Information Collection and Outlining Form (Example)
Cerritos College Self Evaluation 2014

1. **Standard Element:** II.A.1

2. **Principal Authors:** William Faulkner

3. **Descriptive Summary:**

Describe what we are doing to address the Standard element. Integrate supporting evidence. Consciously incorporate any relevant theme from the six prescribed by ACCJC.

Q1. How does the institution ensure that all institutional offerings fit the stated mission of the institution?
   - Program Review ensure alignment with the mission of the College [Evidence: See Program Review Handbook at www.?????.com]
   - Academic units are on a six-year cycle; support services units are on a one-year cycle
   - [add other bullets if you find more support]
   - [ID relevant theme(s)]

Q2. How does the institution ensure that its programs and services are high quality and appropriate to an institution of higher education?
   - [add bullets if you find more support]
   - [ID relevant theme(s)]

Q3. How does the institution choose the fields of study in which it offers programs? What are the student achievement outcomes of the institution’s programs; i.e., to what extent do students progress through and complete degrees and certificates, gain employment, or transfer to four-year institutions? By what means are programs assessed for currency, teaching and learning strategies, and student learning outcomes?
   - [add bullets if you find more support]
   - [ID relevant theme(s)]

Q4. How does the institution ensure that its programs and curricula are current?
   - [add bullets if you find more support]
   - [ID relevant theme(s)]

4 **Self Evaluation**

Now that you have outlined the Descriptive Summary, assess the extent to which we meet the Standard element.
- If the Descriptive Summary touches on planning, Program Review and/or SLOs, be sure to explicitly reference the corresponding ACCJC rubric in explaining how we meet or fall short of the Standard.
- Also, explain how well we are meeting the themes addressed in the Descriptive Summary.

Example Where Cerritos College Meets the Standard:
- Cerritos College meets this Standard.
- We are at the Proficiency level with regard to the SLO items discussed above.
- Cerritos has an ongoing dialogue around . . .

Example Where Cerritos College Falls Short of the Standard:
- Cerritos College meets substantial portions of the Standard but needs to address a few items in order to meet the full expectation of this Standard.
- The unit plan and program review processes need to be more closely aligned . . .
- The data provided in the unit plans need to be disaggregated to address race, ethnicity and gender.
- Program Review Committee needs to make more systematic the review of processes and procedures . . .
- The Planning and Budget Committee needs to officially receive Program Review Committee findings and incorporate them into the strategic planning process . . .
5. **Actionable Improvement Plan**

If in the self evaluation section, you conclude that we fall short in any areas, you should develop an actionable improvement plan to address the shortfall. Remember, that you should only have 0-3 recommended actionable improvements for your entire Standard (e.g., 0-3 recommended improvements for all of Section II.A). Keep the improvement recommendations measurable, institutional, and general, so you can use them multiple times—no nuanced suggestions here. We DO NOT want the final self evaluation report to contain a laundry list of improvements.

- The planning process loop needs to be closed at the end of the cycle, where resource allocation planning is clearly tied to strategic planning.

6. **Summary of Evidence**

List all the evidence collected/cited.

- [Summarize all evidence mentioned in the “Descriptive Summary” section above]

7. **Update on 2006 Action Plans**

ID any work that we promised we would do in the 2008 self study plan. Develop an update on where we are with respect to the promised improvement activity.

**R1.** The College plans to continue to study closer ties of Program Review findings to Budget and Planning. A faculty member from the Program Review Committee now sits on the Planning and Budget Committee.

- Academic unit plan was revised in 2010 to align more closely with Program Review . . .

**R2.** The Research and Planning staff can be called upon to gather data for program improvement as well as data on progression through the sequenced course. However, staffing is limited, and requests are honored as time allows. As programs and degrees identify student learning outcomes data needs, the staff of this department may need to be increased.

- Research and Planning provides data for the unit plans, including retention, success . . .
- The College created the Dean of Academic Success and Institutional Effectiveness, generating a higher level of staff for assessment of . . .

8. **Shared Governance Committees and Groups**

ID any and all shared governance committees or groups that have expertise in the content area.

**Institutional Committees**
- Accreditation
- Campus Transformation
- College Coordinating Committee
- Developmental Education
- Enrollment Management
- Equal Employment Opportunity Advisory
- Facilities Planning
- Information Technology Standards
- Matriculation
- Outstanding Classified Employee Selection
- Planning and Budget
- Staff Development
- Student Life
- Student Success
- Web Standards
- Safety

**Faculty Senate Committees**
- Academic Affairs
- Curriculum
- Hiring Standards
- Instructional Program Review
- Professional Relations
- Sabbatical Leave
- Student Learning Outcomes
- Technology-Based Learning

**Other Groups**
- Faculty Senate
- Deans’ Council
- Student Services Managers Group
- ACCME (Managers “Union”)
- CCFF (Faculty Union)
- CSEA (Classified Union)
- Associated Students of CC