

**Cerritos College
Instructional Program Review**

Instructional Program Review Submittal Form (Appendix B)

This form is completed and submitted as a cover sheet for the self-study report

Name of the Program Teacher TRAC

Date Submitted March 21, 2017

Scheduled Presentation Date April 4, 2017

All courses in the program have been reviewed by the Curriculum Committee within the last six year cycle. (Yes) No

The Program is in compliance with guidelines established by the Student Learning Outcomes task force. (Yes) No

Explain any exceptions for non-compliance with Curriculum or SLO requirements:

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Reviewed by (Division Dean): Colleen McKenley



Cerritos College

Teacher TRAC

Program Review Report 2016-2017



I. DESCRIPTION OF THE PROGRAM

The Teacher TRAC Program strives to recruit, develop, and prepare diverse, high quality K-12 and community college teachers to meet local and state needs. The Program's mission directly supports the college's mission to provide students with high quality, comprehensive instructional programs and support services to improve student success and to offer clear pathways to achieve personal, educational, and career goals.

Instrumental to the Program and the college's mission are pathways. The Teacher TRAC Program has three pathways: Elementary, Secondary and Career Technical Education (CTE). Although the majority of Teacher TRAC students are in the 18-24-year-old range, the program includes re-entry students especially in the CTE Teacher Pathway. These students have or are currently working in their CTE career sector and are returning to be in the teacher pathway. Over 70% of Teacher TRAC students are of Hispanic ethnicity and have a strong commitment to return to their communities to teach. The Teacher TRAC Program faculty strives to keep current with content, credential changes, teaching standards, pedagogy, and technology promoting relevancy. Many participate in Faculty Inquiry Groups (FIGS) for this purpose. Our clear, relevant curriculum pathways guide students in obtaining their certificates and degrees and transferring. Service learning opportunities allow prospective teachers to observe and interact with K-12 students as early as their freshman year. Internships are available for CTE/STEM students, as well as Teacher TRAC students in the Summer STEM Academy where they interact with students from the ABC and Norwalk/La Mirada School Districts.

The extensive support services nurture students to become responsible for their collaboration with Student Services, especially Counseling Services, Admissions, Financial Aid and EOPS which are vital to student success. The Teacher TRAC Program interfaces with all divisions and the focus on CTE industrial technology, math/science, special education, and foundations in early learning depends on in-depth collaboration with the Counseling, Science Engineering and Math, Business, Humanities, and Social Sciences, Technology, and Health Occupations divisions.

Teacher TRAC is one of the programs managed by the Director of Educational Partnerships and Programs (EPP). The other programs include First Year Experience, K-16 Bridge/Cerritos Complete, Learning Communities, Dual Enrollment and President's Middle College Scholars. EPP reports to the Vice President of Academic Affairs. The Teacher TRAC program is advised by its Leadership Team whose members are the Director, faculty from the Business, Humanities, and Social Sciences, Counseling, Health Occupations, Liberal Arts, and Science, Engineering, and Math divisions and the EPP administrative secretary.



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A total of 340 students were identified as Teacher TRAC program students in Fall 2014. However, only 271 of these students had enrollment records. Table 1 below provides some descriptive information regarding the composition of this group of students. Notice that the group is overwhelmingly female and Hispanic, with an overall average age of 24.70.

Table 1. Descriptive Statistics

	Frequency	Percentage
Gender		
Female	210	77.49
Male	55	20.29
Unknown	6	2.21
Race/Ethnicity		
American Indian/ Alaskan	5	1.85
Asian	14	5.17
Black	5	1.85
Hispanic	202	74.54
Unknown	16	5.90
White	29	10.70

A. PROGRAM OUTCOMES

The Teacher TRAC Program has two program outcomes:

1. Upon completion of the Teacher TRAC Program, students will be familiar with and demonstrate understanding of a variety of content and teaching standards across multiple general education disciplines.
2. Upon completion of the Teacher TRAC Program, students will understand the attributes of a successful teacher.

Since 2004, Teacher TRAC faculty have participated in work sessions to focus on program SLO's with regard to California K-12 content standards. During the 2006-2013 years, thirty- five (35) faculty members from eleven (11) different disciplines collected, organized, and posted an updated learning module, rubric



and samples of Teacher TRAC student work on TaskStream. This process improves the learning and the building of knowledge and understanding of the California content standards in their discipline.

Furthermore, during 2008-2012, faculty participated in an assessment to revise and improve their learning module. This process continued during the 2012-2013 year. Through our Program SLO process we are able to assess student understanding of the content standards. In addition, faculty continues to modify their course and/or assignments according to areas of need.

Finally, each fall and spring in EDEL 200, fieldwork evaluations are compiled. Seven (7) attributes of a successful teacher are considered. Mentor K-6 teachers rate our students on the seven attributes. In Spring 2012, the outcomes for “Always or Most of the Time” ranged from 84% to 100%. Findings were disseminated and an improvement plan was developed and implemented Spring 2013. Student fieldwork evaluations continue to be assessed at the end of each semester and are considered for the grade earned in EDEL 200.

B. GATHERING & EVALUATING DATA

Program Review data were gathered from two sources. The first source was an online survey sent by the Cerritos College Teacher TRAC Program to its alumni. Twenty (20) individuals responded. Responders completed the program in semesters ranging from Spring 2001 to Spring 2013. Seventeen (17) of the Teacher TRAC program participants transferred to CSU Long Beach, while two (2) transferred to CSU Dominguez Hills.

Ernesto Esqueda’s doctoral research provided a second source of data, a qualitative dissertation study focused on exploring the best practices exercised in an outreach program that successfully assists Latino community college students in completing the program and enrolling in four-year universities. This work specifically focused on the Teacher TRAC leadership team with eleven (11) faculty members interviewed. The qualitative data was analyzed, organized, and coded into best practices (themes) under five constructs, which then were applied to answering four research questions:

#1 What are the best practices exercised by the leadership of Teacher TRAC to assist Latino students to excel in the program?

#2 What are the best practices exercised by the leadership of Teacher TRAC to assist Latino students to enroll into four-year universities?

#3 What does the leadership of Teacher TRAC do to successfully administer



these best practices?

#4 What does the leadership of Teacher TRAC do to successfully measure their impact of these best practices?

The findings show that there are twenty (20) significant best practices that are exercised by the Teacher TRAC leadership, see Appendix B.

C. CONCLUSIONS

Conclusions from the online alumni survey revealed that the Teacher TRAC Program is meeting both of its learning outcomes. Graduates of the Teacher TRAC Program are familiar with and able to demonstrate understanding of a variety of content and teaching standards across multiple general education disciplines. Likewise, graduates report that they understand the attributes of a successful teacher. Program alumni are also satisfied with the counseling services provided by the program. Additional areas of high satisfaction include: observations/fieldwork/internship experience, scholarship opportunities, the Teacher TRAC center, Teacher TRAC workshops, communication with the Teacher TRAC Program, transition to Cerritos College, academic preparation and transfer to university. Overall, Teacher TRAC alumni are “very satisfied” or “satisfied” with a host of Teacher TRAC services and attributes.

Alumni identified four (4) areas of improvement. First, the program should work to better expose them to multiple career opportunities within education, and provide information on the available pathways to achieving those careers. Second, students would like to see additional courses or workshops offered that help those within the multiple subject pathway understand teaching in different grades. Third, students would like more help with understanding how legislation affects teaching. The final recommendations included having the program organize cohort study groups, and providing additional information on single and multiple subject credentials.

Doctoral Research Questions Focusing on Leadership Team:

#1 What are the best practices exercised by the leadership of Teacher TRAC to assist Latino students to excel in the program?

Conclusions from the Teacher TRAC leadership team interviews were understood by splitting the Teacher TRAC leadership into two levels, from the Director to all those affiliated with the program, i.e. faculty, counselors, staff, students, etc., and from the leadership team to the students. Four best practices in relation to transformational leadership were most dominant in the interview responses; collaboration, motivation, reach full potential, and value driven.



#2 What are the best practices exercised by the leadership of Teacher TRAC to assist Latino students enroll into four-year universities?

The first theme, collaboration, is focused on the importance of leadership working well with administration, faculty, staff, and students. Leaders of Teacher TRAC exercised the best practice of collaboration, to aid their students with the transfer process onto a four-year university. According to leadership, there is a close collaboration with the university to help students make a successful transition.

The second theme, motivation, clearly came from the former Director of the program with leadership team members consistently explaining that they were directly motivated by the Director's expectations, role modeling, and the inspiration she instills in others. Reaching full potential involves striving to do more or go above and beyond the expected. The Director of the program was identified as the main conduit to this construct with faculty saying things like, "Just her personality makes you want to do more stuff." It was also found that the Director is *value driven*, modeling traits such as showing respect for faculty, staff and students and serving as a reliable form of support.

Teacher TRAC assists students in excelling in the program by exercising an organization culture that is student-centered, but also faculty and staff centered. In addition to investing in the development of the students, the organizational culture of Teacher TRAC also invest in the development and wellbeing of the faculty and staff.

#3 What does the leadership of Teacher TRAC do to successfully administer these best practices?

The researcher identifies how leadership of the program carries out best practices. Significant data was found for the best practice of collaboration. The four best practices discussed included culturally sensitive leaders, loving support, accountability for self and others and role-models/mentors. Data was found for the passion about the mission of producing highly qualified teachers and best practice, within the construct of Authentic Leadership.

#4 What does the leadership of Teacher TRAC do to successfully measure their impact of these best practices?

This question dealt with measurement. The surveys and focus groups are tools by which leadership and their partners can measure how well they work together. Moreover, the number of times that leadership and their partners meet for professional development and updates shows how often they collaborate in the development of the program. Examining the accolades of the program and the number of professionals that the program has produced is a way of measuring the best practice of reaching full potential. The best practice of loving support has been evaluated by comments from the students and the attentiveness of the leaders. When measuring the best practice of structured academic pathway, Teacher TRAC keeps track of students that transfer and those that attend CSULB.



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Under the construct of Academic Support and Preparation, the best practice of Goal setting and self-evaluation was the most dominant practice when measuring best practices. From its inception the Teacher TRAC Program has gone through multiple evaluations. As the former Director of the program has stated, “so over 17 years we’ve had different types of assessment evaluations. We’ve had an outside evaluator taking a look at 4 or 5 years of our transfer students comparing them to (the university) native population and so comprehensive we had qualitative studies, focus groups, current students, faculty and students.”



II. SWOT ANALYSIS

A. STRENGTHS

1. Since the last Program Review, a Teacher TRAC student may now be nominated for an Academic Excellence award in the Education Department.
2. Teacher TRAC maintains a unique MOU with CSULB granting elementary credential students admission seats when minimum requirements are met.
3. The Program continues to receive \$15,000 from CSULB Math Science Teacher Initiative each year to offer a Summer STEM Academy.
4. Teacher TRAC provides internships for students who plan to teach welding, automotive, or woodworking at the high school or community college level.
5. Robust multi-disciplinary faculty participation in Teacher TRAC and its development plan, as well as strong on campus partnerships.
6. The Teacher TRAC Director (aka EPP Director) serves on four (4) of the District's CTE advisory committees which all contribute to the success of the Teacher TRAC Program by keeping the Director apprised of the ongoing changes, needs, and opportunities.
7. Since Teacher TRAC's last instructional program review, the program has received \$1,134,945 in new grant money.
8. The Program continues to have strong outreach and recruit plans for both on and off campus opportunities.
9. In addition to the Program offering two (2) new students and six (6) transfer student scholarships each year, a new fund, the Sue Parsons' Scholarship was formed.
10. Additional ongoing strengths include: strong curriculum pathways, extensive counseling and student services, mentoring, service learning, internships, fieldwork, dedicated program faculty, and professional development experiences.



11. Faculty Inquiry Groups (FIGs) engage faculty in assessing student work, designing lessons and incorporating standards into their course design and assignments. Common Core Standards, Technology for the 21st Century Teacher, critical thinking, and constructivism are explored in FIGs.

B. WEAKNESSES

1. The growing number of partnerships takes specific coordination and will present a challenge because of the time and personnel needed to nurture them and develop articulations.
2. There is a lack of data about Teacher TRAC that would allow for specific analysis of the effectiveness of the program and to assist with planning.
3. The EPP office staff, which includes Teacher TRAC, consists of over 100 hours of short term hourly. Currently some personnel are grant funded.
4. The majority of students entering the Teacher TRAC Program are in need of developmental coursework and are in need of appropriate academic behaviors and college life skills.

C. OPPORTUNITIES

1. Cerritos College is in an excellent position to have a positive effect on California's acute need to develop more, along with better prepared, teachers for science, technology, engineering, and math (STEM) as well as special need teachers.
2. An estimated 51,500 openings for elementary school teachers and 31,000 for secondary school teachers will occur statewide between 2010 and 2020. K-12 teaching is projected to have the highest number of job openings, second only to nursing during the next five (5) years.
3. Three (3) local high schools added new Teacher Pathways and want to articulate and offer dual enrollment opportunities for future teachers.
4. There is a newly hired Program Director. The initial creator and Director of the program retired October 2016, this provides opportunity for continued growth and to shape the program with a fresh perspective.



5. SB577 may open up opportunities at the state level for community colleges to offer teaching credentials.
6. Current funding would allow for a full time education faculty member when combined with service learning coordination.
7. Teacher preparation is now tied to CTE and eligible for Strong Workforce Funding.

D. THREATS

1. The initial creator and Director of the program retired October 2016, which is destabilizing.
2. Because there has been a decline in student enrollment in our K-12 districts, more programs are vying for the same set of students. A concentrated outreach effort to serve prospective students and maintain partnerships is essential to future student enrollment.
3. Teacher TRAC was threatened with re-organization as part of the Enrollment Management Plan, which has since been removed. However, the threat of possible future changes exists given EPP's responsibility with K-12 outreach and overlap with SSSP and "front door" services.
4. The leadership team member in charge of Service Learning Coordination along with chairing the Education Department resigned as of Fall 2016, leaving the position vacant with a new director in place.
5. The only faculty who teaches Physical Science 112, one of the elementary pathway courses, is retiring after Spring 2018. This course is also required for the Elementary Education Teacher AA-T. The Director is working with the SEM Dean to find another instructor to teach the class.
6. The manager of the Teacher TRAC Program falls under the title of "Director of Educational Partnerships and Programs." Director positions are typically classified as non-instructional. The main work of the Teacher TRAC manager; however, is instructional as specified in the Program's SLO's and mission statement. The Director status has also closed doors to the program for certain funding, some critical decision-making and other important opportunities such as disqualifying the long time EPP secretary for an advance in job category and pay.
7. The education department is currently housed in the Business, Humanities, and Social Sciences Division. This department specifically services Teacher TRAC students and requires the attention and oversight



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of the EPP director to maintain curriculum articulations, service learning placements, and appropriate course staffing. It would be better placed in EPP.

8. The education department lacks a full time faculty member. A full time faculty member would provide stability through leadership (i.e., chair the program), serve as the Service Learning Coordinator, and facilitate the department's growth.



III. GOALS & ACTIVITIES CHART

Ref	Goals	Activities	Time Frame	Person(s) Assigned
S5 W1 W2 O1 O2	Goal #1: Increase percentage of Teacher TRAC students to college enrollment by 5% over the next six years.	<ol style="list-style-type: none"> 1) Explore partnering with ASCC to start a future teacher's club. 2) Participate in high school counselor conference and provide a Teacher TRAC student for the student panel. Also participate in Senior Day. 3) Partner with IERP to develop data tracking strategy to increase access to data about students participating and inform decision making for recruitment and improvement. 	2017-2023	Educational Partnerships and Programs staff Teacher TRAC counselors Teacher TRAC Leadership Team
S1 S4 S5 S9 S10 S11 W2 O4 T5	Goal #2: Support the academic and professional growth of Teacher TRAC students and program faculty	<ol style="list-style-type: none"> 1) Offer a minimum of ten (10) paid clinical experiences (internships) Math, Science, CTE, Early Learning, and Special Education. 2) Offer at least two (2) teaching workshops/events each year related to items identified in the alumni survey such as career opportunities within education, teaching in different grades, and understanding how legislation affects teaching. 3) Afford interested students the opportunity to attend at least one (1) professional conference each year. 4) Conduct a series of four (4) workshops for faculty each year highlighting Teacher TRAC faculty. 5) Engage math department in FIGs. 6) Teacher TRAC Leadership Team will meet more frequently (monthly). 7) Increase outreach to boost enrollment in existing education courses. 8) Align EDEL courses to newly updated CSULB courses. 	2017-2023 Annually Fall & Spring starting in the 2017-2018 school year Annually Annually 2017-2018 2017-2018 Fall 2017 Spring 2017/Fall 2018	EPP Director Teacher TRAC Staff Teacher TRAC Counselors CTE Faculty (welding, automotive, woodworking) Teacher TRAC Leadership FIG Coordinator Math Department Education Department Chair
S2 S3 S6 S7	Goal #3: Nurture and increase the number of	<ol style="list-style-type: none"> 1) Intra- and inter collaborations and partnerships will continue to be formed and nurtured. This includes five to ten (5-10) new 	2017-2018	EPP Director Teacher TRAC Staff



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<p>O1 O2 O7</p>	<p>Goal #5: Work regionally for increasing the number of STEM/CTE teachers.</p>	<p>1) Teacher TRAC will serve as a mentor college in the SWP-TPP grant to partner with LA County community colleges and expand teacher preparation.</p> <p>2) Partner with TPP colleges to advance the role of community colleges in teacher preparation by participating/hosting conferences and offering professional development.</p>	<p>2017-2019</p>	<p>EPP Director TPP Co-Coordinator Teacher TRAC Staff Teacher TRAC Leadership</p>
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Appendix

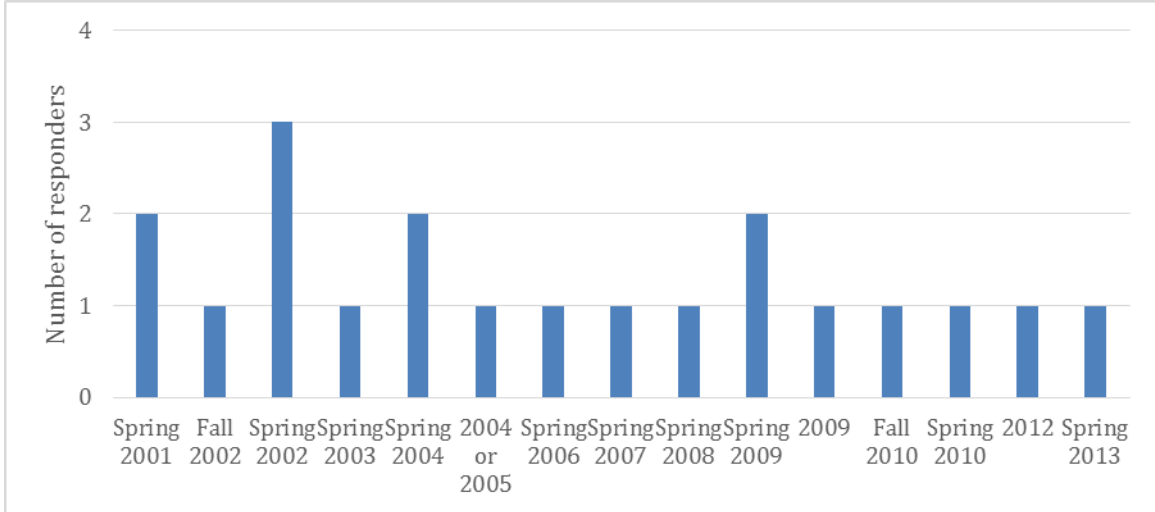


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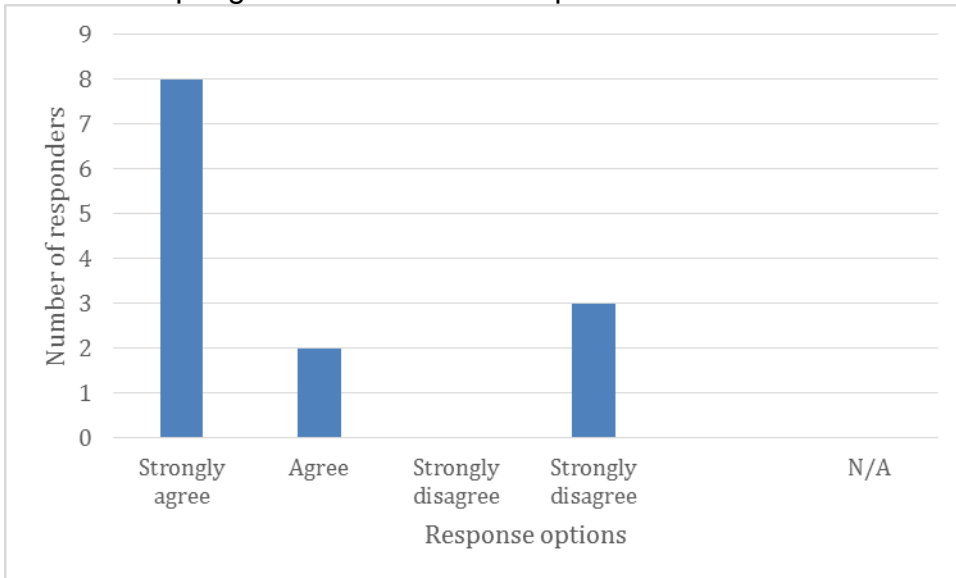
CHARTS AND VERBATIM RESPONSES OF TEACHER TRAC ALUMNI

The charts below present the distribution of TRAC alumni responses on survey items. Write-in responses are included after the charts.

Item 1. What semester and year did you complete the Teacher TRAC program?

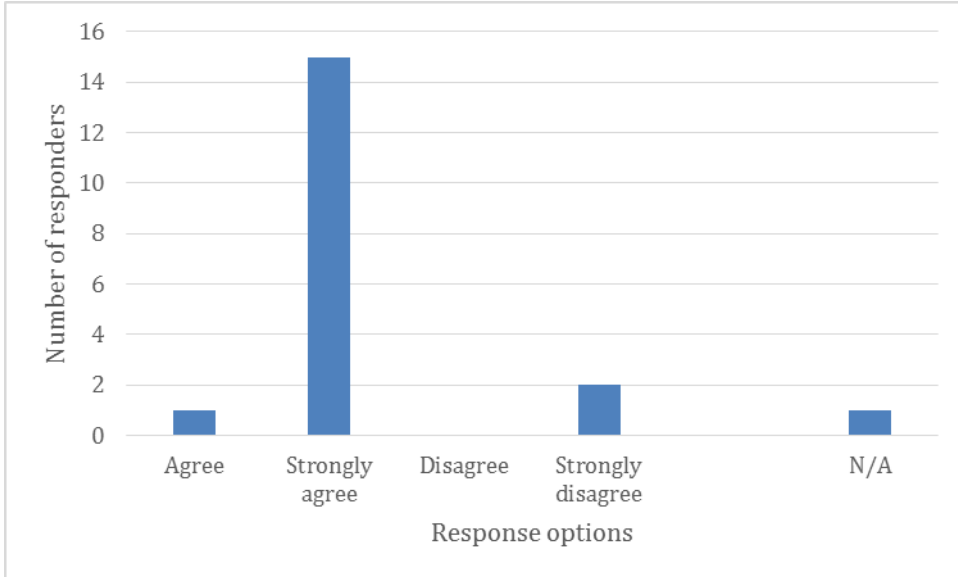


Item 2. Rank your agreement with the following statement: I am familiar with and able to demonstrate understanding of a variety of content and teaching standards across multiple general education disciplines

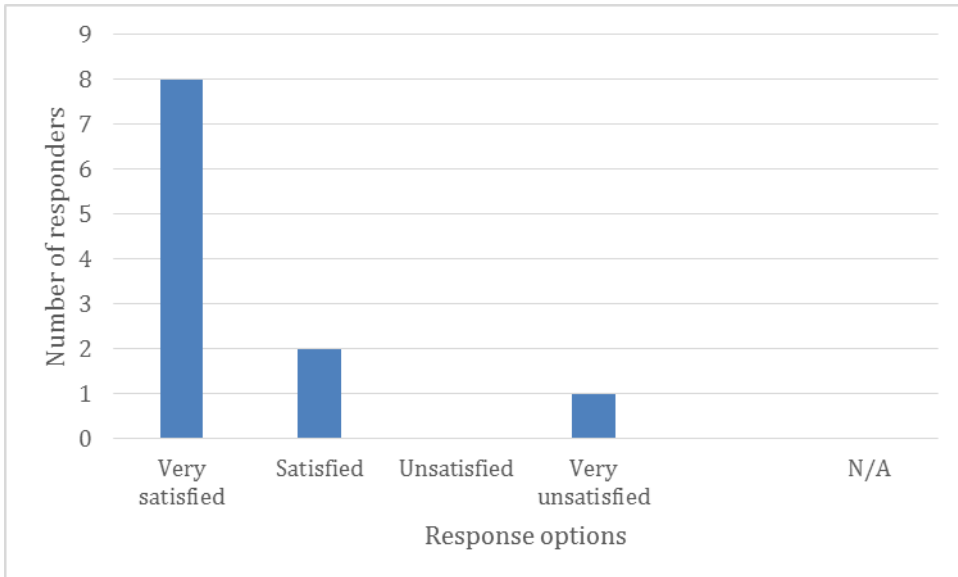


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Item 3. Rank your agreement with the following statement: I understand the attributes of a successful teacher.

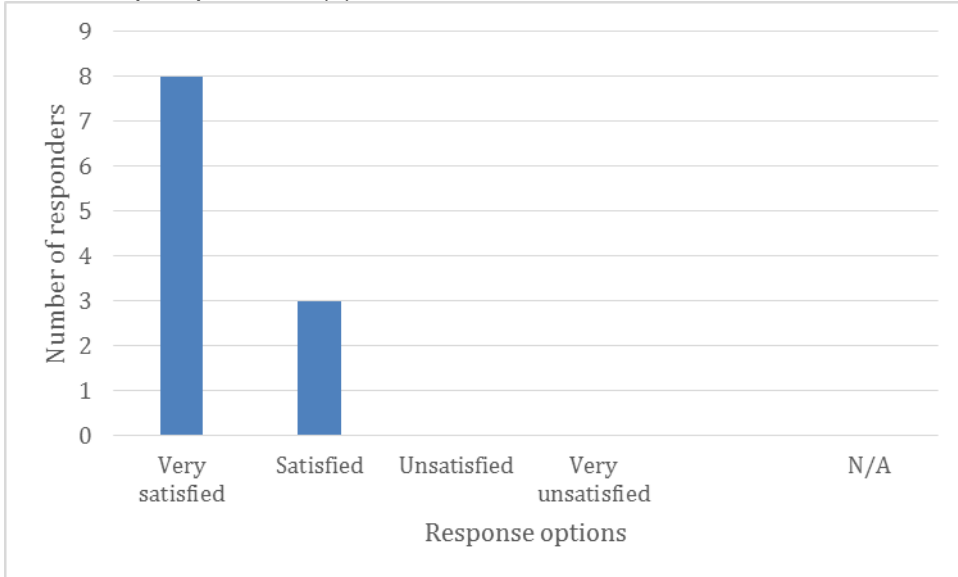


Item 4. How satisfied are you with the following: Teacher TRAC counseling services.

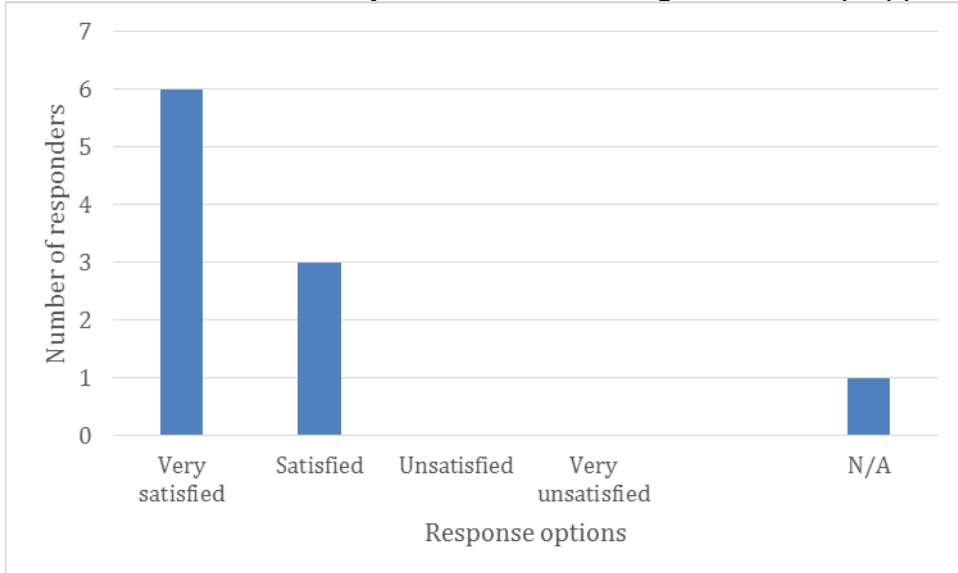


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Item 5. How satisfied are you with the following: Observations/fieldwork /internship experience(s).

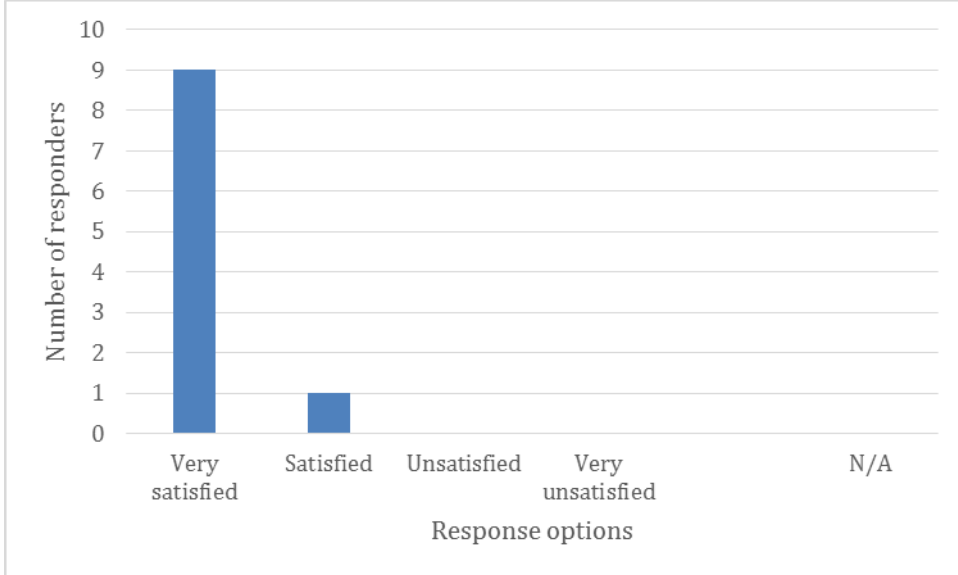


Item 6. How satisfied are you with the following: Scholarship opportunities.

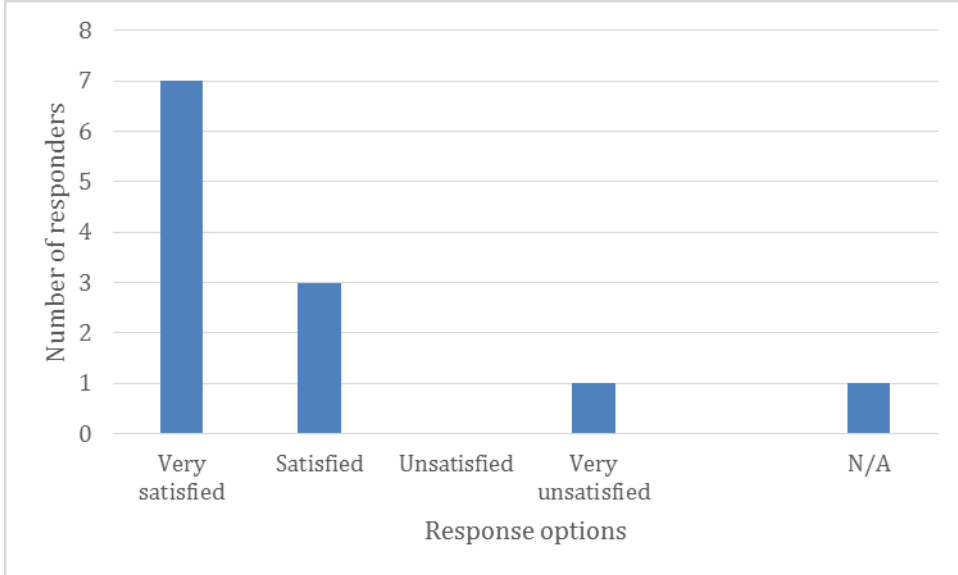


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Item 7. How satisfied are you with the following: Teacher TRAC Center.

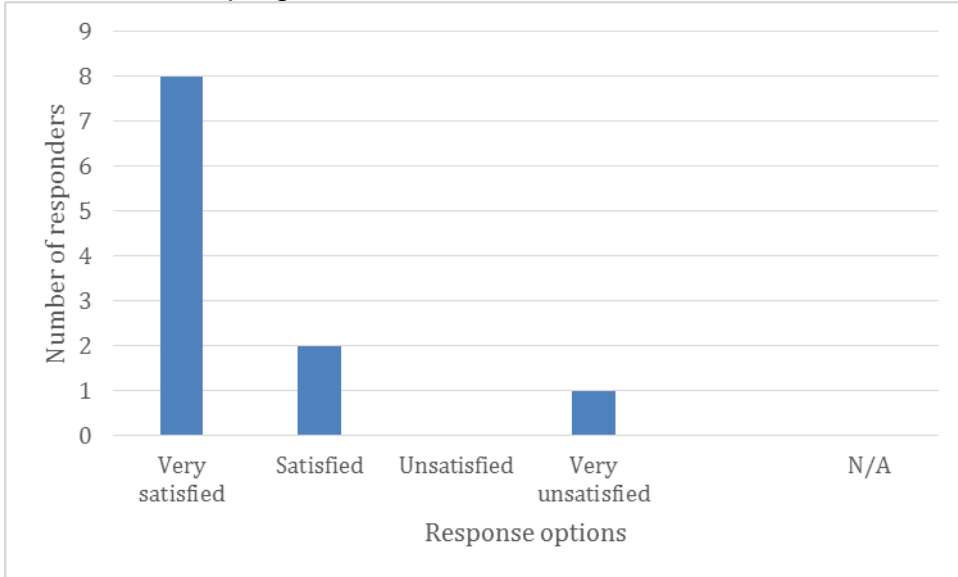


Item 8. How satisfied are you with the following: Teacher TRAC workshops.

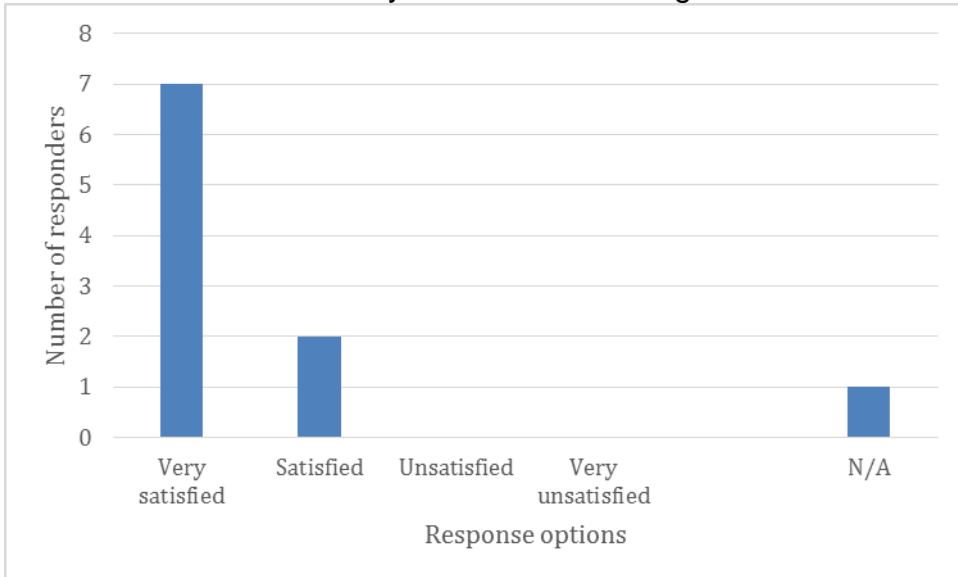


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Item 9. How satisfied are you with the following: Communication with the Teacher TRAC program.

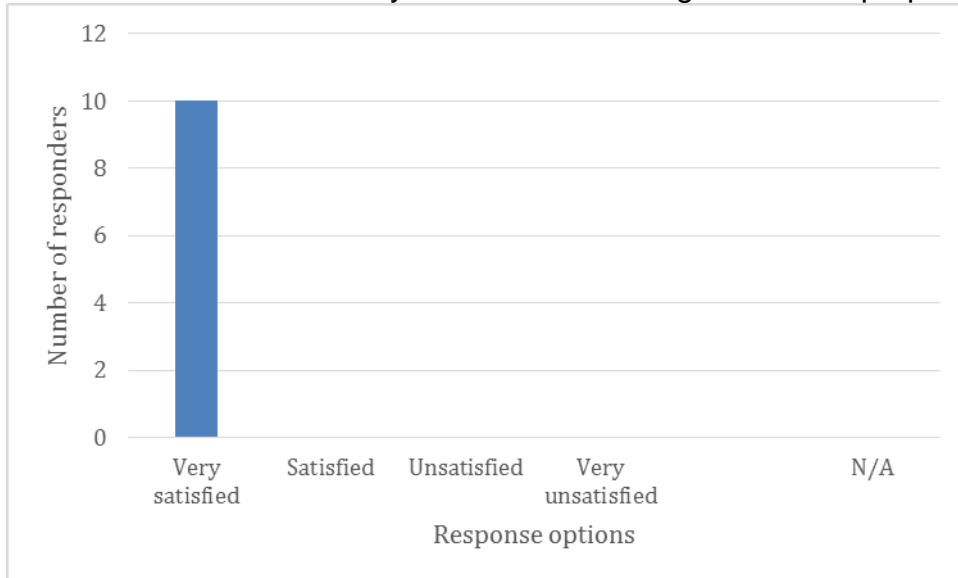


Item 10. How satisfied are you with the following: Transition to Cerritos College.

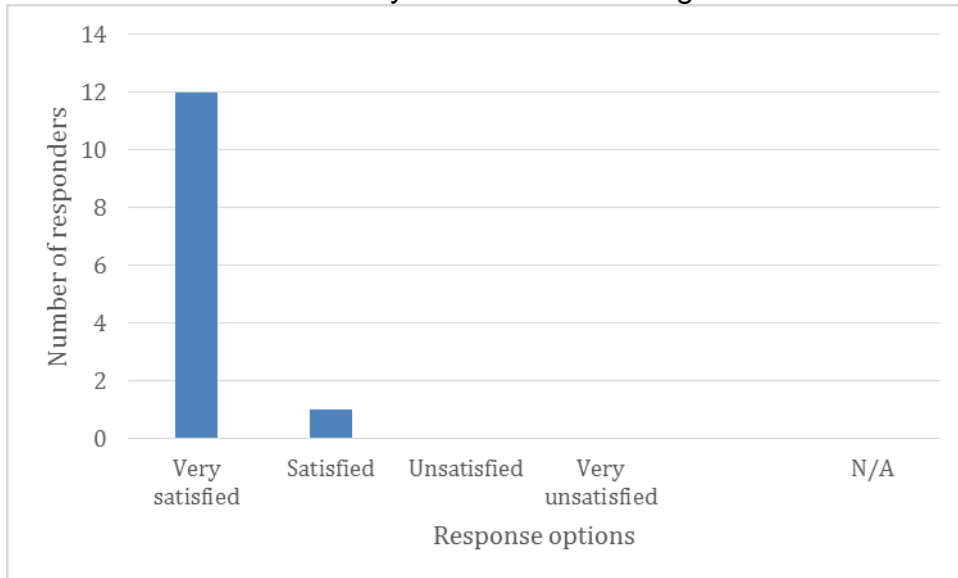


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Item 11. How satisfied are you with the following: Academic preparation.



Item 12. How satisfied are you with the following: Transfer to university.



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Below are the verbatim responses of program alumni when responding to the question:

What Teacher TRAC program services were the most helpful?

- Scholarship opportunities, Observations, Presentations and the Teacher TRAC center
- Counseling, having the same classes, which allowed a support, network with other students to build.
- Teacher Trac Center. Being able to go to a specific and individualized center for the program gives a sense of direction. There is no guessing about expectations.
- In general, TEACHER TRAC did a wonderful preparing me (us) in the right path to be a teacher. Particularly, the transition to CSULB- partnership. Sue Parson, Monica, and all the Teacher Mentors did a great job mentoring and educating us to be as successful as we can be.
- Teacher TRAC center and counselors
- Counseling
- Transferring to CSULB. If it wasn't for the detailed information sessions provided I couldn't have been teaching.
- Internship experience
- Meeting with my counselor was helpful to me because she thought I'd be better suited for middle school. She was right.
- Teacher TRAC was extremely helpful in all areas. It was because of Teacher TRAC that I was able to transfer to CSULB and graduate within the 4 years of starting the program. The entire staff was amazing. Sue Parson is the best!!!! Even after leaving to CSULB, I could always call Sue Parson if I had questions or needed assistance. I loved that the professors were hand picked and there was communication between them. It was also extremely helpful to have the counselors guiding us and the classes were reserved for us. Going through the program as a cohort helped us build a family, I was the



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matron of honor for my two best friends who I met in the program. I teach at a school with one of my colleagues from Teacher TRAC. Everything about the program was wonderful. Transferring to CSULB went smoothly, I felt well prepared to succeed at the university. The field work allowed me to gain a better understanding of the teaching profession. Excellent program!!

- Science and math observation hours
- Fieldwork/internship
- Counseling
- Everything in Teacher TRAC was helpful, but the experience of being in the classroom early on my career really made a difference for me.
- Being able to work with fellow teachers in an environment that includes other areas of learning such as chemistry in relationship to automotive learning.



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Below are the verbatim responses of program alumni when responding to the question:

What additional services should the Teacher TRAC program offer?

- I currently am a clinical mental health therapist for Azusa Unified School District, and hold a pps credential in school counseling. Thus far I love my job and feel extremely blessed. I am also working on my doctorate in school psychology and measurement, and am on track to be a licensed school psychologist by next year. Currently there is a huge demand and need for paraprofessionals within education. Thanks to the hands on experiences which teacher trac provided me, as was able to make my decision right after transferring that my dream was still working with students, just in a more individualized setting. I think it would be amazing to expose college students early on to ALL the vast career opportunities within education in addition to teaching, and provide information on the available pathways to achieving those goals. If Cerritos college were ever interested in implementing something like this, (in the form of a brief class or workshop) I would be more than happy to assist in any way that I can!
- Multiple subject is very broad spectrum. More classes that help understand the different grades, e.g. lower grades vs. upper grades. Another is, how does legislation affect teaching.
- I am not familiar with the current programs Teacher Trac is offering, but during my generations, we were always well informed as to what to expect throughout the program and our transitions to the university.
- Everything works wells.
- Opportunities for candidates to teach lessons to students and be involved with straightforward hands-on experience.
- Organized study groups. Or a study group to join.
- The program is excellent. I was part of the first graduating class. Some suggestions: *Information of different credentials(single, multiple).



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- Single subject
- N/A
- N/A
- I can not think of any at this time.



APPENDIX B

Twenty Significant Best Practices Exercised by the TRAC Leadership - Conceptual Model Used in Analysis

Inputs (Constructs)	Activities / Best Practices	Outputs	Outcomes	Customers Reached
<ul style="list-style-type: none"> Transformational Leadership 	<ul style="list-style-type: none"> Collaboration Motivates Reach Full Potential Value Driven 	<ul style="list-style-type: none"> Knowledgeable about the transfer process. Knowledgeable about the teacher profession. Skills to successfully graduate from a four-year university. 	<ul style="list-style-type: none"> Completion of program. Transferring to four-year university 	<ul style="list-style-type: none"> Latino Community College students
<ul style="list-style-type: none"> Authentic Leadership 	<ul style="list-style-type: none"> Passionate about the Mission Strong Values Moral Perspective 			
<ul style="list-style-type: none"> Latino Social and Cultural Support 	<ul style="list-style-type: none"> Cultural Sensitive Leaders Loving Support Accountability for Self and Others Role-Models/Mentors. 			
<ul style="list-style-type: none"> Academic Support and Preparation 	<ul style="list-style-type: none"> Structured Academic Pathway Provide Financial Assistance Institutional Partnerships Transformative Education Goal Setting and Self Evaluating 			
<ul style="list-style-type: none"> Organizational Culture 	<ul style="list-style-type: none"> Student & Faculty/Staff Centered Family Inclusive Supportive 			



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Research Question One

What are the best practices exercised by the leadership of Teacher Bound to assist Latino students excel in the program?

Constructs	Best Practices
<ul style="list-style-type: none"> • Transformational Leadership 	<ul style="list-style-type: none"> ○ Collaboration ○ Motivates ○ Reach Full Potential ○ Value Driven
<ul style="list-style-type: none"> • Authentic Leadership 	<ul style="list-style-type: none"> ○ Passionate about the Mission
<ul style="list-style-type: none"> • Latino Social and Cultural Support 	<ul style="list-style-type: none"> ○ Cultural Sensitive Leaders ○ Loving Support ○ Accountability for Self and Others ○ Role-Models/Mentors.
<ul style="list-style-type: none"> • Academic Support and Preparation 	<ul style="list-style-type: none"> ○ Provide Financial Assistance ○ Institutional Partnerships ○ Transformative Education
<ul style="list-style-type: none"> • Organizational culture 	<ul style="list-style-type: none"> ○ Student & Faculty/Staff Centered ○ Family ○ Inclusive ○ Supportive

Research Question Two

What are the best practices exercised by the leadership of Teacher Bound to assist Latino students enroll into four-year universities?

Inputs (Constructs)	Activities / Best Practices
<ul style="list-style-type: none"> • Transformational Leadership 	<ul style="list-style-type: none"> ○ Collaboration
<ul style="list-style-type: none"> • Authentic Leadership 	<ul style="list-style-type: none"> ○ Passionate about the Mission ○ Strong Values ○ Moral Perspective
<ul style="list-style-type: none"> • Latino Social and Cultural Support 	<ul style="list-style-type: none"> ○ Cultural Sensitive Leaders
<ul style="list-style-type: none"> • Academic Support and Preparation 	<ul style="list-style-type: none"> ○ Structured Academic Pathway ○ Provide Financial Assistance ○ Institutional Partnerships
<ul style="list-style-type: none"> • Organizational culture 	<ul style="list-style-type: none"> ○ Supportive



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Research Question Three

What does the leadership of Teacher Bound do to successfully administer these best practices?

Constructs	Best Practices
<ul style="list-style-type: none"> • Transformational Leadership 	<ul style="list-style-type: none"> ○ Collaboration
<ul style="list-style-type: none"> • Authentic Leadership 	<ul style="list-style-type: none"> ○ Passionate about the Mission
<ul style="list-style-type: none"> • Latino Social and Cultural Support 	<ul style="list-style-type: none"> ○ Cultural Sensitive Leaders ○ Loving Support ○ Accountability for Self and Others ○ Role-Models/Mentors.
<ul style="list-style-type: none"> • Academic Support and Preparation 	<ul style="list-style-type: none"> ○ Structured Academic Pathway ○ Provide Financial Assistance ○ Institutional Partnerships ○ Transformative Education
<ul style="list-style-type: none"> • Organizational culture 	<ul style="list-style-type: none"> ○ Family-oriented ○ Inclusive ○ Supportive

Research Question Four

What does the leadership of Teacher Bound do to successfully measure their impact of these best practices?

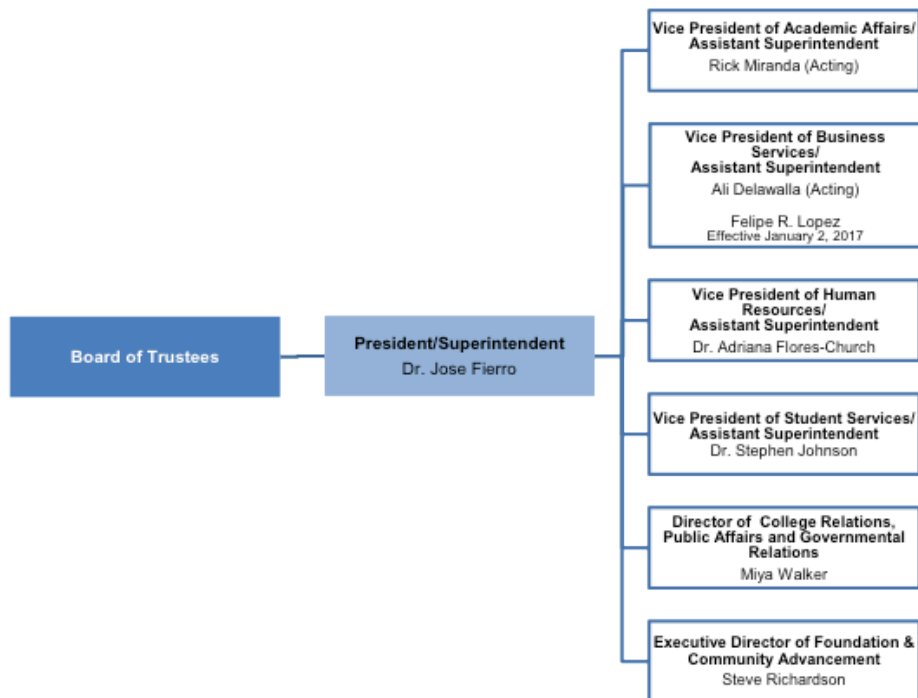
Inputs (Constructs)	Activities / Best Practices
<ul style="list-style-type: none"> • Transformational Leadership 	<ul style="list-style-type: none"> ○ Collaboration ○ Reach Full Potential
<ul style="list-style-type: none"> • Authentic Leadership 	No Significant Data
<ul style="list-style-type: none"> • Latino Social and Cultural Support 	<ul style="list-style-type: none"> ○ Loving Support ○ Accountability for Self and Others ○ Role-Models/Mentors.
<ul style="list-style-type: none"> • Academic Support and Preparation 	<ul style="list-style-type: none"> ○ Structured Academic Pathway ○ Goal Setting and Self Evaluating
<ul style="list-style-type: none"> • Organizational Culture 	No Significant Data



APPENDIX C

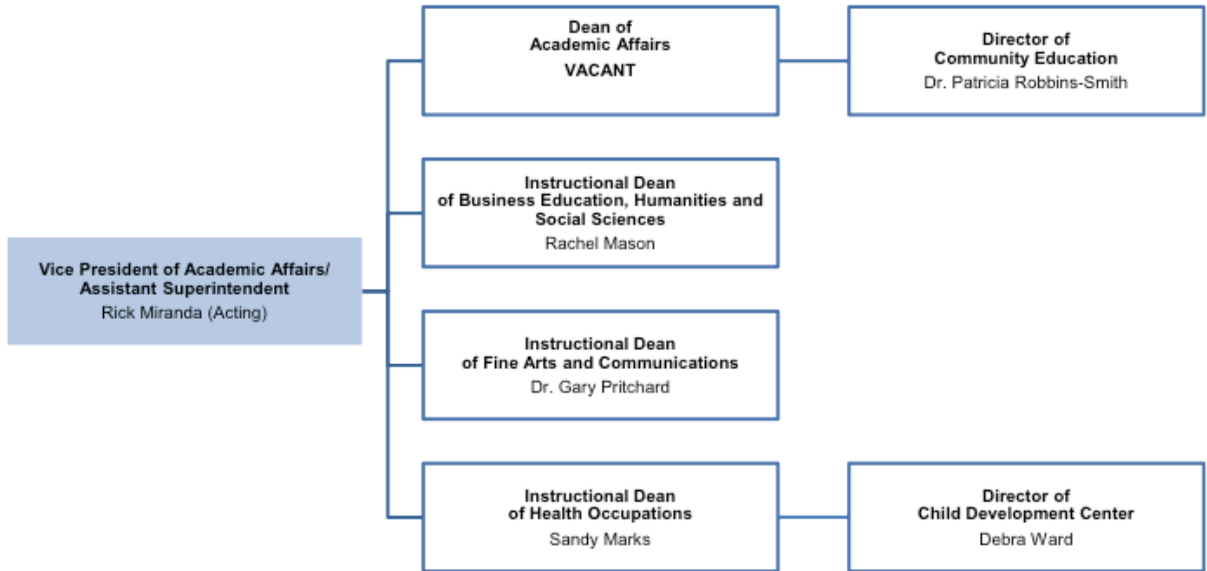
CERRITOS COMMUNITY COLLEGE DISTRICT CHART

Organizational Chart



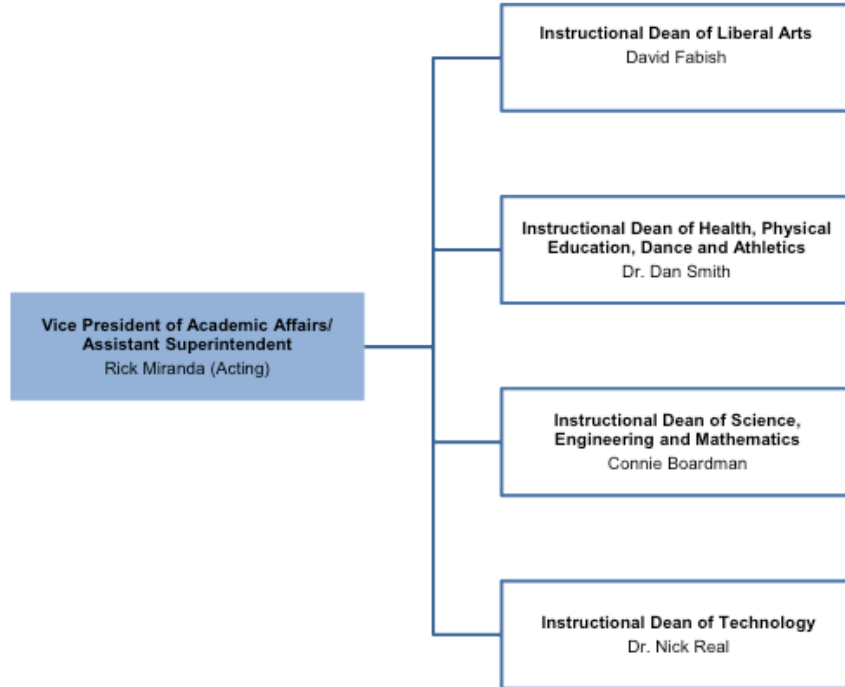
APPENDIX C

Academic Affairs



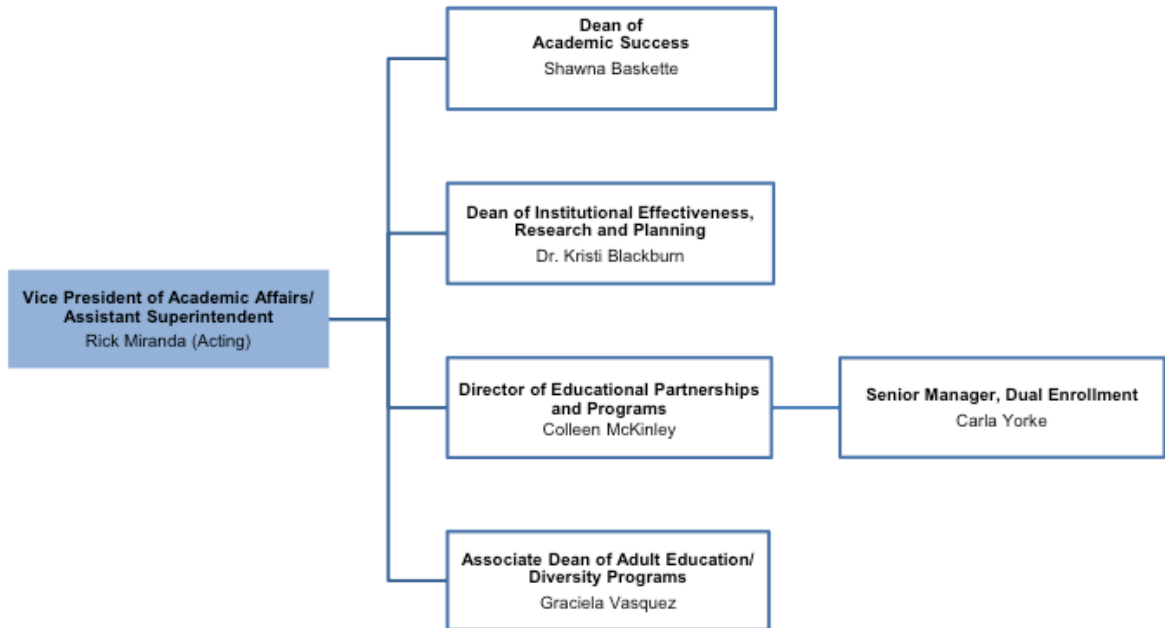
APPENDIX C

Academic Affairs (Continued)



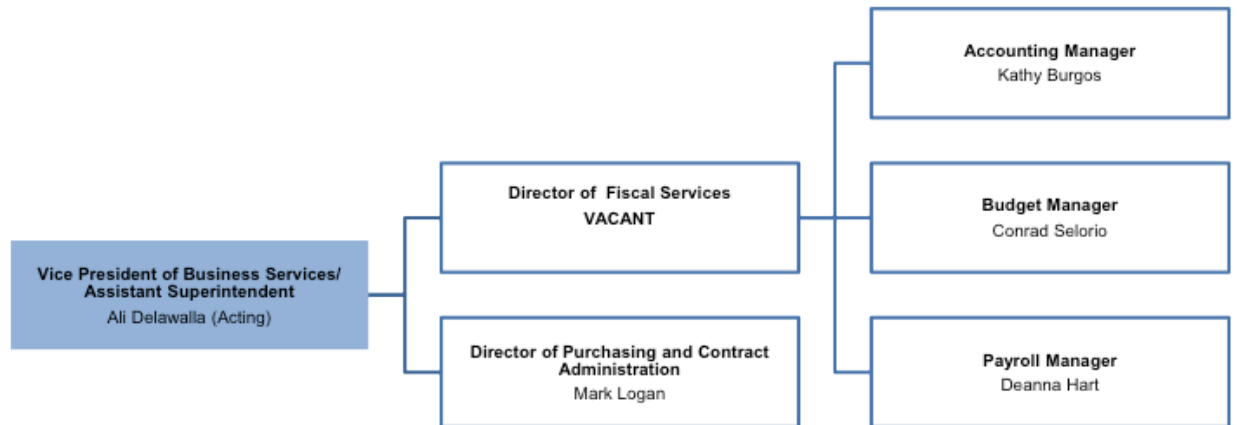
APPENDIX C

Academic Affairs Continued



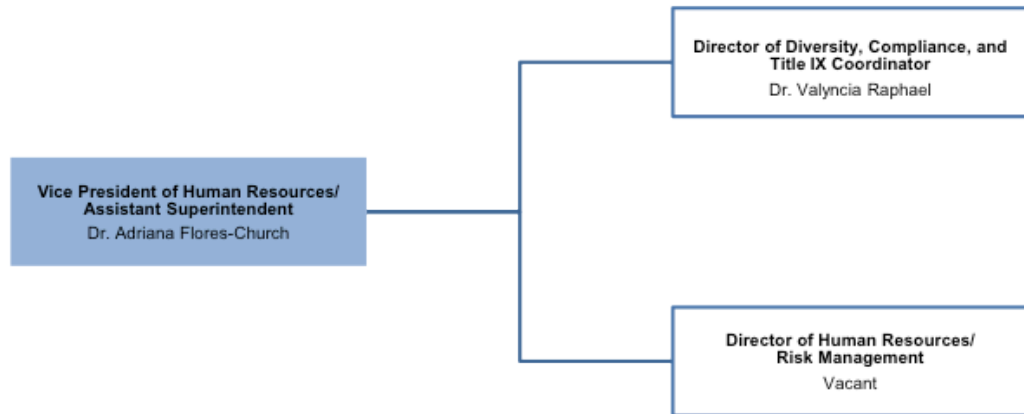
APPENDIX C

Business Services



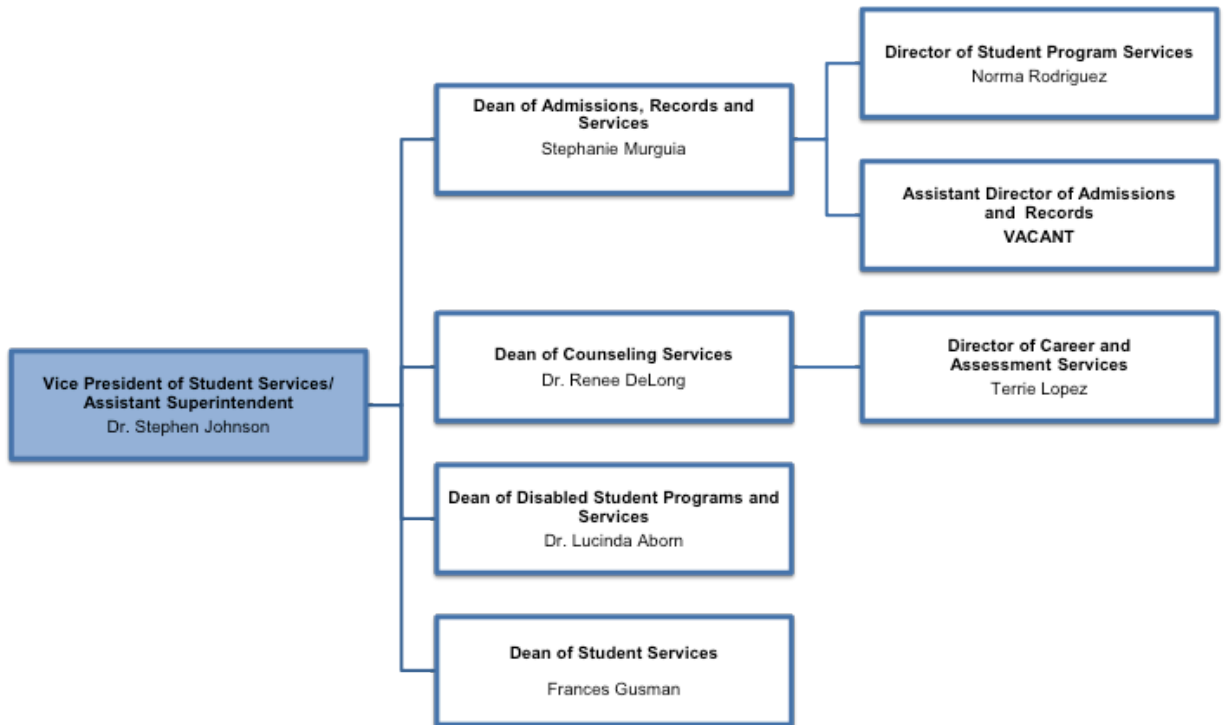
APPENDIX C

Human Resources



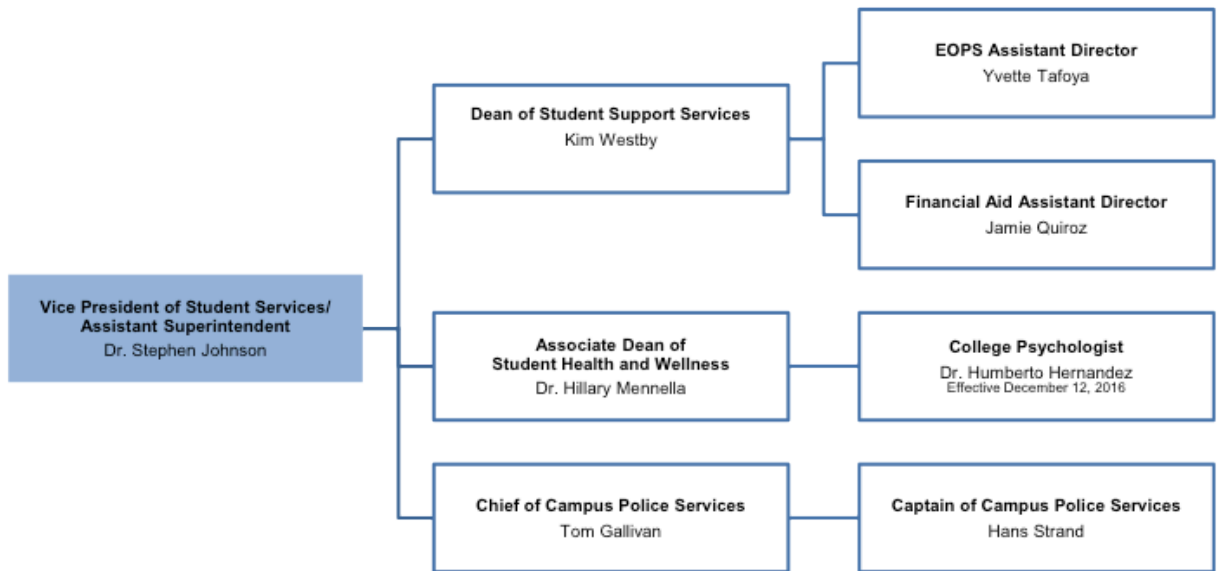
APPENDIX C

Student Services



APPENDIX C

Student Services (Continued)



APPENDIX C

Public Affairs



APPENDIX C

Foundation

