



**Cerritos College
2017 Accreditation
Mid-Term Report**



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Certification Page of the Mid-Term Report

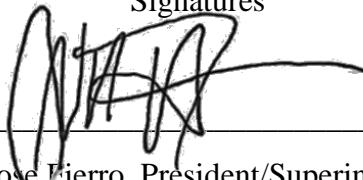
Date: March 15, 2017

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

From: Dr. Jose Fierro, President/Superintendent
Cerritos College
11110 Alondra Blvd.
Norwalk, CA 90650

We certify that there was broad participation by the campus community, and believe the Mid-Term Report accurately reflects the nature and substances of this institution.

Signatures



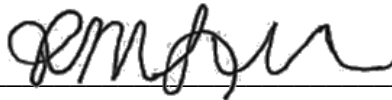
Dr. Jose Fierro, President/Superintendent



Zurich Lewis, President - Board of Trustees



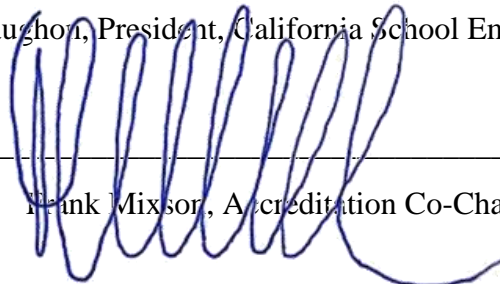
Rick Miranda, Accreditation Liaison Officer/
Acting Vice President – Academic Affairs



Michelle Lewellen, President, Faculty Senate



Lynn Laughon, President, California School Employees Association



Frank Mixson, Accreditation Co-Chair, Faculty

The background features several overlapping, semi-transparent circular bands in various shades of blue and white. The bands are arranged in a way that creates a sense of depth and movement, with some appearing to pass over others. The overall composition is abstract and modern.

Report Preparation

Report Preparation

The Mid-Term Report addresses concerns identified by the Accreditation Commission of Community and Junior Colleges (ACCJC) in the letter addressed to Dr. Linda Lacy, then Cerritos College President/Superintendent, dated July 3, 2014. This report demonstrates that the college has taken action to put into place the eight improvements for Institutional Effectiveness, cited as college recommendations 1, 5, 6, 7, 8, 9, 10, and 11.

Following the evaluation report in July 2014, the college invited the campus community to attend a forum on July 22, 2014 to discuss the ACCJC recommendations. At this forum, a timeline for addressing the three identified deficiencies was developed, and a Follow-Up Report was submitted on March 15, 2016. This Mid-Term Report addresses the eight recommendations for improvement that the visiting accrediting team had listed in their original site visit report.

To ensure widespread college involvement in addressing the Commission's recommendations, team leaders were identified to develop and oversee a work plan for each recommendation. This Mid-Term Report has been shared with various campus constituency groups (e.g., Coordinating Committee, Planning and Budget, Faculty Senate, etc.). This assures that all plans for improvement have been informed by input from the entire campus community.

The Accreditation Committee members and the team members for college recommendations 1, 5, 6, 7, 8, 9, 10, and 11 are provided below:

College Committee on Accreditation

Rick Miranda - *Acting Vice President – Academic Affairs/Accreditation Liaison Officer*
Frank Mixson - *Faculty Co-Chair - Appointed by Faculty Senate*
Kristi Blackburn - *Dean – Institutional Effectiveness, Research & Planning*
Renee De Long - *President, Association of Cerritos College Management Employees*
Michelle Lewellen – *President, Faculty Senate*
Lynn Laughon – *President, California State Employees Association, Chapter 161*
Dr. Solomon Namala – *President, Cerritos College Faculty Federation*
Saul Lopez – *President, Associated Students of Cerritos College*
Andrea Wittig – *Confidential Representative*

College Committee on Student Learning Outcome for Recommendations 1 and 5

Manager: Kristi Blackburn
Faculty: Michelle Lewellen

College Committee on Student Learning Outcome for Recommendation 6

Manager: Rachel Mason, Connie Boardman, Sandra Marks
Faculty: Mark Fronke, Frank Mixson

College Committee on Student Learning Outcome for Recommendation 7

Managers: Renee De Long, Lucinda Aborn
Faculty: Armando Soto, Traci Ukita

College Committee on Student Learning Outcome for Recommendations 8 and 9

Manager: Shawna Baskette
Faculty: Lorraine Gersitz, Deb Moore, Monica Lopez, Paula Pereira, Stephanie Rosenblatt

College Committee on Student Learning Outcome for Recommendations 10 and 11

Manager: Adriana Flores-Church, Harry Joel
Faculty: Tim Juntilla

Annual Report/Institutional Standards

Manager: Rick Miranda
Faculty: Michelle Lewellen

Annual Fiscal Report

Manager: Noorali Delawalla
Faculty: Scott O'Neil



Dr. Jose Fierro
President/Superintendent

The background features several overlapping, semi-transparent circular bands in various shades of blue and white, creating a sense of depth and movement. The bands are arranged in a way that they appear to be part of a larger, continuous structure, possibly representing a globe or a complex network.

Response to
Team Improvement
Recommendations

RESPONSE TO TEAM IMPROVEMENT RECOMMENDATIONS

RECOMMENDATION #1: PLANNING AND EFFECTIVENESS

In order to increase effectiveness, the team recommends the college clearly demonstrate how assessment is utilized in the integrated planning and resource allocation cycle for human resources, information technology, and fiscal services to improve institutional effectiveness. (I.B.4)

In 2013-2014, the college undertook the development of software called Program Review Plus (PR+) for its program review and planning process. This software was to create a direct link between data analysis, goal-setting, and resource allocation. With this software, truly integrated planning would move from a concept to reality.

In 2014, the programmer developing and coding the software was appointed to an interim management position in the college's Information Technology Department. This brought further work on PR+ to a temporary halt. Despite the software not being ready for implementation by Fall 2015 as planned, the college was still able to make use of PR+ for unit planning. At the time, the software was not yet programmed for resource allocation requests, so allocation requests continued to be completed on spreadsheets which were then moved through existing approval procedures (units to divisions and then to the appropriate area Vice Presidents).

During this time, the Institutional Effectiveness, Research & Planning (IERP) Division loaded data into the PR+ "shells" to enable each program to make use of data to assess their programs during program review. While academic program review is peer reviewed every six years, moving to a software that integrates resource allocation requests provides units and programs with the ability to update their assessment and data analysis as needed (annually, bi-annually, etc.). With the programming logic of PR+, data analysis results in goal-setting which in turn leads to activities which result resource allocation requests (if applicable).

Simultaneously, the Instructional Program Review (IPR) Committee of the Academic Senate updated its Program Review Manual. Significant revisions to the manual included two new appendices: Appendix F which reported on Student Learning Outcomes (SLO) action plans, and Appendix G which provided a more detailed explanation of data elements, and also included examining data for Institution Set Standards down to the granular level of their program (where data was available).

In addition to the data uploads, faculty are now able to upload their own data and/or summaries into PR+ in the data section. Faculty received training on this capability at both IPR and SLO Committee meetings as well as at the October 2015 retreat, where PR+ debuted.

Over the past year, additional process refinement of reporting SLO assessments has taken place in the SLO Committee and in the IPR Manual. The most recent updates to the Manual have provided clearer guidance to faculty on reporting assessment outcomes as they relate to resource allocation requests.

The programming of PR+ has been completed and we have moved out of the testing phase and are now in full implementation as of December 1, 2016. The software allows users to “roll up” from the Unit Plan level to the Division Plan level, where resource allocation requests can be populated into the next step of planning as needed. In addition, once the Deans and/or Directors complete their Division Plans, the area Vice Presidents will also be able to “roll up” the allocation requests for prioritization. The college is able to extract both Human Resources and IT resource allocation requests, which have been prioritized first by the unit, then by the Division, and ultimately by the area Vice Presidents and Planning and Budget Committee.

Evidence

IPR Committee meeting minutes (10/16/14, 10/21/14, 11/4/14, 2/26/15, 9/6/16 & 12/1/16)

<http://cms.cerritos.edu/program-review/meeting-minutes/>

SLO Committee meeting minutes (3/9/15, 9/12/16 & 11/23/16)

<http://cms.cerritos.edu/slo/slo-committee/agendas-and-minutes.htm>

Presentations on Integrated Planning using PR+ (10/16 for faculty; 12/16 for managers)

<http://cms.cerritos.edu/research-and-planning/webpage-update-4.30.2015/planning.htm>

RECOMMENDATION #5

In order to increase effectiveness, the team recommends each part of the integrated planning process cycle should be assessed and results should be analyzed to allow for continuous quality improvement of the integrate planning process. (I.B.6)

The college's Educational Master Plan (EMP) cycle coincided with this recommendation in a serendipitous way, and presented the perfect opportunity to improve the campus-wide planning process. The college engaged in a variety of comprehensive evaluations as we examined processes, data, and feedback at the macro and micro levels. Two groups were formed to provide further input and guide this process: the Project Management Team (PMT) and Strategic Planning Committee (which consists of PMT members with additional college constituents represented). In addition, several planning documents have been presented to the Planning and Budget Committee to further solidify the planning process.

To assist in EMP development, the college contracted with MIG, Inc. MIG conducted focus groups with all campus constituencies and college partners. Following the Strengths, Weaknesses, Opportunities, and Threats method, each group has provided valuable feedback and made the process more inclusive. MIG also collaborated with the Institutional Effectiveness, Research & Planning (IERP) Division to create a survey to obtain additional information on such campus-wide issues as the college's mission statement, guiding values, etc. IERP also disseminated a survey to those involved in campus planning to evaluate the effectiveness of each step of the process. The survey results were shared with the Planning and Budget Committee, as well as the EMP consultants for distribution to the Project Management Team and Strategic Planning subgroups working on the EMP.

Evidence

Planning and Budget Committee meeting minutes & documents (3/3/15, 10/1/15, 1/21/16, 4/7/16, 4/21/16, 5/5/16, 6/15/16, 10/20/16, 11/17/16, 12/1/16, 2/16/17 & 3/2/17)

<http://cms.cerritos.edu/planning-and-budget/agendas-and-minutes.htm>

MIG: EMP-SPC and PMT meetings summaries

http://cms.cerritos.edu/president/educational-master-plan/Agendas_Minutes_handouts.htm

MIG Survey results

http://cms.cerritos.edu/president/educational-master-plan/Agendas_Minutes_handouts.htm

IERP Planning Evaluation Survey results

<http://cms.cerritos.edu/planning-and-budget/agendas-and-minutes.htm>

Draft of Themes of EMP (EMP draft will be in progress at time of mid-term report submission)

http://cms.cerritos.edu/president/includes/docs/EMP/Emerging_themes_012717.pdf

Updated Mission Statement (Board policy, approved Nov. 4, 2013)

https://cms.cerritos.edu/board/includes/docs/BP/BP_1200.pdf

RECOMMENDATION #6

In order to increase effectiveness, the team recommends that all student learning outcomes be made available to students and prospective students. (II.A.6).

The college makes Student Learning Outcomes (SLOs) available to current students by listing them on course syllabi. Faculty are required to include their course SLOs in their syllabi. Faculty are requested to upload their course SLOs with Rosters Plus software and Deans have access to faculty syllabi through Rosters Plus and can confirm that SLOs are properly displayed. Prospective students may view course SLOs on the SLO website on the Institutional, General Education Program and Course page.

Evidence

Institutional, General Education Program and Course SLOs are available to the campus community including prospective and current students on the SLO Committee's website.

A directory of course/degree/certificate SLO's are available at:

<http://cms.cerritos.edu/slo/course-degree-and-certificate-slos/directory-of-slos-at-cerritos-college.htm>

General Education Competencies and SLOs are available at:

<http://cms.cerritos.edu/slo/program-slos/general-ed-competencies-and-slos.htm>.

Institutional Competencies and SLOs are available at:

<http://cms.cerritos.edu/slo/institutional-slos/institutional-competencies-and-slos.htm>.

RECOMMENDATION #7

In order to increase effectiveness, the team recommends the college reevaluate the number of assessments in Counseling per year in order to improve the timeliness of the SLO/AUO assessments and institutionalize a comparable campus-wide program planning and SLO/AUO assessment cycle for all areas of the college.

At the time of the 2014 team visit, Counseling noted all SLOs pertaining to Counseling (COUN) classes and services provided by the department. There were 13 SLOs across the four current COUN classes (SLOs exist for all COUN courses, but half had not been offered for several semesters or more). Four additional SLOs were identified that pertained to services offered by the department. The SLOs for most active courses are assessed annually, with the exception of COUN 10 - Career Planning. The instructors are currently developing a plan to conduct direct assessment of the SLOs for that class.

With respect to the Counseling department SLOs, it is true that only one of the four SLOs was being assessed at the time of the team visit. To improve timeliness, Counseling has linked its SLO efforts with the Area Wide/Institutional SLOs and has dedicated six counselors and one classified staff member to SLO-related activities. In addition, the Dean of Counseling, as well as other Student Services personnel, have participated in the Area Wide SLO committee for eight years. Of the Area Wide SLOs, the committee is assessing only one this year to complete the assessment cycle: *SLO #3—Students will feel a sense of self, belonging and social connection that promotes well-being and goal attainment.*

The Counseling Department also provides leadership and expertise to Student Services SLO development. Dr. Jan Connal, a department counselor, coordinates the Area Wide SLO committee and assures the content and Counseling SLOs are consistent with Area Wide SLO and institutional program planning.

Evidence

Overview of Student Campus Services SLOs:

<http://cms.cerritos.edu/slo/student-services-slos/overview-of-student-and-campus-services-slos.htm>

Student Services SLO Reports by Year:

<http://cms.cerritos.edu/slo/student-services-slos/student-services-slo-reports.htm>

RECOMMENDATION #8

In order to increase effectiveness, the team recommends that the college develop and implement an assessment plan that will measure the effectiveness of library resources and services in enhancing student achievement of identified learning outcomes. (II.C.1.a)

This recommendation pertains to library services and resources. In addition to institutional and General Education Student Learning Outcomes (SLOs), the Library has established objectives for its resources and services.

Specifically, the Committee recommended that an assessment of Library resources be conducted to document the breadth and depth of the collections in order to support their efficient use. In response to this recommendation, the Library first identified the educational and institutional SLOs and objectives that drive all of its decisions regarding services offered, management of its resources, and the development of its faculty and staff.

Detailed plans were then developed to conduct assessments of all Library collections (see evidence A, B & C), including print and online books, print and online periodicals, video and audio media, and databases (evidence E). Assessments were also outlined for all services offered by the Library, including references (evidence D), reserves, circulations, open hours, and the Library website (evidence F).

Student focus groups, and other ongoing assessments and surveys will begin in Spring 2017 to help ensure that the Library services and collections are being used effectively by students to support their academic success (evidence G).

Evidence

Assessing Resources in Conjunction with the Program Review Cycle
Collection Development Using Course Assignments
Program Review Handbook
Reference Statistics
Database Usage Statistics
LibGuide Usage Statistics
Library User Survey

All evidence above located here: <http://libraryguides.cerritos.edu/LibraryAssessment>

RECOMMENDATION #9

In order to increase effectiveness, the team recommends that the college develop a more formal structure to ensure that students are acquiring necessary information literacy. (II.C.1.b)

The Committee recommended that the college adopt more formal processes and structures to document the attainment of student information literacy skills. The campus has been assessing information literacy via General Education SLO. Individual courses have mapped their information literacy SLOs to the General Education SLO.

Initial results of these assessments indicate that students are achieving the required levels of information literacy in their courses. It is the recommendation that the SLO Committee determine whether further assessment of information literacy is necessary.

Evidence

Summary of GE SLO Assessments: http://lgdata.s3-website-us-east-1.amazonaws.com/docs/1038/1546780/SummaryGESLO_Assessments.pdf

RECOMMENDATION #10

In order to increase effectiveness, the team recommends Human Resources evaluate all personnel evaluations systematically and at stated intervals based on existing Board policy, procedures, and collective bargaining agreements. (III.A.1)

In July 2014, the Vice President of Human Resources addressed the Committee's recommendation by reviewing and revising Human Resources procedures concerning employee evaluations. Employee evaluations are sent out to the appropriate manager according to schedules set in Board policies, procedures, and collective bargaining agreements.

- For Classified and Confidential employees, managers receive initial notification a month in advance to the deadline. Reminder notices are sent to managers 10 days prior to the due date. A list of evaluations that have not been received five days prior to the due date is generated and the Director of Diversity, Compliance, and Title IX Coordinator follows up with the appropriate managers.
- For First Year Probationary Contract Faculty, Second Year Probationary Contract Faculty, and Adjunct Faculty, managers receive initial notification after the first payroll of fall and the spring semesters. Reminder notices are sent to Instructional Deans and the Division Administrative Secretaries a month before the end of each semester. Prior to the end of the semester a list of evaluations that have not been received is generated and the Director of Diversity, Compliance, and Title IX Coordinator follows up with the appropriate Dean(s).
- For Third Year Probationary Contract Faculty, Fourth Year Probationary Contract Faculty, and Full-Time Faculty, managers receive initial notification after the first payroll of the academic year. Reminder notices are sent to Instructional Deans and the Division Administrative Secretaries a month before the end of the academic year. Prior to the end of the academic year, a list of evaluations that have not been received is generated and the Director of Diversity, Compliance, and Title IX Coordinator follows up with the appropriate Dean(s).
- Managers receive initial notification in March. Reminder notices are sent to the supervisors of each the last week May or earlier if the manager is due for a 360 performance evaluation. A list of evaluations that have not been received 10 days prior to the due date is generated and Vice President of Human Resources follows up with the appropriate supervisor(s).

For tracking purposes, completed employee evaluations are recorded in the PeopleSoft system and a manual report. The completed evaluation is placed in the employee's personnel file in accordance with Board policies, procedures, and collective bargaining agreements.

Evidence

CCFF collective bargaining agreement (Article 6 – Evaluation):

http://cms.cerritos.edu/uploads/hr/CCFF%20Collective%20Bargaining%20Agreement/CCFF_Faculty_Contract_7_1_2015_to_6_30_2018_v2.pdf

CSEA collective bargaining agreement (Article 10 – Evaluation):

http://cms.cerritos.edu/uploads/hr/Classified%20Bargaining%20Agreements/2013_2016_CSEA_Bargaining_Agreement_Final_Electronic.pdf

Classified Evaluation Guidelines:

http://cms.cerritos.edu/uploads/hr/classified_employee_performance_guidelines.pdf

Management Evaluation Process:

http://cms.cerritos.edu/uploads/hr/2016_Management_Evaluation_Process_v1.pdf

Management Employees Evaluation, Board Policy 7114:

http://cms.cerritos.edu/uploads/Board/Board%20Policies/Policies%20Pending%20Review/7100_web_.pdf

RECOMMENDATION #11

In order to increase effectiveness, the team recommends securing all personnel records on a consistent basis and improving internal controls for access by employees and Human Resources personnel based on post-interview site assessment. (III.A.3.b)

First, since moving to their new location in the Multipurpose Building in December 2014, Human Resources no longer has problems storing or securing personnel records and recruitment files. Only Human Resources management and confidential personnel have access to this file room and the keys to unlock the file cabinets. Additionally, there is a camera inside the file room which further monitors file access. Confidential files and materials not stored in the file room are kept in secure file cabinets or drawers in an area designated to a specific Human Resources staff member or managers.

Second, prior to the site visit, recruitment materials (e.g., employment applications packages, etc.) were done by paper. The institution implemented a new Applicant Tracking System in November 2015, which eliminated paper applications. Recruitment materials are stored securely and digitally in the PeopleAdmin system.

Third, employees can access their personnel files by making an appointment with Human Resources. Employees can review their personnel file in the Human Resources Office and request a copy of documents from their personnel file, according to Board policies, procedures, and collective bargaining agreements.

Evidence

Board Policy 7023 – Personnel Records:

http://cms.cerritos.edu/uploads/Board/Board%20Policies/Policies%20Pending%20Review/7000_web_.pdf

CCFF collective bargaining agreement (Article 32) – Personnel Files):

http://cms.cerritos.edu/uploads/hr/CCFF%20Collective%20Bargaining%20Agreement/CCFF_Faculty_Contract_7_1_2015_to_6_30_2018_v2.pdf

Request for information in personnel file:

http://cms.cerritos.edu/uploads/hr/Request_for_Inform_in_Pers_File_2015.pdf

PeopleAdmin (Employment Opportunities):

<https://cerritos.peopleadmin.com>

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Data Trend Analysis

DATA TREND ANALYSIS

ANNUAL REPORT – INSTITUTION-SET STANDARDS

Category	Reporting Year		
<i>STUDENT COURSE COMPLETION STANDARD</i>	2014	2015	2016
Standard	69.9%	83%	83%
Performance	71%	83%	83%
Difference between Standard & Performance	+1.1%	0%	0%

Data Analysis. The college met its course completion standard and, in doing so, reestablished the standard of 83% for the next reporting cycle. Studies suggest the reasons for non-completion include internal and external factors including increased numbers of under-prepared students and/or students who face financial hardship. Studies make a distinction between students who abandon their courses early versus late in the semester. Factors in early withdrawal include greater than anticipated workload/time commitment and lack of academic skills. Late withdrawal factors include changes in personal circumstances, domestic commitments/problems, and fear of failure. The college maintains its performance standard with a student-centered environment that begins with pre-counseling in developing individualized educational plans. Instructors follow through with check-ins and timely monitoring and intervention when students face challenges. The college’s data shows consistent performance in the category of student course completion across all three reporting years.

Note: The college differentiates between set-institutional standards and institutional goals documented in the Educational Master Plan and other planning documents. The Standards are minimum performance thresholds that are maintained, evaluated, and adjusted based on a five-year average. The five-year average set-institutional standard (minimum performance threshold) resulted from discussion and agreement with campus constituents. The college will continue to track the minimum performance threshold with the annual, five-year data adjustment calculation.

Category	Reporting Year		
<i>DEGREE COMPLETION</i>	2014	2015	2016
Standard	1235	1235	1194
Performance	1209	1039	1039
Difference	-26	-196	-155

Data Analysis. The college did not meet its degree completion standards; however, the college maintained degree completion totals from last year’s report and, in doing so, established a new standard of 1167 for the next reporting cycle. Studies on degree completion make a distinction between students who complete all lower-division requirements before transferring and students who transfer with only a few courses completed. Recently, California community college students increasingly complete lower-division requirements at more than one institution. Students who complete only a few lower-division requirements and students who complete units at more than one institution present challenges in tracking degree completion. More traditional barriers for completion remain significant and include such as successful completion of pre-college coursework and maintaining full-time enrollment status. The college works to establish

programs to help align general education and major preparation coursework. The college is also committed to better alignment with feeder schools through enhancing our outreach to families around college preparation, admissions, and financial aid.

Note: The college differentiates between set-institutional standards and institutional goals documented in the Educational Master Plan and other planning documents. The Standards are minimum performance thresholds that are maintained, evaluated, and adjusted based on a five-year average. The five-year average set-institutional standard (minimum performance threshold) resulted from discussion and agreement with campus constituents. The college will continue to track the minimum performance threshold with the annual, five-year data adjustment calculation.

Category	Reporting Year		
	2014	2015	2016
CERTIFICATE COMPLETION			
Standard	549	549	613
Performance	745	665	773
Difference	196	116	160

Data Analysis. The college exceeded its certificate completion standard and, in doing so, established a new standard of 657 for the next reporting cycle. The policy research on career technical education entails setting standards for academic and workplace rigor in all sectors of the economy with a focus on real-world skills that enhance all learning. Particularly, CTE skill-building and knowledge begins with early primary/secondary education. The college has taken a proactive attitude on connecting with our regional career and workforce development partners and our feeder schools to develop strong certificates in career technical education. The college's offerings are robust and include training in building trades, automotive industry, and allied health occupations. The college's notable performance in this area continues to be extraordinary.

Note: The college differentiates between set-institutional standards and institutional goals documented in the Educational Master Plan and other planning documents. The Standards are minimum performance thresholds that are maintained, evaluated, and adjusted based on a five-year average. The five-year average set-institutional standard (minimum performance threshold) resulted from discussion and agreement with campus constituents. The college will continue to track the minimum performance threshold with the annual, five-year data adjustment calculation.

Category	Reporting Year		
	2014	2015	2016
TRANSFER			
Standard	882	882	901
Performance	790	1060	1039
Difference	-92	178	138

Data Analysis. The college exceeded its transfer standards and, in doing so, established a new standard of 951 for the next reporting cycle. Studies on degree completion make a distinction between students who complete all lower-division requirements before transferring and students who transfer with only a few courses completed. California community college students increasingly complete lower-division requirements at more than a one institution. Students who complete only a few lower-division requirements and those who complete units at more than one institution present challenges in tracking degree completion. More traditional barriers for completion remain significant and include successful completion of pre-college coursework and maintaining full-time enrollment status. The college has complied with instituting state

mandates for associate transfer degrees. With additional ways students can transfer, the college will continue to exceed its standards. The college also established a program to improve alignment between general education and major preparation coursework. The college is also committed to better alignment with feeder schools through enhancing our outreach to families around college preparation, admissions, and financial aid.

Note: The college differentiates between set-institutional standards and institutional goals documented in the Educational Master Plan and other planning documents. The Standards are minimum performance thresholds that are maintained, evaluated, and adjusted based on a five-year average. The five-year average set-institutional standard (minimum performance threshold) resulted from discussion and agreement with campus constituents. The college will continue to track the minimum performance threshold with the annual, five-year data adjustment calculation.

Category	Reporting Year		
	2014	2015	2016
LICENSENSURE PASS RATE (Average of all programs)			
Standard	78.5%	78.5%	78.5%
Performance	89.3%	92.3%	93.2%
Difference	+10.8%	+13.8%	+14.7%

Data Analysis. The college slightly exceeded its licensure pass rate standard.

Note: The college differentiates between set-institutional standards and institutional goals documented in the Educational Master Plan and other planning documents. The Standards are minimum performance thresholds that are maintained, evaluated, and adjusted based on a five-year average. The five-year average set-institutional standard (minimum performance threshold) resulted from discussion and agreement with campus constituents. The college will continue to track the minimum performance threshold with the annual, five-year data adjustment calculation.

Category	Reporting Year		
	2014	2015	2016
EMPLOYMENT RATE (Average of all programs)			
Standard	77.5%	77.5%	62%
Performance	92.3%	88.5%	82.8%
Difference	+14.8%	+11%	+20.8%

Data Analysis: The college substantially exceeded its employment rate standards.

Note: The college differentiates between set-institutional standards and institutional goals documented in the Educational Master Plan and other planning documents. The Standards are minimum performance thresholds that are maintained, evaluated, and adjusted based on a five-year average. The five-year average set-institutional standard (minimum performance threshold) resulted from discussion and agreement with campus constituents. The college will continue to track the minimum performance threshold with the annual, five-year data adjustment calculation.

Category	Reporting Year		
	2014	2015	2016
<i>STUDENT LEARNING OUTCOMES ASSESSMENT</i>			
Number of Courses	1339	1287	1289
Number of courses assessed	1116	1156	625
Number of Programs	3	171	165
Number of Programs assessed	3	165	81
Number of Institutional Outcomes	4	12	4
Number of outcomes assessed	4	12	4

Data Analysis. Cerritos College continues to improve the quantity and quality of SLO assessments. SLO assessments happen in the Fall and Spring semesters of each year, and the total number of outcomes assessed remains constant for the last three years. Although the trend shows a marked decrease in the amount of course assessed for 2016, this number may be low because all courses assessed may not have been collected in Spring 2016 when this data was reported. The College will continue to improve the assessment completion with the goal of assessing all SLOs each semester. Additionally, the college will now focus on providing assessment results to faculty in a timely manner, to facilitate improvement plans and long-term strategic planning through the Instructional Program Review process.

FISCAL REPORT

Category	Reporting Year		
<i>GENERAL FUND PERFORMANCE</i>	2014	2015	2016
Revenues	\$98,550,681	\$110,707,129	\$132,301,062
Expenditures	\$94,516,045	\$101,918,231	\$126,590,310
Expenditures for Salaries and Benefits	\$81,580,952	\$86,654,398	\$92,554,003
Surplus/Deficit	\$4,034,636	\$8,788,897	\$5,710,752
Surplus/Deficit as % of Revenues (Not Operating Revenue Ratio)	4.09%	7.94%	4.32%
Reserve (Primary Reserve Ratio)	20.19%	27.35%	26.53%
<p><u>Data Analysis:</u> An increase in revenue was the result of the State restoring system access by offering growth funding to the college. Cerritos College added 877 FTES between 2014 and 2016 to earn additional revenue. The State also fully funded COLA during this time. The increased funding in categorical programs such as Student Success and Support Programs, Student Equity, DSPS, EOPS and Deferred Maintenance and Instructional Equipment contributed to a surplus in General Fund. One-time funding from Mandated Cost Reimbursement of \$9,233,184 and STRS and PERS liability funds of \$3,966,816 were set aside to fund our GASB 45 retiree liability as well as STRS and PERS liability.</p>			
Category	Reporting Year		
<i>OTHER POST-EMPLOYMENT BENEFITS</i>	2014	2015	2016
Actuarial Accrued Liability (AAL) for OPEB	\$15,494,306	\$15,494,306	\$15,494,306
Funded Ratio (Actuarial Value of plan Assets/AAL)			
Annual Required Contribution (ARC)	\$1,243,189	\$1,243,189	\$1,243,189
Amount of Contribution to the ARC	\$1,137,901	\$1,226,387	\$9,223,184
<p><u>Data Analysis:</u> Before fiscal year 2015-2016, the college was using the “pay as you go” funding model for the retiree benefits. In 2015-16 with one-time funding from the State, \$9,233,184 was utilized to fully fund GASB 45 liability. This will reduce General Fund expenditures by approximately \$1.2 million each year.</p>			
Category	Reporting Year		
<i>ENROLLMENT</i>	2014	2015	2016
Actual Full Time Equivalent Enrollment (FTES)	16,864	17,790	17,741
<p><u>Data Analysis:</u> The State restored system access by offering growth funding which resulted in increased in FTES by 5% between 2013 – 14 through 2015-16 or 877 FTES.</p>			

Category	Reporting Year		
<i>FINANCIAL AID</i>	2014	2015	2016
USDE official cohort Student Loan Default Rate (FSLD – 3 year rate)	14.70%	17.10%	18.90%
<p><u>Data Analysis:</u> Several factors contribute to increase the default rates. The formula – number of students in repayment versus number of students in default, loss of income, inability to make loan payments, and unfortunately, unwillingness to repay loan debt. Cerritos College has recently partnered with ECMC Solutions to reduce the number of students in default. ECMC’s default management services provide a combination of innovative technology and individual attention to support the best interests of the borrowers. They provide one-on-one student loan repayment counseling, custom plans and in-depth analytics, and effectively work with schools and loan servicers to help student borrowers successfully repay their loans and avoid incurring additional debt. The Financial Aid Department provides student loan workshops that educate students on types of student loans available, interest rates, lifetime loan limits, loan repayment options, and consequences of loan default. Cerritos College’s loan participation rate is extremely low (less than 1%).</p>			

The background features a series of overlapping, semi-transparent circles in various shades of blue and white, creating a layered, geometric effect. The circles are arranged in a way that they appear to be part of a larger, continuous structure, possibly representing a globe or a complex network. The text is positioned in the lower right quadrant of the image.

Self-Identified
Improvement Plans

PLANS ARISING OUT OF THE SELF-EVALUATION PROCESS

Self-Identified Improvement Plans Related to Recommendation #6

Self-Identified Improvement Plan - II.A.2.a

The institution uses established procedure to design, identify learning outcomes for approving, administration, delivery and evaluation of courses and programs. The institution recognized the central role of its faculty for establishing quality and improving instructional courses and programs

Actionable Improvement Plan The college will continue to integrate the curriculum SLO and IPR processes so that each process will inform the other and serve as the basis for improved planning and budget development.

Response While the college has been employing eLumen as its SLO management software for several years, it has recently begun making use of its curriculum process as well. This has made it possible to integrate the curriculum, SLO, and IPR processes.

These integrated processes begin with the course curriculum. The departments develop and maintain course outlines of record (COR) identifying the objectives and outcomes of each course. The curriculum process includes a three-year review of each COR to ensure their relevance. The eLumen learning management system allows better COR tracking, which ensures that departments receive timely notifications of CORs that need reviewing and updating.

The eLumen program not only facilitates the management of course outlines of record, but also integrates the curriculum and SLO modules. In this way the student learning outcomes associated with each OR are automatically populated in the department's SLO module. In this way, the SLOs being assessed in the courses are the same SLOs that appear on the COR. Moreover, eLumen is used for the assessment and collection of SLO data. The faculty may use the rubrics or upload spreadsheets in order to collect the assessment data. The course assessment data is automatically rolled up into the department's degree and/or certificate SLOs through the mapping function. This function links specific course SLOs to degree and/or certificate SLOs.

Finally, the eLumen software allows greater integration of the SLO and the IPR process. The SLO results for both the courses and the degrees/certificates are aggregated so that they may be employed in the department's annual program and six-year program review process. As trends develop in SLO assessment data, faculty will be able to analyze those trends and develop plans for improving negative trends and enhancing positive trends. As part of their goal development departments identify budgetary requests which are then fed into the college's overall budget and planning process.

Self-Identified Improvement Plan - II.A.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 education and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Actionable Improvement Plan The college will continue to provide training and professional development to support faculty in the development of embedded, authentic, direct assessments of course level SLOs. It will also continue to explore technological solutions to retrieve and extract assessment results from embedded class assignments and tests. Finally, the college will implement the new method of aligning course SLOs to program SLOs as described above.

Response The college has continued to explore technological solutions to retrieve assessment results and provide training to support faculty in these endeavors. The college works closely with eLumen to continue to develop its software to meet faculty needs. For instance, eLumen has developed a process by which Excel spreadsheets can be uploaded into eLumen, allowing the assessment data to be gathered in a single upload. Moreover, the SLO Coordinator has also developed eLumen user guides that assist faculty in completing each step of the assessment process: reviewing SLOs, identifying assessments, assessing the SLOs, inputting assessment results, and reporting assessment data. Finally, the SLO Coordinator has offered several workshops on how faculty can best utilize eLumen for their particular assessment needs.

The college has also made an investment in Par Score. This is a Scantron product that allows faculty who use multiple choice exams to collect SLO data from a class testing. The SLO Coordinator has met with individual departments to explain the process and has provided training in the use of the ParScore scanner.

Self-Identified Improvement Plan - II.A.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.

Actionable Improvement Plan In the past five years, the college has made significant progress toward refining all three of these processes to provide a systematic method for identifying areas of instructional improvement. Additionally, the college has refined the institutional planning process to integrate individual program goals identified through the IPR process with the strategic plan. The college will continue its efforts to review course outlines through the curriculum process, assess learning outcomes through the SLO process, and conduct overall program evaluation through instructional program review.

Response The college is transitioning from using CurricuNet to eLumen for its curriculum needs. We are working with the State to improve the software's interoperability with the Chancellor's Office to better facilitate the curriculum submission and approval process. Our previous planning process has been redesigned to incorporate the program review process, the curriculum review process and using the SLO date to assist in planning. This strategy integrates these instructional supports for more efficient analysis and program decision-making.

Self-Identified Improvement Plan - II.A.4

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Actionable Improvement Plan The Academic Affairs Division is in the process of bringing all degrees into compliance with state standards. Academic Affairs continued to notify and work with departments with noncompliant degrees and mandated that if the degrees were not revised by Fall 2014 they would be eliminated.

Response he 2015-2016 catalog had 11 non-compliant degrees. During the academic year, six of these programs had made revisions approved by the Chancellor's Office and are now compliant. Two of the 11 degrees were inactivated and replaced with an AA-T. That left three non-compliant degrees listed in the 2016-2017 catalog. For the first degree, a name change was submitted to the November 2016 curriculum meeting and will be sent for approval to the Cerritos Board of Trustees and then the Chancellor's Office. The second degree was revised to an AS-T and is awaiting Chancellor's Office approval. Once approved, the division will need to decide to either inactivate it or revise it. The third non-compliant degree was revised and submitted to the November 2016 curriculum meeting.

Self-Identified Improvement Plan - II.A.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.

Actionable Improvement Plan The college will improve the information it provides regarding Distance Education (DE) program achievement, as well as how effective the college is in reaching this particular student population. This will include more information about the DE program will be in the college catalog. The college will also develop a policy regarding information posted on DE department and program websites. Such a practice will provide for regular and systematic review and would ensure that department information posted is current and is consistent with other college information and publications.

Response In the 2016-17 Cerritos College catalog information about the Distance Education Program is found on page 23. The information describes the nature of DE at Cerritos College, how these classes are identified in the class schedule, the process required to register for an online or hybrid class, and what DE students need to do to be successful.

The college is transitioning to the Canvas platform for its online course delivery, and the faculty Distance Educator Coordinator has developed an online Canvas tour and orientation for students. Links to this information are found on the DE website. The website was updated in the Spring 2016 and provides students an online orientation, information about registration, courses, support, and how to get started as a DE student at Cerritos College.

The Office of Institutional Effectiveness, Research and Planning has published an abundance of data about DE programs in the college Factbook, which is online and accessible to students and the general public. The data includes enrollment, retention and success rates in online courses from 2010-2015. There is also demographic data available covering the age, ethnicity, and gender of students enrolled in DE courses as well as the number of course offerings. This data is available at this link:

http://cms.cerritos.edu/uploads/ResearchandPlanning/IERP/Distance_Ed_reorg.pdf

The Office of Public Affairs is developing a policy to standardize the appearance of the webpages hosted by the college. The Faculty Academic Senate has recommended minimum content for faculty web pages, which includes the instructor's name, Division/Department, office hours, office number, email address with link, and a schedule of instructor's classes as well as the date of the last update. These minimum content standards can be found on our website: <http://cms.cerritos.edu/web-handbook/certification/standards/minimum-content.htm>. Content must also not violate Cerritos College's Acceptable Use Policy: <http://cms.cerritos.edu/web-handbook/certification/standards/acceptable-use-statement.htm>

Self-Identified Improvement Plan - II.A.7.b

The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

Actionable Improvement Plan The college plans to further emphasize the principle of academic honesty by integrating it into the college's iFalcon student success initiative. "iFalcon" is an acronym in which each letter represents a "habit of mind" of successful students. This recommendation will use the "I" to represent Integrity, so that academic integrity is as widely discussed as the other qualities that characterize successful students.

Response The college has yet to implement this plan. Discussions began in 2013, but as of yet publicizing that the "I" in iFalcon stands for Integrity has not been implemented.

Self-Identified Improvement Plans Related to Recommendation #7

Self-Identified Improvement Plan - II.B.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.

Actionable Improvement Plan In order to increase effectiveness, the team recommends the college re-evaluate the number of assessments in Counseling per year in order to improve the timeliness of the SLO/AUO assessments and institutionalize a comparable campus-wide program planning and SLO/AUO assessment cycle for all areas of the college.

Response At the time of the 2014 team visit, the Counseling Services division noted all SLOs pertaining to Counseling (COUN) classes and Counseling services. There are 13 SLOs across the four actively offered COUN classes. There were four SLOs pertaining to Counseling services. Only one of these department SLOs was being assessed at the time of the team visit.

To address the Improvement Plan/Timeliness of SLO/AUO assessment and institutionalize a comparable campus-wide program planning cycle, the Counseling Division:

- Linked its SLO efforts with the Area-Wide/Institutional SLOs;
- Dedicated six Counseling Department counselors, one Counseling Department classified staff member, and the Dean of Counseling Services to attend the Area-Wide SLO meetings (the Dean of Counseling Services and many other Student Services personnel have been participants in the Area-Wide SLO committee for eight years);
- Assessed Area-Wide SLO #3—“*Students will feel a sense of self, belonging and social connection that promotes well-being and goal attainment*”—to complete the assessment cycle; and
- Provided leadership and expertise in Student Services Area-Wide SLO development. Dr. Jan Connal, counselor, coordinates the Area-Wide SLO Committee and verifies that the content and Counseling Department SLOs are consistent with Area-Wide SLO and institutional program planning.

Results and Analysis Based on this Improvement Plan and its related objectives, the yearly number of assessments in the Counseling Division per year and the timeliness of SLO/AUO assessments have been institutionalized to meet the campus wide program planning assessment cycle.

Conclusion The actionable improvement plan has been met.

Evidence

Overview of Student Campus Services SLOs:

<http://cms.cerritos.edu/slo/student-services-slos/overview-of-student-and-campus-services-slos.htm>

Student Services SLO Reports by Year:

<http://cms.cerritos.edu/slo/student-services-slos/student-services-slo-reports.htm>

Self-Identified Improvement Plans Related to Recommendation #8

Self-Identified Improvement Plan - II.C.1.a - Library Resource Services

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.

Actionable Improvement Plan The library faculty and dean will develop and implement an assessment plan that will measure the effectiveness of library resources and services in enhancing student achievement of identified learning outcomes.

Response

College Learning Outcomes Identified

GE SLO - Students gather, evaluate, interpret, and cite information from primary and secondary sources.

Institutional SLO - Students access important information, assistance, or resources to reach their goals.

A. *General Library: Non-Instructional Objectives*

- The Library provides a welcoming atmosphere to students.
- Library staff provides friendly service.
- Library resources are aligned with the college curriculum.
- The Library provides resources that allow students to achieve their academic goals.
- Library resources are readily available and easy to access.

B. *Assessment Plan: Resources.* Resources include all collections such as print and online books, print and online periodicals, media (video and audio), and databases.

- Librarians will assess the collection based on the six-year program review cycle to determine if the Library's resources meet the research needs of our students. (See "Assessing Resources in Conjunction with the Program Review Cycle" in online appendix at <http://libraryguides.cerritos.edu/LibraryAssessment>).
- Faculty from the reviewed departments will be surveyed to insure collections meet their assignment needs (see "Collection Development Using Course Assignments" in online appendix). A section on Library resources has been added to the 2017-2018 Program Review Handbook (see "Program Review Handbook" in online appendix).

- Library resources are added by Library Subject Specialists in cooperation with classroom faculty in various disciplines. Material check-out statistics will be analyzed to see if newly purchased titles are being used (see “New Book Checkouts” in online appendix).
- Coordination of curriculum additions and changes with collection development has been implemented. New titles are added as needed to support new and revised courses.
- Reserve book budget was increased as a result of student activism. Reserve statistics are analyzed to see if new reserve titles are being used. Additional copies are added as needed (see “New Reserve Item Checkouts” in online appendix).
- Faculty demand for streaming video prompted subscription to Kanopy Streaming Video Service. Promotion efforts have begun and use statistics are being analyzed.

C. *Assessment Plan: Services.* Services include reference, reserve, circulation, open hours, and the library website.

- Librarians currently collect and analyze statistics in order to measure the effectiveness of Library services to enhance student achievement of identified learning outcomes (see “Library Statistics” in online appendix). Service statistics include: gate count, reference, circulation, reserve, computer lab, database user, LibGuides, Library home page.
- Librarians will analyze statistics on number of book check-outs by major.
- Librarians will conduct exit surveys one week per year to determine student satisfaction on library meeting their information or resource needs (see “Library User Survey” in online appendix).
- Librarians will conduct student focus groups biannually to determine if students are able to successfully navigate the Library website to access information.
- Librarians at the reference desk will biannually administer a short multiple choice test to assess if students have learned how to access resources using the catalog and databases as a result of the reference session.
- Librarians will conduct biannual survey to faculty with the following questions: Are your students locating appropriate sources for their assignments? Do you bring students to the library for an instruction session or recommend them to a reference librarian? If you would like a librarian to contact you regarding these questions, please enter your email address.

Results and Analysis. The Library continuously collects statistics that provide information on the use of library resources and services. Usage suggests that the resources and services provided by the library are being used by students to access information that enables them to reach their academic goals. New assessment measures have been added. These additional statistics and results need to be analyzed along with the existing measures to ensure the Library continues to meet our students' information needs.

Additional Plans The Library will begin conducting the student focus groups and biannual reference test and survey in Spring 2017.

Conclusion The Library has developed a comprehensive assessment plan that will measure the effectiveness of Library resources and services in enhancing student achievement of identified learning outcomes. Implementation has been ongoing, measures have been enhanced, and assessment and analysis will continue.

Self-Identified Improvement Plans Related to Recommendation #9

Self-Identified Improvement Plan - II.C.1.b - Information Literacy

Students gather, evaluate, interpret, and cite information from primary and secondary sources. 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.

Actionable Improvement Plan The college will develop a more formal structure to ensure that students are acquiring necessary information literacy.

Response The campus has one GE SLO that addresses information literacy:

1. A number of years ago the Curriculum Committee determined that the information literacy (IL) SLO would be addressed across the curriculum in order to avoid adding additional units to GE requirements.
2. Departments that addressed information competency mapped their course SLOs to the General Education SLO above and this information was added to a matrix in eLumen.
3. Assessment results from departments addressing this SLO have been extracted from eLumen and are available in the online appendix. See “Summary of GE SLO Assessments” in online appendix at <http://libraryguides.cerritos.edu/LibraryAssessment>.
4. After this recommendation was initially issued, the SLO Committee asked the Library for a definition of information literacy and some ideas of how it could be addressed at the campus level. The Library supplied this information to the committee. The SLO Committee will determine whether further assessment of information competency is necessary.

Results and Analysis Based on these initial assessment results, it appears that the majority of students are gaining competency in information literacy in classes that address this SLO.

Additional Plans Faculty teaching the classes that assess information literacy should meet to discuss their results.

Conclusion At this time, it appears that the campus is addressing the recommendation.

Evidence. The Accreditation Co-Chairs will summarize the evidence cited in the paragraphs above.

Self-Identified Improvement Plan - II.C.1.c - Online Tutoring

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

Actionable Improvement Plan In Fall 2013, the Student Success Center will pilot online tutoring for math. In addition, Success Center Instructional Specialists are exploring online workshop options.

Response

A. Online Tutoring: Smarthinking

- Online tutoring for math and other subjects has been in place since 2014, using Smarthinking.
- An average of 450 minutes is used by students per month (Appendix A).
- Most sessions are conducted between the hours of 8am – 11pm PST (Appendix B).
- Several disciplines were utilized. The following count is for Nov 1, 2015 – Oct 31, 2016:
 - Math comprised 52% of all sessions from 11/1/15 – 10/31/16.
 - Writing comprised 42% of all sessions from 11/1/15 – 10/31/16.
 - Science comprised 7.5% of all sessions from 11/1/15 – 10/31/16.
 - Business comprised 2% of all sessions from 11/1/15 – 10/31/16.
- Smarthinking surveys users, and the results are favorable (Appendix C):
 - 93% of survey respondents from 11/1/15 – 10/31/16 rated their tutor favorably on a scale of 1-5 for the synchronous service.
 - 92% of survey respondents from 11/1/15 – 10/31/16 rated the platform favorably on a scale of 1-5 for the synchronous service.
 - The most common critique of the service is that the session could be slow or lag.
 - Most written feedback is positive. Examples:
 - Essay Writing Service: *“I love the online tutoring system it helps with any changes that you need to make on your paper or corrections. Just love it so much thank you for providing this service.”*
 - Basic Math Skills: *“Great service.”*
 - Algebra: *“This tutor is very easy to learn from. He is awesome.”*
 - General Chemistry: *“Was a patient tutor.”*
 - Reading: *“5 stars! My tutor was awesome. Thank you so much!”*

B. Online Workshops: StudentLingo and Lynda.com

StudentLingo

- StudentLingo is a series of interactive online workshops, action plans, and resources created by Innovative Educators.
- StudentLingo will be available to students beginning in Spring 2017 through the Success Center and iFALCON web sites.
- The Cerritos College iFALCON initiative has contracted with StudentLingo to provide 6 customized online tutorials for Cerritos College based on the Habits of Mind. These are currently in progress and will be launched in Spring 2017:
 - Focus
 - Advance
 - Link-Up
 - Comprehend
 - Organize
 - New Ideas
- Other topics covered by StudentLingo online workshops include academic and career exploration, study and learning strategies, and reading and writing strategies (Appendix D).

Lynda.com

- Lynda.com became available during the Fall 2016 semester and is accessed through the CTX web site by faculty and staff.
- The **Professional Learning Network**, supported by the Institutional Effectiveness Partnership Initiative (IEPI), began providing unlimited access to Lynda.com for all California Community College employees at no cost.
- Lynda.com is an online library of courses on software tools and skills, with topics ranging from business, software, technology, and creative skills.

Conclusion

The actionable improvement plan has been met.

Self-Identified Improvement Plan - II.C.1.e (Evaluation of Formal Agreements)

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.

Actionable Improvement Plan The Library faculty and Library dean are working with their counterparts at partner institutions and commercial organizations to implement an annual exchange of data related to services provided by outside organizations. Tools will be developed to measure the effectiveness of agreements and contracts in meeting current needs. The Success Center is expanding its use of Accutrack to evaluate use of technology products, and a system to evaluate and assess the effectiveness of available technology is being developed.

Response

A. Library Databases

- Usage statistics (Appendix E) and renewal prices for the Library's subscription purchases are tracked annually.
- Renewal decisions or cancellations are made on an annual basis and are based on usage, usability, price, and curricular needs.
- New subscriptions are added based on student and faculty requests and by librarian review of program curriculum such as when new courses are approved or when programs undergo external accreditation or internal program review.

B. Smarthinking

- Analytics for online tutoring through Smarthinking are examined by the Academic Success Division on a monthly basis (Appendices F, G, and H).
- The Technology Based Learning Committee began examining competing online tutoring products in Spring 2016 in order to measure the effectiveness of Smarthinking and determine whether to continue its use or change to another product.

Conclusion. The actionable improvement plan has been met.

Self-Identified Improvement Plan - II.C.1.b (Technology Training)

The institution provides quality training in the effective application of its information technology to students and personnel.

Actionable Improvement Plan The college will develop a formal process for assessing the technology training needs of its faculty, staff, and students and to use the results to determine the types of workshops offered.

Response

A. Faculty - Currently, there are a number of methods used to determine the types of technology training workshops offered for faculty:

1. The CTX collaborates with IT, managers, and the Academic Success Division as new technologies are introduced to the campus to insure that faculty are trained. Recent examples include Canvas, eLumen, and Windows 10. A schedule of trainings based on these sources is included in Appendix I.
2. The CTX Advisory Board provides faculty input about what types of technology training is needed. Recent trainings include screen capture, accessibility, and cloud storage. The Advisory Board membership includes representatives from each division and employee category as shown in Appendix J. A schedule of training based on recommendations from the Advisory Board is included in Appendix K.
3. Every faculty training session includes a survey in which faculty are asked to list suggestions and needs for future training. As a result of these surveys, recent technology training has included tech device syncing, Turnitin, Google Forms, and ShoreTel. Survey samples are included in Appendix L. Recommended training from these surveys are included in Appendix M.

B. Students - The Success Center and Computer Lab staff and faculty began collaborating in Fall 2016 on a technology needs survey to administer to students (Appendix N). The survey will focus on access to technology and recommended technology workshop topics. The goal is to provide technology workshops to students in the Student Success Center beginning in Spring 2017.

Conclusion. The actionable improvement plan has been met for technology training needs for faculty. A formal process for assessing technology needs for students has been developed, and the result needs to be put into practice.

Self-Identified Improvement Plans Related to Recommendation #11

Self-Identified Improvement Plan - III.A.1.b

The institution evaluates 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 in their expertise.

Actionable Improvement Plan Cerritos College has a sound strategic plan with well-defined long-and short-term goals. The college will continue to ensure that management goals are tied to the manager's unit, division, or area goals. The college will also collaborate with the faculty union to develop an evaluation instrument for faculty members on reassigned time. The current collective bargaining agreement outlines the portfolio to be evaluated for faculty with non-classroom assignment, but does not address the evaluation instrument, which needs to be modified to effectively measure performance outside the classroom. The college will develop a faculty evaluation form for faculty on reassigned time by Spring 2014.

Response The Cerritos College management evaluation process fosters and supports management excellence and promotes planning for successful administration of the college. The management evaluation process consists of four parts: establishment of goals; feedback information every third year; self-evaluation including the assessment of progress towards goals; and supervisor's evaluation.

Setting goals is an interactive process. The establishment of goals by a manager and his or her supervisor is an essential tool for successful and effective individual and institutional planning. These goals are tied to the manager's unit, division, or area goals. Goals address the manager's roles and responsibilities in meeting well-defined or measurable results. College goals are established by the Board of Trustees through the college's Educational Master Plan. The manager's unit, division, or area goals are aligned to contribute to achieving these same goals. The number of goals established vary depending on the scope of the manager's assignment.

Early in 2015, there were discussions between the District and the Cerritos College Faculty Federation (CCFF) to develop an evaluation instrument for faculty members on reassigned time. Much of the time both parties invested in the negotiation process in 2015-16

was on items sunshined by both parties in July 2015. Thus, the evaluation instrument was not developed. However, after negotiations, the District and CCFF signed a three-year agreement which was ratified by the Board of Trustees at its September 21, 2016 meeting. The new Vice President of Human Resources will meet with the faculty union to discuss the development of the evaluation instrument for faculty on reassigned time in the Spring 2017.

Evidence

Management Evaluation Goals form (Appendix O)

<http://cms.cerritos.edu/hr/forms.htm>

Management Evaluation Form (Appendix P)

<http://cms.cerritos.edu/hr/forms.htm>

Self-Identified Improvement Plan - III.A.1.c

Actionable Improvement Plan The full Faculty Assignment article is currently in negotiations, and all parties plan to reach agreement by June 2014 when the MOU noted above expires.

Response The Cerritos College Faculty Federation (CCFF) sunshined its initial bargaining proposals for a successor collective bargaining agreement at the July 15, 2015 Board of Trustees meeting. The new Assignment article was one of the 13 articles for negotiations.

The components of the Assignment article were vast and complex and the District and CCFF did not reach agreement in many terms of this article. However, both parties agreed to some components of the Assignment article, which are now part of the current CCFF collective bargaining agreement (e.g., Article 14: Office Hours, Article 15: Large Class Pay).

Evidence

CCFF Collective Bargaining Agreement:

http://cms.cerritos.edu/uploads/hr/CCFF%20Collective%20Bargaining%20Agreement/CCFF_Faculty_Contract_7_1_2015_to_6_30_2018_v2.pdf

Self-Identified Improvement Plan - III.A.1.d

The College upholds a written code of professional ethics for all of its personnel. The college's employees are required to uphold the college's code of ethics, which state its value system and ethical principles and outlines specific ethical responsibilities. The board is required to uphold its code of ethics/standards of practice as stated in Board Policy 2715.

Actionable Improvement Plan The college will continue to review Board Policies and administrative Procedures and recommend modifications reflective of best practices. Ethics training will continue to be offered.

Response. The following Board Policies have been updated to conform to the Community College League of California templates. These templates are evaluated by a legal firm and are reflective of best practices.

	Title	Date Adopted/Revised
BP3430	Prohibition of Harassment	February 5, 2014
BP7140	Collective Bargaining	February 5, 2014
BP7350	Resignations	February 5, 2014

The following Administrative Procedure was revised:

	Title	Date Adopted/Revised
AF3435	Discrimination and Harassment Investigations	April 11, 2016

The following new Board Policy and Administrative Procedure is currently being reviewed by the constituent groups:

	Title	Date Adopted/Revised
BP3440	Service Animals	October 19, 2016
AP3440	Service Animals	October 19, 2016

The following Board Policy and Administrative Procedure updates old Board Policy and Administrative Procedure. First reading for review and discussion by the Board was on 11/16/16.

	Title	Date Adopted/Revised
BP7345	Catastrophic Illness Leave Program	December 7, 2016 (TBD)
AP7345	Catastrophic Illness Leave Program	December 7, 2016 (TBD)

“General Ethics in the Workplace” is a course offered online. Employees have access to this training 24/7 through Keenan Safe Colleges. Furthermore, the Office of Human Resource Services is currently working on revising its onboarding process to include mandatory Ethics training for new managers.

Evidence

BP3430, BP7140, BP7350, BP3440, BP7345 – see
<http://cms.cerritos.edu/board/policies/chapter-3--general-institution.htm>

AP3435, AP3440, AP7345 – see
<http://cms.cerritos.edu/board/policies/chapter-7--human-resources.htm>

Self- Identified Improvement Plan - III.A.4.a

The college meets the needs of its diverse faculty and staff by designing programs and services that provide for a range of diverse applicants and personnel.

Actionable Improvement Plan The college will continue to assess and develop training and educational programs that reflect the college's needs.

Response Cerritos College offers a gamut of training sessions and professional development opportunities for its employees and students. There are trainings or activities which promote equal employment opportunity, nondiscrimination, retention and diversity and there are trainings designed for particular constituent group, compliance, and/or to meet certain college's needs.

The Director of Diversity, Compliance, and Title IX Coordinator conducts training to students and employees to address legal mandates and inclusiveness amongst all Cerritos College stakeholders.

Evidence

Managers Training Sessions and Professional Development (Appendix Q)
Diversity 2015-2016 Workshop Schedule (Appendix R)
Diversity 2016-2017 Workshop Schedule (Appendix S)
2016 Title IX Workshops (Appendix T)

The background features several overlapping, semi-transparent circular bands in various shades of blue and white. The bands are arranged in a way that creates a sense of depth and movement, with some appearing to be in front of others. The overall color palette is cool and monochromatic, dominated by blues and whites.

Appendices

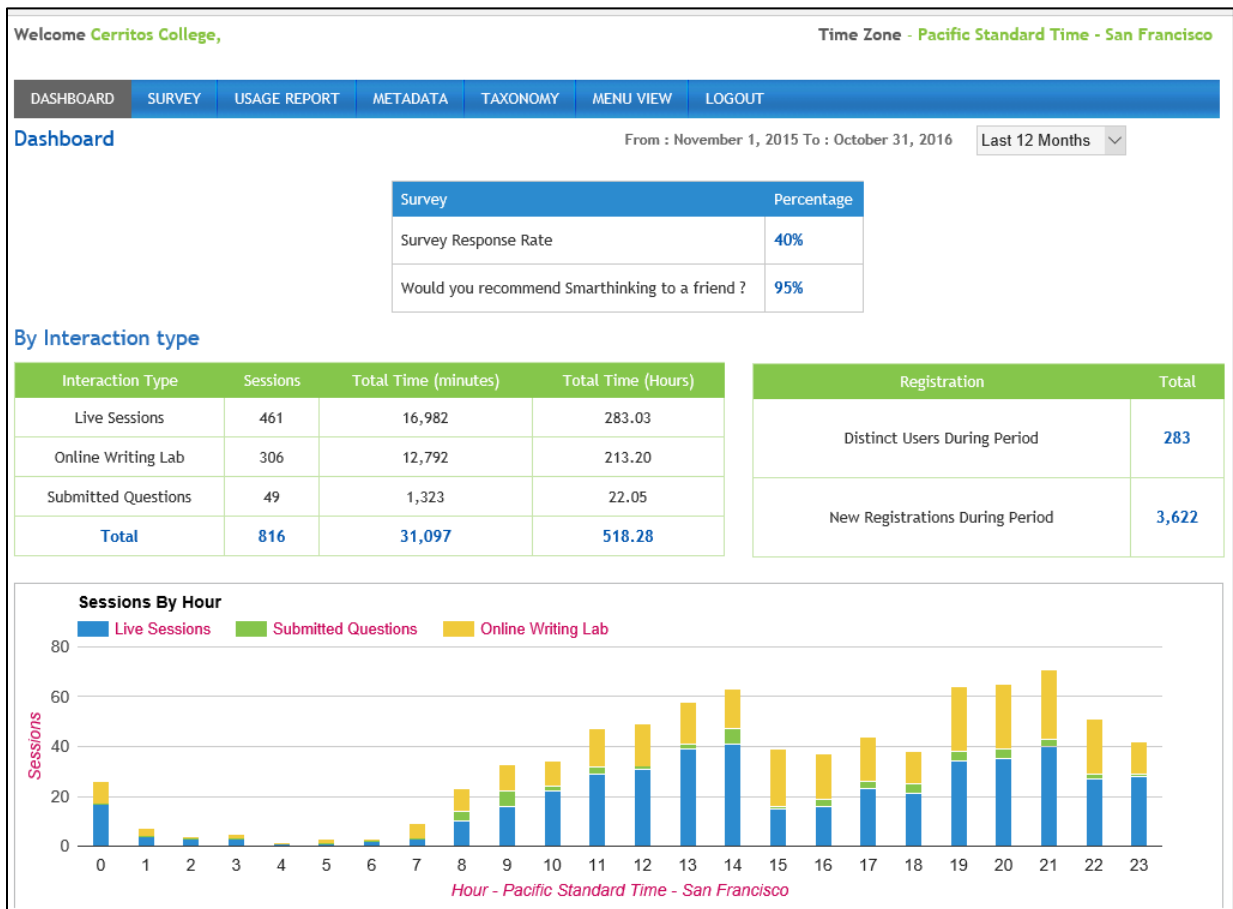
Appendix A - Smarthinking Usage Summary

*Cerritos College – Usage History
Starting Balance – 1/1/2014 (450 hrs.)*

	Hours Purchased	Hours Used	# of Sessions	Distinct Users	Ave Hrs./ Student	Ave Sess/ Student	Month End Balance
2014 January	450	-	-	-	-	-	450.00
2014 February		1.43	3	1	1.43	3.00	448.57
2014 March		10.05	18	15	0.67	1.20	438.52
2014 April		27.30	45	16	1.71	2.81	411.22
2014 May		19.83	34	11	1.80	3.09	391.39
2014 June		0.00					391.39
2014 July		1.57	3	3	0.52	1.00	389.82
2014 August		2.12	5	3	0.71	1.67	387.70
2014 Sept.		36.40	60	36	1.01	1.67	351.30
2014 October		68.75	123	78	0.88	1.58	282.55
2014 Nov.		100.33	166	102	0.98	1.63	182.22
2014 Dec.		64.93	114	47	1.38	2.43	117.29
2015 January	450	32.20	51	34	0.95	1.50	417.80
2015 February		73.52	128	62	1.19	2.06	344.28
2015 March		49.62	87	35	1.42	2.49	294.66
2015 April		50.67	87	45	1.13	1.93	243.99
2015 May		48.85	80	33	1.48	2.42	195.14

	Hours Purchased	Hours Used	# of Sessions	Distinct Users	Ave Hrs./ Student	Ave Sess/ Student	Month End Balance
2015 June		10.08	23	16	0.63	1.44	185.06
2015 July		10.55	20	14	0.75	1.43	174.51
2015 August	450	43.67	81	39	1.12	2.08	580.84
2015 Sept.		97.87	147	85	1.15	1.73	482.97
2015 October		95.28	142	84	1.13	1.69	387.69
2015 Nov.		62.38	101	65	0.96	1.55	325.31
2015 Dec.		38.12	62	39	0.98	1.59	287.19
2016 January		22.93	36	25	0.92	1.44	264.26
2016 February		72.22	112.00	64	1.13	1.75	192.04
2016 March		62.10	91	47	1.32	1.94	129.94
2016 April		50.90	82	44	1.16	1.86	79.04
2016 May		50.68	80	37	1.37	2.16	28.36
2016 June		13.03	23	10	1.30	2.30	15.33
2016 July		5.42	8	6	0.90	1.33	9.91
2016 August	450						459.91

Appendix B - Smarthinking Dashboard Analytics



Appendix C - Smarthinking User Survey Results

Welcome **Cerritos College**,
Time Zone - Pacific Standard Time - San Francisco

DASHBOARD
SURVEY
USAGE REPORT
METADATA
TAXONOMY
MENU VIEW
LOGOUT

Synchronous

All

Questions	Y	N	1	2	3	4	5	Favorable Rating (%)
Rate your tutor (5 is the best)			12	5	9	23	194	93
Rate the technology (5 is the best)			10	9	28	57	139	92
Would you recommend SMARTHINKING to a friend ?	229	14						

Asynchronous

All
From : November 1, 2015 To : October 31, 2016
Last 12 Months

Questions	Y	N	1	2	3	4	5	Favorable Rating (%)
Rate the process for sending & retrieving your essay				2	2	12	63	97
Rate the feedback you received from your tutor (1-5 Scale, 5 is the best)				1	1	14	69	99
Rate the technology (5 is the best)				1		2	3	83
Would you recommend SMARTHINKING to a friend?	83	2						

Synchronous & Asynchronous

All
Export

Session ID	First Name	Comments	Tutor Rating	Tutor Feedback Rating	Technology Rating	Process Rating	Recommend Smarthinking	Subject	Service	Sync / Async
7748057			5		5		Yes	Statistics	Drop-In	Sync
7748062			5		5		Yes	Statistics	Drop-In	Sync
7748579		Great first time experience. I was told about this by my classmate. I'm glad I used it to help me understand how I was setting my problem up incorrectly. thank you.	5		5		Yes	Statistics	Drop-In	Sync
7749522			5		5		Yes	Statistics	Drop-In	Sync

Appendix D - Student Lingo List of Online Workshops

Academic & Career Exploration

Maximizing Your College Experience.....What it Takes to be a Successful Student.....Exploring Careers & Choosing a Major.....Mastering the Job Interview.....Writing Effective Resumes & Cover Letters.....Creating Your College Bucket List: Explore, Experience, Succeed

Learning to Learn

Discover your Learning Style.....Study Tips & Note-Taking Strategies.....How to Reduce Test Anxiety.....Understanding & Avoiding Plagiarism.....Learning Strategies Every Student Should Know.....Exam Preparation Tips & Test-Taking Strategies.....How to Overcome Math Anxiety.....How to Succeed in Math.....10 Habits of Mind for College Success.....The Difference between High School & College.....Information Literacy: How to Master College Research.....Academic Integrity: The Do's and Don'ts

Online Learning

10 Tips for Success in your Online Course.....Effectively Communicating Online.....Online Courses: Staying Motivated & Disciplined.....Taking Tests Online: Strategies for Success

Reading & Writing Strategies

Pre-Writing Techniques: Planning & Idea Development.....Developing a Strong Thesis Statement.....Drafting Introductions, Body Paragraphs, & Conclusions.....The Revision Process: How to Proofread & Edit your Writing.....Reading Comprehension Strategies

Personal Management

Time Management: Strategies for Success.....Overcoming Procrastination: Causes & Cures.....Financial Literacy: Smart Money Skills for College & Beyond.....Stress Management Techniques.....Navigating the Financial Aid Process.....Improving Student-Faculty Relationships.....How to Develop your Cross-Cultural Skills.....Setting & Accomplishing Realistic Goals.....How to Achieve Well-Being, Balance, & Success.....Emotional Intelligence: The Other Key to Academic Success.....Mental Health & Suicide: Helping Yourself & Others.....Sexual Violence Awareness & Prevention: A Title IX Training for Students

Success Strategies

Student Veterans: How to Succeed in College.....Success Strategies for First Generation Students.....Leading as a Student-Athlete In & Out of the Classroom

Appendix E - Database Usage Statistics 2014 – Present

Vendor/ Database Name	Notes	FY 15-16 Full Text Download	FY15-16 Searches	FY 14-15 Full Text	FY 14-15 Results clicks	FY 14-15 Searches
ABC-Clio: African American Experience	results click	905	2713	678	653	1592
ABC-Clio: American Government	results click	1317	3462	770	1137	2106
ABC-Clio: American Indian Experience	results click	238	577		10	17
ABC-Clio: Daily Life through History/World Cultures Today	results click	486	1190		452	1075
ABC-Clio: Latino American Experience	results click	358	958		726	1493
ABC-Clio: Pop Culture Universe	results click	509	1237		593	1067
Cerritos College: TalonMarks Historical						
Cerritos College: CCOERR						
Chronicle of Higher Ed: Chronicle of Higher Ed	Footnote ¹	1382	119			
College Source: College Source						
Country Watch: Country Watch*		375	166		525	173
EBSCO: Academic Search Premier*	Footnote ²	138190	205597		133129	208787
EBSCO: AHFS Consumer Medication Information*			16932		49	22598
EBSCO: America: History and Life with Full Text*			21171		2770	25934
EBSCO: Art Full Text	from summer		3100			
EBSCO: Auto Repair Reference Center*	paid by Chancellors		2086		1369	474
EBSCO: BIR Entertainment			16554		115	21427
EBSCO: Book Index with Reviews			17335		803	22561
EBSCO: CINAHL Plus without package			19231		4343	24103
EBSCO: Consumer Health Complete*			20182		4588	26967

¹Searches refer to searches of Chronicle interface, page views are refer to access via alerts, etc. Page views instead of downloads are reported here.

²Total full text for all EBSCO database.

Vendor/ Database Name	Notes	FY 15-16 Full Text Download	FY15-16 Searches	FY 14-15 Full Text	FY 14-15 Results clicks	FY 14-15 Searches
EBSCO: Dentistry & Oral Sciences Source			18122		3687	23585
EBSCO: Ebook Collection			20804			
EBSCO: EBSCO Image Collection						
EBSCO: ERIC*			24219		7521	33677
EBSCO: European View of the Americas: 1493 to 1750*			16622		24	21496
EBSCO: Funk & Wagnalls*			16453		747	21585
EBSCO: Greenfile*			18502		2001	24186
EBSCO: Health Source Consumer*			23897		9880	32135
EBSCO: Health Source Nursing/Academic ed.*			20742		3212	27080
EBSCO: International Bibliography of Theatre and Dance			16708		839	21743
EBSCO: LISTA*			18110		712	23412
EBSCO: MAS ultra – school edition*			16593		431	21594
EBSCO: MasterFILE Premier*			26877		16054	31343
EBSCO: Medline Plus*			21122		5478	29400
EBSCO: Military and Government Collection*			17265		1379	22981
EBSCO: Newspaper Source Plus*			24788		13327	29905
EBSCO: Primary search*			18274		179	24036
EBSCO: Professional Development Collection*			17731		1264	23938
EBSCO: PsycArticles			34659		24552	42591
EBSCO: Psychology and Behavioral Sciences Collection*			28033		11216	36274
EBSCO: Consumer Health Complete*			20182		4588	26967
EBSCO: Regional Business News*			16734		1481	21774
EBSCO: Religion and Philosophy Collection*			18249		2133	23828
EBSCO: Science Reference Center			20420		2946	25512
EBSCO: SocIndex with Full Text			19548		4769	25265

Vendor/ Database Name	Notes	FY 15-16 Full Text Download	FY15-16 Searches	FY 14-15 Full Text	FY 14-15 Results clicks	FY 14-15 Searches
Elsevier: Journal Collection: Health & Life Sciences	Footnote	1648	1880			1356
Gale: Literature Criticism Online		303	503		0	1
Gale: Poetry Criticism Online		90	518		158	655
Gale: Short Story Criticism Online		75	515		95	655
Gale: Literature Resource Center		3357	1870		2859	1706
Gale: Virtual Reference Library		24810	22947		18647	24468
Gale: Artemis	Footnote ³					
GALE: Infotrac Educator's Edition		97	148		124	305
Gale: Opposing Viewpoints		16270	17933		13398	17336
Infobase publishing/Facts on file: Issues & Controversies	n/a				23866	6869
Johns Hopkins: Project Muse		3744	5523	2090	1658	3500
JSTOR: Current Scholarship Collection	FT downloads	660	2007	1629		4242
Kanopy: Kanopy Streaming						n/a
Learning Express: LE Library (Standard Platform)	Footnote ⁴		55		86	86
Newsbank: CA Newspapers (part of	see total usage below					
News-bank: TV/Internet	see total usage					
Newsbank:US News/ wire services	see total usage					
<i>Newsbank: Total usage</i>	Issues with username/ password on Internet		32895			11305
Oxford Univ. Press: Grove Art Online			3263		11	3696

³Interface for searching GVRL Lit., Lit Crit Online, Lit Resource Center

⁴20 regs; 64 res used; number reported here is sessions

Vendor/ Database Name	Notes	FY 15-16 Full Text Download	FY15-16 Searches	FY 14-15 Full Text	FY 14-15 Results clicks	FY 14-15 Searches
Oxford Univ. Press: Grove Music Online			2850		6	2689
Oxford University Press			204		120	212
Oxford University Press: Oxford English Dictionary			497		195	776
Pro-Quest: Ethnic NewsWatch Complete			14911		2608	8250
Pro-Quest: Gender Watch			16154		3238	16229
Pro-Quest: National Newspaper	Footnote ⁵	12/18	20886		6718	12124
Proquest: Statistical Insights	new from spring		777			
PubMed						
Routledge: Encyclopedia of Philosophy					295	282
Sage:CQ Public Affairs	Footnote ⁶	140	1239	148	753	814
Salem:All Salem Searches	successful section requests		1619	1064		2138
Salem: Salem Health	See total above					
Salem: Salem History	See total above					
Salem: Salem Literature	See total above					
Salem: Salem Science	See total above					
Springshare: Lib Chat	n/a					
Wiley: Encyclopedia of Aerospace Engineering	one-time purchase	9				
Wiley: Encyclopedia of Medical Devices and Instrumentation	one-time purchase	9				
World Book Encyclopedia: World Book Complete Suite	page views only stat available	1660	656			1223
Total			974.787			1,091,556

⁵Expanded includes LA Times, Christian Science Monitor, NY Times, WSJ, & Washington Post, Down-loads from all products

⁶only one # given for all CQ products

Appendix F - Smarthinking Usage Summary

Cerritos College - Usage History

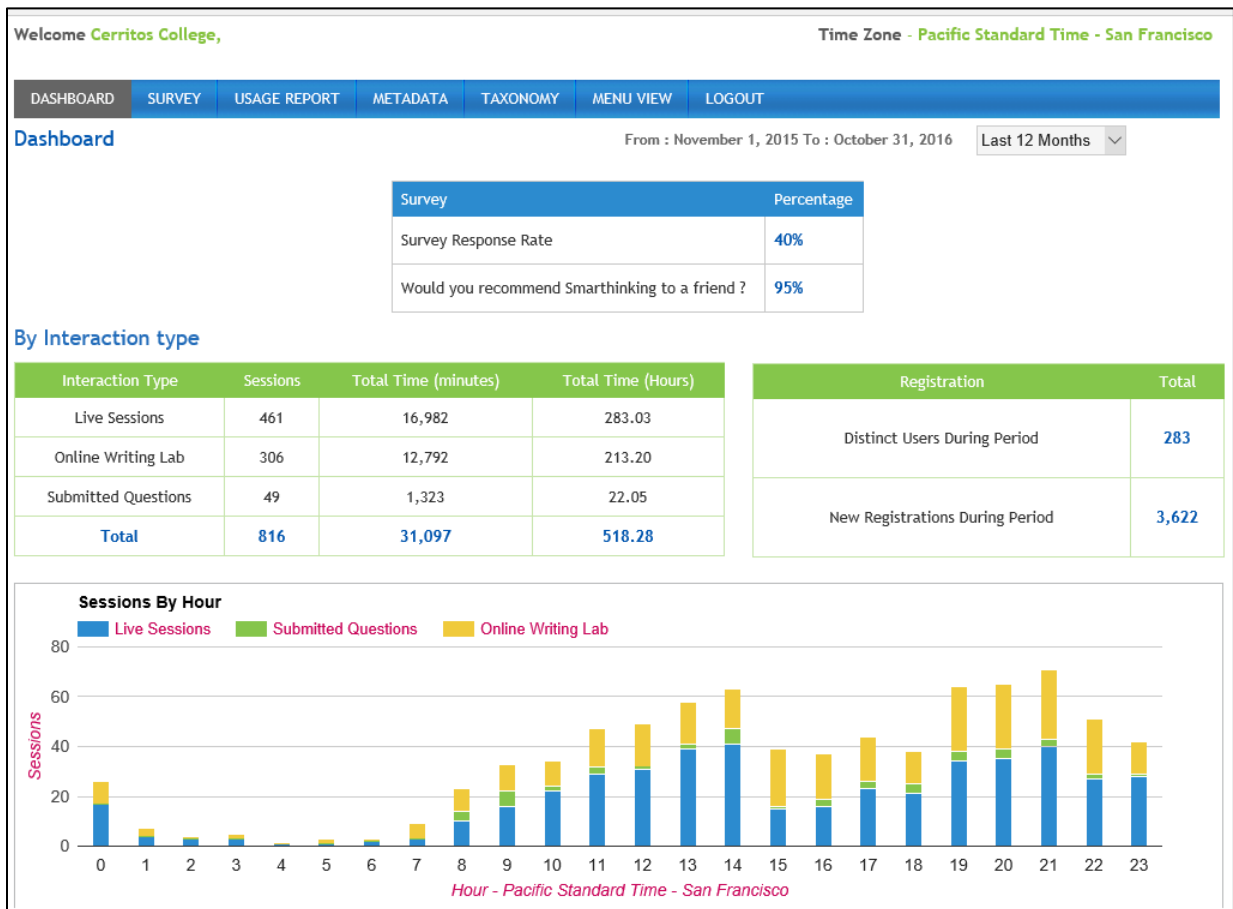
Starting Balance:

01/01/2014 450hrs

	Hours Purchased	Hours Used	Number of Sessions	# of Distinct Users	Ave Hrs. Per Student	Ave Sess Per Student	Month End Balance
2014 January	450	-	-	-	-	-	450.00
2014 Feb		1.43	3	1	1.43	3.00	448.57
2014 March		10.05	18	15	0.67	1.20	438.52
2014 April		27.30	45	16	1.71	2.81	411.22
2014 May		19.83	34	11	1.80	3.09	391.39
2014 June		0.00					391.39
2014 July		1.57	3	3	0.52	1.00	389.82
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2014 Nov.		100.33	166	102	0.98	1.63	182.22
2014 Dec.		64.93	114	47	1.38	2.43	117.29
2015 January	450	32.20	51	34	0.95	1.50	417.80
2015 Feb.		73.52	128	62	1.19	2.06	344.28
2015 March		49.62	87	35	1.42	2.49	294.66
2015 April		50.67	87	45	1.13	1.93	243.99
2015 May		48.85	80	33	1.48	2.42	195.14

	Hours Purchased	Hours Used	Number of Sessions	# of Distinct Users	Ave Hrs. Per Student	Ave Sess Per Student	Month End Balance
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2015 July		10.55	20	14	0.75	1.43	174.51
2015 August	450	43.67	81	39	1.12	2.08	580.84
2015 Sept.		97.87	147	85	1.15	1.73	482.97
2015 October		95.28	142	84	1.13	1.69	387.69
2015 Nov		62.38	101	65	0.96	1.55	325.31
2015 Dec		38.12	62	39	0.98	1.59	287.19
2016 January		22.93	36	25	0.92	1.44	264.26
2016 Feb		72.22	112.00	64	1.13	1.75	192.04
2016 March		62.10	91	47	1.32	1.94	129.94
2016 April		50.90	82	44	1.16	1.86	79.04
2016 May		50.68	80	37	1.37	2.16	28.36
2016 June		13.03	23	10	1.30	2.30	15.33
2016 July		5.42	8	6	0.90	1.33	9.91
2016 August	450						459.91

Appendix G - Smarthinking Dashboard Analytics



Appendix H - Smarthinking User Survey Results

Welcome **Cerritos College**,
Time Zone - Pacific Standard Time - San Francisco

DASHBOARD
SURVEY
USAGE REPORT
METADATA
TAXONOMY
MENU VIEW
LOGOUT

Synchronous

All

Questions	Y	N	1	2	3	4	5	Favorable Rating (%)
Rate your tutor (5 is the best)			12	5	9	23	194	93
Rate the technology (5 is the best)			10	9	28	57	139	92
Would you recommend SMARTHINKING to a friend ?	229	14						

Asynchronous

From : November 1, 2015 To : October 31, 2016
Last 12 Months

All

Questions	Y	N	1	2	3	4	5	Favorable Rating (%)
Rate the process for sending & retrieving your essay				2	2	12	63	97
Rate the feedback you received from your tutor (1-5 Scale, 5 is the best)				1	1	14	69	99
Rate the technology (5 is the best)				1		2	3	83
Would you recommend SMARTHINKING to a friend?	83	2						

Synchronous & Asynchronous

All
Export

Session ID	First Name	Comments	Tutor Rating	Tutor Feedback Rating	Technology Rating	Process Rating	Recommend Smarthinking	Subject	Service	Sync / Async
7748057			5		5		Yes	Statistics	Drop-In	Sync
7748062			5		5		Yes	Statistics	Drop-In	Sync
7748579		Great first time experience. I was told about this by my classmate. I'm glad I used it to help me understand how I was setting my problem up incorrectly. thank you.	5		5		Yes	Statistics	Drop-In	Sync
7749522			5		5		Yes	Statistics	Drop-In	Sync

**Appendix I – Schedule of Trainings
(recommended by IT, Managers and Academic Success Division)**

Fall 2014

- | | |
|--------------------|------------------|
| 1. Windows 8&8.1 | August 12, 2014 |
| 2. GoogleDocs | August 13, 2014 |
| 3. TalonNetBasics | August 14, 2014 |
| 4. UniversalDesign | October 29, 2014 |

Spring2015

- | | |
|-----------------------------|------------------|
| 1. TalonNet/Syllabus | January08,2015 |
| 2. Nearpod training session | February17, 2015 |
| 3. OER101 | March 11, 2015 |
| 4. TalonNetBasics | March11, 2015 |
| 5. iPadsforbeginners | March11, 2015 |
| 6. TalonNet:Hands-on | March11, 2015 |
| 7. Intro tonewTalonNet | May 12,2015 |
| 8. Intro tonewTalonNet | May 19,2015 |
| 9. Intro tonewTalonNet | Jun 02, 2015 |

Fall 2015

- | | |
|---------------------------------|-------------------|
| 1. TalonNetBasics | August1, 2015 |
| 2. Cloud Storage | August12, 2015 |
| 3. Sonocent | September11, 2015 |
| 4. What do you think of Canvas? | September22, 2015 |
| 5. What do you think of Canvas? | September30, 2015 |
| 6. What do you think of Canvas? | October 05, 2015 |
| 7. Canvas Demo | October15, 2015 |
| 8. Intro to OrgSync | October 22, 2015 |
| 9. Intro to OrgSync | October 23, 2015 |
| 10. Canvas Demo | October 27,2015 |
| 11. Brain Train | October 28,2015 |

Spring2016

- | | |
|------------------|---------------|
| 1. Falcon Sync | March 09,2016 |
| 2. Survey Monkey | March 09,2016 |
| 3. Google Forms | March 09,2016 |
| 4. Canvas | March 09,2016 |
| 5. Canvas | March 09,2016 |
| 6. Windows10 | March 09,2016 |
| 7. OERs | March 09,2016 |
| 8. elumen | March09,2016 |

Fall 2016

- | | |
|--|--------------------|
| 1. Canvas Basics | August 9, 2016 |
| 2. Canvas Workshop | August 11, 2016 |
| 3. Canvas Tool Topics: Settings/LT!Tools/Redirects | August 30, 2016 |
| 4. Accessibility on Canvas | August 31, 2016 |
| 5. OER: Create Masterclass Shell in Canvas | September 7, 2016 |
| 6. How to Add Pizzazz to Canvas | September 8, 2016 |
| 7. Canvas Tool Topics: Syllabus/Home Page | September 13, 2016 |
| 8. Canvas: Setting up Rubrics | September 20, 2016 |
| 9. SLO for Department Chairs | September 27, 2016 |
| 10. Canvas Tool Topics: Modules/Pages/Files | September 27, 2016 |
| 11. Introduction to Canvas | September 28, 2016 |
| 12. Canvas: Speedgrader | October 3, 2016 |
| 13. OERs: Create a Masterclass Shell in Canvas | October 5, 2016 |
| 14. Canvas Tool Topics:
Assignments/Quizzes/Discussions/Gradebook | October 11, 2016 |
| 15. SLO for Faculty | October 11, 2016 |
| 16. Canvas: Adding “Wow” to Your Canvas Course | October 18, 2016 |
| 17. SLO for Faculty | October 18, 2016 |
| 18. Canvas Tool Topics: Communication Tools | October 25, 2016 |
| 19. Student Success on OER | October 28, 2016 |
| 20. eLumen | November 4, 2016 |
| 21. Canvas Tool Topics | November 8, 2016 |
| 22. OER: Create a Masterclass Shell in Canvas | November 9, 2016 |

Appendix J - CTX Advisory Board Membership by Department

The CTX Advisory Board is not a shared governance committee. As such, there is currently no term limit on membership. Members have been recruited by requests from the faculty senate as well as division deans.

Fall 2014 - Spring 2015

Adj. faculty – 1 member
Admin. - 1 member
BHSS - 1 member
Counseling - 1 member
CTX - 2 members
DSPS - 2 members
Fine Arts - 2 members
HO -1 member
Liberal Arts - 1 member
Library - 1 member

Fall 2015 - Spring 2016

Adj. faculty - 1 member
Admin. 1 member
BHSS - 1 member
Counseling - 1 member
CTX - 2 members
DSPS - 1 member
Fine Arts - 2 members
HO -1member
Liberal Arts - 2 members
Library - 1 member

Fall 2016 - Present

BHSS - 1 member
Counseling - 1 member
CTX - 2 members
DSPS - 1 member
Fine Arts - 2 members
HO - 1 member
Library - 1 member
SEM - 1member

Appendix K - Schedule of CTX Advisory Board Recommended Technology Trainings

Fall 2014

- | | | |
|---|----------------------|-------------------|
| 1 | Screen Caption | August 12, 2014 |
| 2 | Captioning Made Easy | September 17 2014 |
| 3 | Universal Design | October 29, 2014 |

Spring 2015

- | | | |
|----|--|--------------|
| 1 | Screen Capture, Exploring Google Drive, Flipping the Classroom | Jan 09, 2015 |
| 2 | Turn-It-In | Jan 12, 2015 |
| 3 | Turn-It-In | Jan 12, 2015 |
| 4 | Turn-It-In | Jan 13, 2015 |
| 5 | Turn-It-In | Jan 13, 2015 |
| 6 | Turn-It-In | Jan 14, 2015 |
| 7 | Turn-It-In | Jan 14, 2015 |
| 8 | Turn-It-In | Jan 14, 2015 |
| 9 | Turn-It-In | Jan 14, 2015 |
| 10 | Turn-It-In | Jan 14, 2015 |
| 11 | Turn-It-In | Jan 15, 2015 |
| 12 | Turn-It-In | Jan 15, 2015 |
| 13 | Turn-It-In | Jan 20, 2015 |
| 14 | Turn-It-In | Jan 20, 2015 |
| 15 | Turn-It-In | Jan 21, 2015 |
| 16 | Turn-It-In | Jan 21, 2015 |
| 17 | Turn-It-In | Jan 21, 2015 |
| 18 | Turn-It-In | Jan 21, 2015 |
| 19 | Turn-It-In | Jan 21, 2015 |
| 20 | Turn-It-In | Jan 22, 2015 |
| 21 | Turn-It-In | Jan 22, 2015 |
| 22 | Accessibility and 508 | Feb 11, 2015 |
| 23 | Captioning Made Easy | Mar 11, 2015 |
| 24 | Turn-It-In | Mar 11, 2015 |
| 25 | TalonNet: Creating Accessible Content | Mar 11, 2015 |
| 26 | Premier Software | Mar 11, 2015 |
| 27 | Turn-It-In | Mar 23, 2015 |
| 28 | Turn-It-In | Mar 23, 2015 |

29 Turn-It-In	Mar 24, 2015
30 Turn-It-In	Mar 24, 2015
31 Turn-It-In	Mar 25, 2015
32 Turn-It-In	Mar 25, 2015
33 Turn-It-In	Mar 25, 2015
34 Turn-It-In	Mar 25, 2015
35 Turn-It-In	Mar 25, 2015
36 Turn-It-In	Mar 26, 2015
37 Turn-It-In	Mar 26, 2015

Fall 2015

1 Cloud Storage	August 12, 2015
2 BrainTrain	Oct 28, 2015
3 Universal Access: The Road to 508 Compliance Part 1: Beginning Steps	Nov 13, 2015
4 Universal Access: The Road to 508 Compliance Part 2: Advanced Activities	Nov 13, 2015

Spring 2016

1 Flipping the classroom with screenshots, videos and more	Jan 07, 2016
2 Flipping Through Screen Capture	Mar 09, 2016
3 Cloud Storage (Google Docs)	Mar 09, 2016
4 Captioning Made Easy	Mar 09, 2016
5 Premier	Mar 09, 2016

Fall 2016

1 Cloud Storage	August 10, 2016
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Appendix L - Faculty Training Session Surveys



CENTER FOR TEACHING EXCELLENCE
 11110 ALONDRA BLVD. • NORWALK, CALIFORNIA 90650-6298 • (562) 860-2451

Student Success Conference

Student Center

Please evaluate on a scale of 1 - 5, with 1 being Least Beneficial and 5 Most Beneficial:

SESSION I: <i>Q&A with Cable Green</i>	1 Least	2	3	4	5 Most	No answer
a. Overall Session Rating						
b. Presentation of Materials						

Comments:

SESSION II: <i>How can our College Mainstream OER? Think / Pair / Share</i>	1 Least	2	3	4	5 Most	No answer
a. Overall Session Rating						
b. Presentation of Materials						

Comments:

SESSION III: <i>Hands on Exploration of OER, Marking, & Attribution</i>	1 Least	2	3	4	5 Most	No answer
a. Overall Session Rating						
b. Presentation of Materials						

Comments:

3CSN - Survey

ISSUES	OUTCOMES	IDEAS,SUGGESTIONS, SOLUTIONS



CENTER FOR TEACHING EXCELLENCE
11110 ALONDRA BLVD. • NORWALK, CALIFORNIA 90650-6298 • (562) 860-2451

New Faculty Orientation Program (NFOP) Year One Survey

Were there any topics not covered during your first year that you wish had been included?

Were there any topics presented that you wish could have been covered more extensively?

Were there any topics covered that you wish would have been presented earlier in the year?

Through the NFOP, do you feel you have developed a cohort of peers?

Yes

Somewhat

No

Through the NFOP, do you feel you have become connected with the campus community?

Yes

Somewhat

No

Additional comments:



CENTER FOR TEACHING EXCELLENCE

11110 ALONDRA BLVD. • NORWALK, CALIFORNIA 90650-6298 • (562) 860-2451

New Faculty Orientation Program (NFOP2) Year Two Survey

Were there any topics not covered during your two-year orientation that you wish had been included?

Were there any topics presented that you wish could have been covered more extensively?

Do you have any comments about the process and experience of the NFOP2?

Through the NFOP (both years inclusive), do you feel you have developed a cohort of peers?
Yes Somewhat No

Through the NFOP (both years inclusive), do you feel you have become connected with the campus community?
Yes Somewhat No

Additional comments:



CENTER FOR TEACHING EXCELLENCE
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Title
Date and Time
Room

Please evaluate on a scale of 1 - 5, with 1 being Least Beneficial and 5 Most Beneficial

	1 Least	2	3	4	5 Most	No answer
Overall Training Session						
Overall Presentation of Materials						
Overall instructor delivery of material						
Were questions answered to your satisfaction?						
Would you recommend this training to your co-worker?						

Total Surveys:

Comments:

List other types or training sessions you would like us to offer:

Appendix M - Suggestions for Future Trainings Compiled from Faculty Surveys

Appendix M - Suggestions for Future Trainings Compiled from Faculty Surveys

List other types or training sessions you would like us to offer:

- More Google Docs.
- Meaningful and fun activities and games to engage students in learning.
- Camtasia, Adobe Photoshop Elements, Adobe Premiere Elements or some other simple video software we can get on campus Thanks!
- MORE FOCUS ON THE DEVICES IN CLASSROOM.
- Adobe Acrobat Pro
- A session on building a webpage. Maybe a session/discussion on time management as first year fulltime faculty.
- Possibly training on excel.
- My only consideration has to do with the approach being too dependent on K-12 examples and choice-based cognition. Adults make choices and can choose their own favorite modalities as a supplement.
- How to deal with behavioral problems with students with Autism.
- Copyrights. Find an expert - or I'll become one!
- ASCC & Fiscal who's who. Asking for funds - What do we need to do?
- More detail on all of the above as, say a series, adding features & options. i.e. Google Docs 101, 102, etc.
- Discipline specific- i.e., Google Drive for English faculty or screen capture for English faculty. Send us workshop/conference information about technology & education- opportunities we may not know about but would love to take advantage of-
- Follow-up, practical, hands-on, sessions with fill of the above!
- More like this, more time to talk. More time to get comfortable with our teachers, faculty.
- Organization - time management
- I would Love to see a Part2!
- Note taking for students, Effective Power Points_for Faculty
- I would like to learn methods for incorporating iFalcon in the classroom.
- Another iFalcon student success workshop would be great.
- More like these!
- Perhaps one for STENT Professors.
- Digital rhetoric's
- Cultural rhetoric's
- Universal design with the apps we used
- Google drive/document storage
- Captioning
- iMovie
- More technologically focused session for the future would be great.
- Privacy and fair use as they relate to multimedia projects. This topic related to

both faculty as well as our students.

- Connect with DSPS- focus on technology- how to integrate UDC concepts into new presentation technologies we are developing.
- More iPad work, same setting. App work as well
- Copy Rights! This will require someone who is an expert in both conventional and digital copy right ads
- More training on TalonNet.
- Computer survival 101 what faculty should have a command on using computer.
- Turn it in-especially-connection with Talon Net- importing/imbedding audio/visual files to Talon Net, Thank You!
- Details for faculty to become more aware of the 503/other questions and information regarding working & DSPS-Process/Roles of faculty/forms/resources.
- Better information- Better content & Delivery Regarding Union source!
- YouTube- Creating and Storing Videos
- General suggestion: I think it would be helpful if new fulltime faculty were surveyed before the orientation so that the program could be tailored to the cohort's composition. For instance, knowing if the majority consists of prior adjunct faculty at Cerritos would help determine the baseline knowledge for workshops such as Rosters or TalonNet. Also, asking ahead of time for questions for the workshop topics could help the session go in the necessary directions. Perhaps survey monkey could be used for this! More information about when to refer students to C.A.I.R. would be great. A workshop about what to do in emergency situations in the classroom given recent events seems essential (e.g. a student poses a threat, a shooting, and even policies for when an alarm goes off). Other than calling campus police, what are appropriate immediate responses for certain types of situations? Can we be given a contact list with the member's info for our cohort?
- TalonNet- Committees & How they work & What's required for F/A
- Cloud TalonNet, Flipping the Class, "Clickers" or apps w/documents
- Continue this free flow!
- I would like to see more training sessions for more specific DSPS topics, especially for universal design.
- Flipping the classroom, Technology integration, accessibility/508 compliance
- Flipping the classroom - Turn It In - Adv. Talon Net (testing/Quiz etc.)
- Canvas
- I am looking forward to the training
- Not sure
- How to create/use QR codes-How to link Outlook (calendar, contracts, tasks) on our phones (so appts. & contacts always with us).
- Hands-on Canvas, Photoshop image editing
- Workshop/training sessions using our course data
- Anything Tech Related!
- Classes on training students to be more self-motivated
- More technology in classroom trainings -How to use Google drive, docx, etc. - Apps to

use in classroom - Ideas of class activities to engage students and their learning

- More on flipping a Classroom-Changing up a syllabus
- Accessibility
- Online Resources & other types of training.
- Team Building
- Workshop on campus safety.
- Workshop for club management & administration (how to be successful club officers)
- More in depth Canvas training.

Appendix N – Cerritos College Tech Needs Assessment

Cerritos College Tech Needs Assessment

* Required

Students Tech Needs Questionnaire



1. How often do you use a Computer? *

Mark only one oval.

- Every day
- A few times a week
- Once a week
- Less than once per week

2. Do you own a smartphone? *

Mark only one oval.

- Yes
- No

3. Do you own a tablet? *

Mark only one oval.

- Yes
- No

4. Do you have internet access at home? *

Mark only one oval.

- Yes
- No

5. Do you have a printer at home? *

Mark only one oval.

- Yes
 No

6. Which of the following topics would you like to see made into a workshop for students? * Check all that apply.

- Canvas
 Turnitin
 OrgSync
 EBSCO
 ProQuest
 How to use Social Media
 Using Advanced features of Microsoft Word
Using Excel

7. Tell us what type of technology workshop topics you would like to attend. *

.....

8. When it comes to computers, I *

Mark only one oval.

- Can generally figure things out on my own
 Sometimes need help, but I know where to ask
 Sometimes give up out of frustration
 Don't really use computers very often

Appendix O – Management Evaluation Goals

**CERRITOS COLLEGE
MANAGEMENT EVALUATION FORM
(GOALS)**

Employee Name:

Date of Evaluation Period

Job Title:

From:

Division/Dept:

To:

REVIEW OF PROGRESS TOWARD PREVIOUS YEAR'S GOALS

GOAL 1 (List Goal):

Progress toward Goal Achievement:

	Unable to Evaluate	Did not meet Goal	Goal in Progress	Met Goal	Exceeded Goal
<u>SUPERVISOR</u>					

Comments:

GOAL 2 (List Goal):

Progress toward Goal Achievement:

	Unable to Evaluate	Did not meet Goal	Goal in Progress	Met Goal	Exceeded Goal
<u>SUPERVISOR</u>					

Comments:

GOALS FOR UPCOMING YEAR:

Goals:

Reviewed and Adopted:

Employee's Signature

Supervisor's Signature

Date

Appendix P – Management Evaluation Form

**CERRITOS COLLEGE
MANAGEMENT EVALUATION FORM
(PERFORMANCE EXPECTATIONS)**

Employee Name:

Evaluation Period:

Job Title:

Division/Department:

NOTE: Comments are required for all ratings other than “meets expectations.”

1. **Planning and Organization** – Develops achievable goals. Sets logical and effective courses of action. Makes efficient use of resources.

Unable to Evaluate	Unsatisfactory	Improvement Needed	Meets Expectations	Exceeds Expectations

Comments:

2. **Leadership Qualities** – Inspires confidence, respect, enthusiasm, and cooperation. Performs duties and responsibilities with integrity and professional standards. Makes honest, ethical and objective decisions and does not promote hidden agendas.

Unable to Evaluate	Unsatisfactory	Improvement Needed	Meets Expectations	Exceeds Expectations

Comments:

3. **Time Management Skills** – Meets deadlines. Punctual in attendance at meetings and appointments. Maintains a consistent work schedule which allows for efficient production and accessibility for consultation and appointments. Willing to adjust schedule to meet the demands of the area of responsibility.

Unable to Evaluate	Unsatisfactory	Improvement Needed	Meets Expectations	Exceeds Expectations

Comments:

4. **Supervisory Skills** – Fosters a consistent, productive work environment; builds morale; counsels, guides, and evaluates staff based on performance. Motivates staff to excel. Delegates and assigns tasks appropriately. Listens to and considers the points of view of others in establishing supervisory practices. Provides opportunities for staff training and professional growth activities. Completes evaluations of assigned staff in a timely manner.

Unable to Evaluate	Unsatisfactory	Improvement Needed	Meets Expectations	Exceeds Expectations

Comments:

5. **Oral and Written Communications** – Delivers clear, accurate, and informative presentations. Prepares accurate, clear, and concise written communications. Responds promptly to requests for information and assistance.

Unable to Evaluate	Unsatisfactory	Improvement Needed	Meets Expectations	Exceeds Expectations

Comments:

6. **Budgeting** – Prepares accurate budget projections, effectively monitors allocated budget, does not exceed budget allocation, and makes effective use of allocated resources.

Unable to Evaluate	Unsatisfactory	Improvement Needed	Meets Expectations	Exceeds Expectations

Comments:

7. **Judgment/Decision Making** – Analyzes situations and data and makes appropriate decisions. Exercises foresight and critical thinking. Demonstrates objectivity, flexibility, and resourcefulness. Relates decisions, activities, and goals to the mission, the philosophy, and the goals of the institution.

Unable to Evaluate	Unsatisfactory	Improvement Needed	Meets Expectations	Exceeds Expectations

Comments:

8. **Initiative** – Self-motivated. Able to work independently. Anticipates the needs of the assignment. Able to see and present alternate solutions and courses of action. Willingly accepts new assignments and tasks.

Unable to Evaluate	Unsatisfactory	Improvement Needed	Meets Expectations	Exceeds Expectations

Comments:

9. **Creativity** – Develops and implements new ideas and methods when appropriate. Approaches challenges as opportunities and presents options for problem-solving.

Unable to Evaluate	Unsatisfactory	Improvement Needed	Meets Expectations	Exceeds Expectations

Comments:

10. **Attitude** – Committed to college goals and philosophy. Works cooperatively and collaboratively with managers, faculty, staff, and students in situations calling for teamwork. Positively represents the unit and college to both the internal and external communities. Receptive to constructive criticism and works to correct deficiencies.

Unable to Evaluate	Unsatisfactory	Improvement Needed	Meets Expectations	Exceeds Expectations

Comments:

11. **Sensitivity to Campus Diversity** – Follows institutional employment policies and procedures. Sensitive to issues of diversity involving college employees, and the campus community.

Unable to Evaluate	Unsatisfactory	Improvement Needed	Meets Expectations	Exceeds Expectations

Comments:

12. **Knowledge and Experience** – Knows and follows institutional policies and procedures. Solves problems effectively. Works to keep abreast of current trends and ideas in assigned area. Professional development goals reflect recognition of areas for growth and development.

Unable to Evaluate	Unsatisfactory	Improvement Needed	Meets Expectations	Exceeds Expectations

Comments:

13. **Inclusiveness** – Develops, utilizes and promotes the talents of co-workers and team members. Listens to, considers and respects the views of others and provides constructive feedback. Provides opportunities for assigned staff to participate in decision-making. Participates in the shared governance process.

Unable to Evaluate	Unsatisfactory	Improvement Needed	Meets Expectations	Exceeds Expectations

Comments:

14. **Collaboration with Groups Outside Assigned Area** – Attends and/or participates in college committees and functions, activities and events and shows support for college life. Establishes working relationships with groups outside assigned area.

Unable to Evaluate	Unsatisfactory	Improvement Needed	Meets Expectations	Exceeds Expectations

Comments:

15. **Overall Rating**

Unable to Evaluate	Unsatisfactory	Improvement Needed	Meets Expectations	Exceeds Expectations

Comments:

TYPE OF EVALUATION

Probationary

Annual

Special

SIGNATURES

My signature acknowledges that I have read and discussed this evaluation with my supervisor and that we have reviewed the progress toward the previous year's goals and adopted goals for the next evaluation period, as attached.

I understand my evaluation will be placed in my District personnel file. I have the right to submit written comments within ten (10) workdays and such written comments will be attached to this evaluation for inclusion in my District personnel file.

Manager: _____ Date: _____

Job Title: **Error! Reference source not found.** _____ Division/Dept: **Error! Reference source not found.** _____

Evaluator: _____ Date: _____

Job Title: _____ Division/Dept: _____

Appendix Q – Managers Training Sessions and Professional Development

CERRITOS COMMUNITY COLLEGE MANAGERS TRAINING SESSIONS and PROFESSIONAL DEVELOPMENT Fall 2012 – Spring 2017	
DATE OF TRAINING SESSION	TITLE OF TRAINING SESSION
September 7, 2012 – Webinar	Leaves, Leaves and More Leaves
September 28, 2012 – Webinar	Reductions in Staffing
October 12, 2012 – Webinar	Going Outside the Classified Service: Short-Term employees, Substitutes, and Professional Experts
November 30, 2012 – Webinar	Preventing Harassment, Discrimination, and Retaliation in the Academic Setting/Environment
December 7, 2012 – Webinar	Advanced Labor Negotiations Roundtable
January 11, 2013 – Webinar	Managing the Marginal Employee
January 18, 2013	Section 508 Compliance – Amendment to the Rehabilitation Act of 1973 (Mangers Meeting)
January 23, 2013	Address Best Practices in Management and Supervision
February 1, 2013	Management Professional Development Workshop
February 8, 2013 – Webinar	Accommodating Bad Behavior: The Limits on Disciplining Disabled Employees
February 8, 2013	Hazardous Waste Handling
March 8, 2013 – Conference	Advanced Investigations of Harassment Complaints and Workplace Bullying
March 15, 2013	PPE: Personal Protective Equipment
April 19, 2013	Bloodborne Pathogens Exposure Control
April 19, 2013 – Webinar	Legal Aspects of Violence
May 17, 2013 – Webinar	Disaster Service Workers – If You Call Them Will They Come?
May 30, 2013	The Bermuda Triangle: Management, Unions, Senates (Manager’s Meeting)

**CERRITOS COMMUNITY COLLEGE
MANAGERS TRAINING SESSIONS and PROFESSIONAL DEVELOPMENT
Fall 2012 – Spring 2017**

DATE OF TRAINING SESSION	TITLE OF TRAINING SESSION
June 6, 2013 – Webinar	Name that Section: Frequently Used Education Code and Title 5 Sections for Community College Districts
June 14, 2013	Heat Illness Protection
July 17, 2013	Safe Zone Ally Training
September 9, 2013	Suicide Prevention Education (Manager’s Meeting)
September 20, 2013 – Webinar	Exercising Your Management Rights
October 4, 2013	Building Marshall Training – Campus Police
October 11, 2013	Safe Zone Ally Training
November 1, 2013	Human Resources Academy II for Community
January 17, 2014	Adjunct Faculty
January 31, 2014	Safe Zone Ally Training
February 6, 2014	Selection Process Monitor Training
February 7, 2014	Selection Process Monitor Training
February 7, 2014	Legally Compliant Strategies for Diversity Enhancement
February 13, 2014 - Webinar	Adjunct Faculty – Temporary Employees of a Community College District
February 24, 2014	Sexual Harassment, and Discrimination Prevention Training (Manager’s Meeting)
March 21, 2014 – Webinar	Preventing Harassment, Discrimination, and Retaliation in the Academic Setting/Environment
April 4, 2014	Safe Zone Ally Training
April 18, 2014 – Webinar	Public Sector Employment Law Update
May 16, 2014 – Webinar	12 Steps to Avoiding Liability

**CERRITOS COMMUNITY COLLEGE
MANAGERS TRAINING SESSIONS and PROFESSIONAL DEVELOPMENT
Fall 2012 – Spring 2017**

DATE OF TRAINING SESSION	TITLE OF TRAINING SESSION
June 6, 2014 – Webinar	Crisis Management – How to Approach Chaos in an Organized and Thoughtful Manner
July 31, 2014	Selection Process Monitor Training
September 26, 2014 – Video Conference	Hiring the Best While Developing Diversity in the Workforce: Legal Requirements and Best Practices for Screening Committees
November 14, 2014 - Video Conference	Social Media
November 17, 2014	Selection Process Monitor Training
January 9, 2015 – Video Conference	Promoting Safety in Community College Districts
January 29, 2015	Selection Process Monitor Training
February 6, 2015 – Video Conference	Human Resources Academy I for Community College Districts
March 13, 2015 – Live Presentation at Cerritos College	The ABC's of Sustaining Discipline
April 17, 2015 – Video Conference	Managing Performance Through Evaluation
April 24, 2015 – On Campus	Cultural Intelligence
May 8, 2015 – Video Conference	Legal Issues for Negotiators
June 5, 2015 – Video Conference	Name that Section: Frequently used Education Code and Title 5 Sections for Community College Districts
September 15, 2015	Stand Up, Speak Up, Speak Out
September 22, 2015	Leadership Workshop – Presented by Steve Richardson
September 23, 2015	Stand Up, Speak Up, Speak Out
September 25, 2015– Video Conference	Title IX, Clery Act, and SaVE Act
October 9, 2015	Safe Zone Committee
October 13, 2015	Religion and the LGBTQ Community

**CERRITOS COMMUNITY COLLEGE
MANAGERS TRAINING SESSIONS and PROFESSIONAL DEVELOPMENT
Fall 2012 – Spring 2017**

DATE OF TRAINING SESSION	TITLE OF TRAINING SESSION
October 16, 2015 – Video Conference	Creating a Culture of Respect
October 22, 2015	Diversity Event - Movie Night - Ma Vie En Rose
October 23, 2015	Dealing with Difficult People
November 13, 2015– Video Conference	Advanced Investigations of Harassment Complaints
January 8, 2016 – Video Conference	Human Resources Academy II for Community College Districts
February 5, 2016– Video Conference	The Art of Writing the Performance Evaluation
March 4, 2016 – Video Conference	Leaves, Leaves and More Leaves
May 20, 2016– Video Conference	Workplace Bulling: A Growing Concern
June 3, 2016– Video Conference	Going Outside the Classified Service: Short-Term Employees, Substitutes and Professional Experts
September 16 & 17, 2016	Culturally Responsive Training
September 30, 2016 – Video Conference	Unfair Practice Charges and PERB
October 7, 2016	Safe Zone Workshop
November 4, 2016	Cultural Intelligence Workshop
November 10, 2016	Faculty Title IX Workshop
November 18 & 19, 2016	Culturally Responsive Training
December 8, 2016	Building Workforce Diversity: It Takes a Village
January 4, 2017	CalPERS Retirement Workshop
January 20, 2017 – Video Conference	Human Resources Academy I for Community College Districts
January 20, 2017	CalPERS Retirement Workshop

**CERRITOS COMMUNITY COLLEGE
MANAGERS TRAINING SESSIONS and PROFESSIONAL DEVELOPMENT
Fall 2012 – Spring 2017**

DATE OF TRAINING SESSION	TITLE OF TRAINING SESSION
January 31, 2017	Process Monitor Training
February 3, 2017	Creating a Culture of Respect
February 10, 2017 – Video Conference	Speaking Freely or Shouting Fire
March 17, 2017 – Video Conference	Technology and Employee Privacy
March 24, 2017	Safe Zone Workshop
April 7, 2017 – Video Conference	Prevention and Control of Absenteeism and Abuse of Leave
May 5, 2017 – Video Conference	Public Meeting Law (the Brown Act) and the Public Records Act
Always Available on the Human Resources webpage	Kennan Safe Colleges – Workshops on numerous topics applicable to community colleges

Appendix R – Diversity 2015-2016 Workshop Schedule

Cerritos College *Office of Human Resource Services*

Diversity 2015-2016 Workshop Schedule

September 2015

Stand Up Speak Up, Speak, Out

Tuesday, September 15, 2015 | 11:00 a.m. - 12:30 p.m.

Wednesday, September 23, 2015 | 5:30 p.m. - 7:00 p.m.

The Women's Studies department in collaboration with Student Health Services, Campus Police, and the Office of Human Resources invites all students, faculty, staff and managers to participate in this campus safety awareness workshop.

Student Safe Zone Workshop

Student Safe Zone Committee

Friday, September 25, 2015 | 9:00 a.m. - 2:00 p.m.

Student Safe Zone training is focused on increasing students' awareness of LGBTQ issues and struggles and fostering student allies for the purpose of creating a safe and inclusive campus.

October 2015

The 50th Anniversary of the Watts Rebellion

Dr. John Haas

Thursday, October 1, 2015 | 11:00 a.m. - 12:00 p.m.

Guests: Deputy Chief William Scott and Tim Watkins

Safe Zone Workshop

Safe Zone Committee

Friday, October 9, 2015 | 9:00 a.m. - 2:00 p.m.

Through a series of presentations and discussions to help and inform our campus community about the experiences of LGBTQ students, staff and faculty as well as the resources available to them. We will also discuss the role of an 'Ally' and how we can make Cerritos College a more inclusive, diverse, and welcoming environment

Cerritos College
Office of Human Resource Services

Diversity
2015-2016 Workshop Schedule

Religion and the LGBTQ Community

H. Adam Ackley, Ph.D.

Tuesday, October 13, 2015 | 11:00 a.m. -12:30 p.m.

This workshop features guest speaker Dr. H Adam Ackley, who holds a doctorate in Philosophy of Religion from Claremont Graduate University. Dr. Ackley teaches religious studies at the University of Redlands. This workshop will explore the intersection of religious beliefs and LGBTQ people and communities.

BIO: Heath Adam Ackley, Ph.D., consulted on transgender issues with SoulForce, Polytechnic School, Occidental College, TriCity Mental Health, and Pacific Clinics of LA County, and the annual film festival

On Level Ground. He serves on the Boards of Directors of both Trans Lifeline and SafetyNet, a non-profit advocacy resource organization for LGBTQ students at Christian colleges and universities. He received his Ph.D. in Philosophy of Religion from Claremont Graduate University in 1997 and has spent almost two decades teaching philosophy, history, and spirituality. He currently writes for Religion Dispatches and is also the author of Women, Music and Faith in Central Appalachia (2001), chapters in the books Women of the Mountain South: Identity, Work, & Activism (2015), Manning Up: Transsexual Men on Finding Brotherhood, Family and Themselves (2014), The Encyclopedia of Appalachia (2006), Creation and The Environment: An Anabaptist Perspective on a Sustainable World (2000). He was an ordained minister in the Christian peace tradition from 1997-2015 and is now certified in both yoga and Reiki. Flex Credit: <http://www.cerritos.edu/flexreporter>

Creating a Culture of Respect

Friday, October 16, 2015 | 9:00 a.m. - 12:00 p.m.

This workshop will cover subjects showing how you can:

- create a culture of respect
- confront prejudices
- manage differences
- understand the power of diversity
- avoid stereotypes

This professional development activity is a component of Cerritos College's diversity workshop series. Flex Credit: <http://www.cerritos.edu/flexreporter>

Cerritos College
Office of Human Resource Services

Diversity
2015-2016 Workshop Schedule

Movie Night - *Ma Vie en Rose*

Thursday, October 22, 2015 | 5:00 p.m. - 8:00 p.m.

Ma Vie en Rose (My Life in Pink) is a 1997 Belgian [drama film](#) directed by [Alain Berliner](#). It tells the story of Ludovic, a child who is seen by family and community as a boy, but consistently communicates being a girl. The film depicts Ludovic's family struggling to accept this transgressive [gender](#) expression.

Creating Cultures of Respect

Laura Schulkind – Liebert Cassidy Whitmore

Tuesday, October 27, 2015 | 9:00 a.m. - 12:00 p.m.

This workshop will cover subjects showing how you can:

- create a culture of respect
- confront prejudices
- manage differences
- understand the power of diversity
- avoid stereotypes

This professional development activity is a component of Cerritos College's diversity workshop series.

Flex Credit: <http://www.cerritos.edu/flexreporter>

Managers: EEO, Diversity, and Best Practices

Laura Schulkind – Liebert Cassidy Whitmore

Tuesday, October 27, 2015 | 2:00 p.m. - 4:30 p.m.

Board Room - Special presentation and discussion with Laura Schulkind

Cerritos College
Office of Human Resource Services

Diversity
2015-2016 Workshop Schedule

November 2015

Cultural Intelligence Workshop

Dr. Angela Hoppe-Nagao and Ms. Joann Sugihara-Cheetham

Friday, November 13, 2015 | 9:00 a.m. - 2:30 p.m.

This professional development activity is a component of Cerritos College's diversity workshop series and will be presented and facilitated by our own resident experts, Dr. Angela Hoppe-Nagao and Ms. Joann Sugihara-Cheetham.

Cerritos College is one of the most culturally diverse community colleges in the nation. Over 80% of our student population identifies as a racial or ethnic minority and through these workshops we want to help ensure that all Cerritos College employees are prepared to engage our diverse student body.

Flex Credit: <http://www.cerritos.edu/flexreporter>

Universal Access: The Road to 508 Compliance

Gaeir Dietrich

Friday, November 13, 2015

First Session: 9:00 a.m. - 12:00 p.m.

Second Session: 1:00 p.m. - 3:00 p.m.

Learn the basics of Section 508 Standards and how to design programs and instruction which are accessible to all types of learners. Electronic and Information Technology can be made accessible for students with disabilities by following the Principles of Universal Access. Learn more about the tools and resources to assist in meeting your obligations regarding accessible EIT under Section 508 of the Rehabilitation Act. Flex Credit: <http://www.cerritos.edu/flexreporter>

Global Citizen

Dr. John Haas

Monday, November 16, 2015 | 11:00 am. - 12:00 p.m.

Dr. Haas will share a common goal of bringing cultural gaps; examining global challenges and solutions; increasing global competencies; and fostering peace through global education, dialogue and conflict resolution. Flex Credit: <http://www.cerritos.edu/flexreporter>

Cerritos College
Office of Human Resource Services

Diversity
2015-2016 Workshop Schedule

Ecological Interdependence

Dr. Frank Gaik

Wednesday, November 18, 2015 | 11:00 a.m. - 12:00 p.m.

Presentation of excerpts from the film “Jiro Dreams of Tuna” tells the story of the greatest living Sushi master in Japan. This presentation shares the reality of our interdependent ecology and shows how you can help. Flex Credit: <http://www.cerritos.edu/flexreporter>

Religion and the LGBTQ Community

H. Adam Ackley, Ph.D.

Tuesday, February 4, 2016 | 11:00 a.m. -12:30 p.m.

Dr. H Adam Ackley holds a doctorate in Philosophy of Religion from Claremont Graduate University. He teaches religious studies at University of Redlands.

BIO: Dr. Ackley consults on transgender issues with multiple organizations.

On Level Ground. He serves on the Boards of Directors of both Trans Lifeline and SafetyNet, a non-profit advocacy resource organization for LGBTQ students at Christian colleges and universities. He received his Ph.D. in Philosophy of Religion from Claremont Graduate University in 1997 and has spent almost two decades teaching philosophy, history, and spirituality. He currently writes for Religion Dispatches and is also the author of Women, Music and Faith in Central Appalachia (2001), chapters in the books Women of the Mountain South: Identity, Work, & Activism (2015), Manning Up: Transsexual Men on Finding Brotherhood, Family and Themselves (2014), The Encyclopedia of Appalachia (2006), Creation and The Environment: An Anabaptist Perspective on a Sustainable World (2000). He was an ordained minister in the Christian peace tradition from 1997-2015 and is now certified in both yoga and Reiki. Flex Credit: <http://www.cerritos.edu/flexreporter>

Safe Zone Workshop

Safe Zone Committee

Friday, February 19, 2016 | 9:00 a.m. - 2:00 p.m.

Through a series of presentations and discussions to help and inform our campus community about the experiences of LGBTQ students, staff and faculty as well as the resources available to them. We will also discuss the role of an ‘Ally’ and how we can make Cerritos College a more inclusive, diverse, and welcoming environment. Flex Credit: <http://www.cerritos.edu/flexreporter>

Cerritos College
Office of Human Resource Services

Diversity
2015-2016 Workshop Schedule

March 2016

Dr. Erlinda Martinez, President, Santa Ana College

Woman's History Month Committee | Sponsored by DEEOAC
Thursday, March 3, 2016 | 11:00 a.m. - 12:15 p.m.

Leadership and Activism: The Journey of a Latina College President
Flex Credit: <http://www.cerritos.edu/flexreporter>

Student Safe Zone Workshop

Student Safe Zone Committee
Friday, March 4, 2016 | 9:00 a.m. - 2:00 p.m.

Student Safe Zone training is focused on increasing students' awareness of LGBTQ issues and struggles and fostering student allies for the purpose of creating a safe and inclusive campus.

Creating Cultures of Respect

Pilar Morin - Liebert Cassidy Whitmore
Monday, March 21, 2016 | 1:00 p.m. – 4:00 p.m.

This workshop will cover subjects showing how you can:

- create a culture of respect
- confront prejudices
- manage differences
- understand the power of diversity
- avoid stereotypes

This professional development activity is a component of Cerritos College's diversity workshop series.
Flex Credit: <http://www.cerritos.edu/flexreporter>

Renee D. Martinez, President, Los Angeles City College

Woman's History Month Event | Sponsored by DEEOAC
Wednesday, March 23, 2016 | 11:00 a.m. - 12:15 p.m.

Leadership and Activism: The Journey of a Latina College President increasing police action, Maud and her dedicated suffragettes must play a dangerous game of cat-and-mouse, risking their jobs, homes, family and lives for a just cause. Flex Credit: <http://www.cerritos.edu/flexreporter>

Cerritos College
Office of Human Resource Services

Diversity
2015-2016 Workshop Schedule

April 2016

Dr. Linda Rose, President, Southwest College

Woman's History Month Committee | Sponsored by DEEOAC
Thursday, April 7, 2016 | 11:00 a.m. - 12:15 p.m.

Five Steps for Personal Transformation through Active Engagement
Flex Credit: <http://www.cerritos.edu/flexreporter>

Cultural Intelligence Workshop

Dr. Angela Hoppe-Nagao and Ms. Joann Sugihara-Cheetham
Friday, April 8, 2016 | 9:00 a.m. - 2:30 p.m.

This professional development activity is a component of Cerritos College's diversity workshop series and will be presented and facilitated by our own resident experts: Dr. Angela Hoppe-Nagao and Ms. Joann Sugihara-Cheetham.

Cerritos College is one of the most culturally diverse community colleges in the nation. Over 80% of our student population identifies as a racial or ethnic minority and through these workshops we want to help ensure that all Cerritos College employees are prepared to engage our diverse student body.
Flex Credit: <http://www.cerritos.edu/flexreporter>

May 2016

Managers: Workplace Bullying: A Growing Concern

Video Conference – Liebert Cassidy Whitmore
Friday, May 20, 2016 | 9:00 a.m. - 12:00 p.m.

This workshop will define bullying and distinguish it from simple rudeness, identify strategies for recognizing when it occurs and address the impact of this conduct on the workplace.

Cerritos College
Office of Human Resource Services

Diversity
2015-2016 Workshop Schedule

Black History Month Events Sponsored by the DEEOAC

Black History Month Kick-Off Event

Wednesday, February 3, 2016 | 11:00 a.m.

Featuring African drummers to officially kick-off the Black History Month celebration. Refreshments will be provided.

Black College Expo

Saturday, February 6, 2016

Students are encouraged to attend the Black College Expo to learn more about Historically Black College and Universities (HBCU). Onsite admissions to HBCUs will be available to students who qualify.

A Taste of Soul

Wednesday, February 10, 2016 | 11:00 a.m.

Learn about the roots and history of Soul Food. Food samples will be provided while supplies last.

Hair: Style, Politics, History, and the Future. A Panel Discussion

Tuesday, February 16, 2016 | 9:30 a.m.

In-class event sponsored by Dr. Frank Gaik/Umoja students.

Career/Job Panel

Tuesday, February 16, 2016 | 11:00 a.m.

Hear from panelists about the following career options:

- Fashion Entrepreneur · Non-profit
- Politics · Social Media
- Education Entrepreneur

Film Screening

Thursday, February 18, 2016 | 9:00 a.m.

Send your film suggestions to Dr. Frank Gaik at fgaik@cerritos.edu

In-class event sponsored by Dr. Frank Gaik/Umoja students.

Cerritos College
Office of Human Resource Services

Diversity
2015-2016 Workshop Schedule

Poetry Slam

Thursday, February 18, 2016 | 11:00 a.m.
Co-Sponsored by Black Students Union

Students and staff are invited to read original poems or works from their favorite poet/writer focusing on black culture.

Jeopardy: Black History

Tuesday, February 23, 2016 | 9:30 a.m.

Test your knowledge of black history.
In-class event sponsored by Dr. Frank Gaik/Umoja students.

Hip Hop: A Social Look – Panel

Wednesday, February 24, 2016 | 11:00 a.m.

Featuring music and free giveaways from Power 106, and more. Moderated by ICE T's former producer/DJ.

#blacklivesmatter Update

Thursday, February 25, 2016 | 9:00 a.m.

#blacklivesmatter has made national and international headlines. Join the discussion. Refreshments provided. In-class event sponsored by Dr. Frank Gaik/Umoja students.

Circle of Support

Monday, February 29, 2016 | 11:00 a.m.
Co-Sponsored by Umoja

Meet and greet with students and staff to cover student support services available on and off campus.

Appendix S – Diversity 2016-2017 Workshop Schedule

Cerritos College ***Office of Human Resource Services***

Diversity **2016-2017 Workshop Schedule**

September 2016

Culturally Responsive Training

Tuesday, September 16, 2016 | 9:00 a.m. - 3:00 p.m.

Wednesday, September 17, 2016 | 9:00 p.m. - 3:00 p.m.

Drs. Larry Coleman and David Truscello will be conducting the train-the-trainers workshops where they will present the CRTL modules and facilitation training. The first two modules begin with the learner's mindset and social capital which lays the foundation for our student's presence on campus and what may impact their interactions. The last two modules are on race and culture and the learning barriers that prevent students from being successful.

Student Safe Zone Workshop

Student Safe Zone Committee

Friday, September 23, 2016 | 9:00 a.m. - 12:00 p.m.

Student Safe Zone training is focused on increasing students' awareness of LGBTQ issues and struggles and fostering student allies for the purpose of creating a safe and inclusive campus.

October 2016

LGBTQ Book Club

Kolleen Kalt and Katie Mishler

Book: *Charity and Sylvia* by Rachel Hope Cleves

Thursday, October 25, 2016 | 11:00 a.m. - 12:30 p.m.

Charity and Sylvia is the intimate history of their extraordinary forty-four-year union. Drawing on an array of original documents including diaries, letters, and poetry, Cleves traces their lives in sharp detail. Providing an illuminating glimpse into a relationship that turns conventional notions of same-sex marriage on their head, and reveals early America to be a place both more diverse and more accommodating than modern society might imagine. *Charity and Sylvia* is a significant contribution to our limited knowledge of LGBTQ history in early America.

Cerritos College
Office of Human Resource Services

Diversity
2016-2017 Workshop Schedule

Safe Zone Workshop

Safe Zone Committee

Friday, October 7, 2016 | 9:00 a.m. - 12:30 p.m.

Through a series of presentations and discussions to help and inform our campus community about the experiences of LGBTQ students, staff and faculty as well as the resources available to them. Discuss the role of an 'Ally' and how we can make Cerritos College a more inclusive, diverse, and welcoming environment

November 2016

Cultural Intelligence Workshop

Dr. Angela Hoppe-Nagao

Friday, November 4, 2016 | 9:00 a.m. - 2:00 p.m.

This professional development activity is a component of Cerritos College's Diversity workshop series and will be presented and facilitated by our own resident expert, Dr. Angela Hoppe-Nagao. Cerritos College is one of the most culturally diverse community colleges in the nation. Over 80% of our student population identifies as a racial or ethnic minority and through these workshops we want to help ensure that all Cerritos College employees are prepared to engage our diverse student body.

Gender, Patriarchy, and the Art of Troubles

History, Philosophy, and Women's Gender Studies

Guest Speaker – Rita Duffy

Tuesday, November 8, 2016 | 11:00 a.m. - 12:15 p.m.

Northern Ireland Artist, Feminist, Activist speaks about women excelling in Culture, Art, History and Philosophy.

Faculty Title IX Workshop

Valyncia Raphael

Thursday, November 10, 2016 | 11:00 a.m. - 12:15 p.m.

Cerritos College
Office of Human Resource Services

Diversity
2016-2017 Workshop Schedule

Culturally Responsive Training

Friday, November 18, 2016 | 9:00 a.m. - 3:00 p.m.

Saturday, November 19, 2016 | 9:00 a.m. - 3:00 p.m.

Drs. Larry Coleman and David Truscello will be conducting the train-the-trainers workshops where they will present the CRTL modules and facilitation training. The first two modules begin with the learner's mindset and social capital which lays the foundation for our student's presence on campus and what may impact their interactions. The last two modules are on race and culture and the learning barriers that prevent students from being successful.

Gender Inclusive Restroom

Dr. Valyncia Raphael

Tuesday, November 15, 2016 | 12:30 p.m. - 1:30 p.m.

Wednesday, November 30, 2016 | 5:00 p.m. - 6:00 p.m.

Thursday, December 1, 2016 | 11:00 a.m. - 12:00 p.m.

Friday, December 2, 2016 | 6:15 p.m. - 7:45 p.m.

December 2016

Managers: Building Workforce Diversity: It takes a Village

North Orange County - Liebert Cassidy Whitmore

Friday, December 8, 2016 | 8:30 a.m. – 2:30 p.m.

January 2017

Process Monitor Training

Michael Travis and Dr. Valyncia Raphael

Tuesday, January 31, 2017 | 11:00 a.m. - 12:30 p.m.

Cerritos College
Office of Human Resource Services

Diversity
2016-2017 Workshop Schedule

February 2017

Creating a Culture of Respect

Pilar Morin - Liebert Cassidy Whitmore

Friday, February 3, 2017 | 9:00 a.m. - 12:00 p.m.

Managers: Speaking Freely of Shouting Fire

Video Conference – Liebert Cassidy Whitmore

Friday, February 10, 2016 | 9:00 a.m. - 12:00 p.m.

Student Safe Zone Workshop

Student Safe Zone Committee

Friday, February 10, 2017 | 9:00 a.m. - 12:00 p.m.

Student Safe Zone training is focused on increasing students' awareness of LGBTQ issues and struggles and fostering student allies for the purpose of creating a safe and inclusive campus.

March 2017

Safe Zone Workshop

Safe Zone Committee

Friday, March 24, 2017 | 9:00 a.m. - 2:00 p.m.

Through a series of presentations and discussions to help and inform our campus community about the experiences of LGBTQ students, staff and faculty as well as the resources available to them. We will also discuss the role of an 'Ally' and how we can make Cerritos College a more inclusive, diverse, and welcoming environment.

Cerritos College
Office of Human Resource Services

Diversity
2016-2017 Workshop Schedule

Black History Month Events Sponsored by the DEEOAC

Black History Month Kick-Off and MLK Tribute Featuring African Drummers and Dancers

Wednesday, January 18, 2017 | 11:00 a.m. - 12:30 p.m.

Black History 101 Mobile Museum

Tuesday, January 31, 2017 | 10:00 a.m. - 4:00 p.m.

Featuring Professor Griff of Public Enemy

The 2017 Black History 101 Mobile Museum will feature The 3 M's: Martin, Motown, and Michael. It features over 150 original artifacts that celebrate these phenomenal legacies. Refreshments will be provided.

Contributions of African Slaves to American Cultures

Wednesday, February 1, 2017 | 2:00 p.m. - 3:15 p.m.

Afro-Mexican Settlers of the Los Angeles Pueblo

Tuesday, February 7, 2017 | 11:00 a.m. - 12:15 p.m.

History Professors John Macías and Walter Fernández will explore the Afro-Mexican origins found among the first settlers of the pueblo of Los Angeles (1781).

Porch Talks: Open Mic Series

Thursday, February 9, 2017 | 11:00 a.m. - 1:00 p.m.

Healing begins with self-expression. Bring original poems or works from your favorite poet/writer focusing on the theme Hope & Healing. Refreshments will be provided.

2017 Black College Expo

Saturday, February 11, 2017

Los Angeles Convention Center | 9:00 a.m. - 5:00 p.m.

The Umoja Program and the Black History Month Committee will exhibit at the 2017 Black College Expo. This annual event features over 50 of the 104 Historically Black Colleges and Universities.

Cerritos College
Office of Human Resource Services

Diversity
2016-2017 Workshop Schedule

Movie Time: “13th” Documentary and Discussion (Part 1)

Tuesday, February 14, 2017 | 11:00 a.m. - 12:30 p.m.

“We now have more African Americans under criminal supervision than all of the slaves back in the 1850s.” The documentary “13th” looks at racism in the justice system. Professor Damon Cagnolatti will facilitate a two-part discussion about the movie. Refreshments will be provided.

Tales of Brer Rabbit: African American Folktales as a Source of History

Wednesday, February 15, 2017 | 2:00 p.m. - 3:15 p.m.

History Professor Anthony Lee will lead a discussion.

Movie Time: “13th” Documentary and Discussion (Part 2)

Thursday, February 16, 2017 | 11:00 a.m. - 12:30 p.m.

Continuation of discussions about 13th led by English Professor Damon Cagnolatti. Refreshments will be provided.

Circle of Support

Tuesday, February 21, 2017 | 11:00 a.m. - 12:30 p.m.

Co-Sponsored by Umoja Program

Meet and greet with students and staff to cover student support services available on and off campus. Refreshments provided.

Freedom on My Mind: The Fight for Black Voting Rights in Mississippi
video presentation

Wednesday, February 22, 2017 | 2:00 p.m. - 3:15 p.m.

History Department Chair and Professor George Jarrett will lead a discussion.

Appendix T – 2016 Title IX Workshops

**Cerritos College
Office of Human Resource Services**

**Title IX
2016-2017 Training Schedule**

August 2016

Title IX Office Resource Announcement

International Students Welcome Event
Friday, August 12, 2016

A Short (5-10 minute) presentation to introduce the Director of Diversity, Compliance, and Title IX Coordinator. Describe and explain how to make a report to the Director's office and the Director's responsibility to receive and investigate complaints.

Title IX Office Resource Announcement

Student Athletic Assembly
Friday, August 19, 2016

A Short (5-10 minute) presentation to introduce the Director of Diversity, Compliance, and Title IX Coordinator. Describe and explain how to make a report to the Director's office and the Director's responsibility to receive and investigate complaints.

Title IX Office Resource Announcement

HPEDA Department Staff Meeting
Thursday, August 25, 2016

A Short (5-10 minute) presentation to introduce the Director of Diversity, Compliance, and Title IX Coordinator. Describe and explain how to make a report to the Director's office and the Director's responsibility to receive and investigate complaints.

Falcon Safe Presentation

Inner-Club Council Meeting
Thursday, August 25, 2016

Provide an introduction to sexual violence and reporting. Provide definitions of sexual violence, dating violence, stalking, and sexual assault. Explain consent, bystander intervention strategy, and information about campus and community reporting options, support, and resources. Coordinated with Title IX Office, Campus Police, and Student Health and Wellness.

Cerritos College
Office of Human Resource Services

Title IX
2016-2017 Training Schedule

September 2016

Responsible Employee Training for Faculty

Forensics Coaches

Tuesday, September 6, 2016

Title IX Office Resource Announcement

Business, Humanities, and Social Sciences Division Meeting

Thursday, September 8, 2016

A Short (5-10 minute) presentation to introduce the Director of Diversity, Compliance, and Title IX Coordinator. Describe and explain how to make a report to the Director's office and the Director's responsibility to receive and investigate complaints.

Intimate Partner Violence Panel Part I – End the Cycle

Wednesday, September 14, 2016

Two-part collaborative event on Domestic/Dating Violence. Discuss community and campus resources, the cycle of abuse, and counter intuitive victim behavior.

Falcon Safe Presentation

Students

Tuesday, September 20, 2016

Intimate Partner Violence Panel Part 2 – End the Cycle

Wednesday, September 21, 2016

Two-part collaborative event on Domestic/Dating Violence. Discuss community and campus resources, the cycle of abuse, and counter intuitive victim behavior.

Cerritos College
Office of Human Resource Services

Title IX
2016-2017 Training Schedule

Student Sexual Violence Prevention Training for Students

With Dora Macias – Adjusting for life in the U.S.
International Student Services
Friday, September 23, 2016

Provide an introduction to Title IX and other related law and policy. Explain the role and responsibilities of Cerritos College under Title IX. Provide definitions of sexual violence, dating violence, stalking, and sexual assault. Explain consent, bystander intervention strategy, and information about campus and community reporting options, support, and resources.

Student Sexual Violence Prevention Training for Students

ASCC Fall Training
Friday, September 23, 2016

Provide an introduction to Title IX and other related law and policy. Explain the role and responsibilities of Cerritos College under Title IX. Provide definitions of sexual violence, dating violence, stalking, and sexual assault. Explain consent, bystander intervention strategy, and information about campus and community reporting options, support, and resources.

Student Sexual Violence Prevention Training for Students

Inner Club Council
Friday, September 29, 2016

Provide an introduction to Title IX and other related law and policy. Explain the role and responsibilities of Cerritos College under Title IX. Provide definitions of sexual violence, dating violence, stalking, and sexual assault. Explain consent, bystander intervention strategy, and information about campus and community reporting options, support, and resources.

Student Sexual Violence Prevention Training for Students

Inner Club Council
Friday, September 29, 2016

Provide an introduction to Title IX and other related law and policy. Explain the role and responsibilities of Cerritos College under Title IX. Provide definitions of sexual violence, dating violence, stalking, and sexual assault. Explain consent, bystander intervention strategy, and information about campus and community reporting options, support, and resources.

Cerritos College
Office of Human Resource Services

Title IX
2016-2017 Training Schedule

October 2016

Title IX Office Resource Announcement

Athletics

Thursday, October 6, 2016

A short (5-10 minute) presentation to introduce the Director of Diversity, Compliance, and Title IX Coordinator. Describe and explain how to make a report to the Director's office and the Director's responsibility to receive and investigate complaints.

Title IX, Gender Identity, and Sexual Orientation Rights and Resources

Safe Zone Training

Thursday, October 7, 2016

Student Sexual Violence Prevention Training for Students

Forensics Team

Friday, October 7, 2016

Provide an introduction to Title IX and other related law and policy. Explain the role and responsibilities of Cerritos College under Title IX. Provide definitions of sexual violence, dating violence, stalking, and sexual assault. Explain consent, bystander intervention strategy, and information about campus and community reporting options, support, and resources.

Title IX Primer

Counseling Instructors Meeting

Wednesday, October 12, 2016

Title IX Office Resource Announcement

Technology Division Meeting

Thursday, October 13, 2016

A short (5-10 minute) presentation to introduce the Director of Diversity, Compliance, and Title IX Coordinator. Describe and explain how to make a report to the Director's office and the Director's responsibility to receive and investigate complaints.

Cerritos College

Office of Human Resource Services

**Title IX
2016-2017 Training Schedule**

Sexual Violence Appeals Board

Panel Training

Friday, October 28, 2016

November 2016

Responsible Employee Training for Faculty

Adult Ed Faculty Meeting

Friday, November 4, 2016

Responsible Employee Training for Faculty

CTX Title IX Training

Thursday, November 10, 2016

Title IX & Gender Identity Rights and Resources

Bathroom Forum

Tuesday, November 15, 2016

Provide an introduction to Title IX and other related law and policy as it relates to LGBTQ+ students. Explain the role and responsibilities of Cerritos College under Title IX for LGBTQ+ students. Provide definitions of sexual violence, dating violence, stalking, and sexual assault and explain the role and expectations of the responsible employee in the Cerritos College Context. Describe and explain the type of information that must be shared with the Title IX Coordinator and the rights and responsibilities afforded under Title IX. Explain how to respond to a disclosure of sexual violence victimization.

January 2017

Sexual Harassment and Title IX Training - New Faculty

New Faculty

Friday, January 6, 2017

Sexual Harassment and Title IX Training Part 1

Success Center Tutors

Friday, January 6, 2017

Media and Sexual Violence

Puente/Umoja Training

Tuesday, January 24, 2017

Cerritos College
Office of Human Resource Services

Title IX
2016-2017 Training Schedule

February 2017

Media Culture and Sexual Violence and Leadership – How they intersect

STIXA –Part 1

Friday, February 3, 2017

Media Culture and Sexual Violence and Leadership – How they intersect

STIXA –Part 2

Saturday, March 4, 2017