

2023-2024 Non-Instructional Program Review - Academic Affairs Latest Version

Pilot: Self-study template for Non-Instructional Program Review process. Review period: 2020-2021, 2021-2022, and 2022-2023.

Program Review Overview

Section 1: Non-Instructional Area Overview

A. Non-Instructional Area Mission and Alignment : Version by Simotas, Michelle on 01/22/2024 17:13

1. Please review your mission statement provided above. Does it clearly and succinctly describe your non-instructional area’s purpose, direction, and values? If you have made revisions or updates to your mission statement, please provide your updated mission statement below.

We created this mission statement in the 2022-2023 academic year. It is still relevant to our work in Academic Affairs.

2. Briefly describe how the mission and purpose of your non-instructional area aligns with the Cerritos College mission and educational master plan.

Academic Affairs supports the Cerritos College mission in ensuring that we are providing students "high-quality, comprehensive instructional programs, ... equity-minded pathways" by ensuring that the instructional contributions to the mission are equity-minded, culturally competent, and student-centered. We accomplish this in the following ways:

- Ensure curriculum is regularly updated to ensure that it is current, relevant, and culturally competent.
- Ensure the college class schedule meets students' needs.
- Ensure faculty teaching in distance education courses are supported to create well-designed courses.
- Ensure that the college catalog is well-designed and support students to navigate the college systems.
- Ensure faculty are assessing students learning outcomes and addressing disproportionate impact gaps when they arise.
- Ensure that the deans and departments chairs are supported in developing a data-informed schedule.
- Support the work of the Learning and Career Pathways Success Teams.
- Maintain the instructional systems that support course design and accessibility of online courses.

B. Non-Instructional Area Description : Version by Simotas, Michelle on 01/22/2024 17:13

Department	Description of Services
Distance Education	Provides support to faculty, staff, and students with distance education course development and course success.
College Class Scheduling	Maintain the college class schedule, ensure its accuracy, and address problems as they arise.
Curriculum and Catalog	Manage the curriculum submission and approval process, support the curriculum committee chair, and ensure curriculum is updated on a regular cycle.
Faculty Payroll Coordination	Academic Affairs support the Academic Divisions to update Teaching Assignments, report absences, and manage overload and split assignments.
Academic Affairs technology maintenance	Academic Affairs supports the maintenance of the curriculum, class scheduling, and catalog systems. We also contribute to the management of the SLO/Planning system and Program Pathway Mapper.

B. Non-Instructional Area Description Continued : Version by Simotas, Michelle on 01/22/2024 17:13

2. Describe efforts to promote the availability of your services to current and prospective users.

a. Describe the key methods used to assist users in getting information about your service offerings (e.g., publicity, outreach, recruitment, etc.).

Effort	Description
Monthly Academic Affairs Newsletters	Academic Affairs sends out a monthly newsletter to all academic divisions to keep them updated on the schedule development process, accreditation work, curriculum due dates, SLO due dates, and distance education trainings. The newsletter also informs the community about the changes we are making to improve our systems and upgrade our technology.
Schedule development support	Academic Affairs held two workshops to support the divisions in learning strategies to plan for a class schedule that is informed by data and meets students needs. We also held drop in hours and support the divisions on an as needed basis.
Payroll meetings	The Academic Affairs division secretaries meet with the division secretaries from other divisions to review teaching assignments and payroll reports to ensure that they are correct before submitting to Fiscal Services.
Committee Reports	Academic Affairs staff and managers work to keep the community updated through committee reports as needed.

C. Non-Instructional Organizational Resources : Version by Simotas, Michelle on 01/22/2024 17:13

1. Please describe your non-instructional area’s organizational and personnel structure. Discuss:

a. Reporting relationships.

b. Distribution of responsibilities/authority.

c. Use of management or work teams.

d. Lines of communication (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.).

Academic Affairs consists of the following organizational structure:

- VP of Academic Affairs with one confidential Administrative Assistant
- Dean of Academic Affairs and Strategic Initiatives with the following classified staff:

- Administrative Secretary II: Primarily focused on payroll
- Administrative Secretary I: Supports payroll, dean of academic affairs, calendar committee, ELC, office support, event support, and other administrative support
- Admin Clerk II: Supports the Faculty Senate, IPR Committee, SLO Committee, DE Coordinators, Strategic Initiatives events, and other administrative support
- Scheduling Specialist: supports the development and management of the class schedule
- Curriculum Specialist: Supports the development and maintenance of curriculum, supports the curriculum committee, prepares board reports, maintains the curriculum system, updates Peoplesoft.
- All of Academic Affairs staff meet with the dean as a group once per month and individually biweekly.
 - Academic Affairs staff collaborate daily on regular tasks

2. How does your current staff, faculty, and/or management profile facilitate or impede the area's ability to fulfill its primary mission and functions?

a. What departments/units face greater challenges?

b. Describe the challenges with respect to the recruitment and retention of qualified staff, faculty, and/or management?

c. If applicable, what strategies has the area adopted to address staffing-related impediments?

- The Curriculum area of Academic Affairs is most challenged by the lack of capacity.
- Academic Affairs has been requesting more support for Curriculum and SLO Management for more than three years. The Curriculum system currently does not connect with Peoplesoft, so all curriculum changes have to be manually made in eLumen and then manually entered into PeopleSoft. Due to the increase in legislative changes requiring curriculum revisions, the workload to keep up with curriculum has been unmanageable for our curriculum assistant. We have curriculum that is very out of date. We need someone to support all departments getting their curriculum processed for periodic review. Also, much of the curriculum that was input into eLumen when the system was adopted was input without the last date that it was approved by the board. When auditors reviewed our curriculum this summer and stumbled upon those course outlines, we had to dig through paper files to apply the board approval date. We need support to update all of the curriculum in eLumen with the last board approval date rather than doing it as external auditors find missing information. We also have curriculum that needs to be removed from the catalog because the department has deactivated it or needs to deactivate it because they are no longer offering the course or updating the curriculum. All of these are manual processes in both eLumen and PeopleSoft. The current curriculum specialist does not have the capacity to clean up the system with the increase in curriculum coming through due both to legislative changes and to the attempts to get all curriculum current.
- Academic Affairs has tried to shift some duties to an Admin Clerk and an adult hourly. However, since both eLumen and PeopleSoft are systems that impact other areas of the college like planning, MIS, student transcripts, scheduling, we have not granted access to them to edit the eLumen and Peoplesoft systems and this is where most of the work needs to get done.

3. How does the area facilitate appropriate career development and progression for staff, faculty, and/or management?

a. Describe the area's professional development resources, activities, and/or opportunities.

b. How does this engagement directly reflect on the direction of your area.

The classified staff in Academic Affairs have participated in several professional development opportunities over the last year:

- Curriculum Institute (annual)
- Excel training
- Developing accessible documents using Adobe, MS Word, and MS Excel
- Courseleaf CLSS and CAT
- Falcon Leadership Academy

The dean of academic affairs works with each classified staff individually to learn more about where they are hoping to go with their career and learn ways to support them. The dean also identifies areas that she sees as growth areas for the staff and encourages them to register for those trainings and provides the schedule flexibility to do so.

Academic Affairs is working to update our technology and business processes to be less reliant on paper and email and more organized and efficient leveraging technology systems. The professional development is reflective of these efforts.

4. Please describe the succession planning for your area.

a. What steps are in place?

b. How does the area plan to make changes to services or programs (realignment, reorganization, or other strategies) to ensure continuous improvement in the face of staff, faculty, and/or management turnover, retirement, and attrition?

- In June 2022, the dean of academic affairs asked all staff to develop a "I Won the Lottery" book that details everything they do in their role in the event that they win the lottery or otherwise find another opportunity outside of the institution or their current role. The staff are currently working on these and saving them in a Teams drive. These can be used as training guides for the next person if someone should leave.
- At this point, every staff person has at least one other person who is familiar enough with their job duties to pick them up if they were to leave with the exception of the Curriculum Specialist. We will continue work to ensure we are able to shift duties for a seamless transition in the event of staffing turnover.

5. What assessment methods and measures (either formal or informal) does the area use to determine staff, faculty, and/or management well-being, satisfaction, and motivation?

a. How does the area use the findings from these assessment efforts to improve the work environment?

- Every year the dean of academic affairs works with each staff member to set individual annual goals, discuss areas where they may be unsatisfied, and discuss to improve the conditions for them.
- In one-on-one meetings with the dean, we discuss the progress towards meetings those goals as well as updates on the daily work.

6. What significant projects, tasks, workgroups, and committee work are the staff, faculty, and/or management of your area engaged in?

a. How does this participation reflect on your area's plans and integration with the college.

- Accreditation Support: support the writing and development of accreditation reports
- Distance Education Support: Support the management of distance education classes, technology needs, management, and training.
- Curriculum Cleanup Project: Manage the process of cleaning up the curriculum to ensure accuracy of information in both eLumen and PeopleSoft
- Student-centered Schedule Development: Develop a process for student-centered schedule development; train deans, chairs, and secretaries; and provide ongoing support with resources and training
- Payroll Process Refinement: Work with fiscal services to clarify and refine the payroll process as it pertains to overload and release time.
- SLO and PSLO Cleanup: Work with the SLO Coordinator to clean up the SLOs and PSLOs on official CORs and PORs
- Move to Online Catalog: Work with Courseleaf to move the current PDF catalog to an online catalog with established roles, workflows, and approval queues.
- Move Curriculum to Courseleaf and connect with PeopleSoft: Starting in Summer 2024, we will begin moving curriculum to Courseleaf. Once this process is completed, curriculum will be updated in PeopleSoft from Courseleaf removing many of the manual processes.
- Implement Courseleaf Class Scheduling System to support a student-centered and accurate schedule. This project is will continue through fall 2024 with significant time commitments in both developing the system and training new users.
- Zero Textbook Costs: Manage the develop of ZTC courses and pathways.
- Culturally Responsive Pedagogy and Practice (CRPP) Training: Develop, plan, and facilitate a year long CRPP training for faculty.
- CalLAW Pathways: Support the Law Department to develop the Cal Law Pathways per the grant agreement with the CCCCO

Section 2: Non-Instructional Area Trends

A. Non-Instructional Area User Demographics : Version by Simotas, Michelle on 01/22/2024 17:17

1. Whom do you serve?

a. Describe your primary and secondary user groups that the non-instructional area attracts and serves.

b. *If serving students* directly, describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, formally incarcerated, and first-generation status).

Academic Affairs serves faculty, deans, and staff.

2. *If serving students*, how do the demographics of your users compare with the college as a whole?

a. Are the trends within your area in alignment with the broader, collegewide trends?

NA

B. Non-Instructional Area Service Trends : Version by Simotas, Michelle on 01/22/2024 17:19

1. Describe the usage trend for your area in the last three years.

a. Has it remained steady, increased, or decreased?

b. Describe any factors that contributed to any change.

c. *If serving students*, are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth formally incarcerated, and first-generation status)?

c. *If serving students*, draw clear connections between your data trends and attempts to identify and mitigate equity gaps.

We do not have any data trends to review for Academic Affairs.

2. Describe how your overall area meets the needs of users.

a. Standard hours of operations.

b. Alternative modes (e.g., online, hybrid, etc.).

c. Schedules of delivery (e.g., early morning, evening services, etc.).

Academic Affairs is open M-F 8:00-5:00. We offer online services if needed.

3. What are the differences in service usage based on modality? If you do not offer varying modalities, explain why not.

a. How does this help inform future practices?

We primarily serve people remotely. Very rarely do people need in-person support because most of what we do is in cloud-based systems or using our SIS. There is no difference in service offered online, remotely, or in-person.
- Section 3: Non-Instructional Area Performance and Effectiveness
- A. Administrative Unit Outcomes Assessment Process : Version by Simotas, Michelle on 01/22/2024 17:30
1. What methods are used to assess your administrative unit outcomes (AUOs)? If these are not in place, what do you plan to do in the future to collect this evidence?

Academic Affairs has no history of developing AUOs. This year will be the inaugural year. We will set outcomes this year. To measure those outcomes, we will survey faculty, deans, and staff next year.

2. How are the area's needs assessed? If these are not in place, what do you plan to do in the future to assess the area's needs?

a. What methods does the area use to remain current with respect to understanding user needs, interests, and experiences?

b. What are the sources of information your service area uses to understand current needs?

c. How have the needs changed over time?

Needs are assessed through regular meetings with the constituent groups served by Academic Affairs.

Academic Affairs runs regular audits of the processes and products for scheduling, payroll, and curriculum. These audits help to uncover areas where we may need to clean up, refine, or reimagine. Then in the regularly meetings with constituencies we are able to gather information to inform the best way forward.

The needs for academic affairs have changed as the increase in reliance on technology has changed post pandemic. Because most of what we did before the pandemic was on paper and in-person, we are working to upgrade our technology systems now that most of what we need to do needs to be available in a digital format.

3. To what extent does the area obtain and use comparative/benchmark data to stay current with competitors that deliver similar programs and/or services (both those that are on and off campus)?

We are not aware of comparative benchmark data for Academic Affairs.

4. How does the area monitor compliance with the laws/other regulatory requirements that apply to the areas programs and/or service responsibilities?

Academic Affairs does regular audits of our schedule, curriculum, and catalog to ensure compliance with laws and regulatory requirements.
- Section 4: Previous Three-Year Non-Instructional Area Program Plan Reflection
- Non-Instructional Area Three-Year Reflection : Version by Simotas, Michelle on 01/22/2024 18:36
1. What are the primary strengths of your area?

a. How have these changed over time?

b. What innovative programs/services/practices has the area instituted that puts it out in front with respect to “best practices” in the field?

There was no previous plan for Academic Affairs.

2. Please comment on the progress toward achieving your previous area goals and AUOs. Discuss what has/is/will happen and the status of each goal and AUO.

There was no previous plan for Academic Affairs. The goals listed below are from last years annual plan for Academic Affairs:

Goal	Progress
Increase regular communication mechanisms to deans, chairs, and faculty leaders.	Academic Affairs started a monthly newsletter this year to keep deans, chairs, and faculty leaders updated on the work in the area and on committees.
Provide deans and chairs with a clear schedule development guide	A student-centered schedule development guide was developed and posted to https://www.cerritos.edu/academic-affairs/schedule-development.htm
Improve schedule development and maintenance processes	The dean of academic affairs has established a regular schedule development calendar and posted that to the academic affairs website. The dean has also established a regular schedule auditing process for the scheduling specialist to use before the schedule goes live and students begin registering.

Increase access to data relevant to creating a student-centered schedule	The dean of academic affairs worked with the dean of IERPG and VP of AA in consultation with the deans, chairs, and division secretaries to make scheduling data more accessible in both the data dashboards and in Teams folders for student-centered scheduling.
Redesign the college catalog to be more student-friendly and accessible.	The dean of academic affairs lead a cross-functional group to redesign the structure and organization of the college catalog. The next step to move to an online catalog is in progress and will be completed by September 2024.
Ensure the college curriculum committee and infrastructure is supported and current	The curriculum committee is impacted this year. We were able to get more release time for the Curriculum Committee chair, but we have not yet received the support we need to complete the curriculum cleanup project that is underway. We are working with our admin clerk and adult hourly to do what we can here. However, these two individuals are not able to make changes in eLumen or Peoplesoft, which is where most of the data cleanup needs to happen. Ideally, Academic Affairs would have a BSA to support maintaining our technology systems. We are still working to move in that direction.
Develop CerritosOnline to meet student demand for online learning.	The CerritosOnline website was revamped in spring and fall 2023. The next steps are to revamp the student support resources for online students.
Support the college to become a teaching college with CVC-OEI	The college plans to launch as a teaching college in January 2024.
Establish Zero Textbook Cost courses and programs.	The ZTC program kicked off in spring 2023. We have had 13 faculty develop courses and have many more working on courses and/or pathways to be fully ZTC.
Establish hyflex as a distance education modality with clear guidelines and classrooms with technology to support the best practices.	Hyflex was established as an educational modality and key classrooms were updated with technology to support students in the class and remote.
Increase student success in distance education courses	The DE coordinators will begin focusing on this effort in spring 2024.
Ensure distance education classes meet Title 5 and accreditation standards	We adopted CiDiLabs UDOIT to scan all online classes for accessibility issues. The DE Coordinators will pilot that with a small group of faculty in spring 2024 and launch fully in fall 2024.
Ensure 100% of class syllabi have current SLOs listed	SimpleSyllabus is being piloted in spring 2024 and launched for all faculty in fall 2024. This tool will prepopulate current SLOs on the syllabus.
Ensure the college catalog has required, current, and correct information.	A complete review of the college catalog is underway with the move to the online catalog. The estimated time to have this completed is May 2024.
Increase participation in and leadership of outcomes assessment for SLOs, PLOs, and ILOs.	The SLO Coordinator has started the process of assessing ILOs. This will continue in the spring semester and moving forward. All PSLOs were reviewed and are being updated currently. This process should be complete by May 2024.
Ensure instructional technology infrastructure is updated and well managed	We are currently in the process of updating our DE software with CIDILabs tools and our curriculum, catalog, and scheduling with Courseleaf tools.
Establish CerritosOnline and Distance Education as a distinct program under Academic Affairs to support faculty training, Title 5 compliance, and distance education students.	This is on hold until further direction from the VP of Academic Affairs.
Institutionalize LCPs	This is on hold until further information regarding funding.
Increase faculty participation in equity-focused Professional Development	CCRP kicked off the first cohort this year with 25 faculty. We will launch the second cohort in 2024-2025. Once funding is exhausted from the grant, we hope to continue to support this effort using other categorical funds.
Support students to be successful in online classes	The DE Coordinators are working with the dean of academic affairs to establish a student support hub in Canvas. That work is just starting in spring 2024.

3. Please provide a financial overview of the area.

a. How are resources allocated to support the mission, goals, and outcomes of the area?

b. How are budget allocation/reallocation decisions made in your area?

c. What factors influence the use of area resources?

There was no previous plan for Academic Affairs.

4. Describe resource changes the area has encountered over the past three years and future anticipated changes.

a. Explain what circumstances prompted these changes.

b. How these changes have/will affect the area operations and services.

c. How the area plans to address these changes.

There was no previous plan for Academic Affairs.

5. How effectively do the area's current facilities, space, and equipment support area operations?

a. To what extent must these organizational resources change to keep pace with the future needs and expectations of the area users and program?

b. What strategies have been adopted or will be adopted to institute these changes?

The current facilities are adequate.

6. How has technology been integrated into the programs, services, and operating functions of the area?

a. In what ways have technological applications been used to promote innovation, responsiveness, and continuous improvement in the area?

b. How has the area kept pace with the development of hardware, software, maintenance, and training support?

c. What are the area's projected technology needs for the future?

d. What strategies have been adopted or will be adopted to address these needs?

1. We are in the process of updating our technology systems for curriculum, catalog, and scheduling. These improvements will support us in having accurate information in our catalog, curriculum, and scheduling. The scheduling software will also support us in maximizing space and ensuring that the class schedule is student-centered.
2. We are working to update all of our technology and will continue to do so.
3. We are moving forward with meeting all of our technology needs. Other needs we have are in updating PeopleSoft in various places with Instruction Mode, with calculations for lab classes when they are overload or for PT faculty, and then we need a Business Systems Analyst to support maintaining these systems.
4. We are currently working to implement the software. We have not developed management strategies at this point beyond keeping all systems running.

7. What major challenges face the area?

a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?

Our main need right now is support in managing Academic Affairs technology systems.

8. Where would you like your area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.).

Consider the following in your response:

a. Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.

b. What specific innovations, best practices, or other accomplishments would you share with a visiting out-of-state colleague?

c. What long-term impact would you like your service area to have on the College and the community?

d. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?

A. In three years, I would like to see Academic Affairs grow in the following ways:

- Technology systems cleaned up and business processes optimized with the new technology systems.
- Class scheduling will meet students needs and be developed based on student needs.
- Distance Education at Cerritos College will have an instructional designer, be established as a program, and will conduct an annual review of data to support the program and DE students.
- Cerritos Online will have over 20 POCR approved courses.
- The ZTC program will have several ZTC pathways.
- DEIA principles and strategies will be implemented into the curriculum development process and the curriculum committee will be well versed in strategies for applying a DEIA lens to curriculum.
- LCPs will be institutionalized in a way that streamlines academic and student support engagement.

B. Academic Affairs has led the development and momentum of technology adoption and upgrades. I would share the progress that we are making because of these upgrades. We have also led the development of ZTC pathways and an intensive culturally responsive training for faculty. These accomplishments will support the college to close opportunity gaps by removing the barrier of textbook costs and by increasing opportunities for students to take classes with culturally sustaining pedagogy and praxis.

C. Academic Affairs would like to be a key contributor to removing barriers for students through ensuring clear, equitable pathways, culturally sustaining pedagogy, diverse class offerings in terms of modality and subjects, and clear support for divisions to develop a student-centered schedule.

D. With the move to new technology systems, we have the opportunity to clarify and refine our business processes. We will continue to work on this as we move to Courseleaf, SimpleSyllabus, and CiDiLabs.

Section 5: Non-Instructional Three-Year Action Plan (Goals, AUOs, Objectives, Action Plans, and Resource Requests)

A. Non-Instructional Area Goals, AUOs, Objectives, and Action Plans : Version by **Simotas, Michelle** on **01/24/2024 19:26**

College Goal Alignment	Goals	AUO(s)	Objectives	Target Cycle Year for Assessment	Responsible Person(s)	Method of Assessment	Action Steps
ENHANCING ORGANIZATIONAL EFFECTIVENESS	Provide deans, chairs, and division secretaries support in developing a student-centered schedule.	Deans, chairs, and division secretaries will understand how to use data to inform the development of their class schedule.	1. Increase comfort with using data to inform scheduling. 2. Increase awareness of primetime meeting times. 3. Increase divisions analysis of their class schedules and efficiency.	2025-2026	Dean of Academic Affairs and Strategic Initiatives and the VP of Academic Affairs	Survey and workshop evaluations	1. Provide trainings each semester for deans, chairs, and division secretaries to review the data available and the division targets.
UPGRADING EDUCATIONAL INFRASTRUCTURE	Upgrade academic affairs technology tools to better support scheduling, curriculum, instruction, distance education, and catalog.	Faculty, deans, and classified staff will have access to information and tools to effectively manage their areas.	1. Increase the number of departments that regularly update their curriculum through periodic review. 2. Decrease the number of meeting time computation errors in the class schedule. 3. Increase the accuracy and currency of the college catalog. 4. Increase the availability of courses at times that allow students to take a full course load. 5. Streamline the schedule development and schedule change process.	2025-2026	Dean of Academic Affairs	Schedule audits, survey, curriculum currency audit	1. Complete the CLSS implementation, train deans and chairs, fully implement for the 2025-2026 scheduling year. 2. Complete the CAT implementation for the 2024-2025 academic year. Then establish workflows for the 2025-2026 academic year catalog. 3. Move curriculum to CIM starting in Fall 2024. Connect with PeopleSoft to ensure all systems reflect accurate and current curriculum.

College Goal Alignment	Goals	AUO(s)	Objectives	Target Cycle Year for Assessment	Responsible Person(s)	Method of Assessment	Action Steps
ENHANCING ORGANIZATIONAL EFFECTIVENESS	Ensure all curriculum is updated and on a regular review cycle.	Faculty and deans will understand the curriculum cycle and establish regular practices to keep it updated.	1. Increase familiarity with Title 5 requirements for curriculum. 2. Increase the understanding of where to monitor the curriculum cycle. 3. Increase broad faculty and dean engagement in curriculum development.	2025-2026	Dean of Academic Affairs and the Curriculum Specialist	Survey and curriculum currency audit	1. Identify all curriculum that hasn't been reviewed in 6 or more years. 2. Work with department chairs and deans to either update the curriculum or deactivate it. 3. Put all curriculum on a cycle where they are prompted to revise their curriculum in year 5 of their comprehensive program review cycle. 4. Send annual reminders for those up to review. 5. Post the schedule on the curriculum website (or use CIM) so departments and deans can easily track their curriculum cycle.
STRENGTHENING THE CULTURE OF COMPLETION	Support Distance Education at Cerritos College to program that monitors student success.	Students will feel supported and have the resources they need to be successful in distance education classes.	1. Increase use of data to monitor success in online classes. 2. Increase use of technology systems to ensure distance education classes are well designed and accessible. 3. Increase the direct and intentional support provided to students in online classes.	2026-2027	Dean of Academic Affairs and the Distance Education Coordinators	Success data and system reports	1. Establish distance education as its own program that completes a program review. 2. Establish an accessibility review process for all online and hybrid courses. 3. Develop a student support hub in Canvas. 4. Establish mechanism using EAB for flagging students struggling in online courses. 5. Work with the success teams to establish a business process for supporting the online students.

B. Non-Instructional Area Resource Requests : Version by Simotas, Michelle on 01/24/2024 19:46

Priority Ranking	Resource Request	Estimated Cost	Occurrence	Resource Type	Funding Source	Goal(s)/AUO(s)	College Goal	Justification
1	Business Systems Analyst for Academic Affairs	115,000	recurring	Classified Staff	General/AB 1705	Upgrade academic affairs technology tools to better support scheduling, curriculum, instruction, distance education, and catalog./ AUO: Faculty, deans, and classified staff will have access to information and tools to effectively manage their areas.	UPGRADING EDUCATIONAL INFRASTRUCTURE	Academic Affairs has multiple technology systems that we work with and we need a staff person who can be responsible for keeping them running smoothly. We currently don't have a position or person who does that.
2	Digitize of curriculum and payroll archives	15,000	one time	other	General	Upgrade academic affairs technology tools to better support scheduling, curriculum, instruction, distance education, and catalog./ AUO: Faculty, deans, and classified staff will have access to information and tools to effectively manage their areas.	UPGRADING EDUCATIONAL INFRASTRUCTURE	Academic Affairs has many cupboards full of payroll and curriculum files that we are obligated to keep that we would like digitized. This will open up space and make files easier to find.

Aligned Action/Recommended Action Plan : Version by Simotas, Michelle on 01/24/2024 19:23

Goal(s)	Responsible Party	Target Date of Achievement	Action Steps
Provide deans, chairs, and division secretaries support in developing a student-centered schedule.	Dean of Academic Affairs and Strategic Initiatives and the VP of Academic Affairs	2025-2026	1. Provide trainings each semester for deans, chairs, and division secretaries to review the data available and the division targets.
Upgrade academic affairs technology tools to better support scheduling, curriculum, instruction, distance education, and catalog.	Dean of Academic Affairs	2025-2026	1. Complete the CLSS implementation, train deans and chairs, fully implement for the 2025-2026 scheduling year. 2. Complete the CAT implementation for the 2024-2025 academic year. Then establish workflows for the 2025-2026 academic year catalog. 3. Move curriculum to CIM starting in Fall 2024. Connect with PeopleSoft to ensure all systems reflect accurate and current curriculum.

Goal(s)	Responsible Party	Target Date of Achievement	Action Steps
Ensure all curriculum is updated and on a regular review cycle.	Dean of Academic Affairs and the Curriculum Specialist	2025-2026	1. Identify all curriculum that hasn't been reviewed in 6 or more years. 2. Work with department chairs and deans to either update the curriculum or deactivate it. 3. Put all curriculum on a cycle where they are prompted to revise their curriculum in year 5 of their comprehensive program review cycle. 4. Send annual reminders for those up to review. 5. Post the schedule on the curriculum website (or use CIM) so departments and deans can easily track their curriculum cycle.
Support Distance Education at Cerritos College to program that monitors student success.	Dean of Academic Affairs and the Distance Education Coordinators	2026-2027	1. Establish distance education as its own program that completes a program review. 2. Establish an accessibility review process for all online and hybrid courses. 3. Develop a student support hub in Canvas. 4. Establish mechanism using EAB for flagging students struggling in online courses. 5. Work with the success teams to establish a business process for supporting the online students.

Section 6: Non-Instructional Area Program Review Process Reflection

Non-Instructional Program Review Reflection : Version by Simotas, Michelle on 01/24/2024 19:26

1. In what capacity were your area staff, faculty, management, and/or constituents involved in the program review process?

In Academic Affairs, we set our goals for each area together in our regular standing meetings. The goals and action steps reflected in this program review are those that were established over the last six months. We have standing weekly meetings as a curriculum team, monthly all staff meetings for Academic Affairs staff, and bi-weekly check-in meetings for staff leads.

2. How did you ensure all members of your area were involved in the outcome assessment discussions, evaluation of area data, and contributed to the area goals, AUOs, objectives, and action plan discussions and development?

Since this is the first year Academic Affairs is developing AUOs, we did not participate in outcomes assessment.