Planning Agenda

Expanded language choices for college publications is under consideration.

The college will organize and conduct focus groups to ascertain specific student perceptions and explore strategies to improve perceptions of campus safety issues.

8. The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.

Descriptive Summary

The co-curricular environment at Cerritos College is positive and supportive. The college provides opportunities for the pursuit of personal development and civic responsibility through its many clubs and extra-curricular activities. There are over 50 active clubs on the campus, nineteen men's and women's intercollegiate teams, and a very active student government.

The Associated Students of Cerritos College (ASCC) conducts an annual three-day Leadership Conference for its members; it sponsors community service projects, such as the annual canned food drive; and it holds "Club Day" twice a year in the campus quad to showcase the opportunities to participate in the clubs on campus. There are opportunities for volunteer work and community service through the Career Center and Service Learning opportunities in some courses. The Teacher TRAC program places prospective teachers in diverse local classrooms for field experience. The Career Center also offers job readiness workshops including resume preparation, personal grooming and dress, and mock interviews.

Self Evaluation

The success of these programs and services in fostering personal and intellectual development of students is measured in various ways. Most of the areas represented take
steps to evaluate the effectiveness of their efforts and assess whether students' needs are being met. This is done informally in meetings, retreats, in the form of feedback from students, and more formally in student surveys. The Institutional Effectiveness Survey of 2000 revealed high marks from all segments of the college community for its co-curricular programs [3.82] (5.3, statement #38). Systematic review of the co-curricular program determines direction, budget priorities, and planning to improve services.

The student service areas each produce a yearly unit plan and program review in which the staff evaluates the area’s activities and projects its needs for the following year. The unit plans for the Student Activities and the Career Center programs reflect a high level of involvement of students in the co-curricular offerings (5.8, 5.12).

Planning Agenda

None.

9. **Student records are maintained permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained.**

Descriptive Summary

Cerritos College currently maintains records by the following methods: Paper, microfilm/microfiche and computer files. The files are kept for the length of time specified in district, state and federal guidelines.

Self Evaluation

Paper records are kept first in department offices then, if further storage is needed, in the warehouse, for periods ranging from 2 years to indefinitely. Only two people have keys to the warehouse and access is limited to full-time staff who must request permission to enter. The warehouse is protected by both a fire prevention system and an alarm system. The individual departments keep microfilm/microfiche records indefinitely. Computer files are backed up each night and are kept indefinitely. The guidelines for record keeping have not been updated since the 1980s’. Beginning with the 2000-2001 academic year, Cerritos College began to use an imaging system to store all paper files on CDs.

Planning Agenda

Update guidelines for record keeping.
10. The institution systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.

Descriptive Summary

Student Services are routinely and systematically evaluated for effectiveness through a variety of methods. Many of the Student Service departments are evaluated by external agencies. DSPS, EOPS, Matriculation, Transfer Center, Puente, California Articulation Numbers (CAN), and Access First are categorical programs and are subject to periodic program review by the Chancellor’s Office. The Campus Police Department undergoes an annual accreditation review by the P.O.S.T. Commission and submits regular reports to the U.S. Department of Justice. The Financial Aid Department prepares annual Title IV reports concerning the distribution of federal financial aid such as Pell Grants, SEOG, and work study and another annual report to the California Student Aid Commission focusing on state-funded financial aid.

Student Activities is evaluated regularly by the student government bodies and officials. Participants routinely evaluate new Student Orientations and Transfer Center Workshops. The Transfer Center also conducts student focus groups to gather student feedback and recommendations. Students enrolled in CG classes regularly evaluate the counseling faculty or DSPS faculty instructing the class. As a part of the faculty peer-review process, students who have had appointments evaluate counselors.

The Dean of Student Activities chairs the Student Services Subcommittee. It is a shared governance committee with a representation of students, classified staff, faculty, managers, and the Vice President of Student Services. This committee addresses a variety of issues and programs ranging from the annual graduation ceremony to food vending machines. The Vice President often consults with this group for input and feedback.

Most areas of student services, including Counseling, EOPS, DSPS, CalWORKs, Student Activities, Campus Police, International Students, Career Services, School Relations, and Admissions and Records complete an annual unit action plan to review program effectiveness. Data reported in these plans include the number of students served, changes in the job market, community demographics, projected changes, and prioritized objectives for the year. Student services departments are included in the Institutional Effectiveness Survey that is completed by faculty, staff, administration, community, and students and administered periodically. Several student services faculty, staff, and administrators are participating in the college’s Strategic Planning process and a number of Key Performance Outcomes directly or indirectly relate to Student Services.
Self Evaluation

All areas of Students Services use feedback and data from student surveys, unit action plans, and objectives established in the Strategic Planning outcomes to design and deliver programs and services that will meet the changing needs of the students and community. The areas effectively make adjustments to services to allow for increased efficiency and satisfaction. For example, based upon students’ feedback that day-long New Student Orientations were “too lengthy,” the assessment testing was eliminated and students now test on a separate day. Counseling also uses survey information to improve individual counselor and instructor performance. Analysis of hours of highest demand for counseling has resulted in improved planning of counselor staffing during peak periods. Evaluation feedback has also been used to improve services in DSPS by encouraging them to open in the evening. Historically, the CalWORKs program has not had an instrument to evaluate services. Plans are underway to develop and distribute a survey in Fall 2000. EOPS addressed the student need to increase success in Summer Bridge Programs by combining academic classes with counseling classes in a learning community.

Planning Agenda

Student Services will review the program review process established for academic departments and develop appropriate criteria to apply to their mission, services, resources, and objectives.

Student Services will use the Student Services Committee to complete the validation component of its program review.

Standard Five Supporting Documentation

5.1 “Faces of the Future Survey”, conducted by ACT in 1999

5.2 DSPS Curriculum Guidelines

5.3 Institutional Effectiveness Survey Results, 2000

5.4 Student Satisfaction Inventory Results, 2000

5.5 Research and Development Website
   http://www.cerritos.edu/research/

5.6 Campus Police Crime Statistics

5.7 Student Success Unit Plans
Standard Five: Student Support and Development

5.8  Student Activities Unit Plan

5.9  DSPS 2001 Program Review Report by Chancellor’s Office

5.10 DSPS 1999 Survey Analysis

5.11 Campus Police Unit Plan

5.12 Career Services Unit Plan

5.13 Counseling Unit Plan
Standard Six: Information and Learning Resources

Information and Learning Resources and services are sufficient in quality, depth, diversity, and currentness to support the institution's intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.

Standard Six addresses the services offered by the Library and Computer Assisted Instruction Labs (CAI), the Learning Assistance Program (LAP), and the Innovation Center.

The Library's primary mission is to support the college's mission of providing high quality, academically rigorous instruction in a comprehensive curriculum that respects the diversity represented in our student body and region. The Library is an educational service and the selection of its library resources is an educational function designed to implement and complement the curriculum. The library faculty's role within the college is to participate actively in its instructional process as a "teaching library"; to cooperate with classroom faculty and staff to encourage and facilitate learning through the development of instructional programs and services which emphasize information literacy; and to enrich the college curriculum in the design, development, and/or production of instructional programs, services, and resources. A diverse collection of print and electronic information resources that fully support the mission of the Library are available by both local and remote access. The commitment and responsiveness from the institution for maintenance and replacement of physical equipment supports the educational programs and services of the Library and the college's mission.

Over 80% of those giving written comments on the Cerritos College Library Fall 2000 Survey, gave overwhelmingly positive reviews. Some general themes were that the Cerritos College Library is outstanding; that the librarians are friendly, approachable and helpful; that the facilities are extremely clean; that Library Orientation classes are very useful; and offered general thanks to the library (6.9).

The two CAI labs, which are incorporated into the Library's areas of responsibility, also support the college's intellectual and cultural activities and programs. These labs provide access to all online library resources, the Internet and to myriad online instructional programs and computer applications integral to student success in all curricular areas. The CAI labs are sufficient in quality, depth, diversity, and currentness.

The mission of the Cerritos College Learning Assistance Program is to assist students in developing the skills and strategies to become confident, independent, and active learners. The Learning Assistance Program and services enable students to adjust to the college learning environment and prepare students for a lifetime of self-sufficient learning. The Learning Assistance Program and the faculty, staff, and administrators of Cerritos College collaboratively formulate an integrated and effective response to the learning needs of the student population.
Standard Six: Information and Learning Resources

The LAP provides free, one-to-one, group, and computer-assisted tutoring services to students to enhance classroom instruction on a short-term basis. Additionally, it provides supplemental instruction through study skills seminars, student success workshops, and an independent study center. The LAP offers individualized, open-entry/open-exit courses in Reading, Mathematics, English, Speech, ESL, Business, Study Skills, and technology skills for student success in college. Technology training seminars are offered to students on how to use e-mail, the Internet, MS-Word, Excel, PowerPoint, how to create and edit websites, develop multi-media presentations, and how to succeed in distance education courses.

The college is committed to technology and through the Innovation Center provides ongoing training for faculty and staff each of whom has a desktop computer with Internet access. The Center offers pedagogical competency training for online teaching.

1. Information and learning resources, and any equipment needed to access the holdings of libraries, media centers, computer centers, databases and other repositories are sufficient to support the courses, programs, and degrees wherever offered.

Descriptive Summary

Library and Computer-Assisted Instruction Labs

The college provides comprehensive information and learning resources to students, faculty, staff, and community members that support instruction and are consistent with the mission of the college. The Library is located in the Learning Resources Center (LRC) and totals 40,000 usable square feet. The facility houses 192 student seats at 63 group tables, 140 individual study carrels in a separate area, 14 rooms with 56 seats for group study, a 40 seat Library Orientation and group study room, separate areas for 30 computer stations with printing capabilities, including 4 stations designed for comprehensive handicapped access, 6 microfiche readers/printers, a typing room with 5 typewriters, and faculty and staff offices and work areas. Additionally, more than 300 computers are available in the various labs located in the Learning Resource Center (LRC). These computers are all networked providing access to the library catalog and Internet resources. Library holdings consist of 97,697 books and 474 periodical subscriptions supporting most academic and vocation offerings (6.10, 6.11) and numerous online sources. In addition, many instructors have individual lists of materials on reserve (6.12). Periodical bibliographic information and full text databases are available at all networked computers on the college campus including the 30 available to students in the library. Library computer workstations provide Internet access, as well as access to 15 web-based periodical databases. Additionally, the Library provides off-campus World Wide Web access to these databases and the library book
catalog, for both distance education students and others through password protected logons (6.5). Upgrades of software, including Internet web browsers and plug-ins for public access computers have, in the past year, become more systematic, ensuring access and functionality of these proprietary library online resources. Library orientations (both specialized and general) and workshops are offered through the library (6.1).

The two CAI labs are housed in the east wing of the Learning Resource Center. The downstairs lab houses 120 computers and the upstairs lab houses 80 computers all for student use. On these computers, students can access all library online databases (extended access beyond the 30 library computers), the Internet and over a hundred computer programs that support specific instructional programs in a variety of subject areas including reading, math, dental hygiene, nursing and mental health, 3-D design and many more (6.27, 6.28). In addition, the Microsoft Office Suite is installed on all these computers. All computers are networked to printers for student use in each lab. Two full-time Instructional Aides supervise a cadre of student assistants to provide assistance to students using software in the two CAI labs.

**Learning Assistance Program**

The Learning Assistance Program has 39 computers available for student use. Computers and tutorial resources are accessible during the LAP’s operation hours. Every student computer is equipped with instructional software. The LAP offers training seminars on how to succeed in Distance Education courses. Students may attend these sessions as often as they like and present any problems they may have encountered in Distance Education courses.

**Innovation Center**

The Innovation Center has 10 PCs and 3 Macs available to faculty and staff for walk-in, one-on-one, and group training. Cerritos College offers a wide array of training sessions including access and use of the Cerritos College network and web-based resources. The Innovation Center has a full time training staff of five. The Technology Training & Distance Education Division has also outfitted a second training area with 10 PCs for group technology training.

All material posted on the web is analyzed and revised by the college webmaster and DSPS technician for compliance with Disabled Student Program and Services guidelines on a schedule adopted by the Web Standards Committee and the Executive Team (6.23).
Self Evaluation

Library and Computer-Assisted Instruction Labs

In evaluating the sufficiency of library information resources, several common themes emerge. The Cerritos College Library Fall 2000 Survey reveals that 59% of students, faculty, staff and community members either strongly agree or agree that library book resources adequately support college courses, programs, and degrees; 50% either strongly agree or agree that library periodicals resources are sufficient; and 66% either strongly agree or agree that library online resources are sufficient (6.9).

One-fifth of the book collection purchases each year is focused on a rotation through the Library of Congress system. The Collections Development Coordinator circulates review journals for evaluation and recommendation among librarian staff. Increasingly, library book purchases fulfill faculty requests presumed to support instruction. Collection development plan assures systematic book purchases (6.15).

Although the Library provides seating for over 500 students and the availability of seating appears to be sufficient, this is several hundred seats short of the ideal standards established by The Association of College and Research Libraries (ACRL) (6.13). 10% of library survey respondents making comments requested more study and seating space in the Library (6.9).

The Library provides 30 computer workstations with printing capabilities in the library reference area. These computers are all networked providing access to the library catalog, electronic databases, and Internet resources. Computer Services provides direct technical support for the maintenance of these workstations. The same support is provided to the 300 computers in the two CAI labs. The two Instructional Aides report daily to the Dean of the Library and Learning Resource Center regarding the operations of the CAI labs. The Dean works closely with the Director of Computer Services to ensure that student and faculty needs are adequately served in the labs. Their mutual goal is to ensure that all classroom faculty are provided opportunities to host their instructional programs in the CAI labs thus giving students access to instructional software during all hours the college CAI labs are open.

Learning Assistance Program

Based on the LAP’s analysis of instructor feedback, the LAP needs to increase its instructional software infrastructure for specific department’s courses. The summary of the faculty survey (6.25) regarding criterion #1 revealed that 36.2% of the faculty agreed that the equipment needed to access the holdings of libraries, media centers, computer centers, databases and other repositories is sufficient to support the courses offered in the Learning Assistance Program while 2.9% of the faculty felt that it is not sufficient.
Standard Six: Information and Learning Resources

The LAP supports student learning and departmental courses and programs. The LAP staff must work closely with departments and divisions to clarify what services their faculty need to have available for their specific courses. The LAP measures student utilization of services (6.24). The number of student computers in the LAP is adequate for basic student support including Internet research, e-mail access, and computer-assisted instruction. However, the LAP requires additional computers to facilitate instructional presentations for classes.

Innovation Center

Cerritos College has been very supportive of the Innovation Center and the Distance Education program. The college recognized early on that technology training is critical to support high-quality, high-quantity technology in the campus community. The creation of the Technology Training and Distance Education Division and incorporation of Instructional Media Services is proof of this commitment. The numbers of faculty and staff that have used the facility is evidence of the success of this support effort. Additionally, diligent review of website contents to ensure compliance with DSPS access guidelines illustrates the breadth of services. The Chancellor’s Office review of the Cerritos College D.S.P.S. program stated that Cerritos College’s access to instructional and support media could serve as a model for other campuses (6.28).

The future will see increased training opportunities as new applications are introduced. Since the Innovation Center services both faculty and classified staff, this new training will not only relate to teaching enhancements and course redesign to incorporate technologies, but also pertain to office and college systems introductions and upgrades. In addition, we have a very fluid staff with much upward mobility and many new hires. New hires will need training and nearly all those moving upward in the classified ranks will require training at the next levels.

As faculty become proficient in the fundamental technologies, their natural desire to innovate will require that new software be brought into the curriculum development process. As a result of a reorganization, the Instructional Media Service department (IMS) was incorporated into the Technology Training and Distance Education Division to reflect the need on campus for multi-media development support. The new program has been outfitted with state-of-the-art equipment.

Planning Agenda

Library and Computer-Assisted Instruction Labs

Increased funding support for equipment replacement and software enhancements is needed in the Library and CAI labs.
Standard Six: Information and Learning Resources

Increase the number of library faculty and the Library and CAI staff to implement and maintain library program improvements and enhancements.

Learning Assistance Program

Increase instructional software infrastructure for specific departments.

Innovation Center

Increased training needs will necessitate more training resources.

Increase staff and equipment as multi-media production needs increase.

2. Appropriate educational equipment and materials are selected, acquired, organized and maintained to help fulfill the institution's purposes and support the educational program. Institutional policies and procedures ensure faculty involvement.

Descriptive Summary

Library and Computer-Assisted Instruction Labs

Library faculty work in cooperation with the campus community, including classroom faculty, administrators, staff, and students to carry out the selection, acquisition and organization of library materials in accordance with the Library's Collection Development Policy Handbook (6.14). Input from students in the selection of library materials is encouraged.

CAI Instructional Aides and student assistants work cooperatively with faculty and staff from Computer Services to install appropriate software onto the computers in the two CAI labs. They also work closely with students in the labs to assist them in their learning and to monitor appropriate use.

Learning Assistance Program

In an effort to support the educational programs, the LAP has 39 computers for student use, 20 available for class presentations. It offers a training seminar on succeeding in distance education daily.

Computer software in the LAP has been upgraded to keep up with advancing technology. PLATO courseware has also been upgraded to be more user friendly. Some department/program requested software was purchased through grant funding.
Innovation Center

All of the computers available for training and staff use are loaded with the complete Microsoft 2000 Office Suite, Adobe products, educational software and many high-end graphic and web design applications. Professional growth and curricular needs of faculty and staff directly influence software purchases in the Innovation Center. The Center serves as an evaluation site for staff to experiment with new software to gauge usefulness and ease of use.

Self Evaluation

Library and Computer-Assisted Instruction Labs

The library faculty developed a revised five-year Collection Development Plan for 2000-2005 to continue the acquisition of a diverse collection of print and electronic information resources that fully support the mission of the library (6.15). A coordinated effort between library faculty and classroom faculty provides the needed subject expertise for collection building and maintenance. In addition, library faculty work collaboratively with classroom faculty to integrate library resources into the curriculum (6.21). The library provides an online book recommendation form to facilitate access by the campus community.

89% of faculty responding to the Cerritos College Library Fall 2000 Survey either strongly agree or agree that faculty and staff have the opportunity to be involved in the selection and acquisition of library book materials; 74% either strongly agree or agree that they have the opportunity to be involved in the selection of library periodicals; and 70% agree that they have the opportunity to be involved in the selection of library online resources (6.9). Input from students in the selection of library materials is encouraged and a procedure has been developed.

Satisfaction with the resources available in the Library is generally high. 59% of Cerritos College Library Fall 2000 Library Survey respondents either strongly agree or agree that library book resources are sufficient in quality, depth, diversity, and currentness to support college courses, programs, and degrees; 50% agree that library periodical resources are sufficient; and 66% agree that library online resources are sufficient. A significant number of survey respondents, however, either disagree or strongly disagree that these resources are sufficient. 24% do not agree that library book resources are sufficient; 23% do not agree that library periodical resources are sufficient; yet only 13% do not agree that library online resources are sufficient (6.9).

Selection of library materials, both print and electronic format, reflects various viewpoints. The diversity in ethnicity and cultural heritage affects the Library in its
mission to acquire materials reflecting a diversity of cultural heritages and social attitudes. The needs of our patrons for materials in a variety of languages, a variety of reading levels, and a variety of formats is reflected in the types of materials the Library acquires. Materials relating to issues of equity and diversity are available to faculty and staff in the general collection and as part of the Faculty/Staff Resources collection.

Library faculty collaborate with Disabled Students Programs and Services (DSPS) and English as a Second Language (ESL) programs to provide specialized materials and equipment to support students in these programs.

Library faculty interact with divisions and departments to educate classroom faculty on the Library and information resources.

Since 1998 when the two CAI labs were created, quality of service has dramatically improved. Two years of meetings between the Dean of the Library and Learning Resource Center and Director of Computer Services and their respective staffs were devoted to monitoring and evaluating service in the two labs on a weekly basis. Consequently, numerous refinements to the procedures for servicing the labs have resulted in improved performance and satisfaction. Meetings continue every other week and refinements continue to be implemented.

Learning Assistance Program

The summary of the faculty survey regarding criterion #2 revealed that 23.3% of the faculty agree that appropriate educational equipment and materials are selected, acquired, organized and maintained to help fulfill the institution's purposes and support the educational program while 5.8% of the faculty surveyed disagree. Thirty-seven percent (37.7%) of the faculty surveyed feel that the institutional policy of the LAP supports faculty involvement while 5.8% feel that it does not (6.25).

The Learning Assistance Advisory Board (made up of chairs of departments that most utilize the LAP) will be reconvened to determine the best use of LAP services and resources.

Innovation Center

The Innovation Center is open for walk-ins as well as training sessions. Managers allow staff members to come over for technical training during work hours and Staff Development allows flex credit for faculty who receive training. Salary advancement is allowed for some training courses. Management supports three levels of in-house certificates to be granted for clerical personnel. Currently there are two levels of certificates for online instruction. The Academic Cabinet supports the Guidelines for
Online Instructors that requires a training certificate from the Innovation Center.

The Innovation Center purchases and downloads free trial software to evaluate their potential effectiveness in the various educational settings across campus. The area follows the suggestions of staff members who want us to evaluate new products that they have found. Once an enhancement is found to have potential it is shared with other faculty and staff members for testing. Computer Services is brought into the discussion at this point and, should the product be compatible with our network, the Innovation Center staff develops training materials and offers training sessions.

Planning Agenda

Library and Computer-Assisted Instruction Labs

Develop a systematic weeding procedure, in conjunction with classroom faculty, for removing dated or obsolete materials from the library's collection based on the revised five-year plan of acquisitions.

Develop clearer channels of communication for faculty to understand the procedures and timelines for installing instructional software in the CAI labs.

Implement circulation procedures in the CAI labs for loaning videos, DVD's, software and other instructional media from the CAI lab counter.

Innovation Center

As instructors develop web sites and incorporate technology into the classroom and curriculum, training needs, software, and staff support must increase.

3. Information and learning resources are readily accessible to students, faculty, and administrators.

Descriptive Summary

Library and Computer-Assisted Instruction Labs

Access to the library and its resources is provided to students, faculty, staff, and the community at large. Internet and World Wide Web access is provided to the entire college community. On both the Institutional Effectiveness Survey and the Student Satisfaction Inventory, library services were highly rated [4.08 on Institutional Effectiveness Survey] (6.26, 6.27).
Standard Six: Information and Learning Resources

The Library and the CAI labs are physically accessible to students with disabilities and in compliance with the ADA. Hours of operation accommodate day and evening users. Library hours are from 7:30 a.m. – 10:00 p.m. Monday-Thursday, 7:30 a.m. – 4:30 p.m. on Friday, and 9:00 a.m. – 3:00 p.m. on Saturday during Fall and Spring semesters (6.7).

Learning Assistance Program

The LAP offers walk-in, one-to-one, and group tutoring in Math and English during all hours of operation. Discipline-specific tutoring is available upon request. Learning resources are available to students 13 hours per day, Monday through Thursday, and 8 ½ hours on Friday.

Learning skills seminars, computer-related programs, study skills workshops for college success, CBEST Preparation, open-lab facilities, computer-assisted instruction, Survey of Reading and Study Efficiency, Learning Style Groups, Academic Support for Athletes and an Independent Study Center are supplemental resources provided in the LAP.

The LAP web page includes all the information available in the printed brochure, including the dates and times of all workshops and training seminars.

Innovation Center

Training materials created by Innovation Center staff and links to other materials are located on the Innovation Center website for anytime, anywhere access by faculty, staff and students. The center is open for walk-in and appointment services from 7 a.m. to 5 p.m. Monday through Friday.

Self Evaluation

Library and Computer-Assisted Instruction Labs

Students and faculty are provided with information for remote access to the library catalog and electronic databases.

The Library's home page on the World Wide Web provides 24-hour access to the library catalog and to a diverse collection of electronic information resources for students, faculty, and staff both on and off campus and 24-hour access to the library's book catalog for the community at large (6.5). The library faculty worked collaboratively with Computer Services to create a secure student domain on the 30 workstations in the library to provide consistent and problem free access to the library catalog and various electronic databases.
The Library provides four computer workstations, two equipped with a track ball mouse, specifically designed for wheelchair access and for use by physically disabled students.

The Library provides additional adaptive technology and equipment, including 20/20 Plus OPTELEC and reading Edge, a Kurzweil Reader, to increase accessibility to library materials and resources. One wheelchair accessible computer workstation is equipped with ZOOM Text screen enlargement software, and one is equipped with JAWS auditory screen reader software for use by blind and/or visually disabled patrons. The Library works collaboratively with the Disabled Student Programs and Services (DSPS) and the English as a Second Language (ESL) programs to provide specialized library orientations for students in these programs. All pages on the library's World Wide Web site are accessible at a Priority 1 level per the Accessibility Guidelines of the College. Adaptive technologies are also available on computers in the CAI labs.

**Learning Assistance Program**

The LAP utilizes a variety of tools to determine that information and all learning resources (human and technical) are readily accessible to everyone. Pragmatics and budget integration issues are discussed with departments that send students to the LAP and analysis then is shared with departments that provide services (e.g., English, Math) for concurrence.

The summary of the LAP faculty survey (6.25) regarding criterion #3 revealed that 50.7% of the faculty agree that information and learning resources are readily accessible to students, faculty and administrators while 3% feel that they are not readily accessible. The summary of the LAP student satisfaction survey (6.25) revealed that 50.7% of students surveyed feel that faculty is available for supplemental instruction; 3.5% feel that they are not. 30.5% of students surveyed agreed that seminars are offered on dates and times that are convenient to me, while 5.3% strongly disagreed. 49.5% of students surveyed agreed that instructional media/technology is easily accessible, while 3.3% strongly disagreed. 41.3% of students surveyed agreed that training is offered on convenient dates and times, while 5.3% strongly disagreed.

The LAP measures the number of students who receive tutoring in all departments. In the academic year 2001, 720 students were tutored in English and 1226 students were tutored in math (6.31, 6.32). LAP services and resources received a [3.90] rating on the IE Survey 2000 (6.26).

**Innovation Center**

Training materials are provided in both hard copy and on the web. Textbooks are given to faculty taking the Online Certificate program.
Planning Agenda

Learning Assistance Program

The LAP will offer seminars on technology and specific subjects during evening hours.

Innovation Center

Development of a help desk for faculty that will deal with computer application and program issues.

4. The institution has professionally qualified staff to provide appropriate support for users of information and learning resources, including training in the effective application of information technology to student learning.

Descriptive Summary

Library and Computer-Assisted Instruction Labs

The Library has an Administrative Dean who is a professional librarian, 4 full-time professional librarians, 9 part-time professional librarians, 7 full-time library technicians, and employs approximately 10 student/adult hourly assistants. Librarians provide reference service in person and by phone as well as individual and group training in the use of library resources and equipment during all hours that the Library is open. Library technicians provide technical and public service support for all operations. Student and adult hourly assistants provide additional support in these areas (6.20).

The CAI labs are served by two full-time Instructional Aides with education, training and experience in computer programming and operations. They supervise a cadre of student assistants who are trained to work in the labs.

Learning Assistance Program

The Learning Assistance Program is currently staffed by: one faculty director, two full-time Program Assistants II, Instructional Aides II, Peer Tutors, and subject tutors. New staff is trained in LAP services and oriented to materials for students.

Innovation Center

The Innovation Center full-time staff includes a Technology Trainer, Multi-Media Production Specialist, two Instructional Media Production Specialists, Program
Assistant I, Web Design Trainer (FT Student Hourly), Trainer Assistant (FT Adult Hourly), and one Appointment Clerk (FT Student Hourly). All staff are qualified to provide service in the appropriate field of employment responsibilities.

Self Evaluation

Library and Computer-Assisted Instruction Labs

Library faculty has been selected through a competitive process which includes national advertising to attract a diverse pool of applicants, paper screening, and interview with a teaching demonstration. The library follows college policies and procedures for the selection of faculty as specified in the Faculty Hiring Procedures (6.33).

All library faculty, full- and part-time, meet the minimum qualifications, as stipulated by the California Community College system, by possession of the Master's Degree in Library Science/Information Science. The diversity of the library faculty and staff in educational background, experience, and ethnicity positively reflects the diversity of the student population of the college.

The number of full-time faculty in the library program is not sufficient to adequately support the programs and courses of the unit or the college. At a minimum, the addition of two full-time library faculty is needed to support the teaching and learning mission of the college and of the library program. Based on the Association of College and Research Libraries Standards and comparison to other California community colleges, Cerritos College should employ six to eight full-time library faculty in addition to part-time library faculty (6.13).

Library staff are trained and qualified to provide the appropriate support for the acquisition, organizing, processing, and circulation of library materials.

The number of classified staff in the library program is not sufficient to adequately support the programs and courses of the unit or the college. At a minimum, the addition of two full-time classified staff employees is crucial to support the teaching and learning mission of the college and of the library program. Over the last five years, the number of classified staff and adult hourly employees has decreased although enrollment has increased and library services have increased dramatically.

Library faculty provide group orientations and one-to-one instruction in the use of the information technologies available in the library. 50% of library users surveyed strongly agree that they are sufficiently familiar with the services provided by the Cerritos College library (6.9). Library faculty work collaboratively with classroom faculty to integrate library resources into the curriculum (6.8).
Standard Six: Information and Learning Resources

It has been essential, with the advent of new technologies such as automated library systems for both the management of library materials, collections, and services, and internet and web-based resources, for library faculty and staff to be proactive in the pursuit of continuing education and training. Both full-time and part-time library faculty have pursued additional continuing education opportunities in the fields of library science/information science, computer technologies, and education related topics with the commitment from the Dean of the Library and Learning Resource Center to support library faculty/staff opportunities for professional growth activities. The institution provides some funding for library faculty/staff for development and attendance at conferences. Some monies for staff development are also provided from the unit budget.

The criteria for evaluation within the peer review process provide opportunity to demonstrate strengths and to identify areas for improvement for library faculty. The peer review process involves development of a portfolio of all activities which demonstrate effectiveness and scholarship as well as observation.

Full-time library faculty work collaboratively with the Dean of the Library and Learning Resource Center to evaluate part-time library faculty. This evaluation includes both formal and informal methods.

The Library 100 course instructor is evaluated through a formal process established by the college for student input.

The results of a recent user survey indicate that 60% of library users surveyed strongly agree that the college provides professional and qualified staff and that they in turn provide appropriate training and support to users of library resources. 15% strongly disagree (6.9).

Staff and student assistants in the CAI labs are selected on the basis of both computer knowledge and customer service skills. They are evaluated accordingly.

Learning Assistance Program

Student demand for mathematics and English tutoring has increased dramatically. The LAP does not have enough tutors for these areas at some of the times that students need them and tutors need more training.

65.1% of faculty who responded to the LAP survey agreed that the Learning Assistance Program has a staff that is professionally qualified to provide appropriate support to users of information and learning resources, including training in the effective application of information technology to student learning (6.25).
Standard Six: Information and Learning Resources

Planning Agenda

Library and Computer-Assisted Instruction Labs

Since only 50% of library users surveyed are familiar with the services provided by the Cerritos College Library, library faculty should increase their efforts to get students and teachers into the Library for orientations and other library resource workshops (6.9).

Continued and increased funding for library faculty/staff opportunities for professional growth is necessary.

The Library needs to hire additional part-time and full-time library faculty, classified staff, student assistants, and adult hourly employees.

The CAI lab instructional aides will develop additional printed material to train student assistants and to serve students and faculty who use CAI lab services.

Learning Assistance Program

The LAP will hire more tutors in order to decrease the student to tutor ratio of walk-in math and English tutoring during peak hours.

The LAP will work with the English Department to develop a consistent model of tutor training for all departments served.

Innovation Center

Add a Program Assistant for the EDT program who will serve as a promoter as well for our training courses.

Expand the hours of the IC later into the evenings.

Add at least one additional part-time web trainer.

5. The institution provides sufficient and consistent financial support for the effective maintenance, security, and improvement of its information and learning resources.

Descriptive Summary

Library and Computer-Assisted Instruction Labs

The college investment of $200,000 per year for the library’s book budget for the past six years has improved the currency, scope, and depth of the library book collection and has
consequently increased use of the Library by students, faculty, and the community (6.2). Additional funding through the Telecommunications and Technology Infrastructure Plan (TTIP) grant has enabled the Library to provide valuable web-based information resources.

The physical facilities at the Library are well-constructed and maintained to ensure access and a healthful environment. The dedication of the maintenance employee assigned specifically to the Library has resulted in a high standard of cleanliness and order, which contributes to a pleasant atmosphere in the library. 10 respondents in the Cerritos College Library Fall 2000 Survey gave positive written comments relating to the cleanliness of the library facility (6.9).

Because of the centralized, single story design of the Library, most materials are within line-of-sight of the library staff, providing unobtrusive security. The single, gated entrance also improves library security. Security of equipment in the orientation room has been greatly enhanced with the addition of a secured cabinet enabling increased instructional use of the room by library faculty.

It is the institution's goal to upgrade the computers in the two CAI labs every three years so they are sufficient in memory and CPU power to handle the most current software. This replacement plan will depend on adequacy and consistency of state funding. Funding is also necessary for the purchase of videos and DVD's to support the instructional needs of students and faculty.

Learning Assistance Program

The LAP is adequately funded through the budget process and grants. More funding is needed to support the student-to-tutor ratio in Math.

Innovation Center

Cerritos College created the Technology Training, Staff Development & Distance Education Division in 1999. A dean was hired, along with a Program Assistant. The new division was given a separate budget above and beyond TTIP funds and AB 1725 funds.

Self Evaluation

Library and Computer-Assisted Instruction Labs

The college's commitment of $200,000 annually as part of a five-year collection development plan for the purchase of books has moved into its sixth year (now 97,697
Standard Six: Information and Learning Resources

holdings). However, ACRL Standards for Community, Junior, and Technical College Learning Resource Programs (6.13) indicate that the minimum size of collection for a single campus of 15,000 to 16,999 FTE students is 155,000 volumes (the maximum size is 285,000 volumes). Increased funding will be necessary to meet the minimum standards.

The library periodical budget of $60,000 has remained static for at least 10 years, while the cost of periodicals has escalated. For this reason the Library has been unable to add periodical titles to the collection that have been requested by faculty. Additionally, some titles have been dropped from the collection due to the increase in subscription prices. An increase in budget for periodicals is now a crucial need (6.11).

Funding for a number of the web-based resources comes from alternative sources, which are not guaranteed for future commitment. Budgetary commitment from the college to continue subscriptions to these resources is crucial to the library’s mission in support of the college curriculum.

The college's financial support for increasing the professional library faculty from four to six for academic year 2001-2002 has positively impacted the efforts to effectively maintain and improve the library’s information and learning resources.

Financial support for classified, student, and hourly staff salaries is not sufficient to support the staffing levels needed to effectively maintain and improve information resources and services in light of increased library usage (6.2, 6.20).

Over 50% of Fall 2000 Library Survey respondents agree that the college provides consistent financial support; however, an average of 25% of respondents do not know whether the college provides adequate financial support (6.9).

Increased library usage, as well as normal wear and tear, affect the physical state and appearance of library furnishings. Computer hardware and software becomes obsolete in two to three-year cycles. A college-wide commitment to timely replacement of computing equipment, and replacement or maintenance of library furnishings is crucial. Continued and increased financial support from the institution for equipment and software enhancements is needed.

Although there has been increased responsiveness from the maintenance and facilities staff to requests for service, the addition of staff to the maintenance area may increase their effectiveness and ability to respond to requests in a timely manner.

Security is weakened by the quietness and malfunctioning of the alarms on the emergency exits. Enterprising thieves have found that they can make off with stolen goods through any of three emergency exits without attracting staff attention.
Standard Six: Information and Learning Resources

In the fall of 2001, the memory in the computers of the CAI labs was upgraded. This is currently sufficient to meet the demands placed on it. These labs remain a high priority for upgrades and funds become available.

Since the video and DVD collection was incorporated into the Library and CAI areas of responsibility, a funding line is required to support purchases of these materials to support the instructional needs of students of faculty.

Learning Assistance Program

The LAP is currently working in conjunction the math department to develop methods for obtaining more funding to meet the needs of math students.

The summary of the LAP faculty satisfaction survey (6.25) regarding criterion #5 revealed that 14.9% of the faculty surveyed agrees that the institution provides sufficient and consistent financial support for the effective maintenance, security and improvement of its information and learning resources, while 9% disagree.

Innovation Center

The college has been very supportive financially. By incorporating Staff Development with the training, use of TTIP funds and AB 1725 funds have been wisely spent without waste due to redundancy.

Planning Agenda

Library and Computer-Assisted Instruction Labs

Increase the book and periodicals budgets.

Obtain budgetary commitment from the college to continue and increase subscriptions to web-based resources rather than rely on alternative funding sources.

Employ additional full time library faculty.

Obtain increased financial support for classified, student, and hourly staff salaries in order to support the staffing levels needed to effectively maintain and improve information resources and services in light of increased library usage.

Obtain increased financial support for replacement of computing equipment and software, and replacement or maintenance of library furnishings and CAI lab computer and media equipment.
Establish a funding line in the Library and CAI Lab budget for the purchase of videos and DVDs and storage units.

Innovation Center

A larger budget will be requested from the college to support the EDT Program Assistant due to the large growth in EDT courses.

6. When the institution relies on other institutions or sources for information and learning resources to support its educational programs, it documents that formal agreements exist and that such resources and services are adequate, easily accessible, and utilized.

Descriptive Summary

Library and Computer-Assisted Instruction Labs

The Library maintains contractual and formal agreements with other institutions for information and learning resources to support its educational programs.

Learning Assistance Program

The Learning Assistance Program has agreements with The Roach Organization (TRO), Inc. and The Educational Testing Service Network (ETS). TRO provides the LAP with user licenses and support for the PLATO instructional program. ETS provides Cerritos College with a site license and support for the Learning Plus instructional program.

Innovation Center

Cerritos College is a member of Intelecom, a consortium of local area colleges, through which Telecourses are offered to students. Four such courses are currently offered. Cerritos College is a member of a regional consortium through the California Virtual College.

Regarding copyright law, the Web Standards Committee has developed web use protocols that emphasize current copyright law. The Faculty Senate is reviewing an Intellectual Copyright Ownership document.

Self Evaluation

Library and Computer-Assisted Instruction Labs

On November 16, 1999, the Cerritos College Library entered into a formal agreement with California State University, Long Beach Library (CSULB) to provide reciprocal
library privileges to the students of both institutions. Both libraries maintain and publicize documentation detailing the terms of this agreement (6.16).

The Cerritos College Library participates in, and is a Charter member of, the Arroyo-Seco region of the Library of California. The Library of California is meant to provide linkage and integration of more than 8,000 public, private, and academic libraries. The technologies available will allow for simultaneous electronic storage of book titles in each participating library throughout the state (6.17).

The Library is a member of the Online Computer Library Center's (OCLC). The library contracts for and participates in several services through OCLC including: their Interlibrary loan service, which facilitates lending and borrowing of materials to and from other libraries, a service that is extended to all Cerritos College faculty; Cataloging service, which enables the library to retrieve machine-readable catalog records for all titles in the library book and serial collection; and the Cooperative Online Resource Catalog (CORC) to identify, select, describe and maintain web-based electronic resources. Librarians are using CORC to enhance access to important local and remote web resources. The Cerritos College Library is proud to be a founding member of CORC.

The Library has entered into a contractual agreement with West Coast Copy, Inc. to provide photocopy service, printing capabilities from library networked computers, print card and change machines, and microform reader/printers. This company is also responsible for the maintenance and replacement of equipment.

Learning Assistance Program

The summary of the LAP faculty satisfaction survey (6.25) regarding criterion #6 revealed that 9% of the faculty agree that when the Learning Assistance Program relies on other institutions or other sources for information and learning resources to support its educational programs that formal agreements exist and that such resources and services are adequate, easily accessible, and utilized while 3% disagree.

Innovation Center

While television courses do fill and therefore are meeting student needs, the number has not increased significantly.

Planning Agenda

Library and Computer-Assisted Instruction Labs

Further exploration of possibilities for resource sharing among various types of libraries.
Innovation Center

The Innovation Center is developing video streaming and web casting techniques so courses utilizing these modalities will be available over the network and facilitate access.

Downlink possibilities with Palomar College for delivery of these courses has been explored.

The Faculty Senate needs to process the Intellectual Copyright Document.

7. The institution plans for and systematically evaluates the adequacy and effectiveness of its learning and information resources and services and makes appropriate changes as necessary.

Descriptive Summary

Library and Computer-Assisted Instruction Labs

There is a coordinated effort between the library's professional staff and faculty to provide the needed subject expertise for collection building and eliminating out-of-date material. Online resources are evaluated and added as appropriate.

The Dean of the Library and Learning Resource Center meets regularly with the staff of the CAI labs and with the Director of Computer Services and staff to ensure that problems are addressed expeditiously and that future planning is ongoing.

Learning Assistance Program

The Learning Assistance Program has a systematic method for evaluating its services. The LAP works with the Research and Development office to create sound research designs for pilots, projects, and initiatives.

Innovation Center

Evaluations are handed out at all training sessions offered by or through the Technology Training, Staff Development & Distance Education Division.

Self Evaluation

Library and Computer-Assisted Instruction Labs

The library faculty developed a five-year plan to initiate the restoration of the book collection. This plan was evaluated at the end of each year and a complete review and
revision was conducted at the end of the five years. A revised five-year plan was developed for 2000 - 2005 academic years (6.15).

Library faculty work collaboratively with classroom faculty to continually assess and build the library collection and on-line resources so that they meet the needs of students as determined by the evolving collection and changing demographics. Both print and electronic resources are routinely evaluated.

Faculty recommendations are actively solicited. Faculty are encouraged to request materials to be added to the library collection in their areas of expertise (6.21).

Library provides a suggestion form for student input that is available at public service desks in the library. Students may make recommendations for service improvement and suggest materials to further develop the library collection (6.21).

Library has developed a questionnaire that was used in 1999 and 2000 to survey library users including faculty. The data analysis is used in evaluating and planning for changes in the library's services and collections (6.9).

Dean of the Library and Learning Resource Center develops an annual "Department, Program, or Unit Action Plan" using various reports and input from areas within the Library and campus departments (6.22).

Library staff work collaboratively with Research and Development staff to develop library evaluation tools.

Library faculty participation on the Curriculum Committee assists in identifying areas of the collection to be added or developed in support of campus curricular needs.

The results of a recent user survey indicate that 55% of library users surveyed, but a full 85% of faculty users surveyed, feel they have the opportunity to participate in the evaluation of the adequacy and effectiveness of library resources and services (6.9).

The regular meetings of the Library and CAI lab staff and the Computer Services staff are highly effective in maintaining the highest level of service for students and faculty. Significant improvements to service have resulted from the cooperative spirit and working partnership that has developed between these two departments.

**Learning Assistance Program**

The LAP needs to consistently evaluate every aspect of the program with priority of importance given to student feedback (6.25). The summary of the LAP faculty
satisfaction survey regarding criterion #7 revealed that 16.2% of faculty agree that the institution plans for and systematically evaluates the adequacy and effectiveness of its learning and information resources and services and makes appropriate changes as necessary, while 7.4% disagree.

Innovation Center

Evaluations of staff development activities are used to determine future activities.

Planning Agenda

Library and Computer-Assisted Instruction Labs

Develop a web-based feedback form for faculty and student evaluations of library resources and services.

Innovation Center

Put staff development evaluation forms on the web for easy access.

Standard Six Supporting Documentation

6.2 Cerritos College Library Gate Count Statistics 1999-2000
6.3 Library 10, Introduction to Library Resources Workbook
6.4 Library 10, Introduction to Library Resources Evaluation Statistics
6.5 Cerritos College Library Internet and Online Resources
6.6 Cerritos College Library Remote Access to Online Databases
6.7 Cerritos College Library Policies
6.8 Library Orientation Handouts
6.9 Cerritos College Library Fall 2000 Survey
6.10 Library Holdings Statistics
6.11 Periodicals Holdings List
6.12 Reserve Book Room Holdings Report

6.14 Cerritos College Library Collection Development Policy Handbook

6.15 Cerritos College Library Collection Development Plan, 2000-2005

6.16 Mutual Use Agreement between Cerritos College Library and California State University at Long Beach Library

6.17 Library of California Documentation

6.18 Cerritos College Library Program Review Self-Study, 1999

6.19 Cerritos College Full-Time Faculty Opportunity: Librarian, flier

6.20 Library Organizational Chart

6.21 Cerritos College Library Book Purchase Recommendation, Cerritos College Library Book Order Recommendation

6.22 Library Unit Plan

6.23 DSPS Guidelines

6.24 LAP Enrollment Information, Fall 2000

6.25 LAP Faculty and Student Satisfaction Survey Summary

6.26 Institutional Effectiveness Survey Results, 2000

6.27 Student Satisfaction Inventory Results, 2000

6.28 CAI LC 137 Hardware and Software List, Fall 2001

6.29 CAI LC 203 Hardware and Software List, Fall 2001

6.30 DSPS 2001 Program Review Report by Chancellor’s Office

6.31 English Tutoring Data

6.32 Math Tutoring Data

6.33 Faculty Handbook
STANDARD 7A: QUALIFICATIONS AND SELECTION

The institution has sufficient qualified full-time and part-time faculty and staff to support its educational programs and services wherever offered and by whatever means delivered. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse ethnic, social, and economic backgrounds by making positive efforts to foster such diversity.

Cerritos College is committed to fostering diversity throughout its staff, administration and faculty to provide professional individuals to support, teach, mentor and model for our diverse student population.

7A.1 The institution has sufficient faculty and staff who are qualified by appropriate education, training and experience to support its programs and services.

Descriptive Summary

For the period of October 1995 through September 2001, the total employees at Cerritos College increased from 988 to 1326, representing a 34.2 percent increase. These totals represent increases of 32.2 percent for management employees, 16.8 percent for full-time faculty, 56.1 percent for part-time faculty and 16.1 percent for classified/confidential employees (7.1).

In October 1995, there were 250 full-time faculty members and 428 part-time faculty members for a ratio of 36.9 percent full-time faculty to 63.1 percent part-time faculty. In September 2001, there were 292 full-time faculty members to 668 part-time faculty members for a ratio of 30.4 percent full-time faculty to 69.6 percent part-time faculty (7.1).

The college continues to review and address management and classified support staff needs. Several departments have been reorganized since 1998, including Community, Industry, and Technology Education; Fiscal Services; Admissions and Records; Instructional Media Services; and Computer Services. Job descriptions, staffing patterns, career ladders, and needs were considered in these reorganizations.

In an effort to address classified staffing needs, reallocation of positions has occurred to return custodial and grounds-keeping personnel to facilities which were lost due to budgetary constraints in the mid 1990’s. In October 1995, facilities had 47 full-time staff and 2 managers. As of July 2001, the department has 58 full-time staff and 2 managers and there has been a marked improvement in the cleanliness and maintenance of facilities/grounds.
Using the Chancellor's Office established formula, the college has met the "target number" of full-time faculty members, as required, each year that the requirements for the 75:25 ratio have been in place (7.2).

Self Evaluation

Determination of which faculty positions will be created or filled is made by the Vice President of Academic Affairs with input from the dean's council and consultation with the Academic Senate President. It is often instigated at the request of the existing faculty and staff. Requests and approval of positions are made based on budgetary constraints and student needs. All faculty and staff members have gone through a rigorous and thorough screening process to ensure that they are fully qualified to hold their positions.

On the Institutional Effectiveness Survey, there was a significant increase in the faculty and staff response to item #48 "Cerritos College maintains a balance of administration, faculty and support staff needed to be an effective institution." This was up from [3.02] in 1997 to [3.50] in 2000 (7.3).

Cerritos College will continue to analyze, modify and refine the process for determining faculty, management and staffing needs. These efforts will occur in conjunction with an ongoing analysis and evaluation of budgetary resources and student needs and will fill vacant positions in a timely manner.

Planning Agenda

None.

7A.2 Criteria, qualifications and procedures for selecting all personnel are clearly stated, public, directly related to institutional objectives and accurately reflect job responsibilities.

Descriptive Summary

Board-approved policies, procedures, job descriptions and qualification for the selection of all faculty, staff and management positions are maintained in the Human Resources and instructional offices. Instructional and management policies, procedures, job descriptions and qualifications were developed and approved within the mandates established by Assembly Bill 1725 and the State Chancellor's Office with regards to selection procedures, hiring standards, statewide minimum qualifications, local standards and equivalencies. Staff policies, procedures, job descriptions and qualifications were developed and approved within the collective bargaining agreement between the district and California School Employees' Association (CSEA). The documents were established with input from the
Faculty Senate, administrative council, Board of Trustees, Human Resources, appropriate bargaining units and others. The job descriptions, qualifications and procedures are available on the college’s website (7.4, 7.5, 7.6, 7.7, 7.8).

Self Evaluation

Job announcements including duties, “required” and “preferred” qualifications, salary range, benefits, application and selection procedures, closing date, affirmative action statement, etc., are prepared by Human Resources for all faculty, management, classified and confidential employment opportunities and then sent to the appropriate area manager who reviews the contents with the appropriate faculty or staff members.

Job application periods are open for a minimum of two months for faculty, one month for management and two weeks for classified/confidential positions to allow for the adequate distribution and responses necessary to obtain the largest and most diverse applicant pool possible. This period is used to undertake an active, energetic recruitment effort by faculty, administrators and Human Resources. All positions are listed on the district’s website and job hotline, and all management and full-time faculty positions are listed with the State Chancellor’s Office for inclusion on its website. Efforts are also focused on other sources, including advertisements in various publications, notification of professional organizations related with particular disciplines, etc. Additional efforts are made to recruit members of historically under-represented groups through various media and professional and community organizations.

The confidentiality agreement required to be signed by all members of a hiring committee is outdated and in need of review.

The college will continue to analyze, modify and refine the manner in which criteria, qualifications and procedures for selecting and recruiting personnel are made clear and public. These efforts will occur in conjunction with an ongoing analysis and evaluation of the teaching, management and staffing needs of the college community that relate to institutional objectives and accurately reflect job responsibilities.

Planning Agenda

A process to review and modify the confidentiality agreement will be undertaken in Fall, 2001.

7A.3 Criteria for selecting faculty include knowledge of the subject matter or service to be performed, effective teaching and potential to contribute to the mission of the institution.
Descriptive Summary

Faculty selection committees are composed of three faculty members from the instructional division, the division dean, one additional manager and a hiring process monitor. Every effort is made to appoint a diverse committee that reflects the cultural, ethnic and gender diversity of the students of Cerritos College and the community. The criteria for selecting faculty members includes knowledge of the subject matter, teaching experience, potential to contribute to the institutional mission and other preferences are established prior to the beginning of the selection process.

Self Evaluation

Prior to the selection process, the area manager organizes a meeting of the selection committee. The committee reviews the qualifications of the position, as described in the job announcement, board-approved hiring policies, state and local minimum qualifications, and/or licensure/certification requirements in vocational areas, procedures and affirmative action guidelines. Valid criteria and interview questions are established at this time. Prior to interviews, the committee members develop the wording of interview questions and/or other exercises and agree upon the criteria to be used in evaluating the candidates and their responses. All interviews must include at least one question relating to the candidate's experience and ability to work in an ethnically and culturally diverse environment in addition to any philosophical or pedagogical questions.

The selection process begins with a paper screening of each applicant to evaluate his or her qualifications based on education, teaching or job experience and other criteria that can be assessed through the written application materials submitted by the applicants. The goal is to select those candidates whose application materials demonstrate that they meet or exceed the qualifications required for the position to be further considered and to eliminate only those applicants who obviously do not meet the qualifications. Committees strive to retain a large number of candidates at this point in the process so viable candidates are not eliminated without receiving an opportunity for interview.

The committee must have determined the assessment techniques to be employed to evaluate the candidates, as set forth in the board-approved policies and procedures, prior to the interviews. The techniques may include, but are not limited to, an interview by the committee, writing samples, demonstrations of verbal and/or written communication skills, and teaching methodologies, demonstrations of subject matter knowledge and/or skills, and exercises or role-playing scenarios demonstrating the organizational and interpersonal relationship skills necessary for the position. Writing samples, demonstrations, practical exercises and/or other assessment methods may be conducted either before or after the formal interviews.
The emphasis during the interview and evaluation process for faculty is on subject matter knowledge and teaching excellence. Instructor qualification and teaching effectiveness is the emphasis in the recruitment, selection, hiring, evaluation and retention of the teaching faculty.

The selection process for hiring new faculty uses teaching demonstrations to assess teaching effectiveness. Applicants' references are checked for teaching effectiveness. The institution's Faculty and Staff Diversity Plan is a high priority (7.9).

Planning Agenda

None.

7A.4 Degrees held by faculty and administrators are listed in the institution's primary catalog. All U.S. degrees are from institutions accredited by recognized accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

The names of all educational administrators, full-time faculty members and emeritus faculty members are listed in the Cerritos College Catalog along with the individual's position or title and degrees held (7.10). Human Resources verifies that all U.S. degrees and, where possible, non-U.S. degrees were awarded by accredited institutions prior to employment. In cases where the degree was awarded by a non-U.S. institution, and there is no reciprocal accreditation understanding, the candidate's degree must be deemed equivalent by the institution's Hiring Standards and Equivalency Committee as set forth in Board Policy. Additionally, previous teaching experiences, work experiences and references are checked prior to employment.

Self Evaluation

The college publishes an updated catalog each academic year. Prior to the publication of the catalog all personnel are requested to submit updated information on themselves in order to ensure accuracy (7.10).

Only persons holding appropriate degrees granted by accredited institutions, or where an equivalency has been established, are employed as faculty or administrators.

Planning Agenda

None.
STANDARD 7B: EVALUATION

7B.1 The evaluation of each category of staff is systematic and conducted at stated intervals. The follow-up of evaluation is formal and timely.

Descriptive Summary

The college evaluates its classified employees, classified managers, educational administrators and faculty according to the board-approved policy developed for each category of staff. Evaluation of classified employees conforms to the agreement between the district and California School Employees’ Association (CSEA). Management and faculty evaluations are in accord with the California Education Code (7.11, 7.12, 7.13).

The Board of Trustees evaluates the president on an annual basis. In late May or June, prior to the end of the fiscal year, the board holds its annual retreat. At this retreat, the board evaluates the president and develops the president’s goals for the next fiscal year. The president is evaluated on the basis of how well he or she has met the goals set by the board during the previous year’s retreat. After the retreat, the board issues the president’s contract. The board’s annual report, available in the president's office, includes the president’s goal.

Also before the end of the fiscal year, usually before the annual board retreat, the president completes his or her annual evaluation of each vice-president. The evaluation takes the form of a narrative describing how well a vice-president has met the goals set by the board for the president during the previous year's board retreat.

The immediate supervisor evaluates classified employees. Permanent classified employees are evaluated at least once a year on or about the employment anniversary date. Probationary classified employees are evaluated at least twice during the probationary period (7.13).

The immediate supervisor evaluates educational administrators and classified managers at least once a year using the Management Performance Evaluation Procedures (7.12).

Faculty evaluation includes a peer review process, student survey, classroom visits and an assessment of the faculty member's performance portfolio. Tenured faculty members are evaluated at least once every three academic years and have the option of being evaluated by a team of at least two peer faculty, one from the faculty member’s department and the other from the faculty member’s division, or by a team of two peer faculty (as described above) and an administrator. Full-time probationary faculty members are evaluated at least once each academic year. The procedure is the same as tenured faculty evaluation. Tenure is possible at the completion of the fourth academic year of probationary
employment. Part-time faculty members are evaluated at least once in the first year and, thereafter, every sixth semester of service. Part-time faculty members are evaluated by the division dean or department chair and a full-time faculty member from the same department (7.11).

**Self Evaluation**

Since the last accreditation report, the college's evaluation policies have undergone significant changes (7.11, 7.12, 7.13).

In 1999, the bargaining agreement between the district and classified employees underwent several amendments. First, the district and CSEA must now mutually agree upon any changes to the evaluation procedures and forms. The second amendment calls for a postponement of the evaluation of a permanent classified employee if the immediate supervisor has supervised the employee for less than six months. Under extenuating circumstances, however, the district reserves the right to proceed with the evaluation. Furthermore, in lieu of postponement, the previous supervisor of the employee may complete the evaluation, provided that he or she has supervised the employee for a minimum of six months. To improve timeliness, a third amendment requires that the supervisor must complete the evaluation within thirty days of the employee's employment anniversary date (7.13).

The college needs to reevaluate the Management Performance Evaluation Procedures. The multi-source procedure has been problematic for performance improvement purposes. The management group has recommended a narrative evaluation based on the prior year's goals and objectives be put in place for 2001-2002.

Administration suggested to the Faculty Senate in Spring 2000 to revise the form used to evaluate faculty. The Senate agreed to move the timeline for faculty evaluation earlier in the semester after discussion.

Administrative leadership has also led to the organization of workshops in Fall 2000 to train faculty to become more effective evaluators of their peers. The training was developed for probationary faculty members and the teams who were doing probationary evaluations.

To allow evaluations to proceed more smoothly, and in step with its effort to implement an integrated computerized information system, the college has made the evaluation forms for classified employee and management available online and on diskette.
Planning Agenda

Human Resources will initiate revision of the management evaluation process.

Human Resources plans to provide evaluation training annually and, with the support of the Office of Academic Affairs, expand the training sessions to include training for teams that are evaluating tenured faculty members.

Human Resources is preparing to make the faculty evaluation form available online and on diskette.

7B.2 Evaluation processes seek to assess effectiveness and encourage improvement.

Descriptive Summary

The evaluation policy for each category of staff describes procedures to assess effectiveness and encourage improvement. Faculty evaluation includes classroom observation, student survey results, and a conference between the evaluation team and the faculty member being evaluated. If an unsatisfactory evaluation occurs, the faculty member is given suggestions for improvement and a reasonable time to demonstrate progress. Staff development programs, professional guidance, and other assistance are provided by the college to support professional growth (7.11).

In performance evaluation of classified employees, the immediate manager who gives an "excellent" (E), "unsatisfactory" (U), or "improvement needed" (I) rating is required to write a report justifying his or her decision and must complete a special evaluation of the employee. A probationary classified employee who receives an "I" or "U" overall is given a special evaluation within thirty days. By the second probationary evaluation, the employee must receive an "E" or "satisfactory" (S) in order to be granted continued employment of permanent status. A permanent employee who receives an "I" or "U" rating is given a special evaluation within thirty, sixty, or ninety days (7.13).

Currently, the immediate manager determines a satisfactory or unsatisfactory assessment of a manager. Depending on the issue or improvement needed, the supervisor may identify the area of improvement needed and identify the expected performance, develop a plan of action as part of the evaluation that will allow the manager to demonstrate improvement or satisfactory performance, or develop a plan of action that includes quarterly or semi-annual review. The supervisor may initiate an administrative evaluation and/or disciplinary action if the manager continues to demonstrate deficiencies. If the immediate supervisor is the president, the manager may appeal to the Association of Cerritos College Management Employees (ACCME) (7.12).
Self Evaluation

Evaluation procedures adhere faithfully to the college's underlying goal of ensuring effectiveness and promoting professional growth. A renewed vigor is palpable in the current evaluation efforts, especially in the evaluation of new faculty members.

Planning Agenda

None.

7B.3 Criteria for evaluation of faculty include teaching effectiveness, scholarship or other activities appropriate to the area of expertise, and participation in institutional service or other institutional responsibilities.

Descriptive Summary

The faculty evaluation policy notes that the purpose of evaluation aims not just to improve instruction but also to encourage professional growth. The Faculty Handbook states that faculty members’ duties and responsibilities transcend the classroom to include committee work and student and shared governance activities. It also contains provisions that encourage conference attendance and similar endeavors that promote professional growth (7.14).

Self Evaluation

In faculty evaluations, a strong emphasis is being given to assessment of performance portfolios. Faculty are encouraged to include participation in college development activities, grants or honors received, services to the college or community as well as presentations/participation at conferences in their evaluation portfolios.

Planning Agenda

None.

STANDARD 7C: STAFF DEVELOPMENT

7C.1 The Institution provides appropriate opportunities to all categories of staff for continued professional development, consistent with the institutional mission.
Descriptive Summary

The program and services of the Staff Development Office (SD) support the mission of the institution by providing leadership, technical assistance, resources and consultative services to the Cerritos College community for professional growth. The objectives of SD promote appropriate opportunities to all staff for continued professional development by offering a wide range of training opportunities that meet the various learning styles and needs of the college's employees and by providing a centralized on-campus training program for faculty, administrators and staff. The SD office is coordinated by the Dean of Technology and Distance Education, and supported by secretarial services at 40% of a full-time staff.

The SD office ensures compliance with the AB 1725 through a great variety of professional support services, such as the Professional Growth or Flex Week, financial support for staff to attend professional conferences, the coordination of the Teaching Assistance Program (TAP), and retreats for both classified and administrative staff respectively (7.15). References of these activities are found in the SD annual reports (7.16). Moreover, in order to acknowledge the commitment and superior performance of professional work, the SD office continues with the coordination of the outstanding faculty and staff events. Additional opportunities for professional development coordinated by SD are the planning and management of campus-wide activities, such as general faculty meetings where college faculty and guest scholars make presentations and/or facilitate seminars and workshops for the campus community.

Events ranging from colloquiums on teaching and learning, computer classes, to presentations on issues concerning health and dealing with difficult students and public in general, are scheduled on an ongoing basis by the SD office in response to college requests ascertained through annual surveys. In order to increase participation from all venues of the district, SD has designated a once-a-month staff development day series for employees' participation.

Self Evaluation

Part of the district's professional development effort is evident in the approval of eight to thirteen sabbatical leaves every year. Qualified faculty members submit proposals to the Sabbatical Leave Committee for one-year or half-year-long projects to enhance, improve or develop projects that will benefit the students, themselves and the institution. The Sabbatical Leave Committee assesses the sabbatical leave proposals following a revised set of guidelines (7.17) to ensure accountability, assessment and follow-up of the projects. In addition, the sabbatical applicant receives support and guidance through group orientation, individual meetings, and committee's comments and recommendations for revisions. Proposals are submitted for approval to the Faculty Senate, Vice President of Academic Affairs and to the Board of Trustees.
A Title III federal grant (1995 - 2000) was awarded to Cerritos College that provided additional financial resources for five years of professional development in the area of learning communities. A learning community is a purposeful linking of two or more classes in which students and faculty simultaneously address the need for greater intellectual interaction, curricular coherence, and an interdisciplinary approach to subject matter, active learning and student success. The goal of the grant was to train faculty to develop and teach learning communities, and to prepare administrators and staff in the areas of administrative and support services to promote students' academic success, especially in the Hispanic student population. For the past five years the Title III federal grant offered financial support for professional development to over seventy full-time faculty members for the purpose of planning, development and implementation of learning communities teaching and learning models (7.18).

In addition to the federal grant, the district has been recipient of other major grants, such as the Microsoft grant (1998-2001), ATEC grant (1999-present), the Chancellor's Office Fund for Instructional Improvement (FII) and Funds for Student Success (FSS) grants (1995-present), and the New Media Workshop (NMW) (2000), creating an invigorating environment of professional growth and academic creativity with greater emphasis on technology. Other grants that provided funds for staff development came from the Adult Education and Diversity Program and from the Division of Technology. The aforementioned projects have provided financial resources to further professional development opportunities for the campus at large.

The construction of a teleconference center, coordinated by the Dean of Technology, Staff Development and Distance Education, has facilitated a greater opportunity to participate and to sponsor major conferences from the Cerritos College campus to other colleges around the country including national conferences on learning communities and educational technology.

The creation and development of the Innovation Center has been a major achievement in the college's efforts to provide a wide variety of professional development opportunities for employees. The Innovation Center schedules instructional sessions on office automation products, one-on-one consultation, and web design assistance. Faculty teaching online courses receive additional training on web course development. Additionally, faculty, administrators and staff may participate in Educational Technology certificate programs offered through the Innovation Center. This centralized staff training center trains an average of 300 staff and faculty a month through group and individual training sessions and technology assistance.

**Planning Agenda**

None.
7C.2 The planning and evaluation of staff development programs include the participation of staff who participate in or are affected by the programs.

Descriptive Summary

The Staff Development Office coordinates ongoing assessments of all professional development activities. The assessment forms are distributed in each activity and tabulated and analyzed to account for the quality and effectiveness of each event. The evaluation of SD activities is examined by the SD coordinator and committee for future action, and it is also included in the Chancellor's Office annual report (7.16).

The SD committee is composed of members representing nearly all areas of the institution including faculty, management, classified employees, staff and grant coordinator.

Self Evaluation

Participants in staff development activities complete an evaluation form at each event. The information gathered is processed and assessed to verify the effectiveness of the event and to elicit additional ideas, needs and activities for future events. The ongoing evaluations forecast relevant events or changes. Also, the Innovation Center has administered a survey to inquire about training topics, hours of operation, and preferences and suggestion for services and improvements. Staff development activities supported by grants are also evaluated according to the criteria stipulated by the grant. In addition to their annual retreat in which the SD planning committee evaluates the year's program, the SD planning committee meets on a monthly basis for similar evaluations.

Specialized programs such as the New Media Classroom, Women's Studies, Teacher TRAC and Learning Communities create staff development projects and events that are planned directly by those programs. They collect and process their own evaluation data.

Another institutional professional development is the National Center for Teaching and Learning Excellence created in the Fall semester 2000 to coordinate summer institutes and year-round activities aimed at the support and assessment of best teaching practices.

The New Media Classroom (NMC) program is a five-year project funded by the National Endowment for the Humanities and administered by the American Social History Program located at the City University of New York (CUNY). Cerritos College is the first regional center of NMC in California. Some of the objectives of the NMC are: (1) challenge faculty to rethink the ways they teach and (2) to create student activities for classroom and online application. As a regional center, Cerritos College recruits and trains faculty participants from high schools, other community colleges and four-year institutions. Cerritos College faculty comprise fifty percent of the NMC.
Another program providing opportunities for professional development is the Women's Studies Program (WSP), initiated in Spring semester 1998. The WSP has succeeded in the following objectives: (1) to increase student retention and success, (2) to engender new perspectives in existing core curriculum courses and the development of new curriculum, and (3) to provide opportunities for faculty development.

The Teacher Training Academy (Teacher TRAC) is another program that provides opportunities for faculty professional development. About fifty full-time faculty are actively involved in the development and/or the teaching of core courses to students completing transfer requirements for a liberal arts degree and teaching credential. Faculty members participating in the Teacher TRAC program receive a comprehensive training in educational technology, and complete a designated number of hours in professional training by attending in-house activities or national and/or state professional conferences.

Planning Agenda

None.

STANDARD 7D: GENERAL PERSONNEL PROVISIONS

7D.1 The institution has and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

Cerritos College has written Board Personnel Policies that ensure fairness in all employment procedures. These policies are developed and implemented in accordance with the provisions of the State Education Code and other applicable state and/or federal laws and regulations. Cerritos College Board Personnel Policies are divided into sections as follows: (1) General Personnel Policies (7000 Section); (2) Management Employees Policies (7100 Section); (3) Academic Employees Policies (7200 Section); and (4) Classified Employees Policies (7300 Section). The General Personnel Policies (7000 Section) include policy statements on employment selection and the administration of those aspects of the personnel program applicable to all employee groups. The remaining policies (Sections 7100, 7200, and 7300) include policy statements regarding the employment of and administration of the personnel programs for each of the respective employee groups (i.e., management, academic, and classified employees) (7.19).

In addition to the Board Personnel Policies, a Collective Bargaining Agreement exists for classified bargaining unit employees as negotiated between the district and the California School Employees' Association (CSEA) Chapter #161. The bargaining agreement
includes provisions for compensation, benefits, work hours, leaves, and various other terms and conditions of employment applicable to these employees (7.20).

Self Evaluation

Although the Board Personnel Policies (7.19) are generally up-to-date, these policies remain subject to periodic review as necessary to incorporate updates or revisions pursuant to changes in applicable federal/state laws, regulations, etc., and/or institutional policy changes that have been approved. Beginning the 2000-2001 academic year, the college has initiated a three-year subscription to a new "Policy and Procedure Service" provided through the Community College League of California. That portion of the service addressing personnel policy matters should be a resource to assist the college in this area since the subscription will provide: (1) a comprehensive list of policies/procedures/regulations each district should have on record, including appropriate citations or references to state or federal laws/regulations; (2) a sample of each Board policy and administrative procedure/regulation; and (3) on an ongoing basis, both new and updated policies/procedures/regulations as required by changing laws and regulations.

Planning Agenda

Human Resources, acting in accordance with its parameters, will recommend changes to Board Personnel Policies (7.19).

These changes should be submitted for consideration and/or information (as appropriate) through the proper shared governance channels and to the Board of Trustees for approval. Following approval the revised or updated policies are to be published, disseminated, and otherwise made available to the appropriate segments of the college community. Having up-to-date personnel policies on file and available to employees, administration, etc. enhances the administration of the college's personnel programs, which in turn contributes to improving the overall institutional effectiveness.

7D.2 The institution regularly assesses and reports its achievement of its employment equity objectives, consistent with the institutional mission.

Descriptive Summary

The college's existing Affirmative Action/Faculty and Staff Diversity Plan is the plan as approved by the state chancellor's office May 24, 1995 (7.9).

Human Resources maintains statistical data for employment actions (hiring), as well as the employee population at the college (i.e., management, full-time faculty, part-time faculty, and classified/confidential employee groups) (7.1, 7.21).
The college submits an annual Management Information System (MIS) Staff Data Report to the State Chancellor's Office, which includes the reporting of staff diversity data for employees by Equal Employment Opportunity (EEO) job category. The data from this report is used by the Chancellor's Office to in turn generate the college's federal EEO-6 Report and the Integrated Postsecondary Education Data Systems (IPEDS) Report. The college also submits to the State Chancellor's Office an annual Faculty and Staff Diversity Report which includes summaries of statistical data on the diversity of applicant pools and employment actions (hiring) for the preceding academic year. The data from these reports are used to periodically assess the effectiveness of recruitment efforts, and progress toward the achievement of diversity in employment.

In addition to the above, the Director of Human Resources provides periodic reports on staff diversity, progress, etc. to various segments of the college community (i.e., Executive Team, College Coordinating Committee, Board of Trustees, etc.).

The existing Affirmative Action/Faculty and Staff Diversity Plan (7.9) is in the process of being revised in accordance with a model plan, directives, and workforce availability data provided by the state chancellor's office. Upon completion and adoption, these revisions of the plan will serve as the tool for assessing and reporting on the college's achievements of its employment equity objectives.

**Self Evaluation**

The college needs to develop and adopt a revised Faculty and Staff Diversity Plan (7.9). The State Chancellor's Office has provided community college districts with a model plan and directives to follow in developing these revisions. The plan will include updated goals and timetables for employment based on workforce availability data and a revised non-discrimination policy.

The college needs to train more selection process monitors. The current list is outdated.

**Planning Agenda**

Update Faculty and Staff Diversity Plan (7.9) in accordance with the Chancellor's Office model plan.

Human Resources will train additional process monitors and update training materials.

**7D .3 Personnel policies and procedures affecting all categories of staff are systematically developed, clear, equitably administered, and available for information and review.**
Descriptive Summary

Human Resources, under the direction of the appropriate vice president or President/Superintendent, prepares Board Personnel Policies (including policy additions, revisions, and/or deletions). Drafts of proposed policies and/or revisions to existing policies are submitted for review and input through the appropriate employee group representative(s), i.e., Faculty Senate, Management Employees’ Group, CSEA, and/or Confidential Employees Group. Proposed policies and/or revisions are then submitted to the President’s Executive Team and the college’s Coordinating Committee for review, and subsequently to the Board of Trustees for consideration of approval (7.19).

The provisions of the CSEA-District Collective Bargaining Agreement for classified bargaining unit employees are developed through negotiation and agreement between the district and CSEA. This agreement also includes administrative regulations, which are developed and maintained by Human Resources in order to interpret and implement certain provisions of the agreement as may be necessary or appropriate.

Board Personnel Policies (7.19) are on file and available for review in the President’s Office and in Human Resources. As of August 2000, all board policies, including the personnel policies, are on the college’s web site. Copies are also distributed to board members and all management personnel responsible for implementing policies. Copies of the policies are also provided to other staff or individuals as may be requested or appropriate.

An updated version of the Faculty Handbook was developed and distributed to full-time faculty employees at the beginning of the 2000-2001 Academic year. This book contains a wide range of district policies, rules, regulations, and procedures, including those personnel policies that are pertinent to faculty (academic) personnel. Copies of this handbook are also provided to all management and administrative support staff personnel involved with implementing policies/procedures etc. applicable to faculty personnel (7.14).

An updated version of the Classified Employees’ Handbook was developed and distributed to classified/confidential employees in May 2000. This book contains a wide range of district policies, rules, regulations, and procedures, including those personnel policies that are pertinent to classified employees and are not part of the CSEA-District Collective Bargaining Agreement. Copies of this handbook are also provided to all management and confidential employees. An updated version of the Confidential Employees’ Supplement to the Classified Employees’ Handbook was also developed and distributed to confidential employees in August 2000. This supplemental book contains certain personnel policy provisions, which are unique to the Confidential Employees’ Group. Copies of this supplement are also provided to the management personnel who supervise confidential employees (7.22, 7.23).

The CSEA-District Collective Bargaining Agreement is printed and copies distributed to all
classified bargaining unit employees, management personnel, and confidential employees. Amendments to the agreement are also distributed in this same manner. Administrative regulations for interpreting and implementing certain provisions of the agreement are also developed as required and distributed to all management personnel (7.20).

Human Resources has developed a home page on the college’s website, which currently provides a variety of personnel-related information, including: announcements of employment opportunities, application for employment forms, district salary schedules, etc.

**Self Evaluation**

Human Resources needs to develop a Manager’s Handbook.

**Planning Agenda**

The Human Resources home page on the web should be further expanded (as may be possible) to include various other personnel-related information such as: CSEA-District Collective Bargaining Agreement, Employees’ Handbooks, personnel forms, job descriptions, etc. Future plans also include placing the Faculty Handbook on the college’s web site (7.20, 7.14, 7.22, 7.23).

Begin process to develop Manager’s Handbook.

7D.4 The institution makes provision for the security and confidentiality of personnel records. Personnel records are private, accurate complete, and permanent.

**Descriptive Summary**

The college complies with the federal and state laws governing the Privacy of Information Act as well as any other regulations covering the access to personnel records information. The General Board Personnel Policies includes a policy providing for the confidentiality of personnel records (Board Policy #7023.1) (7.24). This policy also includes provisions for Human Resources to maintain such records, and the rules/regulations regarding authorization for access to such information (Board Policy sections 7023.1 – 7023.8, and State Education Code Section 87031). Human Resources maintains personnel records in compliance with the above policies and laws. Also these records are complete, accurate, and maintained as permanent Class 1 records pursuant to the provisions of California Title 5 Administrative Regulations Section 59023. Personnel records of inactive employees are periodically microfilmed for permanent Class 1 records retention, with the hard copy of such records reclassified to Class 3 – Disposable Records for subsequent destruction pursuant to the provisions of California Title 5 Administrative Regulations Sections 59022, 59023, 59025, 59026, 59027, 59028, and 59029.
In addition to hard copy personnel files, the personnel services office maintains computerized personnel records data, which facilitates the automation of various personnel administration functions. These records are also maintained in a confidential manner with access limited to appropriate designated personnel.

Self Evaluation

Human Resources conducts periodic reviews of inactive employees’ records to determine those records that may be converted to microfiche for permanent retention and to reclassify the hard-copy files for subsequent disposal. As budget permits, such records are converted. The conversion of these records allows for a much more efficient use of space for the retention and accessibility of personnel records.

Planning Agenda

At a future date (to be determined) the college plans to implement an integrated computerized information system which will include a human resources component. At that time the procedures for maintaining computerized personnel records information will need to be modified in line with implementation of such a new system. In implementing such a new system, appropriate training and processes will need to be followed for the transitioning and maintenance of personnel records in a manner which continues to ensure that this information remains private (confidential), as well as accurate, complete, and permanent.
## CERRITOS COMMUNITY COLLEGE DISTRICT

### SUMMARY OF EMPLOYMENT ACTIONS

**JULY 1995 – SEPTEMBER 2001**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>EXEC/ADMIN MANAGEMENT</th>
<th>FACULTY (FULL-TIME)</th>
<th>CLASSIFIED/CONFIDENTIAL</th>
<th>GRAND TOTAL</th>
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<tr>
<td>TOTAL #</td>
<td>51</td>
<td>127</td>
<td>258</td>
<td>436</td>
</tr>
<tr>
<td>WHITE</td>
<td>35 (68.63%)</td>
<td>88 (69.29%)</td>
<td>104 (40.31%)</td>
<td>227 (52.06%)</td>
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<td>BLACK</td>
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<td>3 (2.36%)</td>
<td>20 (7.75%)</td>
<td>28 (6.42%)</td>
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<td>HISPANIC</td>
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<td>24 (18.90%)</td>
<td>106 (41.09%)</td>
<td>138 (31.65%)</td>
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<tr>
<td>ASIAN/PACIFIC ISLANDER</td>
<td>3 (5.88%)</td>
<td>8 (6.30%)</td>
<td>18 (6.98%)</td>
<td>29 (6.65%)</td>
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<td>FILIPINO</td>
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<td>7 (2.71%)</td>
<td>8 (1.84%)</td>
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<tr>
<td>AMERICAN INDIAN/ALASKAN NATIVE</td>
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<td>1 (0.79%)</td>
<td>2 (0.77%)</td>
<td>3 (0.69%)</td>
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<tr>
<td>MIDDLE EASTERN</td>
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<td>1 (0.39%)</td>
<td>3 (0.69%)</td>
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<td>MALE</td>
<td>23 (45.10%)</td>
<td>54 (42.52%)</td>
<td>75 (29.07%)</td>
<td>152 (34.86%)</td>
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<td>FEMALE</td>
<td>28 (54.90%)</td>
<td>73 (57.48%)</td>
<td>183 (70.93%)</td>
<td>284 (65.14%)</td>
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<td>AGE 40+</td>
<td>38 (74.51%)</td>
<td>52 (40.94%)</td>
<td>85 (32.95%)</td>
<td>175 (40.14%)</td>
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<td>DISABLED</td>
<td>0</td>
<td>0</td>
<td>2 (0.77%)</td>
<td>2 (0.46%)</td>
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</table>
## Attachment 2

CERRITOS COMMUNITY COLLEGE DISTRICT

### TOTAL EMPLOYEES

*Management, Full-Time Faculty, Part-Time Faculty, and Classified/Confidential*

**COMPARISON: OCTOBER 1995 VS. SEPTEMBER 2001**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>OCTOBER 1995 Number (%)</th>
<th>SEPTEMBER 2001 Number (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTAL #</strong></td>
<td>988</td>
<td>1,326</td>
</tr>
<tr>
<td>White</td>
<td>713 (72.2%)</td>
<td>846 (63.8%)</td>
</tr>
<tr>
<td>Black</td>
<td>55 (5.6%)</td>
<td>80 (6.0%)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>156 (15.8%)</td>
<td>284 (21.4%)</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>48 (4.9%)</td>
<td>96 (7.2%)</td>
</tr>
<tr>
<td>Filipino</td>
<td>7 (0.7%)</td>
<td>9 (0.7%)</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>9 (0.9%)</td>
<td>6 (0.5%)</td>
</tr>
<tr>
<td>Middle-Eastern</td>
<td>N/A</td>
<td>5 (0.4%)</td>
</tr>
<tr>
<td>Male</td>
<td>484 (49.0%)</td>
<td>654 (49.3%)</td>
</tr>
<tr>
<td>Female</td>
<td>504 (51.0%)</td>
<td>672 (50.7%)</td>
</tr>
<tr>
<td>Age 40+</td>
<td>709 (71.8%)</td>
<td>887 (66.9%)</td>
</tr>
<tr>
<td>Disabled</td>
<td>11 (1.1%)</td>
<td>25 (1.9%)</td>
</tr>
</tbody>
</table>

Prepared by Human Resources: September 12, 2001
## CERRITOS COMMUNITY COLLEGE DISTRICT

### MANAGEMENT EMPLOYEES

**COMPARISON: OCTOBER 1995 VS. SEPTEMBER 2001**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>OCTOBER 1995</th>
<th>SEPTEMBER 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number (%)</td>
<td>Number (%)</td>
</tr>
<tr>
<td>TOTAL #</td>
<td>31</td>
<td>42</td>
</tr>
<tr>
<td>White</td>
<td>20 (64.5%)</td>
<td>31 (73.8%)</td>
</tr>
<tr>
<td>Black</td>
<td>3 (9.7%)</td>
<td>80 (4.8%)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>7 (22.6%)</td>
<td>6 (14.3%)</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>1 (3.2%)</td>
<td>3 (7.1%)</td>
</tr>
<tr>
<td>Filipino</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Middle-Eastern</td>
<td>N/A</td>
<td>0</td>
</tr>
<tr>
<td>Male</td>
<td>18 (58.1%)</td>
<td>22 (52.4%)</td>
</tr>
<tr>
<td>Female</td>
<td>13 (14.9%)</td>
<td>20 (47.6%)</td>
</tr>
<tr>
<td>Age 40+</td>
<td>29 (93.5%)</td>
<td>35 (83.3%)</td>
</tr>
<tr>
<td>Disabled</td>
<td>0</td>
<td>2 (4.8%)</td>
</tr>
</tbody>
</table>

Prepared by Human Resources: September 12, 2001
**CERRITOS COMMUNITY COLLEGE DISTRICT**

**FULL-TIME FACULTY**

**COMPARISON: OCTOBER 1995 VS. SEPTEMBER 2001**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>OCTOBER 1995</th>
<th>SEPTEMBER 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number (%)</td>
<td>Number (%)</td>
</tr>
<tr>
<td>TOTAL #</td>
<td>250</td>
<td>292</td>
</tr>
<tr>
<td>White</td>
<td>190 (76.0%)</td>
<td>31 (72.6%)</td>
</tr>
<tr>
<td>Black</td>
<td>14 (5.6%)</td>
<td>15 (5.14%)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>29 (11.6%)</td>
<td>43 (14.7%)</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>14 (5.6%)</td>
<td>18 (6.2%)</td>
</tr>
<tr>
<td>Filipino</td>
<td>1 (0.4%)</td>
<td>1 (0.34%)</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>2 (0.8%)</td>
<td>2 (0.68%)</td>
</tr>
<tr>
<td>Middle-Eastern</td>
<td>N/A</td>
<td>1 (0.34%)</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td></td>
<td>135 (54.0%)</td>
<td>144 (49.3%)</td>
</tr>
<tr>
<td></td>
<td>115 (46.0%)</td>
<td>148 (50.7%)</td>
</tr>
<tr>
<td>Age 40+</td>
<td>217 (86.8%)</td>
<td>229 (78.4%)</td>
</tr>
<tr>
<td>Disabled</td>
<td>4 (1.6%)</td>
<td>8 (2.7%)</td>
</tr>
</tbody>
</table>

Prepared by Human Resources: September 12, 2001
## CERRITOS COMMUNITY COLLEGE DISTRICT

### PART-TIME FACULTY

**COMPARISON: OCTOBER 1995 VS. SEPTEMBER 2001**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>OCTOBER 1995</th>
<th>SEPTEMBER 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number (%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL #</td>
<td>428</td>
<td>668</td>
</tr>
<tr>
<td>White</td>
<td>337 (78.7%)</td>
<td>445 (66.6%)</td>
</tr>
<tr>
<td>Black</td>
<td>23 (5.4%)</td>
<td>40 (6.0%)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>41 (9.6%)</td>
<td>121 (18.1%)</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>19 (4.4%)</td>
<td>54 (8.1%)</td>
</tr>
<tr>
<td>Filipino</td>
<td>3 (0.7%)</td>
<td>3 (0.45%)</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>5 (1.2%)</td>
<td>2 (0.3%)</td>
</tr>
<tr>
<td>Middle-Eastern</td>
<td>N/A</td>
<td>3 (0.45%)</td>
</tr>
<tr>
<td>Male</td>
<td>237 (55.4%)</td>
<td>372 (55.7%)</td>
</tr>
<tr>
<td>Female</td>
<td>191 (44.6%)</td>
<td>296 (44.3%)</td>
</tr>
<tr>
<td>Age 40+</td>
<td>278 (65.0%)</td>
<td>439 (65.7%)</td>
</tr>
<tr>
<td>Disabled</td>
<td>5 (1.2%)</td>
<td>9 (1.3%)</td>
</tr>
</tbody>
</table>

Prepared by Human Resources: September 12, 2001
CERRITOS COMMUNITY COLLEGE DISTRICT

CLASSIFIED/CONFIDENTIAL EMPLOYEES

COMPARISON: OCTOBER 1995 VS. SEPTEMBER 2001

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>OCTOBER 1995 Number (%)</th>
<th>SEPTEMBER 2001 Number (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL #</td>
<td>279</td>
<td>324</td>
</tr>
<tr>
<td>White</td>
<td>166 (59.5%)</td>
<td>445 (48.8%)</td>
</tr>
<tr>
<td>Black</td>
<td>15 (5.4%)</td>
<td>23 (7.1%)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>79 (28.3%)</td>
<td>114 (35.2%)</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>14 (5.0%)</td>
<td>21 (6.5%)</td>
</tr>
<tr>
<td>Filipino</td>
<td>3 (1.1%)</td>
<td>5 (1.5%)</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>2 (0.7%)</td>
<td>2 (0.6%)</td>
</tr>
<tr>
<td>Middle-Eastern</td>
<td>N/A</td>
<td>1 (0.3%)</td>
</tr>
<tr>
<td>Male</td>
<td>94 (33.7%)</td>
<td>116 (35.8%)</td>
</tr>
<tr>
<td>Female</td>
<td>185 (66.3%)</td>
<td>208 (64.2%)</td>
</tr>
<tr>
<td>Age 40+</td>
<td>185 (66.3%)</td>
<td>184 (56.8%)</td>
</tr>
<tr>
<td>Disabled</td>
<td>2 (0.7%)</td>
<td>6 (1.9%)</td>
</tr>
</tbody>
</table>

Prepared by Human Resources: September 12, 2001
Standard Seven Supporting Documents

7.1 Employees Statistical Data Comparisons (October 1995 vs. September 2001)


7.3 Institutional Effectiveness Survey Results, 2000

7.4 Employment Selection Policies - General (Board Policy #7029, 7030, 7031, and 7032)

7.5 Employment Selection Policy/Procedures - Full-Time Faculty (Board policy #7203)

7.6 Employment Selection Policy/Procedures - Management Personnel (Board Policy #7101 & 7102)

7.7 Employment Selection Policy/Procedures - Classified Personnel (Board Policy #7301 & 7302)

7.8 Employment Selection Procedures (Part-Time Faculty)

7.9 Affirmative Action/Faculty and Staff Diversity Plan

7.10 Cerritos College Catalog

7.11 Faculty Evaluation Policy/Procedures/Forms (Board Policy #7211)

7.12 Management Evaluation Policy/Procedures/Form (Board Policy #7114)

7.13 Classified Evaluation Policy/Procedures/Form (Article 10: CSEA – District Collective Bargaining Agreement)

7.14 Faculty Handbook

7.15 Staff Development Schedule and Flex Credit Guide

7.16 College's Annual Staff Development Reports (1998-1999, 1999-2000, and 2000-2001), and various sample copies of Staff Development brochures, materials, etc.

7.17 Sabbatical Leave Policy/Procedures - Full-Time Academic Employees (Board Policy #7220)

7.18 Learning Communities Program Documentation
Standard Seven: Faculty and Staff

7.19 Board Personnel Policies - 7000 Series (General Personnel - 7000 Section; Management Employees - 7100 Section; Academic Employees - 7200 Section; and Classified Employees - 7300 Section)

7.20 CSEA - District Collective Bargaining Agreement.

7.21 Employment Actions - Statistical Data (July 1995 - September 2001)

7.22 Classified Employees' Handbook

7.23 Confidential Employees' Supplement to Classified Handbook

7.24 Personnel Records/Confidentiality Policy (Board Policy #7023)

Supplemental Documents

- Salary Schedules:
  
  Faculty

  Management Employees

  Classified Bargaining Unit Employees

  Confidential Employees

  Child Development Center Teachers

  Short Term, Substitute, and Student Hourly Employees

  Community Education Hourly Employees

- Professional Growth Program - Classified Bargaining Unit Employees (Article 25: CSEA - District Collective Bargaining Agreement)

- Professional Growth Program (Confidential Employees)

- Non-Discrimination Policy (Board Policy #7026)

- Sexual Harassment Policy (Board Policy #7027)

- Affirmative Action/Staff Diversity Policy (Board Policy #7033)

- Annual Notice to Employees (Non-Discrimination and Sexual Harassment Policy/Complaint Procedures)
Standard Eight: Physical Resources

The institution has sufficient and appropriate physical resources to support its purposes and goals.

1. The institution ensures that adequate physical resources are provided to support its educational programs and services whenever and however they are offered.

Descriptive Summary

Since the last accreditation report Cerritos College has actively pursued a physical resources agenda, improving the campus's appearance, enhancing the efficiency of student support facilities, removing architectural barriers for the disabled, and providing computer and informational technology resources for students' use including a $12 million infrastructure and fiber upgrade. The amount of instruction and office space on campus has remained static though the college uses off-site facilities such as clinics for work experience and high school campuses for overflow.

The list of remodeled or improved areas include:

- "One-Stop" Student Services
- Career Services area
- Campus Police Building
- Student Health and Wellness Center
- Child Development Center
- Community Education Building
- Warehouse
- College Bookstore
- Student Activities Center
- Food Court
- Disabled Students Program Services Instructional Support Center
- Technology Complex
- Falcon Square including conversation areas, a fountain and an amphitheater
- Restrooms
- Athletics Facility including the weight room; a new baseball fence; improvements to the softball, soccer and practice fields; new gym floor; renovated locker rooms; and eight new scoreboards.
The most significant improvement to the campus since the last accreditation report was the $12 million information technology infrastructure upgrade that was carried out between 1996 and 1998. This upgrade involved running fiber optic cable to all 28 buildings on the campus and category 5 copper wire throughout each building to every classroom, meeting room and office. This wiring serves as the basis for an ATM backbone across the campus through which the college can guarantee a minimum of 5-7 mbps to each desktop. This is a large enough pipe to allow for the simultaneous use of voice, data and video across the backbone.

The computer center is centrally located and is supported by the Computer Services department. These systems reside on a variety of hardware, software, and operating systems. All classrooms, meeting rooms, support services, faculty offices, and administrative offices are connected to the campus network. Access to network resources is provided from any networked computer on campus. Disabled student access to computer resources is continually monitored and improved.

As part of this infrastructure upgrade, the middle part of the Learning Resource Center was completely gutted and rebuilt as a technology center for the campus. This Learning Resource Center now houses two open labs with over 200 computers for walk-in use by students, a computerized reading center, computerized writing center, a computerized language lab, a computerized math center, a computerized Learning Assistance Program, two MAC labs with 70 machines and a PC classroom with fifty computers. An Innovation Center for the training of faculty and staff was established. Outside the Learning Resource Center the college supports an additional 25 computer labs around the campus which are designed to support specific programs.

The college network has 3800 switched ports on the campus and supports over 2000 computers. Over 1200 of the computers are solely for student use. Moreover, every full time faculty member has a computer on his/her desk.

The major areas supported by Computer Services include the following (8.15):

- Legacy student information system
- Student telephone registration
- E-mail for students, faculty, and staff
- Web server
- Firewall protection
- Fileserver storage for individual and group files
- Academic applications and courseware for instructional purposes
• Student Health Center Database
• Facility Database
• Network management tools
• Distance Education server
• Software support to campus departments, divisions, and services.

Self Evaluation

The recent innovations have significantly improved the campus' appearance and efficiency, especially in Student Services areas. The "One Stop" area makes registration a much simpler, shorter and seamless process for students than it was even a year ago. Improvements in the administrative quad, with its new Transfer Center and Testing Center, centralized essential student services. Other improvements, such as the new Student Center and the amphitheater, continue the process of modernization and beautification begun with the renovation of the Learning Resources Center.

Because Cerritos has been growing at the rate of two to three percent a year for the past seven years, classroom and office space have become scarce resources. The incorporation of technology (especially, but not exclusively informational technology) make certain classroom space "specialized," suitable to only one discipline. While the necessity for specialized classroom space has always existed, the space crunch may highlight the need to design classrooms for universal applications, whenever possible. "Schedule 25," a classroom utilization computer program which schedules in bulk the entire available classroom space, is emerging as the means by which this classroom sharing will be implemented.

It is apparent that Cerritos College has made a significant commitment to computer technology: witness the computer labs, dedicated computer classrooms, and nearly universal wiring of all classrooms on campus. The vision behind this commitment has been twofold:

• To provide the latest and best technology that the college can afford to support the students in the learning process; the faculty in their roles as instructors, coaches, mentors, guides and counselors; and the staff who provide the support for the learning process.

• To provide training for students in computer technology.

The remodeling of old classrooms and the conversion from general-purpose to special purpose computerized classrooms have been prudently managed but a tremendous drain
on physical and financial resources. Wiring buildings built in the 1950's and 1960's, and providing necessary air-conditioning to cool the computers, has likewise been expensive. The recent energy crisis has taken an unexpected toll. Despite the huge investments in technology and the commitment to provide Cerritos College with cutting edge information resources, the campus has only marginally adequate space to meet current student loads. With growth expected to continue into 2009 at least, limitations in space and technological resources will inhibit the college's ability to serve students' needs.

While the campus's long-term space shortage has been addressed, a more immediate short-term shortage is right on the horizon. The campus will soon be breaking ground on a new Science, Engineering and Math (SEM) building. Simultaneously, the current SEM building will be demolished, along with six large and heavily used lecture halls.

Chancellor Village, a senior retirement facility, has broken ground on the southwest end of campus and will create a new campus entrance.

Planning Agenda

College needs to update the master educational and facilities plans to address ongoing growth requirements particularly for lecture and general use classrooms.

2. The management, maintenance and operation of physical facilities ensure effective utilization and continuing quality necessary to support the programs and services of the institution.

Descriptive Summary

The recent increase in the Cerritos College student population has come while the maintenance staff has shrunk. In an effort to accommodate increasing maintenance demands and decreasing maintenance personnel (see Standard Seven), the facilities department has reorganized custodial services. This section now operates with three shifts on a 24 hour-a-day schedule that allows for each space to receive some level of maintenance each day. New maintenance techniques have been developed to mitigate the effects of decreases in maintenance and grounds personnel, which fell from a high of 44 in 1989 to a low of 28 in 2000. Improved equipment has allowed staff to sustain the most basic and essential services. For example, the floor care crew has been equipped with new, battery operated machines that have increase productivity and efficiency. Many new procedures have been added and an aggressive training program implemented that serve to enhance staff performance and insure a fundamentally healthy and clean environment.
The department has reassigned one maintenance assistant, two custodians, and a refuse disposal custodian to the Tuesday through Saturday shift to insure that services are provided for weekend college commitments. The Grounds section has been reorganized into two-person teams, which has served to increase productivity and efficiency. Although the grounds staff has shrunk from a high of 13 in 1989 to a low of 10 in 2000, these personnel have maintained the grounds to acceptable, if minimal, standards.

The maintenance operation has completed an average of 94% of all work orders submitted. Health and safety issues remain a priority.

The college has been very supportive of the Computer Services Department in its willingness to fund both needed equipment and staffing. Over the last three years five positions have been added to the staff. Moreover, this past year saw a total reorganization of the Computer Services Department which included updated job descriptions and a restructuring of salary scales in order to make them more competitive of such salaries in business and industry.

**Self Evaluation**

The Institutional Effectiveness Survey shows an increasing satisfaction with the campus's appearance and maintenance. Take, for example, responses to statement #63, "the college facilities are well maintained." In 1994, that item received an average rating of [2.79]. In 2000, that same item received a rating of [3.66]. Statement #66 states, "A comfortable physical working environment has been created and maintained." In 1994, this item received a rating of [3.09]. By 2000, it rose to [3.49]. Clearly, Cerritos College facilities are maintained much more effectively than they were six, or even three years ago (8.1).

It is a fact that maintenance and ground crews are critically understaffed. Therefore, maintenance personnel are assigned those tasks which address the essential needs for a healthy and clean environment. A closer examination of the grounds, classrooms, labs, offices and restrooms reveals that this cleanliness is superficial. The reason is no mystery: maintenance and grounds staffs have shrunk while demands for their services have mounted. At the current level of staffing, maintenance and grounds personnel simply cannot clean deeply or thoroughly.
Comparison between staff levels in the Fall of 1989 and the Fall of 1999 (8.2):

<table>
<thead>
<tr>
<th>Fall 1989</th>
<th>Fall 1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count of Classes</td>
<td>2004</td>
</tr>
<tr>
<td>Count of Students</td>
<td>55,959</td>
</tr>
<tr>
<td>Student WSCH</td>
<td>188,765</td>
</tr>
<tr>
<td>Number of Custodians</td>
<td>38</td>
</tr>
<tr>
<td>Number of Grounds Keepers</td>
<td>13</td>
</tr>
</tbody>
</table>

Additionally, the college has increased weekend college enrollment. The following figures represent increases from 1997 to 1999 (8.3):

<table>
<thead>
<tr>
<th>Area/Day</th>
<th>1997 Room Hours</th>
<th>1999 Room Hours</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic-Friday</td>
<td>613</td>
<td>3752</td>
<td>+3139</td>
</tr>
<tr>
<td>Academic-Saturday</td>
<td>4362</td>
<td>5376</td>
<td>+1014</td>
</tr>
<tr>
<td>Academic-Sunday</td>
<td>0</td>
<td>256</td>
<td>+256</td>
</tr>
</tbody>
</table>

Total Increase in Hours +4409

The total square footage assigned to each custodian has improved. However, this figure is somewhat reduced because of increased load on weekends. Cleaning and Management magazine reported that custodians in the State of California have the responsibility for cleaning an average of 20,487 square feet. Cerritos College custodians are each responsible for approximately 24,000 square feet. They do not have sufficient time to detail-clean their assigned areas (8.4).

The addition of the Food Court (1998) created a larger workload for maintenance and grounds personnel. Currently, two additional custodians are required in the food court area just to meet health department requirements for food services. Adult hourly employees currently fill these positions.

The Grounds Department staffing is likewise insufficient to maintain the campus the size of Cerritos College. Each grounds keeper is assigned approximately 14 acres each day.
Planning Agenda

Increase maintenance and grounds staff productively by investing in better equipment.

Increase staffing according to a unit plan approved through the shared governance process.

3. Physical facilities at all site locations where courses, programs, and services are offered are constructed and maintained in accordance with the institution's obligation to ensure access, safety, security, and a healthful environment.

Descriptive Summary

Over half of the Cerritos College's 38 free-standing structures were built between 1958 and 1965, during the campus' formative years (8.5). Until remodeling that began with the renovation of the Library and Learning Resource Center, the campus expanded and renovated its buildings at a gradual rate approximating a building project every three years. The Cerritos College Educational and Facilities Master Plan, developed in 1997 by tBP/Architecture, assessed the conditions of buildings on campus and proposed a plan of refurbishment, replacement, remodeling, decoration and maintenance of the buildings. The plan anticipates facilities' needs created by increases in enrollment and aging of buildings, as well as the need to bring the entire campus into compliance with safety requirements, specifically earthquake retrofitting, and to make all structures accessible to all students. Some elements of the plan – such as the main quad development, technology additions and administration renovation – have already been completed. Other elements, most notably the SEM complex, are scheduled to begin within the next several years.

All new buildings and renovations comply with ADA and legislated safety requirements. Further, since the last accreditation report, the entire Cerritos College campus was surveyed by a consultant specializing in architectural accessibility by disabled persons. The campus was found to be free of "Category I" access challenges, which means that all locations are physically accessible to varying degrees. However, numerous "Category II" issues remain. "Category II" challenges are those in which access is possible, but difficult. For example, many more power assist units might be installed on doors around campus and further modifications made to restrooms (8.6).

To ensure the safety and well-being of students and staff during various crises, the facilities department has also developed procedures for fires, bomb threats, and earthquakes. Procedures are developed for the disposal of hazardous materials. These procedures are widely available in publications such as the Board Policy and Faculty Handbook (8.7, 8.8).
To enhance sanitation, recent renovations have paid special attention to restrooms, installing, among other things, automatically flushing toilets.

In addition to efforts to accommodate more students, increase the structural soundness of all structures, and to provide universal access, measures have been taken to increase security on campus. This includes lighting throughout all parts of the campus and the use of security towers in all of the parking lots.

Despite these efforts, the Noel-Levitz Survey (SSI/IPS) indicates a dissatisfaction among all constituent groups of the Cerritos College community, but especially among students, over the level of safety and security (8.9). In reality, the latest available crime statistics, compiled by the Campus Police, show an overall decline in crime rate (8.10, 8.11).

**Self Evaluation**

The level of accessibility, security, safety and healthfulness across campus varies with the age of the building. New buildings and recently renovated buildings are more accessible, safer, more secure and healthful than those built in the 1950’s and 1960’s. A plan has been formulated to bring all campus structures into full compliance with safety and health requirements.

On the other hand, while it is pleasing to know that Cerritos College has no "Category I" challenges to accessibility, the persistence of "Category II" challenges are troubling. For example, on the northwest side of campus, male students, who are either blind or wheelchair bound, must get to the HUM/SS building and access the elevator to the second floor to find a men’s room.

The DSPS Program Review Report for 2001 indicated that while Cerritos College is accessible to students with disabilities, it could provide uniform directional signage, Braille signage, and more drinking facilities (8.14).

**Planning Agenda**

Student Services has requesting funds from next year’s budget to implement "Category II" improvements. It is recommended that the campus allocate the funds necessary to eliminate all "Category II" challenges by no later than 2006.

College needs to provide better signage and more drinking facilities.

Since the perception of crime is greater than the reality on the Cerritos College campus, a PR campaign is recommended that will seek to dispel misperceptions about campus safety. The Dean of Academic Affairs intends to conduct focus groups with students to explore concerns.
4. Selection, maintenance, inventory and replacement of equipment are conducted systematically to support the educational programs and services of the institution.

Descriptive Summary

Each year, every campus department or program develops a unit plan that, among other things, assesses equipment needs. VTEA also provides a revenue source for the acquisition of new equipment and replacement of old equipment, especially in vocational areas. With the 2000-2001 fiscal year, an equipment replacement line item was added to the division budgets.

In order to better serve the continuous IT needs of the campus, a full inventory of all the IT equipment on campus is presently being conducted so that the college will be able to put develop a comprehensive upgrade and replacement plan.

Self Evaluation

The organizational structures are in place to select, maintain and replace equipment in a systematic way.

Along with the addition of the equipment budget line item, individual divisions have seen an increase in their budgets, the first in over 15 years.

Maintenance and replacement of instructional equipment, especially computer technology, continues to offer great challenges in view of the state's refusal to adequately fund information technology in the community colleges. At the same time, as noted above, the number of Computer Services personnel has grown over the last several years so that much improved service is being provided to the campus. Maintenance staff for non-computing equipment has stayed level, with, for example, two technicians to care for all the television and video equipment on campus. Also, replacements and repairs of incidental equipment such as VHS machines and Instructional Media are needed.

Part of the issue with regard to the repair and non-replacement of non-computing instructional equipment is due to lack of funds but it is also due to the fact that the college is at a major transition point in how it will deal with multi-media in the classroom. The goal is ultimately to stream all media across the computer backbone and get rid of video players, televisions, overhead projectors, etc., in the classroom. The hope had been to do this quite soon so non-computing equipment was not being replaced. Due to the state not funding information technology to the hoped-for level, it is now clear that the college will not be able to move in its desired direction as soon as it had hoped and so it needs to reassess its expenditures for more traditional multimedia equipment.
Planning Agenda

Add a budget line-item for facilities equipment.

5. **Physical resource planning and evaluation support institutional goals and are linked to other institutional planning and evaluation efforts, including district or system planning and utilization where appropriate.**

Descriptive Summary

Cerritos College contracted with tBP/Architecture to develop the Cerritos College Educational Master Plan and Cerritos College Educational and Facilities Master Plan. Both documents were completed in 1997 and serve to focus and guide efforts on campus to plan and evaluate the use of physical resources to effect institutional goals. In explaining the purpose of the plans and describing the process followed, the "Executive Summary" of Cerritos College Educational Master Plan states, "Each college program and support service engaged in the comprehensive master planning process by reviewing, evaluating, and projecting itself into the future. Reports were prepared and presented to the Master Plan Committee using an open, shared governance approach. As existing programs and services become fully developed and planned expansions and initiatives are created to handle growth and respond to future need, facilities to serve additional students and provide the required space have been projected to the planned build-out of Cerritos College to serve 30,000 headcount students. As educational programs and services evolve in response to new opportunities, facilities must also be remodeled and built to accommodate them "(8.13).

Since 1997, the master plan documents have been augmented through several venues. Within the process of Program Review, each campus instructional unit undergoes an intensive self-analysis every six years. This self-study is reviewed and validated by members of the campus community from outside that unit.

A yearly analysis of goals and needs is undergone by every department and program in the Unit Plans, also called Action Plans.

Strategic Planning has completed a draft which is available on the web.

Self Evaluation

Mechanisms exist by which physical resource needs are identified, especially as means of achieving institutional goals. Whether this planning affects the actual allocation of funding for various physical resources is another question.
Planning Agenda

Tangible links should be made between the Unit Plans, Master Plan, Strategic Plan and Program Review processes with the Planning and Budgeting process. In the spirit of shared governance, faculty and staff should have a more active role in the planning and allocating of funding for physical resources.

Standard Eight Supporting Documentation

8.1 Institutional Effectiveness Survey Results, 2000.

8.2 Memo: Facilities' Staffing Comparison. Wayne Nunnery.


8.4 Cleaning and Management. April 1999.


8.6 Analysis of Accessibility on the Cerritos College Campus

8.7 Board Policy Manual.

8.8 Faculty Handbook.

8.9 Student Satisfaction Inventory Results, 2000.

8.10 Memo: Number of Reported Crimes...September 14, 2000

8.11 Crime and Safety Report


8.14 DSPS 2001 Program Review Report by Chancellor’s Office

8.15 Computer Services website: www.cerritos.edu/computer-services
Standard Nine: Financial Resources

The institution has adequate financial resources to achieve, maintain, and enhance its programs and services. The level of financial resources provides a reasonable expectation of financial viability and institutional improvement. The institution manages its financial affairs with integrity, consistent with its educational objectives.

A. Financial Planning

A.1 Financial planning supports institutional goals and is linked to other institutional planning efforts.

Descriptive Summary

The college has worked to strengthen the connection between planning and budgeting. Planning on the campus takes place primarily through the annual review and update of unit plans. This process begins on the departmental level, then the divisional level and finally on the vice-presidential level. The results and/or recommendations of any surveys, evaluations, program reviews, accreditation visits, etc., on any level, are integrated into these unit plans which become part of the institution’s annual planning process. Financial planning is a continuous process that is primarily carried out by the President and vice-presidents in view of the annual revision of the unit plans. Each year the vice-presidents develop priorities based upon unit/department plans. These priorities are then reviewed and discussed at an open town hall meeting. The Planning and Budgeting Committee then establishes institutional priorities based on the areas of emphasis identified by the respective vice-presidents (9.19).

Each of the vice-presidents evaluate the input from the units of responsibility and prioritize the requests. The vice-presidents meet to discuss their respective requests. Collaboratively, the vice-presidents determine the budget that will be recommended to the President and the Board for approval.

For the most part new hires are determined by unit/department plans. The determination of the number of new faculty each year is determined by formulas that come from the state. New managers and classified positions are based on described needs. Towards the beginning of the fall semester, once it is clear how many additional faculty will be required for the coming year and how many faculty may be retiring, the Vice President of Academic Affairs determines how many new faculty the college must hire. The Vice President then reviews with the Instructional Deans the specific needs of each of the divisions and a preliminary plan is developed for hiring new faculty. As the year goes on and new needs emerge, the plan is revised.

Physical planning involves facilities planning and information technology planning. The basis for facilities planning is the Facilities Master Plan. As with other planning on
campus, this plan is annually evaluated and updated through departmental unit plans. This planning results in a five-year facilities plan that is annually updated with all aspects of ongoing maintenance, replacement and deferred maintenance (9.17). With regard to information technology planning, the Executive Dean of Information Technology and the Director of Computer Services annually create a detailed list of all the system-wide IT projects they are working on, especially program issues, and then they meet with the vice-presidents to set the priorities for the projects. Also, each year a detailed plan is put together for the replacement of aging computers, servers, etc.

Self Evaluation

Significant progress has been made in systematic institutional planning since the last accreditation visit with the development of an Educational and Facilities Master Plan, instructional program review, annual updating of departmental/unit plans, and Strategic Planning process.

However, these processes are not fully integrated or understood by all college constituents. Effective evolution of these processes will require that the following issues be addressed:

- Ultimately the value of the institutional plan is dependent on the quality of the departmental unit plans. The problem is that the value of these plans varies considerably. Often they are well thought out, definite priorities are set, needs are clearly delineated and issues are prioritized. But, some plans are simply wish lists and do not reflect careful planning (9.20).

- The format for the unit plans needs to be reviewed. A glaring omission in the present form is the lack of a place for the discussion of outcomes, nor are departments, etc., asked to spell out expected outcomes. There was such a section in the original unit plan form (9.17).

- The Educational Master Plan is now almost five years old. It needs to be reviewed and revised in the light of the many developments that have taken place over the last several years.

- There does not exist a written description of the ongoing operational planning process that is easily accessible for people to consult. One result of this lack of a written description of the planning process is that people do not see how planning and budgeting are integrated. This lack of a written description also partly explains the lack of understanding regarding the role and importance of the unit plans. The recent "Institutional Effectiveness Survey" would support this conclusion. On statement #74, "there is an effective link between planning and
budget,” the average rating was [3.27] but less than 10% agreed strongly with the statement (9.1).

• A significant part of financial planning takes place during the summer months after legislative approval of the Governor’s budget when most of the institutional committees, such as Planning and Budgeting, are dormant due to the number of people not on campus. As a result, some decisions are made without the opportunity to seek feedback through the normal processes and in response to forces outside college control and there is a need to find a way to keep all parties apprised of what is happening.

• The weakest part of planning is Human Resource planning. There does not exist an overall plan for human resource development nor any ongoing evaluation of positions, job descriptions, salary ranges, etc.

An additional weakness in the approach is that the current planning and budgeting process tends to focus on an annual cycle, neglecting long-range issues.

In comparing the result of the 1997 and 2000 surveys, there was a significant decline in the sense of input into the budget (statement #72). In the 2000 survey, the average response was [2.95], a decline from the 1997 figure of [3.63].

It is also important to note that in comparing the ratings of the key constituent groups, classified employees register lower levels of satisfaction with their level of input on budget and unit planning.

Percent of employee groups agreeing or strongly agreeing:

<table>
<thead>
<tr>
<th>Question</th>
<th>Administration</th>
<th>Faculty</th>
<th>Classified</th>
</tr>
</thead>
<tbody>
<tr>
<td>72. Input to the budget</td>
<td>52.5%</td>
<td>33.8%</td>
<td>20.2%</td>
</tr>
<tr>
<td>73. Input to unit planning</td>
<td>82.6%</td>
<td>68.3%</td>
<td>42.2%</td>
</tr>
</tbody>
</table>

Planning Agenda

The Planning and Budgeting Committee will examine ways to ensure a wider range of input into the process.

The college will take steps to bring the planning and budgeting process closer together with particular attention to alignment with long-range goals.
A. 2 Annual and long-range financial planning reflects realistic assessments of resource availability and expenditure requirements. In those institutions which set tuition rates, and which receive a majority of funding from student fees and tuition, charges are reasonable in light of the operating costs, services to be rendered, equipment, and learning resources to be supplied.

Descriptive Summary

The district operates on a balanced budget and a cash reserve which exceeds minimum requirements. The 2001-02 fiscal year reserve is greater than 5%.

The district does not set tuition for regular students; it is set by the state. Tuition is calculated for non-resident and international students under standards established by the Chancellor's Office and annually approved by the Cerritos College Board of Trustees.

Self Evaluation

Given the uncertainties associated with state funding, the district has been efficient in its annual and long-range financial planning as evidenced by its balanced budget and cash reserve. The district is limited in its long-range financial planning due to the nature of state funding. The state funding varies annually because it is dependent on the growth of state-wide enrollment as well as the relative enrollment growth of Cerritos College. Yet, despite these external limitations, the district has balanced its financial resources with the expenditure requirements.

Tuition for non-resident and foreign students is calculated based on a formula developed by the Chancellor's Office (9.2). The non-resident tuition for Summer 2001 was $134 per unit. This fee is based on the calculated statewide expense of education. The calculated district expense of education was $130 per unit. However, the district has conventionally used the statewide expense figure whenever that was higher than the district's figure.

An additional charge is applied to non-resident international students for the impact those students have on the district's facilities for which the district does not receive funds from the state. According to Education Code, Section 76141(a), this additional fee for capital outlay must not exceed fifty percent of the non-resident tuition fee set by the district. The non-resident tuition for international students was $146 per unit for Summer 2001.

Planning Agenda

None.
A.3 Annual and long-range capital plans support educational objectives and relate to the plan for physical facilities.

Descriptive Summary

There are three primary forms of funds that support capital plans of the district. State capital outlay funds are utilized based on capacity load factors established by the Chancellor's Office. State Scheduled Maintenance Funds are utilized to fund the deferred maintenance repairs on existing facilities. These state funds require a dollar per dollar district match. The current annual district match is $900,000. District general funds are utilized for the annual operational expenses incurred to clean, maintain, and perform minor repairs on existing facilities.

Long-range capital outlay plans for facilities have evolved out of the Educational Master Plan, including the new SEM building and Child Development Center.

Self Evaluation

The Facilities Department prepares a district Scheduled Maintenance 5 (five) year plan. This plan lays out the deferred maintenance needs of the district for the next five years as well as estimates the cost of repairs. Furthermore, this plan is revised, implemented and the budget implications are drawn annually under the Facilities Department's Unit Action Plan Update (9.4). The Unit Action Plan annually identifies the objectives that were met by the department and charts out new objectives or action plans for the following year. In addition, the Unit Action Plan delineates the budget implications of meeting the new goals based on estimated projections of student and WSC growth.

In addition to the Scheduled Maintenance Five-Year Plan and the Facilities Unit Action Plan (9.3, 9.4), the Facilities Department has a Master Plan that estimates the maintenance and operations costs of the district for the next five years. This Facilities Master Plan is closely linked to the Educational Master Plan and reflects the larger mission of the institution (9.17).

The Facilities Department has been efficient in the maintenance and upkeep of existing facilities. Although the enrollment growth has steadily increased over recent years, the department has maintained its efficient performance despite a 20% cut in staff. The department has adopted innovative techniques, redistributed work assignments and purchased state of the art equipment that raised the productivity and efficiency of its limited resources.

The increased Weekend College enrollment as well as the addition of more food services on campus has further increased the work load of the staff. The department is also in need of a reorganization, as currently there are only two managers to oversee the performance and needs of 58 personnel.
Standard Nine: Financial Resources

**Planning Agenda**

The college needs to seek additional state Capital Outlay Construction funds to address the district’s master plan. In addition, the department must apply for state Scheduled Maintenance funds.

Hire additional custodians and ground staff.

Reorganize and reevaluate Facilities Department personnel.

**A. 4 Institutional guidelines and processes for financial planning and budget development are clearly defined and followed.**

**Descriptive Summary**

The college has designed, approved and put into motion a comprehensive process for financial planning and budgeting (9.19).

A Planning and Budgeting Committee was officially formed under the shared governance mandate of the Education Code, Title V (including AB1725), and approved policies of the Board of Trustees. This committee was implemented through a collaborative decision-making process in which the members of each of the major campus constituencies – The Board of Trustees, the Administration, the Faculty, the Classified/Confidential Staff and the Students – play appropriate roles.

The purpose of the Planning and Budgeting Committee is to gather data during the fall semester for institutional planning and the spring semester is utilized to apply that information to the development of a tentative budget for the following year. The Planning and Budgeting Committee process provides for a review of college priorities in relationship to achievement of institutional goals; it identifies priorities and themes through the shared governance process, which directs budgetary allocations.

**Self Evaluation**

The planning and budgeting process is designed as a four-step process though in recent years this process has not been fully followed.

**Step One – Needs Analysis.** This begins with a review of last year’s budget expenditures to determine successes and failures. Concurrently, a review of the college’s current status through the perusal of various reports to determine what we are doing well, what we should continue with, and what we need to improve is conducted. Major forces that will impact the college in the coming years are to be identified as well as linkage to the college’s mission and goals.
Step Two – Budget Analysis. The various constituencies prepare and revise Unit Action Plans for submission to the Planning and Budgeting Committee. These plans are then reviewed in light of the college mission and goals and areas of emphasis are established.

Step Three - Budget Preparation. Fiscal Services prepares a tentative budget which is presented to the Planning and Budgeting Committee and then presented to the Board of Trustees for approval. The approved tentative budget is then reviewed and revised as necessary by the Vice Presidents with input from campus constituents and the Planning and Budgeting Committee. The final revision of the budget is presented for adoption and is implemented.

Step Four – Evaluation. An ongoing monitoring and review process occurs to evaluate the planning and budgeting process and assure that Planning and Budgeting are positively linked.

Planning Agenda

The policies, procedures and guidelines for developing the budget (9.19) must be published and widely disseminated within the institutional community as a roadmap for the college to follow.

The written procedure for the development of future budgets must be updated and publicly accessible.

A.5 Administrators, faculty, and support staff have appropriate opportunities to participate in the development of financial plans and budgets.

Descriptive Summary

As described under A.1 and A.4 (above) and Standard Three, the college community has opportunity to participate in the unit planning process.

Self Evaluation

The Institutional Effectiveness Survey conducted in Fall 2000 revealed that 67% of the full-time faculty and 49% of the administrators felt they did not have adequate input to the budget process (9.1). Further, in comparing the results of the 1997 survey to the 2000 survey there was actually a significant perceived decline the past three years [from 3.63 in 1997 to 2.95 in 2000].

To meet the challenges of the future, Strategic Planning has been implemented to address long-range planning. With consultation of the various constituencies, allowing
sufficient time for meaningful consideration of institutional priorities, a district long-term action plan should emerge.

Planning Agenda

The Planning and Budgeting Committee will examine ways to ensure a wider range of input into the process.

B. Financial Management

B.1 The financial management system creates appropriate control mechanisms and provides dependable and timely information for sound financial decision-making.

Descriptive Summary

Cerritos College currently uses a financial management system through the Los Angeles County Office of Education (LACOE). All vendor checks, employee paychecks, journal entries, and appropriation transfers are input on LACOE supported software. Purchase requisitions are processed on either an in-house on-line system or standardized forms. Employment requisitions are processed on standardized forms because the audit requirements and paper trail for hiring is held to a higher standard. Appropriation transfers are processed using standardized forms.

Managers and, when appropriate, Vice Presidents sign all paperwork. Before purchase requisitions and employment requests are approved the account classification is verified for appropriateness per the California Community College Budget and Account Manual (BAM) (9.5). Using LACOE supported software, the account number is verified and the account balance is assessed for sufficient funds to cover the purchase requisitions, employment requests and/or the appropriation transfer. The in-house online purchase order system does not interact with the LACOE system. Therefore, neither account numbers nor account balances can be verified in this system. All encumbering must be done manually by the accounting staff. Purchase requisitions and appropriation transfers are held until deficit account balances are rectified. Employment requisitions are not held but the department is notified if a deficit account balance exists (9.5).

Last year a LACOE supported budgeting tool was implemented. PC Budgets software utilizes Position Control (part of LACOE Payroll/Human Resource System) to project salaries and benefits on occupied and vacant positions, as well as, hourly salary accounts. A Position Control number is comprised of a job class code, campus work location, and a labor distribution (salary account) number. Budget Department staff assign each employment requisition a Position Control number. Personnel Department staff hire
Standard Nine: Financial Resources

(assign) staff to fill the positions. PC Budget data updates are downloaded through the LACOE WebPages (9.10).

On request the Budget Department staff will provide account balance information on a day-to-day basis. PBA summary and detail reports are disseminated monthly to the departments (9.11).

The district hired a CPA consultant who wrote procedures for each accounting function (9.12). Lack of permanent employees and managers inhibited cross training and pursuit of desk manuals. Fiscal Services managers evaluate the department's internal controls on a regular basis. Campus-wide internal controls are addressed as needed.

The accounting staff in Fiscal Services Accounting Department performs the accounting for the Associated Students of Cerritos College (ASCC). The same internal controls for processing district purchase requisitions and vendor checks have been established for the ASCC. However, ASCC, Budget, and Purchasing are stand-alone systems that are not integrated and do not communicate with each other.

Until recently the district accounts receivable and payables staff have not been generating aging reports on a regular basis. Other payable and receivable functions have been performed at regular intervals (9.13).

As department procedures change or are updated the campus community is notified in writing and/or at meetings.

Self Evaluation

Internal controls implementation includes verification that managers, and when appropriate vice presidents, have signed all paperwork, account classification is appropriate per BAM, the account number is valid, and the account balance is sufficient to cover requests. Purchase requisitions and appropriation transfers are held until deficit account balances are rectified. Employment requisitions are not held but the department is notified of the deficit account balance.

It would be beneficial if a campus-wide periodic audit of internal controls for check and cash handling could be performed by district Fiscal Services managers in Cosmetology, Cafeteria, Community Education, and Campus Police. Other campus areas that could be audited are admission and records attendance reports, tuition and fee payments, food vendors and bookstore commissions, and the warehouse inventory.
Planning Agenda

There is a major need for a campus-wide fully integrated accounting and financial system.

It is imperative the accounting and financial system is compatible with the LACOE system.

The current ASCC financial system should be either part of the district's fully integrated campus wide accounting and financial system or a separate independent smaller campus-wide system.

Account balances and details should be available to each end user.

Accounting, Budget, and Payroll Department will develop desk manuals.

Reviews of campus-wide internal controls should be performed regularly. A schedule should be established by an audit committee so internal audits can be prioritized.

B.2 Financial Documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support institutional programs and services. Institutional responses to external audit findings are comprehensive and timely.

Descriptive Summary

Cerritos College has been able to live within its means for several years. The contingency funds exceed the mandated rate established by the California Community College Chancellor's Office. There were no external audit findings in the last two audits performed by independent auditors (9.14. 9.15).

Self Evaluation

A balanced Proposed Tentative Budget is presented to the Board of Trustees in June and a balanced Proposed Adopted Budget is presented in September. The ending balance for 2000-01 increased to about 6% of unrestricted expenditures. Assumptions such as employment contract obligations, step and column needs, various district contract liabilities, and increases in utilities and health and welfare are incorporated into the budget.

Planning Agenda

None.
B.3 The institution practices effective oversight of finances, including management of financial aid, externally-funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments.

Descriptive Summary

All applications for grants must go through the Grant Development Department or Economic Development Department. The assigned project managers for awarded grants are responsible for managing the categorical funds received. These project managers can receive assistance from the Development Office as well as the Fiscal Services Office.

The district Fiscal Services Office prepares status summaries and quarterly reports and presents them to the Board of Trustees. The Board of Trustees approves all purchase orders monthly. The district complies with the California Community Colleges Budget and Accounting Manual. The Fiscal Services Office provides financial services to the students, including fee collection, distribution of refunds and financial aid checks.

The district also oversees trust and agency funds, which include the Associated Students of Cerritos College, Scholarships, and Clubs & Trust Accounts. The annual independent audits, specifically the auditor's unqualified opinion, demonstrate the district's effective oversight of these funds.

All institutional investments are done through the Los Angeles County Treasurer's Office following the proper statues.

The Financial Aid Office completes reporting and accounts for all federal and state funds. An independent auditor conducts annual audits.

Self Evaluation

The Financial Aid Department works primarily with the students, federal and state agencies to obtain funds. They initiate the financial aid grants and scholarships to the students. The request and disbursement of payments is performed through the Fiscal Services Office, observing turn-around time and proper documentation. This provides separation of duties and checks and balances.

Externally funded programs are handled through directors or managers. Fiscal Services staff provides checks and balances on claims and requests for reimbursement. All payments are received in Fiscal Services and applied to the proper programs.

Contractual-relationships between the district and outside entities are coordinated through the Purchasing Department, the Office of the Vice President of Business Services, and appropriate managers.
Auxiliary organizations and the Foundation are discussed in great detail in Section B.4. They are handled outside of the jurisdiction of Fiscal Services and are audited annually.

Institutional investments are handled through the County of Los Angeles, which provides security and stability.

Planning Agenda

None.

B.4 Auxiliary activities and fund raising efforts support the programs and services of the institution, are consistent with the mission and goals of the institution, and are conducted with integrity.

Descriptive Summary

The district has established the Cerritos College Foundation as an auxiliary entity. The Foundation is engaged in fund raising activities.

The Foundation supports the programs and services for students of the college in several ways including (9.9):

- Providing scholarships to students (30 scholarships) throughout all divisions.
- Providing opportunities for students to go on university tours.
- Underwriting student leadership conferences.
- Supporting program projects, i.e. Retabla (art exhibit).

The Foundation works toward community awareness and relations building. The "Love of Learning" fundraiser, through which over $250,000 was raised to purchase books for the library, is an example of how the Foundation's efforts are consistent with the missions and goals of the institution. Additionally, the Foundation sponsors the Academic Excellence event, is pro-active with supporting student transfer, creates corporate partnerships in the area of occupational educational and workforce training, and seeks creative partnerships with local businesses to enhance college programs.

All these activities have been conducted with integrity, with the following guidelines in place:

- The Board of Directors approves all appropriations and expenses following the "Code of Ethics of the Association of Fund Raising Professionals (AFP)."
- The books are audited annually by an external audit firm and filed with the appropriate agencies. A cost-benefit report is submitted annually to the Cerritos College Board of Trustees (9.18).
The Associated Students of Cerritos College (ASCC) supports the programs and services of the institution in three ways:

- **Co-curricular Programs**: academic enrichment ($400,000), athletics and psychological services.
- **Capital Outlay**: Library computer ($100,000), quad renovation ($400,000), Student Center renovation ($300,000), and Touchtone registration, Student Health Center.
- **Student Development Program**: Leadership conference, career days and diversity programs.

The ASCC Budget Committee reviews the mission and goals as they prioritize and develop a budget that reflects the college's mission and the president's goals. All these activities have been conducted with integrity, with the following guidelines in place: ASCC has a financial code that outlines the rules and procedures regarding financial matters for ASCC; the Budget Committee is made up of students and staff members; the ASCC Budget Committee, the Student Senate, and the Vice President of Student Services, approve the budget; annual audits are conducted to insure compliance with district, ASCC and state regulations.

The district has engaged in partnerships to enhance the fund raising activities, including partnerships with the City of Cerritos and the Pepsi Bottling Group. The partnership with the City of Cerritos will build Chancellor's Village, a senior housing complex that supports the programs and services of the institution. Through this partnership, opportunities for practicum classes and internships will exist. Contractually, this is a forty-year lease with the option for the college to reclaim the land after twenty years. After forty years, everything reverts back to the district. This is a three-way partnership between the City of Cerritos (contributing seven to eight million dollars), the Chancellor's Village Corporation and Cerritos College.

The partnership with Pepsi supports the programs and the services of the institution in several ways. In exchange for a Pepsi exclusive on campus, the Pepsi Bottling Group provides scoreboards in every athletic facility including a message center in Falcon Square (for a total cost of $330,000). Additionally, the student body receives revenue from sales approximating $65,000 annually.

Funds generated by the Office of Economic Development are deposited in the Fiscal Services Department and the contracts/grants are recommended by the college and approved by the Board of Trustees.
Self Evaluation

The district hired the Foundation Executive Director in 1999. This has provided leadership and consistency to the fund-raising efforts that are performed by the Foundation on behalf of the district and for the benefit of our students. The Foundation's Board of Directors establishes guidelines.

The ASCC Budget Committee reviews ASCC programs, evaluates them, and determines its financial priorities on an annual basis. The Student Activities program conducts program reviews and unit plans to assess each area's effectiveness and to develop future goals and objectives. Currently, ASCC is planning to expand the club program, improve leadership development activities, upgrade the patio areas in the Student Center location, rebuild the reserve, and continue to pursue partnerships with other organizations or businesses.

The partnership with the City of Cerritos will not only benefit the district financially, but also benefit the instructional programs. There will be a revenue stream starting $330,000 and, as rent increases in five years, the amount will become $500,000, and so on. The Board has designated the revenue from this partnership to be for student success, to be held in a separate fund.

The Pepsi partnership has gone through a shared governance approval process and was approved by the Board of Trustees.

Planning Agenda

The Foundation will increase its focus on planned giving and endowment building.

The college will develop a plan to tie student learning opportunities to the Chancellor's Village project and other economic development endeavors.

B.5 Contractual agreements with external entities are governed by institutional policies and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary

The district has a process whereby a contract preparation form is filled out and signed by the appropriate manager and vice president assuring their awareness of and accord with the proposed contract. Contractual agreements, contracts and partnerships are reviewed by the Director of Purchasing and approved and signed by the Vice President of Business Services. If necessary legal counsel is brought into the process to prepare and/or review documents. The Board of Trustees approves all contracts and agreements.
**Self Evaluation**

The existing process has worked well enabling the district to enter into complex agreements, such as the Chancellor's Village Project, that benefit the college. At the same time the district's long-term interests have been protected by the careful development of legal agreements.

With regard to student experiences, contracts with community agencies include a clause that allows students to complete the learning experience before the contract is terminated.

**Planning Agenda**

None.

**B.6 Financial Management is regularly evaluated and the results are used to improve the financial management system.**

**Descriptive Summary**

The Vice President of Business Services reviews the financial statements of the district quarterly, and quarterly reports (CCFS-311 Q reports) are submitted to the state Chancellor's Office after being approved by the district's Board of Trustees (9.16). The staff in Fiscal Services conducts internal audits periodically, and the independent audit firm Vicenti, Lloyd and Stutzman, audits the district annually. Results from both the internal and external audits help management evaluate the financial management system and improve the controls in place to safeguard the district's assets.

**Self Evaluation**

The district has had no audit exceptions or findings in recent audit reports. Independent auditor reports for the past four years have indicated the following: "the combined general purpose financial statements present fairly, in all material respect, the financial position of the district except for the omission of general fixed assets as is common with many California Community Colleges" (9.15). Even management reports, which are supplemental to audit reports and may comment on minor adjustments needed, have not produced any comments in recent years.

The Fiscal Services Department recently underwent reorganization (9.6). Four positions were added: Budget Manager and Accounting Manager (hired February 2000) and a Budget Technician and an Accounting Technician IV (hired November 2001). Several existing positions were upgraded. All vacancies are filled. Reorganization and position upgrades were prompted by an increase in student enrollment, which in turn mandated
hiring of additional faculty and staff (9.7, 9.8). Cross-training in the Payroll Department is easy because payroll staff share the same job class. In the Accounting and Budget Department cross-training is between the same position job class or from the highest to the lowest job classification. The Accounting Technician IV and Budget Technician are considered Lead Positions and are expected to be cross-trained on all lower positions in their department. Cross-training is implemented when possible. All cross-training efforts are done with sensitivity to the classified employment contract. The Payroll Department has begun developing written desk manuals. The Accounting and Budget staff are still following the general procedures previously written by the CPA consultant.

The recent reorganization of the Fiscal Services Department met the immediate needs of the department. However, it is possible additional staff may have to be added in the future. Each year due to increasing efforts to augment revenues there has been an increase in the number of categorical programs. Currently, there are two staff members tracking and preparing financial claims for approximately fifty to sixty programs.

Current financial software is outdated, inefficient, and not integrated with other college software.

Planning Agenda

Replace the financial system with software designed for the community college environment.

C. Financial Stability

C.1 Future obligations are clearly identified and plans exist for payment.

Descriptive Summary

Long-term debt is issued only when the district has developed a business plan and identified a revenue stream for debt repayment. The district enters into lease purchase agreements only when a budget is identified for the lease payment. Annual budgets allow for payment of principal and interest on indebtedness.

Self Evaluation

The district’s approach to issuing long-term debt is prudent and conservative. A considerable amount of time is dedicated to identifying and evaluating debt service revenue streams prior to actually issuing debt.
Short-range fiscal commitments are equally conservative. Prior to entering into lease purchase or rental agreements, the district makes a thorough examination of the contract document terms. Decisions to lease or rent rather than purchase are based on fiscal evaluations and current economic conditions. The district does a very good job planning for and making debt payments as required. Certificates of Participation in the amount of $5,000,000 are outstanding and payments budgeted annually.

The district always presents an annual balanced budget to the Board of Trustees for adoption.

**Planning Agenda**

None.

**C.2 The institution has policies for appropriate risk management.**

**Descriptive Summary**

The district participates in a Self-Insurance Joint Powers Agency, the members of which operate cooperative programs of risk pooling, insurance, and risk management for liability, property and workers’ compensation. The district has a Safety Committee, chaired by the Director of the Physical Plant.

**Self Evaluation**

The district engages in training/safety workshops. More oversight is necessary in the areas dealing with hazardous materials.

**Planning Agenda**

Contract for additional risk management services to manage risk and implement additional safety programs for employees.

**C.3 Cash flow arrangements or reserves are sufficient to maintain stability.**

**Descriptive Summary**

The district annually issues Tax & Revenue Anticipation Notes (TRANS), which are short-term debt instruments used to finance cash flow deficits in anticipation of receiving taxes and other revenues. Cash flow is monitored on a daily basis.
Standard Nine: Financial Resources

Self Evaluation

Continue to do cash flow projections and utilize TRANs for shortfalls/interest arbitrage to ensure adequate funds for cash flow purposes. Continue to maintain at least a 5% reserve for economic uncertainties to ensure adequate cash flow in case of emergencies or unforeseen events.

Planning Agenda

None.

C.4 The institution has a plan for responding to financial emergencies or unforeseen occurrences.

Descriptive Summary

The district's reserves are above five percent, which is the prudent level recommended by the state Chancellor's Office. Reserves are in place to address liabilities arising from economic downturns, enrollment declines and unanticipated expenditures. As expenditure budgets increase or decrease, the reserve will be adjusted accordingly to remain at five percent or greater. The district sets aside funds in a contingency account annually.

Self Evaluation

The district maintains a minimum of a 5% reserve for economic uncertainties. The district has liquid assets in revolving cash accounts and cash in the county treasury.

Planning Agenda

None.

Standard Nine Supporting Documentation

9.1 Institutional Effectiveness Survey Results, 2000
9.2 Chancellor's Office Formula for Tuition
9.3 Five Year Maintenance Plan
9.4 Facilities Unit Action Plan Update
9.5 Purchasing BAM Regulations, AT Escapes, etc.
9.6 Reorganization Charts (Business Services)
Standard Nine: Financial Resources

9.7 FTE Reports
9.8 Human Resources Reports
9.9 Foundation Brochures
9.10 LACOE Web Pages, PC Budget and Screens
9.11 Copies of 200 and 405
9.12 Copies of Procedures
9.13 Copies of Aging Reports
9.14 Proposed Budget
9.15 Audit Reports
9.16 District Quarterly Reports (CCFS-311 Q)
9.18 Cost-Benefit Reports
9.19 1998-1999 Planning and Budgeting Process
9.20 Annual Updates of Unit Plans
Standard Ten: Governance and Administration

The institution has a governing board responsible for the quality and integrity of the institution. The institution has an administrative staff of appropriate size to enable the institution to achieve its goals and is organized to provide appropriate administrative services. Governance structures and systems ensure appropriate roles for the board, administration, faculty, staff, and students, and facilitate effective communication among the institution’s constituencies.

Cerritos College has a Board of Trustees as authorized by the State of California (10.1, Bd. Policy 1002) that is responsible for the overall conduct and quality of the institution. Various Board policies identify the responsibilities and major functions of the Board as well as their primary role as the policy-forming body of Cerritos College (10.1, Bd. Policies 1005, 1008 and 1009).

Cerritos College has a clear administrative structure and organization (10.2) and the Institutional Effectiveness Survey conducted by the college revealed there is strong agreement [3.50] that the college maintains an appropriate balance of administrators, faculty, and staff needed to be an effective institution, (10.10, Statement #48). In fact, one of the largest areas of increase in agreement in the Institutional Effectiveness surveys conducted in 1997 and 2000 was that “Members of the Board of Trustees appropriately share in the governance of the college” [2.93 in 1997 compared to 3.51 in 2000], (10.10, Statement #83).

The Board Policy on shared governance and college shared governance procedures ensure an appropriate and effective role for all constituencies. The Board Code of Conduct further encourages the Board to maintain effective communication among all groups in development of policy (10.1). Systematic reporting of key college committees and representatives to the Executive Team, Coordinating Committee and Board of Trustees has created additional communication channels.

A. Governing Board

A.1 The governing board is an independent policy-making board capable of reflecting the public interest in board activities and decisions. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

Cerritos Community College District is a single-college district, governed by a seven member Board of Trustees elected from communities within the college district. Board members are elected to four-year terms. Staggered terms of office provide for continuity of membership (10.1). Board policy defines the independent and policy making nature of
the Board (10.1). The Faculty Senate President and CSEA President attend board meetings for advisory purposes. The ASCC Student Body President serves on the Board as the non-voting student trustee.

Self Evaluation

Board members have diverse employment backgrounds, and each participates in a variety of community activities. Board members reflect a diversity of age, ethnicity and gender. Board members frequently represent the college at community events.

The 2000 Institutional Effectiveness survey found increased agreement by constituents that "The Board is an independent policymaking board capable of reflecting the public interest" [2.90 in 1997 compared to 3.22 in 2000], (10.10, statement #86). Interviews with all of the campus constituencies also verified general agreement with this statement. Some reservation was expressed by members of the Faculty Senate regarding the willingness of all members of the Board to maintain independence. Some concern was expressed about how Board members receive information through unofficial contacts that may distort or misrepresent issues and compromise independent decision-making (10.9)

Planning Agenda

None.

A.2 The governing board ensures that the educational program is of high quality, is responsible for overseeing the financial health and integrity of the institution, and confirms that institutional practices are consistent with the board-approved institutional mission statement and policies.

Descriptive Summary

Various Board policies clearly identify the role of the Board of Trustees in ensuring the elements of this standard (10.1). The Board yearly receives and reviews Program Review reports evaluating the quality of the educational program, reviews and adopts the college budget, and sets goals and objectives for the college that are consistent with the college mission. Further, the Board reviews quarterly financial reports and Board meetings routinely include reports on both current and developing educational programs. The Board recently decided to include board agenda "place holders" for standing institutional reports. Additional reports are requested as circumstances dictate. Every Board meeting includes a report from the President, each Vice-President, Faculty Senate, CSEA, and the Student Body Trustee.
Self Evaluation

The yearly development of college goals and objectives in conjunction with the evaluation of the President ensures fulfillment of the elements of this standard. Interviews with campus constituent groups revealed general agreement with the Board's accomplishment of these objectives (10.6). Program Review reports and validation of programs by outside accrediting agencies confirm the quality of the educational programs at Cerritos College. The Board maintains a 5% + financial contingency which exceeds that required by the state. The Institutional Effectiveness Survey indicated a high level of agreement that college goals and priorities accurately reflect the mission of the college [3.99 in 2000], (10.10, Statement 3).

Planning Agenda

None.

A.3 The governing board establishes broad institutional policies and appropriately delegates responsibility to implement these policies. The governing board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

The Board of Trustees establishes broad institutional policy and direction for the college and delegates to the President and college staff the responsibility for development and implementation of these policies. At their annual retreat, Board members formulate goals and objectives in consultation with the President and then delegate responsibility for achievement of those goals to the college administration.

The Board last revised Board policy in 1996 and has recently joined the Community College League program providing model Board policies. Review of Board policy using this CCL data is currently underway.

Self Evaluation

While Board policy has been consistently revised, no stated policy exists for the frequency of revisions of Board policy. A Board member remarked in this regard, "We are not doing as much as we could" (10.9). It would be difficult to describe this review/evaluation/revision process as "regular." Although the Institutional Effectiveness survey showed moderate agreement that the Board does regularly revise policy, a significant number of respondents also had no opinion [3.17 average rating with 51% no opinion responses], (10.10, Statement #87).
Planning Agenda

The Board should establish a regular timeline for evaluation and revision of Board policies and practices and a method for input from appropriate sources.

A.4 In keeping with its mission, the governing board selects and evaluates the chief executive officer and confirms the appointment of other major academic and administrative officers.

Descriptive Summary

The Board of Trustees is responsible for selecting the President and evaluates the President’s performance annually. In 1999-2000, using the services of a consulting firm and a campus-wide committee, the Board of Trustees successfully completed a year-long search to hire a new President-Superintendent who assumed the role in June 2001.

The Board also approves the employment of all college vice-presidents, administrators, faculty and staff. Hiring recommendations from screening committees are forwarded to the President who presents hiring selections to the Board for approval, usually on the consent agenda.

Self Evaluation

The Board conducts yearly meetings with all constituent groups regarding fulfillment of college goals and objectives and setting new goals and objectives in the context of the presidential evaluation. Interviews with all constituent groups indicated satisfaction with this process (10.9)

Planning Agenda

None.

A.5 The size, duties, responsibilities, ethical conduct requirements, structure and operating procedures, and processes for assessing the performance of the governing board are clearly defined and published in board policies or by-laws. The board acts in a manner consistent with them.

Descriptive Summary

Board Policy details the size, duties, responsibilities, ethical conduct requirements and structure and operating procedures for the Board of Trustees. The Code of Conduct for Board of Trustees (Section 1006) specifically identifies the function of the Board,
appropriate guidelines for conduct, and a censure procedure. The Board does have a self-evaluation policy which requires a yearly Board evaluation (10.1, 10.11).

Self Evaluation

All constituent groups agreed that the Board usually acts in a manner consistent with this standard. However, the faculty group was less certain that the trustees always act in accordance with their own policies. When asked specific questions regarding the Board's fulfillment of individual sections of the Board Code of Conduct, reaction was somewhat mixed (10.9). Concerns focused on two Code of Conduct statements: (2) "Establish a climate of mutual respect and trust" and (10) "Recognize that contacts with the media are primarily handled by the Superintendent-President and/or Board President as the CEO/Chairperson of the Board respectively" (10.9). Additionally, a significant number of respondents rated statement #88, "the Board solicits feedback as part of its self-evaluation process" under 3 [2.94] on the Institutional Effectiveness Survey (10.10).

Planning Agenda

The Board of Trustees needs to develop an annual process to evaluate the consistency of its defined scope.

A.6 The governing board has a program for new member orientation and governing board development.

Descriptive Summary

Board Policy serves as a reference manual for current and newly elected Board members. Board orientation is informal consisting of meetings with the President and other Board members. The Board's annual retreat includes governing Board development and evaluation of the President. Individual Board members attend various conferences of state and national trustee organizations.

Self Evaluation

The process of new member orientation, though casual, is reported by current Board members to work well (10.9). Trustees state that an informal mentor/mentee relationship is established for all new members of the Board. A new trustee is provided all necessary college documents including Board Policy, Shared Governance Handbook, and all standing agreements that are part of Board policy (agreements with Faculty Senate and Associated Students, etc.) (10.3, 10.5, 10.8).
Planning Agenda

The Board should consider establishing a more formal process for new member orientation and mentorship and include meetings with various campus constituent groups as part of new trustee orientation.

A.7 The board is informed about and involved in the accreditation process.

Descriptive Summary

The Board is informed of and involved in the accreditation process. It receives regular reports from the President and accreditation team chairs. In the current accreditation process, Trustees have been informed of accreditation progress as part of staff reports at Board meetings (January and September 2001). Report deadlines have also been provided to Board members. Board members have been invited to serve on sub-committees and a sub-group of Board members were interviewed by the Standard Ten Committee for their input. The Board of Trustees will be involved in the Accreditation Site team visit as appropriate.

Self Evaluation

Board members have been fully informed of the accreditation process and have participated as they have chosen.

Planning Agenda

None.

B. Institutional Administration and Governance

B.1 The institutional chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.

Descriptive Summary

During this self-study process, Cerritos College has experienced several presidential transitions. Report preparation began when Dr. Fred Gaskin was President and he provided input into the preparation of Standard 10. Preparation continued under the supervision of interim President Dr. Morgan Lynn. While the report was in its final draft stages, Dr. Jane Harmon assumed the presidency of the college.
Board Policy defines the duties and responsibilities of the Cerritos College President. The Cerritos College President provides leadership in defining goals, developing plans, and establishing priorities for the College through shared governance. This leadership utilizes the President's Executive Team as authorized by Board policy as well as the Coordinating Committee. Through the yearly Board evaluation of the President, the chief executive officer develops goals and plans for the college. The President is responsible for providing a mid-year report to the Board on progress toward the yearly goals and objectives. Priorities for the college are established through this process as well as through the Planning and Budgeting Committee, chaired by the college president. Shared governance procedures indicate that these processes will be conducted with input from campus constituencies.

**Self Evaluation**

Even in a period of transition, the college Presidents have been successful in leading the institution in the setting and accomplishing of college goals.

The 2000 Institutional Effectiveness Survey shows an increase in the confidence of campus groups regarding the leadership exercised at the college [3.13 in 1997 compared to 3.64 in 2000], (Statement 75), as well as increased confidence that the President provides effective leadership to define goals, develop plans, and establish priorities [3.16 in 1997 compared to 3.66 in 2000], (Statement 91), (10.10). Interviews with various groups further confirmed this conclusion (10.9). Through Presidential leadership, Cerritos College has established a more active Transfer Center, developed a model Shared Governance policy, implemented an extensive technology agenda, created the President's Emphasis on Transfer (P.E.T.) committee, initiated the National Center for Teaching and Learning Institute, established Teacher TRAC, Scholar's Honors, and the College Bound programs, developed a Weekend College program (PACE) to begin in Fall, 2001, and created the Innovation Center.

**Planning Agenda**

The new college President needs to establish clear goals and priorities for Cerritos College through working with the Board of Trustees and all campus constituencies.

**B.2 The institutional chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.**

**Descriptive Summary**

The President chairs the Planning and Budget Committee. The planning and budgeting process involves the development of department unit plans which allow for budget development from the department to the institutional level. When Board policies change,
the President’s Office distributes copies of new policies to all managers and the campus-at-large.

**Self Evaluation**

Constituent groups generally agreed resources are managed effectively (10.9). The 2000 Institutional Effectiveness survey demonstrated the greatest degree of increased satisfaction in this area and supported the concept that the CEO fulfills this standard (10.10, Statement #91). Some concern was expressed by the constituent groups that the Planning and Budgeting Committee and process could be improved. As a result, the committee reviewed the process for 2000-01, made revisions, and reinstated the process of conducting Town Hall meetings to discuss budget priorities and requests (10.7, 10.12).

**Planning Agenda**

Review the revised planning and budgeting process to ensure it is meeting campus needs.

**B.3 The institution is administratively organized and staffed to reflect the institution’s purposes, size, and complexity. The administration provides efficient leadership and management which makes possible an effective teaching and learning environment.**

**Descriptive Summary**

Cerritos College has an Executive Team, authorized by Board policy, which consists of college administrators above the level of dean as well as the Faculty Senate President. This group is the primary advisory group to the President of the college. The college has four vice presidents responsible for academic affairs, fiscal services, student services, and public affairs. The college has a clear organizational structure which includes eight instructional divisions (10.2).

**Self Evaluation**

The college maintains an administrative structure tailored to its mission and conducive to an effective learning environment. The current divisional organizational structure has been in place for over eight years and is stable.

The institution has made organizational changes to be responsive to changing needs and support new initiatives. These changes include creating an Executive Dean of Information Technology, creating the Vice-President of Public Affairs, and grouping
extended education and workforce programs into a single unit under an executive dean (C.I.T.E.). The new structure promotes connectivity, efficiency, and effectiveness between the leadership and the teaching/learning environment. This was highlighted in the D.S.P.S. 2001 Program Review which was impressed by the administration’s willingness to take on issues and commit resources to act on issues in a timely manner (10.13).

Evaluation results improved between the 1997 and 2000 Institutional Effectiveness Surveys, revealing that campus groups believe an effective teaching and learning environment exists which is a reflection of the campus organization, staffing, and leadership [3.25 in 1997 compared to 3.63 in 2000], (10.10, statement #89). Constituent group interviews also showed agreement (10.9). In particular, student and trustee comments highlighted the strong student focus that exists at Cerritos. Former President Fred Gaskin gave a strong endorsement of the current administrative structure. Faculty commented that some of the larger divisions might need additional administrative support. The interview with CSEA demonstrated some dissatisfaction with the administration structure and expressed the need for reducing the number of hourly classified employees (10.9).

As of Fall 2001, two vice president vacancies have occurred. Hiring processes for the vice presidents and other administrative vacancies have begun and in the meantime, interim personnel fill these positions (Fall 2001).

Planning Agenda

None.

B.4 Administrative officers are qualified by training and experience to perform their responsibilities and are evaluated systematically and regularly. The duties and responsibilities of institutional administrators are clearly defined and published.

Descriptive Summary

All administrators are required to possess appropriate minimum qualifications and appropriate training and experience for their assignments. These requirements are detailed in the job descriptions as are the duties and responsibilities for the position. All administrators are evaluated yearly in keeping with Board policy.

Self Evaluation

The Institutional Effectiveness Survey showed agreement that hiring practices for administrators are effective [3.43 rating], (10.10, Statement #57). Constituent group interviews showed comparable support (10.9). The management group recommended that a new evaluation process be developed based on a narrative evaluation.
Consequently, a review of the management evaluation process is underway, as is an ongoing review of job descriptions and employment flyers to assure that duties and responsibilities are clearly defined.

Planning Agenda

Review the management evaluation process on a regular basis and make changes as needed.

B.5 Administration has a substantive and clearly defined role in institutional governance.

Descriptive Summary

The role of the administration in institutional governance is defined in Board policy which states the roles of the President and college Vice-Presidents (10.1). Board policy on shared governance (10.1) and the shared governance procedures documents (10.8) define the role of administration in general and specifically identify the administrative role on shared governance committees. The President chairs the Executive Team and the Coordinating Committee. Administrators are represented on all college committees including the Coordinating Committee. Academic Affairs, Public Affairs, Student Services, and Fiscal Services also all have organizational structures where the appropriate administrators meet to provide input into the operation of those particular areas as appropriate.

Self Evaluation

Administrators have a strong and clearly defined role in institutional governance. The Institutional Effectiveness Survey showed strong agreement that administrators share appropriately in the governance of the institution. In fact, this was one of the statements with highest agreement at [3.66], (10.10, statement #81).

Planning Agenda

None.

B.6 Faculty have a substantive and clearly defined role in institutional governance, exercise a substantial voice in matters of educational program and faculty personnel, and other institutional polices which relate to their areas of responsibility and expertise.
Descriptive Summary

The faculty role in institutional governance is defined in the shared governance policy and the shared governance agreement with the Board of Trustees which defines those areas upon which the Board will "primarily rely" or "mutually agree" with the faculty especially as derived from AB1725 which defines twelve key roles of faculty in governance (10.8). Faculty also have clearly defined roles in the hiring procedures for the college. College policies identify those areas which relate most closely to the educational program, faculty personnel, and those other issues that are particularly the area of responsibility of the faculty, including curriculum, peer evaluation, professional standards, and instructional technology.

Self Evaluation

On the Institutional Effectiveness Survey, there is a steady increase of agreement regarding the appropriate sharing of faculty in the governance process [3.14 in 1997 compared to 3.58 in 2000], (10.10, statement #79). Further improvement is shown in the question that states "The role of faculty in governance is clearly defined" [3.12 in 1997 compared to 3.54 in 2000], (10.10, statement #92).

Constituent group interviews concurred that faculty have a clear, substantive, and appropriate role in administrative governance. However, respondents on the IE Survey rated input into the planning and budgeting process under 3 [2.95], indicating the need for more and better input processes (10.10, statement #72).

Planning Agenda

Evaluate the planning and budgeting process to ensure appropriate faculty involvement.

B.7 Faculty have established an academic senate or other appropriate organization for providing input regarding institutional governance. In the case of private colleges, the institution has a formal process for providing input regarding institutional governance.

Descriptive Summary

Cerritos College has an established Academic Senate which is the body that provides input regarding institutional governance and the faculty role.

Self Evaluation

The Academic Senate plays an appropriate role by designating its members to chair or participate in shared governance, hiring, and other committees (10.4).
Plannine Agenda

None.

B.8 The institution has written policy which identifies appropriate institutional support for faculty participation in governance and delineates the participation of faculty on appropriate policy, planning, and special purpose bodies.

Descriptive Summary

The Cerritos College Board of Trustees has adopted a written policy that delineates the institution's support for faculty participation in governance (10.1). In addition, the written set of procedures that implements the policy specifically identifies faculty participation on certain college committees and the manner in which faculty will be selected. The Faculty Handbook contains this material also and is distributed to all faculty (10.3).

Self Evaluation

Results of the Institutional Effectiveness Survey demonstrate there has been a significant increase in the agreement that faculty appropriately share in the governance process and that its role is clearly defined [3.14 in 1997 compared to 3.58 in 2000 on statement #79; 3.12 in 1997 compared to 3.54 in 2000 on statement #92], (10.10).

Planning Agenda

None.

B.9 The institution clearly states and publicizes the role of staff in institutional governance.

Descriptive Summary

The role of staff is defined in the Board shared governance policy and institutional shared governance procedures (10.1, 10.8) and applies to issues which particularly affect staff.

Self Evaluation

The Shared Governance committee memberships are reviewed annually to solicit new committee members and identify unfilled constituent group memberships.
There is less support for the clear role of staff in the shared governance process than there is for faculty as demonstrated by the Institutional Effectiveness Survey [3.43], (10.10, statement #80). That support, however, is still positive. Classified representatives in the group interviews expressed the view that staff input is not necessarily taken under consideration and that more classified employees need to be encourage to participate in the governance process (10.9). Classified staff has taken an active role in Accreditation by serving on standards committees.

**Planning Agenda**

Work with CSEA to encourage more participation in governance by classified employees and to continue to clarify their role.

**B.10 The institution clearly states and publicizes the role of students in institutional governance.**

**Descriptive Summary**

The role of students in the governance process is defined in the shared governance policy, shared governance procedures, and in the Board agreement with the students identifying the appropriate shared governance issues that directly relate to students. Students are invited to be represented on most college committees including the Coordinating Committee, Accreditation, Curriculum and Program Review committees and hold a non-voting seat on the Board of Trustees.

**Self Evaluation**

The Institutional Effectiveness Survey reveals there is a significant perception that students play a strong role in institutional governance as appropriate [3.61] (10.10, statement #82).

The students commented in constituent group interviews that students are welcome to participate in college governance and that the college communicates that it is important to include students in these processes (10.9).

**Planning Agenda**

None.

**C. Multi-College Districts and/or Systems**

Cerritos College is a single college district. This section of Standard Ten does not apply.
Standard Ten: Governance and Administration

Standard Ten Supporting Documentation

10.1 Board Policy Manual
10.2 Chart of the Administrative Organization
10.3 Faculty Handbook
10.4 Faculty Senate Constitution and By-Laws
10.5 Cerritos College Student Handbook
10.6 Cerritos College President/Board Goals
10.7 Cerritos College Budget
10.8 Shared Governance Document
10.9 Minutes of Interview with Constituent Groups
10.10 Institutional Effectiveness Survey Results, 2000
10.11 Board Self-Evaluation Instrument
10.12 Planning and Budgeting Process
Accreditation 2002- Thematic Planning Agenda

1. Revise the college mission statement and align institutional goals and outcome measures with it.

2. Coordinate planning activities to tie unit/program plans, Master Facilities, Strategic and Institutional Planning, and the budget into a unified process.

3. Support new instructional delivery systems with faculty and student training opportunities and appropriate support services.

4. Establish an Institutional Evaluation Plan which includes regular data collection, evaluation, and dissemination of information.

5. Define student learning outcomes to be utilized as the prime focus of curriculum/program development, evaluation of student success, and student support services.

6. Systematically update information about the college in more than one language (as appropriate).

7. Revise Planning and Budgeting process to include more campus-wide input and dissemination of and adherence to a planning calendar.
**Standard One:**

The Strategic Planning Committee will redraft the college mission statement and submit a revised mission statement to the Board of Trustees for adoption.

The Strategic Planning committee will begin the process to revise the college mission statement.

**Standard Two:**

Improve the readability of the Schedule of Classes and review proposed changes with student focus groups to ensure that they meet student needs.

Develop a schedule for Web Standards Committee to meet regularly.

The college will more widely disseminate the Academic Honesty/Dishonesty policy.

Review Affirmative Action/Staff Diversity policies and practices to take appropriate actions concerning the recommendation(s) of the Chancellor’s Technical Assistance Team.

The Standard Two subcommittee recommends that the college conduct follow up surveys for the purpose of identifying trends. Appropriate college entities need to establish outcome goals and a schedule for data collection.

Update the Faculty Senate By-Laws.

Examine publications regularly to maintain integrity.

Institutional committees need to make special effort to solicit and utilize input from employees who will be impacted in the revision of policies.

**Standard Three:**

Establish an “Institutional Evaluation Plan” to provide appropriate analysis and distribution of information including outcomes, data to be collected/documents reviewed, timeline, identification of responsible parties, distribution process.

Install a powerful search engine that appropriate college personnel can use to quickly and easily find the data they need for their unique purposes so that they do not have to request the research office to simply supply data.
The college needs to put together a comprehensive evaluation process by which it can review on a regular basis all the appropriate data available to it to determine how well and in what ways it is accomplishing its mission and purposes.

Develop a consistent process for reviewing and documenting the changes that have taken place as the result of program and management evaluations.

The Institutional Master Plan needs to be reviewed and updated.

The Operational Planning process should be published on the college's website. Moreover, it is important for the administration to continue to stress the importance of the unit plans and attempt to have a more consistent and higher level of quality in the process. It is also important to make sure that people on different levels truly have an opportunity to contribute.

Further attempts need to be made to get student involvement in future stages of the strategic planning process.

With regard to operational planning, the process for doing the unit plans and the role of these plans must be published where all can easily access such information and the process for carrying out such plans needs to be monitored.

Regularly scheduled evaluation processes must be developed for all non-academic programs.

In the context of strategic planning, the process used for carrying out external and internal environmental scans needs to be clearly defined, published, and monitored.

Develop a clear link between Strategic Planning and Operational Planning.

Review and revise the Educational Master Plan so that it reflects all the changes that have been made over the last four years.

Put more emphasis on outcomes in all stages of planning, especially the unit planning process.

Develop a written description of the enrollment management process as well as of the process for planning for new faculty which would involve more parties in the process.

Develop a full-scale Human Resources planning process that provides for diversity and the meeting of affirmative action goals as well as a regular process for review of positions, job descriptions and salary scales.
Planning Summary

The college needs to develop and implement a systematic approach to measure institutional outcomes. The Strategic Planning Committee has developed a series of measurable Key Performance Outcomes (3.3) that can be used to assist campus personnel in measuring the outcomes of stated objectives in unit plans.

Data collected by the college needs to be more systematically organized.

The results of planning and evaluation efforts need to be communicated to the Office of Public Affairs in a systematic fashion so information on institutional quality can be better disseminated on and off campus.

The college needs to create an evaluation process of its institutional research efforts and its effectiveness through an annual review.

The college needs to create an ad hoc team to study what outcomes to track and how.

Standard Four:

All staff associated with Distance Education course offerings need to carefully advise and orient students to this mode of learning so that successful completion rates are increased.

The Vice President of Academic Affairs and Instructional Deans have begun to develop and approve a formal phase-out process for programs that protects students enrolled in those programs. This process will be completed through shared governance procedures in approximately one year.

The college will need to thoroughly analyze the changing vocational education funding and implement changes in the budgeting process to assure continued support of those programs.

Learning resources (Tutoring, LAP, Reading, Writing, Computer and Language Centers) in the Learning Resource Center need to be connected to the planning and budgeting process to prevent the inadequate funding problems that occurred in the past.

Classroom-based instructional equipment requires an expanded budget with planned replacement and update schedules in place to maintain the college as a technologically advanced institution.

The college master plan will continue to reflect the need for increased development and efficient use of classroom, lab and office space.
The college needs to develop and implement a formal plan to increase communication between program faculty and counselors. This should include an evaluation of the plan's effectiveness.

Faculty advisement should be studied as a method for improving student academic and career counseling.

A study of the policy of booking counseling appointment times to encourage student utilization and follow through is warranted. Weekend counseling appointments need to be offered.

Review of implementation of Early Warning System is warranted.

Develop a specific process for cyclical curriculum review.

Each program should develop a process by which students who have successfully completed a program can be contacted to evaluate the validity of their course of study, the completeness of the educational content provided, and the efficiency of the program curriculum.

The college should begin a process to develop a policy requiring all faculty to have a course syllabus on record in the Division Office.

The college must review and update its general education offerings to reflect current labor market needs and global trends.

The college must examine the types of degrees it offers to assure that students are achieving goals that are congruent with the transfer, workforce, and self-improvement goals established by the students.

A systematic evaluation of the Learning Assistance Program needs to be undertaken.

The faculty and administration of vocational programs will improve tracking of vocational students who enter into employment and their success in the workplace, including employer satisfaction.

The college must develop a more systematized response to changes within programs and General Education requirements including on the website.

We need to assess if students are achieving the goals of General Education by completing our General Education core courses and determine if shifts have occurred which would mandate a revision of the core. The campus should look into assessment instruments of general education competencies.
Planning Summary

The research project conducted in the Fine Arts Division on completion of objectives should be implemented in other divisions. Collected data should be applied to improving the quality of instruction by stronger adherence to the course outline of record.

New full- and part-time faculty members can benefit from a training session on curricular standards and their application to teaching methods, assignments and methods of evaluation.

A study of how to best measure exit abilities in all courses should be undertaken.

Faculty should be encouraged to develop and use comprehensive syllabi.

Staffing in the area of transcript evaluation and loading into the students’ records needs to be improved by the Admissions and Records Office.

The college needs to establish equitable criteria for comparison of delivery systems and undertake a comprehensive study. The data should be made available to faculty to use when considering use of alternate methods of delivery systems and methods of instruction.

Faculty and counselors need to develop and implement a plan to advise students in selection of delivery systems which are not only convenient to them but will also increase their potential for successful completion by knowing and matching their learning styles whenever possible.

Develop a system to monitor course review process of continuing, contract, community education, and special programs.

There are three areas needing continued planning and evaluation: ongoing planning and budgeting for improvements in technology and support services to keep these high tech offerings on the cutting edge; evaluating and improving the recruitment and retention of the students most likely to succeed in this format; and completing plans to offer degrees and certificates, replete with full student services, to students both near and distant to the campus.

All plans for offering curricula will follow the same standards of practice currently used for traditional and Distance Education offerings at Cerritos College. This includes Curriculum Committee, Administrative and Board of Trustee approval.
Standard Five:

The college needs to develop publications in languages other than English as warranted.

In order for Cerritos College to provide all prospective and currently enrolled students with current and accurate information about its programs, admissions policies and graduation requirements, social and academic policies, refund policies, student conduct standards and compliant and grievance procedures, the institution needs to:

- Establish a governing unit or person on campus to oversee the accuracy of information for the printing and posting of academic, vocational, and student service area data.
- Conduct a periodic review and evaluation of information.
- Utilize a standard format for both print and web publications unless special circumstances require a different format.
- Develop criteria for evaluating the posted and printed information.
- Establish timelines for the facilitation of this process.

Increase number of sworn officers in the Campus Police department.

Create better signage for one-stop registration and better access of academic records by kiosks and the internet in the office of Admissions & Records.

Increase staffing and technology to meet the advancements in technology in the Assessment Center.

The staff will investigate and brainstorm ways to solicit information from the student contacts made in student services area so that this information can be used in planning future activities.

Counseling staff needs to be better informed of programs and transfer requirements through workshops or training activities.

We anticipate adopting a computerized version of the Math Diagnostic Testing Project's assessment instruments as soon as they are available. This version of MDTP is currently awaiting approval by the Chancellor's Office.
Planning Summary

The Counseling Division is developing a plan for full implementation of online counseling services.

Consideration should also be given to expanding the office hours into the weekend at the "one stop" facility. This would provide services such as Counseling, Transfer Center, Admissions, and Financial Aid to students on campus for the weekend classes.

Student Services is aware of the growing needs of Distance Education students for services such as Library, Bookstore, Financial Aid, etc., and will develop appropriate responses to these needs as is possible.

Expanded language choices for college publications is under consideration.

The college will organize and conduct focus groups to ascertain specific student perceptions and explore strategies to improve perceptions of campus safety issues.

Update guidelines for record keeping.

Student Services will review the program review process established for academic departments and develop appropriate criteria to apply to their mission, services, resources, and objectives.

Student Services will use the Student Services Committee to complete the validation component of its program review.

**Standard Six:**

**Library and Computer-Assisted Instruction Labs**

Increased funding support for equipment replacement and software enhancements is needed in the Library and CAI labs.

Increase the number of library faculty and the Library and CAI staff to implement and maintain library program improvements and enhancements.

Develop a systematic weeding procedure, in conjunction with classroom faculty, for removing dated or obsolete materials from the Library's collection based on the revised five-year plan of acquisitions.

Develop clearer channels of communication for faculty to understand the procedures and timelines for installing instructional software in the CAI labs.
Implement circulation procedures in the CAI labs for loaning videos, DVD’s, software and other instructional media from the CAI lab counter.

Since only 50% of library users surveyed are familiar with the services provided by the Cerritos College library, library faculty should increase their efforts to get students and teachers into the Library for orientations and other library resource workshops (6.9).

Continued and increased funding for library faculty/staff opportunities for professional growth is necessary.

The Library needs to hire additional part-time and full-time library faculty, classified staff, student assistants, and adult hourly employees.

The CAI lab instructional aides will develop additional printed material to train student assistants and to serve students and faculty who use CAI lab services.

Increase the book and periodicals budgets.

Obtain budgetary commitment from the college to continue and increase subscriptions to web-based resources rather than rely on alternative funding sources.

Employ additional full time library faculty.

Obtain increased financial support for classified, student, and hourly staff salaries in order to support the staffing levels needed to effectively maintain and improve information resources and services in light of increased library usage.

Obtain increased financial support for replacement of computing equipment and software, and replacement or maintenance of library furnishings and CAI lab computer and media equipment.

Establish a funding line in the Library and CAI Lab budget for the purchase of videos and DVDs and storage units.

Further exploration of possibilities for resource sharing among various types of libraries.

Develop a web-based feedback form for faculty and student evaluations of library resources and services.
Planning Summary

**Learning Assistance Program**

Increase instructional software infrastructure for specific departments.

The LAP will offer seminars on technology and specific subjects during evening hours.

The LAP will hire more tutors in order to decrease the student to tutor ratio of walk-in math and English tutoring during peak hours.

The LAP will work with the English Department to develop a consistent model of tutor training for all departments served.

**Innovation Center**

Increased training needs will necessitate more training resources.

Increase staff and equipment as multi-media production needs increase.

As instructors develop web sites and incorporate technology into the classroom and curriculum, training needs, software, and staff support must increase.

Development of a help desk for faculty that will deal with computer application and program issues.

Add a Program Assistant for the EDT program who will serve as a promoter as well for our training courses.

Expand the hours of the IC later into the evenings.

Add at least one additional part-time web trainer.

A larger budget will be requested from the college to support the EDT Program Assistant due to the large growth in EDT courses.

The Innovation Center is developing video streaming and web casting techniques so courses utilizing these modalities will be available over the network and facilitate access. Downlink possibilities with Palomar College for delivery of these courses has been explored.

The Faculty Senate needs to process the Intellectual Copyright Document.

Put staff development evaluation forms on the web for easy access.
Standard Seven:

A process to review and modify the confidentiality agreement will be undertaken in Fall, 2001.

Human Resources will initiate revision of the management evaluation process.

Human Resources plans to provide evaluation training annually and, with the support of the Office of Academic Affairs, expand the training sessions to include training for teams that are evaluating tenured faculty members.

Human Resources is preparing to make the faculty evaluation form available online and on diskette.

Human Resources, acting in accordance with its parameters, will recommend changes to Board Personnel Policies (7.19).

These changes should be submitted for consideration and/or information (as appropriate) through the proper shared governance channels and to the Board of Trustees for approval. Following approval the revised or updated policies are to be published, disseminated, and otherwise made available to the appropriate segments of the college community. Having up-to-date personnel policies on file and available to employees, administration, etc. enhances the administration of the college's personnel programs, which in turn contributes to improving the overall institutional effectiveness.

Update Faculty and Staff Diversity Plan (7.9) in accordance with the Chancellor's Office model plan.

Human Resources will train additional process monitors and update training materials.

The Human Resources home page on the web should be further expanded (as may be possible) to include various other personnel-related information such as: CSEA-District Collective Bargaining Agreement, Employees' Handbooks, personnel forms, job descriptions, etc. Future plans also include placing the Faculty Handbook on the college's web site (7.20, 7.14, 7.22, 7.23).

Begin process to develop Manager's Handbook.

At a future date (to be determined) the college plans to implement an integrated computerized information system which will include a Human Resources component. At that time the procedures for maintaining computerized personnel records information will need to be modified in line with implementation of such a new system. In implementing
such a new system, appropriate training and processes will need to be followed for the transitioning and maintenance of personnel records in a manner which continues to ensure that this information remains private (confidential), as well as accurate, complete, and permanent.

**Standard Eight:**

College needs to update the master educational and facilities plans to address ongoing growth requirements particularly for lecture and general use classrooms.

Increase maintenance and grounds staff productively by investing in better equipment.

Increase staffing according to a unit plan approved through the shared governance process.

Student Services has requesting funds from next year’s budget to implement "Category II" improvements. It is recommended that the campus allocate the funds necessary to eliminate all "Category II" challenges by no later than 2006.

College needs to provide better signage and more drinking facilities.

Since the perception of crime is greater than the reality on the Cerritos College campus, a PR campaign is recommended that will seek to dispel misperceptions about campus safety. The Dean of Academic Affairs intends to conduct focus groups with students to explore concerns.

Add a budget line-item for facilities equipment.

Tangible links should be made between the Unit Plans, Master Plan, Strategic Plan and Program Review processes with the Planning and Budgeting process. In the spirit of shared governance, faculty and staff should have a more active role in the planning and allocating of funding for physical resources.

**Standard Nine:**

The Planning and Budgeting Committee will examine ways to ensure a wider range of input points into the process.

The college will take steps to bring the planning and budgeting process closer together with particular attention to alignment with long-range goals.

The college needs to seek additional state capital outlay construction funds to address
the district's master plan. In addition, the department must apply for state scheduled maintenance funds.

Hire additional custodians and ground staff.

Reorganize and reevaluate Facilities Department personnel.

The policies, procedures and guidelines for developing the budget (9.19) must be published and widely disseminated within the institutional community as a roadmap for the college to follow.

The written procedure for the development of future budgets must be updated and publicly accessible.

The Planning and Budgeting Committee will examine ways to ensure a wider range of input into the process.

There is a major need for a campus-wide fully integrated accounting and financial system.

It is imperative the accounting and financial system is compatible with the LACOE system.

The current ASCC financial system should be either part of the district's fully integrated campus-wide accounting and financial system or a separate independent smaller campus-wide system.

Account balances and details should be available by each end user.

Accounting, Budget, and Payroll Department will develop desk manuals.

Reviews of campus-wide internal controls should be performed regularly. A schedule should be established by an audit committee so internal audits can be prioritized.

The Foundation will focus more on planned giving and endowment building.

The college will develop a plan to tie student learning opportunities to the Chancellor's Village project and other economic development endeavors.

Replace the financial system with software designed for the community college environment.

Contract for additional risk management services to manage risk and implement additional safety programs for employees.
Standard Ten:

The Board should establish a regular timeline for evaluation and revision of Board policies and practices and a method for input from appropriate sources.

The Board of Trustees needs to develop an annual process to evaluate the consistency of its defined scope.

The Board should consider establishing a more formal process for new member orientation and mentorship and include meetings with various campus constituent groups as part of new trustee orientation.

The new college President needs to establish clear goals and priorities for Cerritos College through working with the Board of Trustees and all campus constituencies.

Review the revised planning and budgeting process to ensure it is meeting campus needs.

Review the management evaluation process on a regular basis and make changes as needed.

Evaluate the planning and budgeting process to ensure appropriate faculty involvement.

Work with CSEA to encourage more participation in governance by classified employees and to continue to clarify their role.