Cerritos College

Institutional Self Study Report

In support of Reaffirmation of Accreditation

Submitted By
Cerritos College
11110 Alondra Boulevard
Norwalk, CA 90650

To

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

January 2008
Certification of the Institutional Self Study Report

Date January 2008

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: Cerritos College
11110 Alondra Boulevard
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:

Noelia Vela, Ed.D.                             President/Superintendent

Bob Arthur                                      President, Board of Trustees

William C. Farmer                               Vice President, Academic Affairs/Provost

Bryan Reece, Ph.D.                              President, Faculty Senate

Lynn Laughon                                    President, California School Employees Association

Linda Rose, Ed.D.                                Accreditation Co-Chair, Management

Robert Livingston                               Accreditation Co-Chair, Faculty

Jason Macias                                    President, Associated Students of Cerritos College
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Introduction

A. History

Cerritos College was established on June 10, 1955, when citizens of the Bellflower, Norwalk, Artesia, Carmenita, and Bloomfield elementary districts voted four-to-one in favor of forming a junior college district. On September 27, 1955, a ballot measure calling for a six-million-dollar bond issue to build the junior college passed, again by a four-to-one margin. Title to the proposed college site was acquired on December 5, 1956, and the college board turned its attention to securing favorable zoning so that construction could begin.

The credit for the birth of Cerritos College lies chiefly with Dr. Ralph Burnight, first president of the institution. Superintendent of the Excelsior Union High School District for 27 years before the college was born, Burnight had seen the need for the extension of educational opportunities offered at his high school and fought the state board of education for the establishment of a college in 1953, when the state board indicated it was doubtful that the district could attract a minimum enrollment of 400 students.

Dr. Burnight, however, was convinced that the area would continue to grow, and three years later the Board of Trustees, Leslie Nottingham, Walter Van Alstine, Dale Donnell, Al Sommer and Arthur Kulzer—authorized the college to offer instruction. On September 11, 1956, in classrooms rented from the Excelsior High School District, 197 students enrolled in classes and made the college a reality. That first semester, ten certified teachers offered 15 subjects, with Dr. Burnight at the helm. Beginning with the 1957-58 school year, the college operated out of Artesia High School, awaiting the completion of the new campus.

By the end of 1959, eight buildings (Field House, 3-25-58; Business Education, Lecture Hall, Science, Shower and Locker, 10-6-59; Liberal Arts, Technology, Electronics, 9-15-59) had been completed on campus, and funds were made available to provide the remaining facilities to accommodate a student body of 3,500 students.

By 1961 the campus was beginning to look like a college with the completion of four more buildings (Library and Gymnasium, 7-1-61; Metal Trades Shop Building, 7-17-61; Student Center, 3-8-60) and an enrollment of 4,000 students. The campus included 95 acres in 1964, and its 15 permanent buildings brought the value of the college to 16 million dollars; it now served a district with an assessed valuation of 271 million dollars.

Effective July 1, 1965, the district included the ABC Unified School District, the Bellflower Unified School District, the Downey Unified School District and the Norwalk-La Mirada Unified School District. District population was 400,000 and the assessed valuation had jumped to more than 500 million dollars. This would be the year that, beyond the bravest expectations of everyone connected with Cerritos College, enrollment would exceed 10,000 students.

The College acquired the “South 40” acres by 1966, enlarging the campus to 135 acres. The purchase proved to be an excellent investment by the board; land values in the college’s district have since skyrocketed. The property today supports the Health Sciences Building, the largest
parking lot on campus, the Auto Technology Building and the Community Education Center. The campus grew to 18 buildings by the 1968-69 school year, with a student enrollment of more than 11,000. The district, too, was growing and now included more than half a million people and an assessed valuation of 543 million dollars. The 18 buildings were complemented by a weight-lifting facility in 1971 and a student activities and bookstore complex in 1974. With the campus thus complete for the time being, the administration and board of trustees turned to building the excellence of the academic programs, which had a strong foundation. Innovation in satellite courses, televised instruction, open entry and exit classes, and the move into audio-visual instruction marked the coming decade.

In 1972, the student population reached 17,000. The next year, 18,000 students attended classes, and the assessed valuation of the district had grown to more than 800 million dollars. The early 1970’s were marked by spiraling inflation and tighter money, yet the College financed a new, modern bookstore (3-19-74), the Health Sciences Building (2-1-78) and the Auto Technology Building (9-1-78) to cope with the growing demands of students.

The bicentennial year in 1976 was a special time for Cerritos, as well as for millions of other Americans. Twenty years earlier, the 135-acre campus had been in its infancy, and educational visionaries had predicted that by 1975 more than 15,000 students would be attending classes in the many buildings depicted only on the architect’s drawing boards. That modest forecast failed to foresee an even greater need in the community by 1975, when nearly 23,000 students enrolled in courses. In 1970-71, the predicted 15,000 had already been exceeded and growing pains brought expansion to the campus, which continues to grow to meet the demands of the surrounding communities.

By its 25th anniversary in 1980, Cerritos College had educated nearly 250,000 students since it first opened its doors at Excelsior High School. Course offerings had expanded, a satellite campus program had been implemented, and the faculty and staff had grown as the community needs increased. Cerritos College received its first ever Federal Title III Grant in 1986. The grant was in the amount of $500,000 renewable for five years, totaling 2.5 million dollars.

Over the last few years, the college has undergone five major renovations. In 1994, the Wilford Michael Library and Learning Resource Center (LRC) underwent another major renovation and expansion. The library expanded from 22,000 square feet to over 40,000 square feet. The old card catalog was replaced with an automated online system as a result of a major financial gift by the Associated Students of Cerritos College (ASCC). A modern teleconference center and learning assistance lab were added to the east wing of the Learning Resource Center.

The student center was renovated in 1995, funded by a three-way partnership between the ASCC, the college district and the state. Unchanged since its doors first opened, the student center was completely remodeled from the main floor to the adjacent culinary arts food service area. The renovation also included a four-restaurant food court with both indoor and outdoor casual dining for students.

In fall of 1998, Cerritos College opened the doors to the “One-Stop” Student Services Center. The new center houses a full spectrum of student resources including admissions and records,
academic counseling, financial aid, the Scholars’ Honors Program, veteran’s affairs, EOPS (Extended Opportunities Programs and Services) and university transfer assistance. Each department is equipped with high-speed computers, designed to provide immediate access to the college’s network. In addition, the college’s Career Services and Job Placement Centers have been moved within a short distance of the “One Stop” Student Services Center, making it the central hub of all Student Services and enrollment activities.

Also in the fall of 1998, the second phase of the Learning Resource Center opened, featuring a computer lab more than 500 high-speed personal computers and 699 data ports. The dual-level computer labs provide students with access to the latest software, high-speed Internet and tutorial programs. In addition, there are dedicated labs for reading, math, English and foreign languages. This renovation of the LRC was part of a $12 million investment in a technology infrastructure that also included the “wiring” of the entire campus and the placement of a networked PC on the desk of each employee. As a result, Cerritos College became “the most technologically advanced community college in the state” for teaching and learning.

In 1999, the ASCC underwrote the development of Falcon Square, formerly a cement quad situated at the heart of the campus. Falcon Square is a wonderful area for students to relax or study in front of a split face block waterfall with concrete seat caps and slate covering. As part of the renovation, a 300-seat outdoor amphitheater was built in front of the College’s music building.

Cerritos College takes pride in the quality of their outstanding faculty. In 1995, Economics Professor Dianne Keenan was selected as the “Community College Professor of the Year” by the National Carnegie Foundation for the Advancement of Teaching. In 1999, Mathematics Professor Susan Parsons was recognized as the nation’s “Outstanding Community College Faculty Member of the Year” by the Association of Community College Trustees (ACCT).

Cerritos College is highly diverse. Across the nation, it is the fourth largest Hispanic-serving community college. Furthermore, it is home to more than 300 international students representing 34 countries. With the turn of the millennium, expansion began to take on a new face at Cerritos College. Instead of adding onto the campus as in the past, Cerritos College began to develop global partnerships with the aid of technology. This became extremely beneficial to education in the aftermath of September 11, 2001, when pursuing cross-cultural educational opportunities became more challenging.

In late 1999, a partnership began between Cerritos College and the University of Wisconsin-Stout (UW-Stout). The two colleges began to hold joint class sessions in real time with the use of a TV screen and the Internet. Not only did this allow for Cerritos College students to exchange ideas with students in another part of the country, but it also allowed Cerritos’ ethnically diverse student body to exchange points of view on United States history with the predominately Caucasian population at UW-Stout.

In 2003, the concept of the virtual classroom once again expanded, and Cerritos College entered into a similar partnership with International Pacific College (IPC) in New Zealand. For the first time ever at Cerritos College, two hemispheres were connected in real time and students
participated in multi-national approaches to world history. Both the partnership with UW-Stout and IPC also allowed for a handful of Cerritos students to visit their partner campuses and experience “hands on” what they had been experiencing via technology.

In 2002, the groundwork was set for Cerritos College to launch into the world of tribal technology with the American Indian community. In 2003, the college began offering online courses offering custom training for American tribal governments. Cerritos College was awarded a $50,000 Verizon Foundation Grant for the pilot phase of their program, and its first workshop to promote the program was attended by over 15 tribes from California, Arizona, Oklahoma, Idaho and Nevada.

Currently, three online courses are being offered to tribal governments. Now, not only is Cerritos College serving the communities of Artesia, Bellflower, Cerritos, Downey, Hawaiian Gardens, Lakewood, La Mirada and Norwalk, but it is also serving locations in Wisconsin, New Zealand, Bolivia and American Indian communities.

With technology on the rise, Cerritos College is also raising the bar on global partnerships and is making a direct impact on globalization in education by forging ahead into the previously untreaded waters of international education right here at home.

Pursuant to its service in the community, the board of trustees adopted a revised mission statement for the college in January 2005: The Cerritos College mission is to serve the community by building futures through learning.
B. **Demographic Information**

Student demographic data are reported on multiple student characteristics. In fall 2006, over half of students (56.5%) were female (down from 57.1% of students in fall 2001), compared to 42.2% of students who were male (relatively constant from fall 2001 at 42.9%). In terms of ethnicity, students who identify as Latino or Latina comprised 52.5% of all students (fall 2006), compared to 9.6% of students identifying as Asian, 7.8% as African American, 3.8% as Filipino, and 12.2% as White. In terms of age, 28.0% of students reported being 19 years of age or less, while 35.0% of students reported being age 20 to 24.

The majority of students reported being day students (65.6%) in fall 2006. Further, in fall 2006, 28.8% of students enrolled in 3.00 to 5.99 units, while 22.2% of students enrolled in 6.00 to 8.99. Nearly 27.0% of students enrolled in 12.00 unit or more.

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*SL classes for all years counted under SL in the LA division.
*1DRAF classes for 04-02 year counted under ENGT in the TECH division.
**BUS classes for all years counted under US in the SEM division.
***Includes BUS classes for all years counted in the BUS division.

DATA INCLUDE PRIMARY TERMS ONLY (FALL, SPRING)
THE FOLLOWING GRADE NOTATIONS WERE EXCLUDED: IX, RD, UG, UD, XX

DIVISIONS IN BLACK SHOW AN INCREASE IN SUCCESSFUL COURSE COMPLETION RATES
DIVISIONS IN RED SHOW A DECREASE IN SUCCESSFUL COURSE COMPLETION RATES
# Table 2

## ALL DIVISIONS

**SUCCESSFUL COURSE COMPLETION RATES FROM 2001-2002 TO 2005-2006**

**RANK ORDER OF SUCCESSFUL COURSE COMPLETION RATES BY DIVISION, 2005-2006**

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<td>TECM</td>
<td>7671  6561  71.9%</td>
<td>8124  6524  79.6%</td>
<td>7712  6041  78.3%</td>
<td>6934  5558  80.2%</td>
<td>6647  5053  78.3%</td>
<td>-2.1%</td>
<td>9.2%</td>
</tr>
<tr>
<td>CG</td>
<td>1387  975  65.2%</td>
<td>1023  705  68.9%</td>
<td>887  652  72.7%</td>
<td>946  681  72.0%</td>
<td>977  695  69.7%</td>
<td>-3.2%</td>
<td>6.8%</td>
</tr>
<tr>
<td>HPE/A</td>
<td>9111  6318  67.9%</td>
<td>9732  6825  70.0%</td>
<td>10291 7264  70.6%</td>
<td>9805  6971  70.4%</td>
<td>8557 6177 69.7%</td>
<td>-0.9%</td>
<td>3.8%</td>
</tr>
<tr>
<td>LA*</td>
<td>22706 14086 64.7%</td>
<td>21978 14651 66.7%</td>
<td>21442 14102 66.7%</td>
<td>20217 13562 67.4%</td>
<td>19465 12803 65.8%</td>
<td>-2.4%</td>
<td>1.7%</td>
</tr>
<tr>
<td>PA</td>
<td>10001 7106 67.0%</td>
<td>10995 7965 67.0%</td>
<td>10995 7475 68.0%</td>
<td>10541 7038 66.8%</td>
<td>9082 6395 66.0%</td>
<td>-1.2%</td>
<td>1.9%</td>
</tr>
<tr>
<td>BUS**</td>
<td>10154 6640 65.4%</td>
<td>10720 7073 65.9%</td>
<td>10279 6838 67.0%</td>
<td>9708 6430 66.2%</td>
<td>11006 7678 69.8%</td>
<td>-5.6%</td>
<td>6.6%</td>
</tr>
<tr>
<td>HUMSS</td>
<td>22671 12395 58.2%</td>
<td>22980 13614 59.2%</td>
<td>23983 14125 59.9%</td>
<td>22001 13322 61.1%</td>
<td>19851 11680 59.6%</td>
<td>-2.8%</td>
<td>2.5%</td>
</tr>
<tr>
<td>SEM****</td>
<td>24968 13620 56.1%</td>
<td>23178 12460 54.7%</td>
<td>22070 12065 54.6%</td>
<td>22065 11838 53.7%</td>
<td>21895 11277 51.3%</td>
<td>-4.9%</td>
<td>-8.9%</td>
</tr>
<tr>
<td>TTE</td>
<td>942  426  66.5%</td>
<td>909  562  58.0%</td>
<td>1184  609  58.3%</td>
<td>808  450  59.1%</td>
<td>734  455  62.0%</td>
<td>23.7%</td>
<td>-6.7%</td>
</tr>
<tr>
<td>LIBR</td>
<td>107  91  48.7%</td>
<td>374  144  38.5%</td>
<td>607  226  37.2%</td>
<td>596  246  41.5%</td>
<td>372  210  56.5%</td>
<td>36.0%</td>
<td>16.0%</td>
</tr>
</tbody>
</table>

**Notes:**
- SL: classes for all years counted under SL in the LA division.
- DOR: classes for 01-02 year counted under ENGT in the TECM division.
- *Includes SL classes for all years formerly in the HO division.
- **BCIS classes for all years counted under CIS in the SEM division.
- ***Includes BCIS classes for all years formerly in the BUS division.

DATA INCLUDE PRIMARY TERMS ONLY (FALL, SPRING)

THE FOLLOWING GRADE NOTATIONS WERE EXCLUDED: IX, RD, UG, UD, XX

DIVISIONS IN BLACK SHOW AN INCREASE IN SUCCESSFUL COURSE COMPLETION RATES

DIVISIONS IN RED SHOW A DECREASE IN SUCCESSFUL COURSE COMPLETION RATES

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C:\Documents and Settings\thany\Local Settings\Temporary Internet Files\Content.Outlook\6HO\VYXR\Student_Demographics_01-06_NON_Cerdit_042407.xls
### Table 3

#### Table 1. Term-to-Term Persistence Rates, First-Time Credit Students 18 and Older, Fall 2000-Spring 2005

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2000 Cohort n=3920</td>
<td>71.6%</td>
<td>51.7%</td>
<td>43.1%</td>
<td>35.6%</td>
<td>32.3%</td>
<td>24.5%</td>
<td>22.0%</td>
<td>16.8%</td>
<td>14.4%</td>
</tr>
</tbody>
</table>

#### Table 2. Next Term Persistence by Sex, First-Time Credit Students 18 and Older, Fall 2000

<table>
<thead>
<tr>
<th>Enrolled Fall 2000</th>
<th>Spring 2001 Enrollment Status</th>
<th>Did not enroll</th>
<th>Enclosed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female (n=1187)</td>
<td></td>
<td>28.3% (n=332)</td>
<td>71.7% (n=1549)</td>
</tr>
<tr>
<td>Male (n=1858)</td>
<td></td>
<td>31.5% (n=592)</td>
<td>68.5% (n=1266)</td>
</tr>
</tbody>
</table>

#### Table 3. Next Term Persistence by Ethnicity, First-Time Credit Students 18 and Older, Fall 2000

<table>
<thead>
<tr>
<th>Enrolled Fall 2000</th>
<th>Spring 2001 Enrollment Status</th>
<th>Did not enroll</th>
<th>Enclosed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian (n=293)</td>
<td></td>
<td>23.4% (n=68)</td>
<td>76.6% (n=223)</td>
</tr>
<tr>
<td>African American (n=235)</td>
<td></td>
<td>22.8% (n=521)</td>
<td>77.2% (n=158)</td>
</tr>
<tr>
<td>Filipino (n=84)</td>
<td></td>
<td>26.5% (n=22)</td>
<td>73.5% (n=62)</td>
</tr>
<tr>
<td>Hispanic/Latino (n=1684)</td>
<td></td>
<td>25.5% (n=419)</td>
<td>74.5% (n=1262)</td>
</tr>
<tr>
<td>Native American (n=41)</td>
<td></td>
<td>24.4% (n=11)</td>
<td>75.6% (n=33)</td>
</tr>
<tr>
<td>Other Non-white (n=123)</td>
<td></td>
<td>28.9% (n=35)</td>
<td>71.1% (n=91)</td>
</tr>
<tr>
<td>White (n=379)</td>
<td></td>
<td>28.2% (n=105)</td>
<td>71.8% (n=277)</td>
</tr>
<tr>
<td>Unknown (n=1088)</td>
<td></td>
<td>33.9% (n=369)</td>
<td>66.1% (n=719)</td>
</tr>
</tbody>
</table>

#### Table 4. Next Term Persistence by Academic Standing, First-Time Credit Students 18 and Older, Fall 2000

<table>
<thead>
<tr>
<th>Enrolled Fall 2000</th>
<th>Spring 2001 Enrollment Status</th>
<th>Did not enroll</th>
<th>Enclosed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Standing (n=359)</td>
<td></td>
<td>27.7% (n=96)</td>
<td>72.3% (n=359)</td>
</tr>
<tr>
<td>Progress Probation (n=24)</td>
<td></td>
<td>44.2% (n=10)</td>
<td>55.8% (n=133)</td>
</tr>
<tr>
<td>Academic Probation (n=153)</td>
<td></td>
<td>17.5% (n=27)</td>
<td>82.5% (n=125)</td>
</tr>
<tr>
<td>Progress and Academic Probation (n=2)</td>
<td></td>
<td>9.0% (n=4)</td>
<td>100.0% (n=3)</td>
</tr>
</tbody>
</table>

#### Table 5. Next Term Persistence by Local Cumulative Units, First-Time Credit Students 18 and Older, Fall 2000

<table>
<thead>
<tr>
<th>Enrolled Fall 2000</th>
<th>Spring 2001 Enrollment Status</th>
<th>Did not enroll</th>
<th>Enclosed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 15 (n=3728)</td>
<td></td>
<td>29.4% (n=1099)</td>
<td>70.6% (n=2633)</td>
</tr>
<tr>
<td>15-29.9 (n=194)</td>
<td></td>
<td>19.0% (n=38)</td>
<td>80.9% (n=156)</td>
</tr>
<tr>
<td>30-44.9 (n=3)</td>
<td></td>
<td>0.0% (n=4)</td>
<td>100.0% (n=3)</td>
</tr>
</tbody>
</table>

#### Table 6. Next Term Persistence by Cal Works Status, First-Time Credit Students 18 and Older, Fall 2000

<table>
<thead>
<tr>
<th>Enrolled Fall 2000</th>
<th>Spring 2001 Enrollment Status</th>
<th>Did not enroll</th>
<th>Enclosed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Referral Program (n=259)</td>
<td></td>
<td>16.0% (n=4)</td>
<td>84.0% (n=216)</td>
</tr>
<tr>
<td>County Referral Program Participant (n=3)</td>
<td></td>
<td>40.0% (n=2)</td>
<td>60.0% (n=3)</td>
</tr>
</tbody>
</table>

#### Table 7. Next Term Persistence by Day/Evening Status, First-Time Credit Students 18 and Older, Fall 2000

<table>
<thead>
<tr>
<th>Enrolled Fall 2000</th>
<th>Spring 2001 Enrollment Status</th>
<th>Did not enroll</th>
<th>Enclosed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day (n=2632)</td>
<td></td>
<td>23.6% (n=637)</td>
<td>76.4% (n=2205)</td>
</tr>
<tr>
<td>Evening (n=418)</td>
<td></td>
<td>44.2% (n=183)</td>
<td>55.8% (n=235)</td>
</tr>
<tr>
<td>Unknown (n=101)</td>
<td></td>
<td>40.0% (n=40)</td>
<td>60.0% (n=61)</td>
</tr>
</tbody>
</table>
Table 8. Next Term Persistence by Age, First-Time Credit
Students 18 and Older, Fall 2000

<table>
<thead>
<tr>
<th>Enrolled Fall 2000</th>
<th>Spring 2001 Enrollment Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Did not enroll</td>
</tr>
<tr>
<td>18-19 (n=2245)</td>
<td>20.3% (n=450)</td>
</tr>
<tr>
<td>20-24 (n=747)</td>
<td>38.8% (n=290)</td>
</tr>
<tr>
<td>25-29 (n=336)</td>
<td>40.5% (n=136)</td>
</tr>
<tr>
<td>30-34 (n=199)</td>
<td>42.2% (n=84)</td>
</tr>
<tr>
<td>35-39 (n=160)</td>
<td>38.1% (n=61)</td>
</tr>
<tr>
<td>40-44 (n=157)</td>
<td>37.6% (n=59)</td>
</tr>
<tr>
<td>50 or more (n=76)</td>
<td>36.8% (n=28)</td>
</tr>
</tbody>
</table>

Table 9. Next Term Persistence by Units Enrolled, First-Time Credit Students 18 and Older, Fall 2000

<table>
<thead>
<tr>
<th>Enrolled Fall 2000</th>
<th>Spring 2001 Enrollment Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Did not enroll</td>
</tr>
<tr>
<td>Less than 3 (n=269)</td>
<td>50.6% (n=136)</td>
</tr>
<tr>
<td>3.00-5.99 (n=1023)</td>
<td>43.5% (n=445)</td>
</tr>
<tr>
<td>6.00-8.99 (n=841)</td>
<td>29.3% (n=246)</td>
</tr>
<tr>
<td>9.00-11.99 (n=675)</td>
<td>19.1% (n=129)</td>
</tr>
<tr>
<td>12.00-14.99 (n=861)</td>
<td>14.5% (n=125)</td>
</tr>
<tr>
<td>15 or more (n=251)</td>
<td>13.1% (n=33)</td>
</tr>
</tbody>
</table>

Table 10. Next Term Persistence by GPA, First-Time Credit Students 18 and Older, Fall 2000

<table>
<thead>
<tr>
<th>Enrolled Fall 2000</th>
<th>Spring 2001 Enrollment Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Did not enroll</td>
</tr>
<tr>
<td>Less than 2.0 (n=1677)</td>
<td>43.1% (n=722)</td>
</tr>
<tr>
<td>2.00-2.49 (n=541)</td>
<td>20.7% (n=112)</td>
</tr>
<tr>
<td>2.50-2.99 (n=325)</td>
<td>10.8% (n=35)</td>
</tr>
<tr>
<td>3.00-3.49 (n=632)</td>
<td>18.4% (n=116)</td>
</tr>
<tr>
<td>3.50-4.00 (n=732)</td>
<td>17.5% (n=128)</td>
</tr>
</tbody>
</table>
C. Thematic Planning Agenda from Previous Self Study-Summary of Progress

**Agenda Item 1**
Revise the college mission statement and align institutional goals and outcome measures with it.

The Board of Trustees approves the college mission statement. The Board of Trustees approved the mission statement on January 19, 2005. The alignment of the mission review and revision process with the strategic planning process and cycle ensures that the college’s mission statement is considered within the context of Board priorities and goals and the institutional planning process. The Strategic Plan includes a timeline for revision of the mission statement. The progress toward incorporating the mission statement into planning and decision-making can be seen in the progress toward achieving the goals under the four Board priorities of the Cerritos College Strategic Plan 2005-2008. To that end, the college has developed a Planning and Resource Allocation process that links two processes central to planning and decision-making— unit planning and resources allocation to Board priorities and goals (Ref. 22).

**Agenda Item 2**
Coordinate planning activities to tie unit/program plans, Master Facilities, Strategic and Institutional Planning, and the budget into a unified process.

Since 2004, the college has made steady progress in making its mission central to institutional planning and decision-making. The college’s mission prompts institutional planning and decision-making through the Board priorities and goals articulated in the Cerritos College Strategic Plan 2005-2008. The progress toward incorporating the mission statement into planning and decision-making can be seen in the progress toward achieving the goals under the four Board priorities of the Cerritos College Strategic Plan 2005-2008. In the spring of 2007, a draft Planning and Resource Allocation process was discussed in Faculty Senate and Planning and Budget committee meetings. The Faculty Senate and the Planning and Budget committee approved the process. To that end, the college has developed a Planning and Resource Allocation process that links two processes central to planning and decision-making—unit planning and resources allocation to Board priorities and goals.

**Agenda Item 3**
Support new instructional delivery systems with faculty and student training opportunities and appropriate support services.

Cerritos College offers training through the Innovation Center to faculty and staff who want to learn technology usage. The college also provides technology training for students through the Academic Support Center, which offers parallel training to students on some of the applications that faculty use in their classrooms, labs, or online environment. All training materials in the Academic Support Center are available on their website.

**Agenda Item 4**
Establish an Institutional Evaluation Plan, which includes regular data collection, evaluation, and dissemination of information.
The college practices ongoing planning through the shared governance structure, the strategic planning process, and the integrated planning and resource allocation process. The integrated planning and resource allocation process is a cycle of Board goal implementation, unit planning, unit plan implementation, unit or program evaluation, and refinement or improvement.

The unit planning process, which states that instructional programs and support services units undergo a program review process on a regular cycle, brings evaluation and assessment of learning outcomes into the planning and resource allocation process. Integrated online unit planning and capital outlay forms have been developed and, while the online capital outlay request form has been piloted (spring 2006) and is in use for the 2006-07 fiscal year, the online unit planning form is being piloted in fall 2007. In the Planning and Budget Committee, the college introduced a draft of the integrated planning and resources allocation model and piloted the draft online capital outlay request form. The Guide to Planning and Resource Allocation includes the Planning and Budget Committee in the process.

To support the strategic planning cycle and the program review and unit planning processes, the Office of Research and Planning provides quantitative and qualitative data in the form of qualitative content analyses of feedback of the proposed mission and vision statements, program data, student survey data analyses, and instructional review and planning data.

**Agenda Item 5**
Define student learning outcomes to be utilized as the prime focus of curriculum/program development, evaluation of student success, and student support services.

The primary responsibility for the development of student learning outcomes is in the hands of the faculty. The Curriculum Committee instituted a requirement that all courses being proposed to the committee or up for review include student learning outcomes. Since all courses are reviewed on a three-year cycle, the college is at 93% completion on the inclusion of SLOs in the complete curriculum. The Curriculum Committee website contains information to aid faculty in understanding what constitutes an appropriate SLO and how to write them. Two faculty consultants, Jan Connal (Counseling) and Frank Mixson (English), have spearheaded the SLO initiative for the entire campus.

Vocational programs such as Physical Therapist Assistant, Nursing, Dental Hygiene, and Paralegal are externally accredited and are already primarily outcomes-based. The programs provide excellent models as the college begins to identify program outcomes in addition to the course outcomes that have been the focus up to this point.

Advisory committees play a large role for vocational/occupational programs in the identification of both course and program outcomes, as these programs rely on the expertise of members from the occupation or industry to keep the program informed of current needs and trends. A permanent agenda item for Advisory Committee meetings is a discussion of how well prepared our graduates are for employment in that particular vocation or occupation. Several externally accredited programs perform yearly follow-up surveys of graduates and employers to determine preparedness and effectiveness of graduates.
The institution is currently working on the development of a plan to methodically assess student progress toward the achievement of SLOs for programs and degrees. The faculty members in charge of spearheading this effort have developed a feedback loop which charts expected progress on this subject over the course of the next five years. This grid, beginning with Fall 2005 and running through Fall 2011, demonstrates a model for each program and department to develop SLOs, collect assessments, analyze evidence and implement changes based on that analysis.

**Agenda Item 6**
Systematically update information about the college in more than one language (as appropriate).

The general catalog, schedule of classes, and the college’s Web site are reviewed every time a print issue is produced by the Instruction Office and the Public Affairs Office. In addition, the *In Sight* newsletter, a bi-annual publication mailed to district residents, is reviewed under the same calendar. The Public Affairs Department annually reviews its policies and procedures.

Student success stories are featured in both the schedule of classes, the *In Sight* newsletter and posted on the college’s Web site home page. The print publications are mailed to over 170,000 district households and the Coordinator of Media Relations regularly produces news releases highlighting student achievements for pick-up by local news media.

**Agenda Item 7**
Revise Planning and Budgeting process to include more campus-wide input and dissemination of and adherence to a planning calendar.

The institution’s planning process is broad-based and growing with each academic year. The Strategic Plan Committee, Program Review Committee, Management Leadership Council, and Planning and Budget Committee offer opportunities for input by members of the Cerritos College campus community into processes to formalize a connection between institutional planning and resource allocation.

The current Strategic Plan covers the years 2005-2008. The goals set forth are intended to be put into effect through the Planning and Budget process. The linking of budget development to the Strategic Plan is relatively new. As of now, this process is in the beginning stages. We do have and share fiscal planning through the Planning and Budget committee but the long term goals of the Strategic Plans are not directly linked to the process. An example of linking financial planning to the strategic goals is a new process for capital outlay expenditures. In 2005-06, capital outlay funds were pooled for major equipment purchases. A request for use of these funds required that the purchase relate to or benefit one of the strategic goals. The Guide for Planning and Resource Allocation which integrates planning with resource allocation was adopted by the board on August 15, 2007.

The college has made significant progress in allocating necessary resources through the resource allocation process. One of the key components of the resource allocation process is the online capital outlay request form, which was piloted in spring 2006 and is in use for the 2006-07 fiscal year.
D. Longitudinal Student Achievement Data

Measures of student achievement are reported by student persistence, course success rates, and course retention rates. Student persistence is measured from two sources: Accountability Reporting for the Community College (ARCC) 2008 Report (October 2007) and a persistence study of first-time credit students 18 and older. ARCC data demonstrate that 70.1% of students persisted from fall 2005 to fall 2006, up slightly from 69.6% of students who persisted from fall 2003 to fall 2004 (fall to fall persistence). When examined from a next-term measure, 71.6% of students persisted from fall 2000 to spring 2001 (first-time credit students age 18 or older).

Other measures of student achievement include course success rates and course retention rates. From the measure of course success, 64.5% of students succeeded in credit classes (2005-06, primary terms only), up slightly from 63.8% of students in 2001-02. In terms of course retention, 80.9% of students were retained in credit courses in 2005-06 (primary terms only), compared to 78.1% of students in 2001-02.

Table 4

<table>
<thead>
<tr>
<th>ALL DIVISIONS</th>
<th>SUCCESSFUL COURSE COMPLETION RATES FROM 2001-2002 TO 2005-2006</th>
<th>RANK ORDER OF SUCCESSFUL COURSE COMPLETION RATES BY DIVISION, 2005-2006</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>01-02</td>
<td>02-03</td>
</tr>
<tr>
<td></td>
<td>Attempt</td>
<td>%</td>
</tr>
<tr>
<td>COLLEGE</td>
<td>120237</td>
<td>50.73</td>
</tr>
<tr>
<td>ETC</td>
<td>10121</td>
<td>70.87</td>
</tr>
<tr>
<td>TCHI</td>
<td>7861</td>
<td>70.41</td>
</tr>
<tr>
<td>CS</td>
<td>1387</td>
<td>65.23</td>
</tr>
<tr>
<td>SF/PRA</td>
<td>9311</td>
<td>63.18</td>
</tr>
<tr>
<td>LA*</td>
<td>22760</td>
<td>64.84</td>
</tr>
<tr>
<td>CA</td>
<td>10961</td>
<td>67.97</td>
</tr>
<tr>
<td>BUS**</td>
<td>10151</td>
<td>65.68</td>
</tr>
<tr>
<td>REMUS</td>
<td>22671</td>
<td>58.37</td>
</tr>
<tr>
<td>SEM***</td>
<td>24510</td>
<td>56.51</td>
</tr>
<tr>
<td>T&amp;G</td>
<td>942</td>
<td>62.56</td>
</tr>
</tbody>
</table>

Table 4

1SL classes for all years counted under SL in the LA division.
2DRAF classes for 01-02 year counted under DRAF in the TECH division.
3Includes SL classes for all years except for the 1RO division.
4**CS classes for all years counted under CS in the SEM division.
5**Includes CS classes for all years counted under CS in the IB division.

DATA INCLUDE PRIMARY TERMS ONLY (FALL, SPRING)
THE FOLLOWING GRADE NOTATIONS WERE EXCLUDED: EX, KD, UG, UE, XX

DIVISIONS IN BLACK SHOW AN INCREASE IN SUCCESSFUL COURSE COMPLETION RATES
DIVISIONS IN RED SHOW A DECREASE IN SUCCESSFUL COURSE COMPLETION RATES
Table 5

<table>
<thead>
<tr>
<th>ARCC Report</th>
<th>FTF Year</th>
<th>Number</th>
<th>Number</th>
<th>Persistence Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Cohort</td>
<td>Outcome</td>
<td></td>
</tr>
<tr>
<td>2007 final</td>
<td>Fall 02 - Fall 03</td>
<td>2,404</td>
<td>1,698</td>
<td>70.6%</td>
</tr>
<tr>
<td></td>
<td>Fall 03 - Fall 04</td>
<td>2,294</td>
<td>1,598</td>
<td>69.7%</td>
</tr>
<tr>
<td></td>
<td>Fall 04 - Fall 05</td>
<td>2,311</td>
<td>1,502</td>
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Table 6

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Data Source: California Community Colleges Management Information System (CCCMS).

* All courses include transfer/non-transfer, vocational/non-vocational, and basic skill/non-basic skill courses.
** Asian includes Chinese, Asian Indian, Japanese, Korean, Laotian, Cambodian, Vietnamese, Pacific Islander and other Asian. Hispanic includes Mexican, Mexican-American, Chicano, Central American, South American, and other Hispanic. Unknown includes all students for whom their ethnicity is unknown and/or who decline to state their ethnicity.
*** DISPS includes all students whose primary disability is one of the following types of disability: mobility impaired, visually impaired, hearing impaired, speech/language impaired, developmentally delayed learner, acquired brain injury, learning disabled, psychological disability, or other disability.

Note 1: Data include credit courses for primary terms only (Fall, Spring).
Note 2: Number (N) of students are duplicated because a student may take multiple courses.
E. Student Learning Outcomes Evidence Gathered to Date

Cerritos College has made significant progress in the articulation of course level Student Learning Outcomes, and the college has made steady progress towards completing the assessment cycle for a number of these courses. In implementing the SLOs, the college has been guided by three important principles: that the Student Learning Outcomes Assessment Cycle be meaningful, manageable, and sustainable.

Cerritos College began developing its SLO assessment process in 2005, after reviewing several exemplary models and a candid examination of our campus readiness and resources for engaging in the assessment of SLOs. The college then invited groups to engage in what is now called the Student Learning Outcomes Assessment Cycle (SLOAC).

The college defines the SLO assessment cycle as a four-step process: 1) Identify SLOs for a selected course, program, or service, and then identify one SLO for a given assessment cycle; 2) Develop and implement the SLO assessment; 3) Report and discuss the findings of the SLO assessment; and 4) Respond to the findings of the SLO assessment.

To make the process manageable, participating departments and units engage in the SLO assessment cycle for a single course or service, rather than assess all courses/services simultaneously. In the case of instructional departments, the one course is a “gateway” course, that is, a foundational course that many faculty members in the department are teaching or have
taught. The support services, on the other hand, focus on a widely used key service, such as academic advising.

Moreover, once the gateway course or key service is identified, the department/unit (or its designees) work collaboratively to develop a set of SLOs for a course or service. This collaboration is important because faculty members work together to determine as a group that which they wish students to know, be able to do, or value at the end of their course. In this way, the individual courses and instructors are more aligned with the outcomes of the department.

As the departments have moved into the development of assessment tools, some have engaged in faculty inquiry groups (FIG). The FIGs meet at regular intervals and use an empirical process of examining closely student work to develop rubrics by which a specific SLO will be assessed. The process has yielded rubrics for areas as diverse as “guidance and counseling,” “mathematics,” and English.

These academic and service areas are developing rubrics that assess students’ proficiency in an SLO as either “good,” “satisfactory,” or “emergent.” In this way, the department articulates clearly for themselves and the students the criteria for each level of proficiency. Also, through the use of the rubrics, faculty can develop a better understanding of what students did and did not learn, so that meaningful changes can be made to instruction and course design.

In Spring 2008, many of these areas will use the rubrics to assess a sampling of student work from their respective areas, and will serve as models for the academic departments and service areas that follow. At present, nearly 30 groups are working collaboratively to develop SLOs and rubrics or planning to assess student work. With each semester, the number of participating departments and service areas grows and the campus takes another step towards becoming a full-fledged culture of evidence.

F. Distance Learning Programs
Cerritos College began offering online classes in 1994. Mr. George Jagger offered an English 100 composition course and M.L. Bettino offered a reading course. The reading course was the first online basic skills course offered in California.

In 1997, the college established a Distance Education Program. The college offered 19 online courses that Fall. In 1998, the Faculty Senate approved online teaching guidelines and an online teaching certificate program through the Innovation Center. This was established to ensure that faculty were well trained before they could teach online. A support system for online instruction was soon established with the creation of the Distance Education and Technology Training Division in 1998. This included training and support through the Innovation Center and the Multimedia Production department. In 2000, the Learning Assistance Program was added to the Distance Education and Technology Training Division. This was renamed the Academic Support Center. Through this reorganization, support and training for online students was established.

By 2002 Cerritos College was offering 124 online courses. To better facilitate online learning, the college joined the Sakai Educational Partnership Program (SEPP) in order to bring Sakai, an open source learning platform, to the college. The college rolled out version 2.0 in the summer of
2006. It is upgrading to version 2.4 this Spring. Cerritos College has become a leader in the open source movement. Currently the college is offering 232 online courses.

G. External Independent Audits and Use of Federal Grant Monies
Cerritos College demonstrates integrity in the use of federal grant monies by conducting annual external independent audits of federal awards.
Abstract of the Self-Study

Standard I
Mission and Institutional Effectiveness

Cerritos College is driven by a mission statement that “builds futures through learning.” The mission of the college was derived through a dialogic process in which the entire campus provided input and commentary. The mission is published on most campus publications and on the website. It is from this mission that the college demonstrates its commitment to serving the community. Several programs are offered to meet the needs of a highly diverse student and community population.

Planning and decision-making for the institution is dictated by the Strategic Plan 2005-2008 which articulates Board priorities and goals. Several methods are in place to ensure the college’s adherence to the Strategic Plan. Cerritos College has a strong Shared Governance structure through which groups communicate and report on progress toward achieving student learning goals. Shared Governance and Faculty Senate committees regularly report activities, and through this communication, improve activities related to student learning. The Curriculum Committee works with academic programs to establish and review Student Learning Outcomes along with campus-designated SLOAC faculty using evidence-based data to assess student learning.

Program Review of instructional programs is firmly in place with new processes in the beginning stages for Student Services and Fiscal Services. Instructional Program Review is a data-driven process through which departments assess themselves for the purpose of establishing institutional needs and improving program effectiveness. Recently, the campus adopted a new Guide to Planning and Resource Allocation that integrates Unit Planning, Program Review, and Planning and Budget. This new guide, still in the initial pilot year, will strongly link all evaluative processes with resource allocation to best accomplish student learning outcomes established by each department.

Evaluation of the Planning and Resource Allocation process will need to take place this academic year in order for the college to create future goals and plans that will fully integrate processes intended to measure institutional effectiveness.

Standard II
Student Learning Programs and Services

Standard IIA
Instructional Programs

All instructional programs meet the goal of the college to inspire learning. Programs develop courses based on student need and also community and local economic need, and through the curriculum process, courses are evaluated and reviewed regularly to ensure their effectiveness and alignment with the goals of the institution. Cerritos College is a highly diverse campus. Delivery methods of instruction, locations of programs, and types of courses are all developed
and analyzed to fit the needs of the diverse student community. The college offers degree and transfer programs, Career and Technical training, distance education, developmental education and programs for non-native speakers. Community education additionally addresses the needs of the campus community looking to enrich their lives through education. Students participate in an assessment and placement process that establishes their progress through programs.

General Education requirements are reviewed through the Curriculum Committee. Faculty are currently working on transitioning general education standards to meet the change in the Education Code of non-transferrable English and Math courses as the graduation requirement to transfer level courses in English and Math. Courses are regularly evaluated and revised through the Curriculum Committee. In Tech Review, courses are changed in order to better meet state mandates or to address student needs.

The institution is in the beginning stages of developing and assessing Student Learning Outcomes campus-wide. In 2005, two faculty members were assigned to be the campus SLO coordinators. Working from a course level up, programs choose established SLOs to assess each year. The coordinators have developed a Student Learning Outcomes Assessment Cycle that allows programs to measure course outcomes on an ongoing basis. While the college has established this cycle, programs are only now beginning to go through this process. The SLO cycle is integrated into Unit Planning and Program Review.

Career and Technical training programs often participate in outside review through external accrediting boards or advisory groups. Information gleaned from these reports and/or sessions inform program improvement and is shared with the Program Review committee. Additionally core indicators are used to evaluate state-wide expected outcomes for career and technical programs.

The college continually meets the delivery needs of its students by providing distance education in online and hybrid courses. Additionally, Weekend College attracts students who work full time but who still want to further their education.

The Program Review process serves as the primary evaluation tool for programs to determine the institutional effectiveness and the project goals for program improvement. All instructional programs are reviewed on a six-year cycle. The results of Program Review are intended to drive Unit Planning and to inform Resource Allocation and Planning. A new Unit Planning process rolled out in 2007 allows programs to utilize their self study reports from Program Review to plan annual goals. This process goes a long way in tying program goals and planning with institutional planning.

**Standard IIB**

**Student Support Services**

Student learning is supported through the Student Services Division which provides many services available in person, on the web, or the telephone including Admissions, Counseling, Matriculation, Transfer, Career Assessment, Financial Aid, Disabled Student Services (DSPS) and Extended Opportunities Program and Services (EOPS). The college’s implementation of
PeopleSoft in 2005 has created a student interface that gives students much more access to records and services that facilitate their programs. Technical glitches in this software are being monitored as it is a new system and are being reconciled to allow for accurate and convenient access to student services.

Cerritos College employs counseling faculty who assist students with academic, career, and personal planning. Counseling services are also provided to students in specialized programs such as DSPS and EOPS. Counseling services are evaluated through Program Review. Additionally, there are several programs that are required to submit annual reports to outside agencies, most notably, the Chancellor’s Office. These programs include Matriculation, EOPS, DSPS, CARE, CalWORKs and Financial Aid. Each of these programs complete annual unit plans and incorporate salient data and goals from the annual reports. Student Learning Outcomes are established for Counseling and Guidance courses and they are in the process of evaluating one outcome this year. While all student services departments are in the beginning stages of a Program Review process, many have participated in outside validation and evaluation by sending annual reports to the Chancellor’s office.

Diversity is a core value that guides the Strategic Plan of Cerritos College. Student Activities promotes clubs that offer activities to appreciate diversity. Programs that address the needs of a diverse student population, including DSPS, EOPS, and International Students, are in place. Accessibility to programs and services is closely monitored. The college’s website can be translated into Spanish, Korean, or Chinese. More assessment is needed to determine which documents should be translated into languages other than English and to determine which staff members can provide translation.

**Standard IIC**

**Library and Learning Support Services**

The Library and Learning Resources Center support the needs of Cerritos College students in ways that enhance learning and success. The Library contains more than 110,000 books and subscribes to more than 300 magazines and newspapers. Library faculty work in conjunction with program faculty to support the learning of students in all academic areas. They provide study guides and library orientations that promote information literacy.

Housed in the Learning Resource Center are the Academic Support Center, the Innovation Center, the Language Center, the Math Learning Center, the Reading Center, the Writing Center, and the Computer Assisted Instruction (CAI) labs. The open CAI labs offer access to more than 200 PC and Macintosh workstations for students, faculty and staff use. The resources that allow the Library and the Learning Support Center to provide quality service to students are sufficient for the most part. An exception is the Library’s periodicals budget. The budget for periodicals has been only marginally raised in the past 18 years. Because of the increased cost for subscriptions, the Library has had to discontinue 60 titles. Plans are in discussion to move the periodicals budget into the General Fund budget of the college. The college’s Writing Center is also exploring funding resources to provide for tutor training and hiring, and educational equipment.
The Library and Learning Resource Center programs are in the process of developing student learning outcomes. However, each area evaluates its adequacy in meeting student needs through student surveys, faculty/staff surveys, and/or suggestion boxes.

**Standard III**

**Resources**

**Standard IIIA**

**Human Resources**

Cerritos College has policies in place for the selection, evaluation and development of all employees. Criteria for hiring the most qualified professionals are established by the Board of Trustees in accordance with Title 5 and state minimum qualifications. Efforts to ensure equity and sensitivity to diversity are well established in the hiring processes. Review of hiring procedures to comply with the guidelines of the new Equal Employment Opportunity plan is currently taking place. Faculty and staff evaluations are performed systematically in a timely manner, and confidentiality and security measures to ensure privacy of employee records are in place.

The Board of Trustees has established policies regarding equity in hiring. Policies are published in the board book and in the faculty handbook. Employees are aware of policies for unfair treatment.

Professional Development opportunities are provided through the Staff Development Office which offers a wide range of training opportunities that meet the various learning styles and needs of the college’s employees. Despite the lack of Staff Development funds for the past 5 years, the college continues to offer workshops, programs and events that further support teaching and learning.

A new Unit Planning process began in the fall of 2007. Consideration for faculty and staff needs, driven by a unit’s Program Review, are integrated with planning. Although this process is the in the first year, there are measures to ensure that prioritization and needs assessment are considered when planning human resources needs.

**Standard IIIB**

**Physical Resources**

The physical resources of Cerritos College including facilities, equipment, land and other assets are efficiently and sufficiently supporting the operations of the college. Planning for facilities use is determined by the shared governance committees of the Facilities Planning Committee, Planning and Budget Committee, Safety Committee and others. Evaluation of facilities and equipment is also performed by the Facilities Planning committee. The group ensures that planning is coordinated with institutional need.
Long-range capital plans are processed through the Educational Master Plan. Long-range projects inform institutional planning which starts with Program Review and then moves through the Shared Governance process in the Planning and Budget Committee.

**Standard IIIC**

**Technology Resources**

Several plans are in place to ensure that technology resources support the needs of student learning, faculty, and staff. Planning to establish technology goals takes place through the strategic planning process. Through this process, the college has taken an aggressive approach to ensure a robust and secure technical infrastructure, providing maximum reliability for students, faculty and staff. The Information Technology Department maintains the computer mainframe, and server and it has established a Computer Replacement Plan to keep the institution current technologically. Maintenance and updating occurs regularly and is supported with the allocation of ongoing replacement funds. Additionally, a Disaster Recovery Plan has been established to secure against unforeseen interruptions in service.

A Capital Outlay request system is in place for requests for additional computer, software, and or hardware needs. This process works in conjunction with the institution’s goals expressed in the strategic plan and with the Planning and Resource Allocation process.

The services of the Information Technology Department are evaluated through an online survey tool. Changes made to the operations of the department are related to responses to the survey.

The college is working on developing a program to automate Unit Planning which will streamline planning for all needs, including technological resources.

**Standard IIID**

**Financial Resources**

Substantial gains have been made since the last accreditation visit to integrate institutional planning and resource allocation with program review and unit planning. With the adoption of the Guide to Planning and Resource Allocation, the college is directly linking budget allocations with the goals stated in the Strategic Plan which is tied in with the institution’s mission to support student learning. Additionally, requests for Capital Outlay funds are prioritized in conjunction with the Planning and Budget Committee, a Shared Governance committee that considers all constituents’ needs.

The institution operates on a budget that is managed in a fiscally responsible way by Business Services. The Business Services Department diligently provides information on income and expenditures to the various campus constituents in the course of budget development. The campus maintains a 5% reserve. The college has an annual external audit to evaluate its financial management processes. The district is considered a low-risk audit district.

Additional communication of discussions of the Planning and Budget Committee need to be better communicated to all the campus. While the new Planning and Resource Allocation
process and the new Unit Planning process are just beginning, more will need to be assessed as these processes are utilized.

**Standard IV**

**Leadership and Governance**

Cerritos College has a widespread Shared Governance system with policies and procedures that are published, evaluated, and recognized by all parties including institutional executive leadership, the Board of Trustees, faculty, staff, and students. The Shared Governance system is meant to foster communication and coordination among all groups on campus and to promote student learning and success. The institutional leadership helms the college’s operations in meaningful and effective ways.

In 2004, the administration and the Board of Trustees led the campus in the successful passage of a General Obligation Bond. This challenge was met by all constituents of the campus including students, faculty, and staff as well as board members and administrative members. The passage of the bond created the need for planning which is facilitated by a Facilities Master Plan.

In 2007, the Coordinating Committee and the Faculty Senate, reviewed and revised the Shared Governance documents to ensure accuracy in the participating committee structures, and to increase the dialog among representative parties.

The Board of Trustees’ governance policies were also reviewed and revised in 2007. Participation in this process assured that statements of quality of program, integrity of institutional actions, and effectiveness of student learning programs were accurate and reflected the institution’s mission of enhancing lives through learning. The last board evaluation took place in 2002. The board is now working on conducting regular evaluation in accordance with its policy.

Strides were made in 2007 to integrate planning with institutional goals. The passage of the Guide to Planning and Resource Allocation, along with regular unit planning that is integrated with goals stated in the Strategic Plan, will facilitate this integration.
## Organization of the Self Study

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<td><strong>Fall 2005</strong></td>
<td>Form and convene self study steering committee</td>
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<td><strong>Spring 2006</strong></td>
<td><strong>Formation of committees and begin self study process</strong></td>
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<td>Feb 2006</td>
<td>Self-study process for accreditation 2008 begins</td>
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<td>March 2006</td>
<td>Solicit and establish Standards Committee co-chairs</td>
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<td>April 2006</td>
<td>Accreditation self-study workshop-Santa Ana (21 participants)</td>
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<td>May 2006</td>
<td>Committee co-chair orientation</td>
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<td>Committee meetings and reviews of self-study drafts</td>
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<td><strong>Spring 2007</strong></td>
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<td>February</td>
<td>Orientation to next phase</td>
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<td>Standard I – draft online for review</td>
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<td>Meet and discuss Standard II draft</td>
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<td>Meet and discuss Standard IV draft</td>
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**Cerritos College Accreditation (March 2008)**
Self Study Organization (2006-2007)
Steering Committee/Team Leaders/Co Chairs

**Steering Committee**
Bill Farmer, Vice President, Academic Affairs/Assistant Superintendent
Bob Livingston, Faculty/co-chair, Assistant Professor, Business Administration
Dr. Linda Rose, Administrator/co-chair-Instructional Dean, Liberal Arts

**Standard I: Institutional Mission and Effectiveness**
Team Leaders:
Lynn Serwin, Assistant Professor, English
Dr. Nathan Durdella, Director, Research and Planning
Subcommittee Members: Jackie Morales, Mark Fronke

**Standard II: Student Learning Programs and Services**
Team Leaders:
Stephen Johnson, Vice President, Student Services/Assistant Superintendent
Dr. Marijean Piorkowski, Professor, Physical Therapist Assistant

Co-Chairs:
A. Instructional Programs
   Dr. Carrie Gleckner, Assistant Professor, Health, Fitness/Wellness
   Dr. Connie Mayfield, Instructional Dean, Fine Arts/Communications
Subcommittee Members: Hal Malkin, Rich Cameron, Leslie Nishimura, Ken Matsuura,
Pam Chambers, Mark Shimazu (S)

B. Student Support Services
   Renee Chomiak, Dean, Counseling Services
   Dr. Georgina Guy, Instructor, EOPS Financial Aid Counselor
Subcommittee Members: Maria Boyol, Ben Pendleton, Terrie Lopez, Chris Sugiyama,
Yvette Tafoya, Monica Lopez, William Lotsteitch (S)

C. Library and Learning Support Services
   M. L. Bettino, Administrative Dean, Technology Training & Distance Education
   Patty George, Instructor, Mathematics
Subcommittee Members: Cynthia Alexander, Lorraine Gersitz, Lydia Alvarez,
Suzanne Crawford, Michelle Rodriguez
Standard III: Resources
Team Leaders:
  Jo Ann Higdon, Vice President of Business Services
  Steve Berklite, Professor, Automotive Technology
Co-chairs:
  A. Human Resources
     Dan O’Rourke, Director, Human Resources
     Adriana Flores-Church, Assistant Director, Human Resources
     Sue Parsons, Assistant Professor, Mathematics
Subcommittee members: Francine DeFrance, Adolph Johnson, Ni Bueno, David Young, Cheryl Thury, Debbie Thomas, Cynthia Convey, Judy Del Real (S)

  B. Physical Resources
     Roger Ernest, Instructor, English
     Robert Riffle, Director, Physical Plant
Subcommittee Members: David Young, Marla Burns, Danielle Carney, Tom Richey, Arcadio Avila, Luz Ocampo, Bryan Leighliter, E. C. Jones, Mike Villalobos, Patty McKinley

  C. Technology Resources
     Lee Krichmar, Director, Information Technology
     Dr. Bryan Reece, Associate Professor, Political Science
Subcommittee Members: Patrick O’Donnell, M. L. Bettino, Angela Hoppe-Nagao, Bernice Watson, Monica Morse (S), Evelyn Ryozaki

  D. Financial Resources
     Debra Moore, Associate Professor, Librarian
     Lola Rizkallah, Director, Fiscal Services
Subcommittee Members: Gayle Kline, Suzie Payne, Debbie Schmidt, Monica Castro, Kim Applebury, Ana Torres-Bower, Jessica Zaldivar (S)

Standard IV: Leadership and Governance
Team Leaders:
  Jenine Nolan, Instructional Dean, Health Occupations Division
  Bob Livingston, Faculty, Assistant Professor, Business Administration
Subcommittee Members: Norm Fujimoto (2005-2006), Jan Senf, Dan Smith, Lynn Laughon, Craig Breit, Joe Cobarrubio (S), Alex Armendariz (S-2005-2006), Rebecca Cuatepitzi (S-2007)

(S)=Student Members
Certification of Continued Compliance with Eligibility Requirements

1. Authority
Cerritos College is a public two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges and the Board of Trustees of the Cerritos Community College District. Cerritos College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. This organization is recognized by the Council on Postsecondary Accreditation and the United States Department of Education. Cerritos College offers programs accredited by the Commission on Accreditation of the American Dental Association; and the California Board of Registered Nursing.

2. Mission
The Board of Trustees of Cerritos College publicly affirms the institutions educational mission statement. The mission statement appears in the Cerritos College Strategic Plan and is published in the official college catalog. The mission statement is also published on the institutions Internet site.

3. Governing Board
The seven-member board of trustees of the Cerritos College district is an independent policymaking board, which ensures that the district’s educational mission is achieved. The board also ensures the quality, integrity, and financial stability of Cerritos College. Members are elected for four-year terms, and these terms are staggered. Board members have no employment, family or personal financial interest in the college or the district.

4. Chief Executive Officer
Cerritos College has a President who is appointed by the board of trustees. The CEO’s primary responsibility is to the institution. The CEO possesses the authority to administer board policies.

5. Administrative Capacity
The college employs one president, three vice presidents, and 51 managers and support staff for these positions. The number of administrative staff members at Cerritos College is sufficient to support the services necessary to implement the institution’s mission and purpose.

6. Operational Status
Cerritos College is operational with students actively pursuing programs in credit, non-credit, and not-for-credit programs. Approximately 21,960 students are currently enrolled

7. Degrees
Associate Degrees offered by the College are explained and published in the College Catalog. Further, the purpose of the degrees and their requirements is also explained in the catalog. Each degree contains a pattern of general education and major courses that lead students through patterns of learning that develop capabilities and insight including communication, mathematical calculations, modes of inquiry, awareness of culture and times, ethical considerations, and self understanding. The programs of the College are consistent with the institutional mission,
purposes, demographics, and economics of its community. A significant proportion of students are enrolled in programs leading to a degree or certificate.

8. Educational Programs
The principal degree programs offered at Cerritos College are congruent 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 degree offered. The majority of degree programs offered are at least two academic years in length.

9. Academic Credit
Cerritos College awards academic credits based on generally accepted practices in degree-granting institutions of higher education. Academic credits are 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 credit is based on Title V of the California Education Code and is cited in the Curriculum Handbook.

10. Student Learning Achievements
Cerritos College defines and publishes for each program educational objectives in the college catalog and course outlines.

11. General Education
The philosophy of general education coursework as created by the Curriculum Committee and approved by the Faculty Senate, is published in the College Catalog. Courses approved by the Curriculum Committee for inclusion into the general education requirements are evaluated by the Curriculum Committee as meeting this philosophy as well as the criteria for approval of general education coursework. Coursework is approved which additionally introduces students to the variety of means through which people comprehend the modern world. Content introduces the student to major areas of knowledge and provides an opportunity for students to develop intellectual skills, technological literacy, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity.

12. Academic Freedom
Board Policy 3031 states that “Cerritos College serves the common good by expanding the boundaries of knowledge and transmitting it imaginatively, preparing students for occupations and preparing them to live successfully in a free society. The fulfillment of this function necessarily rests on the preservation of academic freedom, which protects the rights of teachers in teaching and students in learning. The purpose of this statement is to promote understanding and support of both academic freedom and the corresponding responsibilities incumbent on the members of the academic community. The exercise of academic freedom is necessary if society is to be assured of receiving the benefits of honest intellectual search and unbiased transmittal of knowledge. Scholars must be free from pressures or demands that restrict their search in a manner that diminishes society's benefits. The transmittal of knowledge shall not be impeded by special interests, conflicting public opinion or unpopularity. Society must avoid a climate of education in which neither students nor faculty dare assert their ideas for fear of reprisal.”
13. Faculty
Cerritos College has 294 qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution’s educational programs.

14. Student Services
Cerritos College provides for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

15. Admissions
Cerritos College has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

16. Information and Learning Resources
Cerritos College provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

17. Financial Resources
Cerritos College documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

18. Financial Accountability
An audit of the accounts of the Cerritos College District, as required by state law, is made annually by an independent certified public accountant selected by the Board of Trustees. It is the duty of Fiscal Services to supervise and perform internal audit functions on receipts, expenditures, and transactions of student body organizations to assure the proper handling of these funds in accordance with Education Code. (Board Policy 6400)

19. Institutional Planning and Evaluation
Cerritos College’s planning process occurs through the College Committee on Planning and Budget, a shared governance committee with representation from management, faculty, classified staff, and students, which reviews, evaluates and revises the District’s comprehensive institutional plans. The committee also develops, reviews, and revises the District’s integrated planning and resource allocation processes. The District’s institutional planning process requires all units to develop annual plans and to undergo program review at least every six years.

20. Public Information
Cerritos College provides a catalog for its constituencies with precise, accurate, and current information. The catalog contains information on the vision, mission, philosophy and objectives of the college. Academic information about course, program, and degree offerings including calendar and program length as well as information on refund policies, and the academic credentials of faculty and administrators and related items is included in the catalog. The Class Schedule and other appropriate documents are posted on the College Website.
21. Relations with the Accrediting Commission
Cerritos College Board Policy 3200 states: “The President/Superintendent shall ensure that the District complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges and with the standards of other appropriate agencies that accredit special programs offered by the District.

The President/Superintendent shall keep the Board of Trustees informed of approved organizations that accredit the District and/or its programs and the status of accreditation reports for the District and its programs.

The President/Superintendent shall ensure that the Board of Trustees is involved in any accreditation process in which Board participation is required.

The President/Superintendent shall provide the Board of Trustees with a copy of any District accreditation report, a summary of any program accreditation report, and any actions taken or to be taken in response to recommendations in an accreditation report.”
Responses to Recommendations from the 2002 Comprehensive Evaluation

RECOMMENDATION #1: Create a clear timeline and well-defined process to revise its mission statement to ensure it continues to address current trends and issues affecting Cerritos College and its community. (Old Standard 1.3, 1.4) (New Standard IA.2; IA.3).

2005 Response
During 2002-03 and 2003-04, the college did engage in substantive analyses and discussion of issues confronting the college. The Office of Research and Planning conducted a variety of studies during this time including: a study of instructional expenditures, analysis of the preparation levels of entering students, performance of students in developmental education, and an environmental scan. These studies, in addition to other regularly produced information, provided the foundation for a year-long discussion, among selected faculty and the college’s executive team, related to the relevance and appropriateness of the college’s mission and vision statements. Against the backdrop of the year-long conversation, and with the arrival of the permanent president in July 2004, the Strategic Planning Committee was reconvened in fall 2004 to begin work on reviewing and revising the mission and vision statements.

This committee is comprised of representatives from key constituent groups across the institution including members of the Academic Senate, the classified union, other faculty, administration, Student Services, the Associated Students of Cerritos College, the Vice Presidents and President of the college and is facilitated by the Director of Research and Planning. Three workshops were conducted and the members were charged with establishing a dialogue with their constituent groups. After the second workshop, the President engaged the college-at-large through a President’s Message, delivered via the campus mail system, as well as through electronic mail, which solicited input regarding the values and goals expressed in three possible mission statements. Within six weeks, the President again sent a campus-wide message that a mission statement which identified salient themes recommended by the college had been crafted. The mission statement is published in numerous college publications that include: the college website, the printed catalog and printed schedule of classes, all business cards and in the Board Book.

On January, 19, 2005, the Board of Trustees adopted the following mission statement: “The Cerritos College mission is to serve the community by building futures through learning.” The college has developed a clear timeline and well-developed process for cyclical review and periodic revision of the mission statement.

Additional plans:
- Strategic Planning Committee will continue to meet to develop a draft of the vision statement and to review and refine the college’s goals and objectives
- Circulate draft statements to campus constituents for input
- Determine how the mission/vision statements will drive decision-making

2007 Update
The Strategic Plan includes a timeline for revision of the mission statement. The alignment of the mission review and revision process with the strategic planning process and cycle ensures that
the college’s mission statement is considered within the context of Board priorities and goals and the institutional planning process.

RECOMMENDATION #2: Make full use of the Office of Research and Planning to complete the development of a comprehensive planning and evaluation process that is guided by the college mission statement and integrates strategic, master and operational planning; unit planning based on appropriate program review; and the allocation of institutional resources. Both the planning process and a delineation of responsibilities for the implementation of the process should be communicated clearly to the entire campus community. (Old Standard 1.3, 1.4, 3.A.1, 3.A.3, 3.B.1, 3.B.2, 3.B.3, 8.5, 9.A.1) (New Standard IA.2, IA.3, IA.4, IB.5, IB.6; IVB.2)

2005 Response

As recommended, the Research and Planning Office presented a model for linking planning and budget. Several issues affecting the strategic planning process were identified including the current department-driven unit plan process. The department-driven structure is seen as supporting individual and program-driven priorities annually rather than moving the college toward achieving broad institutional goals and outcomes. While this allows for bottom-up participation, it commits current and future resources without sufficient analysis of the impact of these commitments. The college understands it needs to adopt a process that balances the need to achieve institutional goals and priorities with individual department and program needs. One way to achieve this balance is to establish wide-range strategic planning priorities at the institutional level by individuals who have a far-reaching perspective of the critical issues impacting the college and the resources available to solve problems. A rudimentary beginning of this process occurred in the 2003-2004 and 2004-2005 academic unit planning process with development of budget and institutional priorities as guidelines for the process and required outcomes assessment.

Another issue identified as impinging on the linking of planning and budget is historical base budgeting which maintains the dominance of existing departments, programs, and services by assuring that existing units receive the same levels of funding as in previous years. The failings of this assumption are obvious and imply the need for a systematic review of all departments and programs using benchmarks of efficiency, productivity, and other indicators to revitalize the allocation process so it can support new initiatives or program expansions that are highly efficient and productive, produce positive outcomes, and best support the college mission and goals. Currently, the college has no agreed-upon analytic processes in place at the institutional level designed to evaluate the efficiency and effectiveness of its programs and services within established resource structures. However, systematic data collection is ongoing and is utilized to analyze and evaluate stated objectives and specific programs and services.

Key to accomplishing an effective evaluation process is an articulated instructional vision/plan for the college that establishes deliberate, targeted expansion of programs, maintains other programs at relatively stable levels, and phases out programs that are obsolete or no longer viable. Though an instructional vision is narrower than an institutional one, the instruction program drives much of the college budget and plays the most significant role in the strategic planning priorities.
The college has begun to undertake analysis of the linking of planning and budgeting in the initial context of the Strategic Planning priorities, environmental scan, institutional assessment and budget forecast in conjunction with the broad institutional goals and priorities developed by the President and Vice Presidents. From this analysis, initiatives for each Vice President’s particular areas and ongoing communication between areas could be developed.

Beginning in 2002-2003, the President in conjunction with the Board of Trustees developed a set of Board Goals that were linked for the first time to the most recent strategic plan. The Board Goals adopted that year were directly related to the four areas of the strategic plan and included some additional areas the Board felt were necessary to address. These goals are returned to the Strategic Planning Committee for review and integration in the model linking planning and budget. This process has continued under the guidance of the new president in 2004-2005.

**Additional plans:**

- Planning and Budgeting Committee will:
  - Discuss/adopt draft model for linking planning and budgeting
  - Explore alternatives to historical base budgeting
- The college will develop an instructional vision/plan utilizing input from constituent groups. The Strategic Planning Committee will serve as the forum for discussion and develop a draft model.
- Based upon mission/vision statements, the Strategic Planning Committee will identify
  - Data needed for routine collection and timelines for collection
  - Processes for routine analysis of data
- The college will utilize data and planning/evaluation processes to implement the model linking planning and budgeting.
- The college will communicate processes to campus-at-large
  - Implementation of PeopleSoft will increase access to useable data for evaluation and planning.

**2007 Update**

To support the strategic planning cycle and the program review and unit planning processes, the Office of Research and Planning provides quantitative and qualitative data in the form of qualitative content analyses of feedback of the proposed mission and vision statements, program data, student survey data analyses, and instructional review and planning data. The institution’s planning process is broad-based and growing with each academic year. The Strategic Plan Committee, Program Review Committee, Management Leadership Council, and Budget and Planning Committee offer opportunities for input by members of the Cerritos College community into processes to formalize a connection between institutional planning and resource allocation. The integrated planning and resource allocation process is a cycle of Board goal implementation, unit planning, unit plan implementation, unit or program evaluation, and refinement or improvement.

The college has a significant amount of data and information on its website, including faculty resources, academic resources, community resources, student resources, and press releases. These information resources are available to community members, students, and faculty on the public website. Statistics on student achievement and student learning, including course completion rates, enrollment analysis, transfer rates, FTES analysis, age, ethnicity and
demographic statistics, are available for current periods of time on the Research and Planning website. Assessment data in the form of the Program Review process is reported to departments, Faculty Senate and the Coordinating Committee.

RECOMMENDATION #3: Place greater attention on institutional outcomes assessment, in particular student-learning outcomes, as they relate to institutional effectiveness and accountability. (Old Standard - 3.C.1) (New Standard IB, IIA)

2005 Response
The college recognizes that student learning outcomes and institutional outcomes need to be developed and a process for assessment of these outcomes put into place. Toward that end, several activities have occurred. The Curriculum Committee has required that every new or revised course include Student Learning Outcomes (SLO). The conversation around this has been about what SLOs are and how to measure them and continues to be about what can be done to insure the SLOs are meaningful and of use for evaluation and planning. A point of discussion has been that we should determine what we are about before we establish student learning outcomes. Development of an instructional vision/plan to implement SLOs will facilitate this process.

When the campus as a whole examines academic assessment, student learning outcomes become the focal point of discussion. What do the placement tests seek to show and how do the departments involved garner evidence of prior learning and preparedness? In 2003-2004, a campus-wide ad hoc Basic Skills Committee was formed to examine the issues and the current assessment tools and placements. Several recommendations were developed and are currently being implemented including one which required that departments that teach basic skill courses establish course offering patterns that are supported by research-based understanding of student learning. This would improve assessment and placement of students and monitor student learning outcomes.

To support both academic and operational staff in their understanding of SLOs, multiple workshops and lectures over the last few years were provided through Staff Development and grant-funded activities on and off-campus. One grant, the Visual Knowledge Project, supports faculty research in student learning outcomes and Cerritos College is the only community college in the west in the Carnegie Leadership Cluster, a research project funded by the Carnegie Foundation. A second, newly funded three year grant from the Hewlett-Packard Carnegie Foundation will support a faculty development program that focuses on increasing the success and retention of all students, particularly those requiring pre-collegiate courses in English and math, and will provide support for a systematic approach to improve student learning by structuring activities and assessing learning outcomes. These activities have widened the net of those who have been exposed to training about effective development of SLOs. The larger dialogue needs to address institutional outcomes. As an example of this on the Student Services side of the house, Career Services has been developing activities to demonstrate competencies and the other departments are identifying learning outcomes for their program outcomes assessment.
Additional plans:

- Develop an instructional vision/plan to implement Student Learning Outcomes
- Assign responsibility for developing the process and model for institutional learning outcomes across campus

2007 Update

The primary responsibility for the development of student learning outcomes is in the hands of the faculty. The Curriculum Committee instituted a requirement that all courses being proposed to the committee or up for review include at least one student learning outcome. Since all courses are reviewed on a three-year cycle, the college is nearing 100% completion on the inclusion of SLOs in the complete curriculum. As of December 2006, 1493 courses of approximately 1600 courses met this requirement. In addition to the Curriculum Committee requirement, faculty are instructed to write at least one student learning outcome during the tri-annual course outline review process. Some faculty members have assessed student learning outcome data and made subsequent course changes. The Curriculum Committee website contains information to aid faculty in understanding what constitutes an appropriate SLO and how to write them. Two faculty consultants, Jan Connal (Counseling) and Frank Mixson (English), have spearheaded the SLO initiative for the entire campus. After reviewing several exemplary models and a candid examination of the campus readiness and resources for engaging in the assessment of student learning outcomes, faculty members in charge of spearheading this effort have developed a feedback loop, which charts expected progress on developing SLOs over the course of the next five years. This grid, beginning in fall 2005 and running through fall 2011, demonstrates a model for each program and department to develop SLOs, collect assessments, analyze evidence and implement changes based on that analysis.

The student learning outcome assessment process for programs and degrees was developed in 2005. As a result of this review, two guiding principles for success emerged:

1) To be accepted and supported, the process must be manageable, sustainable and meaningful; and

2) To be credible, the process must be documented and undertaken in a deliberate, collaborative and methodical manner.

Using these principles, groups were invited to engage in what is now called the Student Learning Outcomes Assessment Cycle (SLOAC). SLOAC is a four-step cycle:

1) Identify student learning outcomes for a selected course, program or service, and then identify one student learning outcome for a given assessment cycle;

2) Develop and implement the student learning outcome assessment;

3) Report and discuss the findings of the student learning outcome assessment; and

4) Respond to the findings of the student learning outcome assessment.
To date, approximately 20 groups across campus (including instructional and student services areas) have initiated the above SLOAC in their areas. Groups are at different steps in the cycle. Measurement of student learning outcomes on a program and degree basis is in the early stages of development and requires completion of the assessment cycle to be able to make a comprehensive evaluation of this portion of the standard.

Nevertheless, considerable progress has been made in identifying course student learning outcomes, the process of assessment and change is slowly evolving. Student learning outcome identification for each course outline has nearly 100% compliance. However, the assessment and change portion of the process varies widely from course to course. Vocational programs are much more likely to have completed a cycle, while general education and transfer courses are still in the stage of identifying outcomes have only identified one or more outcomes. The Program Review Committee and the Student Learning Outcomes faculty consultants will continue assisting faculty with the development and assessment of student learning outcomes for programs and degrees. As programs enter the cycle for program review, faculty will be asked to submit measures of outcomes for courses, especially if there are budget needs that have been identified from the data collected in this assessment cycle. The Curriculum Committee and the Program Review Committee are a strong part of the systematic review of course relevance, appropriateness, currency and future needs and plans.

RECOMMENDATION #4: Extend the program review process, recently revised for instruction, to other non-instructional areas of the campus with appropriate accommodation to address the unique nature of each service area. Further, it should be clear to the campus community how the process of program review is connected to the planning and budgeting process, and, ultimately, to program improvement. (Old Standards 3.A.4, 4.D.1, 5.10, 9.B.6) (New Standards IA.2, IA.3-7; IIIB.2, IIIB.2.b, IIIC.2; IIID.g, IIID.3)

2005 Response
The college is committed to evaluation with the intent of improving programs and services. Existing Program Review processes are utilized in the development of unit plans that drive program improvement. The process linking unit plans to budget was addressed in the response to recommendation #2.

INSTRUCTIONAL PROGRAM REVIEW process has continued to be refined. In addition to the six-year self-study cycle, instructional divisions analyze a standardized set of measures compiled by the Research and Planning Office (e.g., FTE, TU, efficiency) in preparing annual unit plans. This practice was initiated in 2002, provides an evidence base for planning, and budget allocation through the unit planning process.

STUDENT SERVICES PROGRAM REVIEW has been addressed in a consistent approach using a variety of methods. There are several programs that are required to submit annual reports to outside agencies, most notably, the Chancellor’s Office. These programs include Matriculation, EOPS, DSPS, CARE, CalWORKs and Financial Aid. Rather than develop and submit separate program review documents, it was determined that these annual reports would
serve as program reviews. However, each of these programs complete annual unit plans and incorporate salient data and goals from the annual reports.

Other programs have developed appropriate program review methods using guidelines provided by the Council for the Advancement of Standards in Higher Education (CAS). The CAS standards have been used for the development of a program review check list including but not limited to the compilation of evidence, completing the assessment, identifying areas of strength and weakness, and formulating an action plan. It is expected that programs document their program review process through the unit plan.

Finally, validation of each program review is provided by a subcommittee from Student Services. Members of the subcommittee are from outside of the program area completing the program review.

BUSINESS SERVICES PROGRAM REVIEW – The College is committed to conducting program review in both the fiscal and facilities areas. However, since the last accreditation process, we have experienced several changes in key personnel in these areas. The Vice President/Assistant Superintendent of Business Services has resigned. We have been operating with an Interim Vice President and are in the final stages of selecting a permanent replacement for that position. We expect to have a permanent Vice President in place by early 2005. In the facilities area, both facilities managers are new to Cerritos College and each has less than one year’s experience at the college. Thus, these areas are experiencing substantial learning curves and challenges as would be expected under these circumstances. As soon as the new Vice President/Asst. Superintendent of Business Services has had an opportunity to make a transition to the college, he or she will complete program reviews in these areas.

Additional plans:

- Develop Business Services program review processes which
  - Identify indicators of unit success
  - Establish performance goals specific to indicators of success
  - Collect and analyze data pertinent to indicators of unit success
  - Utilize data to plan program improvement and resource allocation through the unit plan process
- Utilize model developed by Planning and Budget Committee to link unit plans to budget

2007 Update

The college uses an inclusive process to assure representation of all facets comprising the campus community, utilizing the input through shared governance committees, user groups, and instructional groups. The demand and frequency of usage of facilities repairs, replacement and maintenance, and other resources is driven by collection of needs data and upkeep through processes of several maintenance systems and shared governance committees such as the Facilities Planning Committee. To evaluate the effectiveness of services provided to the campus by the Facilities department, the college currently uses the work order process and R-25 for scheduling, support, tracking, and closing of needed maintenance and campus activities. To best utilize campus space, the college utilizes software programs R-25 and PeopleSoft to track the use and scheduling of facilities by the campus, the community and outside organizations.
The college factors institutional needs of the campus in concert with budget monies available to ensure a safe, secure, and healthy environment. All efforts are made to assess and inventory all building components to warrant that replacement, repair, and preventative maintenance schedules are maintained. The Facilities’ department works in accordance with the Curriculum Committee to provide the space needed and to forecast growth areas to meet the demands for future course offerings. The department relies on post-class evaluation reports from Program Review Validation Teams and students to ensure that their learning experience is satisfactory. Preventive maintenance reports also aid in the maintenance of each building and classroom space.

In prioritizing institutional needs regarding equipment purchases, the Facilities’ department has records of all pieces of equipment for maintenance, longevity, and productive use. Annually, the physical plant updates its Five-year Scheduled Maintenance Plan using data service contract preventive maintenance feedback and normal life cycle information. This allows the college to prioritize and plan years in advance.

The Information Technology Department uses a web-based survey tool to evaluate its overall performance. The aggregate survey results are available for viewing by the campus community. One question reads, “Overall, what letter grade would you give our IT Customer Service?” and as of May 2007 over 87% of the responses were “A” and 9% were “B”. Another question reads, “What service related improvements can you recommend?” and we received feedback primarily on two common themes. One that requested evening hours for IT helpdesk support, and a second requesting the technician (that is assigned to the ticket) provide an estimate on how soon service will be provided. The Information Technology Department made internal changes based upon this feedback. On technology related goals within the college strategic plan, the shared governance infrastructure is used to communicate progress. Many presentations have been made and positive feedback from administration and various committees during this process has been received.

The current Strategic Plan covers the years 2005-2008. The goals set forth are intended to be put into effect through the Planning and Budget process. The linking of budget development to the Strategic Plan is relatively new. As of now, this process is in the beginning stages. The college does have and shares fiscal planning through Planning and Budget but the long term goals of the Strategic Plans are not directly linked to the process. The only current example of linking financial planning to the strategic goals is a new process for capital outlay expenditures. In 2005-06, capital outlay funds were pooled for major equipment purchases. A request for use of these funds required that the purchase meet the requirement of/related to/benefit of one of the strategic goals. The Guide for Planning and Resource Allocation that integrates planning with resource allocation was adopted by the board on August 15, 2007.

RECOMMENDATION #5: Develop campus-wide strategies to increase its effectiveness in assisting students to better understand college programs, services, and transfer requirements. (Old Standard 5.2) (New Standard IIB.1; IIB.2.a-d; IIB.3.a)

2005 Response
Student access to accurate and timely information regarding programs, services and transfer requirements is a Cerritos College priority. The Counseling Department has made an effort to
increase opportunities for student access. Specific activities include weekly meetings attended by both full- and part-time counselors, counselor liaisons attend instructional division meetings to exchange information, Counseling and Admissions & Records staff are on-site the first two Saturdays of each semester, and two full-time counseling positions were added in the 04-05 school year. Use of online counseling has grown dramatically and has been broadened to include online orientation. A new bilingual (Spanish/English) student orientation will be piloted summer 2005. Institutional conversion to PeopleSoft is in progress and will significantly increase student access to academic information and personal academic records.

Transfer Center staff has made concerted efforts to address transfer awareness. “Transfer Tuesday” occurs every Tuesday evening and is a time for students to drop in to ask questions regarding transferring to four-year colleges and universities. Collaboration with EOPS, Project Hope and Puente projects has broadened the student population participating in bus trips to four-year institutions. Staff coordinates with the Associated Student Cabinet (ASCC), campus newsletter (Campus Connection) and the student newspaper (Talon Marks) to regularly publicize trips, open houses, campus workshops, and college/university representative campus visits. The Transfer Center homepage posts the calendar of events and is regularly updated. The director is working with Information Technology to create a common file for counselors to easily access the wealth of transfer and articulation information. Additionally, individual departments such as mathematics and biological sciences hold sessions each semester to inform transfer students regarding discipline specific transfer requirements. In fall 2005, a new course, Transition to the University, will be offered.

Cerritos College regularly updates its printed and electronic materials to ensure access to accurate information for internal and external audiences. This information comes in many forms, including brochures, flyers, catalogs, newsletters, news releases and calendars. The college’s centralized Office of Public Affairs ensures that all materials are designed and edited professionally for timeliness and accuracy. The office also works with several campus employees authorized to create and maintain departmental web pages to ensure that all of the site’s web pages contain current information.

A number of materials are available in both English and Spanish. A majority of publications in Spanish are found in our Adult Education area. These include the information brochure, selected flyers and advertisements for Spanish-speaking classes and programs. When needed, materials are also printed in other languages. When non-English publications are translated, the Public Affairs Office employs a native speaker to edit the copy to ensure its accuracy.

Additional plans:
- Develop a systematic program review process that incorporates student input to be utilized for evaluation and improvement of advisement services.

2007 Update

The College offers a variety of services to meet the needs of our diverse student body, many of which are available on campus and on-line, including online orientation and counseling. Students are served on a walk in and by appointment basis for extended hours. Counseling, Financial Aid, and Admissions, Records and Services are heavily used, as students need additional support to
complete their academic and vocational goals. The campus has a large population of students with disabilities who are supported very well by the Disabled Students Programs and Services counselors and staff. Student Health Services offered to students has grown considerably since the last accreditation visit. This Student Health Center administers to the wellness of students.

Additionally, the Student Health Center provides the medical screening and immunizations to all Health Occupational majors at an affordable cost. Student government and clubs offer additional learning experiences that broaden the achievement of learning. In summary, Cerritos College has a strong Student Service component which functions well in meeting the college’s mission.

Cerritos College researches and identifies the learning support needs of its student population through various methods. Students have an opportunity, during the time of matriculation into the college, to self-identify services they would like to receive information for by checking appropriate boxes on the admissions application. The services identified on the application are Disabled Student Programs and Services and Financial Aid. In addition, the students are provided with a supplemental handout listing all students’ services location and phone numbers. Information is available for other services in Admissions and Records. Furthermore, other learning support services such as reading, writing, and math centers are described in the college catalog and college website. The admission application package includes a diagram with “Steps to Getting Started” so students can find information on admissions, assessment testing, counseling, orientation workshops, and registration process. In the registration process, the new students are recommended to attend and complete an Orientation Workshop in order to receive an appointment to register online or by Falcon Phone.

There have been efforts to enhance the application and registration process for students through the refinement of our current online application and the development of more Web-based services. More than 90% of services provided by Admissions, Records and Services are accessible at www.cerritos.edu and MyCerritos portal, including application for admission, registration, adding or dropping classes, fee payment, and financial aid fee waiver, and catalog, schedule of classes, open classes, forms, grades, transcript request and verification of enrollment requests. In addition, TalonNet course management system is also a tool that is available to all students regardless of service location or delivery method.

In order to assure equitable access, Cerritos College has also restructured its outreach efforts and developed an Enrollment Management Steering Committee that includes representatives from Admissions, Records and Services, Academic Affairs, Academic Support Center, Counseling, Career and Assessment Services, Health Occupations, Institutional Research, and School Relations, which is representative of Shared Governance. In addition to the formalized committee, Veterans Affairs, DSP&S, Financial Aid, Project HOPE, Puente Project, Library and Learning Resource Center and programs, such as non-credit and credit ESL, also focus on the access and success of underrepresented and targeted populations.

RECOMMENDATION #6: The leadership of the college governance groups, including the Board of Trustees, work together to clarify, document, and communicate the processes used for campus decision-making, especially in such areas as planning and the allocation of resources. The documentation should include a clear delineation for responsibility for decision-making at each step in each process. (Old Standard 10 Preamble) (New Standard IVA.2)
2005 Response

LEADERSHIP – As documented by the visiting team in March 2002: “The staff is involved in participatory governance, but the issues of leadership and communication surfaced several times ... Although it is not always evident on the surface, there is clearly an underlying tension that impacts all of the constituencies. This tension was observed among members of the Board of Trustees; between the Board and the President; and between the President and the members of the College Coordinating Committee....”

Effective three months after the March 2002 Accreditation Team visit, the Cerritos College Board of Trustees placed the College President on administrative leave and decided not to renew her contract. Subsequently, the college functioned for two years with interim leadership which was selected from within. John Grindel, Vice President of Academic Affairs/Provost, was seated as Interim President/Superintendent and John Boyle, faculty member, was seated as Interim Vice President of Academic Affairs/Provost. In July 2004, after a nationwide search, Dr. Noelia Vela was seated as the President/ Superintendent of Cerritos College.

It is accurate that the college was functioning with a leadership void in the President’s Office at the time of the March 2002 visit. The Board of Trustees responded quickly and efficiently to address this problem. It should also be noted that, in the presence of unclear delineation of leadership and decision-making channels, the institution continued to move forward with delivery of high-quality instruction and student services. This was possible due to the dedication and strength of commitment of employees at all levels of the institution and particularly the guidance of interim leadership.

DECISION-MAKING PROCESSES – The Cerritos College campus climate is collegial and consultative. Institutional work and change occur within the context of a committee structure the membership of which is representative of campus constituencies. Examples of institutional committees include: Institutional Technology, Diversity, Planning and Budget, Facilities, and Strategic Planning. Occasionally, a particular task is assigned to an ad hoc committee which is dutifully representative of all areas of the campus, such as the Basic Skills Committee. This is a comfortable collegial and long-standing tradition at the college. In committee, input is collected from areas which might be impacted by the issue at hand. That input is then incorporated into proposed policy/procedure statements that are forwarded to the Coordinating Committee for broader review and circulation. Coordinating Committee membership includes representatives from all constituent groups and members are expected to serve as information conduits carrying pertinent input both to and from committee proceedings. The new college president has reinforced the representative and shared governance role of this committee and has charged committee membership to keep the college community informed. Proposals submitted to Coordinating Committee are: 1) returned to committee with additional input and suggested revisions, 2) recommended for implementation, or 3) forwarded to the Board of Trustees when the proposal involves institutional policy recommendations Decision-making regarding planning and allocation of resources has been addressed in the response to recommendation #2.

BOARD OF TRUSTEE ROLE – Separation of policy and procedure is currently being discussed by the Board of Trustees. Updates on this process are a standing Coordinating Committee agenda item.
Beginning in 2002-2003, the President in conjunction with the Board of Trustees developed a set of “Board Goals” that were linked for the first time to the most recent strategic plan. The Board Goals adopted that year were directly related to the four areas of the strategic plan and included some additional areas the Board felt were necessary to address. These goals, in turn, are returned to the Strategic Planning Committee for review and integration in the model linking planning and budget. This process has continued under the guidance of the new president in 2004-2005.

Additional plans:
- Clearly and consistently document institutional decision-making processes
- Institutional committees will make meeting minutes and pertinent documents available either electronically or through campus distribution
- Review existing Board policy to clearly separate policy and procedure
  - Policy statements will remain as Board policy
  - Procedures will be compiled in a manner determined by the Board of Trustees

2007 Response
Board Policy 2510*-Participation in Local Decision Making* specifically addresses shared governance and states: “The Cerritos College governance process allows decisions regarding policies and regulations of the college to include appropriate input from all relevant campus constituencies.” Additionally, Board Policy 2510 recognizes the Associated Students of Cerritos College as the representative body to offer opinions and make recommendations that have or will have “significant effect on students.” Board Policy 2510 recognizes faculty as key constituents in shared decision-making with formalized agreements to “rely primarily” and “mutually agree” on academic and professional matters. Board Policy 2510 also provides for a role for classified staff in college decision-making.

Cerritos College supports shared decision-making as evidenced by the Cerritos Community College District Shared Governance Purpose, Structure, and Process statement: “Decisions regarding policies and procedures to be recommended to the College President and Board of Trustees are the result of contributions from appropriate college constituencies that have been developed through the campus committee structure and forwarded to the College Coordinating Committee.” As implied by this statement, institutional work and change occur within the context of a committee structure the membership of which is representative of campus constituencies – faculty, staff, administrators, managers and students. Individuals who sit on committees are charged to represent the views and interests of their respective constituent group as opposed to personal or area specific interests and views. Committee members are charged to carry information back to their constituent group members. By design, the nuts and bolts of information/data collection and policy/procedure draft development occur in committee. Following committee action, the shared governance process specifies that recommendations from these committees are forwarded to the College Coordinating Committee. College Committee work is forwarded directly to the College Coordinating Committee; Senate Committee work is routed through Faculty Senate prior to submission to the College Coordinating Committee.

The structures and functions for shared decision making as described above and specified in the Shared Governance Handbook were reviewed and revised at the request of the College
Coordinating Committee in spring 2007. This activity is in response to the 2005-2008 Strategic Plan, objective 4, and goal 3.

Also in the Spring of 2007, the college adopted the Guide to Planning and Resource Allocation. Through this process, planning directly drives resource allocation, all employees have input through the unit planning process, and the College Committee on Planning and Budget is the forum through which constituents have a substantial voice about planning and resource allocation. This process was discussed, revised and approved through Faculty Senate, the College Committee on Budget and Planning, the Management Leadership Council, and the College Coordinating Committee. The Board of Trustees approved the revised plan on August 15, 2007.
Standard I

Standard IA.1
The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary
Cerritos College is a public, open access community college that offers a wide range of programs and services to a student population that includes students from low socioeconomic and under-prepared backgrounds. The college offers transfer, career and technical, basic skills, pre-collegiate, and continuing education programs as well as significant support services and activities to address the particular needs of its students and the community. The college establishes programs and services that are consistent with the stated mission, vision, and values as well as with the student population through discussions in and outcomes of strategic planning, a cycle of institutional data collection and assessment, and the development of a unique set of programs and services.

The mission, vision, and values outline the college’s character and purposes and are articulated in the Board priorities and goals in the Cerritos College Strategic Plan 2005-2008 (Ref. 1). The college has held discussions about its character and purposes through the strategic planning process (Ref. 2). The dialogue has extended to members of the campus and surrounding community by campus forums and feedback forms on the college mission and vision (Ref. 3, 4). The college has developed programs and services to respond to the needs of students and the community through a broad base of core programs and targeted student learning programs and services. The core program offerings include Business Education; Community, Industry & Technology Education; Fine Arts; Health Occupations; Health, PE & Athletics; Humanities and Social Science; Liberal Arts; Science, Engineering & Mathematics; and Technology. Several targeted student learning programs include Project HOPE, Title V Gateway Program, Strengthening Pre-Collegiate Education in the Community College (SPECC), The Scholars’ Honors Program (SHP), The Cerritos College-Northwood University program, Teacher TRAC program, and the Cerritos College Teaching Secondary School Scholar program. In addition, the college offers students access to services like Extended Opportunity Programs and Services (EOPS), Disabled Student Programs and Services (DSPS), adult re-entry services, and career services (Ref. 5, 6, 7, 8, 9, 10). Students have access to programs to meet their specific educational and career needs.

In addition to these programs, the college has developed courses and programs to meet the needs of students who require instruction on the weekend or online via the Internet. The Cerritos College Weekend College, which currently has three cohorts of students and is working on recruiting more, meets on Friday evenings and all day Saturday and allows students to finish an Associate’s degree or prepare for transfer in four semesters and one summer (Ref. 11). Like the Weekend College, the college’s distance education course offerings, which have grown in the last five years, make instruction, orientations, and counseling available online to students (Ref. 12, 13). Finally, the First-Year Experience program tailors instruction and courses to first-time, first-year students. The college offers 200 plus degrees and programs (Ref. 14).
The college establishes and develops student learning programs that are consistent with the college’s character, purposes, and student population. The diversity of the student and community population is reflected in the unique and diverse set of student learning programs and services at the college. Through dialogue and discussion, supported by institutional data and assessment, the college has established a sense of its character and purposes in response to the needs of its diverse student population.

**Self-Evaluation**
The college meets the standard.

**Planning Agenda**
None.


**Standard IA.2**  
The mission statement is approved by the governing board and published.

**Descriptive Summary**  
The college mission statement is approved by the Board of Trustees, the college’s governing board. The mission statement was approved by the Board of Trustees on January 19, 2005. The excerpt minutes of the regular meeting of the Board of Trustees reads: Adopted the revised College Mission Statement as follows: “[The] Cerritos College(‘s) mission is to serve the community by building futures through learning.” (Ref. 15).

The mission statement is published in numerous college publications. The Cerritos College Strategic Plan 2005-2008, which was established with information solicited from the entire campus, publishes the college mission statement along with the college’s vision and values statements (Ref. 1). In addition to the Cerritos College Strategic Plan 2005-2008, the mission statement is on the college’s home webpage—where students, faculty, staff, and the public access college information and online services (Ref. 16). Further, the college publishes the mission statement in various institutional documents, including the college catalogue and schedule of classes (Ref. 17, 18). In addition, the mission statement is printed on every business card and it is published in the Board Book.

**Self-Evaluation**  
The college meets the standard.

**Planning Agenda**  
None.
**Standard IA.3**

Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

**Descriptive Summary**

The college periodically reviews and revises the mission statement in the context of the six year strategic planning cycle. In the development of the Cerritos College Strategic Plan 2005-2008, the mission statement was reviewed, evaluated, and revised with significant input from the campus community. The Strategic Plan includes a timeline for revision of the mission statement. The alignment of the mission review and revision process with the strategic planning process and cycle ensures that the college’s mission statement is considered within the context of Board priorities and goals and the institutional planning process.

In 2004-2005, the mission statement review and revision process occurred in the strategic planning process. The Strategic Planning Committee coordinated the review and revision of the mission statement (Ref. 19, 2). The review and revision process extended beyond the Strategic Planning Committee through submission of proposed mission and vision statements to open campus forums and through electronic and paper-based invitations to provide feedback on the proposed mission and vision statements (Ref. 20). Feedback of the proposed mission statement was analyzed through qualitative content analyses by the Office of Research and Planning and submitted to the Strategic Planning Committee (Ref. 21).

**Self-Evaluation**

The college meets the standard.

**Planning Agenda**

None.
Standard 1A.4
The institution’s mission is central to institutional planning and decision-making.

Descriptive Summary
Since 2004, the college has made steady progress in making its mission central to institutional planning and decision-making. The college’s mission prompts institutional planning and decision-making through the Board priorities and goals articulated in the Cerritos College Strategic Plan 2005-2008 (Ref. 1). The progress toward incorporating the mission statement into planning and decision-making can be seen in the progress toward achieving the goals under the four Board priorities of the Cerritos College Strategic Plan 2005-2008. To that end, the college has developed a Planning and Resource Allocation process that links two processes central to planning and decision-making—unit planning and resources allocation to Board priorities and goals (Ref. 22).

Self-Evaluation
Although the college has made significant progress towards making the mission central to institutional planning and decision-making, work remains to comprehensively integrate the mission into these processes. With the 2004-05 revision of the mission statement and the incorporation of the mission statement in the Cerritos College Strategic Plan 2005-2008, the college has moved closer to meeting the standard. In the spring of 2007, a draft Planning and Resource Allocation process was discussed in Faculty Senate and Planning and Budget committee meetings. The process was approved by the Faculty Senate and the Planning and Budget committee (Ref. 23, 24). This process combines Program Review, Unit Planning and capital outlay requests in one on-going process.

Planning Agenda
The college has to continue the strategic planning cycle and practice of identifying, implementing, and assessing Board priorities and goals. Further, the college has to systematically implement the Planning and Resource Allocation process. The adoption and implementation of the Unit Planning Process, via an online unit planning form, in concert with the draft online capital outlay request process, both of which rely on the identification of Board priorities and goals, will signal significant progress in incorporating the college’s mission into institutional planning and decision-making.
**Standard IB.1**
The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

**Descriptive Summary**
The institution engages in dialogue about institutional processes and student learning on a regular and ongoing basis. One of the most important efforts that has been emerging on campus since 2003 is the discussion and implementation of Student Learning Outcomes for instructional and student services programs, including a timeline for completion of SLOs at the course, program and institutional level. The Curriculum Committee adopted its first policy on SLOs in February 2003 ([Ref. 25](#)). Additionally, their handbook indicates that all members of the campus community involved in curriculum development and review are familiar with and are writing SLOs for courses ([Ref. 26, 29](#)). The focus on evidence-supported continuous improvement has become a part of several other processes, including Program Review, VTEA Intensive Improvement Program Process, and the Planning and Resource Allocation Process ([Ref. 27, 28, 22](#)).

Most shared governance committees report to the Coordinating Committee regularly to engage in dialogue regarding progress in their respective processes ([Ref. 29](#)). Staff Development activities also reinforce the dialogue of improving student learning ([Ref. 30](#)). Several workshops and lectures are held to discuss student learning and the importance of data and research used in the evaluation of student learning including a workshop on SLOs with Norena Badway on campus in April 2006 and a workshop with Randy Bass on the Visible Knowledge Project in 2004 ([Ref. 31, 32](#)).

**Self Evaluation**
The discussion of SLOs is emerging and ongoing. Faculty consultants work with instructional programs and student services units to establish and assess their learning outcomes ([Ref. 34](#)). They report progress to the administration on a regular basis ([Ref. 33](#)). Institutional data and research are a part of most discussions regarding student learning and outcomes. Most of the college’s faculty members are working to develop and implement SLOs at the program level leading to implementation of institutional outcomes.

**Planning Agenda**
The SLOAC faculty consultants will continue to work with departments to establish and assess Student Learning Outcomes (SLOs).
Standard IB.2
The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary
Priorities and goals to improve institutional effectiveness were set through the most recent strategic planning cycle. The Strategic Planning Committee establishes criteria to set institutional priorities and goals. The criteria is based on providing the best possible educational program and services as well as best practices for leadership, management and operation of the college (Ref. 35).

The Cerritos College Strategic Plan 2005-2008 articulates Board (i.e., institutional) priorities and goals. Each Board priority has a set of goals that are associated with activities and responsibilities to implement and assess the goals. The four Board priorities are (1) Institutional Effectiveness, (2) Learning Centered Institution, (3) Resource Management, and (4) Governance & Leadership. To ensure goal implementation and evaluation, the college assigns positions with overall responsibility and identifies activities, completion dates, and funding sources to each strategic plan goal (Ref. 1, 36). In 2007, the college adopted the Guide to Planning and Resource Allocation which includes the capital resource needs for activities associated with Board priorities and goals.

Self-Evaluation
The college has developed, articulated, and made significant and measurable progress in achieving institutional priorities goals in the Cerritos College Strategic Plan 2005-2008.

Planning Agenda
The college has to reconvene the Strategic Planning Committee to review, assess, and revise institutional priorities and goals in the Cerritos College Strategic Plan 2005-2008 and plan for the next strategic planning cycle.
**Standard IB.3**
The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

**Descriptive Summary**
The college practices ongoing planning through the shared governance structure, the strategic planning process, and the integrated planning and resource allocation process. The integrated planning and resource allocation process is a cycle of Board goal implementation, unit planning, unit plan implementation, unit or program evaluation, and refinement or improvement ([Ref. 1, 22](#)). In the most recent cycle, the Strategic Planning Committee convened in 2004-05 to review the strategic planning cycle and review, evaluate, and revise the Board priorities and goals. Since 2004-05, the college has made significant progress in drafting and discussing an integrated planning and resources allocation model in accordance with the Board priorities and goals.

The unit planning process, which states that instructional programs and support services units undergo a program review process on a regular cycle, brings evaluation and assessment of learning outcomes into the planning and resource allocation process. The integrated online unit planning and capital outlay forms have been developed and, while the online capital outlay request form has been piloted (spring 2006) and is in use for the 2006-07 fiscal year, the online unit planning form is being developed and scheduled to be piloted in fall 2007. In the Planning and Budget Committee, the college has introduced the draft integrated planning and resources allocation model and piloted the draft online capital outlay request form ([Ref. 37](#)). The Guide to Planning and Resource Allocation includes the Planning and Budget Committee in the process.

To support the strategic planning cycle and the program review and unit planning processes, the Office of Research and Planning provides quantitative and qualitative data in the form of qualitative content analyses of feedback of the proposed mission and vision statements, program data, student survey data analyses, and instructional review and planning data ([Ref. 38, 3, 4, 27, 39](#)). In addition, to support the unit planning process for other plans (e.g., the draft Enrollment Management Plan 2007-2010), the Office of Research and Planning assisted in the construction of and is committed to the assessment of measures of progress toward achieving the objectives of these other plans ([Ref. 40](#)).

**Self-Evaluation**
The college has made progress in discussing, drafting, and revising the proposed integrated planning and resource allocation model, developing online unit planning and capital outlay requests forms, piloting and implementing the online capital outlay request form, and supporting the cycle of evaluation, planning, resource allocation, and reevaluation through institutional data and analyses. In the Spring of 2007, the Planning and Budget Committee and Faculty Senate adopted the Resource Allocation Process.
Planning Agenda
With development in spring 2007 and pilot testing in 2007-08, the online unit planning form will support the institutional planning process. To build the institutional capacity to make more data available to support the cycle of evaluation, planning, resource allocation, implementation, and reevaluation, the college has to examine current institutional research and planning resources.
**Standard IB.4**
The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

**Descriptive Summary**
The institution’s planning process is broad-based and growing with each academic year. The Strategic Plan Committee, Program Review Committee, Management Leadership Council, and Planning and Budget Committee offer opportunities for input by members of the Cerritos College campus community into processes to formalize a connection between institutional planning and resource allocation (Ref. 1, 27, 41, 37).

The college has made significant progress in allocating necessary resources through the resource allocation process. One of the key components of the resource allocation process is the online capital outlay request form, which was piloted in spring 2006 and is in use for the 2006-07 fiscal year.

**Self Evaluation**
The piloting and implementation of the online capital outlay form has not been fully integrated into the institutional planning processes. The Management Leadership Council is having conversations regarding integration. Additionally, the Faculty Senate, Coordinating Committee, Planning and Budget, and Program Review have all adopted the Resource Allocation Process.

**Planning Agenda**
The institution must continue dialogue and integration of planning and resource allocation with Program Review and program improvement.
**Standard IB.5**
The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

**Descriptive Summary**
The college has a significant amount of data and information on its website, including faculty resources, academic resources, community resources, student resources, and press releases. These information resources are available to community members, students, and faculty on the public website. Statistics on student achievement and student learning including course completion rates, enrollment analysis, transfer rates, FTES analysis, age, ethnicity and demographic statistics are available for current periods of time on the Research and Planning website. The Office of Public Relations sends out press releases to local new agencies and direct mailings to local residences. The press releases include specific student success stories where significant accomplishments are celebrated (Ref. 42). Finally, assessment data in the form of the Program Review process is reported to departments, Faculty Senate and Coordinating Committee (Ref. 27).

The college has dedicated significant resources and developed a new enterprise system with PeopleSoft. In addition, the college has recently developed and plans to utilize a Data Warehouse to extract data from PeopleSoft. On an ongoing basis, the college maintains several databases, including databases on course and room scheduling and Management Information System (MIS) databases (Ref. 43).

Perkins/VTEA core indicator data are used to determine quality of Career and Technical Programs.

**Self Evaluation**
While the amount of information available on the college website and in college databases is very comprehensive, and is used internally by faculty and administrators to evaluate enrollment trends and student success, it is not clear exactly how effective this method is at reaching members of the local community. A significant amount of printed material is sent to local residences. The college performs various outreach programs by conducting campus tours for local high schools, presentations at local high schools, and community events where the programs are showcased. The most significant concern in this area is the lack of assessment techniques for whether the activities are effective at communicating student success to the community.

**Planning Agenda**
The institution will consider developing a mechanism for assessing the effectiveness of communicating student success to the public, and it will consider including other community groups in the mailings of college materials (class schedules, brochures, newsletters, etc) who might have more interest in the materials than the general public (i.e., local businesses, service organizations, government and military installations).
**Standard IB.6**
The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

**Descriptive Summary**
Cerritos College operates several processes to facilitate planning and resource allocation. The college Strategic Plan coordinates the planning and resource allocation processes with the Board of Trustees’ identified goals from 2005 to 2008 (Ref. 1). Additionally, the institution participates in regular Program Review of Instructional programs, and conducts regular meetings of the Planning and Budget Committee (Ref. 44). Planning processes are about to have a formal integration with resource allocation with the recent adoption of the Guide to Planning and Resource Allocation (Ref. 22).

**Self Evaluation**
Discussion among Faculty Senate, Program Review Committee, Planning and Budget Committee, and Management Leadership Council demonstrates that communication regarding prioritizing need and resource allocation is occurring (Ref. 1, 27, 36, 41, 37). This evidence suggests that modification of all parts of the cycle is currently ongoing. Recently adding a representative from the Program Review Committee to the Planning and Budget Committee further expands the dialogue. Since all groups involved want to be better connected and want to coordinate efforts for institutional improvement, the college is working on compliance with this standard.

**Planning Agenda**
The discussion, development, and implementation of planning and resource allocation processes need to be ongoing. Additionally, Program Review’s yearend report is now delivered to Faculty Senate and Coordinating Committee.
Standard IB.7
The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary
The institution has a systematic Program Review Process in place that reviews all instructional programs on a 6-year cycle. Programs that undergo outside accreditation report findings to the Program Review Committee for inclusion in a final report that is representative of institutional themes present in each year. The committee is a Faculty Senate Committee with representation from across campus. Additionally, every fall, faculty are recruited from across campus to participate in validating the self studies of the programs up for review. At the end of the validation process each spring, a report is given to the Faculty Senate and Coordinating Committee with the results of the annual review. Requests for program needs including personnel, facilities, and technology are relayed in this report (Ref. 27). Student Support Services has made a plan to review its programs (Ref. 34).

Self Evaluation
The Program Review Committee is undergoing an evaluation of its process to better align it with new Accreditation Standards and to link with Student Learning Outcomes that result in program improvement. Dialogue is occurring in Faculty Senate, Planning and Budget Committee, and Management Leadership Council that include new policies for linking Program Review with Unit Planning and ultimately with the Planning and Budget Committee. This widespread accountability will ensure the quality of programs within the institution (Ref. 45).

Planning Agenda
Continued progress is being made in updating unit planning and Program Review. The institution must connect these two processes for sound planning. Discussions about program assessment or review need to initiate and/or continue in the student support and business services areas.
References

1. Strategic Plan
2. Proceedings from Mission and Vision Workshops 1, 2, and 3
5. Project HOPE Program Description and Midterm report
6. Title V Gateways Grant Program Overview
7. Carnegie SPECC Grant Program Website
8. Cerritos College-Northwood University Program
9. Cerritos College Teacher TRAC Website
10. Cerritos College Teaching Secondary School Scholar Program Website
11. Cerritos College Weekend College Website
12. Cerritos College Distance Education Website
13. Cerritos College Counseling Website
14. Facts at a glance from the college catalog
15. BOT Approve Mission Statement 01-19-05
16. Cerritos College Website Homepage
17. Cerritos College 2007 Spring Schedule back cover page
18. Cerritos College 2006-07 General Catalog front cover page
21. Mission Survey Results November 2004
22. Cerritos College Guide to Planning and Resource Allocation
23. Minutes from Faculty Senate when resource allocation process was approved
24. Minutes from Planning and Budget when resource allocation process was approved
25. Curriculum Committee minutes
26. Curriculum Committee handbook
27. Program Review Website
28. VTEA Intensive Improvement Program Process
29. Coordinating Committee minutes
30. Staff Development webpage
31. SLO Workshop
32. Campus Connection
33. SLO meeting minutes and timeline
34. Student Services Program Review Plan
35. Agenda Strategic Planning Committee Retreat April 15, 2005, May 12, 2005, and June 3, 2005
36. Cerritos College Strategic Planning Website
37. Planning and Budget Committee agendas
38. Cerritos College Office of Research and Planning Website
39. Program Review Data Request Procedures Final Draft
40. Cerritos College Enrollment Management Plan draft 2002-2010
41. Planning and Budget committee website
42. College Website and Resources links
43. Information Technology website
44. Planning and Budget Committee meeting minutes
45. Faculty Senate President email February 13, 2007
Standard II

Standard IIA.1
The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary
The College’s mission of building futures through learning is demonstrated by the course approval process which requires that a course or program justify its need within the mission and goals of the college as well as meeting the Education Code for coursework to be offered at a community college (Ref. 1, 2). These factors are considered by the Curriculum Committee, proposing faculty, and instructional administrators for all courses offered at Cerritos College to insure their integrity. To add to this assessment of courses and programs, faculty members are required to review and revise courses on a three year cycle (Ref. 3). Changes that involve units, hours, titles, descriptions, and major changes in content must also be approved by the Curriculum Committee (Ref. 4). Courses containing prerequisites, co-requisites, or recommendations are reviewed by faculty on a six-year cycle to make sure that the soundness of choice in establishing the prerequisites, co-requisites, and or recommendation is still valid (Ref. 5).

Self Evaluation
This standard is well served by the process described in the paragraph above.

Planning Agenda
None.
**Standard IIA.1.a**  
The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

**Descriptive Summary**  
The College offers a variety of programs to meet the needs of our students. Associate in Arts Degree and transfer programs are offered for the students requiring advancement of their academic knowledge. Associate Degree and vocational programs of varying lengths either prepare students for employment or upgrade skills for existing employment (Ref. 6). Preparatory coursework for students needing skills to achieve at the collegiate level are offered for both native and non-native speakers. Community Education courses meet the needs of those learners who are seeking non-academic experiences through its fee-based offerings (Ref. 7).

To further facilitate offerings for students who are employed or have other limiting time commitments, the college has significant offerings through a distance education mode. It is possible to earn an associate degree by attending classes only on weekends (Friday evenings and Saturdays). Courses are offered as early as 7:00 a.m. and continue until 11:00 p.m. as well as 100% online courses.

Services are available to support the varying nature of our student body in their quest for attainment of education goals including the Child Development Center, Career Services, Re-entry Resources, Cal-Works, Transfer Center, Academic Support Center, Counseling Department, and many other services (Ref. 8).

Data regarding students’ educational goals are gathered from the College Application (MIS) (Ref. 9). Additional data for support of new vocational programs are gathered in preparation for approval by the Los Angeles/Orange County Work Force Development Leaders (LOWDL) and the California Community College System Office (Ref. 10). Data to support the need for existing vocational programs are gathered from Advisory Committee minutes and Vocational Training and Educational Act yearly Core Indicator reports and other demographic data (Ref. 11, 12). These data include completion as well as placement rates for vocational programs.

Transfer rate data are gathered by the System Office. Unfortunately, these data are sporadically available and limited in nature to transfer to public California Colleges and Universities (Ref. 13).

Preparation for the academic rigor of collegiate level courses is measured through the Assessment/Placement process. A portion of this process includes tests of ability in English, math, English as a Second Language, and reading. Most English and math courses use either placement scores or prerequisite courses to increase student success in subsequent courses. The data derived from the Assessment Battery of Tests is used to determine, in part, the number of pre-collegiate preparatory course section offerings. The Assessment Tests are validated with cut scores, and are selected from a System Office list of approved tests.
For the last several years, office of Research and Planning published data showing progression through courses including grade distribution and successful completion (Ref. 14). That data is not currently available with the implementation of PeopleSoft.

The College has several methods for measuring the achievement of student learning outcomes. Many of the vocational programs have external accreditation agencies that require assessment of learning outcomes as a basis for evaluating program effectiveness. Nursing, Dental Hygiene, Dental Assisting, Pharmacy Technician, and Physical Therapist Assistant programs are examples of this type of research (Ref. 15).

In 2003, the Curriculum Committee added to its approval policy, that every new or revised course must have at least one student learning outcome in the Course outline of record (Ref. 16). This took place after discussions of the best method of implementing course based learning outcomes. Assistance in developing the student learning outcome was placed on the Curriculum Web page, and individual and group consultations were offered to faculty. The Committee determined that outcomes should be a key point to student learning, of importance to the faculty member(s) for course improvement, and measurable, producing data of significance in measuring course effectiveness. At this point, according to the Curriculum Committee Chair, 93% of the existing courses now contain student learning outcomes.

In 2004, the Vice President of Instruction/Assistant Superintendent in concert with SLOAC faculty determined a method of assisting faculty in the student learning outcome development and assessment process. This plan of action, though time consuming, was chosen in a collegial manner with the goal of having faculty find the process worthwhile rather than imposed. The faculty chose first to address gateway courses such as English and math. They also made their expertise and assistance available to any program and faculty member wishing to begin the process. To date, one course is completely through the process, and several programs are gathering data on their courses (Ref. 17).

In 2006, the Program Review Committee explored the best method to integrate outcomes measurement into the program review process. Outcome measures are used to determine not only program effectiveness, but also program needs. A plan to meet the needs is part of the review process and is also used in submitting budget requests (Ref. 18).

**Self Evaluation**
Conceivably the diversity and the size of the student body at Cerritos College, this standard has been well met. The variety of teaching modes as well as the variety of scheduling course offerings makes the College’s programs desirable to the students in attendance. The Institutional Research Office has provided considerable supportive data to determine if the College is meeting the needs of our students.

In the most recent comprehensive report on transfer rates to public institutions (Transfer Capacity and Readiness in the California Community Colleges, 2001) compiled by the System Office, Cerritos College is essentially transferring the number of student it is expected to transfer or is very close (Actual – 29.67% vs. Expected – 30.66%). The institution does not have any “official” transfer data about the transfer of students to private institutions (Ref. 18a, 18b).
The loss of data regarding progression through the courses has left a gap in our assessment process. Although courses are still offered for students, departments will have to track their own data, if possible, to assess this area.

Good progress has been made in identifying student learning outcomes at the course level, and some faculty members are gathering data and considering potential course changes based on data. This is not a universal process, but it is beginning to spread because of enthusiasm of the front runners. Program and degree learning outcomes are now being identified by departments who have volunteered, as well as those that are scheduled for the Program Review Process. The SLOAC consultants are working well with these groups and progress is continuing. While the College is not as far along in this process as is desirable, the gaining of faculty support collegially, rather than by administrative edict has been a good decision. The Program Review Committee is also working to tie the findings of a program review more closely to the budget and planning process.

The distance education mode of course offerings is also increasing considerably. These courses work well for students with time constraints and flexible obligations to family and work. There is a small group of students who select this as an “easy way” to go to college, but they soon find that a more regimented schedule is appropriate. To facilitate this group, on campus course offerings of the same subject are available so that these students may transfer in and gain more structure to their studies.

Planning Agenda

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.

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.
**Standard IIA.1.b**
The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

**Descriptive Summary**
The college utilizes three main modes of instruction; traditional (lecture, lab open-entry/open-exit.), hybrid, and distance education. All three modes are required to complete the curriculum approval process, which is the college’s mechanism for assuring the best choice of methodology and subsequent match to objectives. When each of the three modes comes before the curriculum committee, the course author must demonstrate in the official course outline of record that there is congruence between content, objectives, methods of instruction, and methods of evaluation. In addition to these qualities, each course outline of record must have at least one identified student learning outcome (Ref. 16).

As part of every course outline of record, the faculty member must list the methods of instruction that may be used when teaching the course. The average number of methods listed is 5, and vary between lecture, activities, media, cooperative work groups, simulations, lab activities, demonstration and practice, computer assisted learning and many other innovative methods.

If the course is proposed to be offered through a distance education mode, or hybrid mode, the course outline of record will receive a separate approval from the Curriculum Committee. This approval is based on the course writer’s response to questions regarding the criteria for judging courses as acceptable for distributed education as outlined in the “Philosophy Statement – Distributed Education” (Ref. 19). One of the most important questions, which is closely scrutinized by the Curriculum Committee, is whether or not effective student/teacher contact will occur at a minimum of once a week.

College policy requires that all courses be reviewed by faculty every three years for content, methodology, and evaluation (Ref. 20). This process helps to assure that the mode of delivery is still congruent for students enrolled in those courses.

As part of the Strategic Plan 2005 – 2008, Goal 8, regarding the development of a more comprehensive integrated education program, the college is increasing the number of e-classrooms available to students and faculty in programs across campus (Ref. 21). As of Fall 2006, 100 classrooms are now e-classrooms (either converted or newly built) with 63 more on the list to be completed. It should be noted that some of the remaining classrooms may not be completed due to building relocations and demolition.

**Self Evaluation**
This standard is fully addressed by the college offerings available to students. Faculty members are eager to facilitate learning by using classroom assessment techniques and by delivering content in varied modes. Technology is being increased to use additional modes such as video conferencing and synchronous interactions among others. The Instructional Technology Committee makes budget recommendations to keep the college abreast of hardware and software needs for course delivery. The Innovation Center and staff are very available to help faculty
carry out the latest in course presentation, and to help faculty when they get stuck on a technological glitch.

Planning Agenda
None
Standard IIA.1.c
The institution identifies student-learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary
The student learning outcome assessment process for programs and degrees was developed in 2005, after reviewing several exemplary models and a candid examination of the campus readiness and resources for engaging in the assessment of student learning outcomes. As a result of this review, two guiding principles for success emerged:

1) To be accepted and supported, the process must be manageable, sustainable and meaningful; and

2) To be credible, the process must be documented and undertaken in a deliberate, collaborative and methodical manner.

Using these principles, groups were invited to engage in what is now called the Student Learning Outcomes Assessment Cycle (SLOAC). SLOAC is a four-step cycle:

5) Identify student learning outcomes for a selected course, program or service, and then identify one student learning outcome for a given assessment cycle;

6) Develop and implement the student learning outcome assessment;

7) Report and discuss the findings of the student learning outcome assessment; and

8) Respond to the findings of the student learning outcome assessment (Ref. 22).

To date, approximately 20 groups across campus (including instructional and student services areas) have initiated the above SLOAC in their areas. Groups are at different steps in the cycle.

Student learning outcomes are required for every new and revised course outline requiring Curriculum Committee approval (Ref. 16, 23). This has been a Curriculum Committee requirement since July 2003, and as of December 2006, 1493 courses of approximately 1600 courses have met this requirement. In addition to the Curriculum Committee requirement, faculty are instructed to write at least one student learning outcome during the three year course outline review process. There are a few faculty members on campus who have assessed the student learning outcome data and made subsequent course changes (Ref. 24, 25).

Self Evaluation
While considerable progress has been made in identifying course student learning outcomes, the process of assessment and change is slowly evolving. Student learning outcome identification for each course outline has 93% compliance. However, the assessment and change portion of the process varies widely from course to course. Vocational programs are much more likely to have completed a cycle, while general education and transfer courses have only identified one or more outcomes.
The Program Review Committee has had considerable dialogue regarding the best way to develop and assess program-wide student learning outcomes. A program is defined as a degree or certificate of 18 units or higher (Ref. 18).

**Planning Agenda**
The Program Review Committee and the SLOAC consultants will continue assisting faculty to develop and assess student learning outcomes for programs and degrees according to their individual schedules. As programs are up for program review, faculty will also submit measures of outcomes for courses especially if there are budget needs that have been identified from the data collected in this assessment cycle.
Standard IIA.2
The institution assures the quality and improvement of all courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Descriptive Summary
All courses and programs offered at Cerritos College undergo extensive scrutiny by the course authors, sponsoring department, advisory committees if applicable, Instructional Dean, Curriculum Committee, Vice President of Instruction, college President and approval by the Board of Trustees. Courses include measures of effectiveness and learning such as measurable objectives, methods of assessment, and student learning outcomes.

Self Evaluation
As a result of the extensive approval process, and the expertise of the persons involved in that process, courses offered at Cerritos College are of quality with continuous monitoring for improvement. These processes are described throughout this section. The type of credit awarded, or how or where a course is delivered, does not affect the quality of courses or the process by which they are monitored and improved.

Planning Agenda
Development and review of courses is well established and will be continued. Programs and degrees are in a carefully assessed Program Review process. This process is continuing to connect appropriately with the planning and budget process and continuous efforts, are underway. Student learning outcome measurements for programs and degrees are in the developmental stages ranging from initial identification through complete assessment. Continued work in bringing all programs and degrees into the Student Learning Outcome Assessment Cycle is underway.
Standard IIA.2.a

The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary

Faculty members are the typical starting point for new courses and programs, although some programs may be initiated as a result of an Advisory Committee recommendation. It is also the faculty member who follows the course throughout the approval process. Any changes recommended by the Instructional Dean or the Curriculum Committee are integrated by the initiating faculty member.

New vocational degree programs are submitted to the Area Dean’s Council for approval prior to Chancellor’s Office submission. In addition, many vocational and occupational programs on campus are required to have external accreditation in order to meet industry or state standards.

The Program Review Committee, also operating as a Faculty Senate committee, provides evaluation of academic programs. Each program is reviewed on a six-year cycle, creating a self-study which is subsequently validated by members of the Program Review committee and faculty at-large (Ref. 27). The Program Review committee is currently developing a new self-study format that will tie the Program Review process more closely to the four WASC accreditation standards.

Results from the Program Review validation teams are forwarded to the Faculty Senate for informational purposes. The college is working on the development of processes that will tie the results of Program Review to the planning and budgeting process. Faculty Senate has recently approved a request from the Program Review committee to support having a representative from the committee on the Planning and Budget Committee (Ref. 28).

Self Evaluation

Procedures established by the Curriculum Committee and the Program Review Committee, both of which are standing committees under the Faculty Senate, assure that material is largely produced and evaluated by faculty with expertise in the area of concern as well as in curricular evaluation. These procedures are well documented on the Curriculum Committee and in the Program Review web pages. Calendars for each committee’s meetings are published yearly for timely submission. While the process for program review now includes establishing and evaluating student learning outcomes for programs and degrees, only a few programs have made it through the entire process.

Planning Agenda:

The Program Review Committee will continue to review submissions and will assess the student learning outcome evaluation process. SLOAC consultants will continue to meet with faculty to assist in the development and evaluation of course and program student learning outcomes.
Standard IIA.2.b
The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary
The primary responsibility for the development of student learning outcomes is in the hands of the faculty. The Curriculum Committee instituted a requirement that all courses being proposed to the committee or up for review include student learning outcomes. Since all courses are reviewed on a three-year cycle, the college is at 93% completion on the inclusion of SLOs in the complete curriculum. The Curriculum Committee website contains information to aid faculty in understanding what constitutes an appropriate SLO and how to write them. Two faculty consultants, Jan Connal (Counseling) and Frank Mixson (English), have spearheaded the SLO initiative for the entire campus.

Vocational programs such as Physical Therapist Assistant, Nursing, Dental Hygiene, and Paralegal are externally accredited and are already primarily outcomes-based (Ref. 15, 29). The programs provide excellent models as the college begins to identify program outcomes in addition to the course outcomes that have been the focus up to this point (Ref. 15).

Advisory committees play a large role for vocational/occupational programs in the identification of both course and program outcomes, as these programs rely on the expertise of members from the occupation or industry to keep the program informed of current needs and trends (Ref. 30). A permanent agenda item for Advisory Committee meetings is a discussion of how well prepared our graduates are for employment in that particular vocation or occupation. Several externally accredited programs perform yearly follow-up surveys of graduates and employers to determine preparedness and effectiveness of graduates.

The institution is currently working on the development of a plan to methodically assess student progress toward the achievement of SLOs for programs and degrees. The faculty members in charge of spearheading this effort have developed a feedback loop which charts expected progress on this subject over the course of the next five years. This grid, beginning with Fall 2005 and running through Fall 2011, demonstrates a model for each program and department to develop SLOs, collect assessments, analyze evidence and implement changes based on that analysis (Ref. 17).

Self Evaluation
Vocational programs are, by nature, outcome based with a product that can be measured by graduate and employer feedback on effectiveness of programs. The Vocational and Technical Education Act (VTEA) requires yearly measurement of core indicators on all vocational programs funded by this source. The programs at the college for the most part meet or exceed the state-wide expected outcome.
General Education courses and non-vocational programs measure competencies in the Program Review process, and by individual course objectives and outcomes. This assessment is still in the very early stages of development.

**Planning Agenda:**

The process of assessing student learning and modifying courses and programs needs to be continued through the entire cycle for all degrees and programs. To date, there is no established plan to measure the overall effectiveness of our general education requirements, and a plan needs to be developed.
Standard IIA.2.c
High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary
The Curriculum Committee follows the course placement requirements outlined in Title 5 to determine the depth and rigor of the course (Ref. 2). This assures that courses are correctly designated as non-credit, credit not applicable to a degree, degree credit, and transfer categories. Methods of Instruction are listed in the Course outline of record and are reviewed by the Curriculum Committee as appropriately selected both for the enrolled students and for the effective delivery of content. Sequencing and breadth of courses is conceptualized by the faculty members proposing the course. The placement of a course in the degree or certificate pattern as well as the scrutinized selection of pre-requisites serve as measures of both sequencing and breadth and depth. Degree programs must have a minimum of 60 units to meet Title 5 regulations (Ref. 2). Some programs, such as the nursing program, require more than 60 units to adequately prepare the entry level nurse. This program, with the approval of the Curriculum Committee, has carefully designed sequencing and selected prerequisites to ensure program completion while not overburdening the student with unnecessary courses. Once courses are approved, they are reviewed every three years for qualities of need, depth, sequence, rigor and other factors by faculty members assigned to teach the courses. Pre-requisites, co-requisites and recommendations are reviewed by the same faculty every six years to assure that they are still needed and that they improve student success in targeted courses and programs.

The quality of instruction is measured through a peer-review process to assure teaching methods are delivered with best practices (Ref. 31). Additionally, students complete course ratings on every credit and non-credit course offered in the fall semester by full-time and part-time faculty (Ref. 32). This is also done again in the spring for part-time faculty, so that all faculty are rated by students for every course at least once a year. These ratings are included in the faculty member’s peer-review process.

Noel-Levitz data on Instructional Effectiveness show that students rated the quality, variety, and experience of intellectual growth between “satisfied” and “somewhat satisfied” (between 5 and 6 on a 7 point scale). When asked if they would enroll at Cerritos College again, 67% said either “probably yes” or “definitely yes” (Ref. 33).

Selection of new full-time and part-time faculty members is a rigorous process which has been explained in detail in another portion of this report. The four-year tenure review process is an additional check on the quality of instruction delivered by new faculty members.

Self Evaluation
Available data show that course delivery meets or exceeds the expected statutes outlined in Title 5. Faculty members are reviewed in a thorough and timely manner. If faculty members need additional training or mentoring, this is offered through flex-days inservice training, conference attendance, and new faculty mentoring programs. Curricular review by faculty, departments, Instruction Deans and Curriculum Committee serves this standard of measurement well. Faculty assessment, training, and continuing education offerings assure teaching effectiveness.
Planning Agenda
None.
Standard IIA.2.d
The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary
Cerritos College serves a diverse student population. Any class will have a mix of students with appropriate learning and study skills as well as students who are under-prepared and students who have never attempted college level work. To assure meeting all students’ needs, the faculty develop course outlines of record listing the full variety of teaching methods that may be used in the specific course (Ref. 16). In addition to specifying a variety of methods, the course developers will present what is called a multicultural statement with the course proposal. This statement includes textbook reviews for inclusiveness, methods to enhance learning for various cultural and ethnic groups, and inspection of content and objectives to assure an egalitarian approach to teaching and learning.

According to Noel-Levitz data, responsiveness to diverse populations showed that students chose a ranking of 5.3 on a 7 point scale when asked about issues of instructional effectiveness, student centeredness, academic services, and other factors (Ref. 34).

Self-Evaluation
Course outlines reviewed in the past year by the curriculum committee have an average of at least 5 different methods of instruction. In addition, course outlines reflect at least one example of writing, problem solving and critical thinking assignments. Distance education courses have integrated technology to expand methods of instruction to even greater aspects, and as such, have made available to students courses which use a more self-paced mode of learning. Other types of programs such as Weekend College, online degrees, Puente Project, supplemental instruction and many other modes of course offerings all are carefully chosen to meet our diverse needs of the student body. This standard is accomplished well at Cerritos College.

Planning Agenda
None.
**Standard IIA.2.e**

The institution evaluates all course and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

**Descriptive Summary**

There are two committees in place that are responsible for a systematic review and evaluation of courses and programs at Cerritos College. These are the Program Review Committee and the Curriculum Committee, which are both standing subcommittees of the Faculty Senate.

The Curriculum Committee is the primary entity for evaluating all courses on campus. New courses are proposed by faculty to the committee and evaluated both at a Tech Review session and at a meeting of the full committee. Courses are considered for their relevance, their inclusion of measurable student learning outcomes, how they serve the needs of students, and how they mesh with the other course offerings of the department and college (Ref. 16). In addition, all existing courses are subject to a content review every six years. All courses that are brought before the committee for content review must include at least one student learning outcome. Distance education approval for any course is also the prerogative of the Curriculum Committee, and a series of distance education questions must be satisfactorily answered in order for this approval to be granted (Ref. 19).

The Program Review committee requires each department to conduct a self-study every six years. This self study includes the following components: mission statement, program description, course/degree synthesis, statistics/trends, curriculum planning, needs assessment, course updating, skills, evaluation of learning environment, evaluation of learning objectives, and resources (faculty, staff, equipment, facilities, financial, and external resources). The self study concludes with observations, conclusions, and recommendations (Ref. 35).

Once the self study has been delivered to the Program Review committee, a validation team is assigned to read the report and assess the relevance and accuracy of its assertions. The team visits classes, meets with the faculty and the division dean, and prepares a report that responds to the self study and documents its findings.

A recent development has been the tentative agreement that the chair of the Program Review committee will have a seat on the Planning and Budget Committee, which will help tie the program review process to the budgeting process and provide an outlet for the committee’s findings to be used in the college’s planning processes (Ref. 28).

In vocational programs, advisory committees serve the purpose of helping to evaluate course offerings and keep the programs current and up-to-date. Each advisory committee is made up of members from the industry and annual meetings allow members to advise faculty in the programs about their opinions and findings in relation to the currency of the program.

**Self-Evaluation**

As stated in prior sections, measurement of student learning outcomes on a program and degree basis is in the early stages of development and requires completion of the assessment cycle to be able to make a comprehensive evaluation of this portion of the standard. The Curriculum
Committee and the Program Review Committee are a strong part of the systematic review of course relevance, appropriateness, currency and future needs and plans.

Planning Agenda
The Curriculum Committee and Program Review Committees will continue their established methods of evaluation. The Program Review Committee will integrate the student learning outcomes assessment process for degrees and programs into its protocol. Data collected from learning outcome assessments will be used as part of the program and degree improvement process, and as such will be a basis for decision making in the budget and planning protocol.
Standard IIA.2.f
The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary
This section has also been described in sections 2A.2.a-e. Processes and procedures are in place for faculty, course, and student learning outcome evaluations for degree and non-degree credit programs as well as for non-credit programs. Community service and fee based programs have a student participant course evaluation process. Vocational programs undergo additional evaluation by employers and advisory committees to assure student preparation to enter the workforce.

Self-Evaluation
The College is meeting this standard well with the exception that the cycle of student learning outcomes for general education and non-vocational degrees has not been completed at this time. In order to properly assist faculty in this process, the two faculty consultants are working with gateway courses in major programs, and have made their help available to all program faculty. It is appropriate to state that not all faculty embrace this process at this point, but some are being slowly won over when they see their colleagues get fully involved in the process and enjoy the results of program improvement. Many externally accredited programs use this process fully, and make the available results available to the external accrediting agencies. Some publish the findings on web pages, and in student information packets.

Planning Agenda
Established processes and procedures will continue. The program/degree student learning outcome assessment process will continue through the cycle to program evaluation and then implement identified areas for improvement and reassess as needed.
Standard IIA.2.g
If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Cerritos College does not use departmental or program examinations.
Standard IIA.2.h
The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary
Credit is awarded based on criteria established in Title 5 (Ref. 36). For each lecture hour of content, one Carnegie unit is awarded, and for each three hours of lab activity, one Carnegie unit is awarded. It is further expected that students will do two hours of homework activity for each lecture hour awarded to the course. All course outlines contain behavioral objectives, student learning outcomes and methods of evaluation. The college standard is to include a final examination in all lecture based courses. In addition, courses must contain examples of college level reading and writing assignments, calculation or problem solving activities, and assignments involving critical thinking. Prerequisites and co-requisites are selected partially based on a review of comparable courses offered at other community colleges as well as California State University and University of California campuses (Ref. 37). Comparable courses presented at the time of Curriculum Committee approval aid the Committee in assuring that courses are awarding college credit based on college level work by the student.

Self-Evaluation
Board of Trustees policy mandates that courses be taught by all instructors to the Course outline of record. Departmental reviews as well as peer review evaluations assess that courses are taught to standard and to current level of knowledge. Faculty members are encouraged to give a course syllabus to all students enrolled in the course. This is not done in every class, but peer pressure is assisting in increasing the use of syllabi to advise the student of course rigor.

Planning Agenda
Consider inclusion of the course syllabi into the peer review process of evaluation.
Standard IIA.2.i
The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

Descriptive Summary
As stated in section 2A.2h, students are instructed and evaluated based on the Curriculum Committee approved course outline of record (Ref. 16). Some departments, such as English and Math, have established grading rubrics and expected competencies as measured by tests and final examinations. Grading standards and the subsequent achievement of a passing course grade and subsequent completion of the degree or certificate are based on these agreed upon course and program standards.

Self Evaluation
To earn degrees and certificates at Cerritos College, students must meet at least a grade of “C” or “Credit” by demonstrating competency in the stated objectives as measured by the methods of evaluation listed (Ref. 38). The completion of the student learning outcome assessment process for degrees, certificates and programs will serve as an excellent evaluation of this standard. Data are available for some of the vocational education programs that have completed the entire student learning outcome assessment cycle.

While several programs have embraced the outcome assessment process, this is not universal, nor has there been a quick implementation. The college instructional administrators in a collegial relationship with the faculty agreed to slowly implement this process with those programs who volunteered to become involved. These forerunners are for the most part enjoying the process, and it is hoped that excitement will spread among the less enthusiastic, more reluctant faculty.

Planning Agenda
The Program Review Committee has included and will incorporate the student learning outcome assessment process into the program review cycle. The faculty consultants are continuing to assist faculty to make the process worthwhile for program improvement. Student learning outcomes will continue to be required for every course outline of record.

There are no plans to include student learning outcomes in courses offered through Community Education.
**Standard IIA.3**
The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

**Descriptive Summary**
Cerritos College has a general education philosophy that is published in the college catalog which was developed and approved by the Curriculum Committee, a subcommittee of Faculty Senate (Ref. 39). This philosophy serves as the foundation for the inclusion of courses in general education. Courses seeking general education credit are measured against a set of general education criteria and questions which ensure that the proposed course provides the appropriate breadth required of general education courses. Student learning outcomes approved are required of every course and would reflect these general education criteria. The rationale for general education is communicated to faculty course authors via these criteria and is communicated to students in the college catalog and through the distribution of general education requirements (Ref. 40). This distribution, in turn, is based on Title 5 requirements for the Associate Degree and General Education requirements in the community college Curriculum Standards Handbook.

When courses are submitted for general education consideration to the Curriculum Committee, faculty authors are asked to specify the general education area in which they wish to have their course considered. In most cases, these are the same general education categories the faculty member proposes for subsequent review by the California State University (CSU) and the University of California (UC). The Curriculum Committee then decides if the proposed course merits general education credit in the proposed area, in a different area or perhaps not at all. Degree requirements, then, reflect the general education criteria which are based on the college philosophy of general education. The appropriateness of courses proposed for general education credit for the associate degree is supported by the high level of approval these same courses receive upon subsequent review and acceptance by CSU and UC general education reviewers. During the last six years, 86 percent of courses submitted for CSU general education and UC general education review have been approved by those institutions (Ref. 41).

**Self Evaluation**
This process is working well and as such meets the standards expressed in this section. Curriculum Committee members are oriented to the criteria for general education inclusion at the yearly training meeting.

**Planning Agenda**
The Curriculum Committee will continue to review the philosophy statement every five years.
Standard IIA.3.a, b,c (Please note: The narratives for sections a, b and c have been combined due to repetition of subject matter)

General education has comprehensive learning outcomes for the students who complete it, including the following:

a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary

The basic content of Cerritos College general education courses is based on Title 5 requirements which specify the major areas of knowledge of general education (Ref. 39). They include Natural Sciences, Social and Behavioral Sciences, Humanities (includes Fine Arts), and Language and Rationality for Plan A, the degree primarily designed for vocational majors. Students must successfully complete at least one course in natural sciences and at least one course in Social and Behavioral Sciences. Students completing the Social/Behavioral Science area of General Education must complete a course in U.S. History or Government. Cerritos College places high value on ethics and citizenship and it is mentioned in the college’s philosophy and objectives. The College offers specific courses that address the qualities and skills mentioned in the standard such as, PHIL 102, Introduction to Ethics, POL 101 American Political Institutions and POL 201 Introduction to Political Science and American Government, SPCH 120, Fundamentals of Interpersonal Communications, PHIL 104, Philosophy of Cultural Diversity: Challenge and Change, SOC 215 Sociology of Cultural Diversity: Challenge and Change and ethics courses in Business and Law, history, and fine arts courses.

In the area titled Language and Rationality students must complete at least one course in Communication and Analytical Thinking and one course in English Composition. These areas primarily build written and oral communication abilities and quantitative reasoning. In addition to course requirements in these areas, students must pass proficiency tests in English, Math and Reading, to place into the appropriate level of course.

Information competency and computer skills are infused into a variety of courses and majors, as specified by Title 5 of the Education Code. Library 100-Introduction to Library Resources is a highly recommended and very popular course which continues to build information competency skills.

Fine Arts and Humanities courses are offered with at least a one course requirement as specified by the Education Code. Ethics and historic principles are taught in the Social and Behavioral Science requirements. Plan B (California State University-CSU) and Plan C (California State University/University of California-UC) general education requirements build on the basis of
Plan A choices, but have more unit requirements in the areas as stipulated by the transferring institutions. These transferring institutions also require a course in personal development, (CSU) or a course in a language other than English (UC).

Self Evaluation
Three years ago, the Curriculum Committee performed its assessment of the General Education requirements of the Associate in Arts degree. This study revealed that the college required more courses and units than all other California Community Colleges. The Committee proposed the three degree tracks, Plan A, B, and C, then used a one-year period during which all constituent groups discussed and considered the proposed changes. At the end of the year, the Plans were approved by the Curriculum Committee and forwarded to the Board of Trustees for approval. This is their second year of implementation, and it appears to meet students’ needs and preparation in an expeditious manner.

Planning Agenda:

By 2008, the graduation requirements in the areas of English and Math will have been elevated by the Education Code to ENGL100-Freshman Composition and MATH 80-Intermediate Algebra. At that time, Plan A will no longer offer non-transferable courses in English and Math as meeting the Associate Degree requirement. This change will bring English and Math requirements for all three plans into the realm of transferability to four-year colleges and universities. Faculty members in both of these disciplines are working toward an orderly transition to these requirements. The Math faculty members are developing an alternate Intermediate Algebra course which will have more application problems to meet the skills needed in our vocational majors. Counselors are advising students of the change so they may plan their courses in a systematic manner.
Standard IIA.4
All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary
Cerritos College Curriculum Committee Policy and California Title 5 Regulations require that Associate in Arts degrees are composed of at least 18 units in a defined major or department (Ref. 42). As such, the degrees are in full compliance of this standard. In 2004, the System Office notified many community colleges, including Cerritos College, that the generic Liberal Arts Degrees that colleges were offering did not meet the Regulatory Definition of a major. The Committee members, in conjunction with the Interdisciplinary programs, redesigned the degree and submitted the new Liberal Arts and Science Degree to the System Office for approval. That approval was received in 2005 and the degree was again offered to students in the new format (Ref. 43).

Certificates of Achievement must have at least 18 units within a major or department. These Certificates are approved by the Curriculum Committee if they meet this requirement. They are then submitted to the Systems Office for approval as meeting the Title 5 requirements. Certificates of Completion, which are under 18 units, do not require System Office Approval. However, Curriculum Committee approval requires that the major or department area of concentration is fully identified, and courses are within that identified area (Ref. 44).

Self Evaluation
The college meets the standard.

Planning Agenda
None.
Standard IIA.5
Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary
Cerritos College offers approximately 105 vocational/occupational Associate in Arts Degrees, 101 Certificates of Achievement, and 48 Certificates of Completion. Students who select vocational programs may enroll in either certificate or Associate in Arts degree programs. The choice is based on the nature of the program itself. For example, Nursing, Dental Hygiene, Physical Therapist Assistant, and Paralegal require both external licensing and an Associate in Arts degree. Other programs such as Pharmacy Technician, Dental Assisting, Welding, Cosmetology, and Court Reporting require certification and external licensing, with the AA degree as an option. Examination data are maintained by all of these programs and are used as part of the program review process as well as for external accrediting agencies where required.

All occupational programs at the college have advisory committees whose members assist the programs in determining whether graduates are meeting current job expectations. Advisory committee members are selected to represent current industry and professional standards. Valuable dialogue is gained from these meetings on determining trends, preparation, and expected competencies (Ref. 11)

Some programs with external accreditation perform follow-up surveys of their graduates and employers of those graduates. The data are used to determine if graduates have entry-level competence as well as determine any curricular changes that may be needed (Ref. 45).

For students of vocational programs who have enrolled in Work Experience coursework, evaluation by the employer determines if the students are meeting course expectations. In Spring, 2006, of the 245 students enrolled in Work Experience courses, 85% received the employer rating of meeting course expectation (Ref. 46).

Self Evaluation
Carl D. Perkins Vocational and Technical Education Act of 1998 (VTEA) requires that a series of core indicators be measured to assist programs in determining achievement, completion, and employment of graduates. The College Aggregate Core Indicators show that our students, compared to the State Negotiated level, are succeeding in 2 of 3 core indicators as displayed in the following table (Ref. 12).

<table>
<thead>
<tr>
<th>Core Indicators</th>
<th>College Performance (%)</th>
<th>State Negotiated Level (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Indicator 1 Achievement</td>
<td>84.81%</td>
<td>79.76%</td>
</tr>
<tr>
<td>Core Indicator 2 - Completion</td>
<td>62.52%</td>
<td>60.82%</td>
</tr>
<tr>
<td>Core Indicator 3a -Employment</td>
<td>81.90%</td>
<td>83.19%</td>
</tr>
</tbody>
</table>
All of the Health Occupations programs in the medical fields use a clinical evaluation to determine if students are competent not only in skills used at each phase of the program, but also to determine if students are ready to progress to the next level of clinical courses (Ref. 47).

Licensure examination passing rates are consistent with or higher than state and national standards (Ref. 29). Graduates from the college’s many and varied vocational programs are sought after by employers, and are cited as well prepared for employment (Ref. 15).

Planning Agenda
Programs that have not undergone a complete Program Review cycle using student learning outcomes are scheduled to complete the cycle within a six-year period, so the process is underway. Existing data, such as those cited above, support the conclusion that vocational programs are successful and will benefit from continuing to monitor this carefully planned process.
Standard IIA.6
The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.

Descriptive Summary
All information about courses and programs including policies on transfer are published in the Catalog. The first half of the Catalog provides information on the degree and certificate patterns and includes information about transfer or career opportunities. The second half provides a course description for every course offered on campus with the exception of Community Education courses. The latter courses are published by the monthly Community Education Schedule of Classes.

Course and program information is updated each year as the subsequent Catalog is published. The College assures the accuracy and clarity of the information about its programs in the publications and information provided to students by a regular and systematic review process. Information provided in the schedule of classes is checked every term by the relevant and appropriate parties responsible for the information provided (Ref. 48). Similarly, information in the catalog is reviewed annually.

Other publications and information sources that the institution provides such as the In Sight newsletter and the college’s Web site are reviewed on the same calendar as the class schedule and the catalog.

Certificates and degrees are clearly described in publications with information about course requirements and career opportunities specified.

Self Evaluation
Publications are clear and routinely reviewed by appropriate faculty, administrators and staff. Information is available in the Catalog, the Schedule of Classes, online in MyCerritos, and in information sheets available in the Counseling office as well as the appropriate divisions. However, students frequently need additional assistance in understanding program, degree and transfer requirements. Counselors and faculty are available to students on a walk-in or by appointment basis. Transfer policies and procedures are also explained to students in the Transfer Center which has a staff of well-versed personnel to assist students in planning that transfer to the college or university of choice.

The Articulation Officer sits on the Curriculum Committee and is available to assist faculty in developing and modifying courses that are proposed for transfer. This Officer is invaluable to faculty in the development process of new courses as well as maintaining transfer status if a course is undergoing revision. The Articulation Officer meets frequently with surrounding transfer institutions and monitors courses for transfer status maintenance (Ref. 49).
Several years ago, the college underwent a complete renumbering system with the specific purpose to provide clarity to students as they select courses to complete their educational plans. Courses numbered from 1-49 are credit courses but not applicable to an Associate in Arts Degree. Courses numbered 50-99 are credit courses that are applicable to an Associate Degree. Courses numbered from 100-299 are designated as transferable to surrounding colleges and universities as either within an established major, within a general education pattern, or as an elective to complete a degree.

Prior sections have discussed student learning outcomes and where the college is in the process of assessing their achievement. Presentation of a course syllabus for every class offered is a preferred practice method, which is followed by most, but not all faculty members. Faculty members are beginning to include the student learning outcomes in syllabi for students to become involved in their achievement. What is much more likely to be present in a syllabus is a set of behavioral objectives based on the course outline of record, as well as how the grade for the course is determined. Faculty are encouraged to use a syllabus during the peer review process, and are encouraged to include student learning outcomes as well as their measurement. Compliance with this aspect of the standard is increasing as more programs review SLOs in their Program Review process.

Planning Agenda
Publications will continue to undergo thorough and regularly established review to assure clarity, comprehensiveness, and direction for planning by the user. Faculty including counselors and staff will continue to assist students with understanding patterns of course and degree work as well as setting plans for transfer to senior colleges. Program Review will require measurement and assessment of student learning outcomes for programs and degrees as each is scheduled for its review process.
Standard IIA.6.a
The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary
Transfer credit accepted into the institution is primarily based on the accredited status of the sending institution. Cerritos College accepts coursework from the Western Association of Schools and Colleges (WASC) and its regional counterparts across the country (Ref. 50).

The policies Cerritos College follows regarding the transfer of college credit into the institution are specified in the College Catalog under Acceptance of Transfer College Credit (Ref. 51). In addition to the catalog, these policies are communicated to students via communication with Counseling and Admissions. The policies are regularly reviewed by Admissions and a joint committee of Counseling and Admissions (CAR).

Articulation agreements are developed between Cerritos College and four-year institutions and Cerritos College and high schools and regional occupation centers and are handled by separate offices.

An articulation officer in Counseling, in cooperation with his counterpart at the four-year universities, develops, implements, and evaluates agreements with them. Agreements have been developed with 22 CSU’s, 9 UC’s, and a number of private institutions. The agreements with the public, four-year institutions are published in ASSIST, the official repository of course articulation information, which is available to students on the Web (Ref. 52, 53, 54). Articulation between Cerritos College and the neighboring high schools and regional occupational centers is maintained by the Tech Prep Consortia, Cerritos College.

Self Evaluation
The college meets the standard.

Planning Agenda
None.
Standard IIA.6.b
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
The college does not currently have a policy to address the elimination of programs since it is a relatively rare occurrence. In the past ten years, it has only happened once. New students who expressed interest in that major were advised about other local colleges that offered the major.

In regards to significant changes in program requirements, the institution strives to minimize the effect of such changes on students. Program requirement revisions are generally made effective for the next catalog year unless there are compelling reasons for changes to be implemented sooner. Counselors inform students whose programs undergo significant changes that if the students have been in continuous attendance, they have specified catalog rights, as long as they then maintain their continuous attending status (Ref. 55).

Self Evaluation
Informing students of major changes in their programs and honoring the catalog rights meets the intent of this standard.

Planning Agenda
The Vice President of Academic Affairs has requested the President of the Faculty Senate to review the California Academic Senate’s recommended process for program discontinuance and a policy for informing so that future students will not be affected. This is planned to be presented to the Faculty Senate along with other identified models so that a process can be adopted. Once the appropriate parties agree to the policy and procedure, it will become part of the Board of Trustees Policies.
Standard IIA.6.c
The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary
The general catalog, schedule of classes, and the college’s Web site are reviewed every time a print issue is produced by the Instruction Office and the Public Affairs Office. In addition, the In Sight newsletter, a bi-annual publication mailed to district residents, is reviewed under the same calendar. The Public Affairs Department annually reviews its policies and procedures (Ref. 56).

Student success stories are featured in both the schedule of classes, the In Sight newsletter and posted on the college’s Web site home page. The print publications are mailed to over 170,000 district households and the Coordinator of Media Relations regularly produces news releases highlighting student achievements for pick-up by local news media.

Self Evaluation
The college prides itself on its publications which are written and edited by staff, faculty and administrators on a regularly scheduled basis. In one of the reviews, it was noted that the electronic version of the schedule of courses did not mirror the printed copies. Considerable efforts have been completed by college personnel to ameliorate this program. To help ensure accuracy and consistency, the Curriculum Committee, with Faculty Senate approval, added the Dean of Admissions and Records to its membership.

Planning Agenda
The college will continue its thorough review of all documents, whether printed or electronic, to assure clarity, consistency, and accuracy.
Standard IIA.7
In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

Descriptive Summary
As a public college, Cerritos College honors the principles integral to both academic honesty and academic freedom. Those principles are reflected in Board of Trustees Policies, College Catalog, Schedules of Classes, and course syllabi as well as in the Faculty Handbook (Ref. 57, 58). Board of Trustees Policy 4030 entitled Academic Freedom is the basis for provisions outlined in the Faculty Handbook (Ref. 59). Responsibilities of faculty are identified in the Faculty Handbook (Ref. 60). The policies for student academic honesty/dishonesty are on page 30 of the Catalog, and code of conduct policies are on page 33. The repeat of this material in course syllabi helps to ensure their importance for students as they complete projects, take tests, and submit papers.

Self Evaluation
College published and on-line documents make these policies clear and readily available to all persons that are impacted by the policies. Although faculty members are encouraged to place the academic honesty/dishonesty policy in their syllabi, this is not universally accepted. However, as faculty members discover evidence of plagiarism and cheating, they are adopting this language of policies and consequences at an increasing rate. The College, at the request of the faculty, has made available turnitin.com software for faculty wishing to review student papers for plagiarism.

Student publications such as the Talon Marks newspaper and Wings are protected by the Freedom of Speech amendment. The faculty and advisors protect this right actively with each issue.

Planning Agenda
New faculty members are encouraged to publish academic honesty and plagiarism guidelines and consequences in syllabi.
**Standard IIA.7.a**
Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

**Descriptive Summary**
Presentation of data and information fairly and objectively is evaluated by the peer review process as well as by student course critiques. It is also part of the peer review process, and the evaluation that is a result of that process, that faculty members present subject matter in a comprehensive and current manner demonstrating expertise in available information. Teaching techniques that are conducive to student learning, participation, and development are also evaluated by peers. This information is also assessed as part of the Program Review process. Conflict of Interest is prohibited as described in the Faculty Handbook on page II-4-5 (Ref. 61). Ethical and professional responsibilities are described on page II-10-12 of the Faculty Handbook (Ref. 62).

**Self Evaluation**
Policies to encourage faculty to use good judgment in presentation of course material are clearly outlined and are assessed through student and peer review. This does not mean that controversy about information, and expert differences of opinion are stifled. Students having differing views from those presented in the course do have the opportunity to discuss differences with faculty and can continue through the student grievance process if the student requests further opinions.

**Planning Agenda**
None.
Standard IIA.7.b.
The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Descriptive Summary
The College’s academic honesty/dishonesty policy is printed each year in the College Catalog and each semester in the Schedule of Classes. The College’s Strategic Goals 5 and 6 emphasize the College’s commitment to regularly evaluating the policy and its distribution. It is distributed to the faculty in the annual Faculty handbook (Ref. 63). In addition, many instructors include the policy in their syllabi (Ref. 64). Also, many have included definitions of plagiarism with examples and have outlined the consequences of plagiaristic behavior. Many instructors who have students submitting papers are using the turnitin.com software to check for authenticity. Some instructors have their students actually try it out in class to convince students that the program works well.

The grievance procedure is carefully outlined in the Catalog, Schedule of Classes, and is available in the Student Activities Office. That office handles the grievance procedure with students and faculty serving as the jury for deciding the outcome of the grievance (Ref. 57).

Self Evaluation
The policies and notification of expectations of honesty as well as the consequences for dishonesty are clear and widely distributed. The use of turnitin.com has assisted in reducing the examples of plagiarism that faculty discover. Universal use of this software and integrating policies into syllabi has not happened, but they are increasing in use as faculty encourage other faculty to do so with examples of how effective they can be.

Planning Agenda
The College will continue activities as described. Deans will encourage existing faculty to publish these policies and consequences in syllabi, and new faculty are advised to do so with each new faculty orientation sequence.
Standard IIA.7.c

Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Cerritos College does not require its staff, faculty, administrators, or students to conform to a specific code of conduct, nor does it seek to instill a specific belief system or worldview in any of the above-listed groups.
Standard IIA.8
Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Cerritos College does not offer curricula in foreign locations to non-US national students.
References


2. Title 5 California Code of Regulations 55002 Standards and Criteria for Courses and Classes

3. Cerritos College Faculty Handbook, II 3-4


5. Title 5 California Code of Regulations 55201 (b)(3) Policies for Prerequisites, Corequisites, and Advisories on Recommended Preparation

6. Student demographics including employment: http://misweb.cccco.edu/mis/onlinestat/studdemo_coll_cube.cfm

7. Community Education Student Survey and Evaluation Form (Data Available by Course in Community Education Office)

8. Noel Levitz Student Satisfaction Inventory and Institutional Priorities Survey, section 2.4.5 Campus Support Services

9. Cerritos College student application. available online http://cccapply.org/Applications/California_Community_College/apply/Cerritos_College.html

10. California Community College Chancellor’s Office Program and Course Approval Handbook, Application for Approval for New Occupational Program and description of approval of process for approval

11. Advisory Committee minutes discussing employment trends: Child Development, 10-27-06; Medical Assisting, 3-22-07; Woodworking Manufacturing Technologies, 3-22-07; Welding Technology 4-13-07

12. VTEA Core Indicator Reports College Aggregate 2006-2007

13. Transfer Rate Data from California Postsecondary Education Commission: http://www.cpec.ca.gov/onlinedata/transfertotalsbyccc.asp?seg=b

14. Grade Distribution/Retention Report Spring 2005 (or any sample semester)

15. External accreditation reports (self studies) for: Nursing, Dental Hygiene, Dental Assisting, Pharmacy Technician, and Physical Therapist Assistant

16. Curriculum Committee Sample Course Outline http://www.cerritos.edu/curriculum/Curriculum%20Form%20Links.html
17. SLO Progress Chart (prepared by Jan Connal and Frank Mixson)

18. Program Review Committee Minutes, dated September 5, 2006, November 21, 2006 and January 16, 2007 for discussion of how to integrate development and assessment of SLOs into program review process

18a. CPEC website

18b. email from Scholars’ Honors director


20. Faculty Handbook, 2005-2006, II 1


22. Interoffice Memorandum: Assessment of Student Learning Outcomes, from Jan Connal and Frank Mixson to the Cerritos College Campus Community, dated 11-8-06

23. Email from Marijean Piorkowski, dated October 16, 2006, requiring faculty to put SLOs in their new and revised course outlines

24. Physical Therapist Assistant Program self study, p. 74

25. EDEL 100 Introduction to Teaching and Learning in Diverse Contemporary Classrooms, SLO Data

27. Program Review Committee website: http://www.cerritos.edu/progrev

28. Memorandum to Bryan Reece, Faculty Senate President from Lynn Serwin, Program Review Committee Chair, dated 11/14/06

29. State Board Pass Rates for Nursing, Physical Therapist Assistant, Dental Hygiene, Dental Assistant

30. Advisory Committee Minutes with Discussion of Student Exit Skills from Auto Collision Repair Program, 1-30-07

31. Faculty evaluation criteria form (peer review)

32. Student Rating of Instructor form

33. Noel Levitz Student Satisfaction Inventory and Institutional Priorities Survey, section 2.4.7 Instructional Effectiveness
34. Noel Levitz Student Satisfaction Inventory and Institutional Priorities Survey, section 2.4.9 Responsiveness to Diverse Populations

35. Completed Program Review Self Studies: http://cms.cerritos.edu/program-review/sample-self-studies

36. Title 5 California Code of Regulations Section 55002 (a)(B) Units

37. Comp Courses for University & State Colleges; Comp Course for Community Colleges: http://www.cerritos.edu/curriculum/Curriculum%20Form%20Links.html

38. Cerritos College General Catalog, p. 26 Grading and p. 43 Graduation Requirements


40. Cerritos College Catalog, p. 43 Statement of Philosophy for General Education Coursework

41. Summary of IGETC & CSUGE Breadth Course Submission Decisions

42. Title 5 California Code of Regulations Section 55806 Minimum Requirements for the Associate in Arts degree

43. Letter of Approval of Liberal Arts and Science degree from System Office

44. Curriculum Committee, New AA Degree/Certificate Form: http://www.cerritos.edu/curriculum/Curriculum%20Form%20Links.html

45. Physical Therapist Assistant Program Graduate/Employer Follow-up data

46. Cerritos College Occupational Work Experience Education Statement of Cooperation Form and Example of Completed Student Form

47. Physical Therapist Assistant: Clinical Internship Evaluations and Criteria for Successful Completion

48. Memos from Academic Affairs soliciting review of class schedule and catalog

49. 2005-2006 Articulation Database Summary of Transfer Course Agreements from ASSIST

50. Cerritos College Catalog, pp. 52-56, Transfer Requirements

51. Cerritos College Catalog, p. 29 Advanced Placement Exam, College Level Examination Program (CLEP), and Acceptance of Transfer College Credit

52. Cerritos College Transfer Center Web Site, Transfer Agreements:
http://cms.cerritos.edu/transfer-center/transfer-agreements

53. Cerritos College Transfer Center Web Site, Private University Articulation Agreements:
    http://cms.cerritos.edu/transfer-center/articulation-information

54. ASSIST Web Site: http://www.assist.org/web-assist/welcome.html

55. Cerritos College Catalog, p. 43. Definition of continuous attendance, listed under Petition for
    Associate in Arts degree.

56. Cerritos College Public Affairs Office web site:
    http://cms.cerritos.edu/public-affairs

57. Cerritos College Catalog, pp. 30-35

58. Schedule of Classes, Fall 2007

59. Board Policy 4030 Academic Freedom

60. Faculty Handbook, II: 1-11

61. Faculty Handbook II: 4-5

62. Faculty Handbook II: 10-12

63. Faculty Handbook VII:14-15

64. Sample Syllabus: PTA 110
Standard IIB

**Standard IIB: Student Support Services**
The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

**Standard IIB.1**
The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

**Descriptive Summary**
Services to meet a variety of student needs are coordinated through the Student Services area, which is directed by the Vice President of Student Services. All offices are open to serve students in person, on the web, and by telephone. The Student Services area includes the following divisions, departments or programs:

- Admissions, Records and Services
- Veterans Affairs
- Counseling Services
- Matriculation
- Transfer Center
- Career Services (includes Career Counseling, Re-Entry Resource Program, and Job Placement)
- CalWORKs Services
- Financial Aid
- Disabled Students Programs and Services (DSP&S)
- Extended Opportunities Programs and Services (EOPS)
- Cooperative Agency Resources for Education (CARE)
- Student Health Services
- International Students Services
- Student Activities
- Campus Police
Admissions, Records and Services
The Admissions, Records and Services Office provides applications for admission, registration, student fees, records maintenance, transcript evaluation, graduation evaluation, transcripts and veterans services to students. All Admissions and Records policies and regulations adhere to state, federal, and local rules and regulations (Ref. 1).

Counseling Services
Counseling Services employs over 25 full-time and adjunct counselors. Counseling personnel provide services in the following areas:

- Academic Advising (generalists and specialists)
- In-person and online counseling
- Articulation
- Transfer
- Career Counseling
- Orientations (including in-person, new student, online, and Spanish)
- Success Workshops for probationary students (Ref. 2).

Counseling services are offered by a number of departments at Cerritos College. The Counseling Division is the largest counseling unit and provides academic, career, and personal counseling to the entire student body. On-line orientation and counseling is also available to students, especially for those participating in distance education classes. The Counseling Division faculty are prepared to provide general assistance and academic counseling to students in any major and also specialize in specific majors by division.

In addition to specializing in specific majors, faculty members in the Counseling Division provide counseling support to the following campus programs: DSPS, Veteran’s Affairs, Teacher TRAC, Teaching Secondary School Scholar Partnership Program (TS3P), Visual Knowledge Project, Puente Program, First Year Experience (FYE) Program, Athletics, Scholars Honors Program, Learning Communities, and Transfer Center.

Matriculation is a process that is designed to help students plan and achieve their educational goals. The process brings students and the college into an agreement for the purpose of student success. Matriculation Steps for Success include the following: Cerritos College provides an admissions application process, an orientation to the College's programs and services, an assessment of English, math, and reading skills, counseling and advisement to develop an educational plan, and follow-up services to ensure academic success. In turn, the student agrees to express a general educational goal upon admission, declare an educational goal before or during the term in which he or she completes 15 units, attend class, work hard to complete course assignments, and make an effort to attain an educational goal (Ref. 3).

The Transfer Center includes three designated counselors, and Transfer Center activities include providing university representatives on campus, college fairs, workshops, university tours, assistance with university and transfer-related websites, as well as walk-in Wednesday evenings counseling (Ref. 4).
Career Services provides assessment testing, career planning, job placement, and re-entry resources, to assist students and alumni in exploring and planning their academic and vocational futures.

Computerized assessments are available for reading, English, math and ESL. Accommodations are available for students with disabilities. Career Services provides an opportunity to explore career options. Many computerized search programs are available, as well as up-to-date information about careers. The Job Placement office provides services to both employers and students. The Re-Entry Resource Services assists adults returning to school to make a smooth transition to the college environment (Ref 6).

The California Work Opportunity and Responsibility to Kids (CALWORKs) welfare-to-work program is housed in Career Services, and it assists students on aid to become self-supporting through training, education, career counseling, and work experience (Ref. 5).

**Financial Aid**
Cerritos College offers a full array of financial aid programs in the form of grants, employment, loans, and scholarships. These funds are intended to assist students with their cost of education, which includes fees, books, supplies, food, housing, transportation, and personal expenses.

The Financial Aid Office is committed to helping students who might not otherwise be able to attend college. Although the primary responsibility for financing an education lies first with the student and his or her family, we recognize that many families have limited resources and are unable to meet the cost of a college education. Our programs are designed to meet these needs.

In determining a student's need and resources, three things are considered: Family income and assets; student’s assets and earnings; and all other resources available to the student.

Financial Aid Programs offered at Cerritos College:

- Federal Pell Grant
- Academic Competitiveness Grant (ACG)
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Work Study (FWS)
- Federal Family Educational Loan Program (FFELP)
- Cal Grants B and C
- Bureau of Indian Affairs (BIA) Grant
- Chafee Grant
- Child Development Grant
- Board of Governors Fee Waiver (BOGFW)
- Scholarships for Disadvantaged Students (SDS)
- Scholarships

Our figures indicate that about 52% of the students attending Cerritos College are on financial aid, in one form or another (Ref. 7).
**Disabled Students Programs & Services (DSPS)**

Students with educational limitations due to a disability may receive support services and instruction from one or more of seven specialized programs at Cerritos College. Those with mobility, visual, hearing, speech, psychological, and other health impairments as well as learning and developmental disabilities are served. Supportive services include but are not limited to counseling, disability management, elevator access, evaluation, instructional materials, mobility assistance, note-taking assistance, parking assistance, placement test assistance, and tutoring. Special credit courses are offered in the areas of counseling and guidance, adaptive physical education and speech and language assistance, as well as a limited number of adult education course offerings on campus and at the Rancho Los Amigos National Rehabilitation Center (Ref. 8). The Cerritos College Disabled Students Programs & Services (DSPS) program is in compliance with the Americans with Disabilities Act, Sections 504 and 508 of the Vocational Rehabilitation Act, and California Education Code in its implementing regulations.

**Extended Opportunity Programs & Services (EOPS)**

Extended Opportunity Program is a state-funded program designed for the recruitment and retention of California residents who are economically, socially, and educationally disadvantaged. Cerritos College has an Extended Opportunity Programs & Services (EOPS) program that assists students in reaching their educational goals through academic support and financial assistance. EOPS students are generally characterized as full-time, low income, non-traditional students who come to the college environment educationally under-prepared and who may not achieve their fullest academic potential without EOPS intervention. In addition, some of the risk factors that these students face include being first generation college students, re-entry students, students with disabilities, students whose first language is other than English, ethnic minorities, and/or students who have not experienced significant success in their educational history.

EOPS offers an array of services to support, increase retention, and completion of the student’s educational goals. Some of the services include Supplemental Instruction, Summer Bridge, and Achievement in Math Program. Other services that students benefit from are book vouchers, counseling, registration assistance, personal counseling services, application fee waivers to California State University and University of California, transfer assistance (along with the transfer center) and learning community classes (Ref. 9).

The Cooperative Agency Resources for Education (CARE) program is part of the EOPS program. CARE offers additional services to students receiving public assistance by coordinating with local social service agencies and providing childcare assistance. Some of the services that are available to students are book vouchers, workshops, personal counseling, car repair services and bus tokens. In addition, CARE students receive meal tickets, school supplies and community referrals. During the participation in the CARE programs students are given the opportunity to take on leadership roles by being part of the Mentor Program and S.P.I.C.E (Single Parents) Club.

**Student Health Services**

Student Health Services is staffed by physicians, nurse practitioners, registered nurses, and medical assistants who provide basic outpatient services for the diagnosis and treatment of
illnesses and injuries. Students are also provided with referrals to local community health facilities.

The Student Health Services office provides a fairly comprehensive program of services which include Preventive (immunizations, screening, etc.), Women’s & Men’s Health, Urgent, and Specialty Care (Acupuncture, Chiropractor, & Optometry), along with Psychological Services (Ref. 10).

**International Students Services**
The International Student Center (ISC) welcomes F-1 international students to attend Cerritos College, a Student and Exchange Visitor Information System (SEVIS) institution. The Center provides international students with international admissions, counseling, immigration advisement, medical insurance information, housing, cultural adjustment and educational support while they pursue their academic goals. The ISC assists international students in their relations with the United States Citizenship and Immigration Services (USCIS) under the Department of Homeland Security and other U.S. and foreign governmental agencies while they maintain proper immigration status and academic success at Cerritos College (Ref. 11).

**Student Activities**
The purpose of the Student Activities program and the Associated Students of Cerritos College is to complement the academic program of studies and enhance the overall educational experience of students by providing social, cultural, intellectual, recreational, health and governance programs. A few of these services are ongoing activities: student government, student clubs, and commencement oversight (Ref. 12).

**Campus Police**
The Cerritos College Campus Police Department is a full-service police agency that employs fully sworn peace officers trained and regulated by the California Peace Officer Standards and Training (P.O.S.T.) Commission. The police department is responsible for patrolling district grounds, taking crime reports, conducting follow-up investigations, enforcing traffic laws, and providing for the safety of persons and property within the district. Campus Police forwards criminal reports involving students if their actions also constitute violation(s) of the Student Code of Conduct, as well as testify to behavior personally witnessed. In addition, the Police Department is also in charge of Traffic Control Officers who are not police officers. The police department provides crime prevention tips, crime statistics, and Live Scan services (Ref. 13).

**Self Evaluation**
The College offers a large variety of services to meet the needs of our diverse student body, many of which are available on campus and on-line, including online orientation and counseling. Students are served on a walk in and by appointment basis for extended hours. Counseling, Financial Aid, and Admissions, Records and Services are heavily used, as students need additional support to complete their academic and vocational goals. The campus has a large population of students with disabilities who are supported very well by the Disabled Students Programs and Services counselors and staff. Student Health Services offered to students has grown considerably since the last accreditation visit. This Student Health Center administers to the wellness of students. Additionally, the Student Health Center provides the medical screening
and immunizations to all Health Occupational majors at an affordable cost. Student government and clubs offer additional learning experiences that broaden the achievement of learning. In summary, Cerritos College has a strong Student Service component which functions well in meeting the college’s mission.

Planning Agenda
All programs plan to continue to offer excellent services to assist students in their academic goals. The future matriculation visit may identify additional areas needing planning or current areas needing growth.
Standard IIB.2

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. General Information
   - Official Name, Address(es), Telephone Number(s), and Web Site
   - Address of the Institution
   - Educational Mission
   - Course, Program, and Degree Offerings
   - Academic Calendar and Program Length
   - Academic Freedom Statement
   - Available Student Financial Aid
   - Available Learning Resources
   - Names and Degrees of Administrators and Faculty
   - Names of Governing Board Members

b. Requirements
   - Admissions
   - Student Fees and Other Financial Obligations
   - Degree, Certificates, Graduation and Transfer

c. Major Policies Affecting Students
   - Academic Regulations, including Academic Honesty
   - Nondiscrimination
   - Acceptance of Transfer Credits
   - Grievance and Complaint Procedures
   - Sexual Harassment
   - Refund of Fees

d. Locations or Publications Where Other Policies May be Found

Descriptive Summary

The college catalog is published once per year and available to students, faculty and staff before the commencement of each academic year (Ref. 14). This catalog is available for purchase in the Bookstore, EOPS provides copies without charge, reference copies are available in Counseling and Admissions, Records and Services during any registration period, and it is also available through the College Website www.cerritos.edu (Ref. 15). In addition to our website, students can go to www.collegesource.org for information on the college (Ref. 16). All faculty, offices, and departments on campus are provided with copies of the Catalog on a yearly basis.

The accuracy of the catalog is tied into College Strategic Goal 4 Learning Centered Institution from the Strategic Plan. To assure accuracy, page proofs are sent twice to each division and other areas having material within the pages. No course information or program is posted in the Catalog unless it has received prior approval from the Curriculum Committee.

Evidence of preciseness and completeness may be viewed below in the listings of the page numbers in the 2007-08 catalog for each required item of information listed in the standard.

The Schedule of Classes is published prior to fall, spring and summer registration (Ref. 17). The process for accuracy is the same as described above for the Catalog. Copies are mailed to every
resident in the service area of Cerritos College. In addition, students are provided with free copies on request. These schedules are also published on the College Website in “My Cerritos” and “Schedule Plus” so that students have quick access to offerings. “Schedule Plus” our online list of course offerings, is live data which is updated continuously. The Schedule of Classes also contains information on College and Student Policies, General Education information, Services to Students, fees and Financial Aid.

In addition to the Catalog and Schedule of Classes, information on programs is also available in Counseling and Admissions, Records and Services. These pull sheets are updated yearly by counselors in conjunction with the Department Chairs. A few of the programs on campus have an application process. These applications are distributed by Counseling, by the program, and are referenced in the Catalog. Students may also download these applications from the Website. The applications mirror the content of the College Catalog (Ref. 18).

Location of Information for IIB.2.a.
General Information
- Official Name, Address(es), Telephone Number(s), and Web Site
- Address of the Institution (page 1)
  - Educational Mission (page 8)
  - Course, Program, and Degree Offerings (pages 46-324)
  - Academic Calendar and Program Length (page 3, and individual programs 46-324)
  - Academic Freedom Statement (page 8 and page 31 Preamble)
  - Available Student Financial Aid (pages 42-42)
  - Available Learning Resources (page 38)
  - Names and Degrees of Administrators and Faculty (pages 325-343)
  - Names of Governing Board Members (Inside of the front Cover)

IIB.2.b: Requirements
- Admissions (pages 10-12)
- Student Fees and Other Financial Obligations (pages 11-12)
- Degree, Certificates, Graduation and Transfer (pages 45-156)

IIB.2.c: Major Policies Affecting Students
- Academic Regulations, including Academic Honesty (pages 26-30)
- Nondiscrimination (page 35)
- Acceptance of Transfer Credits (page 29)
- Grievance and Complaint Procedures (page 32-35)
- Sexual Harassment (page 38-39)
- Refund of Fees (page 11-12)

IIB.2.d: Locations or Publications Where Other Policies May be Found. Schedule of Classes, Student Activities Office for Grievance Procedures, DSPS Office for policies and regulations related to Disabled Students, Financial Aid Office and many other programs on campus such as Nursing, and other Health Occupations program.
Self Evaluation
In order to provide more access to students, the College implemented PeopleSoft software program, including a portal for student use.

Administrators, staff, and faculty work together to assure accuracy of information as well as to meet deadlines so that information is current.

With the addition of PeopleSoft programming to the College Schedule of Classes and Schedule plus, there have been problems with congruency between documents of Catalog, printed Schedule of Classes, and Schedule plus. The persons who develop all three documents are aware of the problems of non-congruency and are working on improvement of accuracy. While most of the data is congruent in all products of the college, some discrepancies have emerged between the electronic and paper copies versions of the academic catalog. These discrepancies are being reconciled.

Planning Agenda
None.
**Standard IIB.3**
The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

**Descriptive Summary**
Cerritos College researches and identifies the learning support needs of its student population through various methods. Students have an opportunity, during the time of matriculation into the college, to self-identify services they would like to receive information for by checking appropriate boxes on the admissions application (Ref. 19). The services identified on the application are Disabled Student Programs and Services and Financial Aid. In addition, the students are provided with a supplemental handout listing all students’ services location and phone numbers. Information is available for other services in Admissions and Records. Furthermore, other learning support services such as reading, writing, and math centers are described in the college catalog and college website (Ref. 15, 16). The admission application package includes a diagram with “Steps to Getting Started” (Ref. 20) so students can find information on admissions, assessment testing, counseling, orientation workshops, and registration process. In the registration process the new students are recommended to attend and complete an Orientation Workshop in order to receive an appointment to register online or by Falcon Phone (Ref. 21).

**Self Evaluation**
While the methods for identifying learning support needs for students are providing information about students’ needs, a tracking system to connect student requests to program area would enhance the college’s ability to address students’ needs.

**Planning Agenda**
Student Support Services should develop a tracking system through which students can identify their needs. Once the needs are collected by any unit in the Student Support Services, that unit would send the information to the appropriate programs. At that point the appropriate program can use this information to contact the student. This tool can be beneficial to both the student and the institution, since it would increase retention and persistence.
Standard IIB.3.a
The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary
In order to assure equitable access, Cerritos College has restructured its outreach efforts and developed an Enrollment Management Steering Committee that includes representatives from Admissions, Records and Services, Academic Affairs, Academic Support Center, Counseling, Career Services, Health Occupations, Institutional Research, and School Relations, which is representative of Shared Governance. In addition to the formalized committee, Veterans Affairs, DSP&S, Financial Aid, Project HOPE, Puente Project, Library and Learning Resource Center and programs, such as non-credit and credit ESL, also focus on the access and success of underrepresented and targeted populations (Ref. 22).

Cerritos College is committed to investing in our students’ professional futures. Services are fully accessible and have equitable access for the wide variety of students attending the College. Locations of services are both on campus with extended hours of operation and on-line for the student to access at distant locations. The college is an HIS, Title V institution and is committed to helping every student succeed and provide a wide range of support services to ensure their success. The college offers flexible schedules including evening courses, Weekend College, Sunday classes, and courses online. The college has also linked outreach efforts with programs and instructional divisions to assure that students who need support services are given the opportunity to link with those services at their point of entry with the college.

There have been efforts to enhance the application and registration process for students through the refinement of our current online application and the development of more Web-based services. More than 90% of services provided by Admissions, Records and Services are accessible at www.cerritos.edu and MyCerritos portal, including application for admission, registration, adding or dropping classes, fee payment, financial aid fee waiver, catalog, schedule of classes, open classes, forms, grades, transcript request and verification of enrollment requests. In addition, TalonNet course management system is also a tool that is available to all students regardless of service location or delivery method.

There are many special programs and projects that support distance education and underrepresented students:

- Disabled Student Support Services (DSP&S) provides special assessment services and instruction for students with physical, psychological disabilities or chronic health impairments. Students with limitations due to a disability may receive support services and instruction from one or more of seven specialized programs at Cerritos College. Those with mobility, visual, hearing, speech, psychological and other health impairments as well as learning and developmental disabilities are served. Faculty administers services at an offsite location at Rancho Los Amigos Center (Ref. 23).
• Re-Entry Resource Program provides assistance to nontraditional students returning to school allowing them to make a smooth transition, overcome barriers unique to returning adults, and successfully attain their college goals and objectives. The Re-Entry Resource Program provides free workshops to help students develop into a successful student. Students assess the program by way of a paper evaluation and a by online survey (Ref. 24).

• Veterans Affairs Office helps veterans plan their educational goals. Students also are referred to outside appropriate programs. Students can obtain information on their own benefit account. If they are eligible to receive benefits, they can speak with an Education Case Manager (Ref. 25).

• Library and Learning Resource Center on the campus of Cerritos Community College offers a wide variety of instructional programs, services and resources to enrich the learning activities of students, faculty and staff. All resources listed on the Databases & E-Resources page are available from any computer on campus without a password. Remote access to most of these databases is available to Cerritos College students, faculty, and staff. Remote access requires login using an account or a User ID and Password. Online Databases are accessed and web pages describing these services are available (Ref. 26). The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services through a student suggestion box, paper survey and online suggestion form (Ref. 27).

• Innovation and Academic Support
  - Distance Education provides students with outstanding educational online programs and opportunities. Their goal is to provide a supportive, active learning environment (Ref. 28).
  - The Academic Support Center, a department of Innovation and Academic Support, is a campus support system designed to provide services and information to students who want to acquire, improve, review, or maintain personal learning skills. Students may visit the ASC to develop learning skills that will improve their efficiency and effectiveness in the classroom. Our support staff will help students accomplish their goals by connecting them with all campus programs, services, personnel, and materials. This enables students to learn more in less time with greater ease and confidence. The ASC has an online contact form (Ref. 29).

Self Evaluation
There has been no collection of data to assess whether services are appropriate, comprehensive, or reliable. A formal, outcome based assessment is needed to determine these facts. The Student Services offered at Cerritos College need to develop a comprehensive policy and procedure for routine collection of this valuable data, assessment, and integration of needed changes. Student input should be gathered as an integral part of this procedure.
Planning Agenda

Establish a formal data collection process with timelines, and use the assessment to evaluate the appropriateness, comprehensiveness, and accuracy of services. The process and assessment should be developed and performed by a variety of service departments on campus working collegially with specific identified outcomes and their resultant program revisions as needed.

The college will participate in the Student Services Program Review and Technical Assistance site Process which will evaluate outcomes and evidence of EOPS, CARE, DSP&S, Matriculation and CalWORKs.
Standard IIB.3.b

The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary

Students are provided with numerous activities designed for personal and civic responsibility. There are nearly 40 clubs and organizations for student involvement (Ref. 30, 31, 32, 33, 34, 35, 36 and 37). Clubs are available to address a wide range of interests, including the arts, cultural, political, and social interests. The campus’ “Show Your Pride” campaign provides students an opportunity to develop their civic responsibility for the campus (Ref. 38). The Re-Entry Program, in collaboration with the Women’s Studies department, coordinates speakers and activities during March in recognition of Women’s History Month. Students who are involved with the Black Student Union coordinate events during February for Black History Month. These activities assist in the students’ intellectual and aesthetic development. Clubs and organizations, whose activities are coordinated through the Interclub Council, are an integral part of the students’ growth as they develop skills in leadership, time management, organizational skills, and becoming team players. Current and future student leaders participate in the annual Leadership Conference held each January. Students are recognized for their academic achievements at the annual Academic Excellence Awards ceremony. As part of personal development opportunities, students seeking a career in the teaching profession are able to participate with Teacher TRAC. Career related opportunities are also available for students through the Federal Work Study program (where students work out in the community) and through internships (which leads are provided through Career Services).

The Academic Support Center provides a variety of study skills workshops and provides students and faculty-led tutoring (Ref. 39, 40, 41, 42 and 43). Faculty members in a variety of disciplines are available to work with students in the center. The Counseling Department conducts New Student Orientations, both on-line and in-person, as well as Success Workshops for students experiencing academic challenges (Ref. 44 and 45). Learning Community courses are offered to students, with some of these courses pairing an academic course with a Counseling and Guidance course (Ref. 46). The Assessment Center administers placement tests for students who enroll in English, reading and/or math classes to assist students with appropriate course placements (Ref. 47). Study guides are available for students to review prior to taking the test (Ref. 48, 49, 50, 51, 52, 53 and 54). Career Services provides career counseling and job placement services to enhance students’ job readiness (Ref. 55 and 56). Brochures and materials are available for students to guide them with resume writing and interviewing preparation (Ref. 57). The Student Health Center offers a wide-range of health, as well as psychological services, dedicated to students’ overall wellness (Ref. 58, 59, 60, 61, 62, 63, 64 and 65).

Dialogue takes place throughout the campus as part of maintaining a good learning environment. Regular updates come out of the Faculty Senate office via a campus-wide email and they have developed a Senate Agenda for Student Success (Ref. 66 and 67). Student clubs and organizations interact with student government through the Associated Students of Cerritos College (Ref. 68, 69, 70 and 71). Career Services was given the opportunity to address Faculty Senate and are involved in Student Learning Outcomes (Ref. 72 and 73). Most of the Student
Services areas also have brochures describing their programs and services available to students (Ref. 55, 56, 58, 59, 74, 75, 76, 77, 78 and 79).

Some Student Services areas currently evaluate their programs and services (Ref. 80, 81, 82, 83, 84, 85). Surveys and/or evaluations are used as a measure of student satisfaction with services. When an area has been identified as having a problem, staff members work quickly to resolve them. An example of this has been with the implementation of PeopleSoft. Students were having considerable difficulty enrolling in courses due to the prerequisite blocking feature of PeopleSoft. The Admissions, Records and Services Office continually helped faculty and students with the registration process, the submission of grades, and resolving issues with prerequisites. In addition, they answer student questions through the MyCerritos help desk, which is a portal for student use. Information Technology offer technical support to faculty and staff via the PeopleSoft help desk.

**Self Evaluation**

At the past accreditation on-site visit, Cerritos College was commended for being student centered. In reviewing services available to students for advancing their personal and civic growth, the College meets and exceeds this standard. Student satisfaction surveys have identified areas for improvement and those areas have implemented changes. An example of this comes from Career Services. From 2003 – 2005, data was collected to determine whether Career Services was meeting the students needs. Findings showed that students did not use Career Services because the students were not aware of the various services available. Students were most interested in getting help in finding jobs and choosing a major. Based on the findings, Career Services created a marketing strategy, which included increasing classroom presentations and staffing information tables around campus where there is high student traffic. The office has also created a newsletter informing students of Career Services “happenings.” (Ref. 86).

Dialogue between the services is open and highly interactive.

**Planning Agenda**

All services should become part of the systematic, outcomes based, analysis of services and their effect on students.
Standard IIB.3.c
The institution designs, maintains and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary
Cerritos College counseling services are designed to support student development and success and are offered by a number of departments at the college. The Counseling Department is the largest counseling unit and offers academic, career, and personal counseling to the entire student body. Counseling Department faculty are prepared to provide general assistance, matriculation services, and academic counseling to students in any major and can provide expertise in specific majors and career pathways. A new Dean of Counseling Services began her position in July 2006. In addition, for the first time, counseling faculty chairs were elected in June 2006. The Counseling Department Chair assists with faculty scheduling and serves as a resource to faculty and the Dean and the Counseling and Guidance Chair provides leadership in curricular matters and supports campus counseling faculty who are teaching Counseling and Guidance (CG) courses. Other campus departments providing counseling services are: Career Services, International Students, Adult Education, EOPS, DSP&S, CalWORKs, Learning Communities Program, Project Hope, and Teacher TRAC. All campus counseling faculty meet minimum qualifications as specified by the California Community College system. Many counseling faculty are bilingual and able to converse in Spanish (Ref. 87).

In addition to specializing in specific majors, faculty in the Counseling Department provide counseling support to the following campus programs: Disabled Student Services and Programs (DSP&S), Veteran’s Affairs, Teaching Secondary School Scholar Partnership Program (TS3P), Visual Knowledge Project, Puente Program, First Year Experience Program, Athletics, Scholars’ Honors Program, and Transfer Center. Also, one full-time Counseling Department faculty devotes 75% of his time to Articulation Officer duties. Two counselors regularly participate in Student Activity’s Judicial Affairs student grievance hearings (Ref. 88, 89, 90).

Building and maintaining strong working relationships with faculty in other departments is one of the ways counseling faculty members improve student development and success. Accreditations studies for the Nursing, Physical Therapist Assistant, Dental Hygiene, Dental Assistant, and Pharmacy Technician departments include a review of the counseling services provided to students pursing these majors. High marks and positive feedback for the performance of the Health Occupations counselors are consistently noted by on-site teams. Counseling faculty participate with other faculty in shared governance committees such as the Coordinating Committee, Curriculum Committee, Program Review, and the Faculty Senate where a counselor serves as Secretary for 2006-07. The last Faculty Senate President remarked in an October 2005 letter supporting a teacher preparation grant application, “The relationship between counseling and teaching faculty has never been more constructive and collegial than it is now, and this is in large part the result of the Teacher TRAC program its spirit and purpose. Not only are counselors and teaching faculty working together on campus, they are in our community together working with local teachers and principals to recruit, assess, support, enroll and mentor students” (Ref. 91).
The Counseling Department and Admissions, Records and Services Department also collaborate in joint committees to discuss and resolve common issues and to provide consistent information to students. The Academic Standards Committee reviews student petitions for course repetition and dismissal reinstatement. Both staffs also work together on the Counseling and Admissions and Records (CAR) Committee to clarify evaluation and graduation procedures. Issues are raised, discussed, and consensus is reached on procedures. Both staffs and all college counselors are informed of the results through “CAR Memos” which are jointly issued by the Deans of both departments (Ref. 92).

The Transfer Center operates as a part of the Counseling Department, although it is housed in Career Services. The Center’s distance from the Department and its limited space allocation is a continuing challenge. Currently, two full-time counseling faculty members serve as Co-Directors of the Transfer Center. In addition, one adjunct counselor participates in the planning of activities and provides walk-in counseling one evening a week at the Transfer Center. The services offered include university fairs, transfer strategy and university application workshops, campus tours, a library, scholarship information, assistance in accessing internet, and Web resources referrals. University and college representatives are regularly available for student appointments, make presentations at Counselors meetings and in classes, and frequently staff information tables on campus. Transfer agreements have been established with six University of California campuses and two California State Universities. The Transfer Center maintains a comprehensive Web site which includes a calendar of events, transfer FAQ’s, articulation agreements with private colleges, university applications, college terms, links to related Web sites, and a “Transfer Hall of Fame” honoring students who have recently transferred. In 2007, Cerritos College learned that it was selected as one of seven community colleges in the Los Angeles area to partner with UC Berkeley in their Jack Kent Cooke Foundation grant for increasing the number of low-to middle-income community college students transferring to Berkeley. Also, Cerritos College was one of five colleges tapped by UC Irvine to be a partner in their Bridges to Biomedical Research Careers for Community Colleges Students Program. The Bridges Program is funded by the National Institute of Health (Ref. 4, 93, 94, 95, 96, 97, 98, 99, 100, 101).

Counseling faculty teach Counseling and Guidance (CG) courses and are in demand to teach in tandem with faculty in programs such as Learning Communities and First Year Experience. The CG faculty members are innovative and make regular use of technology such as PowerPoint presentations in the classroom. CG instructors are in the process of developing student learning outcomes (SLOs) for their courses. All CG courses are designed to focus on student development and student success.

Counseling faculty coordinate the Counseling Fieldwork Program, an internship program for graduate students enrolled counseling MA and MS programs. It provides training in the competencies of a community college counselor with particular emphasis on academic counseling. In the last 3 years, 19 interns from University of La Verne, CSU Dominguez Hills, CSU Long Beach, CSU Los Angeles, and CSU Northridge have completed internship hours for their practicum requirements. The interns attended the weekly Counseling Division meetings as well as weekly training sessions, participate in role plays, and observe counseling appointments.
Their culminating experiences include a mock interview and counseling students, under the supervision of a counseling faculty (Ref. 109, 110, 111).

Students interact with counseling faculty in a variety of ways. Thirty-minute appointments are available and soon can be booked using e-SARS, a web-based scheduling system. Walk-in counseling is available year-round. While Fall 2006 registration was progressing, fifteen-minute scheduled walk-in sessions were initiated to accommodate students who were unable to come in early enough to sign-up for walk-in assistance. This was particularly helpful to evening students who work full-time during the day. Students visiting a counselor receive assistance such as academic counseling focusing on AA degree and certificate completion, transfer, success strategies, major and course selection, education plans, campus procedures, and service referrals. Counseling faculty also assist groups of students in New Students Orientations, Success Workshops which are designed for assisting probation students, and some specific major information sessions (Ref. 112, 113, 114, 115, 116).

All services are available both during the day, evening, and on selected Saturdays during registration. In addition, office hours are extended for a week during registration. Students may also access counseling faculty for online counseling and online new student orientations. They may submit questions any time, day or night and complete the online orientation at their own convenience. More than twenty full-time and adjunct campus faculty members provide online counseling. This online counseling workforce represents a breadth of service areas and has the subject expertise to provide students with timely and accurate replies. Currently, we are in the process of launching ESARS, a system that allows students to schedule appointments with Counseling Department faculty online (Ref. 117, 118).

Campus counseling faculty meet weekly for dialogue and updates on curriculum, transfer news and procedures, conference reports, registration issues, counseling workshops, department activities, and presentations made by faculty from other departments. The meetings are facilitated by the Dean of Counseling Services. Some meetings are devoted to hands-on training in computer labs. With the advent of PeopleSoft, counseling faculty have learned to access all student data on the new system including transcripts, test scores, class rosters, application information, enrollment, and the multiple-unit GPA report. They have also mastered entering educational plans and anecdotal notes, removing holds, term activation, and changing majors on the new system. The progress check/degree audit component of PeopleSoft is under development and will provide another technological tool for counselors to utilize. Counseling faculty recently gained access to transcripts from other colleges that have been scanned and uploaded on the Web. The introduction of these Web-based tools has been supported with regular training and review sessions provided by the counseling faculty who are assigned to work on implementing PeopleSoft (Ref. 119, 120, 121, 122, 123, 124).

Groups of counseling faculty who share the same assignments meet on a regular basis for discussion, program planning, or staff development. Online counselors meet once or twice per semester, CG instructors meet once a month, counseling faculty specializing in the majors offered by the Health Occupations Division meet monthly, the team of Transfer Center counseling faculty meet weekly, and the Counseling Department SLO Committee meets bi-weekly. Many of the counseling faculty also attend the conferences focusing on the CSU, UC,
local universities, AB540 students, and specific career fields such as health occupations and teaching (Ref. 125, 126, 127).

Counseling faculty participate in organizations such as the Region 8 Transfer Center Directors and Articulation Officer Consortium, Commission on Athletics, Association of California Community College Teacher Education Programs-South and the Dean of Counseling Services attends the Region 8 Matriculation meetings. Counseling faculty play leadership roles in regional and statewide organizations. For example, in partnership with Long Beach City College, Cerritos College Online Counseling faculty initiated the first meeting of the Region 8 Online Counselors Consortium. And the counselor for athletes serves as the presiding President of the Community College Counselors and Advisors Athletic Academic Association (3C4A) and another counseling faculty member was appointed to the Academic Senate Counseling and Library Faculty Issues Committee. One counselor is on the Executive Board of the California Community College Counselors Association. By participating in these professional organizations and staff development opportunities, counselors are updated on current issues and procedures and expand their educational networks; all of which helps faculty to better counsel students and provide them with the most pertinent, up-to-date, and accurate information (Ref. 128).

Self Evaluation
A review of counseling services supports the concept that the services are satisfactorily meeting students’ educational needs. The services are evaluated using a variety means. The weekly counseling meetings serve the multiple purposes of information sharing, training, planning and evaluation. Counseling faculty review services provided and discuss ways to improve effectiveness, student development and success. The Registration Committee meets to review and plan improvements to services provided during registration. Student feedback is gathered using a satisfaction survey at New Student Orientations and Success Workshops. Students who participated in Fall 2006 and Spring 2007 New Student Orientations indicated strong agreement with the statement, “Orientation was worth the time,” by rating it an average of 4.6 on a scale of 5.0 (Ref. 129). Probation students who attended a Success Strategy Workshop Summer or Fall 2006, indicated strong agreement with the statement, “Based upon the information presented, I feel better prepared for my classes last semester,” by rating it an average of 4.55 on a scale of 5.0. In addition, students are asked to complete counselor evaluation surveys and the results are used in counseling faculty for performance evaluations. Finally, the Counseling Department Student Learning Outcomes Team has been meeting for over a year and was one of the first departments on campus to begin the work of identifying student learning outcomes (SLOs). In fact, one of the two faculty members with release time to lead the campus-wide effort to develop SLOs is from the Counseling Department. Currently, the Counseling Department team members are testing the rubric for assessing one of the four SLOs developed by the full department. In Spring, 2007, all of the Counseling Department faculty were involved with the process. In addition, a second measure, a student survey was developed. It is designed to be completed by students in selected classes. The survey was administered as a test-run in one class during Summer 2006. Some modifications were made and it was tested once again in Spring, 2007.

A Research and Planning Department study which reviewed performance indicators in CG classes from Fall, 1999 to Spring, 2004, found that CG students were more successful than other students. It was reported that of the CG students who started in Fall 1999, 71.3% were retained to
the following fall term whereas less that half of all other new students (47.6%) were retained in the same period. The CG students also took more units (0.52) and demonstrated lower rates of academic probation rates than other students. When a CG class was paired with an English 20 or English 52 class, academic success rates were consistently higher than all other students. In a Spring 2004 survey, students said, “Taking CG 200 really helped me my first year in college. It made me a more efficient student” and, “This counseling course was extremely useful and has helped focus my attention to (sic) at hand (transfer). It is my contention that CG classes be required for (sic) all students” (Ref. 102, 103, 46, 104, 105, 106, 107, 108)

While the Counseling Department is struggling to meet the service requests by students through the additional use of adjunct counseling faculty, a need for additional private offices to accommodate these adjunct faculty for one-on-one counseling is a continuing challenge in the Counseling Department. Of the fifteen full-time faculty in the Counseling Department, six are near retirement and in fact, two retired in June 2007. Maintaining and further developing our level of service is a priority and replacing those who retire will be crucial.

Cerritos Colleges’ online counselors were invited by the California Community College Counselor Association (4CA) to participate in a panel addressing “Online Counseling/Advising Best Practices at the Faculty Association of California Community Colleges (FACC) conference in October 2005. The Cerritos College Online Counseling website was recognized as a “best practice site” in the Senate Rostrum, May 2005 issue (Ref. 117, 118).

Planning Agenda
The progress check/degree audit component of PeopleSoft is under development and will provide another technological tool for counselors to utilize. Counseling faculty recently gained access to transcripts from other colleges that have been scanned and uploaded on the Web.

Through the analysis of SLO measurements the Counseling Department will assess student development and success and make changes to improve the department services and the quality of policies, processes, and procedures for providing student access, retention, and completion of goals (Ref. 129, 130, 84, 131, 132, 133, 134, 135).
Standard IIB.3.d
The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary
The College values diversity in the classroom and on campus. Diversity is a core value which guides the College strategic plan. Programs and services such as CalWORKs, Counseling, Disabled Student Programs & Service (DSPS), Extended Opportunity Program & Services (EOPS), Financial Aid, International Student Center, Student Health Services, and Student Activities support and develop student understanding and appreciation of diversity. These programs, services, and clubs provide guidance to traditional and non-traditional students, minority students, adult students, evening students, full and part-time students, students with disabilities and students from various socio-economic statuses. For our DSPS students, alternative learning resources are available as well as accommodations for assessment (Ref. 30, 5, 2, 8, 9, 7, 11, 10).

The Student Activities office coordinates with clubs and organizations to provide events that invite students to participate and appreciate diversity. Examples of these are clubs such as Black Student Union, M.E.Ch.A., Gay Straight Alliance and events such as the Puente Club’s Cultural Celebration, the International Student Union’s Around the World in Eighty Bites baked goods sale, the Political Science Club’s General Election Information session, and the Muslim Student Association’s Lecture on Ramadan.

In the development of curriculum for new courses, each course writer will present a multicultural statement to the Curriculum Committee as evidence that the writer has considered the diverse nature of Cerritos College students. These statements include review of textbooks for culturally and gender specific inclusions. Additionally, the course writers highlight how lecture and lab content demonstrates the way in which various cultures, groups, and persons are facilitated in their learning process. Staff development offers training on diverse learning styles (Ref. 136).

To ensure access to accurate information for diverse audiences, Cerritos College regularly updates its printed and electronic materials. The Adult Education and Diversity Programs department offers educational courses in English as a Second language (ESL), Citizenship, Vocational English as a Second Language, (VESL) and general Education Development (GED) (Ref. 137). Several services have developed materials for students whose first language is not English (Ref. 138, 139, 140). The office of Student Services also assesses the availability of resources, printed, web based and personnel, in multiple languages within each department (Ref. 141).

Self Evaluation
Especially in light of the diversity of students and employees of Cerritos College, this section is well met through multiple offerings of clubs and events to expand awareness of the cultures of the world. The International Student enrollment has been expanded, and has gained good exposure on campus through the Club’s events and a program which promotes awareness of the cultures from which those students come.
While many documents are available in Spanish, the College does not have many translated
documents for other languages that our students speak. A large Asian population may be better
served by having translated documents and more employees who are available to translate.

Planning Agenda
The College should identify which documents should be translated into languages other than
English after a needs assessment is completed to identify which areas need work. The same
assessment can be used to publicize which staff members may be available for translation when
needed.
Standard IIB.3.e
The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary
As an open-access institution, admission to Cerritos College is offered to any high school graduate or equivalent or persons eighteen years of age or older who shows evidence of being able to benefit from instruction (Ref. 142). The Admissions, Records and Services department follows all advisories and legal opinions from the California Community College Chancellor’s Office. Recently the Cerritos Community College District Board of Trustees approved the utilization of an online admission application which matches the questions asked on the paper application. The common application is provided by CCCApply (State Chancellor approved common application powered by XAP).

Students enrolling in English, ESL, reading or math courses are encouraged to take placement tests as part of the matriculation process. All assessments used by the college are provided by a third-party vendor who must submit validation, reliability, and disproportionate impact data to the Chancellor’s Office on a regular basis. Once the vendor provides significant data to demonstrate that the assessment tool meets the required standards, the tool is listed as approved by the Chancellor’s Office (Ref. 143, 144). The college only uses tests that are approved by this process.

In 2000, the college began using a computer-based assessment for English and reading. Initial placement scores were used and scores were adjusted based upon a validation process (Ref. 145). In Fall 2002 and 2004, a review of the placement scores for English was conducted by department faculty in conjunction with the Research and Planning Department (Ref. 146, 147). The college participated in a statewide validation process with the vendor for the math assessment tool (Ref. 149). In Spring 2005, a review of the placement scores for reading was also conducted by department faculty. The ESL department is working on validating their current cut scores in Spring 2008. The research conducted during these processes demonstrated that our placement scores are at appropriate levels for our student population (Ref. 145, 146, 147, 148). For students applying for Financial Aid, the Ability-to-Benefit computer-based test is used to determine if a student is eligible for federal financial aid programs. Credit/no credit cut scores are determined by the federal government testing office/Department of Education (Ref. 150). In 2006, the college converted from a paper-based to a computer-based tool for both math and ESL placement, which allows for walk-in testing for students.

Self Evaluation
The College is meeting this section in a satisfactory manner especially since all testing instruments must be approved by the Chancellor’s Office after an extensive review of the test’s validity, reliability, and disproportionate impact on our diverse students.
Planning Agenda
In the Fall, 2007, a calendar cycle for regular re-evaluation and re-validation will be instituted. The College needs to add to that cycle, an every three years update for local data on disproportionate impact and test bias data gathering on our students.
Standard II.B.3.f

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. Student academic records are maintained in two computer hardware systems: PeopleSoft and Liberty. Information Technology (IT) has implemented adequate security within PeopleSoft and has provided for the recovery in case of emergencies. Also, for added security, IT has established a Secure Socket Layer (SSL) encrypted, set-up a firewall and has installed virus scanners on all servers and PCs. Each department that utilizes Liberty is responsible for their own security set-up and Information Technology oversees the security of offsite tapes.

Student records prior to Fall, 1981 are recorded on hard copies within the student records vault. There are other pertinent items that are classified as Class 1 items that are on microfilm and microfiche and are housed in the student records vault as well. Student records after Fall, 1981 have been converted from the old legacy computerized management system to PeopleSoft ERP. Additionally, current pertinent documents such as instructor records, graduation evaluations with transcripts and hard copy historical transcripts are in the process of being digitally imaged and stored on the Liberty servers. For the students, the institution publishes and follows established policies for release of student records. The policies can be found in the current catalog and on the Cerritos College website, as well as, the current class schedule (Ref. 151, 152). The College publishes and follows established policies for release of student records.

As a result, the following practices and procedures have been developed:

- Password-protected computerized records
- Secured backup of student records to allow for recovery from accidents or disasters
- Signed confidentiality agreements for student employees prior to employment (Ref. 153, 154, 155, 156, 157)
- Limited access to the student records vault
- Retention of original copies of final semester grades in the records vault after computer input
- Electronic storage of all student transcripts (hard copies prior to Fall 1981). Digital image of transcripts received from other institutions
- Information provided on the Cerritos College admission application providing students with the opportunity to exercise their right to object to the release of their directory information (Ref. 158)
- Formal notification to students when records have been requested through a subpoena, sent to the last known address advising students of the subpoena and the length of time in which they have to object to the release
The Dean of Admissions, Records and Services must approve access to student records. Layers of security (roles) have been created limiting access to student records. These roles are periodically reviewed and updated as the needs dictate. An audit trail of all student record transactions is available.

**Self Evaluation**
The college and the appropriate departments have carefully guarded students’ records and have followed all federal and state requirements for maintenance of confidentiality as well as release of information. As such, this section of the standard is well met. The College has published and adopted policies and procedures.

**Planning Agenda**
None.
Standard II.B.4
The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary
The college unit planning process served as the primary mechanism for review. In this process each unit specified its purpose, goals, objectives and needs as the basis for making budget requests to the Vice President of Student Services. Unit Action Plans, however, were last submitted Fall 2004 and, to date, nothing has replaced them (Ref. 159). Despite the fact that an institutionalized review process is not in place, several of the Student Support Services units utilize Student Learning Outcomes, satisfaction surveys, number of student contacts, or the Chancellor's Office Categorical Program Review recommendations to guide improvements (Ref. 160, 161, 162, 163). These measures, however, are seen as minimally acceptable by most Student Services Units.

Self Evaluation
As a way of addressing this section and improving services, various units within Student Services were introduced to student learning outcomes by attending workshops during the Fall of 2004. Since that time, ten attendees have established SLOs for their units (Ref. 164). The units are working with the two campus faculty SLO Coordinators and several are piloting assessment methods for assessing at least one SLO Spring, 2007 (Ref. 165, 166).

Planning Agenda
All student service units will be incorporated into the Student Learning Outcomes Assessment process. For those units who have begun the process and have identified appropriate outcomes, the data collection, assessment, and implementation of changes will be carried out within the next year. Other units will identify their outcomes and methods of measurement within that same period, and then continue into the next phases during the following years. Student Services is developing a formal program review process including outcomes assessment as well as a timeline for that process. The Categorical program review process is being integrated with the College program review model as the methodology used to meet this standard.
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Standard IIC

Standard IIC.1
Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Descriptive Summary
The materials and services available at the Wilford Michael Library and Learning Resource Center provide a broad base of support for the instructional technological, professional, and learning needs of students, faculty, and staff at Cerritos College. The Wilford Michael Library and Learning Resource Center is the central location for the following wide variety of support services:

- The Wilford Michael Library
- The Academic Support Center
- The Innovation Center
- The Center for Multimedia Production and Support
- The Language Center
- The Math Learning Center
- The Reading Center
- The Writing Center
- The Computer Assisted Instruction Laboratories.

All of these areas of the library and Learning Resource Center are staffed with personnel well qualified to support a broad range of subject areas.

Cerritos College Library
The Library is available for study, research, and pleasure reading. It contains more than 110,000 books and reference materials and over 300 magazine and newspaper subscriptions. The library provides access to the myLIBRARY web gateway and various databases which provide access to thousands of magazine, journal, newspaper, and reference articles. Internet access with print capability and photocopy machines are also available in the library. Librarians staff the Reference desk to assist students with their research.

The library’s primary mission is to support the colleges’ mission of providing high quality, academically rigorous instruction in a comprehensive curriculum that respects the diversity represented in our student body and region. The college 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 (Ref. 1).

**Academic Support Center**
The ASC offers a variety of services to enhance student learning skills including tutorial services in mathematics and writing, study skills workshops and seminars, training in technologies for college success, and more. The ASC uses faculty and student tutors. In addition, Weekend College students are offered specific support on Saturdays 9:00 am - 5:00 pm and during regular ASC hours (Ref. 2).

**Innovation Center**
The Innovation Center provides information, training, and opportunities for professional growth. Technical support is provided on all products supported by the Computer Services Department at Cerritos College. In addition to regularly scheduled training sessions on office automation products, the Innovation Center also offers one-on-one consultation, including web design assistance to faculty and staff. Online faculty may receive additional training on web course development. Faculty and staff may participate in certificate programs offered through the Innovation Center (Ref. 3).

**Language Center**
The Language Center is open to all students enrolled in Foreign Language classes, including ESL classes. Students use the Lab to complete lab workbook assignments in their texts, listen to and compare their pronunciation with interactive tapes, watch videos, and to practice what they learn in the classroom (Ref. 4).

**Math Learning Center**
The Math Learning Center (MLC) offers semi-independent courses in six different levels of mathematics: basic mathematics, pre algebra, elementary algebra, intermediate algebra, college algebra, and trigonometry. The courses offer maximum flexibility for students with time constraints or students who wish to progress more rapidly than traditional lecture classes (Ref. 5).

**Reading Center**
The Reading Center is open to students who wish to increase their reading comprehension and rate as well as improve their reading efficiency. Students can join others in a class or work at their own pace in the Reading Center. Computer assisted instruction is used in many of the Reading Center classes (Ref. 6).

**Writing Center**
The Writing Center is open to all students who want to become more effective and confident writers. The Writing Center staff helps students generate ideas for writing assignments, clarify
the purpose and structure of a paper, fully develop an idea, make their writing more clear and understandable, identify grammar problems, use writing reference sources, and learn how to develop a writing process. The Center also provides instruction in correct format, including MLA (Ref. 7).

**Computer Assisted Instruction (CAI Computer Labs)**

The CAI labs are the largest open computer laboratories on campus. There are over 200 PC and MacIntosh workstations for students, faculty, and staff use. Students may create a computer logon account for themselves each semester.

To insure that students and faculty are able to use the services of the Library and Learning Resource Center to their full advantage, each of these programs has orientations or training sessions in which students and faculty are introduced to the materials and services available. The Library and the Learning Resource Center programs offer classes, create and provide informational and instructional materials for users, and conduct meetings with small groups or individuals to support the systematic development of concepts and skills that are essential to the appreciation of intellectual, aesthetic and cultural endeavors. For example, students may attend library orientations organized for specific classes. As of the beginning of March, the library had 100 specific orientations scheduled for classes taught in the spring semester 2007. New orientations can be scheduled as needed. The library has an on line library orientation request form that faculty members can use to schedule a specific orientation. As evidenced in the titles and content of the library orientations, it is clear that the orientations address the intellectual, aesthetic and cultural development of students. Some of these orientations topics include literary criticism for *Frankenstein*, *Rime of the Ancient Mariner* or *Prometheus*; research topics arising from Victor Villasenor’s memoir; how to do research for world art; World Regional Geography; events outside of religion that have a belief component, such as tarot card reading, acupuncture, espiritismo, Judaism, Islam, etc.

The services provided by the Library and Learning Resource Center are easily accessed by the Cerritos College community. Located near the middle of the campus, the Library and Learning Resource Center is open weekdays, and most of the services are also available evenings and on Saturdays. Thus, the college is able to serve a large cross section of the community. Much of the information about services to students and faculty is also available on line. All of the programs have web pages with information about the programs. The Library, Academic Support Center, and the Innovation Center have especially rich web pages for students to get information about support services as well as information related to subjects covered in course content.

The Library and Learning Resource Center programs are involved in a continuous process of developing, revising and rewriting statements that describe learning outcomes specific to their programs. To facilitate this process, the Innovation Center publishes staff development web pages with titles such as, “Learning Outcomes – Where Can I Get More Information?”

The programs and services of the Library and Learning Resource Center programs are assessed in a variety of ways. Some aspects of the programs are assessed through the institutional survey. Programs associated with departments are included in assessment practiced by the Program Review process. Less formal assessments of learning and satisfaction are also performed by
individual programs, and the directors of these programs use the information when necessary to change or modify the programs.

**Self Evaluation**
The library and programs associated with the learning support services have provided sufficient documentation to demonstrate that they are pursuing the goals of their respective programs. These programs provide a wide variety of services to a large number of students. The quality of many of the programs has also been, or is in the process of being assessed in the context of Program Review using student learning outcomes to measure. The large number of students and faculty who use the library and the programs at the Learning Resource Center provide some evidence that these services are valued by the Cerritos College community.

**Planning Agenda**
The process of developing and revising learning outcomes should continue and should evolve as the learning environment and the population change. Each of the programs should consider posting a statement of learning outcomes on a program web page.
**Standard IIC.1.a**

Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

**Descriptive Summary**

*Wilford Michael Library*

The goal of the library’s collection development process is to meet the curricular and lifelong learning needs of our students. This goal is accomplished through professional and subject expertise of library faculty who work in conjunction with classroom faculty to continuously identify new titles for addition to our collection. Individual librarians are assigned specific subject areas and are responsible for working with classroom faculty in those disciplines.

The library has a rigorous system for selecting new materials, maintaining currently used materials and weeding obsolete materials. Working with faculty and staff from departments and student support programs throughout campus, the library works to insure the collection meets the learning needs of the students. The library makes a concerted effort to acquire materials that reflect diversity in academic preparation, social attitudes, beliefs, and cultural heritage.

In order to better serve students, in August 2006, the library unveiled a new online system that integrates acquisitions, cataloging, serials, reserve, public access to books and patron records, and federated searching. The SirsiDynix library information management system includes programs such as “Unicorn,” used for managing all technical service and “Rooms,” a sophisticated Web portal which enables library users to discover information. The Library has also purchased the Content DM digital management system for preserving, archiving, and providing access, via the web, to digital assets. Initial plans for this system include scanning and cataloging images for course reserves and Art History class use.

An annual investment for the library’s book budget has improved the library book collection and has consequently increased use of the library by students, faculty, and the community *(Ref. 8)*.

The library periodicals budget of $63,750.00 has increased only $3,000.00 in the last 18 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, 60 titles have been dropped from the collection due to the increase in subscription prices. Relying solely on periodicals available electronically through web-based databases is also an uncertainty because the college pays a subscription to license access to the publication but does not own a physical copy of the publication. When a database vendor opts to discontinue providing access to a title, or if the publisher of a title withdraws it from the database holdings, Cerritos College Library users will not have access to the title for research. An increase in budget for periodicals is now a crucial need *(Ref. 9, 10)*.

Funding for the subscription web-based resources comes from the periodicals budget and alternative sources, such as the Telecommunications and Technology Infrastructure Plan (TTIP) grant funds. Alternative funding sources such as the TTIP funds have decreased in past years and
are not guaranteed for future commitment. This, coupled with the increase in periodical prices, has resulted in 14 individual database titles dropped from the collection. Budgetary commitment from the college to continue subscriptions to these resources is crucial to the library’s mission in support of the college curriculum (Ref. 11).

The Library and the Learning Resource Center programs provide students with opportunities to learn using the latest technology and innovative materials. For all programs, computer equipment is maintained according to the Cerritos College Computer Replacement plan.

**Academic Support Center**
The Academic Support Center supports the technological institutional commitments of the college by maintaining a computer lab, hosting 20 computers, four of which are reserved for students from the Disabled Students Programs and Services (Ref. 12). This computer lab is used for classes and workshops offered by the Academic Support Center as well as by students seeking individualized guidance from the staff and faculty at the Academic Support Center.

Other educational resources available to students include study skills packets and quizzes, technology training materials, Computer Proficiency practice exams, CBEST study material and CBEST practice exams (Ref. 13, 14).

**Math Learning Center**
Semi-independent courses serve approximately 1000 students per semester enrolled in 8 different mathematics courses (Ref. 15). The Math Learning Center offers 57 hours per week of one on one tutoring for students enrolled in semi independent classes. Two faculty members supervise activities of students and teaching assistants.

Among the many responsibilities of the Math Learning Center, faculty write textbook supplements to enrich student understanding of the material. Because the faculty work one on one with students, the faculty can immediately assess student learning needs and respond to these needs verbally or by creating supplemental material. The written materials and supplements are kept in the Math Learning Center and available to all students enrolled in semi-independent courses.

Computers are also available at the Math Learning Center so that students may research mathematics topics on the Internet as well as access on-line textbook coordinated resources. These resources are, for example, mini-lectures, practice exams and homework supplements. In addition to computer assisted instruction, the Math Learning Center offers video cassettes and CDs that explain textbook exercises (Ref. 16).

**Writing Center**
The Writing Center serves the writing needs of students by offering one-to-one tutoring on a drop-in basis. The Writing Center has an English professor who oversees the daily operation. The faculty director recruits, hires, and trains tutors. All are hourly employees. Other faculty, including English and English as a Second Language instructors, regularly serve students in the
center by providing one-to-one tutoring. The Writing Center has a library of handbooks and other reference guides for tutor and student use. The Writing Center director and other faculty who work directly with students are responsible for identifying the appropriate materials (Ref. 17).

The budget for purchasing and maintaining educational resources, including the training of tutors, and equipment has been limited, especially with recent changes. The modest amount that was available in 2004-2006 in the way of an IPII grant, is no longer available as of 2006-2007, creating a shortfall of funds that are necessary to continue pedagogically-sound tutor training (Ref. 18, 19). Also changes to zero-unit classes and their funding has adversely affected the Writing Center’s budget, and thereby its ability to optimally service students.

Innovation Center

The Innovation Center offers training to faculty who want to learn how to use technology appropriately to enhance the learning environment for their students. Decisions concerning the organization of training are determined in many ways: surveys of faculty, requests from faculty and management (ex. Articulate Presenter), changes in institutional software (ex. Microsoft Office updates) and hardware (tablets, digital cameras), new software (ex. PeopleSoft, MyCerritos, Rosters+), student requests (ex. Podcasting), experimentation (ex. Wiki tool) (Ref. 20).

The Innovation Center has 10 computers (PCs and Macs), some printers and scanners. There are also projectors and laptops available for faculty to check out. The Innovation Center also has a teaching work station and a mounted projector.

The training room at the Innovation Center is offered in a number of ways. There are group, one-on-one, walk-in or online training opportunities for faculty (Ref. 21). The Innovation Center creates training materials, provides software, hardware, and equipment used for many of the classes. The materials required are identified by faculty and the staff of the Innovation and Academic Support Division and forwarded to the Dean for inclusion in the budget and planning process. Faculty feedback on effectiveness of materials in attaining learning outcomes guides the selection process.

Self Evaluation

All programs except the Writing Center Program are serving the students well. While the Writing Center has utilized its limited resources well, there is strong need for updated educational equipment as well as for more funds for personnel and tutor training.

The library organization and system for maintenance of materials is superior. The need for increasing funds for periodicals and subscription based resources has been noted.

Planning Agenda

The library book fund should be moved out of the Instructional Equipment Fund into the General Fund in order to insure timely acquisition of materials for the use of the college community. Ways to ensure the library carries the most relevant and up-to-date periodicals should be explored. The college should investigate additional funding for the Writing Center.
**Standard IIC.1.b**

The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

**Descriptive Summary:**
The library, Academic Support Center, Reading Center and the Innovation Center explicitly address the concerns for ongoing instruction of users of the library and other support services.

The librarians and staff of the library are organized and committed to helping library users become information competent, which includes the following skills:

- ability to discern an information need
- ability to articulate an information need
- ability to devise a search strategy to retrieve information
- ability to evaluate information
- ability to apply information to a problem-solving context.

To this end, the Cerritos College Librarians provide one-hour orientation sessions covering basic library and research skills so that students can learn about the wide variety of print and electronic resources available through the library. They also customized orientations that focus on in-depth research techniques in all disciplines (Ref. 22, 23, 24). Library orientations can also be requested by faculty, and are listed on the Orientations web page (Ref. 24). From Fall 1999 to Spring 2006, a total of 1,522 library orientations were conducted by library faculty, reaching over 42,638 students (Ref. 25).

There is comprehensive support for students. Reference services provided by the library faculty are available at the Reference Desk during all hours that the library is open and are available for in-person and telephone reference instruction and assistance. From Fall 1999 to Spring 2006, over 152,281 questions were asked at the Reference Desk (Ref. 26). In 2002, the Ask a Librarian service was introduced, whereby users can email or engage in live chat with a librarian.

Librarians offer both traditional and Learning Community sections of *Library 100: Introduction to Library Resources*. As a result of becoming more involved in Learning Communities, this one-unit course, which emphasizes the use of library research methods and materials, has grown in the number of sections taught. Online course offerings were also added. From Fall 2000 through Spring 2006, over 917 students completed the course (Ref. 27). Librarians also work with the Academic Support Center to offer Library Research Workshops. These walk-in workshops cover the many print and online resources available in the Library and teach students where to find information on any subject (Ref. 28, 29).

Over 200 *Library Research Guides* have been created by the Cerritos College librarians. These guides are available to students, faculty, and staff and they detail library policies, research methods, resources and other aspects of the library collection. The guides are available in print and on the library web page (Ref. 30). PowerPoint tutorials on a variety of subjects are also available via the Library web page (Ref. 31, 32).
The library provides the bulk of formal training in information competency. However, the Academic Support Center, the Reading Center and the Innovation Center also support training in information competency. The Academic Support Center provides ongoing instruction to students on information competency through workshops on Internet navigation and research. They hold workshops on a daily basis on a variety of subjects, taught by a trained Instructional Aide (Ref. 33). Training materials and quizzes are also available on the Academic Support Center website so that students may access the information off campus (Ref. 2). The concepts underlying information competency and the practice of gaining information in a competent manner are also addressed in a Reading course entitled READ 200-Analysis and Critical Reading. In this course, students use the Reading Center and its faculty and staff to explore information competency by learning to research information presented in reading and writing assignments.

Critical to maintaining information competency is professional development. The Innovation Center assists faculty in keeping up to date with the latest innovations affecting information competency. At the Innovation Center, faculty members learn to use new software applications to build lessons that will require students to demonstrate information competency, and learn to present these lessons via the web or specific presentation software (Ref. 3).

Online students are supported through the Library website and the Ask a Librarian program which offers 24 hour assistance.

Self Evaluation
The Library and Learning Support Services are well-addressing information competency of students, staff and faculty in the variety of ways described above. However, methods for evaluating the effectiveness of the methods for addressing information competency in terms of measuring student learning outcomes need to be developed.

Planning Agenda
Faculty evaluation forms should be revised to assist in measuring student learning outcomes for the orientations. Develop a system to better respond to evaluation results.
**Standard IIC.1.c**

The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

**Descriptive Summary**

**Library**

Access to the library and its resources are provided to students, faculty, staff, and the community at large. Internet and World Wide Web access is provided to the entire college community. The library’s web site provides remote access to both print and electronic information resources 24 hours a day. The Cerritos College librarians maintain an active, accessible, and up-to-date library web site which is essential for information dissemination to a broad spectrum of users.

In addition:

- Library hours are from 7:30 a.m. – 10:00 p.m. Monday-Thursday, 7:30 a.m. – 3:00 p.m. on Friday, and 9:00 a.m. – 3:00 p.m. p.m. on Saturday during Fall and Spring semesters (Ref. 34).
- The library is physically accessible to students with disabilities and offers hours of operation to accommodate day and evening users. The physical design of the library addresses issues of access for the disabled. The library is in compliance with the Americans with Disabilities Act.
- Students and faculty are provided with information for remote access to the library catalog and electronic databases. Librarians work collaboratively with Computer Services and library vendors to insure both local and remote access to these resources (Ref. 35, 36).
- 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 (Ref. 1, 37).
- The library offers an online section of Library 100 each semester (Ref. 38).
- The Library offers an online orientation in conjunction with Distance Education which is available via TalonNet to all students enrolled in online courses (Ref. 39).
- 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 ZOOMText 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.
• Wi-Fi connectivity is available in the library in accordance with the Cerritos College ATT service agreement (Ref. 40).

**Academic Support Center**
The ASC is open during the all semesters. Fall and Spring hours are Monday - Thursday, 9:00 am - 8:00 pm, Friday 9:00 am - 3:00 pm and Saturday 9:00 am - 5:00 pm. Summer hours are Monday - Thursday, 9:00 am - 8:00 pm.

Students are able to obtain information on Study Skills, Microsoft Office skills, myCerritos navigation and internet research on the ASC website (Ref. 2).

Access is available for all DSPS students through specialized equipment, software and trained tutors. Information regarding support is available on the ASC, DSPS, and Computer Services web sites (Ref. 2, 41, 42).

Learning support is offered to each student through tutoring. Tutoring is free and available in all instructional programs and disciplines (Ref. 43). Requests are initiated by the student, approved by the instructor and fulfilled through the ASC on an as-needed basis (Ref. 44).

**Math Learning Center**
The MLC is open during all semesters. Fall and Spring hours are Monday - Thursday, 8:30 am - 9:00 pm, Friday 9:00 am - 4:00 pm. Summer hours are Summer Session I, Monday - Thursday, 4:00 pm - 8:00 pm, and Summer Session II, Monday – Thursday, 10:00 am – 2:00 pm. Students are able to study, receive one-on-one tutoring, and take tests any hours that the center is open. Course syllabi, study sheets, homework assignments, and announcements are available on-line as well as in the MLC (Ref. 5).

**Reading Center**
The Reading Center is open for student use Monday through Thursday 8:00 a.m. to 9:30 p.m., Friday 8:00 a.m. to 4:30 p.m., and Saturday 8:00 a.m. to 2:00 p.m. The Center houses 27 computers for student use. Faculty and staff are available to assist students during all open hours (Ref. 6).

**Writing Center**
The Writing Center, located in Learning Center 206, offers tutoring in writing to students who enroll in English 33, an open entry/open exit lab course. The Writing Center also offers tutoring in English as a Second Language students. In order to service its community of students, the Writing Center can serve 53 students. There are no computers available for direct student use. Facilities, especially space, and equipment for the Writing Center have been limited (Ref. 45). The Writing Center’s hours are 8 am to 8 pm, Monday through Thursday, and 8 am to 1 pm on Fridays (Ref. 46).
**Innovation Center**
The Innovation Center provides workshops for faculty helping faculty in turn to provide resources for student learning. The Innovation Center also provides online tutorials for both faculty and students allowing them to access course materials and training services at any time. The Innovation Center is open for faculty and staff use Monday through Thursday 7:30 a.m. to 5:00 p.m., Friday 7:30 a.m. to 4:00 p.m. However, all training material and tutorials are available on the web (Ref. 3).

**Self Evaluation**
The programs and services offered by the Library and the Learning Resource Center provide adequate access to members of the Cerritos College community. These programs address the diverse needs of the campus community by being available a large number of hours -- for some services, there is 24 hour accessibility – and by providing a wide range of services to accommodate a broad range of special needs including those of students and faculty with disabilities. We have superior support for daytime students. We have some support for evening students, but we need better support for weekend students. We don’t supply adequate writing support across the disciplines.

**Planning Agenda**
Weekend support needs are being assessed for budget and other resource needs. The Writing Center is being reorganized to meet school-wide needs.
Standard IIC.1.d
The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary
The institution provides effective maintenance with periodic upgrades of the computer lab through the Information Technology department. Some of the computer labs are wireless, secured with limited access through the Cerritos College server. Each computer is also equipped with Deep Freeze, which returns each computer to the standard settings upon log-off regardless of what an individual user may upload and/or download. One method Cerritos Colleges uses to secure its computers within the library and learning resource center is through the use of lockdown devices. Many, but not all computers that are designated for student use are secured. Tamperproof screws are placed on the back of the PC to discourage the theft of computer memory or CPU’s from within the systems themselves. Also, anchors are placed on LCD monitors, which allow a cable to be placed through both the monitor and PC so they can’t be easily stolen. Also, security clips are used to secure the keyboards and mice (Ref. 47, 48).

The Library is regularly maintained by the facilities staff. Remove space
Increased library usage, as well as normal wear and tear, affects the physical state and appearance of the Library and Learning Resource Center furnishings and computer equipment. For example, the Library is in need of new flooring (Ref. 49). Security issues are rare but are adequately handled by the Cerritos College police, and the campus police routinely monitor the library responding directly in emergency situations.

The main exit from the library has a 3M security system to prevent the theft of library materials. Most, but not all, of the emergency exits from the libraries have alarms to alert staff to patrons exiting through those doors.

Self Evaluation
The restrooms are heavily used and need repair and more frequent cleaning. Graffiti has been carved into some of the wooden restroom doors. The carpet in the library needs to be replaced because of stains, tears, and ripples. Some walls need painting and some ceiling tiles are stained or missing due to leaks and need to be replaced. Computer and text maintenance has not been able to keep up with the massive student usage in the Reading Center. Faculty cited that as a program improvement need in its recent program review document.

Planning Agenda
The three vice presidents have met with their staffs and prioritized the needs that pertain to the LRC. Locating and allocating funds to meet these needs must be done. Putting alarms on all the emergency exit doors and adding another 3M security system by the door leading to the rear exit of the library would help the college to effectively meet this standard. The institution should make the needed repairs to the facilities listed above.
Standard IIC.1.e

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

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

- 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 (Ref. 50).
- The Cerritos College Library is a member of the Community College Library Consortium (CCL), a program of cooperative buying which leverages the purchasing power of the California Community Colleges. The Consortium is a partnership between the Community College League of California and the Council of Chief Librarians of California Community Colleges. Through CCL, the library has been able to participate in the consortium purchase plan to order subscriptions to online databases and e-resources at substantial discounts. These databases are accessible on-campus, and most are available for remote access as well (Ref. 51, 52).
- The library is a member of the Online Computer Library Centers (OCLC). The library contracts for and participates in several services through OCLC including: their Inter-library 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.
- The library has entered into a contractual agreement with IKON 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.

Self Evaluation
The college meets the standard.

Planning Agenda
None.
Standard IIC.2
The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Description
The library and the learning resources programs use a variety of techniques to determine the adequacy and effectiveness of its resources, services and materials. Each program has a system for evaluating the needs of the students. These evaluation processes are multi-faceted. The programs have participating students complete surveys and many of the programs have suggestion boxes so that students may contribute suggestions anonymously these are available at the program location or available on line. Each program also has a process by which faculty and staff users are surveyed. In addition to this, each of the programs also participates in the institutional program review. In this process, the program does self evaluation and then outside members validate this evaluation.

Each of the library and learning resource programs is in the process of incorporating measures of students’ learning outcomes into these systems. The library and all of the learning support services have started to develop student learning outcomes specific to their programs. The programs are at different points in the development of these learning outcomes. The way these outcomes are made public varies from program to program. The Staff Development web site has informative and useful information about learning outcomes to assist programs in generating their own student learning outcomes. Some programs have also met with the college’s SLO Coordinators to discuss the process of developing student learning outcomes (Ref. 53, 54).

The directors of the programs work with deans, faculty and students to determine needs of the various programs and use results of the surveys and the suggestions from faculty and students to make changes when appropriate.

Self Evaluation
The library and learning resource center programs have good processes for evaluating the needs of the students and campus community.

Planning Agenda
The programs will continue to develop student learning outcomes and appropriately incorporate measures of these into surveys and evaluations.
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Standard III

Standard IIIA.1
The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Descriptive Summary
The selection process for faculty, management, classified and confidential employees encompasses a well-monitored process which ensures the selection of the most qualified individual (Ref. 1). Each selection committee includes a process monitor member. The process-monitor member is responsible for ensuring the fairness, consistency, confidentiality and transparency of the process and enforcing the principles of equal opportunity employment as stated in our Board Policies. The current hiring procedures were last updated in the early 90’s, but the selection process has been effective.

The Program Review process requires that programs periodically review the qualifications of their staff. There are more than 40 Advisory committees providing input to programs regarding the most contemporary qualifications necessary to meet the needs of these programs (Ref. 3). There are several externally accredited programs which are systematically audited by their accrediting agencies to assure that their staff is qualified (Ref. 2).

Self Evaluation
Cerritos College, through its sound employment policies, employs personnel that meet the state minimum qualifications and the programs’ requirements.

Planning Agenda
Cerritos College is in the process of reviewing its Hiring procedures to comply with the guidelines of the new Equal Employment Opportunity model plan. Job descriptions for Classified and Management employees are currently being evaluated by a Classification and Compensation study.
Standard IIIA.1.a

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

Qualifications and criteria for all personnel have been established by the Board of Trustees in accordance with Title 5 and state minimum qualifications (Ref. 4). All qualifications and criteria are part of the job descriptions. Faculty duties and responsibilities are contained in Board Policy and the Faculty Handbook both of which are published (Ref. 5, 6).

The Board of Trustees, through the shared governance process, has developed the recruitment and selection procedures which conform to Title 5 regulations and are contained in the Affirmative Action Plan. Training in the hiring procedures is provided to the selection committees. Each selection committee has a trained process monitor to ensure that the selection procedures are equitably applied to all candidates. In addition, the Affirmative Action Plan contains a process which allows all candidates to file complaints concerning inequitable treatment or perceived inequalities in the selection process (Ref. 7).

Selection committees make evaluations of candidates based on an appraisal of application materials, oral examinations and through skills testing when appropriate, to ensure that all candidates have the skills and qualifications required for the job. The selection committee for new faculty is comprised of three faculty members and two managers. All qualified faculty candidates must possess subject matter expertise and demonstrate, as required by AB 1725, the ability to teach in the discipline. The final interview, particularly, contains questions which will allow the college executives and selection committee chair to ensure that the candidate selected for hire has the potential to contribute to the college mission (Ref. 8).

The institution requires that candidates’ degrees are from an accredited educational institution or that non-U.S. degrees are NACES (National Association of Credential Evaluation Services) certified. The Human Resources Department requires that a candidate submit a certified copy of his/her transcript which shows the degree(s) posted in order to be considered for the position. For positions requiring verification of occupational experience, the applicant must present a letter signed by past or present employer on company letterhead that attests to the dates of employment, description of duties, and whether or not the employment was full-time.

Cerritos College Equivalency Committee, a shared governance committee, is comprised of eleven faculty members and three administrators. Its primary function is to review local standards and to evaluate applications of faculty candidates who are applying on the basis of
claimed equivalency to the minimum qualifications. When a Division is unable to find qualified applicants, it may employ part-time faculty as Emergency Hires. This process is initiated by the department and requires Division Dean, Academic Senate, and the VP of Academic Affairs approval.

**Self Evaluation**
The review of the Equal Employment Opportunity Plan and the Board Policies are efforts which reflect a strong level of commitment to institutional involvement in the areas of qualifications and hiring procedures. The classification and compensation studies also reflect the institution’s concerns with the need to consistently assess the qualifications required to effectively serve the needs of the institution and the student and community populations.

The goal of the extensive efforts, studies, and reviews is to ensure that the institution hires and retains highly qualified personnel who are able to provide academic and administrative quality services; are willing to engage in scholarly activities; are strong advocates of professional development; and are committed to contributing to the mission of the college.

In the 2006-2007 academic year, the institution completed a classification and compensation study on classified and management jobs. This study includes a review of the qualifications for each position.

**Planning Agenda**
The institution is reviewing the Equal Employment Opportunity Plan recommended by the Chancellor’s Office to update the Affirmative Action Plan, which addresses recruitment and selection procedures. This review is taking place through a shared governance process involving all members of the institutional community.

The institution is also in the process of reviewing the Board Policies which include the instructional job description and philosophies on hiring and qualifications. The equivalency process will also be reviewed to assist the institution in reducing the number of emergency hires it employs during the year.
**Standard IIIA.1.b**

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

**Descriptive Summary**

The District, in conjunction with the representatives of the classified, faculty and management groups, established evaluation procedures and instruments. The evaluation procedures comply with the terms of the Education Code and have been reviewed by the Board of Trustees. Regular employees are evaluated during the probationary period, and at least annually thereafter, except for tenured faculty who are evaluated once every three years. Part-time faculty are evaluated during their first term of employment and every three years thereafter (Ref. 8).

The Management Evaluation process requires that each manager develop goals that are linked to the college’s mission and the District’s strategic plan to ensure that managers clearly understand expectations and have clear, objective, and measurable progress toward the desired goals. The new Faculty Evaluation process was negotiated in the 2005-2006 academic year and provides for peer evaluation and managerial input. Managers, in turn, evaluate classified staff in the manner in which the individual helps to meet the goals and objectives of the area. Management and faculty evaluations are performed by the supervisor and/or peer but also allow for the consideration of outside input as well, such as student evaluations.

If any employee receives a “needs improvement” or “unsatisfactory” rating from an evaluator, each process requires the development of a remediation plan and an opportunity for an employee to demonstrate improvement. The evaluation processes for faculty and classified staff also provide for off-schedule evaluations to identify and remedy performance deficiencies at an early stage. Evaluation documentation is kept in the employee’s personnel file.

**Self Evaluation**

Cerritos College has made concerted efforts to ensure that employees are evaluated in a timely manner (Ref. 9). Human Resources tracks and maintains records of all evaluations and attempts to ensure that evaluations are accomplished in a timely manner. The training provided to faculty in the evaluation process emphasizes the employee’s active role in the evaluation process. Procedures are in place to allow an employee to have his/her evaluation reviewed for the reasons stated in the procedures. The college strives to ensure that the employee feels that he/she is treated equitably in the evaluation process.

**Planning Agenda**

None.
Standard IIIA.1.c
Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary
Faculty members are periodically evaluated on their knowledge of subject matter, educational practices, techniques on instruction, effectiveness of communication and their acceptance of responsibility. They are observed performing their instructional or non-instructional duties to ensure that the institution’s high standards are maintained and to ensure a positive learning environment. When employees perform below standards, they are placed on a remedial plan and evaluated again to assess their improvement. Students benefit from the institution’s developmental approach as it imposes corrective course of action on employees performing below the standards, and provides employees with the training and the required tools to improve student learning outcomes (Ref. 10).

The College has adopted a four-step student learning outcome (SLO) assessment cycle: 1) Identify SLO’s for a selected course, program, or service, and then identify one SLO for a given assessment cycle; 2) Develop and implement the SLO assessment; 3) Report and discuss the findings of the SLO assessment; and 4) Respond to the findings of the SLO assessment. This assessment allows faculty members to improve educational practices. (Ref. 11).

Self Evaluation
As programs and departments progress through the assessment cycle, the college will know more regarding how this will ensure effectiveness in students’ achieving goals.

Planning Agenda
The college will continue to work through its planning agenda for the SLO assessments.
Standard IIIA.1.d
The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary
Cerritos College proactively promotes and fosters ethical behavior in its employees. This is accomplished by a variety of established policies, standards, and mission goals (Ref. 12).

The college maintains a policy that prohibits discourteous or offensive conduct towards other employees, students, or the public. The policy also prohibits dishonesty, conduct unbecoming of an employee of the District, and crimes that involve moral turpitude or that which brings discredit to the District.

District policies prohibit personnel from engaging in conflicts of interest. Specifically, policy prohibits District members from engaging in financial transactions where their official prestige or influence is utilized for their personal or family members’ gain. The policy also establishes protocols relating to academic decisions, prohibiting personal gains from areas such as textbook selection (Ref. 13).

The District conducts training in ethics for the Board of Trustees and managers. Board policy revisions contain Ethics policy (Ref. 14).

Self Evaluation
Cerritos College proactively provides information to employees in an effort to encourage ethical behavior. At the time of hire, employees are given information to discourage unethical behavior. The College is actively reviewing its policies to meet contemporary standards and practices.

Planning Agenda
Cerritos College, in conjunction with the Community College League, is in the process of updating all board polices and a timeline has been established. We will continue to strive to train personnel in the area of ethics. In addition, the college is planning to conduct ethics training to all employees.
Standard IIIA.2

The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

Descriptive summary

During the 2006/2007 academic year, Cerritos College employed 50 administrators, 292 full-time faculty, over 500 part-time faculty per semester, and 318 classified employees to support more than 23,000 students’ learning. Although Cerritos College has strongly strived to meet the State overall goal of 75/25 ratio, for the past three years the Full-Time Equivalent Faculty (FTEF) attributable to Full-Time Faculty has been slightly below 70% (Ref. 15). Funding has not always been available to support our efforts.

The Vice President of Academic Affairs at Cerritos College has responsibility for determining faculty staffing needs and works in conjunction with the Instructional Deans. The deans prepare requests for new full-time faculty based on unit plans, Program Review, and consultation with department chairs. At a fall deans’ meeting, all staffing requests are submitted and discussed (Ref. 16).

The Vice President of Student Services has responsibility for determining staffing needs in the Student Services area including DSPS, Career Services, Student Affairs, Admissions and Records as well as Counseling, CalWORKs International Students and Student Activities. In 2005, the new Vice President of Student Services determined there were too many direct reports to his office through a study of comparative colleges’ structures. This resulted in a rearrangement of positions and titles that is more efficient in meeting student and college needs. The managers regularly meet and review the effectiveness of this arrangement.

The Vice President of Business Services has responsibility for determining staffing needs for Accounting, Budgeting, Payroll, Purchasing and Fiscal Services; and Facilities, Operations and Physical Plant. In 2004, in an effort to improve fiscal and accounting services to the college, those areas were realigned and managers were repositioned.

Effectiveness of faculty staffing is shown in the number of courses we successfully offer, new curriculum that is designed and offered, new programs that are created, timeliness in general and elective level course offerings to allow completion of programs, and student success rates (Ref. 17).

All positions are carefully considered as to necessary preparation and education for the position by managers and individuals in the area of responsibility and ultimately the vice presidents, president of the college, and the Board of Trustees.
Self Evaluation
The college has had many changes of personnel at the vice president and president levels since the last accreditation and this had led to differing approaches and decisions as to staffing needs and how to determine them, as well as their effectiveness. Now that these personnel are in place, the vice presidents will have more of an opportunity to evaluate the current structures.

Planning Agenda
None.
Standard IIIA.3

The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Descriptive summary
Personnel policies are contained in the collective bargaining agreements and/or Board Policies. Collective bargaining agreements are distributed to managers, faculty and classified employees at hire (Ref. 18). Administrators receive copies of collective bargaining agreements at hire. Updates to the collective bargaining agreements are distributed annually and placed on the college’s website (Ref. 19, 20). Administrative Procedures/Regulations are contained at the end of the collective bargaining agreement. Board Policies are accessible in all division and department offices and on the District’s website (Ref. 20). Faculty and Classified Employee Handbooks are also provided to regular employees at hire or during the New Hire Orientation session.

The institutional community periodically reviews Board Policies and makes recommendations regarding change to the Board of Trustees. The District is currently engaged in a thorough review of all of the Board Policies with the assistance of a consultant and with varied opportunities for input from all constituent groups.

District personnel work together to ensure that policies and procedures are equitably and consistently administered. If there are questions about or challenges to fairness and consistency, the employee is provided with grievance and/or complaint procedures to address the matter.

Self Evaluation
Personnel policies are available to employees and the public and are equitably and consistently administered.

Planning Agenda
The college is currently conducting an analysis of the Board Policies.
Standard IIIA.3.a
The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive summary
Cerritos College adheres to written policies and employment procedures to treat all employees equally before, during, and after their employment with the college. Board Policies, collective bargaining agreements, employee handbooks, and state and federal legislation regulate employment practices at Cerritos College. Employees are provided with this information at the time of hire and during the New Hire Orientations. Board Policies and collective bargaining agreements are also available to the employees online (Ref. 21). Employee related Board Policies are divided in sections: General Personnel Policies (7000 Section); Management Employee Policies (7100 Section); Academic Employees Policies (7200 Section); and Classified Employees Policies (7300 Section).

In 2002, the Cerritos College Faculty Federation-AFT became the exclusive representative of full-time, part-time, and adult education faculty. Although the first collective bargaining agreement is currently being negotiated, for items not included in the Short Form Agreement (July 1, 2004-June 30, 2007) conditions of employment are stated in Board Policy and the Faculty Handbook contains the employment procedures (Ref. 22).

The classified bargaining unit employees are represented by the California School Employees Association (CSEA) Chapter #161. The bargaining agreement contains the terms and conditions of employment, such as wages, hours, benefits, transfers, and reassignments (Ref. 22).

Management employees are represented by the Association of Cerritos College Management Employees (ACCME). Board Policy section 7100 covers the terms and conditions of employment for this type of employees (Ref. 21).

Self Evaluation
Cerritos College is an equal opportunity employer and adheres to all district policies, bargaining agreements, and state and federal mandates. The institution offers, within policies and collective bargaining agreements, venues to address unfair practices. All employees are aware of polices and procedures.

Planning Agenda
None.
**Standard IIIA.3.b**  
The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with the law.

**Descriptive Summary**  
The District is guided by state and federal laws in the maintenance of personnel records. The District maintains all current confidential personnel records in the Human Resources Office and these records are deemed Class I, permanent, records. The Human Resources Office and the cabinets which contain the records are locked when the office is closed. Only Human Resources staff members have access to these records during business hours.

A procedure has been established to allow employees access to their personnel files. The employee must fill out a form indicating that he/she will view the records and then a Human Resources staff member sits with the employee while he/she views the records to ensure that no unauthorized material is entered into or removed from the file. Pursuant to the Health Insurance Portability and Accountability Act (HIPAA) regulations, medical information concerning each employee is maintained in locked cabinets in the Human Resources Office as well to ensure that supervisors who review employee’s records do not have access to medical information.

Data concerning employees is also entered into the PeopleSoft management information system. Different Human Resources staff members have differing levels of access dependent on their needs to view or input data (Information Technology PeopleSoft Security Form [http://web.cerritos.edu/computer-services/form/table12.html](http://web.cerritos.edu/computer-services/form/table12.html)). The Information Technology department has measures (hardware, software, and data security controls; administrative standards and procedures; etc.,) that safeguard the system.

The personnel files and records of inactive employees are periodically copied and stored electronically. The paper records are then reclassified as Class III, disposable records and destroyed pursuant to the mandates of the Education Code. Copies of these personnel records are also maintained in a secured off-site location (Iron Mountain) to ensure that records are permanent and are not destroyed (Ref. 23).

**Self Evaluation**  
The college meets the standard.

**Planning Agenda**  
None.
Standard IIIA.4
The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary
Cerritos College fosters an appreciation for diversity through campus instructional programs and services. The Faculty Handbook states: “Cerritos College is a community-oriented institution that embraces diversity, innovation, and active learning. We strive for high academic and ethical standards, as well as academic freedom. We believe in the worth and dignity of our learners, regardless of age, gender, ethnicity, or disability. In educating, we consider the learner’s cognitive growth, and seek to foster their emotional and physical well-being” (Ref. 24) Services to students with special needs including financial assistance; language, cultural or economic differences; facilities adaptations; hearing, visual and learning challenges are provided through DSPS, EOPS, Academic Support Center, Student Activities, and Community, Industry, and Technology Education (CITE). “Cerritos College District is committed to the concept and principles of Staff Diversity in providing equal opportunity in employment for all persons and to prohibit discrimination based on race, sex, color, religion, age, marital status, sexual orientation, disability, ancestry, national origin, and such other categories of protected classifications as defined by law applicable to the District” (Ref. 25).

Cerritos College offers a variety of clubs and organizations for every phase of campus life. The college provides opportunities for students and employees in social service, curricular, and special interest programs (Ref. 26).

Self Evaluation
Cerritos College is proud of its tradition of offering support, providing programs, and being a welcoming institution for students, faculty, and staff of every denomination, ethnicity, creed, race, sexual orientation, disability, and ancestry. Policies and procedures relating to hiring practices are followed carefully across campus. Diversity and multicultural awareness has a special emphasis at Cerritos College. The campus has more than thirty-five countries represented and over twenty languages are spoken across campus (Ref. 28). Events celebrating cultures and diversity occur throughout the year (Ref. 27).

Planning Agenda
Cerritos Colleges is developing its Equal Employment Opportunity Plan. However, the Plan will not be fully developed until the availability data is gathered by the State Chancellor’s office and shared with all Community Colleges.
Standard IIIA.4.a
The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary
Faculty and staff are surveyed annually as to what workshops and development opportunities are most desirable. Throughout the year, Cerritos College offers several staff development workshops that stimulate diverse perspectives and are open to all constituencies. The college has provided awareness training in sexual harassment, discrimination, tolerance, sexual orientation, disabled students, and hate-crime prevention with particularized training for campus police (Ref. 29). Staff and faculty benefit from a wide variety of class offerings for flex credit/development (Ref. 30).

The institution supports its diverse personnel by enforcing its board policies and statements of staff diversity. It further embraces its diversity by providing services for the range of personnel it employs, such as including domestic partners and their eligible children in the CalPERS health plan and District-paid dental and vision plans (Ref. 31).

Cerritos College is committed to providing equal opportunity in employment for all persons. This commitment applies to every aspect of personnel policies and practices in the employment, development, advancement, and treatment of employees. All employees are encouraged to participate in staff development activities and programs that foster openness and sensitivity to cultural differences.

Self Evaluation
The college meets the standard.

Planning Agenda
None.
Standard IIIA.4.b
The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary
The institution maintains statistics concerning all recruitment and hiring processes and demographic records of all employees. The District completes its annual MIS report to the Chancellor’s Office which provides in its data the ethnic breakdown of the District’s workforce. The District submits its annual Diversity Report to the Chancellor’s Office. This report tracks the diversity of the applicant pools in all recruitments and the diversity of employees hired in each fiscal year. The District maintains the Student Equity Plan which tracks and analyzes the student population including demographic data (Ref. 32). The District does analyze its employee population compared to the student demographics to determine if the college’s employment practices reflect the diversity of the student population.

Self Evaluation
The college meets the standard.

Planning Agenda
None.
**Standard IIIA.4.c**
The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

**Descriptive Summary**
The college makes considerable effort to assure that its administrators, faculty, staff and students are treated fairly. It conducts training workshops, publishes extensive documentation, provides mentors to new employees, has an active student leadership program, and has an extensive shared governance process to maximize a climate of fairness, respect, and participation for all members of the college community. The college conducted the Noel-Levitz Satisfaction survey in early 2007. This survey gathered input from faculty, staff and students’ on the climate of the college. A student equity plan is in place. The college is undergoing a class and compensation study this year to further equalize its salaries and duties, establish operational structure, and to develop current job descriptions among the classified and management staff. Each segment of the college has representation through shared governance committees.

To ensure an environment of fair treatment of personnel and students, the college has policies and procedures described at length in Board Policies, Faculty and Classified Employees’ handbooks, Shared Governance handbook, Cerritos College Faculty Federation and California School Employees Association Chapter 161 contracts, the General Catalog, the Schedule of Classes, and the Associated Students of Cerritos College handbook (Ref. 33, 34, 35, 36, 37, 38, 39).

Student policies and the grievance procedure are published every semester in the Schedule of Classes and annually in the college catalog. Employees and students have means to voice their concerns when they believe unfair treatment has occurred.

**Self Evaluation**
The college meets the standard.

**Planning Agenda**
None.
Standard IIIA.5
The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

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. SD promotes 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. Information on all SD programs can be viewed on the college web site at www/cerritos.edu/staffdev (Ref. 40).

The Human Resources also offers mandated and professional development training throughout the year. In 2006, Cerritos College joined the Southern California Community College/Employee Relations Consortium which provides training to administrators in employment related issues (Ref. 45).

Specialized programs such as Women’s Studies, Teacher TRAC and Learning Communities create staff development projects and events that are planned directly by those programs (Ref. 41, 42, 43, 44). Another professional development opportunity offered to faculty is sabbatical leaves. The college has continued to offer sabbatical leaves each year for up to five percent of the full-time academic employees.

In 2005, the college developed a Student Learning Outcome Assessment process and assigned two coordinators to work collaboratively with departments, programs and service areas. The coordinators are facilitating meetings with departments, programs, and service areas to develop a set of student learning outcomes, an assessment tool as the first steps in the Student Learning Outcomes Assessment Cycle (SLOAC) (Ref. 46).

Self Evaluation
There have been no state funds for staff development in the five years preceding 2006/2007. Nevertheless the college has continued to offer faculty, administrators, and staff a variety of opportunities to participate in, facilitate, and offer workshops, programs and events to further support teaching and learning. In 2007 the college received one time staff development monies without assurance that this would continue on the following year.

The growing level of interest and quality work in the SLOAC collaboration taking place across campus is inspiring.

Planning Agenda
None.
Standard IIIA.5.a
The institution plans professional development activities to meet the needs of its personnel.

Descriptive summary
The Staff Development (SD) office in concert with the Innovation Center, offer a great variety of professional support services to meet the needs of Cerritos College employees, such as the Professional Growth or Flex Week, financial support for professional conferences (TechEd), and the coordination of the Teaching Assistance Program (TAP) (Ref. 47, 49). Additional opportunities for professional development 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 workshop for the campus community (Ref. 48). A general faculty all day workshop was held on Student Learning Outcomes (Ref. 51). In addition, the college has implemented Sakai, an open source learning environment for web courses and projects that has required a school-wide campaign of faculty, staff and student training and support (Ref. 50).

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.

Self Evaluation
In order to acknowledge the commitment and superior performance of professional work, the SD office continues to coordinate the outstanding faculty and staff events.

Implementation and migration of TalonNet (our Sakai learning environment) is on-schedule and very successful thanks to coordination of Staff Development, the Innovation Center, Multi-media Production, Information Technology and the Faculty Senate.

Planning Agenda
None.
**Standard IIIA.5.b**
With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

**Descriptive summary**
Events ranging from colloquiums and global teleconferences on teaching and learning, computer classes, to presentation on issues concerning health and dealing with difficult students and the public in general, are scheduled on an ongoing basis by the Staff Development (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 one-day-a-month staff development day series for employees’ participation. 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 (*Ref. 52*). Other input for SD activities and programs also comes from the Campus Coordinating Committee and other college committees. The SD committee is composed of members representing all areas of the institution including faculty, management, and classified employees. The SD committee meets on a monthly basis for evaluation and future planning. All gathered data is collected and housed in the SD office (*Ref. 54*).

Specialized programs such as Women’s Studies, Teacher TRAC, and Learning Communities collect and process their own evaluation data on their staff development projects and events (*Ref. 53, 55*).

**Self Evaluation**
Participants in professional development programs and/or 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.

**Planning Agenda**
None.
Standard IIIA.6

Human Resources planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and use the results of the evaluation as the basis for improvement.

Descriptive Summary

Human resource decisions are greatly influenced by enrollment, which has a direct impact upon financial capability for new hires and even replacements across campus in all quarters. Strong enrollments and strong budgets are critical input for hiring and retaining employees. The President, the appropriate Vice President, and Director of Human Resources annually review the number of retirements, resignations and institutional needs and then a determination is made relative to the number of full-time faculty that can be hired as new or replacements based on need and financial viability.

The Vice President of Academic Affairs, in consultation with instructional deans, reviews, discusses, and deliberates over positions requested based on clear goals for each division which emanate from unit plans, program review, the college goals, and state mandates from the California Community College’s Chancellor’s Office. The list is then refined in a democratic process at the Dean’s meeting. New faculty hires as well as replacements are based on growth programs, efficiency, percentage of adjunct faculty, disciplines which contribute to general education as well as developmental education (Ref. 56, 2, 17).

The District also lends an attentive ear for the community by conducting and/or participating in a community needs/labor market analysis. The refined list is discussed with the appropriate Vice Presidents, Director of Human Resources, and the College President. Once the final decisions are made, the Vice President of Academic Affairs takes the recommendation to the Planning and Budget committee as an information item only.

Student Services also make use of the unit planning process. Student Service managers meet as a group to discuss and sometimes debate their request for new and/or replacement personnel. Similar to what occurs on the academic side of the house, these managers are expected to justify their requests and then prioritize them. This process involves a review of institutional needs as well as the various unit needs. Resources required and any other circumstances that may bear on decisions are taken into consideration then re-prioritizing may take place. In the Student Services area, decisions for personnel are based on programs and services needs in a prioritized order. In other words, the area of student services bases human resources decisions on unit plans, demand for services, and ability to respond effectively with proper resources.

Requests for Classified hires are subject to greater scrutiny on a wider campus basis. There are tight position controls. If a position does not have a control number, there can be no request. The budget department must verify all classified positions in the budget and all such positions must be approved by the Vice President of Business Services before they can be submitted for review and approval to the Planning and Budget Committee.

Classified hires generate extensive discussions if enrollment at the college is declining because of the negative financial impact that has on the District’s budget. Nevertheless, if, for example,
there is a perceived and dire need for an employee, the Vice President of Business Services makes the case and presents it to the Planning and Budget Committee with an explanation as to why the necessary funding is unavailable for such position at the time of the request.

The effectiveness of human resource needs in program and service areas is assessed through the colleges program review process (Ref. 2, 17).

Self Evaluation
Cerritos College assesses its human resources needs by reviewing the requests for faculty, classified, and management employees with consideration of sources of funding, enrollment, programs and services offered. Unit plans and independent department analysis also provide information for future Human Resources planning.

Planning Agenda
None.
References

1. Hiring Procedures
2. 2006 Program Review Annual Report
3. List of Advisory Committees
4. State Minimum Qualifications
   http://www.cccco.edu/divisions/esed/aa_ir/psmq/min_qual.htm
5. Board Policy #
6. Faculty Handbook
7. Affirmative Action Plan
8. Faculty, Classified and Management Evaluations Procedures/Guidelines
9. CCFF Short Term Contract and CSEA Contract
10. Faculty Evaluation Guidelines
11. SLOAC timeline
12. Ethics (policies, standards, goals)
13. Conflict of Interest form
14. Dates for Ethics Training
15. 75/25 reports for 05/06, 04/05, 03/04
16. Student Success and Completion info
17. Program Review Final Report 2007
18. New Hire checklist
19. Collective Bargaining Agreements
20. Cerritos College Human Resources website: http://www.cerritos.edu/hr
22. Human Resources website: www.cerritos.edu/hr

23. Information on Iron Mountain

24. Faculty Handbook I-25

25. Board Policy 7033.1


27. Flyers of events held during 2006-07

28. International Students Open Door Survey Nov. 2006

29. HR Training

30. Classes offered for flex credit

31. Board Resolution to include domestic partners in the health, dental and vision plans

32. 2006/07 MIS/IPEDS demographic report, HR Diversity report, Study Equity Plan

33. Faculty Handbook

34. Classified Handbook

35. Shared Governance

36. General Catalog

37. Schedule of Classes

38. ASCC Hanbook

39. CSEA and District MOU on Class and Comp

40. Calendar of Staff Development Activities

41. Women’s Studies

42. Teacher TRAC

43. Learning Communities

44. Learning Celebration
45. Southern California Community Colleges/Employee Relations Consortium

46. SLOAC

47. Innovation Center website: www.cerritos.edu/ic

48. Info on John Hass Colloquium

49. TAP

50. Sakai training

51. Norena Badway

52. Staff Development Evaluations

53. Teacher TRAC/Learning Communities Evaluation

54. Staff Development Committee Meetings Minutes

55. Women’s Studies Evaluations

56. Dean’s Hiring Prioritization List for Faculty Hires
Standard IIIB

Standard IIIB.1
The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary
The institution provides safe physical resources that support and assure the integrity and quality of its programs and services by Board Policy, establishing a Campus Safety Committee, third-party (college insurance provider) interaction via a College Safety Compliance Plan, and monthly Campus Police reports. The institution provides sufficient physical resources, monitored by three computer software programs: R-25, PeopleSoft, and Fusion. Using R-25 and PeopleSoft together, the college determines sufficient available space. Fusion, then, provides information regarding the efficiency of space usage.

The Facilities Planning Committee (FPC) makes recommendations for upgrades to the college facilities assuring the safety and sufficiency of college equipment. To support the equipment needs of distance education delivery modes, the college establishes Web sites offering online classes, smart classrooms, and community outreach programs. Equipment needs for the institution are then determined and met by the FPC.

Self Evaluation
The institution operates at a superior level of safety as evidenced by third-party Annual Safety Reports and monthly Campus Police Crime Statistics Reports. Facilities analyzes these reports and takes corrective action, providing training when deemed necessary. Significantly, the R-25, PeopleSoft, and Fusion reports all indicate that Facilities is providing sufficient physical resources for the institution.

Planning Agenda
None.
Standard III.B.1.a
The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary
The college uses an inclusive process to assure representation of all facets comprising the campus community, utilizing the input through Shared Governance committees, user groups, and instructional groups (Ref. 1, 2, 3). The demand and frequency of usage of facilities repairs, replacement and maintenance, and other resources is driven by collection of needs and upkeep through processes of several maintenance systems and shared governance committees such as the Facilities Planning Committee (Ref. 1, 4, 5, 6, 7). To evaluate effectiveness of facilities and equipment in meeting the needs of programs and services, the college currently uses the work order process and R-25 for scheduling, support, tracking, and closing of needed maintenance and campus activities. To best utilize campus space, the college very effectively implements software programs R-25 and PeopleSoft to track the use and scheduling of facilities by the campus, the community, and outside organizations.

Self Evaluation
Though Cerritos College satisfactorily meets this standard, evidenced by its efficient planning, building, and maintenance of the facilities, there is always room to improve the ability to collect and evaluate the effectiveness of facilities’ information through innovative software.

Planning Agenda
None.
Standard III.B.1.b
The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary
The institution ensures that access to all facilities where it offers courses, programs, and services is compliant with the guidelines of the Americans with Disabilities Act (ADA) (Ref. 8). The college recently underwent an extensive ADA audit of its facilities. Facilities that are used for off-site programs submit a contract wherein the rights and responsibilities of both parties are explicitly delineated (Ref. 9, 10). These contracts address, but are not limited to, the issues of safety, access, security, and work environment. In many instances, these contracts have been written by the legal departments/representatives of the off-site facilities themselves. Many of the facilities used for our off-site programs are accredited by other oversight agencies.

Self Evaluation
Based on the facilities’ extensive ADA Transition Plan, the college meets this standard satisfactorily.

Planning Agenda
None.
Standard IIIIB.2
To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Descriptive Summary
The institution addresses this standard by assessing the use of its facilities with the R-25 software program and PeopleSoft. As mandated by the State, the institution evaluates the use of its facilities annually, though this is an ongoing process, often dictated by planning and institutional needs (Ref. 11, 12). The results of evaluations then inform decisions by the Planning and Budget Committee in concert with Program Review. Additionally, the Facilities Planning Committee coordinates issues of concern here, as well. There is also a State database that provides a basis for decisions regarding improvement of facilities or equipment (Ref. 13, 14, 15).

Self Evaluation
Based on Facilities’ personnel input and Facilities’ committee member experience on campus, the college satisfactorily meets this standard.

Planning Agenda
None
Standard IIIB.2.a
Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary
Long-range capital projects are linked to institutional planning through the college’s *Educational Master Plan* and are generally the responsibility of two committees: the Facilities and Planning Committee (FPC) and the Campus Transformation Committee (CTC) (*Ref. 16, 17, 18*). The difference between these two committees is that the FPC is a Shared Governance committee, whereas the CTC is not. The FPC is concerned principally with capital long-range planning, as well as day-to-day capital improvement projects; the CTC focuses on General Obligation Bond (GO Bond) implementation (*Ref. 14*). Both committees are tied to Budget and Planning, Program Review, and funding issues (*Ref. 19-22*). Long-range projects inform institutional planning, which starts with Program Review Reports, then moves through the Shared Governance process in the Planning and Budget Committee.

The elements that comprise the total cost of ownership the institution uses when making decisions about facilities and equipment are capital outlay plus the cost of maintenance. For equipment, the college shops for the most economical item, considering also the warranty and the compliance to established standards for that item to meet facility demands referenced in the Campus Standards Handbook in association with the Facility Condition Assessment Report 3D/I (*Ref. 23*).

Well-defined college goals drive the planning and design of capital projects, which in turn must meet Board approval for action, while conforming to State guidelines. General campus meetings are held by the President, which inform as well as solicit input from campus personnel at large. This is an ongoing process that also adheres to Board guidance and directives. This very effective long-range capital planning is evidenced by the college’s aggressive GO Bond implementation capital outlay program, which is outlined in the Master Plan and Implementation Plan Update.

Self Evaluation
For this standard, the college merits a superior rating based on the fact that Cerritos College has built four new much-needed buildings and has future plans for five new buildings, as well as major renovations to seven buildings and a myriad of site projects, not to mention the installation of a completely new infrastructure plant to service the entire campus.

Planning Agenda
None.
**Standard IIIB.2.b**

Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

**Descriptive Summary**

The college factors institutional needs of the campus in concert with budget monies available to ensure a safe, secure, and healthy environment. All efforts are made to assess and inventory all building components to warrant that replacement, repair, and preventative maintenance schedules are maintained (Ref. 24). The Facilities’ department works in accordance with the Curriculum office to provide the space needed and to forecast growth areas to meet the demands for future course offerings (Ref. 25). The department relies on post-class evaluation reports from program review validation teams and students to ensure that their learning experience is satisfactory. Preventive maintenance reports also aid in the maintenance of each building and classroom space.

In prioritizing institutional needs regarding equipment purchases, the Facilities’ department has records of all pieces of equipment for maintenance, longevity, and productive use. Annually, the physical plant updates its Five-year Scheduled Maintenance Plan using data service contract preventive maintenance feedback and normal life cycle information. This allows the college to prioritize and plan years in advance.

The Facilities’ department communicates with the Academic Affairs’ office, as well as the Vice President and President’s office to ensure that the physical resource needs meet the requirements for current and future instructional programs.

**Self Evaluation**

The rating for meeting this standard is satisfactory, although there is room for improvement in the areas of resources, equipment, supplies and communication. The Physical Plant constantly strives with Shared Governance committees and campus groups to provide a safe, clean learning environment for all students, staff, and visitors.

**Planning Agenda**

None.
References

1. Shared Governance committees: GO Bond Committee, Master Plan, Academic Affairs Committee, Facilities Planning Committee, Information Services Committee, Instructional Technology Committee, Planning and Budget Committee, Safety Committee, Students Services Committee, and the Traffic and Parking Committee

2. User Groups: Student Activities, Disabled Students, Extended Opportunities Program and Services (E.O.P.S.), Student Health, International Students, and Campus Police

3. Instructional Groups: Academic departments and Community Education

4. Work Order System

5. Mainsaver

6. Maintenance/Service Agreements

7. CCAP program

8. 2006 Cerritos College ADA Transition Plan (8 vol.), also available on CD

9. Contracts for facilities used for off-site programs are on file in Purchasing

10. Board Approval (Minutes reference)

11. Five-year Construction Plan: projected construction

12. Five-year Scheduled Maintenance/Hazardous Materials Projects Plan: details projects and estimated costs, including age of equipment and allocation years for replacement, and proposed funding

13. Director of Facilities

14. Fusion Software Program: Five-year program of scheduled maintenance and capital outlay, space allocation, and room use (can attach the five-year plan, sixty pages)

15. WSCH projections, student contact hours

16. Campus Standards Handbook

17. Cerritos College Educational Master Plan

18. Master Plan and Implementation Plan Update
19. Budgeting and Planning Committee Minutes

20. Facilities Planning Committee Minutes

21. Campus Transformation Committee (CTC) Minutes

22. Program Review Reports

23. Facility Condition Assessment Report 3D/I

24. Committee Minutes from the Five-year State Scheduled Maintenance Plan

25. Facilities Planning Committee
Standard IIIC

Standard IIIC.1
The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Standard IIIC.1.a
Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary
Cerritos College makes decisions regarding broad categories of technology services and support, facilities, hardware, and software by establishing technology related goals within our college strategic plan. The strategic planning process is inclusive and has a focus on student success. This overall plan begins to lay the foundation for our more detailed technology plans (Ref. 1).

Technology services and professional support, which are filtered through the Information Technology helpdesk, are designed to enhance the effectiveness of students, faculty, and staff. The college provides software and hardware within student computer labs, which are made available to support the student learning process within many different disciplines. Also, facilities are designed to support the effectiveness of the institution. The main campus computer room is designed and setup with UPS (uninterruptible power supply), independent cooling, raised floors, and a gas generator for providing power during long term outages. The computer room is equipped with the necessary power capabilities to run our computer racks, which are filled with servers and support equipment. Fiber cables, which are required for high speed transmission, are run between the computer room and the department/division wiring closets in the various buildings. The wiring closets contain network equipment and provide connectivity to the infrastructure, and have additional UPS devices and the appropriate power receptacles.

Cerritos College has taken a very aggressive approach to assure a robust and secure technical infrastructure, providing maximum reliability for students and faculty. Disaster recovery, privacy, and security are all areas in which considerable resources have been spent. For example, the College has installed hardware clusters for three important services to ensure high availability to the data on our email server, student information system (PeopleSoft) data, and user’s data. With hardware clustering, if the active server stops responding, the secondary server becomes the active server and limits downtime to less than a minute or two. This approach has proven very valuable. The Information Technology Department also maintains and services the core technology behind the college’s web and distance education tools including the maintenance of all hardware (servers, desktops, etc.), the maintenance of core software applications (FrontPage, Microsoft Office, Outlook, etc.), and the management of security and privacy.

Faculty, staff, and students have become reliant upon the technology services that are provided. In order for these services to enhance the operation and effectiveness of Cerritos College, they must be readily available to users.
With the ever increasing amount of viruses and spam being sent over email, Cerritos College implemented an email firewall to help block virus ridden file attachments and greatly reduce spam. This product includes a subscription service to update us daily with known virus vulnerabilities (Ref. 6). In order to be more proactive on our server and workstation vulnerabilities Cerritos College purchased a security appliance. The Chancellor’s Office sponsored and paid for a security vulnerability assessment, which was performed by HP’s Security Services. HP provided an electronic copy of the final report on 9/14/06.

The PeopleSoft implementation project was completed. The student administration “go-live” dates for PeopleSoft are detailed on the milestone chart. The schedule and catalog were made available in December 2004 with academics modules going live in March 2005 for summer 2005 enrollment. Prior to that we went live with the human resources module in December 2003. Progress toward an enterprise solution will be continued.

The following applications demonstrate the Information Technology Department’s web-based commitment and expansion, as well as its continued focus on providing technology tools that can help improve student learning outcomes:

- **TalonNet (Sakai):** Web Based Collaborative Learning Environment – implemented summer 2006.
- **Sirsi:** Library Automation System – implemented summer 2006.
- **Online Counseling & Guidance System** – initially implemented 4-5 years ago, but a complete rewrite began in September 2006.
- **SARS:** Student Appointment System - implemented 2005, just prior to PeopleSoft.
- **MyCerritos Student Portal** - implemented summer 2005.
- **Liberty:** Document Imaging – implemented prior to PeopleSoft.
- **Capital Outlay System:** Custom Online Tool for Documenting Capital Requests/Needs – prototyped and implemented in 2006.
- **Rosters+:** Custom Online Student Rosters for Faculty/Administration Access - implemented summer 2005 for PeopleSoft.
- **Schedule+:** Custom Online Schedule of Classes Search - implemented summer 2005 for PeopleSoft.
- **Training Documentation:** Many various training documents have been published on the web. Here is one sample for Rosters+ Online Documentation.
- **CCCApply:** Student Online Application: initially implemented about 2000, but changed vendors to use Chancellor’s Office sponsored vendor prior to PeopleSoft around 2004
- **Resource25:** View & Schedule Campus Room Resources.

The Information Technology Department is committed to expanding wireless networks for students, which includes evidence of this implementation that occurred in January 2006. The student body performed a student survey to assist in the placement of the wireless “hot spots”
and information technology worked with the vendor to best meet the student requests while remaining within budget. We’ve also expanded our portable wireless within the Science Building with the addition of a new cart of notebook computers, which includes wireless base stations using secure 802.11g standards.

**Self Evaluation**

The Information Technology Department uses a web-based survey tool to evaluate its overall performance, and has made the aggregate survey results available for viewing (Ref. 2). One question reads, “Overall, what letter grade would you give our IT Customer Service?” and as of May 2007 over 87% of the responses were “A” and 9% were “B”. Another question reads, “What service related improvements can you recommend?” and we received feedback primarily on two common themes. One that requested evening hours for IT helpdesk support, and a second requesting the technician (that is assigned to the ticket) provide an estimate on how soon service will be provided. The Information Technology Department made internal changes based upon this feedback and are happy to provide both requests on a limited basis (Ref. 6). On technology related goals within the college strategic plan, the shared governance infrastructure is used to communicate progress (Ref. 3, 4, 5). Many presentations have been made and positive feedback from administration and various committees during this process has been received.

OpManager is an application that provides critical feedback in the form of various reports that help drive technology resource allocation. One effective method of determining bottlenecks with our server environment is to review the following five reports, which are available to review (Ref. 6):

a. All Servers Availability Report
b. Servers by Disk Utilization
c. Servers by Memory Utilization
d. Servers by CPU Utilization
e. HTTP Servers by Response Time

The Manager of the Information Technology Department runs custom EPO reports periodically in order to review the computer hardware across our campus. With this report he is able to determine if some of our hardware is obsolete or if it needs to be upgraded (Ref. 5).

One of the department’s Strategic Plan Goals was to “Develop an Information Technology Disaster Recovery Plan”. Due to security purposes, this document was not widely presented and/or discussed because information technology vulnerabilities and security techniques were detailed. The Director of Information Technology, the Vice President of Business Services, and the President/Superintendent thoroughly reviewed this material (Ref. 7).

By communicating with its customers, the Information Technology Department attempts to understand the college-wide goals, objectives, and the related critical success factors. Then, it recommends and implements systems and/or applications to improve various business processes. Upon implementation, the Information Technology Department follows up on the progress of the project and makes adjustments as necessary.

**Planning Agenda**
Because technology changes so rapidly it is important to continue to participate in updating the Facilities Master Plan, the Infrastructure Master Plan, and the standards that are documented in various areas on an ongoing basis.

The Information Technology Department is also committed to moving toward an enterprise solution regarding PeopleSoft. The department will also continue to develop more web-based applications.
Standard III.C.1.b
The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary
Cerritos College offers training through the Innovation Center to faculty and staff who want to learn technology usage (Ref. 8). The college also provides technology training for students through the Academic Support Center, which offers parallel training to students on some of the applications that faculty use in their classrooms, labs, or online environment (Ref. 9). All training materials in the Academic Support Center are available on their website. One effective method for delivering training materials, which is commonly used, is within the specific application itself. For example, if a student signs-on to TalonNet, which is the college’s course management system, they can view “Student Tutorials” easily and they are not required to navigate to another location. The same is true for faculty. They can access "Faculty Tutorials" within TalonNet.

Self Evaluation
The Innovation and Academic Support Division staff determines what training is to be offered to faculty, staff, and students through the following methods: surveys of faculty, requests from faculty and management, updates or additions to institutional and coursework software, as well as through student requests.

Cerritos College has a Staff Development Committee that makes regular reports to the Coordinating Committee thus reporting as well as requesting training needs from a wider group of constituents (Ref. 10).

Evidence of how the college measures the effectiveness of training would be the web sites and course materials that faculty produce after receiving training. Effectiveness is measured by the actual results that the faculty members are able to produce after receiving training. Survey results and email testimonials are analyzed as information comes in. Trainees are always encouraged to fill out a survey at the end of each session. Since the institution has been fortunate to always have a talented student hourly assisting in staff training, this information is used as a way to evaluate performance.

Providing trainers with a high level of technological and pedagogic knowledge is critical to the Innovation Center. The support staff is regularly sent to TechEd and NAB conferences to receive training. They all attended a conference at San Diego State University on Universal Design this semester as well. Since TalonNet (our version of Sakai) is an Open Source learning environment being developed by a group of universities and colleges, there is no one to train staff. We have learned and self-taught ourselves to such a high level that we have been approached by the State Chancellor’s office and the entire Sakai community to offer training to other universities and colleges. A program is being developed with CIS Division to do just that. Staff members attend the Sakai conferences each year, as well.

In February 2007, the Chancellor’s Office asked Cerritos College to be part of a 24/7 Pilot with Presidium, which is a company that offers phone and web-based technical helpdesk support.
Staff trained the Presidium helpdesk staff and supplied them with all the tutorials and FAQs that they need to better learn and support students and faculty using Sakai as their CMS. Presidium is gathering survey information on the quality of their training that will give the college some indication as to the effectiveness of training.

Planning Agenda
None.
Standard IIIC.1.c
The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary
Over the past years Cerritos College has worked under an informal replacement plan that has been driven by the various managers and administrators. Each department/division has used its individual funds and prioritized the order and timing for computer replacements within their respective areas (based upon unique needs and available funds). Occasionally there have been additional funds made available through the appropriate vice president to cover unique situations, such as computers for new faculty and staff members and the implementation of special projects. Academic computer labs/classrooms were funded by various sources such as VTEA, instructional equipment money, TTIP, or general funds, depending on availability and needs.

Recently a new board goal has directed Information Technology to “…develop a plan for replacing faculty, staff and administrator computers on a regular cycle.” This will help ensure that all technology on campus is kept up-to-date, and that the funding for this plan is clearly established across multiple years. Previously, only computers in academic labs, the network infrastructure and exceptions in a small portion of other areas were updated on a regular cycle. Staff and faculty computers as well as the server infrastructure were not under any formal replacement plan. The result was a wide variance in the capabilities of computers across the campus.

The Information Technology Department has developed a detailed replacement plan, which is designed to be the foundation for most of the replacements that will occur during each fiscal year (Ref. 4). The capital outlay process is the planning mechanism through which areas request new and/or additional computer equipment (Ref. 11).

The Information Technology Department coordinates computer upgrades and maintenance. Also, software maintenance is automated as much as possible and is part of the systematic planning process in Information Technology. Whenever possible, maintenance is scheduled to occur outside of critical times, so student learning is impacted as minimally as possible. Most upgrades or replacement installations and changes are scheduled on Friday, and coordination of Information Technology activities is done mostly with division deans, lab aids, and/or department chairs and encourages dialog and planning. The Information Technology Standards Committee also provides the review and analysis for many technology services that are provided (or that are being considered).

In order to minimize the exposure of all the computers at Cerritos College to known Microsoft vulnerabilities the college decided to upgrade the computers to Microsoft update from Windows update. This has allowed the college to update all Microsoft programs. In early 2005, a Microsoft WSUS server was implemented to help distribute, control, and monitor the very important Microsoft updates. With the use of this server, computers have been located that are not getting the updates (due to some type of failure) and a computer technician has been assigned to locate and manually update these computers. This product is
also used to verify that specific updates (patch exploits) that could compromise the computers are distributed ASAP.

The Information Technology Department has adopted the use of VMWare. Virtualization technology has the potential to redesign the IT landscape, providing unprecedented flexibility for provisioning, managing, and recovering computing resources. Cerritos College began to experiment with virtualization in early 2000 on the desktop, but really got serious in early 2006 regarding our server environment. Server consolidation planning is done by working with GovPlace and HP on a Virtualization Assessment Report (Ref. 5). This report specifies the details and benefits of server consolidation. The college is currently moving forward and virtualization is the foundation of information technology strategy and planning.

Self Evaluation
Cerritos College has demonstrated its institutional commitment by moving toward centralized planning and allocation for the ongoing replacement funds required for the technology that is currently provided. Also, the Manager and Director of Information Technology monitor the services provided and strive for continued improvements.

One method of encouraging institutional feedback is by providing a web-based survey tool to our users (Ref. 2). Both the Manager and Director of Information Technology review every survey. One question on our survey asks, “How well can you perform your job duties with your current computer?” The participant reported 48% as “Very Well” and another 46% a “Pretty Well”.

Student success relies upon a stable and highly available technological infrastructure. Ongoing maintenance and updates is a complex, critical, and time consuming effort, which is taken very seriously. The industries “best practice” approaches and techniques are utilized whenever feasible. Because falling behind on maintenance and updates within technology environments can lead to system vulnerabilities, it is critical to continue to proactively participate in updating the infrastructure on an ongoing basis.

To demonstrate institutional integrity with regard to accessibility, IT works closely with Disabled Services Programs & Services and has a commitment to assistive technology (Ref. 12). Evidence for the items below can be found on web documentation, which provides additional detail:

a. Assistive Technology is a partnership between the Information Technology Department and Disabled Student Programs & Services. Below are the four major categories of services we provide:
   i. ALTERNATIVE MEDIA - We provide assistance for the creation of textbooks, instructional materials, and other printed information converted to another format such as Braille, large print, or electronic text. Alternative Media Production Policies
   ii. ASSISTIVE SOFTWARE - We purchase, install, and support the computer programs provided by Cerritos College for use on the campus. This software includes screen readers, screen magnification programs, and text to voice
programs. Software Locations: Where assistive software and hardware are located.

iii. CAPTIONING - We establish standards and oversee the captioning process (words superimposed on television or motion picture frames) that communicate or translate audio dialogue.

iv. INFORMATION TECHNOLOGY PROCUREMENT - We assist in the assessment for purchasing software and/or hardware across the campus. As an entity of the State of California receiving Federal and State funding Cerritos College is bound by SB105 and Section 508 guidelines.

Planning Agenda
None.
Standard IIIC.1.d

The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary

Cerritos College makes decisions about the use, distribution, and utilization of its technology resources in several ways. One important and new method is with the employee replacement process that covers all faculty, staff, and administrative computers, notebooks, and Macintosh workstations assigned to district employees.

This plan is designed to be executed as follows:

1. Identify, prioritize, and define five distinct geographic areas
2. Create a worksheet identifying 1/5 of the computers to be replaced within each cycle
3. Remove and store the existing computers and monitors from the identified areas
4. Replace all computers with a new PC or Macintosh computer and a 19" LCD monitor (see form to request an exception)
5. Cascade the old equipment into the geographic area starting with the areas that are last on the priority list

Within the prioritization in step 1 above, the services that are critical within the student enrollment lifecycle (counseling, financial aid, admissions and records, etc.) are prioritized in year 1. The prioritization within geographic areas was taken into consideration and the list was reviewed by administration for final approval.

Our student lab and network replacement plan was established, approved, and funded in the fiscal year 2005-2006 for an annual amount of $400,000 (Ref. 13). This plan is detailed through the 2009 – 2010 years. The Classroom/Lab Computer Replacement Process covers student and instructor workstations in computer labs, technology enhanced classrooms, traditional classrooms, laboratories, and the library. The process covers monitors, workstations, notebooks, and Macintosh computers. Areas which are funded on a cost recovery basis, such as Community Education or specific grants, may not be covered under this replacement plan. The process calls for the replacement of PCs and Macintoshes every five years. To accomplish this goal, the College has created a lab replacement schedule for the academic computer labs. Under this plan, network infrastructure was also included, which includes replacing the network switches every five years, for all of our building across campus.

Another method that the Information Technology Department uses in order to distribute technology resources, as well as collecting critical information for analysis, is through the use of software. Cerritos College purchased and implemented a product to deploy, update and monitor virus protection software on PC desktops, Macintosh systems, and on servers. This tool has enabled Cerritos College to monitor all computers for virus activity from one central location. This software gathers information from every computer on our network each time that they communicate with the server. This information includes OS version and service pack, CPU type and speed, amount of memory, hard drive size and free disk space.
In order to support an information technology environment appropriately Cerritos College has employee technical support staff (Ref. 14). Seven Senior Technical Support Specialists are employed to support over 2000 computers, which distributes to approximately 285 computers per support staff to maintain. An average of about 100 help desk tickets are open at any given time, which has been greatly reduced over the past years (Ref. 6).

Self Evaluation
Data in many decisions for distribution and allocation of resources such as classroom computer labs and open computer labs have been replaced, this information is used to locate the oldest computers on campus and replace them with these newer computers. The reports have been utilized to search out systems that are currently running old operating systems. The old operating systems are then scheduled to be updated to meet current standards.

Planning Agenda
None.
**Standard IIIC.2**

Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

**Descriptive Summary**

Institutional planning is conducted through the Strategic Planning Process, which is then approved by the Board of Trustees. Our current strategic plan includes three technology goals of which the Information Technology Department has further developed each into detailed implementation plans:

1. Clarify and communicate the standards and decision making process for technology services, hardware, and software.
2. Develop an Information Technology Disaster Recovery Plan.
3. Develop a plan for replacing faculty, staff and administrator computers on a regular cycle.

A major institutional planning change that is currently being formulated is related to the budget development process. The College Administration and the Faculty Senate are actively engaged in creating an agreement on the process and as of March 2007 there is a workable consensus. The new budget development model, which is nearing official agreement, calls for two important changes related to Information Technology planning and institutional planning.

First, the Cerritos College Strategic Plan has been developed over the last few years through an ad hoc committee; however, the Coordinating Committee has recommended, as of fall 2006, that the Strategic Plan be developed and maintained by the Planning and Budget Committee starting some time in 2007. This is significant because the transition from an ad hoc committee to the Planning and Budget Committee places the development of the Strategic Plan squarely within the shared governance process.

Second, program review is now being officially incorporated into the proposed budget development process. This is very significant for instructional program review and will be significant for non-instructional program review once the non-instructional program review is developed and implemented. Non-instructional program review is currently being developed. Information Technology has completed a proposed process and report for their program review that is detailed and comprehensive. The proposal has been submitted to the Vice President of Business Services. The Vice President of Business Services is currently in the process of developing the overall non-instructional program review process for their areas ([Ref. 15](#)).

Another development related to Information Technology planning is connected to the funding associated with Goal 3, which is to develop a plan for replacing faculty, staff and administrator computers on a regular cycle. The College administration previously established a line item for phase 1 of the lab replacement and infrastructure plan. Phase 2, which is for the faculty and staff computers and server replacements, is still in development. While these items have been incorporated into the planning process, phase 2 has been funded as of April 2007, but for only one year.
The Cerritos College process for prioritizing needs when making decisions about technology purchases has been recently changed. In the 2005 - 2006 fiscal year, a new customized computer system called the “Capital Outlay Form” was developed and prototyped. The management leadership council, planning and budget committee, coordinating council, and board of directors were all provided with dialog regarding this process, which ties institutional planning to institutional budgeting, specifically for capital purchases. Dialog occurred over many months and within many venues regarding this new process. A prototype was performed with $500,000 to test this new prioritization technique, and over 100 requests were entered into the system, which came from many areas across our campus. The three VP’s, Director of Human Resources, and President/Superintendent made the final list of priorities, and those capital outlay projects were funded with the available funds. Many of these projects were technology related, but certainly not all of them. The technology requests were prioritized along with the rest of the campus needs, with the exception of the lab replacements, which $400,000 in funding is set aside to accomplish our ongoing plans.

For the 2006 - 2007 fiscal year, about 75% of the capital expenditure budget was centralized. This new process was utilized during this fiscal year to help insure that all of the campus needs are discussed, prioritized, and funded as appropriate. Student learning outcomes are critical in determining the priority and the capital outlay form allows the requestor to tie their need(s) to our strategic plan, or other critical areas, and these can be easily measured within the four following categories:

<table>
<thead>
<tr>
<th>FUNDING ELIGIBILITY</th>
<th>CRITERIA</th>
<th>BOARD PRIORITIES</th>
<th>GOAL #s</th>
</tr>
</thead>
</table>

The “Capital Outlay Form” is available at http://home.cerritos.edu/business-services/, but a user account is required for security purposes. The Director of Information Technology can provide a demonstration of the system if requested. The importance of campus inclusiveness is demonstrated by allowing the “viewing” capability for all managers and administrators, which is built within this system. All managers can view any capital outlay request; however, they can’t modify these requests. This allows managers to see the needs across our campus.

**Self Evaluation**
Information Technology is working on 3 goals: Goal 1 (Institutional Effectiveness Goal 4): **Clarify and communicate the standards and decision making process for technology services, hardware, and software** (Ref. 3). The department continues to remain current with our dialog about what technology is “upcoming” (as evidenced in agendas), as well as retaining a history of desktop standards.

Information Technology Goal 2 (Resource Management Goal 3): **Develop an Information Technology Disaster Recovery Plan** (Ref. 7). The Director of Information Technology, the Vice President of Business Services, and the President/Superintendent thoroughly reviewed this material, and because this is an ongoing process will continue to develop this plan.

Information Technology Goal 3 (Resource Management Goal 4): **Develop a plan for replacing faculty, staff and administrator computers on a regular cycle** (Ref. 4). Documentation and information was presented at the Management Leadership Council, Planning and Budget

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Committee, Coordinating Committee, and at a board meeting (Ref. 5). A major focus on this goal was to provide detailed data to ensure institutional integrity when making these large budget estimations. Obtaining funding allocated for this replacement plan is still in progress.

Planning Agenda
The connection between institutional planning and Information Technology planning is clearly in development at Cerritos College. The College needs to make sure these initial plans are finished. More specifically, the College is working on the following goals and objectives:

- Develop a program to automate the Unit Plan and Program Review documentation.
- Program Review for Information Technology areas needs to include an evaluation component to better assess the effective use of technology resources and those results should be used as the basis for improvement and changes.
- Transition strategic planning to the Planning and Budget Committee.
- Position the Planning and Budget Committee to play a more meaningful role in the overall budget development process.
References

1. Strategic Plan

2. Web-based Survey Tool
   a. Reference 3C.1-3 (over 90 completed web surveys that have been received as of November 2006)
   b. Reference 3C.1-4 (Hardcopy Feedback Forms)

3. Information Technology Standards
   a. HP Desktop Justification & History
   b. Electronic Classroom Assessment & History

4. Computer Replacement Plan

5. Computer Replacement presentation

6. Electronic Helpdesk (See the Director of IT x2159 for access)

7. Disaster Recovery Plan available at the Electronic Helpdesk

8. Innovation Center website: www.cerritos.edu/ic

9. Academic Support Center website: www.cerritos.edu/asc

10. Staff Development website: http://www.cerritos.edu/ias/staffdev.html

11. Capital Outlay Process

12. Assistative Technology website

13. Lab replacement webpage

14. Organization Chart

15. Faculty Senate Minutes (11-22-05; 11-29-05; 2-28-06; 3-28-06)
Standard IIID

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

Descriptive Summary

The 2006-07 District’s overall budget is $128,000,000. This includes the General Unrestricted, Restricted, Special Revenue, Financial Aid and Student Body funds. The District has sufficient funds to offer a broad range of educational programs as well as student support services. The District maintains a strong financial position; resources are sufficient to meet obligations. Alternative funds are maximized to support student learning programs. The District carries no material long-term debt. For the last three years the District has set aside funds for long term financial needs.

The District has allocated funds to computerize the instructional environment by creating e-classrooms, modernizing most of the student computer labs, and utilizing a course management system to build on-line courses. A new system was implemented to improve student access to Library Services. An Enterprise Software System for Students Financials that created student accounts and allows on-line access to registration, grades and payments has been recently implemented. In 2004 the District passed a General Obligation Bonds which provides $210 million for the purpose of campus transformation (including new buildings, retrofits and remodeling of existing buildings, new equipment, new infrastructure, etc.)

The campus’ strategic plan emphasizes linking planning to the college’s mission (Ref. 1) Since the development of the strategic plan, a procedure has been developed that explicitly ties requests for capital equipment to goals identified in the strategic plan. (Ref. 2).

The College has institutionalized the Capital Outlay process and is in the process of finalizing the Planning and Resource Allocation Guide (Ref. 3).

Prior to the implementation of the Planning and Resource Allocation guide, the District implemented four projects based on the Strategic Plan:

- Centralized the capital outlay funds to allow the divisions to purchase equipment based on an institutional prioritization driven by the Strategic Plan.
- Allocated funds for Technology needs
- Allocated funds for Construction Augmentation, and
- Allocated matching funds to maximize State funds for Capital Outlay projects.

The District supports student learning programs by providing matching funds to support categorically funded grants and programs.

Self-Evaluation

Business Services maintains an excellent reputation of managing financial affairs with integrity.
and stability. The District is prudent with budget and spending to ensure a sufficient ending balance which conforms to the State mandates. The District has a history of conservative budgeting which enabled it to maintain the effectiveness of its educational programs during periods of reduced State funding.

Planning Agenda
In the newly developed Planning and Resource Allocation guide, the District will combine input from the campus community with the Strategic Plan.
Standard IIID.1
The institution relies upon its mission and goals as the foundation for financial planning.

Standard IIID.1a.
Financial Planning is integrated with and supports all institutional planning.

Descriptive Summary
The College utilizes a three-year Strategic Plan to guide the campus towards its immediate and long term mission and goals. The goals of the campus are then incorporated into the financial foundation through the annual budget. The Planning and Budget committee is composed of representatives from all constituencies and is responsible for developing the District budget. The committee presents the budget to the Board of Trustees where it is adopted.

Self Evaluation
The current Strategic Plan covers the years 2005-2008. The goals set forth are intended to be put into effect through the Planning and Budget process. The linking of budget development to the Strategic Plan is relatively new. As of now, this process is in the beginning stages. We do have and share fiscal planning through the Planning and Budget committee but the long term goals of the Strategic Plans are not directly linked to the process. The only current example of linking financial planning to the strategic goals is a new process for capital outlay expenditures. In 2005-06, capital outlay funds were pooled for major equipment purchases. A request for use of these funds requires that the purchase meet the requirement of/be related to/benefit of one of the strategic goals. The Guide for Planning and Resource Allocation which integrates planning with resource allocation was adopted by the board on August 15, 2007 (Ref. 4).

Planning Agenda
None.
**Standard IIID.1.b**
Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

**Descriptive Summary**
Fiscal Services presents to the College’s Planning and Budget committee, Coordinating Committee, and Board of Trustees fiscal reports throughout the year that represent the state of the Campus’s finances and planned obligations. There is also information presented regarding potential funding for the following year, especially if funding is expected to be reduced.

The new Board policy calls for the College’s budget to be established to “provide the best educational program available within District resources (Ref. 5).” The College establishes its funding priorities in order to achieve the goal of increased student learning.

**Self Evaluation**
The College meets the standard.

**Planning Agenda**
None.
Standard IIIID.1.c
When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary
Annual budgets are established based on the college’s priorities and goals and with consideration of its long term liabilities and obligations. The College maintains a reserve fund of greater than 5%. The College has established a fund to cover current and future retiree health benefits to meet the requirements of GASB 45. The College has also established a Self Insurance fund to cover claims within the College’s self-insured risk limits and to participate in the payment of claims as required by the College’s joint powers authority. In addition to these ongoing expenses, the College has provided funds for on-going Technology Needs, Construction Augmentation, and Economic Uncertainties (Ref. 6).

Self Evaluation
The college meets the standard

Planning Agenda
None.
Standard IIIID.1.d
The institution clearly defines and follows its guidelines and processes for financial planning and budget.

Descriptive Summary
The Strategic Plan calls on the college to “Improve the planning and budget process to foster an environment of informed participation, shared governance, innovation, budgetary understanding, and institutional excellence.” The primary avenue for communicating the financial planning process to the campus constituencies is through the shared governance committees, Planning & Budget and the Coordinating Committee.

Each year, the office of Business Services presents a Budget Development Calendar to the Budget & Planning committee for approval (Ref. 7). The office of Business Services also makes regular presentations to the Planning & Budget committee as the budget planning progresses through the year (Ref. 8, 9). The College’s income and expenses are clearly delineated.

The College has developed a budgeting and planning process that will grow out of program review and unit plans. The Guide to Planning and Resource Allocation process will present the budgeting process in a more transparent fashion and clearly tie the budget to the college’s needs and goals as identified during Program Review and the unit planning process. Financial planning and budget will be discussed and prioritized by all campus constituencies through the Planning and Budget committee (Ref. 3).

Self Evaluation
The office of Business Services diligently provides information on income and expenditures to the various campus constituencies in the course of budget development.

Planning Agenda
The campus needs to come to an agreement on a budgeting process that gives all constituencies a voice in planning and setting budget priorities. The Guide to Planning and Resource Allocation proposes to provide this through the unit planning process. The college needs to improve its communication of its budgeting processes and decisions to the wider campus community. Committee minutes, descriptions of processes and timelines, and the final budget should be more readily available to the campus community.
Standard IIID.2.a
Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely and communicated appropriately.

Descriptive Summary
The financial documents demonstrate that the District distributes funds to support student learning programs and services. There has been a concerted effort to tie the planning process to the budgeting process at the institution – specifically as it relates to the goals for student learning. The second goal under the board priority of “institutional effectiveness” was to “Link planning and decision making to the institutional mission”, which is tied to student learning (Ref. 10). Efforts have been made to build in components that are centered on student learning into the budget. For example, in FY 06-07 there has been specific reserves (annual set-asides) set up for technology needs ($500,000 for student lab computer replacement) and construction augmentation ($200,000) (Ref. 6). In addition all income generated from the Avalon Senior housing is allocated toward student success.

One area where the campus has excelled in providing for improved student learning is the dramatic increase in the number of e-classrooms campus-wide. Learning and teaching has definitely been enhanced by the upgrade of technology and instructional equipment in classrooms campus-wide. To date, 103 electronic classrooms have been financed and completed. The campus has 55 more rooms identified for conversion to an electronic classroom. Some of the remaining rooms will be upgraded as the campus transformation build out occurs using bond funds (Ref. 11). Previous upgrades used instructional equipment VTEA, Avalon and other categorical funds.

The budget also includes restricted categorical funding (Fund 01.3) for various learning programs including VTEA, Tech Prep, Federal Work Study, Title V Grant, Matriculation, Non-Credit Matriculation, Associate Degree Nursing, the Center for Applied Competitive Technology, Disabled Students Program and Services, and Extend Opportunity Program Services. All of these represent funds budgeted to support student learning programs and services.

The audited statements, prepared by Vicenti, Lloyd, and Stutzman, LLP for the year ended 6-30-2006 contain unqualified audit opinions in accordance with Government Auditing Standards. As with all audits, part of the report is the inclusion of “audit findings and questioned costs.” It is important to note that testing indicated there were no inappropriate expenditures or project disbursements. The District is considered a low-risk audit district.

Self-Evaluation
All financial documents are prepared, handled and managed appropriately. The budget represents proper classification and placement of funds. There have been advances in funding student learning programs and services.
The District responds to all audit findings in a timely manner. Where applicable, every attempt is made to implement recommendations or changes. In the audit of 2006, the District received the same finding as prior year, but it has been addressed.

Planning Agenda
None.
Standard III.D.2.b
Appropriate financial information is provided throughout the institution.

Descriptive Summary
Complete and timely financial information such as tentative and adopted budgets, quarterly fiscal reports, and annual audit results (which includes the Foundation and Prop 39 Bond Fund) are regularly provided by Fiscal Services to the shared governance committees, Planning and Budget and Coordinating Committee, as well as to the Board of Trustees that includes representatives from all campus constituencies (Ref. 12, 13, 14).

Self Evaluation
The college meets the standard.

Planning Agenda
None.
**Standard IIID.2.c**

**Section:** The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

**Descriptive Summary**
The College’s ending balance in 2003-04, 2004-05 and 2005-06 was $9.4, $6.8 and $8.5 million respectively. Those levels of reserve have provided adequate cash flow for the needs of the college. The college also has the option of inter-fund borrowing should the cash flow need arise. In past years the college has availed itself of Tax & Revenue Anticipation Notes (TRANS) and Certificates of Participation (COPS) borrowing to satisfy its cash flow needs. Currently, the college has no need for such borrowings. The College receives its revenue in a manner similar to most community colleges in the State, through State apportionment, property tax assessments and student fees. The cash flow from these sources is periodic and the District has been able to meet its cash needs without utilizing other funding sources. The College belongs to and actively participates in a joint powers authority (SWACC) to fulfill its primary risk management needs and obligations. The District also belongs to a joint powers authority (SELF through 6/31/07; SAFER effective 7/1/07) to provide its excess risk management coverage. The District began funding a self-insurance fund in 04-05 and has replenished the fund for any yearly claims plus added a small amount to the fund yearly (Ref. 6).

**Self Evaluation**
The College meets the standard.

**Planning Agenda**
None.
Standard IIII.D.2.d
The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary
The institution practices effective oversight of finances by the District managers of Fiscal Services, Budget, Accounting, and Payroll. They follow procedures for reviewing and monitoring the District activities. In addition to internal audits, the District reconciles general funds, grants, contracts, GO Bond, Financial Aid, Community Education, Associated Student Body fund, Cosmetology, Culinary Arts, Campus Police, and Community Education. The District is not fiscally independent and as such relies on the Los Angeles County Office of Education for oversight of its institutional investments.

The annual external audit provides the District with effective oversight of the District finances. The report is presented to the Cerritos College Board of Trustees for approval. The external auditors examine Local, State, and Federal funded projects. A report is developed for the District with recommendations for improvement. The District then addresses these recommendations in a timely manner (Ref. 15, 16, 17).

The institution has received audit findings in the past three years. All audit findings have been addressed by the District and are included in the report. The District strives to avoid repeat findings. In the following year, where applicable, efforts are made to ensure that corrections are made (Ref. 15, 16, 17).

Self-Evaluation
The District has met this standard by following the procedures for reviewing and monitoring the District activities. All audit reports are taken into consideration and all audit finding are addressed. Due to effective leadership/management, the institution maintains appropriate fiscal oversight and control over its organizations.

Planning Agenda
None.
Standard IIID.2.e
All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary
All of the college’s financial resources, no matter the source, are used with integrity to further the goal of student learning and success. All of the college’s funds, including grants and fundraising proceeds, are submitted annually for external audit and have received unqualified audit opinions in accordance with Government Auditing Standards. The audit indicates that the college exercises responsible and appropriate financial control over its organizations. Except for the Foundation, auxiliary activities and clubs, fund-raising efforts, and grant funds are monitored by Fiscal Services and managed by the individual departments, divisions, and student organizations which keep accurate records of income, purchases and budget transfers and submit documentation to Fiscal Services. The Foundation receives its own separate Audited Financial Statements in addition to having a separate column included in the District Financial Statements.

Self Evaluation
The college meets the standard.

Planning Agenda
None.
**Standard IIIID.2.f**

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

**Descriptive Summary**

The Purchasing Department oversees the issuance of all contracts on behalf of the District. The President and Vice President of Business Services have authority to represent the District and execute documents arising from the purchasing and contract functions. The District annually obtains Board authorization for other key employees, including the Director of Purchasing, to sign specific contracts and documents on behalf of the District. All contracts contain appropriate provisions to maintain the integrity of the institution (Ref. 18).

The District is involved with and contributes to a variety of consortiums and purchasing organizations, including the Foundation for California Community Colleges and Southern California Community College Purchasing Association, which gives the District the opportunity to share in cost savings.

**Self-Evaluation**

The college meets the standard.

**Planning Agenda**

None.
**Standard IIID.2.g**

The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

**Descriptive Summary**

The College has an annual external auditing firm who specializes in educational institutions to provide fiscal and compliance auditing of the general, categorical, special revenue and the General Obligation fund. Independent of the District and student body, the firm also audits the Foundation.

The auditors visit the campus mid-year to identify issues and recommend corrections prior to fiscal year end. After fiscal year-end, the auditors return for an expanded audit to validate fiscal operations and recommend new processes as needed (Ref. 19).

The College conducts comparative reviews of prior year and current year as it prepares for the future year. This allows the District to adjust the budget based on the goals outlined in the District’s Strategic Plan with input from Planning and Budget Committee. The Vice President reviews the year-to-date financial information with the Board of Trustees, Coordinating Council and Planning and Budget Committee. The annual budget always includes prior years’ budgeted and actual amounts (Ref. 20, 21, 22, 23, 24).

The Director reviews the daily cash flow of the District’s operation through the Los Angeles County Office of Education’s (LACOE) trial balance report to monitor and identify trends. Accounts Receivable and Payable listing provide detailed information on outstanding invoices. The District prepares a fiscal review report on a quarterly basis via the Chancellor’s Office CCFS-311Q reports. The process is expanded when preparing the Mid-Year review, the Tentative Budget and the Adopted Budget to include the Board of Trustees, Planning and Budget Committee and Coordinating Council. At year-end, the District prepares the Annual Financial and Budget Report (CCFS-311) that is submitted to the Chancellor’s Office and audited by the Auditing firm. This report details the actual financial status of the past year and a budget projection for the following year.

Evidence: The Chancellor’s Office Quarterly Reports (CCFS-311Q), and Annual Report (CCFS-311), the District Financial reports, the District’s Tentative and Adopted Budgets. Audit Reports for the last three years.

**Self-Evaluation**

The college meets the standard.

**Planning Agenda**

None.
Standard IIID.3
The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary
After the budget is adopted, and expenditure categories are in place, periodic assessment takes place through various controls on expenditure and transfers of funds which are done bimonthly and presented to the Board of Trustees. Quarterly reports are prepared and submitted to the Chancellor’s Office and the Board of Trustees. The resources are used to move the institution forward and effectively achieve its educational mission. An institutional needs assessment was completed in 2006 and the results of the assessment were used to outfit classrooms electronically. Another example of the effective use of resources would be the continuous assessment of faculty and staff hiring needs.

Self-Evaluation:
A process has been developed for the assessment of the effective use of financial resources and is being implemented.

Planning Agenda:
Implement the process of the planning and resource allocation.
References

1. Institutional Effectiveness—Goal 2

2. Capital Outlay request form

3. Guide to Planning and Resource Allocation

4. Board minutes August 15, 2007

5. Board Policy BP 6250

6. Business Services and Fiscal Services office documents

7. Budget Development Calendar

8. Power Point presentation

9. Planning and Budget meeting minutes 11/17/05, 1/19/06, 2/16/06, 6/13/06, 8/13/06

10. Board Goals

11. Campus Transformation Committee (minutes)

12. Shared Governance documents

13. Planning and Budget Committee

14. Coordinating Committee

15. IIID.2.3.1

16. IIID.2.3.2

17. IIID.2.3.3

18. Board Policy and Administrative Procedures 6340

19. Three years of audit reports
20. District’s annual budget for the 04/05, 05/06, and 06/07

21. Chancellor’s Office workshops

22. Chancellor’s Office website

23. Planning and Budget Meeting minutes

24. District’s Board Books
Standard IV

Standard IVA:
The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Descriptive Summary
To understand current leadership and governance at Cerritos College, it is necessary to understand the historical development of the current leadership structure. Staffing of Cerritos College senior administrative positions (president and vice presidents) has been in a state of fluctuation since prior to the 2002 accreditation visit. Effective July 2004, the current president was seated. By August 2005, vice presidents were hired to fill vacancies in all three vice president positions (Academic Affairs, Business Services and Student Services). During the eight years of “rotating” administration, middle management and “informal” campus leaders utilized existing procedures and structures to effectively maintain daily operations of the college. A level of stability was accomplished due to a tradition of collaboration and the strong sense of ownership and community which existed among college employees.

As an experienced president with awareness of accreditation standards, she was acutely aware of the need to provide leadership in an environment which had experienced many years of revolving senior leadership. To do so, she initially focused on staffing of senior administration positions; review and revision of mission/vision/values; and development of an institutional strategic plan (Ref. 2).

Self Evaluation
While it is true that middle management and informal campus leaders maintained daily operations of the college in the absence of permanent upper administration, it is also true that, during that time, the institution was not always functioning in a unified manner to develop procedures and structures to support mandated improvements in institutional effectiveness such as responding in a systematic manner to the need for student learning outcomes and linking of planning and resource allocation. Individuals and groups were pursuing key activities to move the institution toward accomplishment of essential improvements; however, efforts were not institutionalized or effectively communicated during that time.

The Strategic Plan (SP), which became effective in 2005, is a comprehensive document modeled on accrediting commission standards which includes goals that impact virtually every Cerritos College operating structure and function. Consequently, many structures and functions core to College effective/efficient operations have recently been, and continue to be, revised. Examples include planning processes [SP objective 1, goal 2 and SP objective 4, goal 1], budget development and resource allocation processes [SP objective 1, goal 2 and SP objective 4, goal 1], Facilities Master Plan [SP objective 3, goal 2], board policy [SP objective 4, goal 2], and shared governance [SP objective 4, goal 3]. While it is true that all of these issues have been in need of review, it is also true that progress toward meeting stated goals is sometimes impeded by the breadth of goals and activities currently in progress.
Planning Agenda
Prioritize institutional goals and stagger activities to allow for maximum function of existing structures and functions during periods of change.
Standard IVA.1

Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary

Empowerment, innovation and institutional excellence have long been key elements of the Cerritos College culture. From the Board of Trustees through the upper level administration, instructional and student support services leadership, and all faculty and staff, Cerritos College exemplifies a culture of innovation and learning. The Board of Trustees has established goals (Ref. 1) that coordinate with the campus Strategic Plan (Ref. 2) which guides and informs instruction and support services activities and goals. Additionally, numerous entrepreneurial activities have been established, including contract education opportunities with the Kaiser Foundation, the Boeing Corporation, and Los Angeles County Workforce Development; construction of Avalon at Cerritos, a long-term care facility for seniors, on the college campus; development of a partnership with the Southland Motorcar Dealers Association that will result in a new campus building that will also house parts of the college’s automotive program as well as the offices of Northwood University, another college partner that provides a four-year degree to students who complete three years of articulated coursework at Cerritos College (Ref. 3, 4, 5). Moreover, the college has an excellent track record in grant applications. For example, it received nearly $1.5 million in grant funds between January and October 2006 and was awarded funding for 80% of its grant applications in the 2006-07 academic year. The grant opportunities have come from work initiated by a variety of individuals on the college campus—faculty, support staff and administrators—and are testament to the culture that allows individuals to provide leadership on various projects regardless of their role and position. In December 2006, the President sent out a letter to the entire campus encouraging participation in the development of a major grant to support success strategies for students. A Title V grant proposal was completed. Although the grant was not funded, it was developed and submitted and staff are continuing to seek funds to support success strategies for students (Ref. 55).

In 2003, The Cerritos College Board of Trustees approved purchase and implementation of PeopleSoft, an enterprise software system which coordinates business practices and shares data (Ref. 54). By January 2004, implementation of the Human Resources component was complete and implementation of the Student Administration component was underway. Implementation of enterprise software into a college environment necessitates institution-wide review and revision of all business practices and impacts every employee and student. Cerritos College employees and students began this journey in 2003 and have made great progress in realizing the original goals of the project. Due to the system design limitations of the software, the system still does not meet all the college’s needs. A new version of PeopleSoft is currently being implemented which should bring new features that will improve student services and registration processes, among other things.

In another example of effective leadership, the Cerritos College Board of Trustees
and the administration which was then in place successfully led the campus and community to passage of a General Obligation Bond in March 2004. Members of the community and all campus constituent groups – students, faculty, staff, administration, Board members – bought in to this challenge, actively staffed phone banks, walked precincts and ultimately played a critical role in the success of the campaign. Passage of the bond resulted in the need for intensive, campus-wide input/planning, update of the Facilities Master Plan, extensive fact-finding and timely responsiveness to the public support demonstrated by passage of the bond. The current administration has taken an active role in pursing and obtaining state and community funds, thereby maximizing the impact of General Obligation Bond dollars. Cerritos College employees and students began this journey in 2004, continue to wrestle with implementation, and are looking forward to the anticipated campus transformation.

In the 2006-07 academic year, the Faculty Senate, in another example of leadership, adopted an agenda to address student learning on several different fronts. The agenda prioritizes activity around four basic areas that impact student success: (1) student learning, (2) teaching expertise, (3) academic support, and (4) program excellence (Ref. 56). In addition to these priorities, the Senate is working on a comprehensive study of the Cerritos College learner. These goals have been repeatedly shared with administration at all levels and most specifically discussed with the College President and Vice President of Academic Affairs. The administration has participated in developing ideas and solutions around the stated Senate goals.

Each year the President conducts an all-campus meeting during which the goals for the coming year are presented (Ref. 7). All faculty and staff are invited to participate. In addition, to ensure that the college is informed about how it is doing in achieving its goals, the website for the office of Research and Planning provides institutional data useful to the entire campus community. It includes references to the California Community College Chancellor’s office, which also keeps constituents informed with current data (Ref. 8).

Through the shared governance process, the campus is kept informed about how well the college is doing. The Board of Trustees annually receives an update on the status of elements of the college’s strategic plan. Annual program review is reported to the College Coordinating Committee on a regular basis and is available online (Ref. 9, 10). The current Accreditation process has involved a large contingent of faculty, staff and students to ensure that the college relays the voices of all the campus community (Ref. 11).

Self Evaluation
The current campus climate pertinent to empowerment, innovation and excellence is in a state of change fueled by new leadership and introduction of a faculty union, the Cerritos College Faculty Federation. In 2002, the union was voted in. A short form contract with ten articles was agreed to in 2006; continuing negotiation of a complete contract is currently stalled. Many employees do not perceive the current campus environment to be supportive of empowerment or innovation. At the basic unit level, traditional practices and levels of communication continue to support empowerment, innovation and excellence; however, it is increasingly difficult to carry the employees’ voice and innovative ideas to the institutional level. Additionally, employees are less inclined to take on “additional opportunities” which result in additional work load when access to district funding may be cut off when outside funding is brought in. The perceived
message is “do more with less” consequently employees feel underappreciated and overworked which leads to burn out. Although pursuit of excellence remains a priority at all levels, burnout and perceived lack of empowerment are negatively impacting achievement of excellence.

The Self Evaluation response to criteria IV.A states: “the institution was not always functioning in a unified manner to develop procedures and structures to support mandated improvements in institutional effectiveness.” This statement at first blush appears to contradict the claim of ongoing institutional excellence; however, focused activities (e.g., GO Bond passage and PeopleSoft implementation) described above do illustrate pursuit of excellence.

Planning Agenda
The college should continue to work for a smooth transition between former and changing models of leadership and activity.
**Standard IVA.2**
The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

**Standard IVA.2.a**
Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary
Board Policy 2510, Participation in Local Decision Making, specifically addresses shared governance and states: “The Cerritos College governance process allows decisions regarding policies and regulations of the college to include appropriate input from all relevant campus constituencies” (Ref. 12). Additionally, Board Policy 2510 recognizes the Associated Students of Cerritos College as the representative body to offer opinions and make recommendations that have or will have “significant effect on students.” Board Policy 2510 recognizes faculty as key constituents in shared decision-making with formalized agreements to “rely primarily” and “mutually agree” on academic and professional matters (Ref. 13). Board Policy 2510 also provides for a role for classified staff in college decision-making.

Cerritos College supports shared decision-making as evidenced by the Cerritos Community College District Shared Governance Purpose, Structure, and Process statement: “Decisions regarding policies and procedures to be recommended to the College President and Board of Trustees are the result of contributions from appropriate college constituencies that have been developed through the campus committee structure and forwarded to the College Coordinating Committee.” (Ref 14.) As implied by this statement, institutional work and change occur within the context of a committee structure the membership of which is representative of campus constituencies – faculty, staff, administrators, managers and students. The CCFF president currently serves as a Faculty Senate representative on the College Coordinating Committee; there is no College Coordinating Committee seat specifically designated for a CCFF representative. Individuals who sit on committees are charged to represent the views and interests of their respective constituent group as opposed to personal or area specific interests and views. Committee members are charged to carry information back to their constituent group members. By design, the nuts and bolts of information/data collection and policy/procedure draft development occur in committee. Following committee action, the shared governance process specifies that recommendations from these committees are forwarded to the College Coordinating Committee. College Committee work is forwarded directly to the College Coordinating Committee; Senate Committee work is routed through Faculty Senate prior to submission to the College Coordinating Committee.

The structures and functions for shared decision making as described above and specified in the Shared Governance Handbook were reviewed and revised at the request of the College
Coordinating Committee in Spring 2007. This activity is in response to the 2005-2008 Strategic Plan objective 4, goal 3.

Also in the Spring of 2007, the college adopted the Guide to Planning and Resource Allocation. Through this process, planning directly drives resource allocation, all employees have input through the unit planning process, and the College Committee on Planning and Budget is the forum through which constituents have a voice about planning and resource allocation. This process was discussed, revised and approved through Faculty Senate, the College Committee on Budget and Planning, the Management Leadership Council, and the College Coordinating Committee (Ref. 15, 16, 17). The Board of Trustees approved the revised plan on August 15, 2007 (Ref. 18).

Self Evaluation

Faculty, administrators, student, and staff roles and mechanisms for input on policies, planning and budget are clearly defined in the Shared Governance Handbook. Practices, however, have, not been consistent with the defined roles and mechanisms for input (Ref. 14).

A number of committees which have significant institutional impact were developed outside of the approved shared governance committee structure although the recent revision of the Shared Governance Handbook has resulted in structural corrections (Ref. 57). Some constituents complained that what went on in these meetings was not effectively communicated to the college at large.

Of greatest concern were Strategic Planning and the Campus Transformation Committee. Strategic Planning was identified as the body, which recommended institutional goals; goals identified drove all campus activities and budget processes. Campus Transformation Committee is identified as the body that develops the Facilities Master Plan; that plan is currently driving all facility construction, remodel, and maintenance decisions. Membership on these committees was not always identified by constituent groups; therefore, key institutional decisions were made without opportunity for substantial input. Additionally, because these committees were not standing committees, constituents were often not aware of or informed of meeting times; therefore, despite the fact that meetings were open to the public, it was difficult to gain access (Ref. 57).

Constituents perceive that historically there has been no mechanism to give meaningful input to important campus processes. Some examples include the 2005-2008 Strategic Plan, the Facilities Master Plan, and institutional planning and budget. Development of unit/division plans was seen as a valuable activity for unit level assessment and subsequent focusing of activities. Beyond the unit/division level, this planning process was seen as a meaningless, time-consuming exercise because contents of those plans had no impact on institutional planning and resource allocation. Additionally, the Planning and Budget Committee functioned as an information receiving body with no decision-making functions (Ref. 59).

Since implementation of the structural changes which resulted from the Spring 2007 Shared Governance Handbook review and revision, constituents continue to perceive that decisions are made outside of the committee structure and that there is little opportunity for meaningful input (Ref. 57, 58).
Planning Agenda
The college should ensure that meetings, activities, and minutes of shared governance committees are made widely available to the campus as a whole so that campus communication and participation in committees can be improved. Decision making should occur in accordance with the structures and functions specified in the Cerritos College Shared Governance Handbook.
Standard IVA.2.b
The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary
Board Policy 2510 formalizes the role of faculty regarding “academic and professional matters of the college.” Board Policy 2510 is a formal agreement to “rely primarily on the advice and judgment of the Faculty Senate in relation to” curriculum, degree and certificate requirements, grading policies and educational program development. Board Policy 2510 is a formal agreement to “reach mutual agreement with the Faculty Senate” in relation to seven additional areas pertinent to student educational programs and services (Ref. 19).

The college curriculum committee meets twice a month during the academic year and receives and reviews proposals for new and revised programs, certificates, courses and prerequisites. It also reviews every course seeking approval to be offered in distance learning mode. The campus Student Learning Outcomes Assessment Cycle (SLOAC) initiative is likewise led by the SLOAC faculty coordinators and has as one its guiding principles the statement that the process should be meaningful, manageable, sustainable and faculty driven. Program review of academic and student support programs occurs under the auspices of the Faculty Senate Committee on Program Review, and Unit Planning is a similar initiative driven by members of each unit.

In the 2006-2007 academic year, the Senate adopted an agenda to address student learning on several different fronts. The agenda prioritizes activity around five basic areas that impact student success: 1) student learning, 2) teaching expertise, 3) academic support, and, 4) program excellence. In addition to these priorities, the Senate is working on a comprehensive study of the Cerritos College learner. These goals have been repeatedly shared with administration at all levels and most specifically discussed with the College President and Vice President of Academic Affairs. The Administration has participated in developing ideas and solutions around the stated Senate goals.

Self Evaluation
The college meets the standard.

Planning Agenda
None.
**Standard IVA.3**

Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

**Descriptive Summary**

There are several policies on governance procedures that specify appropriate roles for all in the campus community. The Board of Trustees has written governance policies that were revised in 2007 (Ref. 1, 20). The student catalog and schedule of classes state appropriate behavior and expectations for students (Ref. 21, 22). The Faculty Handbook receives annual updates and provides policies for faculty roles (Ref. 23). Each area of responsibility works with the others to ensure institutional effectiveness.

Various publications are used to routinely and consistently communicate with all members of the campus and the community at large, including the *Campus Connection, Insight, Messages from the President*, college web sites and press releases. The college’s strategic plan has been distributed to all members of the Management Leadership Council, College Coordinating Committee and other college leaders who were encouraged to familiarize themselves with the document as they worked with colleagues to help the institution achieve the goals and objectives identified in the plan. (Ref. 24, 25, 26).

Increasingly, college staff are becoming more knowledgeable about efforts to improve learning through the Student Learning Outcomes Assessment Cycle (SLOAC) initiative. Growing numbers of faculty are directly involved in the processes of outcomes assessment and the two SLOAC faculty coordinators of the initiative regularly make presentations to campus constituencies as well as provide written information about outcomes assessment (Ref. 65). Annually, program leaders (department chairs, etc.) complete a survey which indicates the progress their unit has made in the past year on developing outcomes and assessments. In Spring 2007, the Vice President of Academic Affairs made a presentation on Student Learning Outcomes Assessment at an all-college meeting (Ref. 66). On September 5, 2007, he made a similar presentation on the status of Student Learning Outcomes Assessment to the Board of Trustees (Ref. 66).

**Self Evaluation**

It is significant to note that in many instances, the final outcome or product of governance activities, processes and practices is perceived to be effective as a tool or mechanism for continuous improvement of the institution. However, inadequate communication and the process through which those outcomes have materialized have led constituencies to feel that there is inadequate opportunity for discussion and input prior to key decision making and document drafting.

**Planning Agenda**

The college should ensure that meetings, activities, and minutes of shared governance committees are made widely available to the campus as a whole so that campus communication and participation in committees can be improved. Decision-making should occur in accordance with the structures and functions specified in the Cerritos College Shared Governance Handbook.
**Standard IVA.4**

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

**Descriptive Summary**

Cerritos College enjoys and is proud of partnerships and relationships with many external agencies including accrediting bodies, contract partners, articulating institutions, and community businesses and organizations. All such relationships and potential relationships are integral to providing quality services to students and are approached with the utmost integrity and in the spirit of creating mutually beneficial results.

The Cerritos College response to accreditation processes and requirements as specified by ACCJC-WASC is an example of the honesty and integrity which are applied to relationships with all external agencies (Ref. 27). Since embarking on this self study in 2005, Cerritos College has endeavored to assess and evaluate the institution honestly and to report the findings candidly to the Accrediting Commission. The college has drawn on the knowledge and expertise of students, faculty, staff, administrators and members of the community to assure participation of all campus constituencies. Historically, Cerritos College has complied with Commission requirements and responded expeditiously to recommendations made by the Commission.

**Self Evaluation**

Historical responsiveness, the seriousness with which the campus community undertook the current accreditation process, and evidence amassed are indicative of the extent to which the college has been honest and forthright in responding to the Commission.

**Planning Agenda**

None.
Standard IVA.5
The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary
The Shared Governance Handbook, as approved by the Board of Trustees on December 9, 1998 and amended by College Coordinating Committee on August 28, 2000, specifies: “This document is to be reviewed periodically by the College Coordinating Committee” (Ref. 28). In 2007, the College Coordinating Committee worked with the campus to review and revise the Shared Governance Handbook. Committee structures were revamped, revised and/or eliminated. All shared governance committees took part in this process (Ref. 29, 30).

Self Evaluation
The Shared Governance Handbook, having been reviewed recently, is up to date. However, there are no regular, systematic processes to evaluate the implementation of decision-making at all levels of the college. At best, all that exist are informal evaluations of processes and decisions.

Planning Agenda
The college should develop systematic processes and timelines to evaluate its decision-making at all levels.
**Standard IVB**
In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

**Standard IVB.1**
The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

The Board of Trustees reviewed and revised board policies in 2007. Statements of program quality, integrity of institutional actions, and effectiveness of student learning programs are found in the board policies (Ref. 32). The board also has a policy for selection of the chief administrator (Ref. 33).

Four questions regarding Board of Trustees’ performance were included as campus-defined items in an institutional priority survey (Noel-Levitz) administered in Spring 2007. Using a seven point Likert scale rating importance (1 = not at all important to 7 = very important) and agreement (1 = strongly disagree to 7 = strongly agree), respondents rated these items as follows:

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<th>Question</th>
<th>Importance</th>
<th>Agreement</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>#57 The Board of Trustees makes informed and appropriate decisions.</td>
<td>6.55</td>
<td>4.39</td>
<td>1.70</td>
</tr>
<tr>
<td>#58 The Board of Trustees complies with the restrictions inherent in its role as policy makers.</td>
<td>6.48</td>
<td>4.72</td>
<td>1.65</td>
</tr>
<tr>
<td>#59 The Board of Trustees refrains from interfering with the administration of the college.</td>
<td>6.38</td>
<td>4.29</td>
<td>1.78</td>
</tr>
<tr>
<td>#60 The Board of Trustees helps to educate the local community about college needs and issues.</td>
<td>6.42</td>
<td>4.69</td>
<td>1.67</td>
</tr>
</tbody>
</table>

*Note:* The standard deviation represents the variability in the satisfaction/agreement scores. A large standard deviation indicates that the satisfaction/agreement scores are far from the mean and a small standard deviation indicates that they are clustered closely around the mean (Ref. 63).
Standard IVB.1.a
The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary
Cerritos College is governed by a Board of Trustees as authorized by the State of California (Ref. 31). Board Policies in the 2000 series identify the responsibilities, major functions, and organizational structure of the Board.

As stated in Board Policy 2715 Code of Ethics/Standards of Practice, “The Board of Trustees is elected as the governing body of the Cerritos Community College District and is responsible to the electors for the general conduct of the college.” (Ref. 34) Members of the Cerritos College Board of Trustees are elected from communities within the college district and represent a cross section of the community. Being a public institution, no Board members are owners. Board Policy 2410 Policy and Administrative Procedure states: “The Board of Trustees shall be the policy-forming body of the Cerritos Community College District …” (Ref. 35). Board Policy 2715 clearly defines the role of individual Board members. Contents include legal responsibility, speaking with one voice, conflict of interest, and censure: “…under all circumstances that the Board is legally responsible for the effective operation of the District. Its primary function is to establish the policies by which Cerritos Community College is to be administered and assure its fiscal stability.” (Ref. 36). “Recognize and actively communicate that Trustee authority to act on behalf of the College rests only with the entire Board assembled in a legally constituted meeting…” (Ref. 37). “Avoid any situation that may constitute a conflict of interest and disqualify him/herself from participating in decisions …” (Ref. 38). As stipulated in Board Policy 2715, when such topics arise that could represent, or appear to represent, a conflict of interest, Board members publicly declare the possible conflict and remove themselves from deliberation and voting.

Self Evaluation
The college meets the standard.

Planning Agenda
None.
Standard IVB.1.b
The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary
“The Cerritos College Mission is to serve the community by building futures through learning” (Ref. 39). This mission statement was adopted January 19, 2005 (Ref. 40). Board Policy 1300 Educational Philosophy is a statement of philosophy which lays the foundation for all board actions and policies (Ref. 41). The college’s Strategic Plan objectives support the college’s mission and board policy and address the four general categories of institutional effectiveness; development of a learning-centered institution; resource management; and governance and leadership (Ref. 2). Capital outlay request processes require justification based on Strategic Plan objectives (Ref 42).

Board Policy is consistent with the mission statement and addresses quality, integrity and improvement of student learning programs and services. The review and revision of Board Policies in 2007 ensures continued congruence and compliance with this standard.

Self Evaluation
The college meets the standard.

Planning Agenda
None.
Standard IVB.1.c
The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary
Board Policy 2200 and Administrative Procedure 2200 clearly identify the duties and responsibilities of the Board of Trustees in ensuring educational quality, establishing policies for prudent, legal and ethical college operations, and guaranteeing financial stability. (Ref. 41). The Board annually receives and approves curriculum changes/additions. It regularly requests reports about particular college programs and operations. Most recently, it has requested and received presentations on Student Learning Outcomes (SLOs), Accountability Reporting for Community Colleges (ARCC) data, special educational programs, outreach efforts, community education, and PeopleSoft, the college’s enterprise management system. It has also heard presentations on the college’s course management system and a new automated library system. Through its review of College Coordinating Committee minutes and reports provided by administrators and other program leaders, it monitors the quality of educational programs; it also annually reviews and adopts the college budget and reviews financial reports on a quarterly basis; and at all times “the Board is legally responsible for the effective operation of the District” (Ref. 36). Board actions are final and not subject to the actions of any other entity.

Self Evaluation
The college meets the standard.

Planning Agenda
None.
Standard IVB.1.d
The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary
Board Policy in the 2000 series specifies size, duties, responsibilities, structure and operating procedures relevant to the Cerritos College Board of Trustees The President’s Office maintains Board Policy (Ref. 60). When Board policies change, the President’s Office updates and distributes copies of new policies to all managers and the campus-at-large and posts updates online at www.cerritos.edu.

Self Evaluation
The college meets the standard.

Planning Agenda
None.
Standard IVB.1.e
The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary
Board of Trustees agendas and minutes document that the Board acts in a manner consistent with current Board Policy (Ref. 43). A specific example of adherence to policy is recorded in the minutes of the March 23, 2006 meeting of the Board of Trustees. At that meeting, a roll call vote resulted in three ayes, three nays and one abstention. Referencing Board Policy 2330 Quorum and Voting (formerly Board Policy 1014.4), it was determined that “An abstention shall be considered as an affirmative vote or a vote with the majority of those voting.” (Ref. 44).

“Review and Revise the Board Policy Handbook” is goal 2 of Board priority 4 in the 2005-2008 Cerritos College Strategic Plan (Ref. 2).

On July 5, 2006 the Board unanimously authorized the President/Superintendent to enter into an agreement with the Community College League of California (CCLC) for Board Policy and procedure review. According to the authorization, “The work will include the analysis of current policies to identify instances in which policies need to be updated, clarified or created and to identify instances in which procedures are blended with policies and clarify and separate policy statements from procedures.” (Ref. 45). On October 9, 2006, the Community College League consultant met with the College Coordinating Committee to define the process and timeline for Board Policy and procedure review. A folder of documents to assist committee members with the process was distributed (Ref. 46). The Board has reviewed and adopted revised policies for five of seven chapters: The District, General Institution, Academic Affairs, Student Services and Business Services. It is on schedule to complete review and adoption of revised policies for the chapter on the Board of Trustees in December 2007. Human Resources policies will be revised and adopted in 2008. The only policies not included in this revision are those that require negotiation with collective bargaining groups. Once those negotiations are complete, the appropriate policies will be revised to reflect the results. Board Policy 2410 specifies that “The Board will review the policies on a regularly scheduled basis.” Its contract with the CCLC also provides for regular updates that will recommend changes in policies and procedures based on changes in regulations and laws.

Self Evaluation
Given direction by the 2005-2008 Strategic Plan, the institution is currently on track and adhering to a timeline and process in which Board Policy and procedures are being reviewed.

Planning Agenda
The college should complete the revision of Board policies and procedures, including those which necessitate negotiations with collective bargaining groups.
Standard IVB.1.f
The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary
Board policy serves as a reference manual for current and newly elected Board members. Board orientation is both formal and informal and includes meetings; local, state, and national conferences; and numerous study sessions. Most of the Board members have been very active participants at the state and national conferences. On average, the Board has at least one Board Development Workshop on campus annually in addition to the state and national conferences. For example, a board retreat was held in April 2006 whose topic was the “Role of the Board.” Board Policy 2740 states that “The Board of Trustees is committed to its ongoing development as a Board and to an education program that includes an orientation for new Board members.” Newly elected board members receive a formal orientation from the Superintendent/President and appropriate staff as well as updates on college activities that will make their transition into Board membership smoother. Board Policy 2100 specifies that terms of board members be staggered so that, as nearly as practical, one half of the Board members shall be elected at each Board member election.

Self Evaluation
The college meets the standard.

Planning Agenda
None.
**Standard IVB.1.g**
The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

**Descriptive Summary**
A self-evaluation process is specified in Board Policy 2745, Board Self-Evaluation. The process requires the Board to adopt an appropriate instrument to evaluate its annual performance and to assist it in formulating goals for the upcoming year (Ref. 47). The Board conducted its last evaluation on August 29, 2007 and used that evaluation to formulate goals for the next year. Prior to this self-evaluation, it had not evaluated itself since 2002. Historically, as reported in the 2002 accreditation self study, representatives of the Board conducted “yearly meetings with all constituent groups regarding fulfillment of college goals and objectives…” (Ref. 62). This practice has been discontinued.

**Self Evaluation**
Constituent groups feel strongly that input from the field is a critical component of a thorough evaluation of institutional goals and objectives.

**Planning Agenda**
The college should reestablish an opportunity for input from the field as a component of the Board of Trustees self-evaluation process.
**Standard IVB.1.h**
The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

**Descriptive Summary**
Board Policy 2715, items 16 and 17, includes provisions for censure and dealing with unethical behavior (**Ref. 48**). No behavior by any Cerritos College Board member in recent years has warranted such action.

**Self Evaluation**
The college meets the standard.

**Planning Agenda**
None.
**Standard IVB.1.i**
The governing board is informed about and involved in the accreditation process.

**Descriptive Summary**
The Accreditation Liaison Officer has provided updates to the Board of Trustees (Ref. 61). The President invited Board members to attend the ACCJC orientation workshop for institutions about to undergo a self-study and visit. One Board member attended the workshop, along with 20 college personnel. The same Board member participated on a visiting team for another college last year and is knowledgeable about accrediting standards and procedures. He shared materials from an accreditation orientation workshop with other board members. Other Board members have attended workshops on accreditation at conferences and workshops. Board members were invited to--and several attended--an all-campus workshop on Accreditation and Student Learning Outcomes in Spring 2006.

**Self Evaluation**
The college meets the standard

**Planning Agenda**
None.
Standard IVB.1.j
The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary
Board Policy 2200 Board Duties and Responsibilities identifies “Hire and evaluate the President/Superintendent” as a responsibility of the Board. (Ref 49). In the 2003-2004 academic year, using the services of a consulting firm and a campus-wide committee composed of representatives of all constituent groups, the Board of Trustees conducted a search and screening in compliance with Board Policy and procedures. The current President/Superintendent was seated July 2004. Board Policy 2200 also states that another responsibility of the Board is to “Delegate power and authority to the President/Superintendent to effectively lead the District.” (Ref. 49).

Annual evaluation of the President/Superintendent has been conducted by the Board of Trustees. Historically, as reported in the 2002 accreditation self study, representatives of the Board conducted “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” (Ref. 62). This practice has been discontinued.

Self Evaluation
Constituent groups feel strongly that input from the field is a critical component of thorough evaluation of procedures, operations and the President.

Planning Agenda
The college should reestablish an opportunity for input from the field as a component of the President’s evaluation by the Board of Trustees.
**Standard IVB.2**

The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Four questions regarding performance of the President and upper administration were included as campus-defined items in an institutional priority survey (Noel-Levitz) administered in Spring 2007. Using a seven point Likert scale rating importance (1 = not at all important to 7 = very important) and agreement (1 = strongly disagree to 7 = strongly agree), respondents rated these items as follows:

<table>
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<tr>
<th>Question</th>
<th>Importance</th>
<th>Agreement</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>#53 The President shows sensitivity to and respect for others and me.</td>
<td>6.47</td>
<td>4.62</td>
<td>1.92</td>
</tr>
<tr>
<td>#54 The President, Vice Presidents, and Director of Human Resources facilitate cohesiveness and team building among my colleagues.</td>
<td>6.31</td>
<td>4.45</td>
<td>1.81</td>
</tr>
<tr>
<td>#55 The President, Vice Presidents, and Director of Human Resources accept responsibility for and are accountable for their decisions.</td>
<td>6.52</td>
<td>4.68</td>
<td>1.81</td>
</tr>
<tr>
<td>#56 The President, Vice Presidents, and Director of Human Resources encourage good staff morale and commitment to the college.</td>
<td>6.49</td>
<td>4.49</td>
<td>1.96</td>
</tr>
</tbody>
</table>

*Note:* The standard deviation represents the variability in the satisfaction/agreement scores. A large standard deviation indicates that the satisfaction/agreement scores are far from the mean and a small standard deviation indicates that they are clustered closely around the mean *(Ref. 63).*
Standard IVB.2.a.
The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary
The Cerritos College Organizational Chart illustrates administrative structure and staffing. Senior administration consists of the President and three vice presidents who are responsible for academic affairs, business services, and student services. The Director of Human Resources, Director of Public & Governmental Relations and Executive Director of Foundation also report directly to the President/Superintendent. Management positions below the senior administration level report to their respective vice presidents. (Ref. 50).

By authority of Administrative Procedure 2430 Delegation of Authority, “The President/Superintendent may establish an Executive Team to provide advisory council.” Executive Council is composed of the President, three Vice Presidents, and the Director of Human Resources and serves as the primary advisory body to the President (Ref. 51). The Executive Council together with the College Coordinating Committee, Management Leadership Council, President’s Cabinet, and the College Committee on Planning and Budget serve as advisory bodies to the President.

Board Policy 7103.1 states: “All management employees have the responsibility as specified in their Board approved job descriptions to plan, organize, and administer the activities of their department, office, or division efficiently in accordance with federal, state, local laws, Board policies, and collective bargaining agreements.” Management employees are defined in Board Policies 7100.1 and 7100.2 as including all educational administrators, classified managers, the President/Superintendent, Vice Presidents and any other contract managers (Ref. 52).

Self Evaluation
Managers are held responsible “to plan, organize, and administer the activities of their department, office, or division efficiently” under institutional goals and operating procedures. (Ref. 52). However, many managers feel they do not have input until the goals and procedures are in near final or final form. For example, Strategic plan goals were in near final form prior to opportunities for meaningful input. Equipment budgets were decreased dramatically and placed in a centralized fund to enable a 2006-07 Capital Outlay Request process. (Ref. 64).

As a consequence of decreased or delayed opportunities for input, responsibilities are delegated for activities to which many managers do not “buy in”. Clearly, managers are at times required to fulfill responsibilities with which they do not agree in order to remain in compliance with institutional priorities and procedures. However, when managers are not part of the decision making processes which establish those priorities and procedures, they clearly are not invested with authority. Additionally, many decisions/actions which have historically been made and carried out by middle managers now require consultation with and approval by senior administration. Middle managers receive direction from senior administration; conversely, it is difficult to receive a timely response from senior management regarding requests/suggestions.
which originate at the unit level. The perception is that delegation of authority is not practiced in
tandem with expectations of responsibility.

Planning Agenda
The college should adhere to policies and procedures pertinent to responsibilities and authority
and ensure that all constituents have the opportunity for meaningful input before decisions are
made.
**Standard IVB.2.b**
The president guides institutional improvement of the teaching and learning environment by the following:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
- ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
- establishing procedures to evaluate overall institutional planning and implementation efforts.

**Descriptive Summary**
Shortly after arriving on campus, the President, in cooperation with the Director of Research and Planning, guided development of a new campus Strategic Plan, 2005-2008, based on goals and priorities of the Board of Trustees. Under the President’s leadership, a new Facilities Master Plan was developed and was submitted to the California Community College System Office for possible funding of new projects. It relies on data and research about campus building size and usage for its conclusions about what new buildings are needed. An enrollment management plan has also been developed under the leadership of the Vice Presidents of Academic Affairs and Student Services that included wide representation from across the campus. The college is currently developing a comprehensive Developmental Education plan to improve student success in pre-collegiate (including basic skills) courses. These plans and strategic directions are regularly communicated to the campus in documents and other written and oral communications to the campus and appropriate committees. *(Ref. 22, 21, 53).*

Research-based decision making is supported by the President. She consistently requests and relies upon data to guide decision-making. Specific actions which validate this support include (1) authorization of increased research office staffing to support institutional decision-making and to enable compliance with state accountability mandates and (2) authorization for development of a data warehouse to enable extraction of data from PeopleSoft, the college’s new enterprise software system.

Integration of planning and resource allocation to achieve student learning outcomes is evidenced by her diligent efforts to guide and direct formulation of the draft Planning and Resource Allocation Guide. Authorization of release time for faculty members to coordinate institutional support for the development, implementation, and assessment of student learning outcomes evidences support for initiatives that will lead to a condition of sustainable, continuous improvement in student learning. Evaluation is a key element of every procedure and process which has been developed under this President’s direction.

**Self Evaluation**
The college meets the standard.

**Planning Agenda**
None.
**Standard IVB.2.c**

The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

**Descriptive Summary**

The president assures that institutional practices are consistent with the mission and policies by overseeing development of the Strategic Plan and monitoring daily operations of the college. The president is involved in the revision of the Board Policies and ensures the College’s participation in the Community College League Service.

**Self Evaluation**

The college meets the standard.

**Planning Agenda**

None.
**Standard IVB.2.d**
The president effectively controls budget and expenditures.

**Descriptive Summary**
The College must, by regulation, develop a balanced budget each year, even though state funding, the primary source of fiscal support for the college, can sometimes be erratic. Despite that uncertainty, the college has regularly maintained balanced annual budgets. The President is directly involved in most hiring decisions and thereby exercises control over the largest source of college expenditures, salaries and benefits.

**Self Evaluation**
Cerritos College remains financially stable due to anticipatory planning and application of sound fiscal practices. The President is ultimately responsible for budget planning and management as specified in BP2001. Therefore, the President effectively controls budget and expenditures. However, many managers are concerned that centralization of the resource allocation processes may decrease effective and timely response to needs at the unit/division level. An emergency request process has been developed and tested three times.

**Planning Agenda**
The college should carefully monitor implementation of the planning and resource allocation process to ensure that division/unit operations remain effective.
Standard IVB.2.e
The president works and communicates effectively with the communities served by the institution.

Descriptive Summary
The current President actively participates in community activities and organizations. Biannual meetings are held with the K-12 Superintendents. Institutional representatives have been enlisted to participate as members of local Chambers of Commerce to enhance the college’s presence in the community. The President annually gives a “State of the College” address to the Cerritos Regional Chamber of Commerce as well as the Chambers of Commerce in Norwalk and La Mirada and to various organizations and parent groups throughout the district. Various publications are used to routinely and consistently communicate with the campus and the community at large. Examples include Insight, Campus Connection and press releases. The Public Relations Office maintains strong ties with the media and vigorously publicizes news and events pertinent to campus operations. Since the President arrived in 2004, she has established and developed the collaborative entitled “Partnership for Quality Education,” strengthening ties with K-12 districts in the college’s identified service area. Through this partnership, career pathways are being identified for students from middle school to university. Another outgrowth of this working relationship is a new cooperative initiative to develop Career/Technical Education teachers for the K-12 systems. The college also has had a long relationship with the K-12 districts and Cal State Long Beach in the form of its articulated Teacher TRAC Program, which prepares students to transfer to Cal State Long Beach’s teacher credentialing program and complete all course work, including student teaching, in four years. Many of the students return to teach in district schools.

Self Evaluation
The college meets the standard.

Planning Agenda
None.
References

1. Board Goals
2. Strategic Plan
3. Contract with Kaiser
4. Avalon At Cerritos Contract
5. Northwood University Articulation Agreement
6. Board of Trustees Minutes
7. All Campus Meeting email/flyer
8. Office of Research and Planning website
9. Senate Committee on Program Review website
10. College Coordinating Committee minutes and agendas
11. Accreditation Kick-off meeting agenda
12. Board Policy 2510
13. Board Policy documents
15. minutes of Faculty Senate when Planning and Resource Allocation process was adopted
16. minutes of College Committee on Planning and Budget when Planning and Resource Allocation process was adopted
17. minutes of College Coordinating Committee when Planning and Resource Allocation process was adopted
18. minutes of Board of Trustees meeting when Planning and Resource Allocation process was adopted
19. Board Policy 2510
20. Minutes of Board Meetings with approval of policy revisions

21. College Catalog

22. Schedule of Classes

23. Faculty Handbook

24. Campus Connection

25. Insight

26. Sample press releases

27. Accreditation Midterm Report

28. Shared Governance Handbook--Conclusion

29. Minutes of College Coordinating Committee Meetings: Shared Governance Handbook Revision

30. Minutes of Faculty Senate: Shared Governance Handbook Revision

31. Board Policy 1002

32. Board Policy 4020

33. Board Policy 2003

34. Board Policy 2715

35. Board Policy 2410

36. Board Policy 2715

37. Board Policy 2715

38. Board Policy 2715

39. Mission Statement

40. Board Minutes from 1/19/2005

41. Board Policy 2200
42. Capital Outlay Request Form
43. Board of Trustees Agendas and Minutes
44. Board Policy 2330 (1014.4) and BOT minutes of March 23, 2006
45. July 5, 2006 Board backup
46. October 9, 2006 College Coordinating Committee minutes
47. Board Policy 2715
48. Board Policy 2715
49. Board Policy 2200
50. Organizational Chart
51. Administrative Procedure 2430
52. Board Policy 7000 series
53. Presidential campus emails
54. 2003 Board of Trustees Minutes Approving Purchase of PeopleSoft
55. December 2006 Letter to Campus from President
56. Faculty Senate Educational Plan
57. Shared Governance Handbook (Revision 2007)
58. Noel Levitz
59. Planning and Budget Committee Minutes – 2005-2006
60. Board Policy 2000
61. Board Agenda – Accreditation Update
62. 2002 Accreditation Self-Study
63. Noel Levitz Survey
64. Capital Outlay Process/Form
65. SLOAC – Survey and Report

66. Presentations to Board of Trustees on SLO’s by Vice President of Academic Affairs