Cerritos's Submission - Last Updated December 21, 2017, 12:51 pm

Inquiry 1-3: Cross-Functional Inquiry - Pre-Adoption

Please briefly explain why you selected this rating.
This question has two parts. For the first part, the college is at Scaling in Progress. For the second part, the college is at at Pre-Adoption. College constituents consistently examine research and local data to develop strategies to improve student success. The institution has recently adopted an updated Educational Master Plan, which relied heavily on research and data in its development. However, the college is only beginning to engage in discussions about the approach advocated by the California Guided Pathways project. Therefore, the college is in the Scaling to Progress stage concerning utilization of research in general, but is at a Pre-Adoption stage regarding discussion about the Guided Pathways approach in particular.

Describe one or two accomplishments the college has achieved to date on this key element.
With the implementation of a data warehouse and its expansion (Phase II), the college will be able to obtain data needed to examine pathway progression. The college is likely to find some missing data elements as the guided pathways program develops, however, as we are in "test" and are learning what the new warehouses contain. Institutional Effectiveness, Research and Planning (IERP) personnel are cautiously optimistic about the reporting it will be able to produce given its new data tools

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
This work is going to be very time intensive, despite having data tools. The college will need to identify how IERP will support this endeavor. Data capacity may be reached, but human capacity may be an issue. There will need to be ongoing support from IT for the data warehouse, as when it is discovered that elements are missing need to be built into the warehouse, they will need to perform the work, or the college will need to contract it out.

Inquiry 2-3: Shared Metrics - Early Adoption

Please briefly explain why you selected this rating.
The college receives an annual Scorecard from the State Chancellor's office which identifies benchmarks for the system, as well as provides the ability to "peer group" on several measures. Additionally, the college has Institution Set Standards, as well as 1 and 6 year goals for the IEPI Framework of Indicators.

Describe one or two accomplishments the college has achieved to date on this key element.
One recent accomplishment is the adoption of the Educational Master Plan A second is implementing phase two of implementation of Cognos, which includes data tables specific to this project.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
· Personnel and financial limitation in Information Technology, IERP, and Admissions and Records pose challenges to full implementation of tracking programs. · There is a current gap between the State Annual Scorecard and tracking data for guided pathways. · Additional mandates which were implemented by the state within the last 8 months, such as AB 705, require leveraging as many resources as possible to meet mandated requirements. · Need to establish communication with K-12 for their local standards; every district has a series of plans implemented. · Overarching strategies to increase student success by connecting the Guided Pathways.

Inquiry 3-3: Integrated Planning - Early Adoption

Please briefly explain why you selected this rating.
While there has been some scaling in progress with the Accelerated Instruction in Math and English (AIME) program, the college is still in the planning stages to expand pathways and include various resources.

Describe one or two accomplishments the college has achieved to date on this key element.
Integrated planning is in progress, and members from The Basic Skills Initiative (BSI), Student Success and Support Programs (3SP), and Student Equity (SE) have coordinated support of basic skills pathways.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
While not a barrier, per se, conversations are only beginning to occur concerning guided pathways, especially as the college's overarching planning structure.

Design 1-5: Inclusive Decision-Making Structures - Early Adoption

Please briefly explain why you selected this rating.
We have all the structures in place, but the college has not yet centralized or facilitated the communication of all those services offered in one document or format. The college formed a Guided Pathways Exploratory Committee, and this, in turn, formed cross-functional work-teams. These cross-functional work-teams specifically center upon implementation of Guided Pathways, and will begin work in earnest early in the spring 2018 semester.

Describe one or two accomplishments the college has achieved to date on this key element.
The Guided Pathways Exploratory Committee was created to bring representative constituent groups together to successfully implement the Guided Pathways. The Faculty Senate has passed a resolution in support of the Guided Pathways. Associated Students of Cerritos College has active student leaders sitting and participating in several if not all Shared Governance Committees. We also have a Senate Officer Position that acts as a Liaison between the Student Senate and the Faculty Senate.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
The college may need to develop processes to ensure that students are able to influence the design of the the guided pathways. This may be especially necessary if students envision more substantive and fundamental changes than do faculty or administrators. The website is not student friendly or conducive of finding information regarding students transfer or counseling, though a newly designed website is scheduled to be unveiled in the spring 2018 semester.

Design 2-5: Intersegmental Alignment - Scaling in Progress

Please briefly explain why you selected this rating.
Some elements in this category are at "full scale," while others are at "scaling in progress." Systematic coordination with K-12 is at "scaling in progress." Cerritos College has established partnerships with all of our service area high schools. Multiple departments shoulder outreach and have programs that

involve high school students. "Scaling in progress" is the appropriate rating because there is still room for growth and opportunity for additional partnerships, but we are beyond the early adoption rating. Programs such as CTE Pathways, the AMETLL grant (Project Lead the Way), Teacher TRAC, articulation, dual enrollment, School Relations outreach, financial aid workshops, and Cerritos Complete are all evidence of systematic coordination with K-12 partners. The college is at "full scale" in coordination with four-year institutions. We are fully engaged in articulation efforts for the universities to where we send the most students. For example, we are 2nd in our Region in the number of ADT degrees and 3rd statewide (as of Sept. 28, 2017). As Cerritos College President, Dr. Jose Fierro, has noted, we have had significant increases in the number of these ADT degrees granted which have been developed with the support of the articulation office and facilitated by advising through the Transfer Center. Cerritos College is a partner in the Advancing Linked Learning Innovation Network and works with local districts to expose high school students to college and career opportunities by turning their education into a personally relevant, engaging experience. Further, the Auto Repair program our Auto Repair program involves external corporate partners. Students attend 9 week classes on campus followed by 9 week of work experience at the dealerships that sponsor them. Students who complete our industry partnership official training with Audi, Subaru, GM, Ford, and Chrysler in this sequential learning mode complete the program in 2 years. This allows them to both get a Certificate of Achievement and/or AA degree and complete a corporate training that is highly sought after by dealerships.

Describe one or two accomplishments the college has achieved to date on this key element.
Partnerships through the AMETLL grant produce 60 articulation agreements, resulting in 594 students receiving Cerritos College Credit through Credit by Exam during the 2015-2016 school year. Students coming to Cerritos College through Cerritos Complete (our college promise program) begin working with the college during their senior year and complete the AOC process. The program has seen tremendous growth: • Cohort 1 – 433 students indicated interest in the program, 262 students enrolled • Cohort 2 – 881 students indicated interest in the program, 526 students enrolled • Cohort 3 – 1079 students indicated interest in the program, 776 students enrolled Articulation officers and transfer center directors in our region meet monthly to discuss relevant issues. Also, regional representatives for community college articulation officers and transfer center directors meet 2 or 3 times a year at the community college Chancellor's Office to discuss issues of statewide interest and concern. In addition, community college and 4-year articulation officers meet at least twice a year to discuss issues of common interest and concern. Articulation officers have an annual conference once a year. The following programs have internships/externships/practicums in actual work sites. We network with industry partners, secure contracts and then place students. The number of hours is different between the groups: 1. PTA 2. Nursing 3. Medical Assisting 4. Dental Hygiene 5. Dental Assistant 6. Child Development 7. Pharmacy Technician 8. SLPA Culinary Arts works with industry partners through the October Extravaganza.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
Dual enrollment and other programs are often hindered by the misalignment of the K-12 system with the community college system. In addition to the misalignment, there is a lack of knowledge at the K-12 level about requirements at the community college level and vice versa. Implementing any type of partnership program is often met with complicated details that take time to work through. Although soft enrollment has brought partnerships with K-12s to a higher priority on campus, there is varying understanding of its benefits. HS curriculum, in some area, is so spread out, it is hard to give them college credit. The High Schools have adopted a health care curriculum which is not user friendly with our curriculum. Establishing meetings between college and high school faculty is difficult due to differences in teaching schedules. Funding to compensate high school faculty is harder than for college faculty.

Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions
The focus on partnerships within the Educational Master Plan is an indication of its priority on campus.

Cerritos College has invested in these partnerships through the variety of programs mentioned. The existence of Educational Partnerships and Programs is unique among community colleges. Many do not have a department focused on partnerships nor a dual enrollment manager. Challenges to articulation specifically currently exist. The various databases that support articulation are undergoing data platform transitions, which are not working well. The ASSIST articulation database, which supplies information that counselors use to advise students, is not expected to be available for full functioning until June, 2018.

Design 3-5: Guided Major and Career Exploration Opportunities - Early Adoption

Please briefly explain why you selected this rating.
While there have been various efforts to engage students in major and/or career exploration, campus-wide efforts have not been fully or consistently implemented.

Describe one or two accomplishments the college has achieved to date on this key element.
· Cerritos Complete: The College's promise program, Cerritos Complete, has integrated a career and major exploration component that its students are required to complete before the end of their first semester. The 776 students in the most recent cohort were required to participate in a career/major exploration workshop or an individual career counseling appointment in which they completed an interest inventory, were introduced to career exploration resources, and conducted career research. Future cohorts will experience these activities are part of a required class. · Majors Fair: The Career Services department coordinates an annual "Majors Fair" to showcase different majors offered by the college. Although not all of the departments take part in the fair, participation has steadily grown over the several years the fair has been held. Most recently, the Associated Students of Cerritos College has partnered with Career Services to encourage greater department participation and student attendance. The fall 2017 fair had the largest number of programs represented to date.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
· Identifying, communicating with and engaging students: We need reliable data to identify students for whom major and career exploration is needed, as well as effective and efficient ways to communicate with those students. We need to find effective ways to engage students who have misconceptions about majors and careers, and/or have prematurely limited their options due to apprehensions about opportunities. · Technology and other resources: Ideally, we would have every student participate in some sort of exploration activity(ies) guided by career development experts; however, making it mandatory does not seem viable given available staffing. Effective and reliable technological tools could make it easier to scale efforts and reach more students. To scale up using technological tools, we need the support of the IT department to integrate the tools into the college-wide systems, such as PeopleSoft and OrgSync. In addition, we need help in developing queries to target the students most in need of career exploration opportunities—our undecided students.

Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions
Associate Degrees for Transfer: The College was quick to adopt AD-Ts, consistently pursuing them as soon as approved TMCs were identified. We currently have 27 AD-Ts available out of the 40 approved TMCs (only 35 of which we have possible curricula)

Design 4-5: Improved Basic Skills - Early Adoption

Please briefly explain why you selected this rating.

The college selected Early Adoption, though it is somewhere between Early Adoption and Scaling in Progress. Through our Accelerated Instruction in Math and English (AIME) program, the college has created pathways for each level of basic skills math and English, and those pathways consist of primarily 9-week cohorts. In addition, the English department is piloting a co-requisite transfer-level composition course that enrolls students who have placed in the top half of the first level below transfer level. The Math Department also has implemented several important changes. Math faculty have created a Statistics Pathway that consists of a one-level below transfer and a transfer-level statistics course. The developmental course takes elements from two different courses most needed in statistics, eliminating one developmental course students must take. Moreover, utilizing and modifying models developed by the California Acceleration Project, the Math Department is in the process of developing a co-requisite course that is one-level below transfer and will accommodate all basic skills math students. In these areas, we believe we are at the Scaling in Progress phase. However, in the area of using high school transcripts for placing students in their math and English courses, we are still at the Early Adoption phase. We are piloting the placing of students using high school transcripts with three programs with a total of about two thousand students. The process is done manually, with counselors reviewing student transcripts. To achieve scaling in progress, the college needs to utilize the CalPass system and link it to our management system.

Describe one or two accomplishments the college has achieved to date on this key element.

Cerritos College has implemented Accelerated Instruction in Math and English (AIME). The AIME program provides 9-week courses in our developmental Math and English courses, and, if students complete the requirements of the program by going to the Success Center at least three hours a week, they are guaranteed placement into the next developmental class. Students who start two classes below transfer level can enroll in a transfer level math or English class after one semester. Beginning in the Spring of 2018, Cerritos is offering students in popular majors such as engineering, natural science/biology, pre-nursing, and elementary teaching our Pathways for Academic Completion and Transfer (PACT) program. Building on the success of the AIME program, the college has developed highly prescriptive pathways for students in these areas. Similar to the AIME program students who complete required hours of tutoring and study will be guaranteed placement in their necessary course work the following semester helping to decrease time necessary for degree completion and/or transfer.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

While the college has generally embraced the changes needed to improve student success through the basic skills sequences, there remains some pockets of resistance that make it difficult to make a full-scale implementation of the changes needed to ensure that students are not trapped in basic skills pathways. The college, like most community colleges around the state, is contending with a shortage in enrollment which has impacted its budget. While fewer students should allow us to better meet the needs of our students, less money means we will continue to have to try to meet their needs with reduced resources.

Design 5-5: Clear Program Requirements - Early Adoption

Please briefly explain why you selected this rating.

We selected "Early Adoption," because a few departments across campus have begun creating predictable schedules that allow students plan their schedules over an extended period of time. Most, but not all, departments offer courses to meet student demand. For example, the math department increased the offering of Math 60 (elementary algebra) in response to increased student demand for that course. However, there is no concerted effort on campus to ensure that all departments are creating such sequencing, so if a department is creating a sequence of courses, it usually done without coordinating with other departments or divisions.

Describe one or two accomplishments the college has achieved to date on this key element.

The college has formed a committee with diverse membership to plan our guided pathway program. The committee includes faculty, classified employees, students, and management employees. We are in the process of planning student focus groups or utilization of a student survey to determine the type of help students need in selecting a major. The college has developed the PACT program (Pathways for Achieving Completion and Transfer). PACT provides highly structured and supported pathways for a few select majors, allowing students to complete or transfer in 2.5 years. It is a pilot program and will be used as a subset of larger, more flexible pathways within the California Guided Pathway Project

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Resistance to change may be a barrier to moving ahead with pathways that recommend specific classes for specific majors as well as the days and times that courses are offered during a specific semester. To create successful pathways, departments and divisions will need to schedule classes in a manner that allows students to enroll in the maximum number of general education and major courses each semester. These coordinated schedules will undoubtedly conflict with preferred schedules for departments and divisions.

Implementation 1-6: Proactive and Integrated Student Supports - Full Scale

Please briefly explain why you selected this rating.

We believe we are at full scale. The college has many available programs for students, such as EOPS, Umoja, Puente, the Success Center, Counseling, and Student Activities. The Success Center and Library provide academic support for all students in the areas of academic research sources and services, research instruction, textbook access, supplemental instruction in 54 different disciplines, workshops, directed learning activities, technology and computers, and assistive technology and services for universal access.

Describe one or two accomplishments the college has achieved to date on this key element.

Annual research that compares students who use the Success Center versus students who do not use the Success Center consistently indicates that Success Center users have higher overall rates of student success and course completion than non-users. The 2014 Accreditation External Evaluation report commended the Student Success Center and indicated that many students viewed it as their "life line" to success. Student Services Convocation allowed all departments on campus to meet and plan on how to be more effective in supporting students on campus. Student Government has actively take a role in funding, extending, promoting, and encouraging all support services on campus.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Available physical space for operations of Success Center is a significant barrier. Another is insufficient dedicated Success Center funding.

Implementation 2-6: Integrated Technology Infrastructure - Pre-Adoption

Please briefly explain why you selected this rating.

The college has relevant programs in partial development, such as Degree Audit, that will eventually contribute to the integrated technological infrastructure. Those tools are underused by students or faculty. IERP implemented Cognos Phase II (data warehouse) which includes the Ed Planning and

Degree Audit tables to support 3SP functions-- Counseling and advisement in particular. There are several Business Intelligence reports built from these tables. They will be providing clear data student progress to Counselors; and the BI tools will provide mechanisms for outreach based on specific set criteria.

Describe one or two accomplishments the college has achieved to date on this key element.
The college has implemented Degree Audit, which provides Counselors and students with information about course-level progress toward an Associate's degree. CTE Roadmaps Dashboard Feature is accessible for students.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
The two main barriers are insufficient funds and too few IT programmers to implement the various programs. Another challenge is providing training to classroom faculty and students that will make using tools easy. · Training for students and faculty on the Dashboard Feature. · Degree Audit training. · FA Course Audit, a product within PeopleSoft, works with Degree Audit to help guide students of courses needed to complete their program. It has not been used at Full Scale. · No early alert system in place.

Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions
IERP will be providing access to the BI tools to the Counselors as soon as it is delivered and tested. Delivery is expected in February, 2018.

Implementation 3-6: Strategic Professional Development - Full Scale

Please briefly explain why you selected this rating.
Cerritos College offers faculty staff development opportunities through our Center for Teaching Excellence (CTX). The staff and director of the CTX are responsive to the requests of faculty in the area of staff development. For example, the CTX has offered a variety of staff development sessions on Canvas, the center has offered a series of workshops on SLOs, and now offers an online adjunct orientation as well as in person. The college is moving to eLumen for our curriculum process, and the CTX has offered training opportunities in that program as well. The center facilitates opportunities for our own faculty to offer training to colleagues. The CTX is currently offering nine modules in a teaching and learning certificate program in a series on the Habits of Mind. It frequently offers special workshops, such as one forthcoming in the spring 2018 semester designed around the excellent handbook on current pedagogy, "Teaching At Its Best."

Describe one or two accomplishments the college has achieved to date on this key element.
Recently a committee of the faculty senate has been formed with representative from each division to provide input and guidance about the type of staff development offered in the CTX. The college also included the promotion of leadership and staff development as a goal in our Educational Master Plan.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
Sustained, institutionalized funding for professional development. Cerritos College has experienced a decline in enrollment over the last several semesters, and this has impacted the budget of the college

Implementation 4-6: Aligned Learning Outcomes - Scaling in Progress

Please briefly explain why you selected this rating.

Cerritos College has developed a process for defining, assessing and improving Student Learning Outcomes (SLOs). Every course on campus has Course SLOs (CSLOs) defined in the course outline and faculty are required to include these CSLOs on all course syllabi provided to students at the start of each semester. Each department has developed Program SLOs (PSLOs) to address completions and Institutional SLOs (ISLOs) have been defined by the College to assess student's as independent learners, for accepting personal and civic responsibilities, and for engaging in community and global awareness. PSLOs and ISLOs are assessed through a mapping process from CSLOs or, if appropriate, assessed independently. However, ISLOs have not been analyzed or reported on since prior to the 2014 Accreditation visit. For Career Technical Education programs, all departments are required to hold and document bi-annual meetings of an advisory committee which includes educational and industry-specific professionals. Information gathered from advisory committee's is used to affect changes in curriculum, SLOs and teaching practices.

Describe one or two accomplishments the college has achieved to date on this key element.

The Chair of SLO Committee has provided instructional videos for faculty guiding them through the entire SLO cycle.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

A challenge, though by no means a barrier, is maintaining currency with outside agencies or workforce groups.

Implementation 5-6: Assessing and Documenting Learning - Scaling in Progress

Please briefly explain why you selected this rating.

The College has a well-defined, consistent and on-going process for assessing SLOs which supports and encourages faculty to assess all CSLOs for all courses whenever a grade is assigned to a student. Assessment devices include student work product (exams, quizzes, assignments, etc.) used for assigning grades and are regularly reported to students by their instructors to provide timely feedback on progress. Institutionally, assessment results are gathered in a central database using the eLumen software and results are reported to all constituency groups for evaluation and improvement plan development at the course, program and institutional levels. For PSLOs and ISLOs, the College continues to develop assessment devices which provide evidence for effective evaluation.

Describe one or two accomplishments the college has achieved to date on this key element.

Instructional videos are available to faculty to help them during the entire cycle. The chair of the SLO committee proactively attends meetings to provide feedback. Simplifying the process of uploading data into Elumen. Over 95% of classes have their SLOs present on the syllabus. Course SLOs are published on the Committee's Web Page.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

We see no significance challenges or barriers to bringing SLOs, PSLOs or ISLOs to scale. Challenges remain, however, in applying the findings from these process to improve practices. At the SLO level, change can occur in the semester following the SLO assessment, as long as faculty are willing to engage in the process. Change becomes slower at more difficult at the program and instructional levels due their complexity, and also due to process that involve agencies, such as the Chancellors Office, which have their own, often time-consuming process. ELumen continues to be cumbersome to use. Videos may become obsolete due to software updates.

Implementation 6-6: Applied Learning Opportunities - Scaling in Progress

Please briefly explain why you selected this rating.
For the Learning Communities, from a qualitative perspective, the college is at full scale in using applied learning principles as many of our learning community cohorts use hypothetical collaborative integrative projects that translate into real world situations. We offer a large number of CTE and "Performance-based" courses and programs that are at full scale in incorporating applied/contextualized learning into their programs. Students in these courses and programs apply course knowledge and skills through clinical placements, co-ops, internships, competitions, performances, direct service, productions and other experiences in contextualized learning. These coordinated activities intentionally connect opportunities to apply what has been learned in class to "real-world" situations. Relatively few basic skills sequences, general education courses or "academic" programs, however, systematically coordinate this type of learning opportunity. Nearly two-thirds of the college's credit FTES is generated by courses that are not vocational or performance-based (FA'16 data from CCCO Datamart). There are some programs and courses, however, which do include contextualized or applied learning experiences. Learning Communities is one such program that engages students in integration projects as a way of deepening knowledge and skills taught in linked courses. For the Learning Communities, from a qualitative perspective the college is ate full scale in using applied learning principles as many of our LC cohorts use hypothetical collaborative integrative projects that translate into real world situations. Some instructors also include Service Learning in their individual classes, either as required or optional assignments. Most of the classes the Technology division offers have a lab component that is combined with the lecture so the students have ample opportunity for applied and contextualized learning and practice. For example our WELD52 pipe welding class requires the student to be there for 2 hours of lecture and 6 hours of lab. Furthermore, WELD52 requires taking WELD210L for 6 hours of lab, which in turns requires taking WELD200 with 2 hours of lecture and 6 hours of lab, which in turns requires to take WELD120, our beginning arc welding class with 4 hours of lecture and 4 hours of lab.

Describe one or two accomplishments the college has achieved to date on this key element.
The CTE and Health Occupations divisions are at the "full scale" level. All CTE programs on campus have a roadmap built by CTE faculty. Most classes have a lab/clinical component that is combined with the lecture so the students have ample opportunity for applied and contextualized learning and practice. For example our WELD52 pipe welding class requires 2 hours of lecture and 6 hours of lab. Technology programs have requirements to get a certificate of achievement/AA from one department by taking classes in another one. For example, our Engineering Technology students take a Plastics/Composites Manufacturing and a Machine Tool Technology class, thus strategically coordinating learning opportunities amongst programs in the Technology division. To support general education courses and "academic" programs, a team of instructional and counseling faculty are initiating a Service Learning program. An assessment and literature review were completed along with the development of a case statement. Although no formal actions were taken, reports to the Faculty Senate and Student Services Convocation were warmly received and implementation was encouraged. Various exemplary models have been examined and an implementation work plan has been drafted. The ASCC has provided funding to kick start an awareness campaign. The prospective program, however, needs assigned administrative support and faculty coordination before launching this campaign. Learning communities, established on this campus in the 1980s, provide natural opportunities to contextualize learning. A recent example is a learning community titled "English and the Art of Motorcycle Maintenance." This two-semester leaning community assembled a General Motors cohort and created a pathway to AAT degree completion, possibly leading to another pathway to a BS degree in Automotive Management with the 3+1 program with Northwood University. Another learning community, "Existential Journey of English, Counseling, and Radio/Theater," was comprised of first time students who were interested in a fine arts pathway with creative writing, acting, broadcasting, and film. To simulate a real world experience in the fine arts, applied learning was fostered through a creative integrative project that consisted of a Theater 151 styled filmed group performances posted on YouTube based on written

scripts from English 100 that explored the existential theme of "who am I?" from Counseling 200 starring the characters from Mary Shelley's novel, Frankenstein. Students worked as actors, writers, directors, camera crew, computer techs, and the sound crew. The films were uploaded on YouTube, and students presented their projects in a film festival format, which was followed by an Academy Awards for best film and lead actors. Finally, a Service Learning community comprised of Speech and English classes created an exciting Service Learning opportunity where student groups were competing for an imaginary grant. Students volunteered at a real organization for a total of 4 hours for the semester, and they wrote a grant proposal. This real-world experience was a valuable tool in fostering teamwork, giving, civic engagement, and leadership in one's community and even the world at large. Students leave the project with more insight and compassion for those around them.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

One challenge is that In times of soft enrollment, classes do not fill, and learning communities are unlinked. Another challenge in implementing Applied/Contextualized learning at scale is funding for associated equipment and supplies. Fortunately, the Chancellor's "Strong Workforce" initiative has assisted with state of the art equipment for CTE programs. In times of soft enrollment, classes do not fill, and LC's are unlinked. Assignments of time for coordinating a new support program - Service Learning - is another challenge. Also, if Applied/Contextualized learning activities are offered as "optional," students may opt out. If they are required but viewed as "extra," enrollment may suffer. Finding ways of embedding these activities into classes and programs will require time, a willingness to redesign curriculum, and trust that this innovation will not be undercut to manage enrollments.

Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions

In general, students in the technology division have followed a guided pathway within their respective departments for many years. We may want to highlight in our application that all CTE programs on campus have a roadmap built by our CTE faculty. Similar to Teacher Trac, using applied learning strategies in classes like English, Science, and Math help prepare students for real teaching careers. In another example, last year the Student Equity committee funded grant for the Global Literature Internship Project where graduate students majoring in English from the local universities worked alongside master teachers in our English department and used applied learning techniques in the classroom where they practiced how to be English instructors by shadowing their master teacher and teaching a couple of lessons in the classroom. This internship was an excellent way for grad students to gain real world teaching experience, which actually helped a few of them get hired upon graduation

Reflections: Based on the Self-Assessment above, what do you think best describes your college's guided pathways work overall? - Early Adoption

Please briefly explain why you selected this overall rating

Cerritos College is well placed to transform itself into one that is organized around the guided pathways structure. Nearly all of the elements of a guided pathway design exist at Cerritos College, many at 'full-scale,' and many others nearly so. For the past year, a small group of faculty and administrators developed a highly structured but small scale guided pathways program, called the Cerritos Pathways for Achieving Completion and Transfer (PACT). While this program was not designed to bring to scale across campus, it will remain a component of the Cerritos College Guided Pathways. Importantly, development of this program provides insight and perspective about developing a guided pathways program based on the more scaleable California Guided Pathways model. Many other actions, initiatives, and programs prepare the college for the guided pathways transformation. The college: • is already developing "on ramp" initiatives, such as Cerritos Complete; • is the only California community college with an approved Passport in the WICHE Interstate Passport program; • has a well-integrated

SLO system; • coordinates with local K-12 districts; • matriculates routinely with CSU and UC universities; • is developing procedures for utilization of multiple measures; • has developed accelerated basic skills courses in English, reading, and math; • has develop an integrates BSI-Student Equity-3SP plan; • and has a strong and sustainable system to provide faculty and staff with professional development. However, outside of the dozen or so people working on the PACT program, the college did not begin discussions about the California Guided Pathway program until fall 2017.It is only now on the verge of commencing broad, campus-wide discussions, forums, and workshops about this initiative. Likewise, it has only now begun to consider the comprehensive redesign of the college based on the California Guided Pathways Project. The college also faces personnel challenges due to retirements of information technologists, as well as to a competitive marketplace for technicians.The relatively small number of "Super Users," an employee who is authorized to access high levels of PeopleSoft, also needs to be considered as a factor that may slow or limit implementation of technological tools that support guided pathways. Finally, the college needs to grapple with the difficult questions and decision that lie at the core of a guided pathway: what exactly is such a pathway? Will the college simply provide program maps and stronger recommendations about which courses students should take and in what order, or will it narrow student course options and proscribe course sequences, as some colleges, such as Guttman Community College, have done?

What kinds of support would be most helpful to you as your campus begins or continues its work on guided pathways? Are there resources or supports that would most help your college progress on any particular element? Please describe:
We would like a menu of speakers and workshop subjects from which to select. We would like to learn from those colleges that have implemented successful guided pathways by having speakers from those institutions come to our campus about their experiences. We are especially interested in learning how guided pathways becomes the overarching theme in planning and budgeting.