

Program Review Approval Form

Program Name: _____ **Program Review Cycle:** 2025-2026
Department Name: Center for Teaching Excellence **Review Period:** 2022-2023, 2023-2024, 2024-2025
Division Name: Academic Success **Review Date:** June 25, 2026

Department/Program Manager: Crystal LoVetere
Division Dean: Shawna Baskette

Program Review Committee:

Name:	<u>Chad Greene</u>	Title/Role:	<u>Faculty, English</u>
Name:	<u>Angela Hoppe-Nagao</u>	Title/Role:	<u>Faculty, Communication Studies</u>
Name:	<u>Michael Page</u>	Title/Role:	<u>Dean, Science, Engineering, and Mathematics</u>

Final Decision:



Approved



Revisions Required



Not Approved

Recommendations/Explanation if not approved:

Approved by:

Name: Frank Mixson Title/Role: VP Academic Affairs

Signature:  Date: 8/11/26



2025-2026 Non-Instructional Program Review - Center for Teaching Excellence Latest Version

Self-study template for Non-Instructional Program Review process. Visitation year: 2025-2026. Review period: 2022-2023, 2023-2024, and 2024-2025.

Non-Instructional Area Program Review Overview

Non-Instructional Program Review Purpose

Section 1: Non-Instructional Area Overview

A. Non-Instructional Area Mission and Alignment : Version by Valencia, Monique on 01/22/2026 21:04

1. Briefly describe how your mission and purpose aligns with the Cerritos College mission and Students First Framework (<https://www.cerritos.edu/students-first-framework/default.htm>).
Mission Statement 2025:

As the Center for Teaching Excellence (CTX), we champion innovative and reflective teaching excellence by empowering faculty with equity-minded professional development and innovative teaching support that leads to student success. This work is rooted in the Cerritos College’s Students First Framework to promote student-ready instruction, equitable access, timely completion and career/transfer success, while promoting institutional health through continuous growth and care.

Alignment with the Cerritos College Mission and the Students First Framework

The CTX supports the Cerritos College mission by preparing faculty to deliver equitable, student-ready instruction that leads to improved learning, completion and success. Our mission emphasizes innovative and reflective teaching practices, grounded in equity-minded professional development, which aligns with the College’s focus on access, support and student achievement.

- Through faculty training, instructional support and the promotion of improved teaching strategies, the CTX advances the Students First Framework by:
- Ensuring **Equitable Access**: Reducing learning barriers through pedagogical training rooted in equity, culturally relevant practices and accessibility.
 - Supporting Timely **Completion and Student Success**: Increase students’ rates of course success and program completion by aligning faculty professional development around evidence-based, inclusive teaching strategies that foster engagement, persistence, and meaningful learning for diverse student populations.
 - Strengthening **Career and Transfer Success**: Preparing faculty to create instruction that supports timely completion and careers readiness for students.
 - **Strengthening Institutional Health**: Foster continuous improvement and reflective practice by investing in our employees to build a culture of care, collaboration, and instructional excellence that supports excellence at all levels of service to students.

B. Non-Instructional Area Description : Version by Valencia, Monique on 01/22/2026 21:15

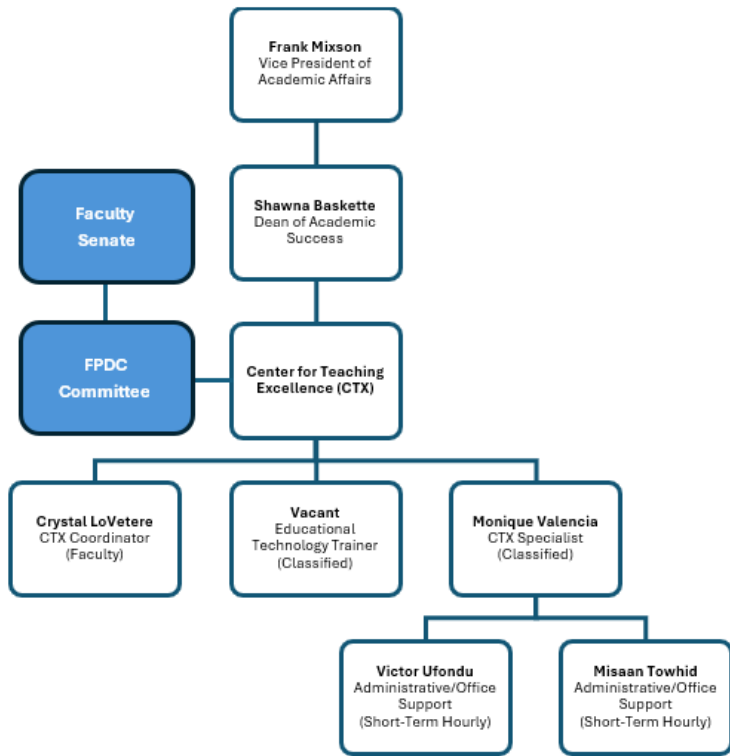
Service	Description
Professional Development Workshops	Organize, promote and communicate Professional Development opportunities for faculty and campus community.
Flex Obligation Tracking	Maintain and track accurate records of faculty Flex hours and provide reports to faculty and campus leadership.
Provide Individualized Support & Training for Faculty	One-on-one training sessions, in-person or online, on a variety of instructional programs and topics, including Canvas, Simple Syllabus, RSI, accessibility and more.
Collaborate with Faculty to Support Interest-Driven Initiatives	Partner with faculty to create interest-driven workshops, FIGs, book clubs, webpages and online resources.
Collaborate with Campus Leadership to Support Interest-Driven Initiatives	Work with campus leaders and administrators to work toward college level goals and initiatives.
Campus Training & Development Support	Support departments in creating and implementing new trainings, professional development and instructional trends.
Develop Training Materials & Instructional Tips	Create training materials, resources and instructional tips to help faculty learn new programs, software, policies and instructional trends for student success.
Flexible Calendar Program & PD Platform (Cornerstone)	Maintain compliance with Flexible Calendar Program while providing the campus community with a central hub, currently Cornerstone, for professional development.
Dedicated Workspace for Faculty	A space for faculty to work on courses, collaborate, access teaching resources and meet with students during office hours.
Campus Communication & Initiative Support	Communicate campus training opportunities and instructional initiatives through CTX email campaigns, newsletters, and announcements to promote engagement with college-wide priorities and improved teaching practices, while ensuring timely updates and consistent messaging that support faculty awareness, participation, and alignment with institutional goals.

C. Non-Instructional Area Organizational Resources : Version by Valencia, Monique on 01/23/2026 21:29

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

- Positions (e.g., managers, classified, part-time, etc.).
- Collaboration (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.)
- Organizational chart (optional).

CTX Organizational Structure



Collaborations/Meetings:

Faculty Senate: The CTX provides regular reports to Faculty Senate on updates and matters pertaining to 10+1 academic and professional matters. Additionally, Crystal LoVetere has served as a long-standing senator for the SEM Division, ensuring faculty related campus information informs the work of the CTX. Faculty Senate meets all Tuesdays from 11:05 am-12:20 pm except the third Tuesday of each month.

Faculty Senate Committee: Faculty Professional Development (FPDC):

The CTX collaborates monthly on the second Tuesday of each month from 1:00 pm - 2:00 pm with the Faculty Senate Committee, Faculty Professional Development Committee (FPDC), to develop and coordinate professional learning opportunities, provide guidance on faculty resources, advise on training for New Faculty Orientation, Flex documentation and emerging trends and best practices in faculty development.

Weekly CTX Staff Meetings: Designed to discuss ongoing projects, upcoming professional development activities, operational priorities, resource needs and any challenges or issues impacting CTX programs and services.

Standing Monthly Meetings with Dean: On the fourth Tuesday of each month from 10:00 am - 11:00 am, the CTX meets with the Dean of Academic Success, Shawna Baskette, to review and discuss important updates, introduce and plan new initiatives, identify and address resource needs and examine any challenges or issues that may impact the efficiency and effectiveness of CTX operations.

As-Needed Meetings with Campus Leaders:

The CTX participates in ad hoc meetings with campus leaders to support and advance key college initiatives. These include work related to accreditation, ensuring Regular Substantive Interaction (RSI) in online courses, improving faculty use of data dashboards, implementation of the Simple Syllabus platform and other strategic projects as they arise. These meetings ensure that CTX remains aligned with institutional priorities, facilitates cross-departmental collaboration and contributes training in teaching, learning and technology integration to support the college's mission and goals.

2. What significant projects, tasks, workgroups, and committee work are the staff of your non-instructional area engaged in?

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

The CTX staff actively participate in college-wide projects, workgroups, and committees to ensure professional development is intentionally aligned with institutional goals and the Student First Framework. Through their service in multiple campus-wide roles, Crystal and Monique collaborate broadly with campus constituents to design and deliver informed, campus-aligned professional development that strengthens faculty effectiveness, increases student course success and program completion, and advances employee excellence in service to students.

Crystal serves as the **General Faculty Representative for the SEM LCP**, is a **Senator in Faculty Senate**, **Chairs the Faculty Professional Development Committee**, and is a **member of the Program Review Committee, Access to Equity and Completion Committee and Calendar Committee**. These roles allow her to ensure professional development and instructional initiatives are informed by faculty perspectives, aligned with institutional priorities, and designed to support student success and equity. She also participates in **AI professional development through the Los Angeles Regional Consortium (LARC)** to stay current on innovative teaching strategies that enhance faculty growth and improve student outcomes.

Monique serves on the **Outstanding Classified Selection Committee, Faculty Professional Development Committee**, and **collaborates closely with the President's Office, Human**

Resources, Employee Development Committee, and Professional Relations on campus-wide initiatives, including **EC Games, EC Awards, EC New Employee Orientation, Outstanding Faculty Awards, and Falcon Day**. Through these collaborations, she strengthens relationships across campus, supports student success, fosters professional growth, honors employee achievements, and promotes excellence in service. All of these efforts build community and foster a professional growth mindset.

This past summer, both Crystal and Monique worked closely with campus constituents on **accreditation efforts**. They also **regularly connect with the Accreditation Faculty Liaison and the Vice President of Academic Affairs** on pertinent projects to ensure CTX work remains aligned with college goals such as RSI and Simple Syllabus. Additionally, they actively engage with the **Distance Education Team, IERPG, OER Leaders** and **Sustainability Team**, keeping professional development responsive to emerging instructional, equity and sustainability priorities.

This level of involvement ensures the CTX remains well-connected, responsive and aligned with college needs. By actively participating in diverse committees and initiatives, CTX staff stay attuned to faculty experiences, institutional priorities and emerging opportunities. This integration directly strengthens our ability to design, coordinate and deliver professional development that supports teaching excellence and advances college wide goals including student success.

Section 2: Non-Instructional Area Trends

A. Non-Instructional Area User Demographics and Service Trends : Version by **Valencia, Monique** on **01/23/2026 21:26**

1. Whom do you serve?

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

b. Describe the usage trend for your non-instructional area in the last three years.

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

ii. Describe any factors that contributed to any change.

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

i. How do the demographics of your users compare with the college as a whole?

ii. Are the trends within your program in alignment with the broader, collegewide trends?

iii. Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status)? Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.

Primary and Secondary User Groups

The CTX primarily serves **full-time and part-time instructional faculty**. Secondary users include administrators, and classified & confidential professionals who support instructional programs or participate in professional development activities.

Usage Trends Over the Last Three Years

Usage trends have shifted notably in the post-COVID environment. Workshop participation has stabilized with a clear preference for Zoom-based sessions, even among faculty who express interest in in-person collaboration. Despite this preference for virtual workshops, overall engagement with CTX services has increased from 1,824 participants in 2023-2024 to 2,364 participants in 2024-2025, particularly in the form of requests for help, call-ins, one-on-one trainings and walk-in support.

Currently, we are observing increased attendance and engagement in workshops focused on college policies and mandated training, including RSI, Simple Syllabus, Online Certification, and OER/ZTC, as well as workshops centered on classroom improvements in our Learning Management System, Canvas. Additional high-interest topics include artificial intelligence (AI) and equity. Notably, when the institutional goal is to shift campus culture and ensure a shared understanding and consistent implementation of initiatives, participation tends to be most effective when professional development is structured as required rather than voluntary.

These increases appear connected to consistent user-centered communication, especially frequent email reminders reinforcing that “**we are here to help.**” This messaging, combined with more visible and responsive service, has contributed to stronger and more sustained faculty engagement across modalities.

Section 3: Non-Instructional Area Performance and Effectiveness

A. Non-Instructional Area Outcomes Assessment Process : Version by **Valencia, Monique** on **01/23/2026 21:56**

1. What methods are used to assess your non-instructional area outcomes (AUOs)? If these are not in place, what do you plan to do in the future to collect this evidence?

Assessment of AUOs (Administrative/Unit Outcomes):

While the CTX does collect data such as faculty participation and workshop offerings, currently, the CTX does not have a formal, systematic process to assess our non-instructional area outcomes (AUOs). This is our first comprehensive, non-instructional program review, and historically, goals were documented in the Unit Plan but without a structured framework for assessment. The current program review has allowed us to organize our goals, AUOs, objectives and action plans in a more cohesive and measurable way.

Going forward, we plan to collect evidence for AUOs through a combination of strategies aligned with our program review goals, including:

- Tracking faculty participation in professional development sessions and workshops, disaggregated by division, faculty status and modality, to evaluate reach and impact on teaching practices.
- Collecting faculty feedback through surveys specific to Regular and Substantive Interaction (RSI), understanding and fulfilling Flex obligations and navigating Flex reporting requirements.
- Monitoring completion and engagement of Flex in Cornerstone.
- Documenting communications and interactions with administration and college leadership to ensure alignment with institutional priorities.
- Utilizing pre- and post-surveys to measure improvement in faculty knowledge, confidence and application of teaching practices.

These methods will allow the CTX to establish baseline data, monitor ongoing progress, demonstrate effectiveness, inform resource allocation and refine future programming.

2. How are user needs assessed and considered in the development and delivery of programs and services?

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

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

c. How have the needs changed over time?

The CTX assesses faculty needs through multiple methods, including targeted questionnaires that gather input on preferred professional development topics and delivery formats. While these instruments have provided valuable insights, the CTX has not yet implemented an annual, campus-wide faculty survey. This program review identifies the need for a recurring,

systematic survey to ensure ongoing, comprehensive assessment of faculty needs.

In addition to formal surveys, the CTX regularly collaborates with the Faculty Professional Development Committee (FPDC) and Faculty Senate leadership to align services with instructional priorities. The CTX also gathers qualitative feedback through one-on-one consultations with faculty leads, and campus stakeholders, to mindfully align with broader campus initiatives and institutional goals. Although this dialogue significantly informs CTX programming, a more structured process for storing and documenting this input is necessary. Finally, CTX staff intentionally review current research on emerging instructional trends, pedagogical strategies and educational technologies to ensure professional development offerings reflect evidence-based, forward-thinking practices in higher education.

Faculty needs have evolved alongside changes in teaching practices, technologies, institutional priorities and state requirements. Current needs focus on RSI, Simply Syllabus, equity-minded pedagogy, online teaching strategies, accessibility, fostering authentic connections and student engagement and ensuring compliance with new state policies and regulations. These evolving trends and rapid technological shifts make the work in the CTX particularly challenging, as not all faculty are fully prepared to adapt to these changes.

3. How does the non-instructional area track service usage patterns and determine users' satisfaction and dissatisfaction with the non-instructional area's performance? If these are not in place, what do you plan to do in the future to collect this data?

The CTX monitors service usage and evaluates user engagement through multiple methods. Workshop attendance and visits to the CTX physical workspace are recorded via sign-in sheets, and all workshop data is compiled in a spreadsheet to track participation and registration trends. One-on-one training appointments are tracked using an Outlook calendar. These records allow the CTX to monitor participation patterns, identify high-demand services and assess areas for improvement.

Faculty satisfaction is assessed through post-workshop surveys, feedback during one-on-one sessions and informal interactions. While post-workshop surveys are collected for in-person sessions, gathering responses from online workshops has proven more challenging. Additionally, current surveys often focus on overall enjoyment rather than on measuring whether participants' knowledge or skills have improved. Moving forward, the CTX plans to revise and improve its survey methods to better capture meaningful feedback, such as assessing whether faculty gained new knowledge or skills, and to implement follow-up surveys for one-on-one training appointments. Additionally, the CTX intends to increase survey completion rates for online training by encouraging facilitators to allocate five minutes at the end of each workshop for participants to complete the survey.

B. Non-Instructional Area Outcomes Assessment : Version by Valencia, Monique on 01/23/2026 22:08

1. What does the data say about the success of your non-instructional area with respect to the achievement of your non-instructional area outcomes? Identify and describe the data sources.

1. Faculty Professional Development Participation

Workshop participation continues to grow, demonstrating the success of CTX programming in meeting faculty needs. Between 2023–2024 and 2024–2025, total workshop attendance increased from **1,824 to 2,364 participants**, and the number of workshops offered increased from **132 to 177**. This increase confirms that the CTX is effectively supporting faculty development aligned with college priorities such as student success, equity-minded instruction and high quality online teaching.

Data Source: CTX Workshop Attendance Reports (sign-in tracking and Flex reporting logs).

2. Flex Requirement Support and Compliance

Flex Completion rates remain between **80% to 86%**, and they reveal a consistent gap between current outcomes and the institutional expectation that **100% of full-time faculty complete 100% of their Flex obligation**. The slight improvement from **80% in 2023–2024 to 83% in 2024–2025** suggests CTX efforts are helping faculty meet these requirements; however, the data also identify persistent pockets of under-compliance at the division level. For example, Kinesiology shows significantly lower completion rates, indicating a need for targeted communication, additional training support and clearer guidance on Flex planning. These findings reinforce the importance of continued CTX outreach, structured reminders and more division-specific strategies to move campus completion closer to full compliance.

Data Source: Annual Flex Obligation Completion Reports provided through CTX Flex tracking database.

3. Increased Demand for Direct Instructional Support

Walk-in usage of the CTX space increased from **203 to 310 visits** in one year (a 53% increase), and this number does not document one-on-one trainings offered through zoom. This trend demonstrates the CTX's growing role as a campus hub for hands-on instructional technology support, course development assistance and one-on-one consultation. The increase reflects both greater awareness of CTX services and the ongoing need for individualized faculty support.

Data Source: CTX Walk-In Sign-In Logs (Faculty, Staff, and Visitor Service Tracking).

Workshop Data

Academic Year	Workshops	Flex Hours	Participants
2024-2025	177	206.00	2364
2023-2024	132	192.00	1824
2022-2023	233	326.00	-

Flex Obligation

Academic Year	Faculty	Completion Rate
2024-2025	228	83%
2023-2024	236	80%
2022-2023	217	86%

2024-2025 Flex Obligation Breakdown

Division	No. of Faculty	COMPL FC	UNMET FC	COMPL %
Academic Success	1	1	0	100%
BE	19	16	3	84%
CE	2	1	1	50%
COUN	2	0	2	0%
FAC	21	18	3	86%
HO	30	26	4	87%
HSS	25	22	3	88%
KIN	16	6	10	38%
LA	41	37	4	90%

SEM	51	43	8	84%
TECH	20	19	1	95%
Total	228	189	39	83%

2023-2024 Flex Obligation Breakdown

Division	No. of Faculty	COMPL FC	UNMET FC	COMPL %
Academic Success	1	1	0	100%
BE	19	16	3	84%
CE	2	2	0	100%
COUN	5	4	1	80%
FAC	22	20	2	91%
HO	31	26	5	84%
HSS	26	19	7	73%
KIN	17	7	10	41%
LA	41	35	6	85%
SEM	51	42	9	82%
TECH	21	17	4	81%
Total	236	189	47	80%

2022-2023 Flex Obligation Breakdown

Division	No. of Faculty	COMPL FC	UNMET FC	COMPL %
Academic Success	1	1	0	100%
BE	17	12	5	71%
CE	1	1	0	100%
COUN	3	3	0	100%
FAC	20	20	0	100%
HO	31	29	2	94%
HSS	25	21	4	84%
KIN	16	12	4	75%
LA	38	33	5	87%
SEM	48	39	9	81%
TECH	17	15	2	88%
Total	217	186	31	86%

CTX Walk-ins

Academic Year	Faculty	Staff	Other/Visitors	Totals
2024-2025	288	20	2	310
2023-2024	177	25	1	203
2022-2023	165	19	3	187

2. What areas for improvement are suggested by the data?**Areas for Improvement****1. Achieving Full Flex Compliance**

- Overall Flex completion rate averages 80–86% across campus and fall short of the **institutional goal of 100% completion for all full-time faculty**.
- Division-level disparities are notable
- Improvement Opportunity:** Implement targeted outreach, tailored workshops and stronger reminders to ensure all faculty fulfill their Flex obligations.

2. Division-Specific Professional Development Needs

- Variability across divisions indicates that a "one-size-fits-all" approach is insufficient. Through Guided Pathways work, the SEM Learning and Career Pathways, has developed collaborative, SEM-specific professional development with a demonstrated record of cross-disciplinary collaboration. These efforts have led to initiatives such as the Math Boot Camp, Chemistry Boot Camp, and improved collaboration between mathematics and physics faculty to better understand and address students' discipline-specific mathematical needs.
- Improvement Opportunity:** Customize workshops and support sessions based on division-specific gaps, instructional modalities and faculty experience levels.

3. Managing Increased Demand for In-Person Support

- Walk-ins rose dramatically (from 203 in 2023–2024 to 310 in 2024–2025), indicating growing reliance on the CTX for hands-on support.
- Improvement Opportunity:** Expand staffing and/or workspace capacity to maintain high-quality, timely support without creating bottlenecks.

4. Tracking and Reporting Participant Outcomes

- Workshop attendance and Flex completion are tracked, but there is limited assessment of **learning outcomes or the long-term impact of workshops on teaching effectiveness**.
- Improvement Opportunity:** Develop structured assessment methods (surveys, post-workshop reflections, or student success tracking) to measure the effectiveness of CTX programs beyond attendance.

5. Consistency in Data Recording

- Some data gaps exist, such as missing participant numbers for 2022–2023 workshops.
- Improvement Opportunity:** Standardize data collection across all years to ensure reliable trend analysis and inform decision-making.

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?**a. How has the assessment of the non-instructional area outcomes contributed to your non-instructional area's improvements?**

This program review represents the first formal assessment of non-instructional area outcomes for the CTX. Historically, data collection related to workshops, Flex completion, and walk-in support was maintained primarily for operational tracking, rather than structured evaluation of program effectiveness. As such, there has been limited systematic use of assessment data to inform organizational decisions.

Despite this, the data collected for this review has already highlighted key trends and areas for improvement. For example:

- Workshop attendance and Flex completion data identified divisions with lower participation rates, guiding discussions on **targeted outreach and division-specific support strategies**.
- Walk-in trends revealed increased demand for one-on-one faculty support, emphasizing the need to **evaluate workspace capacity, staffing levels, and scheduling**.

- Comparative Flex completion data over multiple years highlighted the importance of clearer communication and structured support for faculty to meet **100% of Flex obligations**, the institutional expectation.

Going forward, the CTX will **enhance our data collection methods** to provide more comprehensive, actionable insights. This includes standardizing workshop and participant tracking, implementing post-workshop surveys to measure learning outcomes, and better linking service usage to teaching effectiveness. These improvements will allow the CTX to make **evidence-based decisions** regarding resource allocation, program development, and instructional support strategies, ensuring that our services are continuously refined to meet faculty and institutional needs. This initial assessment establishes a foundation for a **continuous improvement cycle**, ensuring future program and service decisions are informed by robust, data-driven evaluation.

4. How does the non-instructional area make needed data and information available to area stakeholders?

Faculty receive updates on their individual Flex completion via email and can always access their Flex hours in Cornerstone, providing continuous visibility of their progress toward meeting institutional requirements. Division Deans and the Vice President of Academic Affairs are also provided with aggregated Flex completion data to monitor overall compliance and identify areas where additional support may be needed. In addition, the CTX prepares annual program reports for the Faculty Senate and FPDC, summarizing workshop participation, Flex compliance trends and service usage. These reports inform campus-wide planning and resource decisions, ensuring that faculty development opportunities remain aligned with institutional needs and faculty interests.

Section 4: Previous Three-Year Non-Instructional Area Program Plan Reflection

A. Non-Instructional Area Three-Year Reflection : Version by Valencia, Monique on 01/23/2026 22:13

1. What are the primary strengths of the non-instructional area?

a. How have these changed over time?

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

The primary strengths of the CTX lie in its proactive engagement with campus constituents, its responsiveness to faculty needs and college goals, and its ability to foster a culture of collaboration and innovation. Since June, through the partnership of the new CTX Coordinator and CTX Specialist, the CTX Team has expanded its work. Strengths include:

- **Collaborative Partnerships:** The CTX has strengthened relationships across campus, including work with the Accreditation Faculty Liaison, the Vice President of Academic Affairs, the Distance Education team, IERPG and the Sustainability team. With the Faculty Professional Development Committee being a Senate Committee, the CTX also works closely with the Faculty Senate President. These diverse partnerships ensure alignment with campus priorities and enhance the relevance of programs and services offered through the CTX.
- **Faculty-Centered Support:** The CTX supports faculty professional development through a wide range of training and hands-on support services. This includes guiding faculty through the transition to **Simple Syllabus**, which became required in Fall 2025, and partnering with the **Distance Education team** to train faculty on **Regular & Substantive Interaction (RSI)** requirements for online courses.
- **Interest-Driven Support:** In addition to mandated initiatives, the CTX also nurtures faculty creativity and community-building by supporting interest-driven initiatives, such as faculty-led book clubs and special-interest sessions. The team further expanded resources by **building dedicated websites** that highlight and support key campus efforts, including **Open Educational Resources (OER)** adoption and the **Plant Sanctuary** web site project. The CTX also worked with the **SEM LCP Team** and created an **LCP Transfer Initiative** that was shared across campus to faculty and students.
- **Strategic Communication and Coordination:** The CTX has established regular check-ins with key stakeholders, enabling more coordinated and efficient program planning and implementation.

Over the past few months, the CTX has sought to transition from a primarily reactive support model to a proactive, strategic and collaborative approach. Faculty and staff increasingly see the CTX as a go-to resource for professional development, training and project collaboration. The department's visibility is growing on campus and there is a strong sense of trust and confidence in the team's initiatives.

The CTX has introduced several innovative practices.

- **Collaboration with Human Resources:** CTX partnered with HR to improve communication regarding the four required college Flex hours. Previously, faculty did not receive this information until mid-spring; this year, the CTX secured the details by July, giving faculty the full year to plan and complete their hours.
- **Targeted Professional Development Workshops:** By gathering input from faculty and campus constituents, the CTX has created workshops and resources tailored to the most pressing faculty/college needs.
- **Dedicated Workspaces for Faculty Engagement:** Recognizing the need for collaborative and professional learning environments, the CTX has advocated for and begun planning for an expanded, faculty workspace capable of hosting 30+ participants for workshops and professional development events.
- **Culture of Psychological Safety and Innovation:** The CTX fosters an environment where experimentation is encouraged and team input is valued.
- **Purposeful Collaboration Across Campus:** The CTX actively engages diverse campus constituents to ensure its work is aligned, inclusive and responsive. This includes seeking input from division secretaries to strengthen New Faculty Orientation and also incorporating the excellent work of an English faculty member to share an online New Faculty Orientation across campus. The CTX also works closely with administration to understand and support college wide goals and collaborated with Faculty Senate to streamline Flex approvals and remove Dean level bottlenecks and partnered with Guided Pathways to create transfer focused promotional materials for students.

2. What major challenges face the non-instructional area?

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

Major Challenges Faced by the CTX

The Center for Teaching Excellence (CTX) continues to expand its scope of work as faculty needs increase in areas such as online teaching quality, RSI (Regular Substantive Interaction), instructional technology, assessment and professional learning. While demand for CTX services has grown substantially, current operational constraints limit our ability to effectively meet campus needs and maintain the high-quality support expected from our unit.

One significant challenge is the lack of a dedicated, **high-capacity faculty development space** that is maintained exclusively by the CTX. Current shared campus rooms are not consistently configured or maintained to support high-quality professional learning, technology integration or guest speakers. These limitations result in time-consuming setup, inconsistent technology access and reduced capacity for workshop delivery. To solve this, the CTX needs a larger dedicated space—located near our current office and adjacent to the new Administration Building—that can seat up to 30 participants, remain properly organized and furnished and be maintained by CTX staff. The CTX has already consulted with the college approved designer/supplier and has a preliminary estimate for the furnishings required to establish a professional-grade learning environment.

Additionally, a growing challenge for the CTX is the widening skills gap among faculty in online teaching, RSI compliance and educational technology. As state and federal expectations increase, the CTX must provide more intensive training, one-on-one coaching and ongoing implementation support to ensure faculty meet compliance and quality standards. To meet this emerging need, the CTX requires a full-time **Education Technology Trainer (salary grade 47)** who can provide targeted training, course support, classroom assistance and outreach to faculty who require additional development. This position was approved July 12, 2012 and has not been filled.

Staffing challenges also impact our service quality. Our current CTX Office Support staff possess exceptional skill sets far beyond standard clerical duties, including advanced technology troubleshooting, website and LMS support, creative design, and public-facing faculty assistance. Without a pay-grade increase from **Grade 1 to Grade 4**, the CTX risks losing two highly specialized employees whose skills are essential to the smooth operation and professional reputation of the center. To retain this talent and avoid costly turnover, the CTX requires an

annual budget increase on the **Adult Hourly** line item of **\$9,000**.

Finally, the CTX's Professional Development (PD) budget has remained insufficient despite rising demand for campus-wide training, faculty workshops, onboarding initiatives, conference materials, guest speakers, and recognition programs. To sustain and enhance this work, the CTX requires an additional **\$5,000 annually** toward professional development resources.

3. Comment on the progress toward achieving your previous non-instructional area goals and AUOs. Discuss what has/is/will happen and the status of each goal and AUO. CTX is in Cycle A for non-instructional program review which falls in the 2025-2026 academic year. This is the first year that the Center for Teaching Excellence (CTX) is completing a non-instructional program review. As a result, we are establishing a formal evaluation cycle for our goals and Area Outcomes (AUOs) moving forward. While previous AUOs were included in the annual Unit Plan, they had not yet been assessed through a structured program review process. However, the CTX has consistently engaged in work aligned with these outcomes.

The previously identified unit plan AUOs were:

1. Faculty will engage in collaborative professional development activities, fostering a community of practice within the institution.

Status: The CTX has actively supported collaborative PD through workshops. Attendance trends and anecdotal feedback indicate strong faculty interest and recurring engagement.

2. Faculty will receive comprehensive training and resources to enhance their teaching practices and integrate innovative instructional strategies to meet the needs of a diverse student population.

Status: The CTX continues to provide training related to pedagogy, technology tools, student-centered instruction and inclusive teaching practices. Faculty routinely access CTX resources, both in person and digitally, demonstrating ongoing progress toward this AUO.

3. The Center will continuously improve its services and resources based on feedback and evolving educational trends.

Status: CTX programming is regularly adapted based on faculty input, emerging instructional technologies and institutional priorities. Though this is the first formal review, the CTX has a consistent practice of using informal feedback mechanisms and trend scanning (e.g., accreditation expectations, DE updates) to refine offerings.

4. Students will experience an enriched and equitable learning environment responsive to their diverse needs through faculty's application of advanced teaching methodologies learned from the Center.

Status: While student-level impact has not been directly assessed, faculty who participate in CTX programming report applying new strategies in their courses. This indicates progress toward influencing student learning environments indirectly through improved instruction.

5. Faculty and staff will effectively utilize the teaching resources and support services provided by the Center.

Status: Usage of CTX resources, such as computers, desk space, training sessions, consultations and workshop participation, remains steady or increasing. This suggests effective and growing utilization of CTX support services.

Overall, although this is the CTX's first formal non-instructional program review, the Center has consistently met the intent of the previously identified AUOs through its core operations. As we move onto a formal three-year cycle, this program review will serve as the baseline for developing measurable Goals and AUOs that more intentionally evaluate CTX services, impact and alignment with institutional needs.

4. Where would you like your non-instructional 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 long-term impact would you like your non-instructional area to have on the College and the community?

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

In this ideal future, the CTX has established a **new dedicated, purpose-built workshop and training space** designed to accommodate larger groups (30+ participants) and outfitted with flexible furniture, advanced instructional technology and media tools that support hands-on, high-impact professional development. This space would serve as a true faculty learning environment; one that we manage, maintain and use intentionally to support continuous professional growth.

We also imagine the CTX working within a **robust Flex recording and tracking program**, particularly if the college continues its use of Cornerstone. In this future, Flex activities would be accurately captured, categorized and attributed to the appropriate employee groups. Faculty would experience greater ease in navigating the system, fulfilling their obligations and accessing relevant PD opportunities. This would reduce confusion and significantly improve the user experience across the campus community.

A major priority in the next three years is expanding faculty engagement in professional development, especially training that enhances **online teaching, student-centered pedagogy, inclusive practices, and technology integration**. Ideally, more faculty would regularly participate in CTX programming that directly improves the quality of instruction, with visible impact on student success and equity outcomes. Shared learning spaces, faculty learning communities and communities of practice would become a normal part of campus culture, where faculty learn from one another and openly share best practices.

To achieve this vision, the CTX will need to deepen our partnerships across campus. We hope to collaborate even more closely with Distance Education, Academic Affairs, Human Resources, the Accreditation Faculty Liaison, Information Technology and Student Services, as well as external professional networks and statewide PD initiatives. These relationships will strengthen alignment with campus goals while ensuring our programming responds to emerging needs, accreditation expectations and changes in the teaching and learning landscape.

In terms of staffing, our long-term vision includes adding a **new full-time Education Technology Trainer dedicated to faculty training and instructional support**. This would significantly expand our capacity to design, deliver and evaluate professional development at scale, while also supporting more individualized faculty coaching and consultations.

Overall, the CTX hopes to become an essential contributor to a more engaged, well-supported and collaborative faculty community. By investing in innovative spaces, improved systems and stronger institutional partnerships, we aim to enhance teaching practices across campus and contribute meaningfully to the success of Cerritos College students and the broader community we serve.

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

A. Non-Instructional Area Goals, AUOs, Objectives, Action Plans, and Resource Requests

TIP: press Alt + Enter to create new line in a cell
DO NOT CHANGE FORMATING OF THIS SHEET

CENTER FOR TEACHING EXCELLENCE

Goals					
Area	Division	Dept	Goals	Administrative Unit Outcomes (AUOs)	Objectives
Academic Affairs	Academic Success (Library Sciences)	Center for Teaching Excellence	#1Support faculty through professional development that is focused on improved teaching practices.	AUO #1: Faculty will gain new teaching strategies and practices that enhance student learning and success.	1. Increase faculty understanding of Regular and Substantive Interaction (RSI) in online courses. 2. Increase opportunities for faculty to participate in professional development around student success strategies, equity-minded teaching, accessibility and new technologies including Ai. 3. Strengthen faculty knowledge and application of high-quality Canvas shells.
Academic Affairs	Academic Success (Library Sciences)	Center for Teaching Excellence	#1Support faculty through professional development that is focused on improved teaching practices.	AUO #1: Faculty will gain new teaching strategies and practices that enhance student learning and success.	1. Increase faculty understanding of Regular and Substantive Interaction (RSI) in online courses. 2. Increase opportunities for faculty to participate in professional development around student success strategies, equity-minded teaching, accessibility and new technologies including Ai. 3. Strengthen faculty knowledge and application of high-quality Canvas shells.

TIP: press Alt + Enter to create new line in a cell
DO NOT CHANGE FORMATING OF THIS SHEET

CENTER FOR TEACHING EXCELLENCE

Action Plan					College Alignment	
Goal Target Year of Achievement	Responsible Party	AUO Assessment Year	Method of Assessment	Action Steps	Student First Framework Lever	Student First Framework Lever Strategy
Year 3	CTX Coordinator & CTX Specialist	Year 1, Year 2, Year 3	1. Document and track workshops offered 2. Pre and post training workshop evaluations 3. Disaggregate workshop participation data by division, faculty status and modality 4. Annual faculty survey including questions about RSI knowledge 5. Use data dashboards to track student success	Year 1: 1. Write pre and post training surveys to measure faulty confidence and knowledge of attended workshop 2. Survey faculty preferences on modality of workshop 3. Develop RSI workshops, tools and resources for faculty 4. Develop professional workshops on improved teaching practices that will enhance student learning and success Year 2: 1. Evaluate effectiveness of workshops and make changes 2. Work with underrepresented divisions and departments to address their professional development needs 3. Develop Canvas design workshops, tools and resources for faculty 4. Develop professional workshops on improved teaching practices that will enhance student learning and success 5. Create a FIG around faculty use of data dashboards and improvement plan Year 3: 1. Evaluate effectiveness of workshops and make changes	Completion	B.7. Align professional development for our faculty to increase our students' rates of success in their courses and completion of their programs of study.
Year 3	CTX Coordinator & CTX Specialist	Year 1, Year 2, Year 3	1. Document and track workshops offered 2. Pre and post training workshop evaluations 3. Disaggregate workshop participation data by division, faculty status and modality 4. Annual faculty survey including questions about RSI knowledge 5. Use data dashboards to track student success	Year 1: 1. Write pre and post training surveys to measure faulty confidence and knowledge of attended workshop 2. Survey faculty preferences on modality of workshop 3. Develop RSI workshops, tools and resources for faculty 4. Develop professional workshops on improved teaching practices that will enhance student learning and success Year 2: 1. Evaluate effectiveness of workshops and make changes 2. Work with underrepresented divisions and departments to address their professional development needs 3. Develop Canvas design workshops, tools and resources for faculty 4. Develop professional workshops on improved teaching practices that will enhance student learning and success 5. Create a FIG around faculty use of data dashboards and improvement plan Year 3: 1. Evaluate effectiveness of workshops and make changes	Completion	B.7. Align professional development for our faculty to increase our students' rates of success in their courses and completion of their programs of study.

TIP: press Alt + Enter to create new line in a cell
DO NOT CHANGE FORMATING OF THIS SHEET

CENTER FOR TEACHING EXCELLENCE

Resource Requests								
Area	Division	Dept	Resource Request	Estimated Cost	Occurrence	Resource Type	Justification/Expected Outcome	Dept Priority Rank
Academic Affairs	Academic Success (Library Sciences)	Center for Teaching Excellence	New CTX Workshop Space - Furniture	\$ 40,000.00	One-time budget augmentation	Facilities	The CTX currently has no assigned instructional space, appropriate for professional learners, that can host up to 30 participants, which forces the program to borrow rooms with inconsistent technology, unreliable scheduling, and furniture setups that limit interactive and evidence-based teaching. Purpose-built furniture (Flexible tables, chairs on casters, modular collaboration pieces) is required for high-quality instructional workshops, hybrid learning and collaborative faculty engagement. Impact A designated and properly furnished CTX space will: •expand access to professional development for faculty and the campus community •increase the quality of training by modeling best classroom practices •support coaching, faculty learning communities and small group instructional sessions •provide a professional workspace for visiting guests, accreditation teams and administrative work •LC 217 is ideally located near the CTX and the new administration building making it accessible and strategically positioned for campus wide use The space will be maintained and stewarded by the CTX, ensuring high standards for all users, including faculty, administrators, classified professionals and campus guests. Expected Outcome This investment will demonstrate the College's commitment to employee professional development by creating a consistent, professional environment that supports high-quality training and strengthens teaching practices across the campus.	1
Academic Affairs	Academic Success (Library Sciences)	Center for Teaching Excellence	Education Technology Trainer (Salary Grade 47)		Ongoing expense	Classified	The CTX Specialist and CTX Coordinator cannot keep up with the growing demand for faculty technology support, especially with RSI, accreditation requirements, and the College’s focus on improving Canvas shells and online instruction. The Education Technology Trainer will provide essential support by offering one-on-one assistance, creating workshops and developing instructional resources for faculty. This role will collaborate with the CTX team to build sustainable programs and tools that enhance faculty professional development, improve teaching practices, and directly support student success. Hiring this position addresses a longstanding need previously approved in 2012 and ensures the College can meet current and future instructional demands.	3

TIP: press Alt + Enter to create new line in a cell
DO NOT CHANGE FORMATING OF THIS SHEET

CENTER FOR TEACHING EXCELLENCE

Academic Affairs	Academic Success (Library Sciences)	Center for Teaching Excellence	#1Support faculty through professional development that is focused on improved teaching practices.	AUO #1: Faculty will gain new teaching strategies and practices that enhance student learning and success.	1. Increase faculty understanding of Regular and Substantive Interaction (RSI) in online courses. 2. Increase opportunities for faculty to participate in professional development around student success strategies, equity-minded teaching, accessibility and new technologies including Ai. 3. Strengthen faculty knowledge and application of high-quality Canvas shells.
Academic Affairs	Academic Success (Library Sciences)	Center for Teaching Excellence	#2 Align faculty professional development with college goals and initiatives.	AUO #2: Campus leaders will describe and inform CTX the ongoing and upcoming college goals and initiatives. AUO #3:Faculty will describe and inform CTX the ongoing and upcoming instructional need and goals.	1. Increase alignment of goals between college needs, faculty needs and CTX work.

TIP: press Alt + Enter to create new line in a cell
DO NOT CHANGE FORMATING OF THIS SHEET

CENTER FOR TEACHING EXCELLENCE

Year 3	CTX Coordinator & CTX Specialist	Year 1, Year 2, Year 3	1. Document and track workshops offered 2. Pre and post training workshop evaluations 3. Disaggregate workshop participation data by division, faculty status and modality 4. Annual faculty survey including questions about RSI knowledge 5. Use data dashboards to track student success	Year 1: 1. Write pre and post training surveys to measure faulty confidence and knowledge of attended workshop 2. Survey faculty preferences on modality of workshop 3. Develop RSI workshops, tools and resources for faculty 4. Develop professional workshops on improved teaching practices that will enhance student learning and success Year 2: 1. Evaluate effectiveness of workshops and make changes 2. Work with underrepresented divisions and departments to address their professional development needs 3. Develop Canvas design workshops, tools and resources for faculty 4. Develop professional workshops on improved teaching practices that will enhance student learning and success 5. Create a FIG around faculty use of data dashboards and improvement plan Year 3: 1. Evaluate effectiveness of workshops and make changes	Completion	B.7. Align professional development for our faculty to increase our students' rates of success in their courses and completion of their programs of study.
Year 2	CTX Coordinator & CTX Specialist	AUO #2: Year 1 AUO #3: Year 2	AUO #2: 1. Document communication with administration and college leadership. AUO #3: 1. Workshop survey with questions about professional development wants and needs. 2. Annual faculty survey on awareness of college initiatives, preferred professional development, modalities and initiatives.	Year 1: 1. Create a system to track and monitor communication with college leadership 2. Document college goals and initiatives 3. Map existing professional development offerings to the college's goals and initiatives 4. Develop communication materials that highlight professional development that aligns with the college's goals 5. Host workshops explicitly linking professional development to college's goals and initiatives 6. Evaluate and reflect on alignment of workshops with college goals 7. Evaluate effectiveness of workshops and make changes 8. Create the professional development annual calendar around faculty preferences	Institutional Health	D.2. Invest in our employees to facilitate excellence at all levels of service to our students.

TIP: press Alt + Enter to create new line in a cell
DO NOT CHANGE FORMATING OF THIS SHEET

CENTER FOR TEACHING EXCELLENCE

Academic Affairs	Academic Success (Library Sciences)	Center for Teaching Excellence	Increase CTX budget for reclassification of current Office Support Staff	\$9,000.00	Ongoing expense	Other Staffing	The work of the Center for Teaching Excellence (CTX) directly supports the College’s instructional practices, accreditation requirements, and institutional effectiveness. To carry out this work at the level required by the College, CTX staff must be able to provide high-level, specialized support that extends well beyond clerical functions. Upgrading the CTX Office Support classification to Grade 4 is a strategic investment that aligns compensation with the advanced skillset, responsibility, and institutional value of this role. The CTX Office Support team serves as key collaborators in faculty training, accreditation preparation, and major college initiatives. Their work directly supports instructional quality, Regular and Substantive Interaction (RSI) compliance, and faculty professional development—core expectations of accreditation and continuous improvement. These staff members design and support initiatives by conducting research, developing surveys and evaluation tools, building sustainable workflows, and providing advanced technical assistance. Their expertise includes Canvas support, instructional technology troubleshooting, web design and development, and hands-on faculty support, often requiring independent judgment and problem-solving. CTX Office Support staff actively participate in meetings with faculty and campus partners and work closely with CTX leadership to plan, implement, and scale initiatives that elevate teaching and learning across the College. Their creativity, initiative, and specialized knowledge are essential to strengthening accreditation readiness and fostering a culture of instructional excellence. These contributions are foundational to CTX’s mission and the College’s ability to meet evolving instructional and accreditation demands. Reclassifying this position to Grade 4 recognizes the complexity and institutional impact of the role, supports staff retention, and ensures CTX can continue providing high-quality, strategic support as faculty needs and campus technologies grow.	2
Academic Affairs	Academic Success (Library Sciences)	Center for Teaching Excellence	Increase CTX Budget for professional development aligned with college initiatives	\$5,000.00	Ongoing expense	Professional Development	To align faculty professional development with college goals, the CTX needs increased funding to expand training opportunities and/or offer faculty stipends for collaboration, facilitation and curriculum development. Required practices such as RSI, Simple Syllabus, high-quality Canvas course design and the use of data dashboards demand deeper training and hands-on support that go beyond current CTX capacity. Funding will allow CTX to bring in specialized faculty trainers, support faculty-led workshops and develop materials that help faculty implement these college priorities consistently and effectively. Investing in these resources directly improves instructional quality and compliance, advancing student learning and success.	4

TIP: press Alt + Enter to create new line in a cell
DO NOT CHANGE FORMATING OF THIS SHEET

CENTER FOR TEACHING EXCELLENCE

Academic Affairs	Academic Success (Library Sciences)	Center for Teaching Excellence	#3 Increase campus-wide awareness and engagement with professional development opportunities and trainings.	AUO #4: Faculty participation in professional development will increase year over year. AUO #5: Faculty will better understand the professional development offerings and opportunities offered by the CTX.	1. Increase faculty participation in CTX offered professional development within three years based on registration and attendance records. 2. Improve faculty understanding of Cornerstone for tracking and recording professional development.
Academic Affairs	Academic Success (Library Sciences)	Center for Teaching Excellence	#4 Improve faculty understanding of Flex obligation and reporting process.	AUO #6: More faculty will accurately record and complete Flex activities to meet state and institutional requirements. AUO #7: Faculty will receive clear and consistent information regarding their Flex obligation requirements, deadlines and approved professional development.	1. Increase Flex completion of full-time faculty to 100% by year three.

TIP: press Alt + Enter to create new line in a cell
DO NOT CHANGE FORMATING OF THIS SHEET

CENTER FOR TEACHING EXCELLENCE

Year 3	CTX Coordinator & CTX Specialist	AUO #4: Year 1, Year 2, Year 3 AUO #5: Year 2	AUO #4: 1. Track and document professional development participation. AUO #5: 1. Faculty survey including questions about professional development preferences and communication methods.	Year 1: 1. Track and document participation at the end of each academic year 2. Create a systematic communication plan for each year Year 2: 1. Track and document participation at the end of each academic year 2. Survey faculty regarding preferred communication methods (i.e. CTX Calendar, email, Cornerstone etc.) 3. Evaluate and reflect on faculty participation in CTX workshops 4. Evaluate communication plan effectiveness and make changes 5. Develop incentive programs such as certificates with recognition of completion Year 3: 1. Track and document participation at the end of each academic year 2. Make improvements to processes established in year 1 and year 2 2. Evaluate and reflect on faculty participation in CTX workshops	Institutional Health	D.2. Invest in our employees to facilitate excellence at all levels of service to our students.
Year 3	CTX Coordinator & CTX Specialist	AUO #6: Year 1, Year 2, Year 3 AUO #7: Year 1, Year 2, Year 3	AUO #6: 1. Monitor completion rates annually AUO #7: 1. Document emails, web page updates and dissemination of information 2. Document web traffic 3. Monitor Cornerstone for completion rate and unclaimed Flex hour	Year 1: 1. Develop clear faculty resources (i.e. step by step guide, checklist) for Flex requirements and reporting in Cornerstone. 2. Update Cornerstone homepage 3. Update directions on CTX web page 4. Confirm Flex obligations with HR and communicate to faculty. 5. Create an annual communication campaign for faculty regarding flex requirements and reporting. 6. Continue working with IT, HR and VPAA to ensure names and organization are correct in Cornerstone. 7. Examine Flex completion rates by individual, department and division annually. Year 2: 1. Create a workshop to be offered twice a year. 2. Continue working with IT, HR and VPAA to ensure names and organization are correct in Cornerstone. 3. Examine completion rates of Flex in year 2 and if we did not reach 100% completion of Flex for full time faculty then reflect and adjust. 4. Examine communication campaign and make improvements. Year 3: 1. Examine completion rates of Flex in year 3 and if we did not reach 100% completion of Flex for full time faculty then develop a new communication campaign.	Institutional Health	D.1. Develop systems and processes to monitor and ensure accountability for our institutional health.

TIP: press Alt + Enter to create new line in a cell
DO NOT CHANGE FORMATING OF THIS SHEET

CENTER FOR TEACHING EXCELLENCE



OFFICE OF INSTITUTIONAL EFFECTIVENESS, RESEARCH, PLANNING, AND GRANTS

Non-Instructional Program Review

Program Review: CTX

Reviewer Name: Chad Greene

Section 1: Non-Instructional Area Overview

A. Non-Instructional Area Mission and Alignment

1. Briefly describe how your mission and purpose aligns with the Cerritos College mission and Students First Framework.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a concise, well-articulated explanation of how the mission aligns with the College mission and Students First Framework. Clearly identifies connections to four levers. Demonstrates strong understanding of institutional purpose and goal.	Provides a clear explanation of alignment with the College mission and Students First Framework. Mentions specific levers or strategies but may lack full integration or depth.	Provides a generally accurate description but alignment is broad or superficial. Mentions the College mission or Students First Framework but not both.	Provides minimal mission alignment. Response is vague, unclear, or missing explicit connections to Students First Framework.	Mission alignment is missing, inaccurate, off-topic, or unrelated to institutional goals.
Comments: To earn a higher score, need to mention specific levers/strategies in the Students First Framework. Recommend checking out B.7 and D.2, in particular.				Score: 3

B. Non-Instructional Area Description

1. Provide a list and a brief description of the services you provide.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a comprehensive, clear, and well-organized list of services with specific descriptions and functions. Demonstrates strong understanding of service scope.	Provides clear services and descriptions with minor omissions or room for elaboration.	Lists services but descriptions lack depth or clarity.	Provides incomplete list or unclear descriptions.	Fails to identify services or provides irrelevant/inaccurate information.
Comments: Excellent list of services.				Score: 5

C. Non-Instructional Area Organizational Resources

1. Please describe your non-instructional area's organizational and personnel structure. Discuss: a. Positions (e.g., managers, classified, part-time, etc.) b. Collaboration (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.) c. Organizational chart (optional).				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough description of staffing structure, roles, communication practices, collaboration, and workflow. Includes clarity on full-time/part-time positions, internal coordination, and optional organizational chart.	Clear description with moderate detail; collaboration or staffing information may be less complete.	Basic description provided but lacks detail or structure.	Limited information, unclear staffing roles, or missing key structural elements.	No meaningful description of personnel or structure.
Comments: Thorough breakdowns of positions and collaboration. Provided optional organizational chart.				Score: 5

2. What significant projects, tasks, workgroups, and committee work are the staff of your non-instructional area engaged in? a. How does this participation reflect on your non-instructional area's plans and integration with the college.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thoroughly describes projects, committees, and workgroups. Clearly links participation to institutional initiatives, area outcomes, and SFF alignment.	Provides good detail on projects and committees but includes limited discussion of area alignment.	Lists projects but lacks explanation of impact or area alignment.	Minimal description of staff involvement.	Response missing or unrelated.
Comments: SFF alignment needs to be more clearly communicated.				Score: 4

Section 2: Non-Instructional Area Trends

A. Non-Instructional Area User Demographics and Service Trends

1. Whom do you serve? a. Describe your primary and secondary user groups that the non-instructional area attracts and serves b. Describe the usage trend for your non-instructional area in the last three years i. Has it remained steady, increased, or decreased? ii. Describe any factors that contributed to any change. c. If serving students directly, describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status). i. How do the demographics of your users compare with the college as a whole? ii. Are the trends within your program in alignment with the broader, collegewide trends? iii. Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status)? Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Detailed analysis of primary/secondary users, multi-year usage trends, demographic patterns, and equity gaps (if serving students). Makes clear comparisons to institutional data and identifies meaningful equity insights (if serving students).	Good analysis of users and trends with basic equity considerations (if serving students) and some comparisons.	Provides general user information and basic trend description; equity components superficial (if serving students).	Limited user description and little trend or demographic analysis.	Missing user information or does not address trends.
Comments: Solid analysis of post-Covid shifts.				Score: 5

Section 3: Non-Instructional Area Performance and Effectiveness

A. Non-Instructional Area Outcomes Assessment Process

1. What methods are used to assess your non-instructional area outcomes (AUOs)? If these are not in place, what do you plan to do in the future to collect this evidence?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies multiple, appropriate assessment tools (surveys, usage data, service logs, focus groups, KPIs). Provides clear rationale and future plans.	Describes assessment methods with some detail; future plans mentioned.	Basic methods identified but limited explanation.	Minimal mention of assessment methods.	No assessment process described.
Comments: Solid plan for the future.				Score: 5

2. How are user needs assessed and considered in the development and delivery of programs and services?				
a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences?				
b. What are the sources of information your non-instructional area uses to understand current needs?				
c. How have the needs changed over time?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly identifies data sources (surveys, IR data, feedback, campus partners). Tracks changes over time and shows deep understanding of evolving needs.	Good description of needs and data sources with moderate depth.	Some sources listed but limited reflection.	Minimal detail on methods or data sources.	Missing or off-topic.
Comments: Have identified sources of data, both present and future.				Score: 5

3. How does the non-instructional area track service usage patterns and determine users' satisfaction and dissatisfaction with the non-instructional area's performance? If these are not in place, what do you plan to do in the future to collect this data?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Strong description of data collection tools (EAB/PS queries/reports, surveys, analytics, service counts). Clear future plans if gaps exist.	Good description but lacking depth.	Some tools identified but incomplete.	Limited or unclear.	Missing.
Comments: Could go into a little more depth here.				Score: 4

B. Non-Instructional Area Outcomes Assessment

1. What does the data say about the success of your non-instructional area with respect to the achievement of your non-instructional area outcomes? Identify and describe the data sources.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses multiple data sources and provides specific, meaningful interpretation of AUO success results.	Interprets data with reasonable clarity but less depth.	General interpretations without detail.	Minimal interpretation.	No meaningful data discussion.
Comments: Robust data, thoughtfully interpreted.				Score: 5

2. What areas for improvement are suggested by the data?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies strategic, data-informed opportunities for improvement tied to AUOs.	Lists areas for improvement with some analysis.	Basic identification but limited justification.	Minimal detail.	Missing or superficial.
Comments: Substantial ideas for improvements proposed.				Score: 5

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?				
a. How has the assessment of the non-instructional contributed to your non-instructional area's improvements?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides detailed examples connecting assessment data to operational changes, resource allocation, workflows, and service improvements.	Clear examples but fewer connections.	General statements without clear examples.	Minimal connection between data and decisions.	No evidence of data-informed decisions.
Comments: Again, proposing substantial changes informed by data they have -- and have not yet -- collected.				Score: 5

4. How does the non-instructional area make needed data and information available to area stakeholders?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes how data is shared (reports, dashboards, meetings) and how stakeholders use it.	Describes data sharing practices.	Basic description of communication.	Vague or incomplete.	No description.
Comments: Clear description provided.				Score: 5

Section 4: Previous Three-Year Non-Instructional Program Plan Reflection

A. Non-Instructional Area Three-Year Reflection

1. What are the primary strengths of the non-instructional area? a. How have these changed over time? b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to “best practices” in the field?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, evidence-based strengths tied to outcomes, innovations, staffing, and service excellence. Shows evolution over time.	Describes strengths with some reflection.	General strengths with minimal depth.	Limited or generic strengths.	Missing.
Comments: Good, detailed response.				Score: 5

2. What major challenges face the non-instructional area?				
a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough, realistic challenges aligned with resources, staffing, facilities, or technology. Provides actionable strategies within existing resources.	Lists challenges with some solutions.	Basic challenges listed but limited solutions.	Minimal challenges listed.	None provided.
Comments: Requests related to staffing are very reasonable, considering college needs.				Score: 5

3. Comment on the progress toward achieving your previous non-instructional area goals and AUOs. Discuss what has/is/will happen and the status of each goal and AUO.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Detailed status updates for each goal/AUO with evidence of progress, partial completion, or obstacles.	Good progress updates but limited detail.	General updates without evidence.	Limited or incomplete updates.	Missing.
Comments: Update provided for each AUO.				Score: 5

4. Where would you like your non-instructional 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 long-term impact would you like your non-instructional area to have on the College and the community?**
- c. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?**

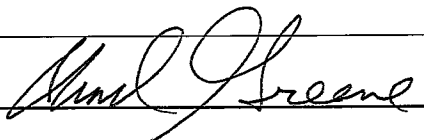
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, ambitious, and strategic vision with alignment to future institutional priorities, partnerships, and community impact.	Strong vision with some alignment.	General aspirations but lacks detail.	Minimal or vague.	Missing.
Comments: Strong vision, but alignment with college mission and SFF could be more clearly communicated.				Score: 4

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

A. Non-Instructional Area Goals, AUOs, Objectives, Action Plans, and Resource Requests

Please review the goals and resources request worksheet. Comment on area goals, AUOs, objectives, action plans, and resource requests.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Goals are strategic, overarching, aligned with the Students First Framework, includes measurable AUOs, objectives, steps, responsible parties, timelines, and assessments. Resource requests tied to goals and SFF.	Clear goals and AUOs with moderate specificity and alignment.	Goals and AUOs listed but lack measurable objectives or alignment.	Minimal goals or unclear action plans.	Missing or incomplete.
Comments: Good goals and reasonable resource requests, supported by data in overall program review.				Score: 5

Provide your overall program review comments and total score.	
Overall comments: All in all, a strong draft. In a couple places noted in comments above, clearer alignment with college mission and/or Student First Framework needed to earn the "5."	Total Score: 80

Reviewer Signature: 

Date: 12/17/25



OFFICE OF INSTITUTIONAL EFFECTIVENESS, RESEARCH, PLANNING, AND GRANTS

Non-Instructional Program Review

Program Review: CTX

Reviewer Name: Angela Hoppe-Nagao

Section 1: Non-Instructional Area Overview

A. Non-Instructional Area Mission and Alignment

1. Briefly describe how your mission and purpose aligns with the Cerritos College mission and Students First Framework.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a concise, well-articulated explanation of how the mission aligns with the College mission and Students First Framework. Clearly identifies connections to four levers. Demonstrates strong understanding of institutional purpose and goal.	Provides a clear explanation of alignment with the College mission and Students First Framework. Mentions specific levers or strategies but may lack full integration or depth.	Provides a generally accurate description but alignment is broad or superficial. Mentions the College mission or Students First Framework but not both.	Provides minimal mission alignment. Response is vague, unclear, or missing explicit connections to Students First Framework.	Mission alignment is missing, inaccurate, off-topic, or unrelated to institutional goals.
Comments: The CTX mission clearly aligns with the College mission and Student First Framework (SFF). The CTX Program Review clearly links the values of the center to the values of the mission and SFF.				Score: 5

B. Non-Instructional Area Description

1. Provide a list and a brief description of the services you provide.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a comprehensive, clear, and well-organized list of services with specific descriptions and functions. Demonstrates strong understanding of service scope.	Provides clear services and descriptions with minor omissions or room for elaboration.	Lists services but descriptions lack depth or clarity.	Provides incomplete list or unclear descriptions.	Fails to identify services or provides irrelevant/inaccurate information.
Comments: Excellent overview of list of services and there functions. I have one suggestion and that is to add a service regarding communication, because the CTX is instrumental in communicating campus initiatives. Here is some suggested language for consideration: Campus Communication & Initiative Support Communicate campus training opportunities and instructional initiatives through CTX email campaigns, newsletters, and announcements to promote engagement with programs such as RSI, accessibility, and other college-wide priorities, ensuring timely updates and consistent messaging that support faculty awareness, participation, and alignment with institutional goals.				Score: 5

C. Non-Instructional Area Organizational Resources

1. Please describe your non-instructional area's organizational and personnel structure. Discuss: a. Positions (e.g., managers, classified, part-time, etc.) b. Collaboration (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.) c. Organizational chart (optional).				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough description of staffing structure, roles, communication practices, collaboration, and workflow. Includes clarity on full-time/part-time positions, internal coordination, and optional organizational chart.	Clear description with moderate detail; collaboration or staffing information may be less complete.	Basic description provided but lacks detail or structure.	Limited information, unclear staffing roles, or missing key structural elements.	No meaningful description of personnel or structure.
Comments: Excellent description, very clear and easy to understand. Provided a specific organization chart, identified positions and individuals. List meetings and frequency.				Score: 5

2. What significant projects, tasks, workgroups, and committee work are the staff of your non-instructional area engaged in? a. How does this participation reflect on your non-instructional area's plans and integration with the college.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thoroughly describes projects, committees, and workgroups. Clearly links participation to institutional initiatives, area outcomes, and SFF alignment.	Provides good detail on projects and committees but includes limited discussion of area alignment.	Lists projects but lacks explanation of impact or area alignment.	Minimal description of staff involvement.	Response missing or unrelated.
Comments: Both Crystal and Monique are heavily involved in efforts across campus, making them particularly well suited to leading the CTX. For Crystal, would you like to include your "Real Talk" project under your list of projects as well?				Score: 5

Section 2: Non-Instructional Area Trends

A. Non-Instructional Area User Demographics and Service Trends

1. Whom do you serve?

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

b. Describe the usage trend for your non-instructional area in the last three years

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

ii. Describe any factors that contributed to any change.

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

i. How do the demographics of your users compare with the college as a whole?

ii. Are the trends within your program in alignment with the broader, collegewide trends?

iii. Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status)? Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Detailed analysis of primary/secondary users, multi-year usage trends, demographic patterns, and equity gaps (if serving students). Makes clear comparisons to institutional data and identifies meaningful equity insights (if serving students).	Good analysis of users and trends with basic equity considerations (if serving students) and some comparisons.	Provides general user information and basic trend description; equity components superficial (if serving students).	Limited user description and little trend or demographic analysis.	Missing user information or does not address trends.
Comments: Great overview of CTX audience members/participants. This information will actually be very helpful for our Accreditation ISER and the section on professional development trends. Although it is not asked for in the criteria, it might be interesting to document the most attended training topics. It would be interesting to note the shift over the years.				Score: 5

Section 3: Non-Instructional Area Performance and Effectiveness

A. Non-Instructional Area Outcomes Assessment Process

1. What methods are used to assess your non-instructional area outcomes (AUOs)? If these are not in place, what do you plan to do in the future to collect this evidence?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies multiple, appropriate assessment tools (surveys, usage data, service logs, focus groups, KPIs). Provides clear rationale and future plans.	Describes assessment methods with some detail; future plans mentioned.	Basic methods identified but limited explanation.	Minimal mention of assessment methods.	No assessment process described.
Comments: Thorough review of current methods of assessment and excellent outline of future efforts. FYI: DE Coordinators sent out a feedback survey for RSI on 12/8/2025. We will share the results with you. This could also be used as evidence for this section.				Score: 5

2. How are user needs assessed and considered in the development and delivery of programs and services?				
a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences? b. What are the sources of information your non-instructional area uses to understand current needs? c. How have the needs changed over time?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly identifies data sources (surveys, IR data, feedback, campus partners). Tracks changes over time and shows deep understanding of evolving needs.	Good description of needs and data sources with moderate depth.	Some sources listed but limited reflection.	Minimal detail on methods or data sources.	Missing or off-topic.
Comments: In terms of how needs have shifted over time, the Center for Teaching Excellence has strategically shifted its orientation to not only serve faculty instructional needs (such as the AI Workshop led by Wendy), but also to mindfully align with broader campus initiatives and institutional goals.				Score: 5

3. <i>How does the non-instructional area track service usage patterns and determine users' satisfaction and dissatisfaction with the non-instructional area's performance? If these are not in place, what do you plan to do in the future to collect this data?</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Strong description of data collection tools (EAB/PS queries/reports, surveys, analytics, service counts). Clear future plans if gaps exist.	Good description but lacking depth.	Some tools identified but incomplete.	Limited or unclear.	Missing.
Comments: Solid review of approach to tracking service usage and satisfaction. It is unfortunate that you must still use paper sign in. Is there a better way to track or does this meet your needs? What strategies can you use to increase survey feedback response? Could you have presenters set aside 5 minutes at the end of workshops to have participants complete feedback forms at that time?				Score: 4

B. Non-Instructional Area Outcomes Assessment

1. <i>What does the data say about the success of your non-instructional area with respect to the achievement of your non-instructional area outcomes? Identify and describe the data sources.</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses multiple data sources and provides specific, meaningful interpretation of AUO success results.	Interprets data with reasonable clarity but less depth.	General interpretations without detail.	Minimal interpretation.	No meaningful data discussion.
Comments: Impressive increase in the amount of participants and the increase in hours. Great job tracking Flex Obligation. It seems that increasing completion of Flex Obligation may require a partnership with Academic Affairs and other areas.				Score: 5

2. What areas for improvement are suggested by the data?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies strategic, data-informed opportunities for improvement tied to AUOs.	Lists areas for improvement with some analysis.	Basic identification but limited justification.	Minimal detail.	Missing or superficial.
Comments: Your improvements suggested by the data offers exciting opportunities for the future. I love the idea of division specific professional development (we have seen the success with this type of effort in SEM).				Score: 5

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?				
a. How has the assessment of the non-instructional contributed to your non-instructional area's improvements?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides detailed examples connecting assessment data to operational changes, resource allocation, workflows, and service improvements.	Clear examples but fewer connections.	General statements without clear examples.	Minimal connection between data and decisions.	No evidence of data-informed decisions.
Comments: In this section, the CTX provided a review of the different types of data used to make decisions and explained strategies to improve data collection and data informed decision making. Outlined a plan for more strategic data collection and standardization for focus on improvements.				Score: 5

4. How does the non-instructional area make needed data and information available to area stakeholders?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes how data is shared (reports, dashboards, meetings) and how stakeholders use it.	Describes data sharing practices.	Basic description of communication.	Vague or incomplete.	No description.
Comments: Great review. The information in this program review will also be extremely helpful for Accreditation. Consider posting your Program Review document on the CTX website as well.				Score: 5

Section 4: Previous Three-Year Non-Instructional Program Plan Reflection

A. Non-Instructional Area Three-Year Reflection

1. What are the primary strengths of the non-instructional area? a. How have these changed over time? b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to “best practices” in the field?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, evidence-based strengths tied to outcomes, innovations, staffing, and service excellence. Shows evolution over time.	Describes strengths with some reflection.	General strengths with minimal depth.	Limited or generic strengths.	Missing.
Comments: Love the innovation and partnernships across campus highlighting the importance of relationship building!				Score: 5

2. What major challenges face the non-instructional area?				
a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough, realistic challenges aligned with resources, staffing, facilities, or technology. Provides actionable strategies within existing resources.	Lists challenges with some solutions.	Basic challenges listed but limited solutions.	Minimal challenges listed.	None provided.
Comments: Thorough review of challenges faced by the CTX. Another challenge touched on in the widening gap in online teaching skills, but broader, is the need for consistent and more extensive faculty participation in regular professional development.				Score: 5

3. Comment on the progress toward achieving your previous non-instructional area goals and AUOs. Discuss what has/is/will happen and the status of each goal and AUO.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Detailed status updates for each goal/AUO with evidence of progress, partial completion, or obstacles.	Good progress updates but limited detail.	General updates without evidence.	Limited or incomplete updates.	Missing.
Comments:				Score: 5

- 4. Where would you like your non-instructional 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 long-term impact would you like your non-instructional area to have on the College and the community?**
 - c. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?**

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, ambitious, and strategic vision with alignment to future institutional priorities, partnerships, and community impact.	Strong vision with some alignment.	General aspirations but lacks detail.	Minimal or vague.	Missing.
Comments: The CTX identified an appropriate and ambitious vision for the next three years, including new instructional space and a full-time ed tech trainer are greatly needed not only for the CTX, but the college. A best practice at college's across the state are education technology trainers and online course developers.				Score: 5

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

A. Non-Instructional Area Goals, AUOs, Objectives, Action Plans, and Resource Requests

Please review the goals and resources request worksheet. Comment on area goals, AUOs, objectives, action plans, and resource requests.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Goals are strategic, overarching, aligned with the Students First Framework, includes measurable AUOs, objectives, steps, responsible parties, timelines, and assessments. Resource requests tied to goals and SFF.	Clear goals and AUOs with moderate specificity and alignment.	Goals and AUOs listed but lack measurable objectives or alignment.	Minimal goals or unclear action plans.	Missing or incomplete.
Comments: Goals are aligned with college priorities. Item to consider: 1. Request for funding for more outside guest speakers.				Score: 5

Provide your overall program review comments and total score.	
Overall comments: In closing, the Center for Teaching Excellence is to be commended for producing a superb report that reflects both the depth and breadth of their work. The CTX team continues to distinguish itself through outstanding service, ongoing support for the college community, and the inspirational and positive relational energy that defines the climate of the Center and its dedicated staff.	Total Score: 84

Reviewer Signature: AHN

Date: 12/8/20



OFFICE OF INSTITUTIONAL EFFECTIVENESS, RESEARCH, PLANNING, AND GRANTS

Non-Instructional Program Review

Program Review: CTX

Reviewer Name: Michael Page

Section 1: Non-Instructional Area Overview

A. Non-Instructional Area Mission and Alignment

1. Briefly describe how your mission and purpose aligns with the Cerritos College mission and Students First Framework.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a concise, well-articulated explanation of how the mission aligns with the College mission and Students First Framework. Clearly identifies connections to four levers. Demonstrates strong understanding of institutional purpose and goal.	Provides a clear explanation of alignment with the College mission and Students First Framework. Mentions specific levers or strategies but may lack full integration or depth.	Provides a generally accurate description but alignment is broad or superficial. Mentions the College mission or Students First Framework but not both.	Provides minimal mission alignment. Response is vague, unclear, or missing explicit connections to Students First Framework.	Mission alignment is missing, inaccurate, off-topic, or unrelated to institutional goals.
Comments:				Score:

B. Non-Instructional Area Description

1. Provide a list and a brief description of the services you provide.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a comprehensive, clear, and well-organized list of services with specific descriptions and functions. Demonstrates strong understanding of service scope.	Provides clear services and descriptions with minor omissions or room for elaboration.	Lists services but descriptions lack depth or clarity.	Provides incomplete list or unclear descriptions.	Fails to identify services or provides irrelevant/inaccurate information.
Comments:				Score:

C. Non-Instructional Area Organizational Resources

1. Please describe your non-instructional area's organizational and personnel structure. Discuss: a. Positions (e.g., managers, classified, part-time, etc.) b. Collaboration (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.) c. Organizational chart (optional).				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough description of staffing structure, roles, communication practices, collaboration, and workflow. Includes clarity on full-time/part-time positions, internal coordination, and optional organizational chart.	Clear description with moderate detail; collaboration or staffing information may be less complete.	Basic description provided but lacks detail or structure.	Limited information, unclear staffing roles, or missing key structural elements.	No meaningful description of personnel or structure.
Comments:				Score:

2. What significant projects, tasks, workgroups, and committee work are the staff of your non-instructional area engaged in? a. How does this participation reflect on your non-instructional area's plans and integration with the college.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thoroughly describes projects, committees, and workgroups. Clearly links participation to institutional initiatives, area outcomes, and SFF alignment.	Provides good detail on projects and committees but includes limited discussion of area alignment.	Lists projects but lacks explanation of impact or area alignment.	Minimal description of staff involvement.	Response missing or unrelated.
Comments:				Score:

A. Non-Instructional Area User Demographics and Service Trends

iii. Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status)? Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.

Score:

Section 3: Non-Instructional Area Performance and Effectiveness

A. Non-Instructional Area Outcomes Assessment Process

1. What methods are used to assess your non-instructional area outcomes (AUOs)? If these are not in place, what do you plan to do in the future to collect this evidence?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies multiple, appropriate assessment tools (surveys, usage data, service logs, focus groups, KPIs). Provides clear rationale and future plans.	Describes assessment methods with some detail; future plans mentioned.	Basic methods identified but limited explanation.	Minimal mention of assessment methods.	No assessment process described.
Comments:				Score:

2. How are user needs assessed and considered in the development and delivery of programs and services?				
a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences?				
b. What are the sources of information your non-instructional area uses to understand current needs?				
c. How have the needs changed over time?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly identifies data sources (surveys, IR data, feedback, campus partners). Tracks changes over time and shows deep understanding of evolving needs.	Good description of needs and data sources with moderate depth.	Some sources listed but limited reflection.	Minimal detail on methods or data sources.	Missing or off-topic.
Comments:				Score:

3. <i>How does the non-instructional area track service usage patterns and determine users' satisfaction and dissatisfaction with the non-instructional area's performance? If these are not in place, what do you plan to do in the future to collect this data?</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Strong description of data collection tools (EAB/PS queries/reports, surveys, analytics, service counts). Clear future plans if gaps exist.	Good description but lacking depth.	Some tools identified but incomplete.	Limited or unclear.	Missing.
Comments:				Score:

B. Non-Instructional Area Outcomes Assessment

1. <i>What does the data say about the success of your non-instructional area with respect to the achievement of your non-instructional area outcomes? Identify and describe the data sources.</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses multiple data sources and provides specific, meaningful interpretation of AUO success results.	Interprets data with reasonable clarity but less depth.	General interpretations without detail.	Minimal interpretation.	No meaningful data discussion.
Comments:				Score:

2. What areas for improvement are suggested by the data?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies strategic, data-informed opportunities for improvement tied to AUOs.	Lists areas for improvement with some analysis.	Basic identification but limited justification.	Minimal detail.	Missing or superficial.
Comments:				Score:

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?				
a. How has the assessment of the non-instructional contributed to your non-instructional area's improvements?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides detailed examples connecting assessment data to operational changes, resource allocation, workflows, and service improvements.	Clear examples but fewer connections.	General statements without clear examples.	Minimal connection between data and decisions.	No evidence of data-informed decisions.
Comments:				Score:

4. How does the non-instructional area make needed data and information available to area stakeholders?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes how data is shared (reports, dashboards, meetings) and how stakeholders use it.	Describes data sharing practices.	Basic description of communication.	Vague or incomplete.	No description.
Comments:				Score:

Section 4: Previous Three-Year Non-Instructional Program Plan Reflection

A. Non-Instructional Area Three-Year Reflection

1. What are the primary strengths of the non-instructional area? a. How have these changed over time? b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to “best practices” in the field?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, evidence-based strengths tied to outcomes, innovations, staffing, and service excellence. Shows evolution over time.	Describes strengths with some reflection.	General strengths with minimal depth.	Limited or generic strengths.	Missing.
Comments:				Score:

2. What major challenges face the non-instructional area?				
a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough, realistic challenges aligned with resources, staffing, facilities, or technology. Provides actionable strategies within existing resources.	Lists challenges with some solutions.	Basic challenges listed but limited solutions.	Minimal challenges listed.	None provided.
Comments:				Score:

3. Comment on the progress toward achieving your previous non-instructional area goals and AUOs. Discuss what has/is/will happen and the status of each goal and AUO.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Detailed status updates for each goal/AUO with evidence of progress, partial completion, or obstacles.	Good progress updates but limited detail.	General updates without evidence.	Limited or incomplete updates.	Missing.
Comments:				Score:

4. Where would you like your non-instructional 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 long-term impact would you like your non-instructional area to have on the College and the community?

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

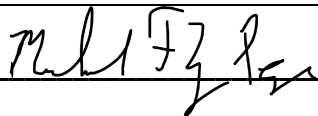
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, ambitious, and strategic vision with alignment to future institutional priorities, partnerships, and community impact.	Strong vision with some alignment.	General aspirations but lacks detail.	Minimal or vague.	Missing.
Comments:				Score:

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

A. Non-Instructional Area Goals, AUOs, Objectives, Action Plans, and Resource Requests

Please review the goals and resources request worksheet. Comment on area goals, AUOs, objectives, action plans, and resource requests.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Goals are strategic, overarching, aligned with the Students First Framework, includes measurable AUOs, objectives, steps, responsible parties, timelines, and assessments. Resource requests tied to goals and SFF.	Clear goals and AUOs with moderate specificity and alignment.	Goals and AUOs listed but lack measurable objectives or alignment.	Minimal goals or unclear action plans.	Missing or incomplete.
Comments:				Score:

Provide your overall program review comments and total score.	
Overall comments:	Total Score:
	54

Reviewer Signature: 

Date: 01/16/2025

Program Review Planning Form

Program/Department Name: Center for Teaching Excellence

Division Name: Academic Success

Program Review Cycle: 2025-2026

Review Period: 2022-2023, 2023-2024

This form serves as formal acknowledgment that the above-named program/department/division is undergoing a Program Review in accordance with institutional policies and timelines. Program Review is a collaborative process aimed at continuous improvement, accountability, and strategic development.

Program Review Team Members

Please list the names and titles of all individuals actively participating in the Program Review process (e.g., staff, coordinators, or other contributors):

Division Dean Information

Name: Shawna Baskette

Email: sbaskette@cerritos.edu

Department/Program Manager Information

Name: CTX/C. LoVetere (coordinator)

Email: clovetere@cerritos.edu

Program Review Collaborators:

<u>Name</u>	<u>Title/Role</u>	<u>Email Address</u>
<u>Monique Valencia</u>	<u>CTX Specialist</u>	<u>mvalencia@cerritos.edu</u>
<u>Victor Ufondu</u>	<u>CTX Admin/Office Support</u>	<u>vufondu@cerritos.edu</u>
<u>Misaan Towhid</u>	<u>CTX Admin/Office Support</u>	<u>stowhid@cerritos.edu</u>
<u>Crystal LoVetere</u>	<u>CTX Coordinator</u>	<u>clovetere@cerritos.edu</u>
<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>

Important Due Dates

Planning Form: 09/12/2025

Review Committee Form: 10/01/2025

Program Review Draft: 11/21/2025

Reviewer Feedback: 12/12/2025

Final Plan: 01/09/2026



Acknowledgement

By signing below, I acknowledge the following:

- I am aware that the program/department/division is currently undergoing Program Review as scheduled for the 2025-2026 cycle.
- I understand the expectations and responsibilities of the program/department/division throughout the review process, including submission of the self-study and timely communication with the review committee and IERPG.
- I have received and reviewed the guidelines, timelines, and required documentation for the Program Review process as provided by Office of Institutional Effectiveness, Research, Planning, and Grants.
- I agree to work collaboratively with faculty, staff, and administrators to ensure a thorough and reflective review process.

Program/Department Manager:

Name: Crystal LoVetere Signature:  Date: 9/11/25

Division Dean:

Name: Shawna Baskette Signature:  Date: 9/12/25

Dean, Institutional Effectiveness, Research, Planning, and Grants:

Name: Amber Hroch Signature:  Date: 9/12/25

Signature: 
Shawna Baskette (Sep 12, 2025 07:57:38 PDT)

Email: sbaskette@cerritos.edu

Signature: 
Amber Hroch (Sep 12, 2025 11:43:56 PDT)

Email: ahroch@cerritos.edu

2026-2029 - Center For Teaching Excellence Program Review

Final Audit Report

2026-08-11

Created:	2026-08-11
By:	Esthela Chavez (eschavez@cerritos.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAApjarn6wQr08guoJcEirfs4ISgxGlyfyz

"2026-2029 - Center For Teaching Excellence Program Review" History

-  Document created by Esthela Chavez (eschavez@cerritos.edu)
2026-08-11 - 9:45:06 PM GMT- IP address: 198.188.96.4
-  Document emailed to Frank Mixson (fmixson@cerritos.edu) for signature
2026-08-11 - 9:47:01 PM GMT
-  Email viewed by Frank Mixson (fmixson@cerritos.edu)
2026-08-11 - 9:47:32 PM GMT- IP address: 100.59.197.151
-  Document e-signed by Frank Mixson (fmixson@cerritos.edu)
Signature Date: 2026-08-11 - 11:00:26 PM GMT - Time Source: server- IP address: 172.58.119.139 - Signature Appearance Selected: MOBILE_IMAGE
-  Agreement completed.
2026-08-11 - 11:00:26 PM GMT