PROGRESS REPORT

This report summarizes progress on Evaluation Team Recommendations made during the April 29, 2009 follow-up site visit to Cerritos College.

March 15, 2010
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Certification of the Progress Report

This Progress Report is submitted for the purpose of assisting in the determination of the institution’s ongoing accreditation status.

We certify that this Progress Report represents an accurate analysis of the status of the College with respect to recommendations it has been asked to address.

Signed:

Linda L. Lacy
President/Superintendent

Bob Hughlett
President, Board of Trustees

Debra Moore
President, Faculty Senate

Lynn Laughon
President, California School Employees Association

Lola Rizkallah
President, Association of Cerritos College Management Employees

Oscar Franco
President, Associated Students of Cerritos College
Statement of Report Preparation and Update on Changes at the College

This Progress Report addresses two recommendations noted in the June 30, 2009 letter from the Accrediting Commission for Community and Junior Colleges (ACCJC) that removed Cerritos College from Warning status and required a follow-up report.

Since the April 2009 visit, Cerritos College has hired a new permanent President, who began her tenure on September 14, 2009. The Acting President returned to his permanent position as Vice President of Academic Affairs, and the college has hired a new permanent Vice President of Business Services, who began his work on March 1, 2010. Thus, the Presidency and all Vice Presidencies are currently occupied by permanent employees.

This report will show that since last year, Cerritos College faculty, staff, and administrators have made focused examination and improvement of the College's planning processes a top priority, and have continued to sustain and enhance the improvements in leadership, empowerment, innovation, collaboration, and decision-making that the visiting team found evident during its April 2009 visit.

This report was prepared with input from faculty, managers, confidential and classified staff, and trustees. In an email to the entire campus community on February 22, 2010, the Accreditation Liaison Officer (ALO) asked everyone to review and comment on a draft of the report, which was made available online. The feedback received was incorporated into a final draft of the report where appropriate.

The final Report was approved by the President and submitted to the Board of Trustees for approval at its meeting on March 3, 2010.

Signed:

William C. Farmer, Jr. Date: March 15, 2010
Accreditation Liaison Officer
Accrediting Commission’s Progress Report Request

The Commission asks that a Progress Report be submitted by March 15, 2010 that provides information, evidence, and analysis regarding the resolution of the issue noted in the Commission’s Action Letter dated June 30, 2009. This issue is noted below:

Recommendation 3: Planning, Resource Allocation, and Evaluation
(Because the college had not met Recommendation 2 from the 2002 Evaluation Team Report, that recommendation is repeated with additions relevant to the college's current deficiency with the standards cited.)

To meet the standards, the team recommends that the college 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. (IA.3, IB.4) (IVB.2.b)

The team further recommends that:
- the college state its objectives in measurable terms in all its planning documents including the strategic plan and the unit plans (IB.2), and
- the college integrate planning for human resources, facilities, technology, and finances into the college plan and use the results of this evaluation to improve human resource processes, facilities utilization, the effective use of technology, and the distribution of financial resources. (IIIA.6) (IIIB.2.b) (IIIC.2) (IIBD.1.a)

The Commission also required the College to demonstrate that activities essential to the resolution of Recommendation 8 have been sustained. Recommendation 8 is repeated here:

Recommendation 8: Leadership—Empowerment, Innovation, Collaboration, and Decision-Making
In order to meet the standards, the team recommends that the college, through the leadership of the president, establish a climate of empowerment, innovation and collaboration resulting in a decision-making process that provides for a substantial voice for faculty and middle managers and meaningful input for students and staff in areas that reflect their responsibility. The team further recommends that processes for decision-making be regularly evaluated to assure their integrity and effectiveness. (IVA.1) (IVA.2.a) (IVA.5) (IVB.2.a) (IVB.2.b)
Responses and Updates on Recommendations 3 and 8

Recommendation 3: Planning, Resource Allocation, and Evaluation

Because the college had not met Recommendation 2 from the 2002 Evaluation Team Report, that recommendation is repeated with additions relevant to the college’s current deficiency with the standards cited.

To meet the standards, the team recommends that the college 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. (IA.3, IB.4) (IVB.2.b)

The team further recommends that:

- the college state its objectives in measurable terms in all its planning documents including the strategic plan and the unit plans (IB.2) and
- the college integrate planning for human resources, facilities, technology, and finances into the college plan and use the results of this evaluation to improve human resource processes, facilities utilization, the effective use of technology, and the distribution of financial resources. (IIIA.6) (IIIB.2.b) (IIIC.2) (IIID.1.a)

“The team recommends that the college make full use of the Office of Research and Planning”

As it has in the past, the Office of Research and Planning (ORP) continued to provide the following services, among others, related to planning, student learning needs, and outcomes:

- Made available on the ORP website and through division deans much of the data used in unit planning, outcomes assessment, and program review:
  - Student placement by skill level in English, reading, and math
  - Historical and current student success, student retention, degrees, certificates, and transfers by academic division and program
  - Historical and current FTES by academic division and program on the website; FTIE and WSCH by request
- Offered numerous in-service training sessions and tools for Cerritos faculty, staff, and administrators on the use of quantitative and qualitative data in planning, program review, and assessment of outcomes.
- Provided assistance in the design and administration of surveys
- Provided statistical analyses of survey and other research results.
- Consulted directly with managers, faculty, and staff members who requested assistance developing and assessing student learning outcomes and/or administrative outcomes.
- Provided support in the identification of student learning needs and/or other aspects of program review.
With Information Technology and the Innovation Center, coordinated further implementation and training in the use of Planning Plus.

The college also made improvements in its Planning Plus software, based upon feedback from a formal survey of users conducted by the Office of Research and Planning. Specifically, it

1. Added the ability to reorder goals to adjust the ranking
2. Added a program review section for non-instructional areas to use
3. Added a notification to users if a section approaches the text limitation
4. Allowed participants’ names to be selected from a list
5. Improved print preview (printing) capabilities
6. Added the ability to export the plan to a Word document
7. Allowed users to edit and reorder the mapping of goals
8. Allowed the mapping of goals to be copied when copying a plan of the same type
9. Allowed the ability to recover deleted plans
10. Improved ToolTip for multiple sections (Goals, Activities, Resources)
11. Improved window resizing
12. Collapsed the goals and resources section for easier navigation
13. Provided a text editor, which included Word clean (to remove hidden formatting), optional spell checking, and other features
14. Formatted the Instructions & Guidelines to expand/collapse, saving valuable screen space

Feedback on these changes has been strongly positive.

As noted in last year’s report, an Interim Director of Research and Planning was hired to replace the former director, who resigned to take another position. In the past year, the Interim Director has guided the college through the development of a revised strategic plan, now called the Educational Master Plan (EMP). To ensure that the college’s objectives are stated in measurable terms, he conducted a workshop for all managers on how to develop effective, measurable planning objectives. He has also led efforts to increase the capacity of the Office of Research and Planning by convening a Data Users Group to identify needed data that can be housed and accessed through a data warehouse. Central to this effort has been the temporary reassignment of an Information Technology employee to assist the Research and Planning Office in the development of a data mart, which potentially provides a user-friendly interface to allow users to extract data from the data warehouse. The college is planning to add an additional Senior Application Analyst position, which will be permanently assigned to the Research and Planning department, once funding becomes available. The temporary reassignment was made to address critical planning issues in the creation of a data warehouse and the purchase and implementation of business intelligence software needed to bring the data warehouse to fruition. The Data User Group also developed an Inventory of Available Data and Reports to assist users in accessing data needed for planning, evaluation, grant writing, and decision-making. The college is currently searching for a permanent Director of Research and Planning, but the Interim Director, an experienced retiree, has brought needed stability and expertise to the college’s planning activities during the past year. The search for the new Director closes on March 19, 2010.
“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 allocation of institutional resources.”

Last year’s visiting team report concluded that “the college had completed the cycle of planning, budgeting, and resource allocation that had begun just prior to the comprehensive visit in March 2009 [Note: this date appears to be an error in last year’s visiting team report that neither the team nor the college caught. The comprehensive visit occurred in March 2008, not March 2009]. Through documentation reviewed from several unit plans, minutes of committee meetings, and budget allocation sheets, it was clear that the process was carried out as designed and was comprehensive throughout the institution.” This comprehensive planning, budgeting and resource allocation process was again followed in the 2009-10 planning activities for 2010-11.

As in 2008-09, the continuing budget crisis in California has prevented the college from fulfilling all but emergency resource requests during 2009-10. To address resource allocation reductions during this difficult budget year, the Planning and Budget Committee, in an example of interest-based problem-solving, formulated a set of interests and then identified 20 “Options for Preserving Programs and Services to Students, Staff and Community for Budget Year 2009-10.” It approved five of those options for implementation on June 4, 2009:

- Offer no classes in Summer Session 1, 2010
- Freeze all classified hiring and use voluntary and involuntary transfers, where necessary, to fill needed positions
- Reduce travel budgets by 75%
- Reduce class section offerings in Fall 2009 and Spring 2010 semesters by 10% (actual reductions exceeded these percentages)
- Reduce institutional memberships by 50%

“Both the planning process and a delineation of responsibilities for the implementation of the process should be communicated clearly to the entire campus community.”

The planning process is delineated in the Guide to Planning and Resource Allocation and in A Handbook for the Planning Process at Cerritos College: Tools to Link Program Review, Planning, and Resource Allocation. The summary presented in last year’s progress report is repeated here with the addition of references to the previous strategic plan replaced by references to the new Educational Master Plan:

All unit, division, and area planning at Cerritos, both instructional and non-instructional, integrates the College’s Mission and is based on appropriate program review. Every Unit Plan begins with the unit’s mission, which must support the College’s Mission. After describing the unit’s Student Learning Outcomes or Administrative Unit Objectives, it moves to an evaluation of strengths, weaknesses, opportunities, and challenges. This evaluation is grounded in information—typically a combination of quantitative and qualitative data and analysis—that is drawn from the unit’s program review, along with other sources more recently developed or updated. Based on the evaluation results, each unit develops three-to-five-year strategic directions, notes any impact its planning will
have on the rest of the College, and sets forth goals and activities in priority order that will advance both its own mission and its support of the College’s Mission and Educational Master Plan. If additional resources in any category (Capital Outlay, Facilities, Staffing, or Budget Augmentation) are needed to achieve a Goal, the unit identifies those resources. Finally, the unit identifies the people who, under the guidance of the unit manager, participated in the development of the unit plan. The Unit Plan is submitted to the applicable division manager—or area manager if there is no division manager—according to the established planning and resource allocation schedule.

Each division manager then meets or otherwise consults with her or his unit managers (and, if needed, selected staff members) to evaluate the plans and priorities of the applicable units. (In some cases, only one unit manager reports to a division manager, but the process is essentially the same.) The result is a Division Plan that mirrors the Unit Plan in structure. The group uses information from the Unit Plans to confirm a division mission, which, like the unit mission, must support the College Mission; to evaluate the strengths, weaknesses, opportunities, and challenges of the division as a whole based on the units’ self-evaluations; to develop three-to-five-year strategic directions; and to highlight any impact its planning will have on the rest of the College. Then the group merges all unit goals that rise to the level of a Division priority, and all resource requests (which are entered in the appropriate online Resource Request Form; see below), into divisional priority lists. That Division Plan is submitted to the applicable area manager, who in most cases is a Vice President.

Each area manager then meets with his or her division managers (and unit managers as appropriate) to discuss and evaluate the plans and priorities of the applicable divisions, and to develop an Area Plan that mirrors the Unit and Division Plans in structure, including mission, which, like the unit and division missions, must support the College Mission; strengths, weaknesses, opportunities, and challenges, all of which have their foundation in unit program reviews; and three-to-five-year strategic directions. Each area manager ensures that in this evaluation, the group considers carefully the College’s Educational Master Plan and all other applicable Master Plans as well. For example, the Business Services Area relies heavily on the Information Technology Master Plan in recommending priorities for technology requests in the Information Technology Division. The Area Plan merges all division goals that rise to the level of an Area priority, and all resource requests, into Area priority lists. All area managers then review all the Area Plans, to identify common themes and reconcile any issues that otherwise might have caused areas to work at cross-purposes. All Area Plans and resource priority lists are then submitted to the Planning and Budget Committee for study and comment in light of the College’s planning priorities. Division and unit managers are notified when the Area Plans and resource priority lists are available in Planning Plus, the College’s online planning tool, and on the Business Services website, respectively, so all divisions and units are informed of the current standing of their goals and resource requests. The Committee then forwards its comments on resource request priorities to Executive Council.
The Executive Council, which is composed of the President, the Vice Presidents, the Director of Human Resources, and the Director of Public and Governmental Relations, evaluates Area Plan resource requests, and the Planning and Budget Committee’s comments on them, in light of the College’s Mission, its Educational Master Plan, and its other Master Plans. After much discussion, the group merges the area resource priority lists into a single College-wide priority list, which the President forwards to the Planning and Budget Committee and to all unit and division managers for information. The Planning and Budget Committee may offer advisory feedback on the list, and the Executive Council may choose to revise it, in a feedback loop that continues until there are no more revisions. At that point, the applicable resource requests enter the College budget development process, and are funded in priority order to the extent that actual revenues permit. In the following fiscal year, units begin implementing all the goals and activities that do not require additional resources, and those goals and activities that do require additional resources to the extent that those resources have been provided. The whole process then begins again, in an annual cycle of evaluation, planning, implementation, and continuous program and service improvement.

The “Cerritos College 2010-11 Annual Planning and Resource Allocation Schedule,” also available on the Office of Research and Planning website, identified the planning tasks, outcomes, responsible parties, and completion dates for all planning activities for 2010-11. This schedule was adopted by the Planning and Budget Committee at its September 3, 2009 meeting.

“The team further recommends that: the college state its objectives in measurable terms in all its planning documents including the strategic plan and the unit plans (IB.2)”

The April 29, 2009 follow-up report by the visiting team thought the “program review and unit plan documents that the visiting team inspected were comprehensive, well written and included measurable outcomes.” However, it recommended that the College develop a revised strategic plan with more precise goals statements and more clearly measurable objectives.

The College believes it has satisfied this remaining part of Recommendation 3 through the development of its Educational Master Plan, adopted by the Board of Trustees on February 17, 2010.

The Educational Master Plan (EMP) replaces the College’s Strategic Plan as the core planning document that integrates and drives all planning. It contains five strategic directions, 20 goals, and 28 measurable objectives for the College to address in the next six years (2010-2016). The strategic directions are to

- Increase student success college-wide
- Enhance a culture that develops, nurtures, and sustains effective employees and leaders
- Enhance effectiveness and efficiency through resource management
- Develop and expand instructional programs that address community workforce needs
- Enhance institutional effectiveness through fostering a culture of evidence (systematically collecting and examining data)
The EMP was developed through an extensive, collaborative process that began in Spring-2009 under the direction of the Interim Director of Research and Planning. Under the auspices of the Planning and Budget Committee, a representative Task Force was convened to develop a draft of the Educational Master Plan. The Task Force reviewed the then-current strategic plan goals; all area, division, and unit plan goals; all goals associated with resource priorities that had been established, i.e., in other college plans; results of an EMP survey soliciting input on what the College’s strategic goals should be; and goals associated with accountability requirements. From this information, the Task Force formulated seven strategic directions and 18 goals, which, with additional input from all constituent groups, the Planning and Budget Committee, and the College Coordinating Committee, were eventually consolidated and expanded into five strategic directions and 20 goals.

The Task Force also identified the following three provisional strategic directions to guide 2009-10 planning for the 2010-11 academic year while EMP development, consultation, and approval were underway:

- Promote student success college-wide
- Preserve programs and services to students, staff, and community
- Enhance effectiveness and efficiency through resource management

These directions were communicated to the campus for comment and then adopted by the Planning and Budget Committee at its September 3, 2009 meeting. Two of those strategic directions became part of the final Educational Master Plan, and the third was modified more significantly before also being incorporated into the EMP.

The Task Force developed numerous drafts of the EMP during Fall 2009 and solicited comments from the campus before finalizing a draft. Presentations were made to Faculty Senate, the Association of Cerritos College Management Employees (ACCME), the California State Employees Association (CSEA) (the Associated Students of Cerritos College (ASCC) Student Senate, Academic Deans Council, the Planning and Budget Committee, and the College Coordinating Committee to solicit feedback. Copies were also distributed to the Board of Trustees and Executive Council for their responses. Once feedback was received and discussed, the Task Force developed a final draft and asked all constituency groups to endorse the plan, and all did. Once these endorsements were complete, the plan was presented to the Board of Trustees for adoption, which occurred on February 17, 2010.

The Educational Master Plan’s goals and objectives are written so that the measure of their achievement can be easily determined. For example, Goal 1-A urges the College to “Increase the proportion of credit students who demonstrate academic progress.” One measure of that achievement is expressed in Objective 1A-1: “By March 2013, the student transfer and achievement rate for the 2006-07 cohort will equal or exceed the state average or peer group average, as documented in the Accountability Reporting for the Community Colleges annual report.” Each goal is similarly framed to identify not only what the College wants to achieve but also the measure that will reveal whether it has reached its goal.
“and the college integrate planning for human resources, facilities, technology, and finances into the college plan and use the results of this evaluation to improve human resource processes, facilities utilization, the effective use of technology, and the distribution of financial resources. (IIIA.6) (IIIB.2.b) (IIIC.2) (IIID.1.a)”

The following summary of how the college integrates its planning, presented in the 2009 Progress Report, is repeated here (along with modifications to incorporate the Educational Master Plan as the college’s central planning document):

College strategic, master, operational, and unit planning; resource allocation; implementation and improvement; and evaluation are well integrated. Cerritos College’s comprehensive planning, implementation, and evaluation process is guided by the College Mission and the Educational Master Plan. The Educational Master Plan itself, which has as one of its priorities to “increase student success college-wide,” is an expression of the Mission. The Cerritos Guide to Planning and Resource Allocation specifies that the planning and resource allocation process is driven by the Educational Master Plan priorities, and the map of the process clearly shows that the Educational Master Plan precedes and shapes the Unit, Division, Area, and College goals, and the allocation of resources in priority order. The Guide also specifies that the Planning and Budget Committee must consider all resource requests “in the context of … priorities and goals of the Educational Master Plan.” As shown in the Handbook for the Planning Process at Cerritos College: Tools to Link Program Review, Planning, and Resource Allocation, the instructions for Unit, Division, and Area Plans also make it clear that goals listed in every Plan must support the College’s Mission and Goals as shown in the Educational Master Plan.

In accord with those specifications, every Unit resource request for Capital Outlay, Facilities, Budget Augmentation, or Staffing, in order to be considered at a higher planning level, must be submitted on an online Resource Request Form that specifies the Educational Plan Strategic Direction and Goal that it supports. If a resource request does not explicitly support an Educational Master Plan Strategic Direction and Goal, it does not go forward. In addition, when the Executive Council reviews all Area Plan resource requests and approves the final College-wide priority list, members give more weight to requests that clearly support student learning, which is central to the Cerritos Mission. Finally, the Planning and Budget Committee, in its study of the Area Plans under the leadership of the Vice President for Business Services, does a final check to ensure that all resource requests are driven to a significant extent by Educational Master Plan Strategic Directions and Goals. Thus every resource request discussed at the Unit, Division, Area, and College levels is integrated with the Educational Master Plan and with the College Mission.

Planning for human resources, facilities, technology, and finances is well integrated into the College planning and resource allocation process in the following ways:

- As described above, resource requests for staffing, facilities, capital outlay (which may include technology other than computers), and budget augmentation (which also
may include technology other than computers) in the annual planning cycle must explicitly support an Educational Master Plan Strategic Direction and Goal.

- The standards-based Computer Replacement Plan eliminates much of the need for annual requests for computer upgrades. Instead, faculty, staff, and students benefit from a predictable schedule of computer replacement. The Plan also includes contingencies to handle emergency replacement of failed equipment.

- As described in the *Unit, Division, Area, and College Planning and Resource Allocation Process* section above, the Facilities and Information Technology Master Plans and the Educational Master Plan are considered at the Area and College level in evaluating goal priorities and resource requests. Requests that are in accord with the Educational Master Plan and/or other college plans receive greater weight in the deliberations than those that are at variance with them.

- Requests for classified staff and management positions identified in unit, division, and area plans are coordinated through the Executive Council.

- Program review and unit planning analyses comprise the main support for requests for academic staff each year. Those requests are prioritized by Academic Affairs and appropriate Student Services managers using established criteria and then forwarded to Executive Council.

- Resource requests in priority order are matched each year against projected revenues in the budget, and requests are funded down to the level that those revenues allow.

- The five-year scheduled maintenance plan is reviewed by the Facilities Planning Committee.

- Facilities utilization is tracked annually by the Director of Physical Plant and Vice President of Business Services. Academic Affairs tracks and optimizes utilization of instructional spaces using Schedule Plus software.

- The Information Technology Master Plan, updated most recently in February 2010, drives major technology purchases. By planning systematically for technology upgrades, the College has succeeded in maintaining its leadership in the application of technology in both administrative and academic areas.

To better integrate college-wide planning, the new Educational Master Plan incorporates technology, human resources, facilities, and financial planning into its strategic directions. The second strategic direction focuses on human resources issues, and the third on management of resources—technological, fiscal, and facilities. Links to unit, division, area and college-wide plans are also provided in the Educational Master Plan. So, in principle and in practice, planning at Cerritos College has become even more integrated and focused.
**Recommendation 8: Leadership—Empowerment, Innovation, Collaboration, and Decision-Making**

In order to meet the standards, the team recommends that the college, through the leadership of the president, establish a climate of empowerment, innovation and collaboration resulting in a decision-making process that provides for a substantial voice for faculty and middle managers and meaningful input for students and staff in areas that reflect their responsibility. The team further recommends that processes for decision-making be regularly evaluated to assure their integrity and effectiveness. (IVA.1) (IVA.2.a) (IVA.5) (IVB.2.a) (IVB.2.b)

The Commission has required the College to demonstrate that activities essential to the resolution of Recommendation 8 have been sustained. A recent survey of the campus indicates that the College has not only sustained the activities in this area but also improved its performance.

Cerritos College surveyed employees during January and February 2010 to assess its progress in addressing the Accrediting Commission’s recommendations related to communication, participation, empowerment, innovation, and collaboration, and to improve the College’s performance in these areas. The same questionnaire was used to survey employees in 2009.

As shown in Graph 1, survey questionnaires were completed by 172 employees, including 76 faculty (45% of respondents), 54 staff (32%), and 39 managers (23%).

![Graph 1: Respondents by Employee Group]

Survey results generally show that respondents as a whole believe that inter-group communication and collaboration have improved at Cerritos over the past year (since April 2009). The results also show that employees believe that they participated in dialogue about improving student learning more often and were better informed about important issues at Cerritos College. Those areas rated by at least 60% of the respondents as having gotten “somewhat better” or “much better” since 2009 are depicted in Graph 2.

In addition, narrative comments provided by respondents indicate that the former Acting President and current President have made positive changes to enhance communication and improve the campus climate. Despite these accolades, however, the largest number of
suggestions for improvement related to communication, including providing more frequent communication from the President and other senior administrators regarding changes and the reasons for the changes, meeting more frequently with departments, and consulting more with those who will be impacted by decisions.

Respondents to the 2009 survey rated all areas surveyed as being “somewhat better”, on average, compared to 2008. On the 2010 survey, employees rated more than 60% of the areas assessed as being “somewhat better” than 2009. The average rating for the remainder of the questionnaire items was “has not changed”. Thus, respondents believe that gains have been made in most areas between 2009 and 2010 over and above the significant gains made between 2008 and 2009. The area showing the most growth was in the frequency that employees participated in collegial dialogue about improvement of student learning, having improved from an average of “once or twice a semester” in 2009 to “monthly” in 2010.

On the issue of how the establishment and/or support of a climate of empowerment has changed since April 2009, 42% of respondents said it “has gotten much better” or “has gotten somewhat better.” The survey results also revealed that 48% of respondents thought that the establishment and/or support of a climate of innovation “has gotten much better” or “has gotten somewhat better” and 48% of respondents also thought that the establishment and/or support of a climate of collaboration “has gotten much better” or “has gotten somewhat better.” These findings indicate
that improvements have been made between 2009 and 2010, over and above the improvements made between 2008 and 2009.

Overall, these findings provide strong evidence that Cerritos College is continuing to make progress in addressing the Accrediting Commission’s recommendations concerning communication and collaboration.
List of Supporting Evidence

Responses to Recommendations 3 and 8

Recommendation 3

Educational Master Plan

Management Team Meeting Agenda, October 5, 2009

Data Users Group minutes

2010-11 unit plans, division plans, and area plans (prepared in 2009-10)

Cerritos College 2010-11 Annual Planning and Resource Allocation Schedule


Board of Trustees Minutes, February 17, 2010

Educational Master Plan Survey Results

Options for Preserving Programs and Services to Students, Staff and Community for Budget Year 2009-10

Guide to Planning and Resource Allocation


Educational Master Plan Revision Process

Inventory of Available Data and Reports

Faculty Senate Minutes, December 8, 2009, January 26, 2010

Coordinating Committee Minutes, December 7, 2009, January 25, 2010

Recommendation 8

Cerritos College 2010 Evaluation of Communication, Participation, Empowerment, Innovation, and Collaboration Survey Results