Cerritos College
2017 Accreditation Mid-Term Report
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Cerritos College Mid-Term Report - 3
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
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
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)  
**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, 4/7/164/21/16, 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:

General Education Competencies and SLOs are available at:

Institutional Competencies and SLOs are available at:
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:

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):

CSEA collective bargaining agreement (Article 10 – Evaluation):

Classified Evaluation Guidelines:

Management Evaluation Process:

Management Employees Evaluation, Board Policy 7114:
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:

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

Request for information in personnel file:

PeopleAdmin (Employment Opportunities):
https://cerritos.peopleadmin.com
Data Trend Analysis
DATA TREND ANALYSIS

ANNUAL REPORT – INSTITUTION-SET STANDARDS

<table>
<thead>
<tr>
<th>Category</th>
<th>Reporting Year</th>
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<tbody>
<tr>
<td>STUDENT COURSE COMPLETION</td>
<td>2014 2015 2016</td>
</tr>
<tr>
<td>STANDARD</td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td>69.9% 83% 83%</td>
</tr>
<tr>
<td>Performance</td>
<td>71% 83% 83%</td>
</tr>
<tr>
<td>Difference between Standard &amp; Performance</td>
<td>+1.1% 0% 0%</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Category</th>
<th>Reporting Year</th>
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<tbody>
<tr>
<td>DEGREE COMPLETION</td>
<td>2014 2015 2016</td>
</tr>
<tr>
<td>Standard</td>
<td>1235 1235 1194</td>
</tr>
<tr>
<td>Performance</td>
<td>1209 1039 1039</td>
</tr>
<tr>
<td>Difference</td>
<td>-26 -196 -155</td>
</tr>
</tbody>
</table>

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 competition. 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.

<table>
<thead>
<tr>
<th>Category</th>
<th>Reporting Year</th>
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<tbody>
<tr>
<td><strong>CERTIFICATE COMPLETION</strong></td>
<td>2014</td>
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<tr>
<td>Standard</td>
<td>549</td>
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<tr>
<td>Performance</td>
<td>745</td>
</tr>
<tr>
<td>Difference</td>
<td>196</td>
</tr>
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</table>

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.

<table>
<thead>
<tr>
<th>Category</th>
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<tbody>
<tr>
<td><strong>TRANSFER</strong></td>
<td>2014</td>
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<tr>
<td>Standard</td>
<td>882</td>
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<tr>
<td>Performance</td>
<td>790</td>
</tr>
<tr>
<td>Difference</td>
<td>-92</td>
</tr>
</tbody>
</table>

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 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 competition. 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.

<table>
<thead>
<tr>
<th>Category</th>
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<tbody>
<tr>
<td>LICENSENSURE PASS RATE</td>
<td></td>
</tr>
<tr>
<td>(Average of all programs)</td>
<td>2014</td>
</tr>
<tr>
<td>Standard</td>
<td>78.5%</td>
</tr>
<tr>
<td>Performance</td>
<td>89.3%</td>
</tr>
<tr>
<td>Difference</td>
<td>+10.8%</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Category</th>
<th>Reporting Year</th>
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<tbody>
<tr>
<td>EMPLOYMENT RATE</td>
<td></td>
</tr>
<tr>
<td>(Average of all programs)</td>
<td>2014</td>
</tr>
<tr>
<td>Standard</td>
<td>77.5%</td>
</tr>
<tr>
<td>Performance</td>
<td>92.3%</td>
</tr>
<tr>
<td>Difference</td>
<td>+14.8%</td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Category</th>
<th>Reporting Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENT LEARNING OUTCOMES ASSESSMENT</strong></td>
<td>2014</td>
</tr>
<tr>
<td>Number of Courses</td>
<td>1339</td>
</tr>
<tr>
<td>Number of courses assessed</td>
<td>1116</td>
</tr>
<tr>
<td>Number of Programs</td>
<td>3</td>
</tr>
<tr>
<td>Number of Programs assessed</td>
<td>3</td>
</tr>
<tr>
<td>Number of Institutional Outcomes</td>
<td>4</td>
</tr>
<tr>
<td>Number of outcomes assessed</td>
<td>4</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Reporting Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GENERAL FUND PERFORMANCE</strong></td>
<td>2014</td>
</tr>
<tr>
<td>Revenues</td>
<td>$98,550,681</td>
</tr>
<tr>
<td>Expenditures</td>
<td>$94,516,045</td>
</tr>
<tr>
<td>Expenditures for Salaries and Benefits</td>
<td>$81,580,952</td>
</tr>
<tr>
<td>Surplus/Deficit</td>
<td>$4,034,636</td>
</tr>
<tr>
<td>Surplus/Deficit as % of Revenues (Not Operating Revenue Ratio)</td>
<td>4.09%</td>
</tr>
<tr>
<td>Reserve (Primary Reserve Ratio)</td>
<td>20.19%</td>
</tr>
</tbody>
</table>

Data Analysis: 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.

<table>
<thead>
<tr>
<th>Category</th>
<th>Reporting Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OTHER POST-EMPLOYMENT BENEFITS</strong></td>
<td>2014</td>
</tr>
<tr>
<td>Actuarial Accrued Liability (AAL) for OPEB</td>
<td>$15,494,306</td>
</tr>
<tr>
<td>Funded Ratio (Actuarial Value of plan Assets/AAL)</td>
<td></td>
</tr>
<tr>
<td>Annual Required Contribution (ARC)</td>
<td>$1,243,189</td>
</tr>
<tr>
<td>Amount of Contribution to the ARC</td>
<td>$1,137,901</td>
</tr>
</tbody>
</table>

Data Analysis: 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.

<table>
<thead>
<tr>
<th>Category</th>
<th>Reporting Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENROLLMENT</strong></td>
<td>2014</td>
</tr>
<tr>
<td>Actual Full Time Equivalent Enrollment (FTES)</td>
<td>16,864</td>
</tr>
</tbody>
</table>

Data Analysis: 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.
<table>
<thead>
<tr>
<th>Category</th>
<th>Reporting Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>USDE official cohort Student Loan Default Rate (FSLD – 3 year rate)</strong></td>
<td>2014</td>
</tr>
<tr>
<td></td>
<td>14.70%</td>
</tr>
</tbody>
</table>

**Data Analysis:** 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%).
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  The 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 it 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:

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:
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:

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 Imitative (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.

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**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:
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.

<table>
<thead>
<tr>
<th>Title</th>
<th>Date Adopted/Revised</th>
</tr>
</thead>
<tbody>
<tr>
<td>BP3430 Prohibition of Harassment</td>
<td>February 5, 2014</td>
</tr>
<tr>
<td>BP7140 Collective Bargaining</td>
<td>February 5, 2014</td>
</tr>
<tr>
<td>BP7350 Resignations</td>
<td>February 5, 2014</td>
</tr>
</tbody>
</table>

The following Administrative Procedure was revised:

<table>
<thead>
<tr>
<th>Title</th>
<th>Date Adopted/Revised</th>
</tr>
</thead>
<tbody>
<tr>
<td>AF3435 Discrimination and Harassment Investigations</td>
<td>April 11, 2016</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Title</th>
<th>Date Adopted/Revised</th>
</tr>
</thead>
<tbody>
<tr>
<td>BP3440 Service Animals</td>
<td>October 19, 2016</td>
</tr>
<tr>
<td>AP3440 Service Animals</td>
<td>October 19, 2016</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Title</th>
<th>Date Adopted/Revised</th>
</tr>
</thead>
<tbody>
<tr>
<td>BP7345 Catastrophic Illness Leave Program</td>
<td>December 7, 2016 (TBD)</td>
</tr>
<tr>
<td>AP7345 Catastrophic Illness Leave Program</td>
<td>December 7, 2016 (TBD)</td>
</tr>
</tbody>
</table>
“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)
### Appendix A - Smarthinking Usage Summary

**Cerritos College – Usage History**

**Starting Balance – 1/1/2014 (450 hrs.)**

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

Cerritos College Mid-Term Report - 53
<table>
<thead>
<tr>
<th></th>
<th>Hours Purchased</th>
<th>Hours Used</th>
<th># of Sessions</th>
<th>Distinct Users</th>
<th>Ave Hrs./Student</th>
<th>Ave Sess/Student</th>
<th>Month End Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 June</td>
<td>10.08</td>
<td>23</td>
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<td>0.63</td>
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<td>185.06</td>
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<tr>
<td>2015 July</td>
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<td>20</td>
<td>14</td>
<td>0.75</td>
<td>1.43</td>
<td>174.51</td>
<td></td>
</tr>
<tr>
<td>2015 August</td>
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<td>43.67</td>
<td>81</td>
<td>39</td>
<td>1.12</td>
<td>2.08</td>
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<tr>
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<td>85</td>
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<tr>
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<td>142</td>
<td>84</td>
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<td>387.69</td>
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<tr>
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<td>65</td>
<td>0.96</td>
<td>1.55</td>
<td>325.31</td>
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</tr>
<tr>
<td>2015 Dec.</td>
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<td>62</td>
<td>39</td>
<td>0.98</td>
<td>1.59</td>
<td>287.19</td>
<td></td>
</tr>
<tr>
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<td>25</td>
<td>0.92</td>
<td>1.44</td>
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<tr>
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<td>64</td>
<td>1.13</td>
<td>1.75</td>
<td>192.04</td>
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<tr>
<td>2016 March</td>
<td>62.10</td>
<td>91</td>
<td>47</td>
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<td>1.94</td>
<td>129.94</td>
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<tr>
<td>2016 April</td>
<td>50.90</td>
<td>82</td>
<td>44</td>
<td>1.16</td>
<td>1.86</td>
<td>79.04</td>
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<tr>
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<td>80</td>
<td>37</td>
<td>1.37</td>
<td>2.16</td>
<td>28.36</td>
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</tr>
<tr>
<td>2016 June</td>
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<td>23</td>
<td>10</td>
<td>1.30</td>
<td>2.30</td>
<td>15.33</td>
<td></td>
</tr>
<tr>
<td>2016 July</td>
<td>5.42</td>
<td>8</td>
<td>6</td>
<td>0.90</td>
<td>1.33</td>
<td>9.91</td>
<td></td>
</tr>
<tr>
<td>2016 August</td>
<td>450</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>459.91</td>
<td></td>
</tr>
</tbody>
</table>
Appendix B - Smarthinking Dashboard Analytics

Welcome Cerritos College,

Time Zone - Pacific Standard Time - San Francisco

Dashboard

From: November 1, 2015 To: October 31, 2016

<table>
<thead>
<tr>
<th>Survey</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey Response Rate</td>
<td>40%</td>
</tr>
<tr>
<td>Would you recommend Smarthinking to a friend?</td>
<td>95%</td>
</tr>
</tbody>
</table>

By Interaction type

<table>
<thead>
<tr>
<th>Interaction Type</th>
<th>Sessions</th>
<th>Total Time (minutes)</th>
<th>Total Time (Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Live Sessions</td>
<td>461</td>
<td>16,982</td>
<td>281.03</td>
</tr>
<tr>
<td>Online Writing Lab</td>
<td>306</td>
<td>12,792</td>
<td>213.20</td>
</tr>
<tr>
<td>Submitted Questions</td>
<td>49</td>
<td>1,323</td>
<td>22.05</td>
</tr>
<tr>
<td>Total</td>
<td>816</td>
<td>31,097</td>
<td>518.28</td>
</tr>
</tbody>
</table>

Registration

<table>
<thead>
<tr>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinct Users During Period</td>
<td>283</td>
</tr>
<tr>
<td>New Registrations During Period</td>
<td>3,422</td>
</tr>
</tbody>
</table>

Sessions By Hour

![Sessions By Hour Graph](chart.png)
### Appendix C - Smarthinking User Survey Results

#### Synchronous

<table>
<thead>
<tr>
<th>Questions</th>
<th>Y</th>
<th>N</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Favorable Rating (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate your tutor (5 is the best)</td>
<td>12</td>
<td>5</td>
<td>9</td>
<td>23</td>
<td>194</td>
<td>93</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rate the technology (5 is the best)</td>
<td>10</td>
<td>9</td>
<td>28</td>
<td>57</td>
<td>139</td>
<td>92</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would you recommend SMARThINKING to a friend?</td>
<td>229</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Asynchronous

<table>
<thead>
<tr>
<th>Questions</th>
<th>Y</th>
<th>N</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Favorable Rating (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate the process for sending &amp; retrieving your assay</td>
<td>2</td>
<td>2</td>
<td>12</td>
<td>63</td>
<td>97</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rate the feedback you received from your tutor (1-5 Scale, 5 is the best)</td>
<td>1</td>
<td>1</td>
<td>14</td>
<td>69</td>
<td>99</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rate the technology (5 is the best)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>83</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would you recommend SMARThINKING to a friend?</td>
<td>83</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Synchronous & Asynchronous

<table>
<thead>
<tr>
<th>Session ID</th>
<th>First Name</th>
<th>Comments</th>
<th>Tutor Rating</th>
<th>Tutor Feedback Rating</th>
<th>Technology Rating</th>
<th>Process Rating</th>
<th>Recommend Smarthinking</th>
<th>Subject</th>
<th>Service</th>
<th>Sync / Async</th>
</tr>
</thead>
<tbody>
<tr>
<td>7748057</td>
<td></td>
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<td>5</td>
<td>5</td>
<td></td>
<td>Yes</td>
<td>Statistics</td>
<td>Drop-In</td>
<td>Sync</td>
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<td></td>
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<td>5</td>
<td></td>
<td>Yes</td>
<td>Statistics</td>
<td>Drop-In</td>
<td>Sync</td>
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<td>7748579</td>
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<td>5</td>
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<td></td>
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<td>Drop-In</td>
<td>Sync</td>
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<td>5</td>
<td>5</td>
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<td>Yes</td>
<td>Statistics</td>
<td>Drop-In</td>
<td>Sync</td>
<td></td>
</tr>
</tbody>
</table>
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**

**Personal Management**

**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

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<th></th>
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<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>ABC-Clio: African American Experience</td>
<td>results click</td>
<td>905</td>
<td>2713</td>
<td>678</td>
<td>653</td>
<td>1592</td>
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<tr>
<td>ABC-Clio: American Government</td>
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<td>770</td>
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<td>1190</td>
<td>452</td>
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<tr>
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<td>1237</td>
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</tr>
<tr>
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<td></td>
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1. Searches refer to searches of Chronicle interface, page views are refer to access via alerts, etc. Page views instead of downloads are reported here.

2. Total full text for all EBSCO database.
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⁴20 regs; 64 res used; number reported here is sessions
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5Expanded includes LA Times, Christian Science Monitor, NY Times, WSJ, & Washington Post, Downloads from all products
6only one # given for all CQ products
## Appendix F - Smarthinking Usage Summary

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Starting Balance: 01/01/2014 450hrs

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Appendix G - Smarthinking Dashboard Analytics

Welcome Cerritos College,

Time Zone - Pacific Standard Time - San Francisco

Dashboard

From: November 1, 2015 To: October 31, 2016

Survey Percentage
Survey Response Rate 40%
Would you recommend Smarthinking to a friend? 95%

By Interaction type

<table>
<thead>
<tr>
<th>Interaction Type</th>
<th>Sessions</th>
<th>Total Time (minutes)</th>
<th>Total Time (Hours)</th>
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<td>461</td>
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<td>Online Writing Lab</td>
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<td>Submitted Questions</td>
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<td>31,097</td>
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Registration

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<td>Distinct Users During Period</td>
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<tr>
<td>New Registrations During Period</td>
<td>3,422</td>
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Sessions By Hour

Hour - Pacific Standard Time - San Francisco
Appendix H - Smarthinking User Survey Results

### Synchronous

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<th>Questions</th>
<th>Y</th>
<th>N</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Favorable Rating (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate your tutor (5 is the best)</td>
<td>12</td>
<td>5</td>
<td>9</td>
<td>23</td>
<td>194</td>
<td>193</td>
<td>92</td>
<td></td>
</tr>
<tr>
<td>Rate the technology (5 is the best)</td>
<td>10</td>
<td>9</td>
<td>28</td>
<td>57</td>
<td>139</td>
<td>139</td>
<td>92</td>
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<tr>
<td>Would you recommend Smarthinking to a friend?</td>
<td>229</td>
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### Asynchronous

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<th>N</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Favorable Rating (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate the process for sending &amp; retrieving your essay</td>
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<td>2</td>
<td>12</td>
<td>63</td>
<td>97</td>
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<tr>
<td>Rate the feedback you received from your tutor (1-5 Scale, 5 is the best)</td>
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<td>1</td>
<td>14</td>
<td>69</td>
<td>99</td>
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<tr>
<td>Rate the technology (5 is the best)</td>
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### Synchronous & Asynchronous

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<th>Comments</th>
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<th>Tutor Feedback Rating</th>
<th>Technology Rating</th>
<th>Process Rating</th>
<th>Recommend Smarthinking</th>
<th>Subject</th>
<th>Service</th>
<th>Sync / Async</th>
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<td></td>
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<td>Yes</td>
<td>Statistics</td>
<td>Drop-In</td>
<td>Sync</td>
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<tr>
<td>7748062</td>
<td></td>
<td>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.</td>
<td>5</td>
<td>5</td>
<td></td>
<td>Yes</td>
<td>Statistics</td>
<td>Drop-In</td>
<td>Sync</td>
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<tr>
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<td>5</td>
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<td>Drop-In</td>
<td>Sync</td>
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<td>7749522</td>
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<td>Statistics</td>
<td>Drop-In</td>
<td>Sync</td>
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</table>

Cerritos College Mid-Term Report - 65
## 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

**Spring 2015**
1. TalonNet/Syllabus  
   January 08, 2015
2. Nearpod training session  
   February 17, 2015
3. OER101  
   March 11, 2015
4. TalonNetBasics  
   March 11, 2015
5. iPadsforbeginners  
   March 11, 2015
6. TalonNet:Hands-on  
   March 11, 2015
7. Intro tonewTalonNet  
   May 12, 2015
8. Intro tonewTalonNet  
   May 19, 2015
9. Intro tonewTalonNet  
   Jun 02, 2015

**Fall 2015**
1. TalonNetBasics  
   August 1, 2015
2. Cloud Storage  
   August 12, 2015
3. Sonocent  
   September 11, 2015
4. What do you think of Canvas?  
   September 22, 2015
5. What do you think of Canvas?  
   September 30, 2015
6. What do you think of Canvas?  
   October 05, 2015
7. Canvas Demo  
   October 15, 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

**Spring 2016**
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  
   March 09, 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 - 1 member
- 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 - 1 member
## Appendix K - Schedule of CTX Advisory Board Recommended Technology Trainings

### Fall 2014

<table>
<thead>
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<tr>
<td>1</td>
<td>Screen Caption</td>
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<td>2</td>
<td>Captioning Made Easy</td>
<td>September 17, 2014</td>
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<tr>
<td>3</td>
<td>Universal Design</td>
<td>October 29, 2014</td>
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### Spring 2015

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<th>#</th>
<th>Title</th>
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<tbody>
<tr>
<td>1</td>
<td>Screen Capture, Exploring Google Drive, Flipping the Classroom</td>
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<td>2</td>
<td>Turn-It-In</td>
<td>Jan 12, 2015</td>
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<td>Mar 11, 2015</td>
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<td>26</td>
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<td>Date</td>
<td>Activity Description</td>
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**Fall 2015**

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<tr>
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<td>Cloud Storage</td>
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<tr>
<td>2 Oct</td>
<td>BrainTrain</td>
</tr>
<tr>
<td>3 Nov</td>
<td>Universal Access: The Road to 508 Compliance Part 1: Beginning Steps</td>
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<td>4 Nov</td>
<td>Universal Access: The Road to 508 Compliance Part 2: Advanced Activities</td>
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**Spring 2016**

<table>
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<tbody>
<tr>
<td>1 Jan</td>
<td>Flipping the classroom with screenshots, videos and more</td>
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<tr>
<td>2 Mar</td>
<td>Flipping Through Screen Capture</td>
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<tr>
<td>3 Mar</td>
<td>Cloud Storage (Google Docs)</td>
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<td>4 Mar</td>
<td>Captioning Made Easy</td>
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<td>5 Mar</td>
<td>Premier</td>
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**Fall 2016**

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<tr>
<td>1 Aug</td>
<td>Cloud Storage</td>
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Appendix L - Faculty Training Session Surveys

**CENTER FOR TEACHING EXCELLENCE**

**Student Success Conference**

**Student Center**

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

<table>
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<tr>
<th>SESSION I: Q&amp;A with Cable Green</th>
<th>1 Least</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 Most</th>
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<tr>
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Comments:

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<th>SESSION II: How can our College Mainstream OER? Think / Pair / Share</th>
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<th>2</th>
<th>3</th>
<th>4</th>
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<th>No answer</th>
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<tbody>
<tr>
<td>a. Overall Session Rating</td>
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<td></td>
<td></td>
<td></td>
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<tr>
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</table>

Comments:

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<th>2</th>
<th>3</th>
<th>4</th>
<th>5 Most</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
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Comments:
### 3CSN - Survey

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

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

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 and 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 technology focused session for the future would be great.
- Privacy and fair use as they reliable 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:

<table>
<thead>
<tr>
<th>SUPERVISOR</th>
<th>Unable to Evaluate</th>
<th>Did not meet Goal</th>
<th>Goal in Progress</th>
<th>Met Goal</th>
<th>Exceeded Goal</th>
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</thead>
</table>

Comments:

GOAL 2 (List Goal):

Progress toward Goal Achievement:

<table>
<thead>
<tr>
<th>SUPERVISOR</th>
<th>Unable to Evaluate</th>
<th>Did not meet Goal</th>
<th>Goal in Progress</th>
<th>Met Goal</th>
<th>Exceeded Goal</th>
</tr>
</thead>
</table>

Comments:
GOALS FOR UPCOMING YEAR:

Goals:

Reviewed and Adopted:

________________________________________  __________________________________________  __________
Employee's Signature                     Supervisor's Signature                    Date

Cerritos College Mid-Term Report - 83
## Cerritos College
### Management Evaluation Form

**PERFORMANCE EXPECTATIONS**

---

<table>
<thead>
<tr>
<th>Employee Name:</th>
<th>Evaluation Period:</th>
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<tbody>
<tr>
<td>Job Title:</td>
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<tr>
<td>Division/Department:</td>
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**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.

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<tr>
<th>Unable to Evaluate</th>
<th>Unsatisfactory</th>
<th>Improvement Needed</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
</table>

**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.

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<tr>
<th>Unable to Evaluate</th>
<th>Unsatisfactory</th>
<th>Improvement Needed</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
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**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.

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<tr>
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**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.

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**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.

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

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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.

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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.

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

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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.

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<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
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Comments:

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

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<th>Meets Expectations</th>
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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.

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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.

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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.

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Comments:

15. **Overall Rating**

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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.

Evaluator:  
_________________________  
Date:  _____________________

Job Title:  
_________________________  
Division/Dept:  
_________________________
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<tr>
<td>September 7, 2012 – Webinar</td>
<td>Leaves, Leaves and More Leaves</td>
</tr>
<tr>
<td>September 28, 2012 – Webinar</td>
<td>Reductions in Staffing</td>
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<td>October 12, 2012 – Webinar</td>
<td>Going Outside the Classified Service: Short-Term employees, Substitutes, and Professional Experts</td>
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<td>Preventing Harassment, Discrimination, and Retaliation in the Academic Setting/Environment</td>
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<td>Advanced Labor Negotiations Roundtable</td>
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<td>Section 508 Compliance – Amendment to the Rehabilitation Act of 1973 (Managers Meeting)</td>
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<td>Address Best Practices in Management and Supervision</td>
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<td>Advanced Investigations of Harassment Complaints and Workplace Bullying</td>
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<td>Bloodborne Pathogens Exposure Control</td>
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<td>Legal Aspects of Violence</td>
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<td>Disaster Service Workers – If You Call Them Will They Come?</td>
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<td>The Bermuda Triangle: Management, Unions, Senates (Manager’s Meeting)</td>
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<td>Name that Section: Frequently Used Education Code and Title 5 Sections for Community College Districts</td>
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<td>September 9, 2013</td>
<td>Suicide Prevention Education (Manager’s Meeting)</td>
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<td>Exercising Your Management Rights</td>
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<td>February 6, 2014</td>
<td>Selection Process Monitor Training</td>
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<td>Adjunct Faculty – Temporary Employees of a Community College District</td>
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<td>Public Sector Employment Law Update</td>
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<td>May 16, 2014 – Webinar</td>
<td>12 Steps to Avoiding Liability</td>
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<tr>
<td>June 6, 2014 – Webinar</td>
<td>Crisis Management – How to Approach Chaos in an Organized and Thoughtful Manner</td>
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<td>Selection Process Monitor Training</td>
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<td>Hiring the Best While Developing Diversity in the Workforce: Legal Requirements and Best Practices for Screening Committees</td>
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<td>Social Media</td>
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<td>November 17, 2014</td>
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<td>January 9, 2015 – Video Conference</td>
<td>Promoting Safety in Community College Districts</td>
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<tr>
<td>January 29, 2015</td>
<td>Selection Process Monitor Training</td>
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<tr>
<td>February 6, 2015 – Video Conference</td>
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<td>March 13, 2015 – Live Presentation at Cerritos College</td>
<td>The ABC’s of Sustaining Discipline</td>
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<tr>
<td>April 17, 2015 – Video Conference</td>
<td>Managing Performance Through Evaluation</td>
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<tr>
<td>April 24, 2015 – On Campus</td>
<td>Cultural Intelligence</td>
</tr>
<tr>
<td>May 8, 2015 – Video Conference</td>
<td>Legal Issues for Negotiators</td>
</tr>
<tr>
<td>June 5, 2015 – Video Conference</td>
<td>Name that Section: Frequently used Education Code and Title 5 Sections for Community College Districts</td>
</tr>
<tr>
<td>September 15, 2015</td>
<td>Stand Up, Speak Up, Speak Out</td>
</tr>
<tr>
<td>September 22, 2015</td>
<td>Leadership Workshop – Presented by Steve Richardson</td>
</tr>
<tr>
<td>September 23, 2015</td>
<td>Stand Up, Speak Up, Speak Out</td>
</tr>
<tr>
<td>September 25, 2015– Video Conference</td>
<td>Title IX, Clery Act, and SaVE Act</td>
</tr>
<tr>
<td>October 9, 2015</td>
<td>Safe Zone Committee</td>
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<tr>
<td>October 13, 2015</td>
<td>Religion and the LGBTQ Community</td>
</tr>
<tr>
<td>DATE OF TRAINING SESSION</td>
<td>TITLE OF TRAINING SESSION</td>
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<tr>
<td>October 16, 2015 – Video Conference</td>
<td>Creating a Culture of Respect</td>
</tr>
<tr>
<td>October 22, 2015</td>
<td>Diversity Event - Movie Night - Ma Vie En Rose</td>
</tr>
<tr>
<td>October 23, 2015</td>
<td>Dealing with Difficult People</td>
</tr>
<tr>
<td>November 13, 2015 – Video Conference</td>
<td>Advanced Investigations of Harassment Complaints</td>
</tr>
<tr>
<td>January 8, 2016 – Video Conference</td>
<td>Human Resources Academy II for Community College Districts</td>
</tr>
<tr>
<td>February 5, 2016 – Video Conference</td>
<td>The Art of Writing the Performance Evaluation</td>
</tr>
<tr>
<td>March 4, 2016 – Video Conference</td>
<td>Leaves, Leaves and More Leaves</td>
</tr>
<tr>
<td>May 20, 2016 – Video Conference</td>
<td>Workplace Bullying: A Growing Concern</td>
</tr>
<tr>
<td>June 3, 2016 – Video Conference</td>
<td>Going Outside the Classified Service: Short-Term Employees, Substitutes and Professional Experts</td>
</tr>
<tr>
<td>September 16 &amp; 17, 2016</td>
<td>Culturally Responsive Training</td>
</tr>
<tr>
<td>September 30, 2016 – Video Conference</td>
<td>Unfair Practice Charges and PERB</td>
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<tr>
<td>October 7, 2016</td>
<td>Safe Zone Workshop</td>
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<tr>
<td>November 4, 2016</td>
<td>Cultural Intelligence Workshop</td>
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<tr>
<td>November 10, 2016</td>
<td>Faculty Title IX Workshop</td>
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<tr>
<td>November 18 &amp; 19, 2016</td>
<td>Culturally Responsive Training</td>
</tr>
<tr>
<td>December 8, 2016</td>
<td>Building Workforce Diversity: It Takes a Village</td>
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<tr>
<td>January 4, 2017</td>
<td>CalPERS Retirement Workshop</td>
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<tr>
<td>January 20, 2017 – Video Conference</td>
<td>Human Resources Academy I for Community College Districts</td>
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<td>CalPERS Retirement Workshop</td>
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<tr>
<td>January 31, 2017</td>
<td>Process Monitor Training</td>
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<tr>
<td>February 3, 2017</td>
<td>Creating a Culture of Respect</td>
</tr>
<tr>
<td>February 10, 2017 – Video Conference</td>
<td>Speaking Freely or Shouting Fire</td>
</tr>
<tr>
<td>March 17, 2017 – Video Conference</td>
<td>Technology and Employee Privacy</td>
</tr>
<tr>
<td>March 24, 2017</td>
<td>Safe Zone Workshop</td>
</tr>
<tr>
<td>April 7, 2017 – Video Conference</td>
<td>Prevention and Control of Absenteeism and Abuse of Leave</td>
</tr>
<tr>
<td>May 5, 2017 – Video Conference</td>
<td>Public Meeting Law (the Brown Act) and the Public Records Act</td>
</tr>
<tr>
<td>Always Available on the Human Resources webpage</td>
<td>Kennan Safe Colleges – Workshops on numerous topics applicable to community colleges</td>
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</table>
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.
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](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](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](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](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](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](http://www.cerritos.edu/flexreporter)
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
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
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](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](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.
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.
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.
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 Ángeles 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 Ángeles (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.
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.
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.
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
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