



PLAN. INVEST. TRACK.
Fund: Guided Pathways, Year: Spring 2018-Summer 2019 Produced: Apr 16, 2018, 12:30 PM PDT

Cerritos College - Guided Pathways

Description

COLLEGE: Cerritos College
PLAN TIMEFRAME: Spring 2018-Summer 2019
READ DEADLINES AND THE GUIDED PATHWAYS DOCUMENTATION AND GOALS: Yes

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Timeline

KEY ELEMENTS	SPRING 2018 - SUMMER 2019	FALL 2019 - SUMMER 2020	FALL 2020 - SUMMER 2021	FALL 2021 - SUMMER 2022
INQUIRY (1 - 3)				
1. Cross Functional Inquiry	✓	✓		
2. Shared Metrics	✓	✓	✓	
3. Integrated Planning	✓			
DESIGN (4 - 8)				
4. Inclusive Decision-Making Structures	✓	✓		
5. Intersegmental Alignment	✓	✓	✓	
6. Guided Major and Career Exploration	✓	✓		
7. Improved Basic Skills	✓	✓	✓	
8. Clear Program Requirements	✓	✓		
IMPLEMENTATION (9 - 14)				
9. Proactive and Integrated Student Supports	✓			
10. Integrated Technology Infrastructure	✓	✓	✓	✓
11. Strategic Professional Development	✓	✓	✓	✓
12. Aligned Learning Outcomes	✓	✓		
13. Assessing and Documenting Learning	✓	✓	✓	
14. Applied Learning Outcomes	✓	✓	✓	✓

Inquiry

1. CROSS FUNCTIONAL INQUIRY

College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.

College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.

CURRENT SCALE OF ADOPTION: Pre-adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: 1. Identify the data and key performance indicators the college will rely upon; suggestions include using same metrics for EMP/Strat Plan/Triple Integrated plans. 2. Integrate

“Guided Pathways” in all formal planning processes. 3. Assess IERP needs to support GP data development. 4. Allocate resources to ensure integrity and availability of data sources. 5. Assess personnel needs. 6. Strengthen review/discussion of data as faculty discuss pathways, curriculum, and any changes that result from the instructional program review process. 7. Ensure that activities being developed to support GP are visible and supported with their budget requested being prioritized. 8. Build (integrate?) additional data structures in Cognos data warehouse. 9. Make SSSP data accessible through Cognos. 10. Begin predictive analytics work on SSSP to provide more robust understanding of our students and their needs.

EXISTING EFFORTS: • Planning and Budget Committee—the charter of the committee states it will review data/research pertinent to student success, and in regards to alignment of

planning/budget efforts (Pillar I, II, III, and IV) • Enrollment Management Committee—enrollment management efforts have centered on completion and examining comprehensive sets of data over a 2-year period. The examination of data should continue and be aligned with GP efforts (Pillar I, II, and III) • Institutional Program Review Committee—the committee reviews and discusses data/research on instructional programs. • Annual Unit Planning (Program Review Plus)—The college is in the process (through the PBC committee) of establishing a peer review process for non-instructional and administrative units. This is in alignment with the GP work (and accreditation standard IB). • IERP is currently providing a plethora of data/research. • The Basic Skills Initiative (BSI), Student Success Center (SSC) and the Student Equity (SE) Committee examine data in context of Guided Pathways

MAJOR OUTCOMES: College constituencies have selected a set of data points, including the Key Performance Indicators (KPIs) identified by the California Guided Pathways Project. These data and indicators are used throughout the college's planning processes with explicit intention to improve student success through the Guided Pathways approach.

2. SHARED METRICS

College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: 1. Assess personnel needs to provide support and develop as needed 2. Develop a set of shared KPI metrics

EXISTING EFFORTS: Initiatives currently aligned with Guided Pathways include Strong Workforce Program (SWP) Basic Skills Initiative (BSI) AED Non-credit to Credit Student Equity (SE) IERP: The college has used the ACCJC Institution Set Standards (threshold) and IEPI Annual Reporting (aspirational) for the framework of tracking institutional performance. Additionally, the college engages in the CCSSE (every 3 years) which is a national benchmarking tool. The college recently participated in the CCEAL surveys, which are also a benchmarking tool in regards to our Student Equity work.

MAJOR OUTCOMES: College constituencies have selected a set of data points, including the Key Performance Indicators (KPIs) identified by the California Guided Pathways Project. These data and indicators are used throughout the college's planning processes with explicit intention to improve student success through the Guided Pathways approach.

3. INTEGRATED PLANNING

College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Full Scale

MAJOR ACTIVITIES: 1. Formally integrate “Guided Pathways” in all planning processes. 2. Seek and renew endorsements from stakeholders 3. Develop a process to assign a manager as the Guided Pathways Management Coordinator and faculty as the Faculty Coordinator. Then, make those assignments.

EXISTING EFFORTS: Several existing committees, departments, and initiatives will be involved in discussing and implementing guided pathways, including: • Integrated Plan: SE/SSSP/BSI • IERP •

Accreditation Committees • Instructional Program Review • Program Review • Enrollment Management Committee • Planning and Budget Committee • Presentations and discussions have taken place in Faculty Senate, Student Senate, Chairs Council, the Academic Cabinet, Enrollment Management Committee, and the Planning and Budget Committee • Task forces have been formed with participants from various constituent groups to discuss general Areas of Interest, composition of pathways, on-ramping, communication, student services and academic support, students' voices, and it and data collection

MAJOR OUTCOMES: College constituencies have selected a set of data points, including the Key Performance Indicators (KPIs) identified by the California Guided Pathways Project. These data and indicators are used throughout the college's planning processes with explicit intention to improve student success through the Guided Pathways approach.

Design

4. INCLUSIVE DECISION-MAKING STRUCTURES

College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.

Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. In addition, this plan strategically engages college governance bodies college-wide.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: 1. Establish work groups 2. Establish timelines and objectives for each group 3. Establish process for work groups to collaborate (cross functionality) 4. Share GP proposals

with committees, the Senate, and the Board 5. Hold campus-wide forums at key crossroads in GP development 6. Develop a systematic way to recruit representative students to work groups 7. By December, 2018, the Coordinating Committee in consultation with appropriate bodies and shared governance committees, will formally modify the descriptions of the following shared governance committees to incorporate Guided Pathways into planning processes: o College Committee on Developmental Education o College Committee on Enrollment Management o College Committee on Planning and Budget o College Committee on Student Equity o College Committee on Student Success and Support Programs o Senate Committee on Curriculum o Senate Committee on Instructional Program Review o Senate Committee of Student Learning Outcomes 8. By December 2018, the Coordinating Committee in consultation with the Faculty Senate shall create a standing Guided Pathways Committee or assign oversight of the Guided Pathways Initiative to an existing committee

EXISTING EFFORTS: • IERP has updated and established the 6-year cycle of planning (framework) for the college in the past 2 years, with some updated documents in the approval process

currently. • Multiple shared governance groups and constituencies have begun discussing Guided Pathways including Faculty Senate, CSEA, Coordinating Committee, Planning and Budget Committee, Developmental Education Committee, Multiple Measures Task Force

MAJOR OUTCOMES: Cross-functional work teams meet on a regular basis to develop various aspects of the GP program. A permanent Guided Pathways participatory governance committee meets on a regular basis. Various committees engaged in planning consistently place Guided Pathways at the core of planning.

5. INTERSEGMENTAL ALIGNMENT

College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.

CURRENT SCALE OF ADOPTION: Scaling in Progress

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: K-12 Partnerships: 1. Cerritos Complete: • President/Board identify funds to support program expansion. • Build capacity campus-wide to support the high touch services that

Cerritos Complete offers. • Consider expansion to other populations (private schools, adults in the community, non-credit etc.) 2. Articulation with K-12 Partners: • Creation of additional articulation agreements with high school partners. • Streamline process for students to receive Cerritos College credit. 3. Dual Enrollment • Develop and approve CCAP agreements with all service area school district partners. • Maximize enrollment in President's Scholars program. • Increase enrollment and pathways from high school to college. • Discuss with high school students in dual enrollment classes about pathways at the college. 4. Cerritos College "Front Door" • Identify and coordinate how partners access and communicate with the college. • Determine alignment of planning documents (enrollment management, educational master plan, etc.) and implement activities to achieve college-wide goals. 4 Year Partnerships: 5. Teacher TRAC • Meet or exceed metrics established by two new grants (Strong Workforce/Education Futures) 6. Link Cerritos Guided Pathways to WICHE Interstate Passport. 7. Develop web-based and print-based maps that guide students from the college to four-year institutions and to industry. 8. Continue to pursue curriculum development for new ADT's or AOE's (Areas of Emphasis) degrees. 9. Continue to pursue partnerships with 4-year institutions in the form of Transfer Admissions Guarantees (TAG) or priority admissions to streamline the transfer process with assistance from the Transfer Center. 10. Continue to pursue appropriate additional ADTs or Areas of Emphasis with assistance from the Articulation Officer. 11. Examine transfer data in a robust way, partnering with IERP and 4 year partners in a conversation about the data/research of transfer students.

EXISTING EFFORTS: K-12 Partnerships: 1. Cerritos Complete: • Matriculation assistance during senior year. • Connection to specialized programs on campus, such as AIME, FYE, and DSPS. •

Financial assistance. 2. Articulation with K-12 Partners: • Housed under one department (EPP). • CTE Transitions grant now directed by EPP • Career Pathways Specialist added to EPP using Strong Workforce Regional funds providing capacity to expand and develop new agreements • Articulation agreements used as a measure of college and career readiness on K-12 accountability dashboard is an opportunity for growth. 3. Dual Enrollment • President's Scholars Academy • Dual enrollment classes offered in BUSD, ABCUSD, NLMUSD 4. Cerritos College "Front Door" • School Relations trains student ambassadors to share one hour presentations about the college, benefits and programs available. • Any K-12 school can request a presentation. • Connect with high school counselors and staff: Senior Preview Day and Counselor Conference. 4 Year Partnerships: 5. Teacher TRAC • CSULB MOU • Articulation agreements with education pathways at high schools • Education Futures & Strong Workforce regional work Other efforts: • To support student transfer to four-year institutions, regional articulation officers and transfer center directors meet monthly to discuss relevant issues. • Regional representatives for community college articulation officers and transfer center directors meet 2 or 3 times a year at the Chancellor's Office to discuss issues of statewide interest and concern. • CCC and 4-year articulation officers meet at least twice a year to discuss issues of common interest and concern. • Articulation officers attend an annual conference.

MAJOR OUTCOMES: K-12 Partnerships: 1. Cerritos Complete: • Funding secured to support expansion for future cohorts of students. • Increased number of high school students who enroll at Cerritos College from service-area districts. • Improved and expanded high touch services for all students. 2. Articulation with K-12 Partners: • Increased number of high school students received Cerritos College credit through credit by exam 3. Dual Enrollment • Increased number of high school students taking CCAP classes 4. Cerritos College "Front Door" • Alignment of front door and coordinated outreach efforts within the college. • Increased partnerships and visits to local high schools • Streamlined communication within the college and partners ability to access information. To support CTE students, students are provided with clear information about local industries. 4 Year Partnerships: 5. Teacher TRAC • Increased the number of students enrolled in Teacher TRAC • Streamlined processes within the program with preschool, elementary, secondary and CTE Pathways • Students selecting meta-major of education will have a Guided Path through Teacher TRAC

6. GUIDED MAJOR AND CAREER EXPLORATION

College has structures in place to scale major and career exploration early on in a student's college experience.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: 1) 1. Develop inventory to integrate into the AOC process to help students identify interest patterns. 2. Link inventory results to General Areas of Interest. 3. Link General

Areas of Interest to specific programs of study and career options. 4. Explore viability of requiring that COUN 101A or COUN 101B, or career exploration workshops, tutorials or DLAs be completed by the time students reach 15 degree-applicable units. 5. Standardize branding of guided pathways at Cerritos College across campus a. Website Development i. Hire firm to develop Guided Pathways webpages 1. Front door link to General Areas of Interest 2. Description and image for every major and every big certificate 3. Links course sequences, courses, career and transfer exploration resources 4. Develop interest inventory and integrate into college website ii. Implementation July 2019 iii. Leads: Co-chairs and Director of Public Affairs, Communications Task Force b. Document Design i. Hire Design firm ii. Develop Phase 1 Materials c. Develop Phase 2 Materials 1. These materials promote and inform about Guided Pathways (a) Materials for Phase 2 support campaign to publicize the Guided Pathways Programs, with a target of July 1, 2019. (b) Campaign elements include the following (i) How students are guided onto pathways (ii) How students are supported on pathways (iii) Encouragement and support for students to complete in two years 1. Directed at high schools 2. Directed at parents (iv) Information and guidance on placement in English, Mathematics, Reading and English as a Second Language d. Leads: GP Co-chairs, Director of Public Affairs, Communication Task Force

EXISTING EFFORTS: Many committees, programs and departments are engaged in efforts to assist students with major and career exploration including: • Career Services • Counseling Services •

Other counseling-based programs such as EOPS, DSPS, and CalWORKS • Summer Connections • Summer Bridge • Career Exploration Workshops • Education Planning Workshops • Major Fair • University Fairs • SSSP • SWP • ASCC • Department Chairs and Faculty

MAJOR OUTCOMES: Career and major exploration is embedded in all Areas of Interest.

7. IMPROVED BASIC SKILLS

College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: 1. Implement Multiple Measures for math, English, reading, and ESL placements. 2. Develop and implement Self-Placement Tool in spring 2018. 3. Coordinate Cal-PASS tool

with high schools, incorporate Cal-PASS transcript data into the Multiple Measures Placement Tool. 4. Pilot English Co-Requisite in spring 2018. 5. Implement English Co-requisite Fall 2018. 6. Pilot Math co-requisite in fall 2018. 7. Increase Math co-requisite offerings in spring 2019 with target of full implementation in fall 2019. 8. Develop Reading/Composition Course in Reading Department.

EXISTING EFFORTS: Many committees and workgroups across campus are involved in improving basic skills, including the following: • MMAP Taskforce • BSI Committee Additional efforts include:

• Adoption of California Acceleration Project models • Accelerated Instruction in Math and English (AIME) • Math 5 Learning Community • Math Success Center • Embedded tutors • Math Learning Center semi-independent courses with on-demand tutoring • iFALCON student success workshops • Math, English, and ESL workshops

MAJOR OUTCOMES: Multiple measures that rely primarily on high school records are used to place students in English and math. Multiple measures that rely primarily on high school records are used to place students in English and math. All English remediation occurs in accelerated or co-requisite classes. Math develops co-requisite classes and begins implementing them. Most students complete transfer-level English within one year. A significantly higher number of students complete transfer-level math within one year, as compared to 2015-16 Cal-PASS data.

8. CLEAR PROGRAM REQUIREMENTS

College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand.

In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: 1. Develop General Areas of Interest. 2. Provide funding for the development and maintenance of a protocol or electronic tool to revise and keep pathway maps current when

curricula is updated. 3. Utilize iFalcon to guide students to and through milestones 4. Improve and refine Dashboard 5. Identify key milestones, develop a system of tracking them, and integrate that into the Dashboard. 6. Using interdisciplinary task forces, develop the physical and web-based maps that provide students with recommended paths for all certificate and degree programs.

a. Phase I Awareness Campaign: develop a two-year public awareness campaign that addresses college personnel. b. Begin with fall 2018 and continue through the 2019-20 academic year. i. September, 2018: Convocation Kick Off ii. The co-chairs with the Communications Committee develop a campaign to share the General Areas of Interest to faculty 7. Phase 2 Awareness

Campaign a. Led by the Guided Pathways Communications Task Force and with support and coordination from the Director of College Relations, develop a two-year public awareness campaign aimed at students and the broader District-wide community b. Hire design firm c. Develop electronic and print materials d. During spring 2019, develop the information campaign for initiation in summer 2019 8. Develop Degree and Certificate Pathways. Programs and Department provide recommended course sequences, including recommended GE and elective courses for their majors.

a. On-site Guided Pathways training and work session, with each program developing specific paths b. Design a Pathway-Creation Tool to create generic recommended paths i. Design paths for

full-time and part-time students c. Organize a pre-workshop meeting to train the trainers 9. Implement campaign to encourage students to use the Dashboard to monitor their progress through their pathway. 10. Develop and implement a system of scheduling two years in advance (backwards design) and of coordinating schedules between divisions based on student need to progress on path. a. Plan for and initiate pilot of backward design scheduling b. Select department c. Design process for scheduling two or more years in advance d. Develop implementation plan for campus-wide adoption e. Project is led by department chair and Dean of Academic Affairs

EXISTING EFFORTS: Many committees and workgroups across campus are engaged in clarifying program requirements, including: • AIME • PACT • iFalcon • Perkins • SWP • IERP • Enrollment

Management Committee Additional efforts include: • Department chairs and faculty actively participate in schedule creation and clarification. • Improvements to the "Dashboard—a tool designed to help students monitor their degree progress—contribute to program clarification. • Development of ADT degrees contributes to clarifying program development

MAJOR OUTCOMES: 1. Students enter one of 6 – 8 Areas of Interest 2. All students have resources that clearly explain diagram programs of study and that indicate key milestones they can use to monitor progress. 3. Faculty within each department and program have identified all required and recommend courses in each pathway. 4. Academic Affairs has developed a plan of course scheduling based on backward design and is in the process of implement that transition. This plan schedules courses two years in advance. 5. "Dashboard" functionality and accessibility is improved

Implementation

9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS

College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.

CURRENT SCALE OF ADOPTION: Full Scale

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Full Scale

MAJOR ACTIVITIES: Continue to provide and assess support services. Improve and expand services based on outcomes data, assessment, and student needs. Develop a list and timeline to guide students to the necessary services at the appropriate time.

EXISTING EFFORTS: Multiple programs or departments across campus provide student support services in full scale. Examples include: • SSSP • BSI • Student Equity • Student Success Center • Library • Counseling Services • EOPS • Financial Aid • LINC • CalWORKs • Office of International Student Services • Student Health Services • Transfer Center • Veteran's Resource Center • Career Services (including Assessment Services and Re-entry Program) • DSPS

MAJOR OUTCOMES: Appropriate college committees and departments assess academic and non-academic support. Where and if appropriate, these committees develop enhancements or modifications to these support services. Support services will be tied to guided pathways in a clear and effective map and timeline, so each student is aware of services available and when they require them.

10. INTEGRATED TECHNOLOGY INFRASTRUCTURE

College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways.

CURRENT SCALE OF ADOPTION: Pre-adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Early Adoption

MAJOR ACTIVITIES: 1. Improve methods for communicating degree progress to students 2. Provide Degree Audit training 3. Bring Financial Aid Course Audit into full implementation 4. Use

iFalcon and SSC to provide guidance and training to students 5. Research tools and/or methods for an Early Alert system, and explore whether Canvas can be a part of it. 6. Technological Infrastructure Development a. Focus on tracking tools that are easily accessible to students b. Assess strength and weaknesses of IT systems, included data storage, access, and PeopleSoft as a tracking tool for students and for internal use c. Develop three-year plan

EXISTING EFFORTS: Several committees and workgroups across campus contribute to the development of the technological infrastructure to provide students, faculty and staff with tools for

planning, tracking and documenting outcomes including: • Online ADT Committee • OER Initiative • Technology-Based Learning Committee • Center for Teaching Excellence (CTX) • IT • IERP

MAJOR OUTCOMES: The college, in collaboration with other colleges, assesses technological tools to provide tracking tools. Information Technology and IERP assesses infrastructure status and needs necessary to support tracking and reporting. The Information Technology department assesses infrastructure status and needs necessary to support tracking. The Dashboard is made easily accessible and easy to use within mycerritos. Examine PeopleSoft 9.2 and the tools to see which will become available and implemented supporting GP work

11. STRATEGIC PROFESSIONAL DEVELOPMENT

Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.

CURRENT SCALE OF ADOPTION:

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Full Scale

MAJOR ACTIVITIES: Develop training that will help support Guided Pathways: 1. Degree Audit 2. Scheduling through Backward Design 3. Incorporating Guided Pathways in Annual Unit Plans 4.

Using Canvas in an Early Alert system

EXISTING EFFORTS: The college has well-develop programs for professional development. These are coordinated, designed, supported, and developed by the CTX, Human Resources (HR), and IERP

MAJOR OUTCOMES: The CTX and the staff development office in HR offers professional development that helps develop Guided Pathways.

12. ALIGNED LEARNING OUTCOMES

Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.

CURRENT SCALE OF ADOPTION: Scaling in Progress

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Full Scale

MAJOR ACTIVITIES: Develop a process to ensure that CSLOs, PSLOs, AND ISLOs are assessed, analyzed and reported annually

EXISTING EFFORTS: Efforts to align learning outcomes led primarily by the SLO Committee, supported by efforts to develop ADT degrees, by the SWP, and by the Committee on Instructional Program Review (IPR)

MAJOR OUTCOMES: The Institution has well defined and communicated ISLOs which are mapped to PSLOs and/or CSLOs. All programs have current and relevant PSLOs and CSLOs which are consistently assessed. A reporting system exists to provide annual assessment results for use in the Program Review process. The Institution uses these reports for near-term and for strategic planning.

13. ASSESSING AND DOCUMENTING LEARNING

The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.

CURRENT SCALE OF ADOPTION: Scaling in Progress

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: • Work with eLumen vendor to increase ease of use and make findings accessible to students and faculty. • Continue revisions to training manuals. • Program Review Plus

(PR+) was recently upgraded; examine the impact of the reporting now possible on SLOS/SAOS for non-instructional programs

EXISTING EFFORTS: Efforts to assess and document learning is led primarily by the SLO Committee, supported by the CTX, the Accreditation Committee, IPR and Program Review Plus (the tool used by programs to submit annual unit plans).

MAJOR OUTCOMES: CSLOs, PSLOs and ISLOs are assessed on a consistent and ongoing basis. Reports of assessment results are used by all faculty, managers and administrators to develop improvement plans. Improvement plans are implemented in a timely manner. PR+ was upgraded to include a place to report on all SLOS/SAOS so that the culture of assessment is communicated broadly by all campus programs.

14. APPLIED LEARNING OUTCOMES

Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.

CURRENT SCALE OF ADOPTION: Scaling in Progress

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: 1. Examine the Learning Communities Model to see how it could be utilized/modified as one way to bring contextualized learning to areas outside of CTE a. Align sequence of English composition, Math and Reading courses with Pathways/Areas of Interest to incorporate applied learning opportunities 2. Add a transfer level math class for Liberal and Fine Arts 3. Explore and pilot Service Learning activities that align with Pathways/Areas of Interest that incorporate applied/contextualized learning opportunities 4. Establish a Community-based Service Learning (CBSL) development committee; 2. Establish the CBSL Office, recruit Coordinator(s) and develop volunteer procedures/forms; 3. Begin identifying and developing models of CBSL activities, sites and opportunities; 4. Organize and recruit participation for a Fall 2018 CBSL Faculty Inquiry Group Projects for each Pathway groups; 5. Launch a CBSL faculty mentoring program for early adopters interested in piloting CBSL in Fall 2018. 5. Develop website that explains and illustrates CBSL, including procedures and models of course activities and assignments. 6. Recruit and vet volunteer sites. 7. Continue the CBSL Faculty Inquiry Project to develop and pilot Pathway course activities; 2. Increase the number of CBSL faculty mentees; 3. Develop curriculum and recruit for a 2019 Summer CBSL Institute for faculty piloting Fall 2019 activities; 4. Continue to deliver announcements and presentations throughout the campus to explain and advocate for CBSL; 5. Recruit and vet volunteer sites. 8. Hold the Summer 2019 CBSL Institute for faculty who will be piloting activities in Pathways courses; 2. Recruit and vet volunteer sites. CBSL will capitalize on the work already completed by the Service Learning Ad-hoc workgroup. It will initially focus on Learning Communities, including the First Year Experience Program. It will also align with the college PACT, EOPS, Puente, Umoja and Pathways programs. Faculty development opportunities will be coordinated through the Center for Teaching Excellence (CTX)

EXISTING EFFORTS: Efforts to provide Applied Learning Outcomes are lead by the Learning Communities Committee and the SWP

MAJOR OUTCOMES: • Groundwork is laid for integration of Service Learning within the first 30 units, to be implemented in fall 2019. • Four math tracks are developed as assigned to appropriate areas of study, to be implemented in fall 2019. • Sections of English 100 and 103 are designated for specific pathways, to be implemented in fall 2019. • Courses that fulfill critical thinking requirements are aligned with specific pathways, to be implemented in fall 2019. • The Learning Communities model is assessed for modification and utilization of Guided Pathways. Recommendation is made in spring 2018. All faculty will understand the importance of applied or contextualized learning for student success. The number of faculty piloting CBSL opportunities will increase by 50% (our CTE and Performance-based programs already incorporate applied learning opportunities).

Performance Indicators

PARTICIPATION

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

Average number of credits attempted in year one	19.67512867
Average number of degree-applicable credits attempted in year one	15.68329432
College-level course success rate	0.736553
Full-time students	1294
Number of students	4264
Persisted from term one to term two	3086

TRANSFERRABLE MATH & ENGLISH COMPLETION

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

Successfully completed both transfer-level English and math in year one	165
Successfully completed transfer-level English in year one	1163

FIRST TERM MOMENTUM

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

Budget Totals

Total Budget

\$607,232

Code	Amount	Percent of Budget
1000 - Instructional Salaries	\$60,000	9.88%
2000 - Non-Instructional Salaries	\$23,000	3.79%
3000 - Employee Benefits	\$12,812	2.11%
4000 - Supplies and Materials	\$50,000	8.23%
5000 - Other Operating Expenses and Services	\$40,000	6.59%
5000 - Other Operating Expenses and Services	\$100,000	16.47%
1000 - Instructional Salaries	\$75,000	12.35%
7000 - Other Outgo	\$200,000	32.94%
5000 - Other Operating Expenses and Services	\$31,000	5.11%
5000 - Other Operating Expenses and Services	\$15,500	2.55%
Cerritos College Total	\$607,312	100.01%

APPROVED

Mar 30, 2018

PRESIDENT, ACADEMIC SENATE

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APPROVED

Mar 30, 2018



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