Follow-Up Report and Visit

Cerritos College
11110 Alondra Boulevard
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A Confidential Report Prepared for the Accrediting Commission
For Community and Junior Colleges

This report represents the findings of the evaluation team that visited

Cerritos College

on

April 4, 2010

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Follow-Up Report Visiting Team
Wednesday, April 29, 2009

Dr. William T. Scroggins (Chair)
President
College of the Sequoias

Ms. Rhea Riegel
Institutional Research Coordinator
Fresno City College
DATE: May 6, 2010

TO: Accrediting Commission for Community and Junior Colleges

FROM: William T. Scroggins, Team Chair

SUBJECT: Report of Follow-Up Report and Visit, Cerritos College, April 5, 2010

Introduction

A comprehensive visit was conducted to Cerritos College on March 3-6, 2008. At its meeting on June 4-6, 2008, the Commission acted to require of Cerritos College a Follow-Up Report and visit. That visit was conducted on April 29, 2009. At the Commission meeting on June 9-11, 2009, accreditation for Cerritos College was reaffirmed with the requirement of a Follow-Up Report and visit. The visiting team, Dr. William T. Scroggins and Ms. Rhea Riegel, conducted the site visit to Cerritos College on April 5, 2010. The purpose of the team visit was to verify the contents of the Follow-Up Report. The team also inquired of those at the college if there were other issues that would significantly bear on accreditation matters. This report summarizes the findings of the visit.

General Observations

The visiting team found that significant changes had occurred in the senior management of Cerritos College since the follow-up visit in April 2009. The new Superintendent/President, Dr. Linda Lacy, had been in place since September 2009, and the interim president, Bill Farmer, returned to his position as Vice President of Academic Affairs and Accreditation Liaison Officer. David El Fattal was named Vice President of Business Services just a month before the visit.

The team was provided with a well documented Follow-Up Report with links to referenced documents provided both on the college web site and on a disk provided to the team. Over the course of the day, the team met with the Accreditation Liaison Officer, the Superintendent/President, the President’s Cabinet which included the three vice presidents, the constituent group leaders, the research team, those responsible for master planning, and a contingent of middle managers.

The Follow-Up Report and Visit covered the two recommendations that were the focus of the previous report and visit. The findings, evidence, and conclusions for those two recommendations are discussed below.
Recommendation 3: Planning, Resource Allocation, and Evaluation

Because the college has not met Recommendation 2 from the 2002 Evaluation Team Report, that recommendation is repeated here 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 complete the initial cycle of planning and resource allocation and evaluate the process so that each review cycle is complete and the resulting data and research can be fed back to provide continuous improvement (IB.6),
- the college provide adequate staffing and resources to the Office of Research and Planning so that data, research, and analysis can be provided sufficient for the college to implement integrated planning, resource allocation, and evaluation; to identify student learning needs; and to assess progress toward achieving stated learning outcomes (IB.3)(IIA.1.a)(IIA2)(IVA.2.b)(IVB.2.b),
- data used to produce reports that contribute to the college’s on-going self-assessment include both quantitative and qualitative information (IB.3),
- 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)(IIC.2)(IIDD.1.a)

Significantly, the college has developed a revised strategic plan denoted the Educational Master Plan. This plan was adopted by the Board of Trustees on February 17, 2010. In interviews conducted with a range of faculty and staff, the team found that the Educational Master Plan was developed and adopted through collegial efforts with wide college dialog. This plan states objectives in measurable terms, and the team found that college faculty and staff were trained in, aware of, and use regularly the data and information developed to implement the Educational Master Plan. As an update to the previous strategic planning process, this new plan improves and expands the college work in institutional planning and resource allocation. A Data Users Group has been convened to institutionalize this effort, and an Inventory of Available Data and Reports has been developed to facilitate the use of information in decision making. The college follows a specific timeline for the overall planning and budgeting process formalized in a calendar which is updated annually, the latest version being the Cerritos College 2010-11 Annual Planning and Resource allocation Schedule.
The college’s *Guide to Planning and Resource Allocation* and the *Handbook for the Planning Process* continue to guide the planning process from unit plans to the master plan. Those interviewed were conversant with these procedures. The college has updated and improved the Planning Plus software. Those interviewed agreed that the revised process addressed their concerns. One aspect of the process is an online Resource Request Form that requires the originator to specify the Strategic Direction as well as the Goal that is being addressed in the Educational Master Plan.

**Recommendation 2: Leadership: Communication and Participation**

In order to improve, the team recommends that the college, under the leadership of the president, establish effective methods of communication leading to the participation of all constituencies of the campus community in an on-going collegial dialogue regarding continuous improvement of student learning and institutional processes.

(IB.1)(IVA.2.a)(IVB.2.e)

Those interviewed commented that the climate of innovation, empowerment, and communication had continued to improve under the leadership of Dr. Linda Lacy. She has established a regular system of communication with the campus, has attended Academic Senate and other faculty meetings, and has reestablished regular meetings of the middle managers. Constituent group members made statements that “We feel like we were heard and taken seriously,” “Dr. Lacy has oiled the wheels,” and “Dr. Lacy definitely has responded to concerns of faculty, staff, and students.” Many stated that these were good early steps and indicated that deep change would take time, one citing “institutional inertia” that would need to be overcome.

**Conclusions**

The team did not find any additional issues that would impact the accreditation standards. The team concludes that Cerritos College continues to meet the accreditation standards.