

Follow-Up Visit Report

Cerritos Community College District
11110 Alondra Blvd.
Norwalk, CA 90650

This report represents the findings of the Peer Review Team that conducted a virtual visit to Cerritos College October 25, 2021. The Commission acted on the accredited status of the institution during its January 2022 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Submitted to:

The Accrediting Commission for Community and Junior Colleges

Submitted by:

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Date: October 29, 2021
To: Accrediting Commission for Community and Junior Colleges
From: Dr. Kathleen A. Rose, Team Chair
Subject: Report of Follow-Up Team Report to Cerritos College, October 25, 2021

Introduction

The Peer Review Team for Cerritos College completed its initial comprehensive visit to the college from February 24, 2020 to February 27, 2020. At its meeting June 10-12, 2020, the Commission acted to Reaffirm Accreditation for 18 months and require a Follow-Up Report, due no later than October 1, 2021, followed by a visit from a peer review team.

Members of the peer review team conducted the Follow-Up site visit to Cerritos College on October 25, 2021. The purpose of the team visit was to verify that the Follow-Up Report prepared by the College was an accurate and thorough examination of the evidence, to determine if the institution has resolved the deficiencies noted in the compliance requirements, and recommend that the College meets Eligibility Requirements, Accreditation Standards, and Commission policies.

The team found that the college had prepared very well for the visit by arranging for meetings with the individual groups agreed upon earlier with the team chair and by providing relevant evidence and access to courses for review. Over the course of the day the team met with the following individuals/groups:

College Administration and ALO

Dr. Jose Fierro, Superintendent/President
Rick Miranda, Vice President, Academic Affairs and ALO
Dr. Linda Clowers, Dean, Academic Affairs and Strategic Initiatives

Current and Former Faculty Senate Presidents

Dr. April Bracamontes
Dennis Falcon

eLumen Demonstration

Dr. Amber Hroch, Director, Institutional Effectiveness, Research and Planning
Dr. Linda Clowers, Dean, Academic Affairs and Strategic Initiatives

Instructional Program Review

Dr. Sunday Obazuaye, Committee Chair
Dr. Amber Hroch, Director, Institutional Effectiveness, Research and Planning

SLO Committee Members

Lee Anne McIlroy, Committee Chair
Dr. Chace Tydell
Kelli Brooks

Department Chairs

Susan McDonald, SLPA, Health Occupations Division
Dr. Elizabeth Page, ACLR
Janet McLarty-Schroeder, Physics. Astronomy
Chris Wilson, Photography
Ed Rother, Architecture
Joe Mulleary, Automotive Mechanical Repair

We thank Cerritos College for their preparation and support of the Follow-Up visit.

The primary task of the team was to review the Follow-Up Report, conduct the visit and document resolution of the following compliance requirements:

Standard I.B.5, I.B.6 (College Requirement 1):

In order to meet the Standards, the Commission requires that the college assess the accomplishment of its mission by using student learning outcome and program review data. It is recommended that the college disaggregate and analyze these data and evaluate the efficacy of strategies to mitigate gaps.

Standard II.A.3, I.B.2 (College Requirement 2):

In order to meet the Standards, the Commission requires that the college identify and regularly assess learning outcomes for courses, programs, certificates, and degrees. In every class section, the course syllabus must include learning outcomes from the officially approved course outline of record.

Team Analysis of College Responses to the 2020 Compliance Requirements

College Requirement 1: In order to meet the standards, the team recommends the college assess the accomplishment of its mission by using student learning outcomes and program review data. It is recommended that the college disaggregate and analyze these data and evaluate the efficacy of strategies to mitigate gaps.

Standard I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Findings and Evidence:

The college provided copies of their new Instructional Program Review Handbook. Appendix C of the Handbook requires Part 1: Assessment Table which requires the program to “discuss the student learning outcomes (SLO) process and assessment results. Program assessment is the systematic and ongoing method of gathering, analyzing, and using information from a variety of sources about a program and measuring program outcomes in order to continuously improve

student learning” (PRH 17).

In addition to a revised Instructional Program Review Handbook, the college’s SLO Committee has published a Learning Outcomes Assessment Handbook (2021-2022) which has institutionalized definitions of outcomes versus objectives and provided guidance in assessment, reporting, and data analysis.

From interviews with faculty and administrators, the team found widespread buy-in for the updated program review process with greater focus on student learning outcomes and student achievement data.

The Instructional Program Review Handbook notes “In order to review disproportionately impacted groups, data will need to be disaggregated by demographics and/or special populations” specifically “race/ethnicity, gender, age, and others” (PRH 18).

Comments found in program reviews provided by the college and comments shared in interviews with department chairs demonstrated that quantitative and qualitative data are analyzed, although some areas are still working out the disaggregation of learning outcomes data. The team understands the impact of the pandemic on the full implementation of the new program review process yet confirmed in the interviews with various stakeholders which demonstrated a meaningful application of the data analyzed to improve instruction.

The college has an [Instructional Program Review Committee](#) (IPR), “a faculty-driven, shared governance, self-evaluation process of the facilitation of improvement of all instructional programs.” The team found that the IPRAC has been working with departments in shifting to entering data into eLumen and extracting relevant reports. The eLumen changes were piloted in 2020-2021 with full implementation campus-wide beginning in the current semester, Fall 2021.

The IPR Handbook notes that “Each annual unit plan is rolled up to the respective Division Dean, who prioritizes and incorporates the funding requests into the Division Plan” (IPRH 6). In interview with Dr. Amber Hroch and Dr. Linda Clowers, the team saw where the division deans can access student learning outcomes and student achievement data for programs in the respective division. In addition, Dr. Fierro described weekly “data snippet” discussion in the management meetings that identifies data trends, gaps, and areas for further analysis.

The IPR Handbook continues to provide guidance for this college-wide work. “The Division Plans are then rolled up to the Area Plan where the Vice President of Academic Affairs (VPAA) reviews, prioritizes, and incorporates funding requests into the Area Plan for Academic Affairs” (IPRH 6). In an interview with Dr. Amber Hroch and Dr. Linda Clowers, the team saw where the Vice President can access student learning outcomes and student achievement data for programs in the respective division.

Standard I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal, and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Findings and Evidence:

Email threads provided by the college demonstrate actions taken to allow for disaggregation of data. The email message from Mark J. Fronke on 16 September 2020 notes: “We can now track SLO assessment using these data categories for all future SLO assessments; age, gender, ethnicity, DSPS, Veteran, Foster Child, EOPS, CalWorks.” In an interview with Dr. Amber Hroch and Dr. Linda Clowers, the team saw eLumen reports which had data disaggregated by numerous demographics. This information is available to faculty, deans, and administrators to be used for instructional improvement, curriculum development and trend analysis.

The 2022-2023 Comprehensive Instructional Program Review instructions include reference to identifying performance gaps. “Discuss the program’s success and retention rates, addressing any performance gaps. If success rates are lower for disproportionately impacted student, consider the following questions when writing your response: How have the success and retention rates changed over time? Are there particular courses that have particularly low rates and may prove a barrier to program completion?”

The single 2020-2021 program review available on the Instructional Program Review Advisory Committee pages (Accounting and Finance) includes concern raised over the success rates for one class (ACCT 100) where the 56% average success rate is “moderately lower than the success rates for the other core accounting courses” (Accounting & Finance 2020-2021, 4). Appendix E of the Accounting and Finance department documents multiple department meetings where data was analyzed, and specific action plans were set forward. Not unexpected, the early discussions of the department faculty focused on clarifying the course student learning outcomes and discussions of various assessment strategies.

The 2022-2023 Instructional Annual Unit Plan requires programs to “Describe your student demographics (race/ethnicity, gender, age, and others) that might be relevant.” The 2022-2023 Student Services Annual Unit Plan contains the same language. This supports the intent of the standard and reflects improvement in the college’s culture around assessment. The team reflected that Cerritos College was able to demonstrate institutional buy-in using the updated assessment and program review protocols and had refined and focused definitions to improve compliance. All stakeholders interviewed voiced support from the administration to apply new technologies and handbooks to improve data outcomes and purpose in the improvement of instruction and student services.

Conclusion:

The institution has addressed the requirement, corrected the deficiencies, and now meets Standards I.B.5 and I.B.6.

College Requirement 2: In order to meet the standards, the team recommends the college identify and regularly assess learning outcomes for courses, programs, certificates, and degrees. In every class section, the course syllabus must include learning outcomes from the officially approved course outline of record.

Standard I.B.2. The institution defines and assesses student learning outcomes for all

instructional programs and student and learning support services.

Findings and Evidence:

Cerritos College has developed and published a 2021-2022 Learning Outcomes Assessment Handbook which provides institution-wide definitions of outcomes, assessing of learning outcomes at the course and program levels, and the role of faculty in the data analysis and action-planning processes.

The college has provided documentation to support the claim that “CSLOs have been identified for every course offered within the academic divisions of the college” (FR, 11). Evidence has been provided for the institutional approval of learning outcomes as part of the course proposal form.

The college also has provided documentation of their plan for an assessment cycle “by which the SLOS for every course are assessed for each semester in which the course is offered” (FR, 11). The college also provided a complete list of all student learning outcome statements for all courses taught at Cerritos College. A random sample of 20 syllabi were provided as evidence and the team confirmed that all contained SLO descriptions relevant according to discipline. Interviews with several department chairs confirmed that the faculty are assessing every SLO every semester.

The college provided documentation of the defining and assessing of learning outcomes for each program in Student Services. Student Services provided documentation of “a three-year SLO Strategic Plan for 2021-2024” (FR 13). The college provided a full list of student learning outcomes for each of the Student Services areas. The team interviewed a department chair in Student Services who confirmed the three-years SLO cycle for Student Services. The team noted that the Follow Up Report did not contain assessment of learning outcomes for the Learning Support Programs (Library and Success Center), but assume the plan is in the process of implementation during the Fall 2021 semester.

Standard II.A. 3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section, students receive a course syllabus that include learning outcomes from the institution’s officially approved course outline.

Findings and Evidence:

Documentation provided by the college demonstrates that the institution has identified learning outcomes for courses, programs, certificates, and degrees. The college has provided evidence of the plan for regular assessment of learning outcomes at both the course and program level. This assessment and planning are built into the program review requirements for all academic programs.

The college provided evidence of actions taken to ensure that all course syllabi include correct course learning outcomes aligned with the course outlines of record. The college has programmed eLumen to generate a regular report that identifies any mis-matched course syllabi. Interviews with department chairs confirmed that faculty are notified when their syllabi SLOs do not match

the SLO statements in the Course Outline of Record (COR).

The college also developed a Class Syllabus Attestation Form which each member of the faculty must submit near the beginning of each term, attesting that the course learning outcomes published in the syllabus do align with the learning outcomes in the Course Outline of Record (COR). The Attestation form includes language from the CBA noting the requirement to provide updated syllabi in all classes. The team recommends that Cerritos College continue to apply strategies to evaluate the long-term impact of program review and SLO data disaggregation to deepen the campus dialogue around achievement and institutional improvement.

Conclusion:

The institution has addressed the requirement, corrected the deficiencies, and now meets Standards I.B.2 and II.A.3.