Executive Summary

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Educational Master Plan Development
Educational Master Plan Task Force
Educational Master Plan Production Executive Summary
Office of Research and Planning

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Introduction

Cerritos College was founded in 1955 and currently serves twelve cities in its local district. Enrollment has grown to a student population of 26,000 students. There has never been a greater time or a greater need for a comprehensive educational plan and the adoption of institutional priorities. Integrated planning is the key to the success of the College. The Educational Master Plan accomplishes this task while focusing on the mission of the college.

This plan is the result of many hours of work and dedication from the faculty, staff, and management of Cerritos College. Special recognition and thanks go to members of the Educational Master Planning Task Force.

Mission Statement

With student learning as the paramount destination, Cerritos College guides students with the map and the means to make their educational aspirations a reality. The college takes pride in offering open access education for associate degrees, transfer, career technical training, basic skills, and lifelong learning. Creating career pathways and opportunities for self-enrichment that benefit the economic vitality of its unique, multicultural community, Cerritos College values diversity and employs learning programs and student services that underscore student success. Faculty, staff, administrators, and students partner to promote relevance in today's global community by nurturing intellectual curiosity and applauding academic excellence.

Educational Master Planning Process

Cerritos College follows a continuous, six-year cycle of assessment, planning, and improvement/implementation. Strategic directions and college goals are reviewed and revised at least every six years, but updates are made as needed. From these strategic directions and college goals, two to three priorities are identified as areas of focus for the next one to three years. These priorities help to guide units, divisions, areas, and others in revising their plans during the annual planning and resource allocation process. Program review results are also used as input in revising the plans.

The Educational Master Plan (EMP) is designed to ensure that Cerritos College provides an accessible, student-centered learning environment and meets the changing needs of the community. Planning is navigated by the college's mission statement which defines the college's long-term goals and overarching direction. Implementation of these goals is supported by area-specific and college-wide plans that outline how goals will be achieved and the evaluation of achievements. The Educational Master Plan, as well as the other plans included within the EMP, is used as a guideline to improve instructional programs and determine the resources needed for changes in personnel, facilities, equipment, instructional support and student services.
Strategic Direction and College Goals

Trends and themes from area plans and college-wide plans were analyzed and used in developing five strategic directions (overarching areas that the college will address) and 20 more specific college goals. These strategic directions and college goals, will, in turn, be used to guide future planning during the 2010-11 through 2015-16 academic years:

**Strategic Direction 1. Increase student success college-wide.**

- **College Goal 1-A.** Increase the proportion of credit students who demonstrate academic progress.
- **College Goal 1-B.** Increase the proportion of students who earn at least 30 units.
- **College Goal 1-C.** Increase the proportion of students who persist from a fall term to the subsequent fall term.
- **College Goal 1-D.** Increase the proportion of students who successfully complete credit vocational courses and basic skills courses.
- **College Goal 1-E.** Increase the proportion of students who successfully complete a higher level course after completing a lower level ESL or basic skills course.
- **College Goal 1-F.** Increase the proportion of non-credit students who demonstrate career development and college preparation progress (CDCP).
- **College Goal 1-G.** Improve achievement of institutional, program, and course student learning outcomes.
- **College Goal 1-H.** Foster effective student engagement practices among students.

**Strategic Direction 2. Enhance a culture that develops, nurtures, and sustains effective employees and leaders.**

- **College Goal 2-A.** Establish and implement a leadership development program.
- **College Goal 2-B.** Develop and support leadership opportunities.
- **College Goal 2-C.** Establish and implement a comprehensive staff development plan that meets the needs of all employee groups.
- **College Goal 2-D.** Enhance a culture that embraces diversity in all of its forms.

**Strategic Direction 3. Enhance effectiveness and efficiency through resource management.**

- **College Goal 3-A.** Better develop and utilize human resources.
- **College Goal 3-B.** Better utilize current fiscal resources and develop additional resources.
- **College Goal 3-C.** Better develop and utilize facility resources.
- **College Goal 3-D.** Establish and sustain continuous quality improvement of information technology resources, including enhancing utilization of existing resources.

**Strategic Direction 4. Develop and expand instructional programs that address community workforce needs.**

- **College Goal 4-A.** Establish and/or enhance instructional programs in areas having high job growth and student demand.

**Strategic Direction 5. Enhance institutional effectiveness through fostering a culture of evidence (systematically collecting and examining data).**

- **College Goal 5-A.** Sustain continuous quality improvement of program review.
- **College Goal 5-B.** Sustain continuous quality improvement of planning and resource allocation.
- **College Goal 5-C.** Establish and sustain continuous quality improvement of student learning outcomes.

Measurable objectives that assess each of the college goals may be found at: [http://cms.cerritos.edu/uploads/ResearchandPlanning/EMP_strategic_goals_operationalized_final_030410.pdf](http://cms.cerritos.edu/uploads/ResearchandPlanning/EMP_strategic_goals_operationalized_final_030410.pdf).
Environmental Scan Summary

The following conclusions concerning opportunities and challenges for Cerritos College resulted from an analysis of environmental scan results:

❖ Slow population growth in the service area and a decrease in public school enrollment may result in slower enrollment growth at Cerritos College. Conversely, the significant number of local employees needing retraining in different occupations and the reduction in opportunities for students to attend CSU and UC may add enrollments.

❖ Growth in Spanish speaking residents may require a more robust ESL program and more services to support non-English speakers.

❖ Occupations in which significant growth is expected may provide opportunities for program development or expansion. These include health related professions and environmental science and protection jobs. In addition, there may be opportunities to train and/or retrain workers to use the latest manufacturing technologies.

❖ Since only 40% of the community college students residing within the Cerritos College District attend Cerritos College, the college will continue to be challenged to "capture" more of these students.

❖ As a result of the continuing state financial crisis and an increase in accountability requirements, Cerritos College will be under increased pressure to use data-driven processes to make the most effective decisions.

❖ To respond to the growing need for basic skills education, Cerritos College will need to continue to improve support services for basic skills students and find strategies to further enhance the students’ success at the College.

❖ The expansion of technological opportunities through additional distance education class offerings means issues of faculty training and development, intellectual property rights, and maintaining an adequate technical infrastructure will need to be addressed.

❖ Meeting accreditation requirements, including assessing student learning outcomes, maintaining an ongoing college-wide dialogue related to enrollment improvement, and integrating assessment, planning and resource allocation, must continue to be emphasized.

❖ Support services for veterans may be taxed as a result of increased enrollments.

Summary Conclusion

Since 1955, Cerritos College has been committed to providing the very best education to its community members. In light of our commitment, the college must strategically plan for increasing student success, enhancing leadership, and improving effectiveness and efficiency. The Educational Master Plan is designed with specific objectives and time lines for programmatic changes. These changes are needed to assist the college in meeting the challenges set forth in its Mission. The Educational Master Plan gives Cerritos College a blueprint for its progress and provides students the means to enrich their quality of life through learning and make their educational aspirations a reality.

Student Enrollment

Student enrollment trends show that enrollment has ebbed and flowed from periods of rapid growth to periods of stable enrollments between 1992 and 2008, resulting in a 20% net increase in the number of students attending Cerritos College during this period. The proportion of students taking non-credit courses increased from 4% to 12% of the total students during this time. However, the proportion of enrollments within academic disciplines has remained relatively stable in recent years. Data also show that the college has become more efficient in recent years, particularly in the Technology, Humanities/Social Science, and Health/Physical Education divisions. Taking the current economic downturn into consideration, it is estimated the Cerritos College’s enrollment will increase by 17% between 2008 and 2017.

Student Characteristics

Student demographic trends between 2003 and 2008 indicate that a greater proportion of Cerritos College’s students are currently men, Hispanic, and younger than 20 or older than 50 years old compared to previous years. In addition, a higher percentage of students attend full-time and during the day, are first-time or returning students, and have an educational goal of obtaining a degree and transferring to a four-year college or university.

Employee Characteristics

Changes in the ethnic makeup of Cerritos College employees have generally followed that of students. Between 2003 and 2008, there was an increase in the proportion of employees who are Hispanic and Asian, while there was a decrease in the proportion of White employees. Growth in the number of college employees has also reflected student enrollment growth. In addition, data show that the proportion of full-time instructor equivalents (FTIE) increased slightly in the Business Division, decreased slightly in the Health Occupations Division, and remained stable in the other divisions between 2005 and 2008.

Assessment

Results from numerous types of assessment, including program review and student learning outcomes assessment, provide input to the planning process. In addition, findings gleaned from the Accountability Reporting for the Community Colleges (ARCC), Accreditation Self-Study, Noel-Levitz Student Satisfaction Inventory and Institutional Priorities Survey, and the Educational Master Plan Survey contributed to the development of the Educational Master Plan and the other plans referenced therein.