



Cerritos Community College District Educational Master Plan Update Environmental Scan

Board of Trustees Meeting – January 25, 2017



Presentation Overview

- I. The College's Educational Master Plan
- II. Planning Process
- III. Environmental Scan
 - A. Campus-Community Outreach Process: Findings
 - B. Demographics and Trends
- IV. Emerging Themes
- V. Questions and Discussion . . .



I. The College's Educational Master Plan

The Rationale for Planning . . .

- Respond to the dynamic and ever-changing educational marketplace and update the current EMP
- Increase campus and community engagement and ownership of the plan

Educational Master Plan

- Identifies **educational needs** of the communities we serve
- Articulates an overall **vision** for advancing **student achievement and success**
- Defines overarching goals and strategies for **guiding development** of college **programs**
- Provides direction for **facilities, future faculty and staffing requirements, IT systems, etc.**

Planning Process Desired Outcomes

- Engage all constituencies through a **transparent and collaborative planning process.**
- Tell a compelling story about **where we see ourselves in the future** and how we're going to get there.
- Develop an **implementable, action-oriented plan** with a focus on student success.
- Create a **living, flexible document**
- **Establish priorities and align our resources** to these priorities

The Cerritos College Family of Plans

• Strategic Plan

- Educational Master Plan
- Facilities Master Plan
- Technology Plan
- Enrollment Management Plan
- Instructional Program Review
- Program Review Plus - Unit Plans/Division Plans/Area Plans/College Annual Plan
- Student Equity Plan
- Student Success and Support Program Plan
- Sustainability Plan

Related Plans

- 2010-2016 Cerritos College Educational Master Plan
- Cerritos College Environmental Scan Report, Fall 2008
- Cerritos College Facilities Master Plan, 2011
- Cerritos College 2014-2015 Strategic Plan
- Cerritos College Sustainability Plan, 2015

EMP Project Management Team

Committee Charge:

Provide guidance on the planning process to ensure effective engagement of all College constituencies

Team Members

- **Jose Fierro**, President
- **Rick Miranda**, Acting VP of Academic Affairs/Assistant Supt.
- **Patricia Robbins Smith**, Director of Community Education
- **Kristi Blackburn**, Dean Institutional Effectiveness, Research & Planning
- **Renee DeLong**, Dean of Counseling Services
- **Mark Fronke**, Professor of Accounting
- **Michelle Lewellen**, Senate President
- **Patrick O'Donnell**, Director of Information Technology
- **Gary Pritchard**, Dean of Fine Arts and Communications

EMP Strategic Planning Committee

Committee Charge:

Provide input on the development of the Educational Master Plan

Team Members - 26 members (including 9 members from the PMT) representing the following constituencies

- Executive Council – 5 members
- Faculty – 4
- Cerritos College Faculty Federation (CCFF)– 1
- California Schools Employee Association (CSEA) – 2
- Confidential Employees – 1
- Association of Cerritos College Management Employees (ACCME) – 3
- Shared Governance – 9
- Associated Students of Cerritos College (ASCC) - 1

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Strategic Planning Committee Members

Jose Fierro
Rick Miranda
Michelle Lewellen
Mark Fronke
Kristi Blackburn
Patrick O'Donnell
Patricia Robbins Smith
Gary Pritchard, TBD

**Project Management Team*

Tim Juntilla
Adele Krayner
Joann Sugihara-Cheetham
Armando Soto
Saul Lopez-Pulido
Stephen Johnson
Harry Joel
Noorali Delawalla
Frank Mixson
April Griffin
Solomon Namala
Danylle Williams-Manser
Andrea Wittig
Renee DeLong
Stephanie Murguia
Connie Boardman

II. Planning Process

Phase I: Project Initiation and Visioning

Campus Community Engagement

- Project Management Meetings
- Leadership Meetings/Stakeholder Interviews
- Focus Groups
- Department Head Forum
- Online Questionnaire
- Board of Trustees Retreat

Educational Master Plan

- Environmental Scan
- Program Assessment Tools

Phase II: Develop Draft EMP

Campus Community Engagement

- Project Management Meetings
- District-wide Planning Charrette

Educational Master Plan

- Integrated Planning Orientation
- EMP Goals and Objectives
- Facilities Needs and Requirements
- Preliminary Program Evaluation and Recommendations
- Draft EMP

Phase III: Refine Draft EMP

Campus Community Engagement

- Project Management Meetings
- Draft EMP Review Meetings
- Stakeholder Review Campus Workshop

Educational Master Plan

- Final Draft EMP

Phase IV: Finalize the EMP

Campus Community Engagement

- Final Draft EMP Review Meetings
- District Executive Council Workshop

Educational Master Plan

- Final EMP



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Campus Community

Engagement

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An architectural rendering of a modern, multi-story building with large glass windows and a green lawn in front. The image is overlaid with a dark teal color. The text "III. Environmental Scan" is prominently displayed in white, bold font, underlined, across the middle of the image.

III. Environmental Scan



A. Campus-Community Outreach Process: Findings

Strengths

- A **student-focused institution** with a legacy of strong support services for all students.
- An unusually **high-level of student interaction** and engagement with faculty and staff.
- **Cultural competency** of faculty and staff.
- A strong **sense of community**.
- **State of the art facilities** and campus buildings.
- Campus **location**.

Strengths

- **Innovative educational programs** focused on student needs & goals.
 - **Outstanding Career Technical Education (CTE)** offerings.
 - Field-based, experiential, **hands-on learning**.
 - **Strong links** between general education & specialized programs.
 - **Demanding course work** that students believe is preparing them for future academic & career success.
 - A **campus atmosphere** like that of a 4-year institution.
 - **Strong relationships** with local school districts.
-

Issues & Challenges: Student Performance

- Students **under-prepared** for college level work in math and English. (College preparedness is a **strong predictor of student success.**)
- **Under-prepared students represent a large majority** of the students at Cerritos College (88% of 2009-2010 cohort).
- Cerritos College **performs below the state average** when it comes to college completion rates.
- Cerritos College is not perceived as a first choice **transfer college** by many students.

Issues & Challenges: External Forces

- Anticipating changes in how **education content is accessed and delivered** (e.g., on-line course delivery, digital textbooks, etc.).
 - Anticipating the workforce needs of a **rapidly changing economy**.
 - **Declining** high school and college enrollments.
 - **Growing senior population** within Cerritos College service area while 16 and under population is declining.
 - **Competition** from other community colleges.
 - Cost implications of **changing State policies and mandates**.
-

Issues & Challenges: Organization

- Institutional continuity weakened by **high turnover of executive administrators.**
- **Top-down decision-making** not capitalizing on institutional knowledge of faculty and staff.
- **Departmental silos** resulting in lack of timely consultation and coordination.
- Understanding the **resource impacts of new initiatives.**

Issues and Challenges: Complexity

- **Complex web of processes** and procedures making it difficult to get anything done.
- **Lack of written procedures**, policies and processes.
- **Inconsistent information flow** through the college due to inadequate communication protocols.
- **Numerous systems** and processes that do not change over time but take on a life of their own regardless of their original purpose.

Issues and Challenges: Technology

- Out-of-date and **cumbersome technology** which is no longer on the cutting edge.
- **Multiple software systems** that do not interact with each other.
- Need for **central procurement process.**

Opportunities for Educational Programs

- Develop **new educational options** and pathways for students.
- **Keep up with industry trends** and align curriculum with industry needs.
- **Strategically shift resources** away from less successful programs to ones that are performing well.
- Provide professional development to **empower faculty**, facilitate strategic resource allocation and empower program innovations.
- **Prioritize professional training** and workforce development opportunities (e.g., corporate college model).

Opportunities for Educational Programs

- **Develop initiatives for community input** and support for program development modeled after the design school concept.
- **Expand online courses** and study abroad opportunities.
- **Draw best practices** from the Aspen Institute's College Excellence Program (e.g., coordinate with high schools for concurrent enrollment).
- Expand on the success of **adult and community education programs.**
- Pursue opportunities to create a **4-year degree program.**

Opportunities for Support Services

- Create a **culture of completion** through programs and services designed to ensure all students can achieve their academic and career goals.
- Strive to achieve successful outcomes for all students, regardless of background, by shifting from a deficit mindset to an **equity mindset**.
- Create multiple measures for student assessment and tailor programs and services to meet the needs of individual students.
- **Scale up counseling** and other academic support programs (e.g., AIME) that are succeeding to reach and help more students.

Opportunities for Support Services

- **Strengthen partnerships** already created with K-12 school districts (e.g., dual enrollment programs) and with 4-year institutions.
- Reduce the time required for students to complete their courses and programs through **strategic enrollment management**, improved course scheduling to ensure availability, and other changes.
- Pursue more **flexible scheduling**, such as weekend classes and interim sessions, to meet the needs of a diverse student body.

Opportunities for Support Services

- **Re-brand Cerritos** and strengthen its visual identity by re-introducing Cerritos College and its new state of the art campus to the community.
- Make greater use of the **alumni network** as a resource.
- Explore a variety of **new revenue sources** such as public-private partnerships, marketing of campus facilities, and contract education, among others.

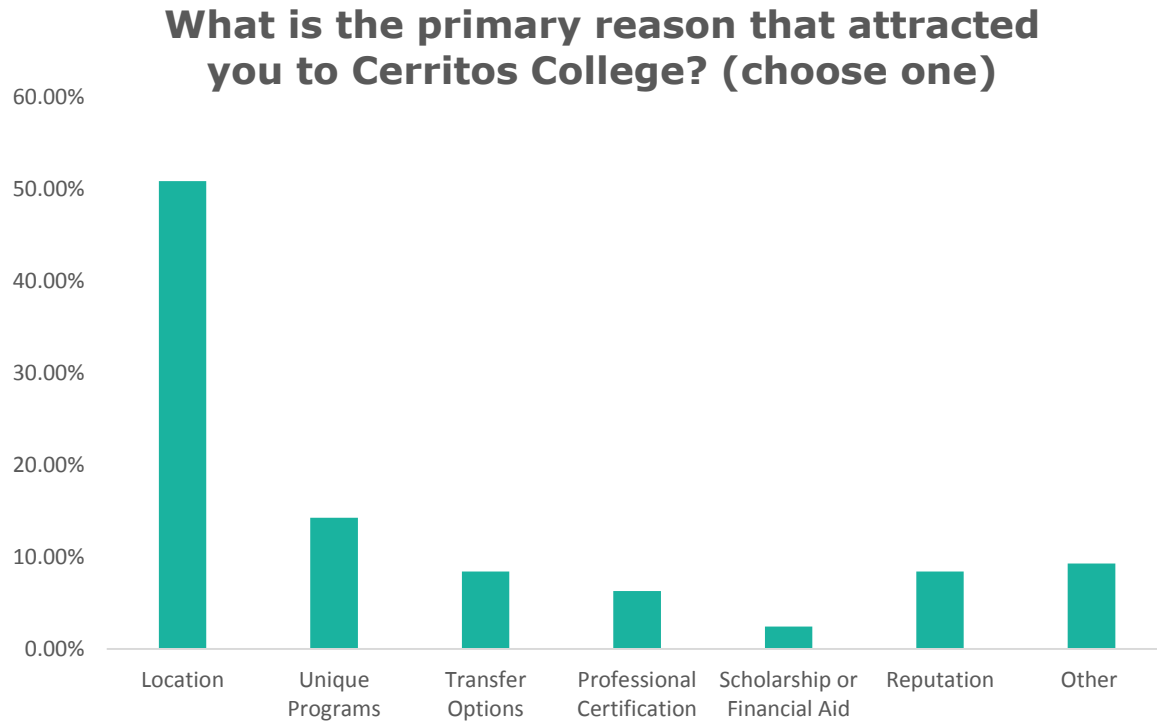
Opportunities for Facilities

- Allocate additional facilities to **accommodate growing programs** such as nursing and physical therapy.
- Provide **additional quiet indoor areas** where students can study and relax when not in class.
- **Provide office spaces** where students can meet with part-time/adjunct faculty.
- Ensure there is **sufficient green, open space** on campus.
- Consider a **satellite campus**.

Opportunities for Systems & Processes

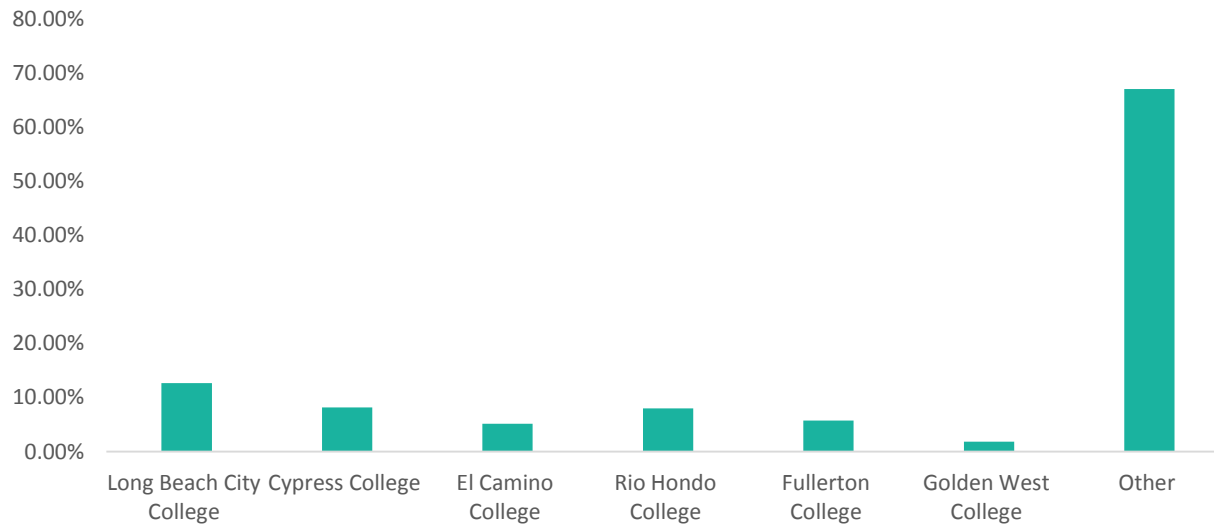
- Re-examine, streamline and **simplify existing planning processes** and systems to mitigate duplication, overlapping requirements and unnecessary confusion.
 - Establish communication protocols and systems to **ensure consistent and timely delivery of information** throughout the college.
 - Create a more **centralized technology**/software development and acquisition process to better coordinate and integrate IT needs and systems.
 - Overhaul and redesign the current **class scheduling** process.
 - Simplify the existing **committee structure**.
-

Community Questionnaire: Findings



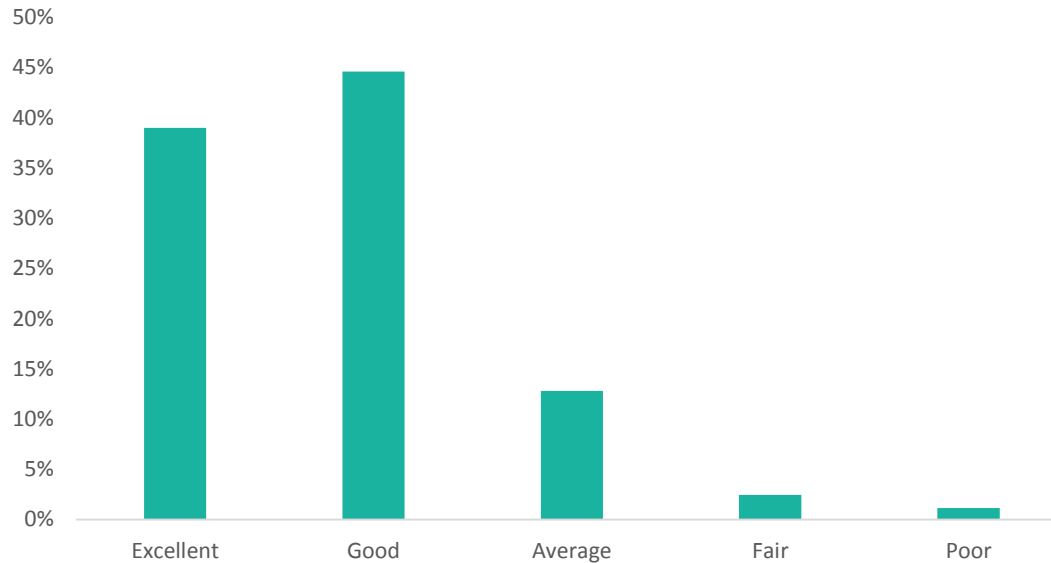
Community Questionnaire: Findings

**Which of these colleges (if any) have you attended for at least one course in the past three years, either on-line or in person?
(check all that apply)**



Community Questionnaire: Findings

How would you rate your personal experience at Cerritos College?



Community Questionnaire: Findings

What action can you recommend that would have an immediate positive impact on Cerritos College and why?

Night Classes Cheaper Math Classes Set
Counselors Grades Professors Library
Courses Center Program Place
Parking Financial Aid College
Counseling Cerritos Understand Campus
Events School Achieve Semester Training
Classes Available Staff Members
Open more Classes Teachers

Community Questionnaire: Findings

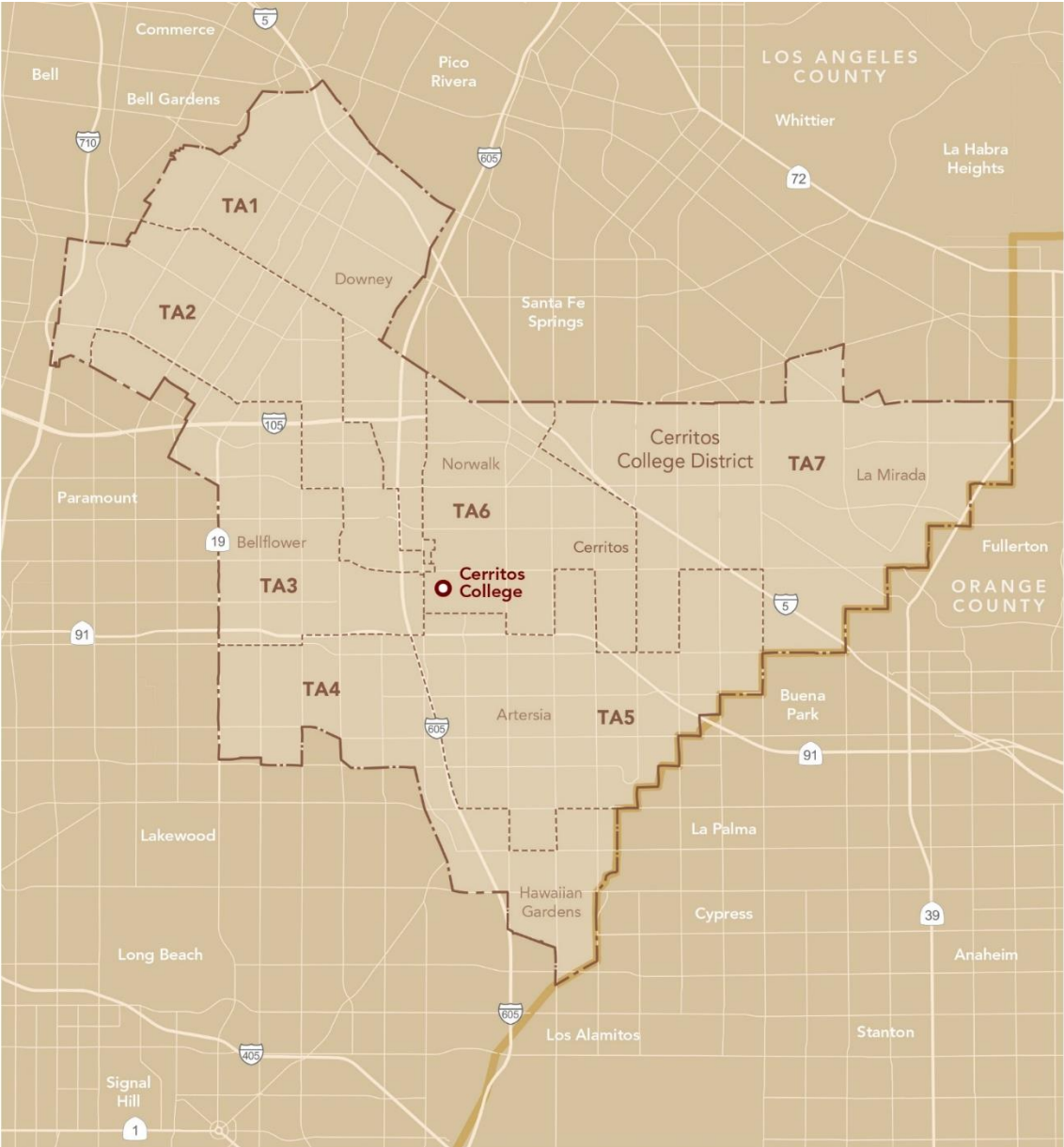
Are there any outside challenges and issues that Cerritos College should be aware of?

Transportation Homeless People Courses Federal Job
Knowledge Enrollment Unknown Aware Degree
Campus Money Parking Library
Students Violence College Traffic
Programs Economy School Counselors Think
Night Classes Security Family Issues Financial Hard

An architectural rendering of a modern, multi-story building with a prominent glass facade. The building is set on a large, green lawn with several trees and small figures of people walking around, suggesting a campus or public space. The entire image is overlaid with a semi-transparent teal filter.

B. Demographics and Trends

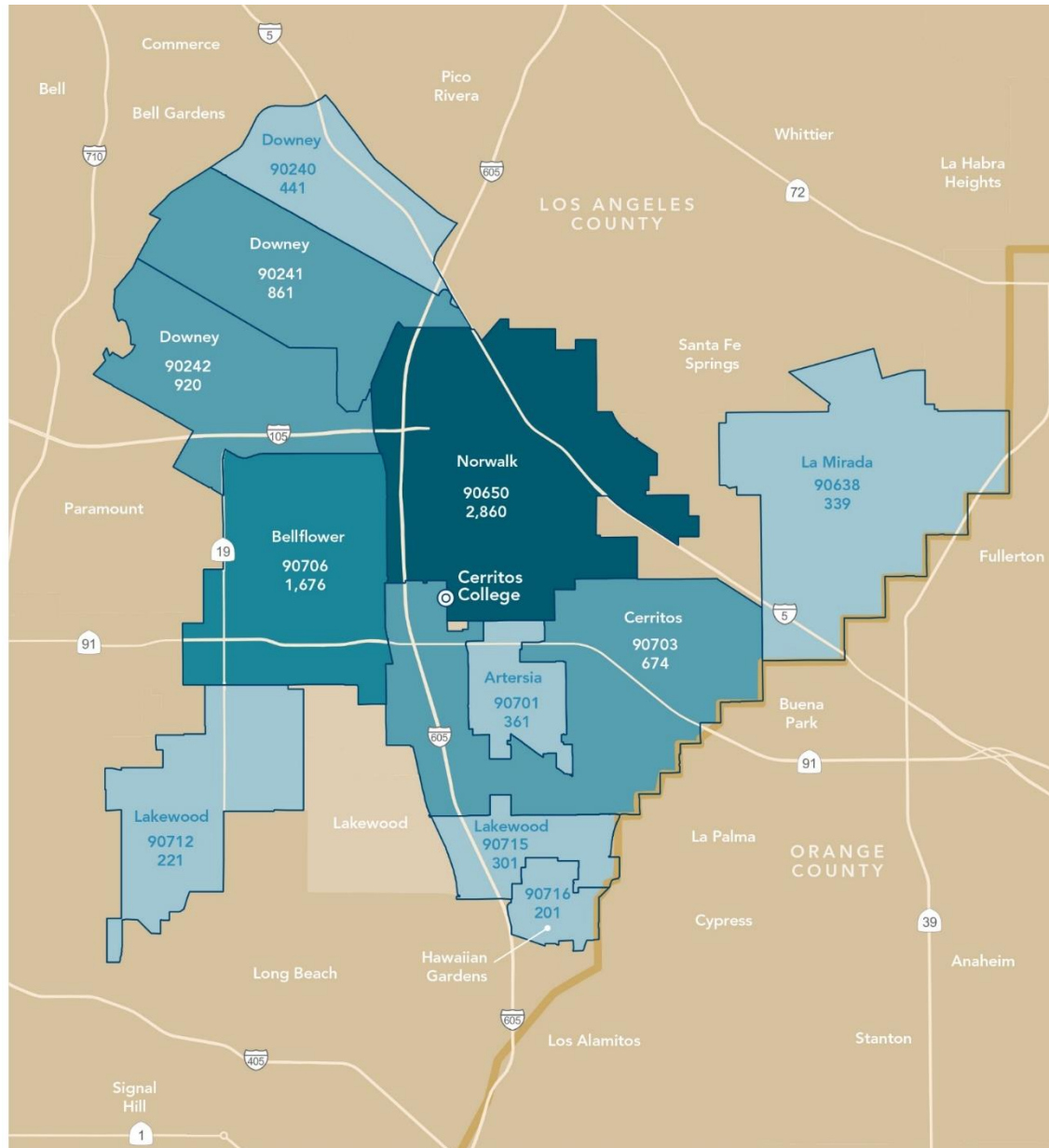
CCC District Service Area



Legend

- Community College Campus
- Community College District Boundary
- Cerritos College Trustee Areas (TA)
- County Boundary

Top Cities Served by Cerritos College



Legend

Enrollment by Zipcode/City

- 200 - 500
- 501 - 1,000
- 1,001 - 2,000
- 2,001 - 3,000

- Community College Campus
- County Boundary

A Diverse, Growing Region

- Cerritos College serves a broad, diverse region with a range of employment opportunities and demands.
- The College's proximity to several freeways (Interstates 5, 605, and 105, and State Route 91), make it geographically convenient for students coming from throughout the region.
- LA County's population continues to grow, but the proportion of young adults is decreasing.

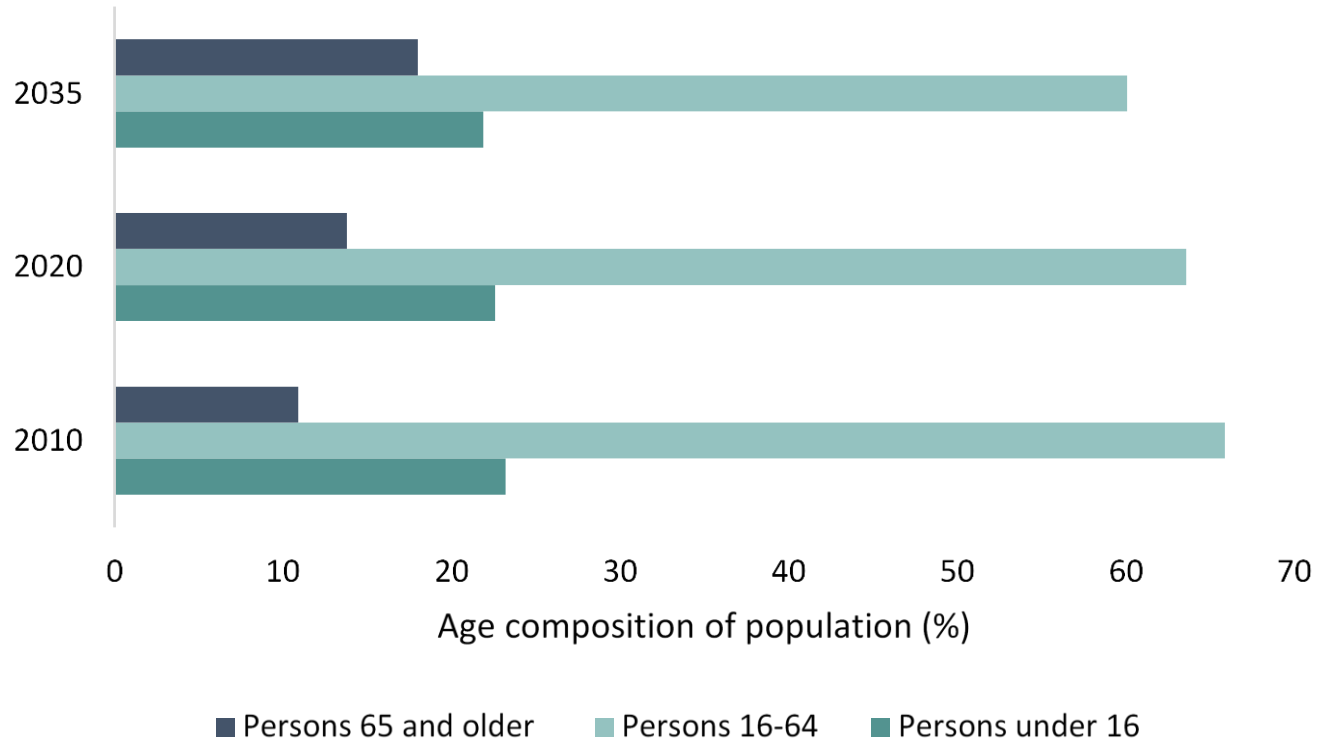
Population Growth by In-District Cities

Projected Population Growth in In-District Cities, 2013-2035

| City | 2013 | 2020 | 2035 | % Change 2013-2035 |
|---------------------|------------------|-------------------|-------------------|-----------------------|
| Artesia | 16,736 | 16,700 | 17,000 | 2% |
| Bellflower | 77,593 | 76,600 | 81,300 | 5% |
| Cerritos | 49,707 | 49,400 | 49,800 | 0% |
| Downey | 113,242 | 116,200 | 122,700 | 8% |
| Hawaiian Gardens | 14,446 | 14,800 | 15,600 | 8% |
| La Mirada | 49,133 | 50,300 | 52,800 | 7% |
| Lakewood | 81,121 | 80,500 | 80,600 | -1% |
| Norwalk | 106,589 | 109,100 | 114,200 | 7% |
| Total Cities | 508,567 | 513,600 | 534,000 | 5% |
| LA County | 9,951,320 | 10,404,000 | 11,353,000 | 14% |

Source: American Community Survey Estimates, 2013; SCAG Growth Forecast, 2012

Southern California Population Growth by Age



Source: Southern California Association of Governments, 2013 Projections

Race and Ethnicity of Service Area Population

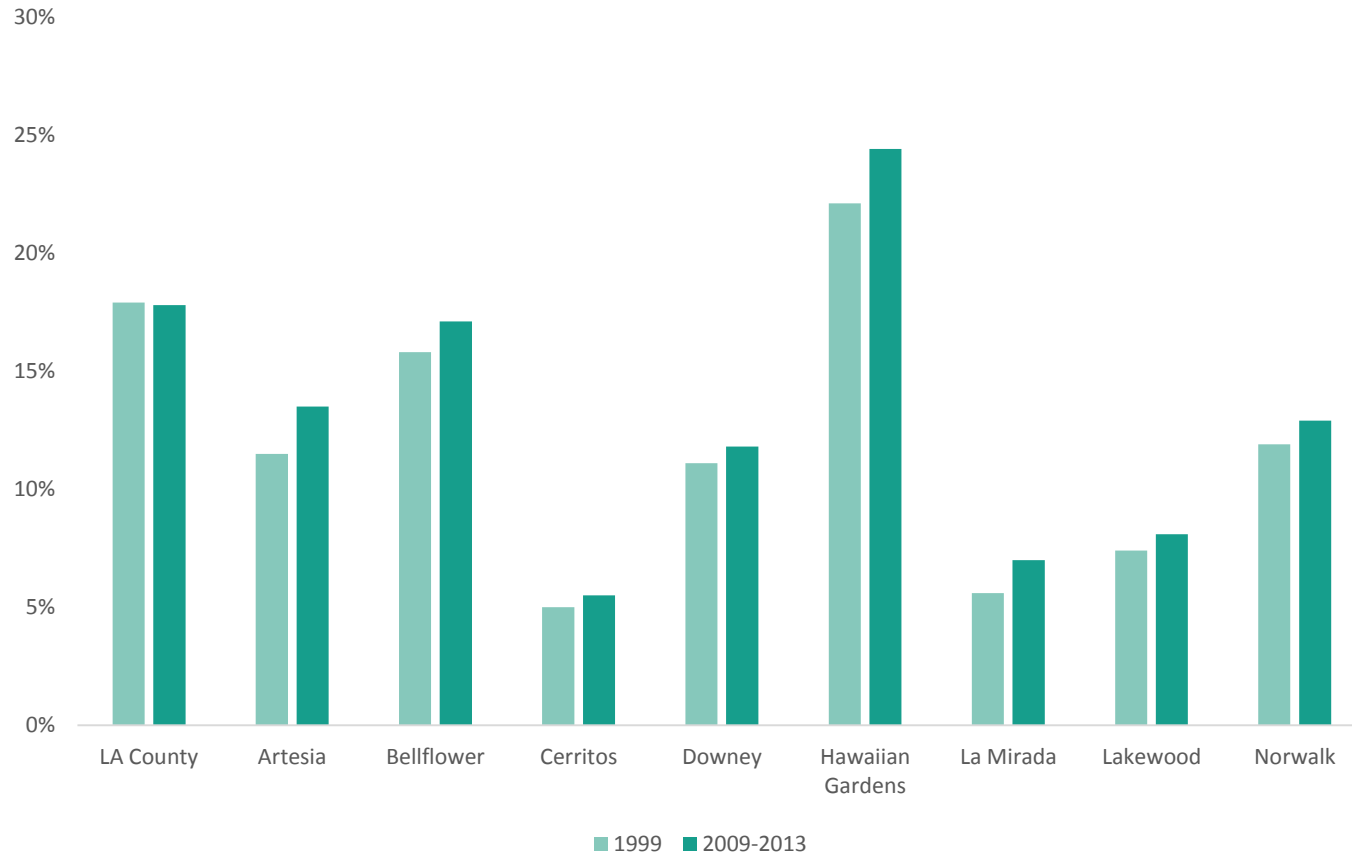
Race/Ethnicity of Service-Area Population by Percent, 2013

| | White (alone) | African American (alone) | Am Indian/ Alaska Native | Asian (alone) | Native HI/ Pac Islander | Hispanic (any race) | Two or more races |
|-------------------|---------------|--------------------------|--------------------------|---------------|-------------------------|---------------------|-------------------|
| Artesia | 21% | 4% | 1% | 37% | 0% | 36% | 4% |
| Bellflower | 20% | 14% | 1% | 12% | 1% | 52% | 5% |
| Cerritos | 16% | 7% | 0% | 62% | 0% | 12% | 4% |
| Downey | 17% | 4% | 1% | 7% | 0% | 71% | 4% |
| Hawaiian Gardens | NA | 4% | 1% | 11% | 0% | 77% | 4% |
| La Mirada | 36% | 2% | 1% | 18% | 0% | 41% | 4% |
| Lakewood | 40% | 9% | 1% | 16% | 1% | 31% | 6% |
| Long Beach | 29% | 14% | 1% | 13% | 1% | 41% | 5% |
| Norwalk | 12% | 4% | 1% | 12% | 0% | 71% | 4% |
| District % | 25% | 5% | 0.50% | 8% | 0.30% | 48% | 2% |
| County % | 27% | 8% | 0.50% | 14% | 0.30% | 48% | 4% |

*Hispanic (of any race) includes any population group with Hispanic origins. People who identified as Hispanic may also be included in other race categories including those labeled (alone).

Source: American Community Survey estimates, 2013

County and Service Area Comparison: Percent of Persons below Poverty Level



Source: American Community Survey 5-Year Estimates 2009-2013



The Regional Economy

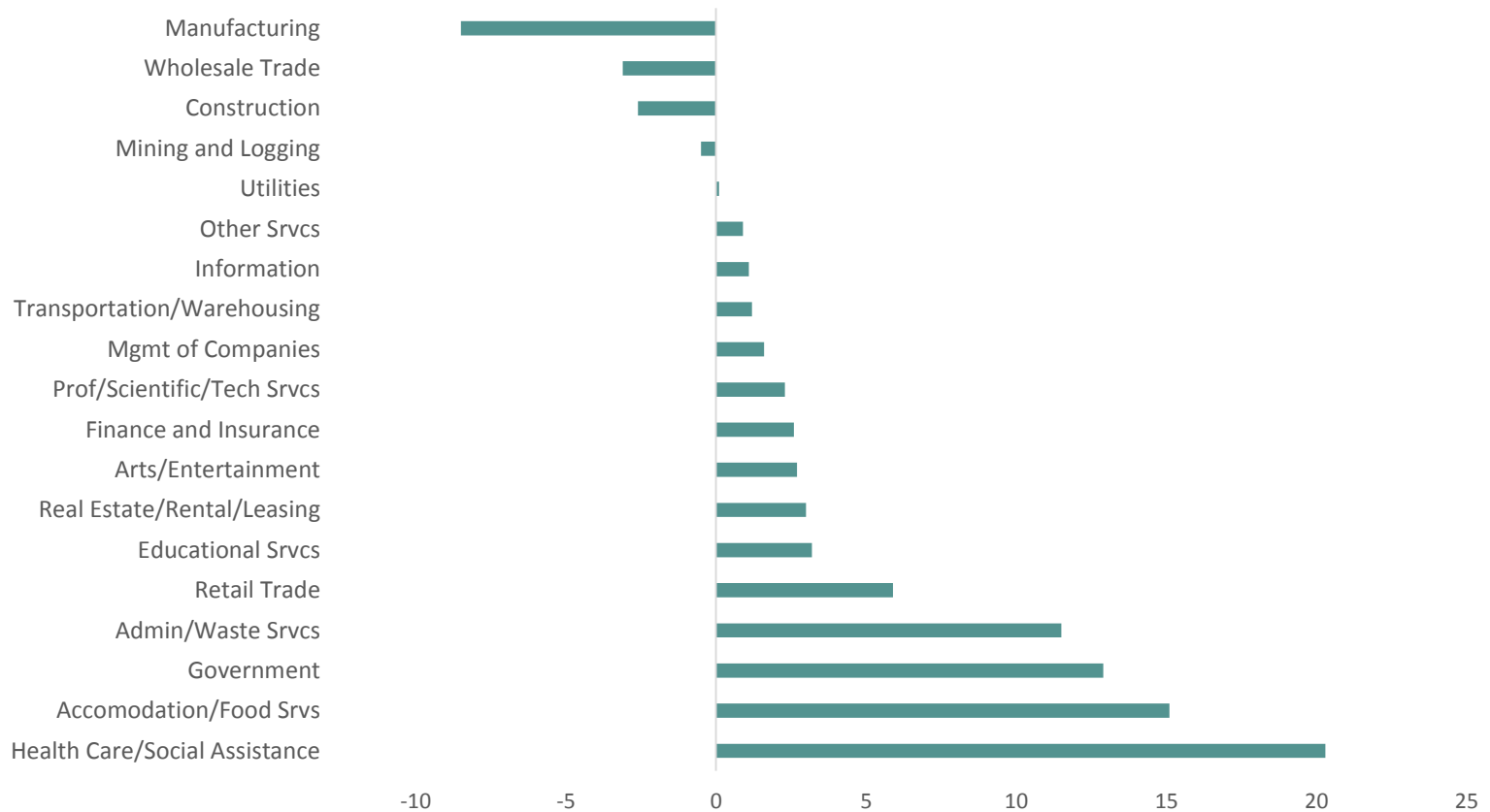
Characteristics and Key Trends

Economic Trends

- Cities in the Cerritos College service area are slowly recovering from the economic recession.
- Manufacturing and Retail trade are among the top industries for employment in the region, however these industries experienced declines in between 2015 and 2016.
- Most of the job growth projected for LA County is for low-skill jobs in industries that pay low wages, e.g., retail sales, food preparation and serving, and maintenance.

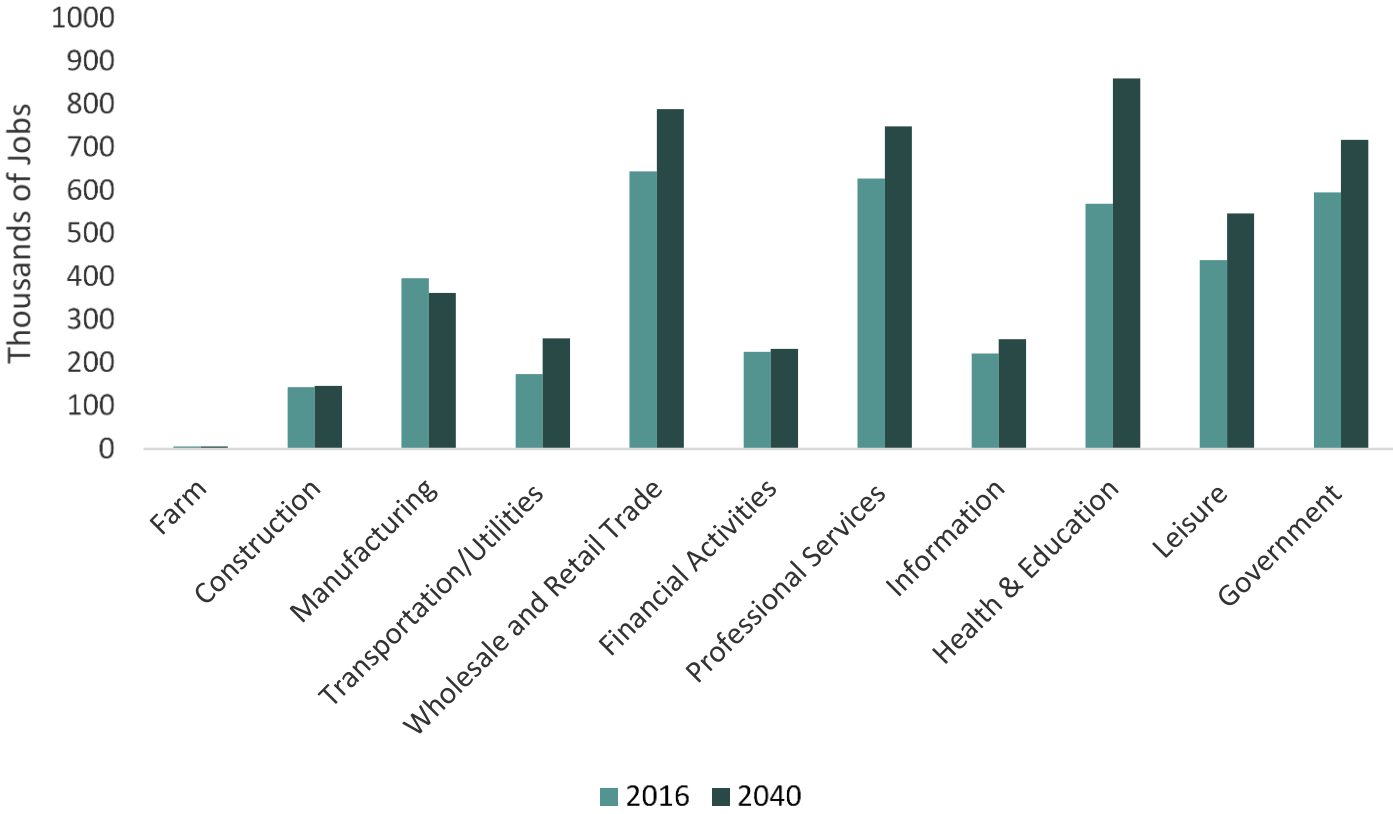
Employment Growth by Industry Sector, LA County

2015-2016



Source: Economic Update for Los Angeles County, Los Angeles Economic Development Corporation

Fastest Growing Occupations, LA County



Source: LA County Employment Forecast

Poverty and Unemployment by Educational Attainment



Source: Economic Update for Los Angeles County, Los Angeles County Economic Development Corporation

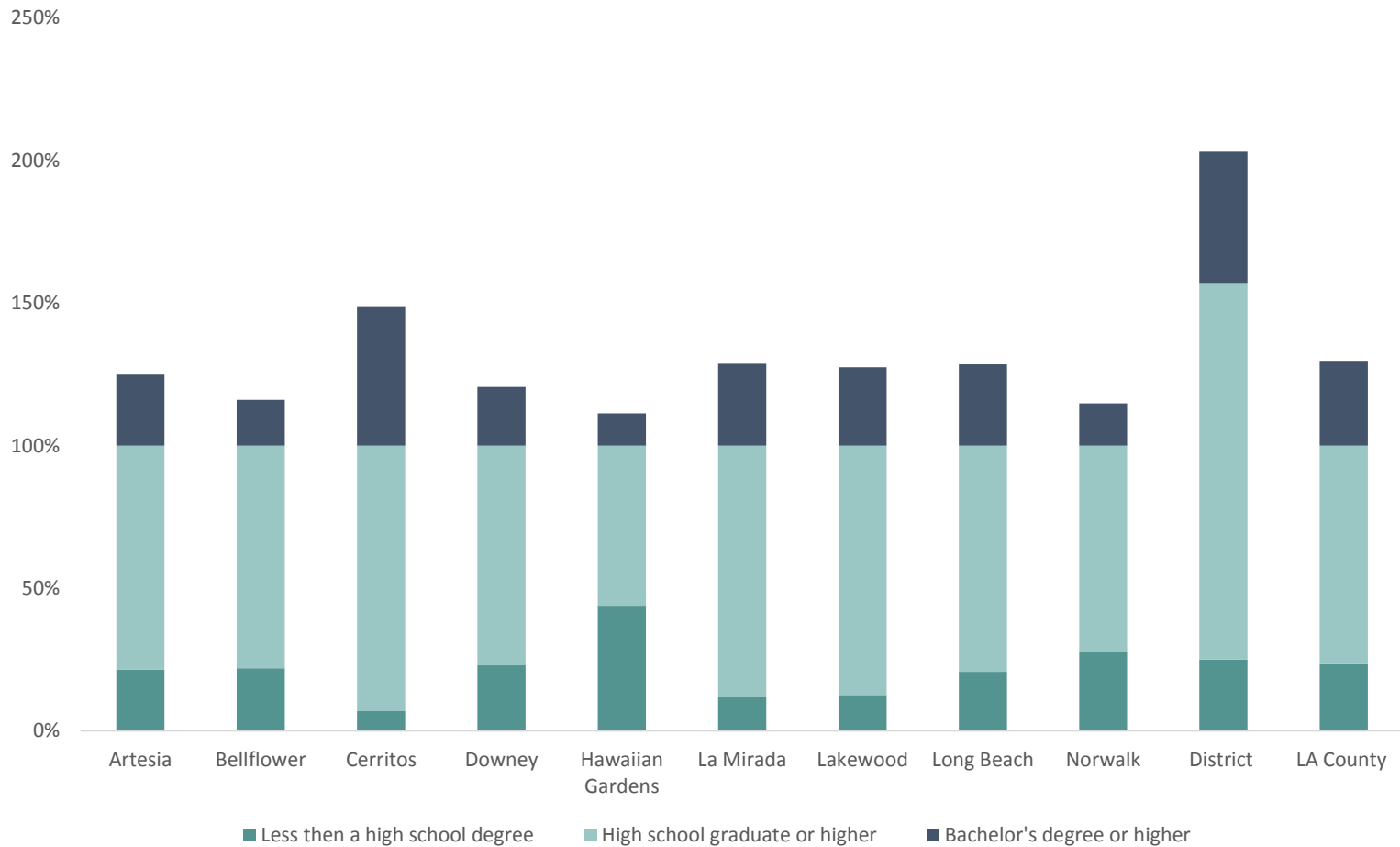
Unemployment by County and In-District Cities

Unemployment by County and In-District Cities, 2013 vs. 2015

| | 2013 | 2015 |
|-------------------------|-------|------|
| LA County | 10.2% | 6.9% |
| Artesia | 10.2% | 6.9% |
| Bellflower | 9.7% | 6.5% |
| Cerritos | 7.6% | 5.1% |
| Downey | 9.1% | 6.1% |
| Hawaiian Gardens | 10.2% | 6.9% |
| La Mirada | 7.2% | 4.8% |
| Lakewood | 7.9% | 4.8% |
| Long Beach | 11.1% | 7.5% |
| Norwalk | 10.4% | 7.0% |

Source: American Community Survey Estimates, 2013 and 2015

Educational Attainment

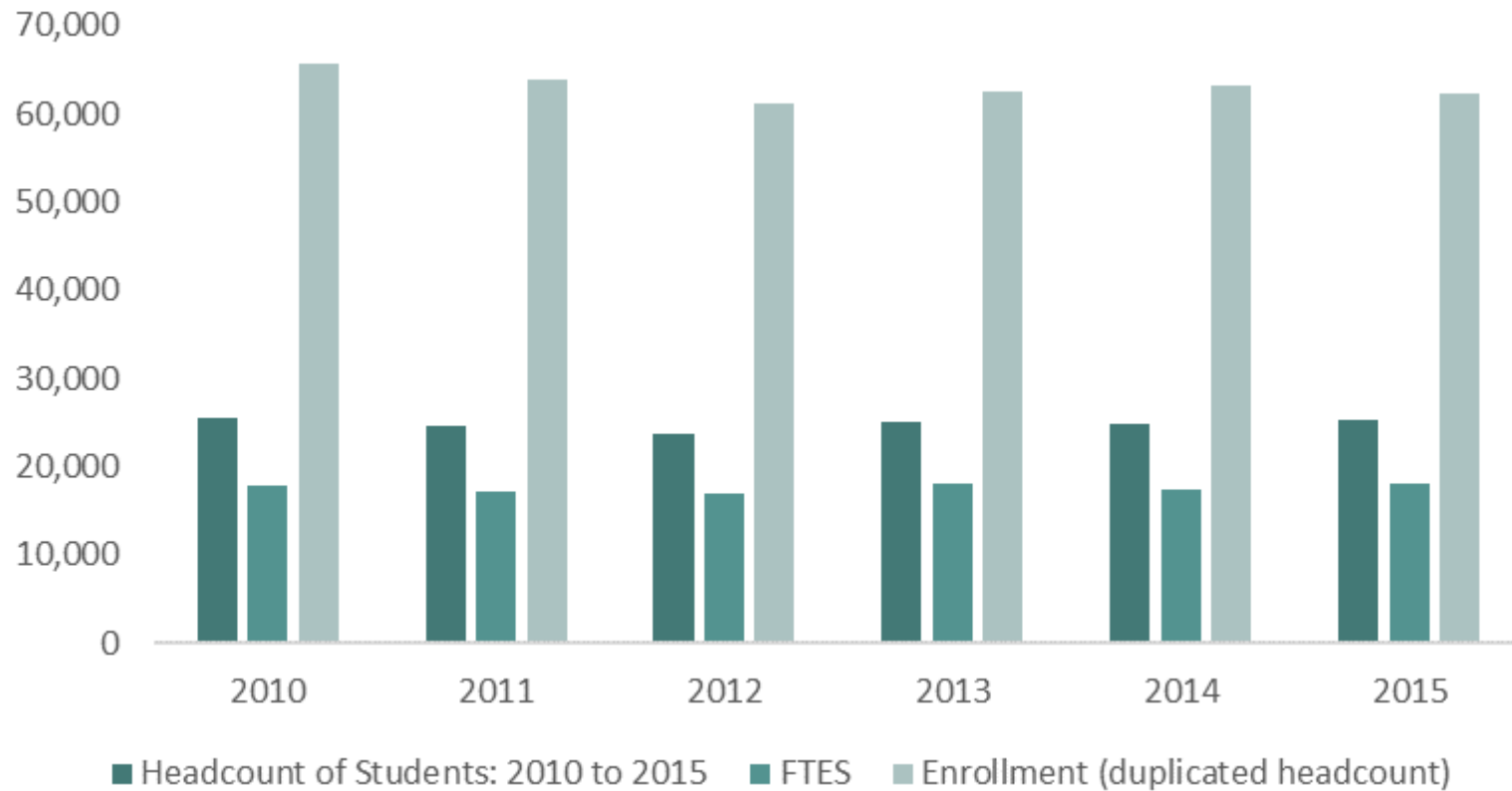


Source: American Community Survey 5-Year Estimates, 2009-2013



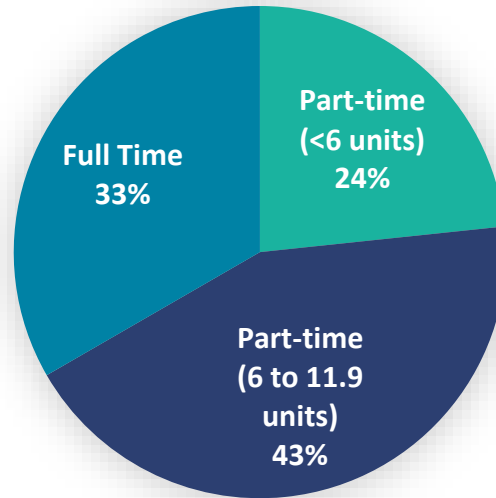
Student Demographics

Annual Enrollment



Source: Cerritos College, Institutional Effectiveness, Research, and Planning, Factbook

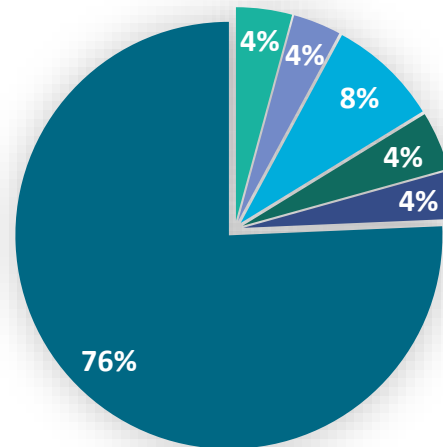
Headcount by Credit Load, Spring 2016



■ Part Time (<6 units) ■ Part Time (6 to 11.9 units) ■ Full Time

Source: California Community Colleges Chancellor's Office Data Mart

School Districts of Incoming High School Students, Fall 2015



- ABC Unified
- Bellflower Unified
- Downey Unified
- Norwalk-La Mirada Unified
- Paramount Unified
- All Other

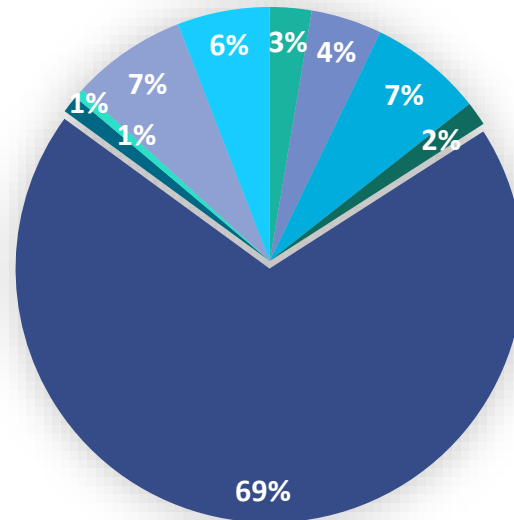
Source: California Community Colleges Chancellor's Office Data Mart

Student Headcount by Residency

| Headcount by Residency | | | | | | | | |
|------------------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|
| Official Residence | 2012 | | 2013 | | 2014 | | 2015 | |
| | Students | Percent | Students | Percent | Students | Percent | Students | Percent |
| Service Area | 9,769 | 41% | 10,061 | 41% | 10,028 | 40% | 8,857 | 39% |
| Adjacent Service Area | 5,472 | 23% | 5,924 | 24% | 5,933 | 24% | 5,655 | 25% |
| All Other Zip Codes | 8,158 | 35% | 8775 | 35% | 8745 | 35% | 7851 | 35% |
| International Students | 177 | <1% | 202 | <1% | 181 | <1% | 176 | <1% |
| Total | 23,576 | 100% | 24,692 | 100% | 24,887 | 100% | 22,539 | 100% |

Source: Cerritos College, Institutional Effectiveness, Research, and Planning Factbook

Race and Ethnicity of Students, Spring 2016



- African American
- American Indian/Alaskan Native
- Asian
- Filipino
- Hispanic
- Multi-Ethnicity
- Pacific Islander

Source: California Community Colleges Chancellor's Office Data Mart

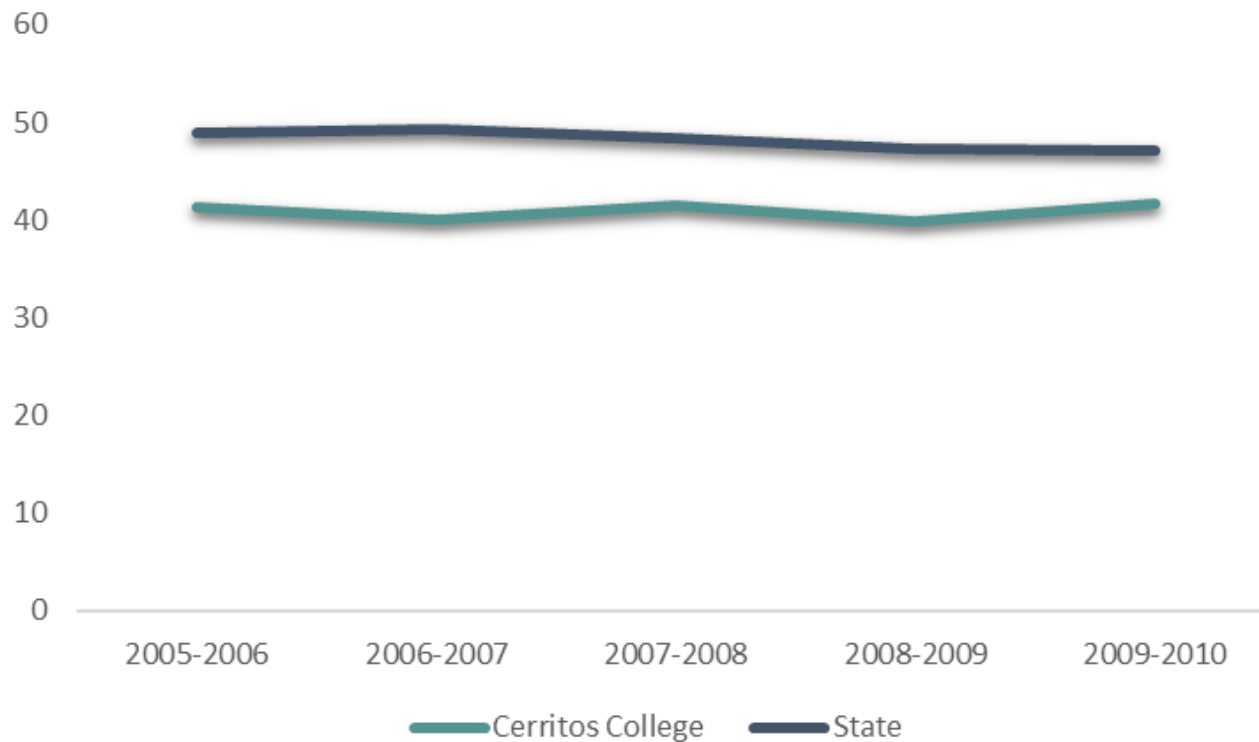
Preparedness

Preparedness

- New students who arrive at Cerritos College prepared for college are nearly two times more likely to graduate than unprepared students.
- Since unprepared students represent a large majority of students (88%), they constitute a systemic problem for the College.

Source: California Community Colleges Chancellor's Office, Student Success Scorecard, 2016

Completion Rates by Cohort Year



Source: California Community Colleges Chancellor's Office, Student Success Scorecard, 2016

Completion Rates

Completion Rates for 2009 Cohort by College Preparedness

| | % of Cohort | Cohort Completion Rate | # of Students |
|-------------------------------|-------------|------------------------|---------------|
| Unprepared for college | 88% | 37.4% | 3013 |
| College prepared | 12% | 72.5% | 408 |
| Overall | 100% | 41.6% | 3421 |

Source: California Community Colleges Chancellor's Office, Student Success Scorecard, 2016

Completion

- Completion rates are much lower for students unprepared for college (Basic Skills students).
- Most Cerritos students start in Basic Skills courses.
- Basic skills and completion rates vary by race/ethnicity.
- Unprepared, economically disadvantaged, and first generation students need more support to be successful in college.

Source: CLPCCD Institutional Research



Student Support Programs

Supportive Services at Cerritos

Accelerated Instruction in Math and English (AIME)

Counseling Services

Disabled Students Programs & Services (DSPS)

Early Success Program

Extended Opportunity Programs and Services (EOPS)

Financial Aid

Job Placement Services

Leaders Involved in Creating Change (LINC)

Supportive Services at Cerritos

Pathways Program

Puente Program

Re-Entry Student Services

Student Success Center

Transfer Center

Veterans Resource Center

An architectural rendering of a modern educational building. The building features a prominent glass facade and a flat roof. In the foreground, there is a large, well-maintained green lawn with several people walking. The scene is set against a clear blue sky. The text "Educational Landscape" is overlaid in white, bold font, with a white horizontal line underneath it.

Educational Landscape

AA/AS Programs Unique to the District

| AA/AS Programs Unique to Cerritos College | |
|---|---|
| Category | Academic Programs |
| | |
| | |
| | |
| Math/Sciences | Botany |
| Tech/Trade | Detail Technician |
| Tech/Trade | Flight Attendant |
| Auto | |
| Social Science | Gerontology |
| Tech/Trade | Industrial Electronics |
| Art | Instructional Multi-Media |
| Tech/Trade | Network Virtualization |
| Business | Special Event Management |
| Computers | Visual C Programming |
| Tech/Trade | Wind Energy |
| Tech/Trade | Woodworking Manufacturing Technology - Cabinetmaking |
| Tech/Trade | Woodworking Manufacturing Technology - Furniture Making |
| Math/Sciences | Zoology |

Source: California Community College's Curriculum Inventory, 2016

Certificate Programs Unique to the District

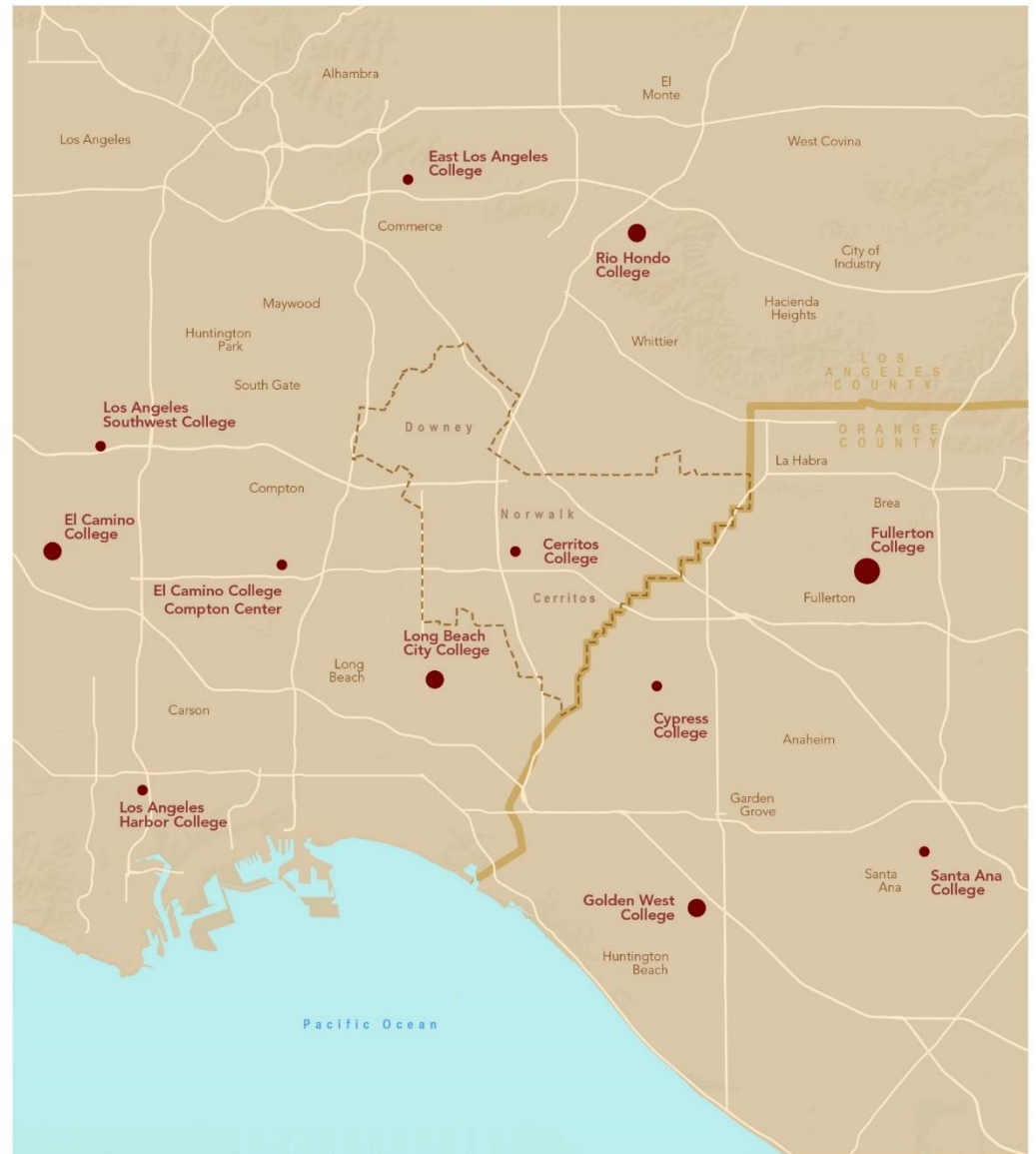
| Certificate Programs Unique to Cerritos College | |
|---|---|
| Category | Academic Programs |
| Auto | |
| Auto | |
| Computers | Java Programming |
| Business | Security Management |
| Tech/Trade | Wind Energy |
| Tech/Trade | Woodworking Manufacturing Technology - Cabinetmaking |
| Tech/Trade | Woodworking Manufacturing Technology - Furniture Making |
| Math/ Sciences | Zoology |

Source: California Community College's Curriculum Inventory, 2016



Cerritos Community College Relative Program Market Share

Agriculture Programs



of Agriculture Programs



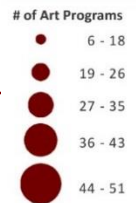
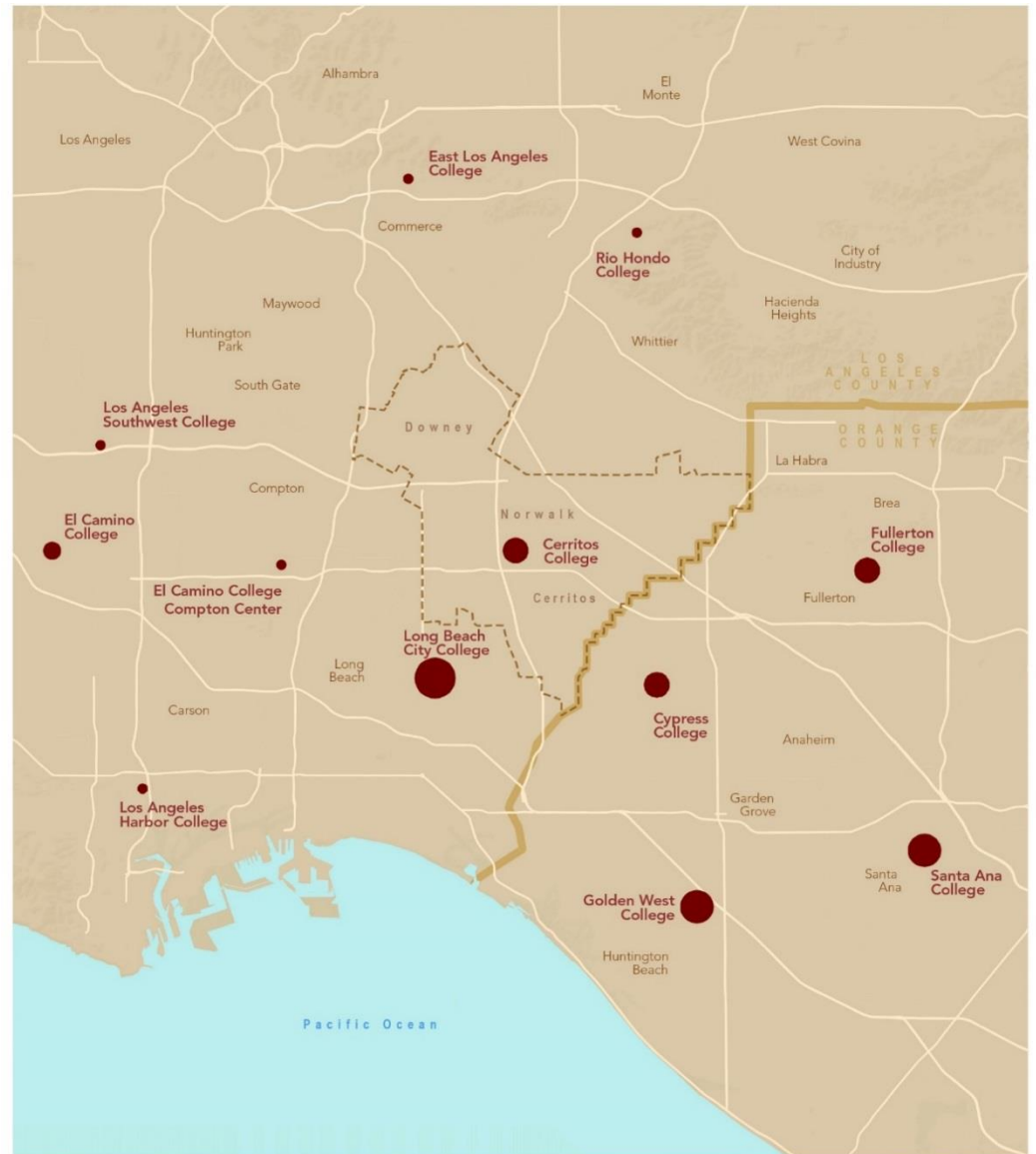
Base Map Features



Source: California Community College's Curriculum Inventory, 2016.



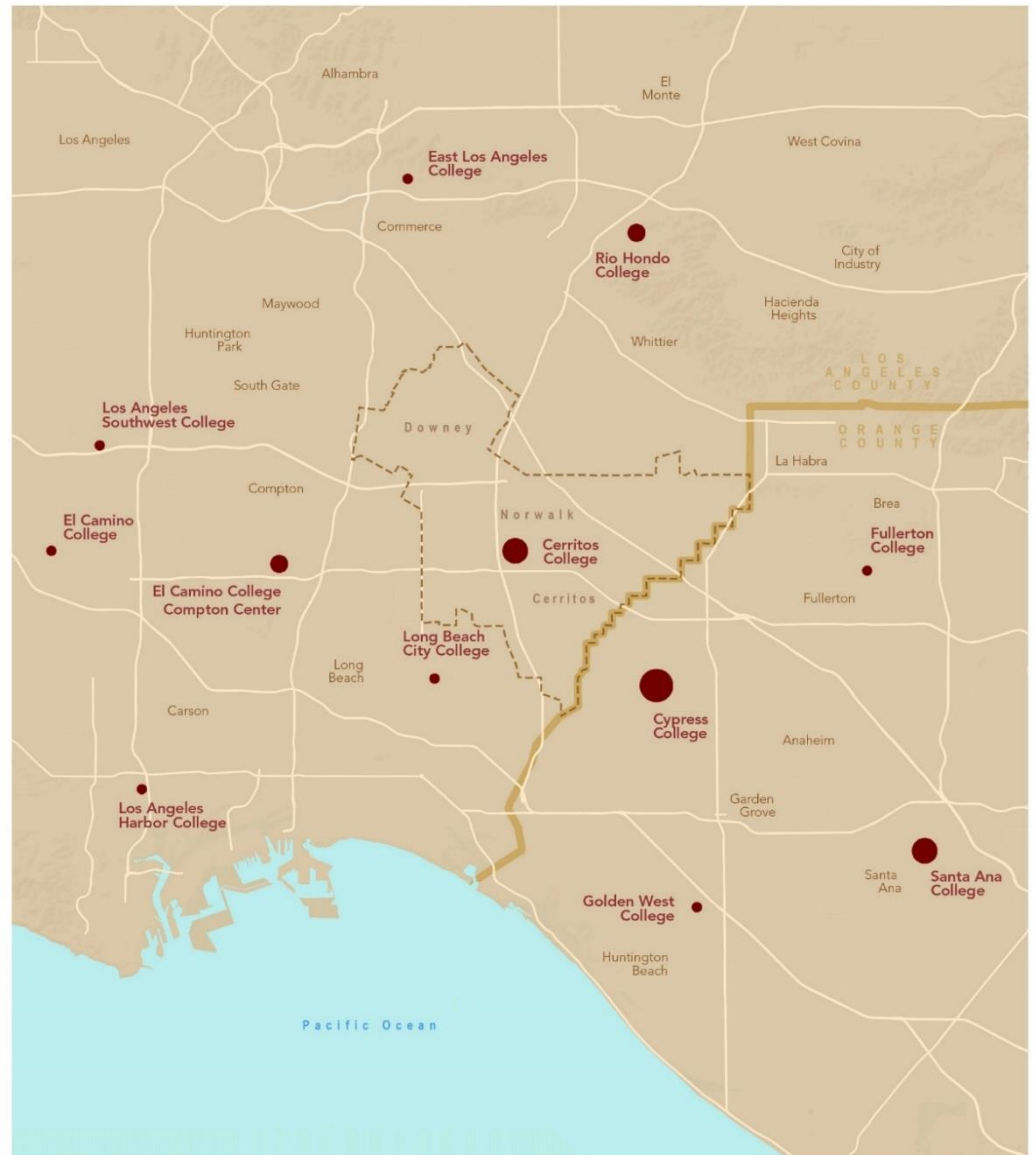
Art Programs



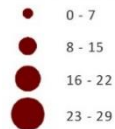
Source: California Community College's Curriculum Inventory, 2016.



Auto Programs



of Auto Programs



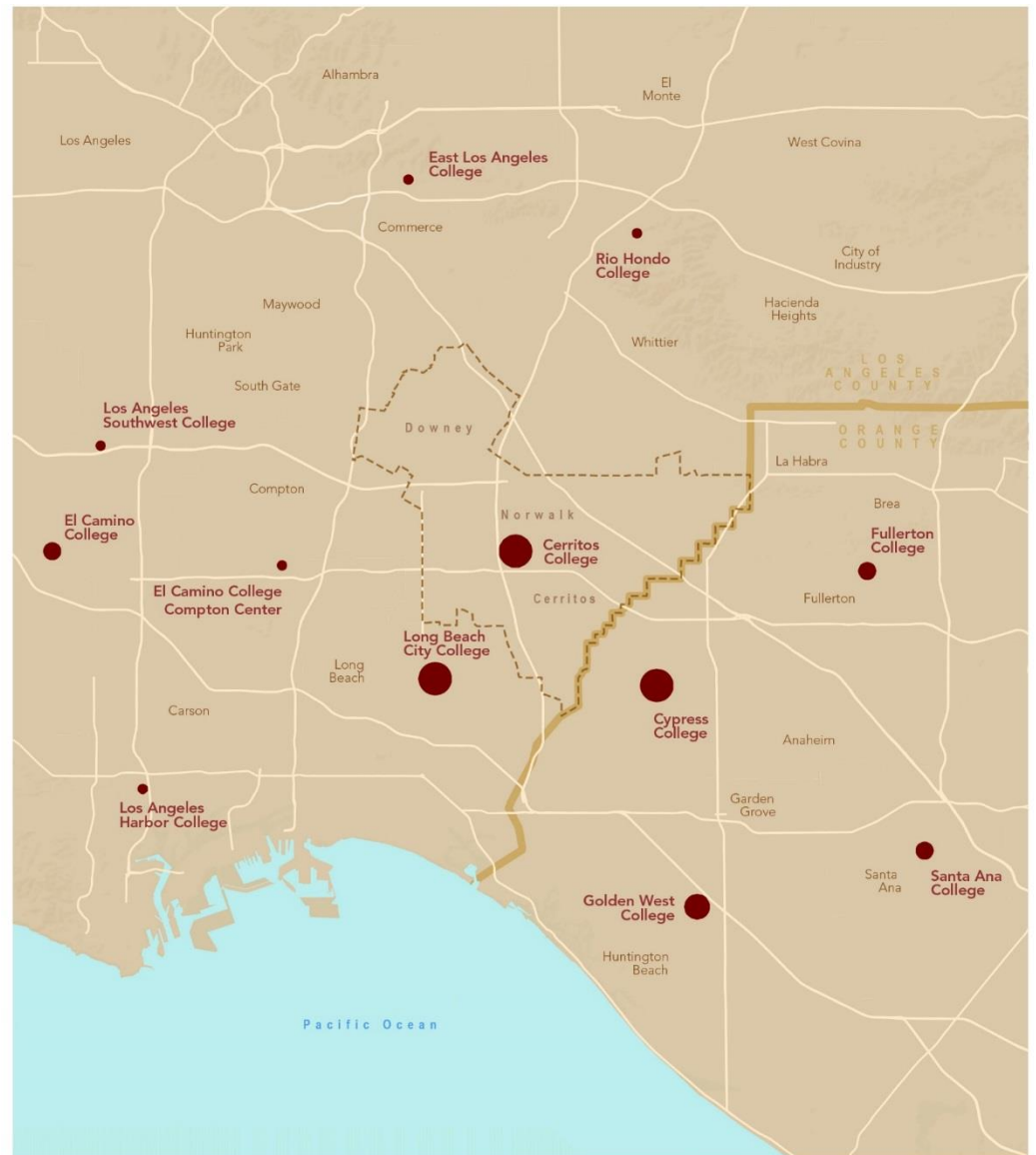
Base Map Features



Source: California Community College's Curriculum Inventory, 2016.



Business Programs



of Business Programs

- 8 - 14
- 15 - 21
- 22 - 27
- 28 - 33

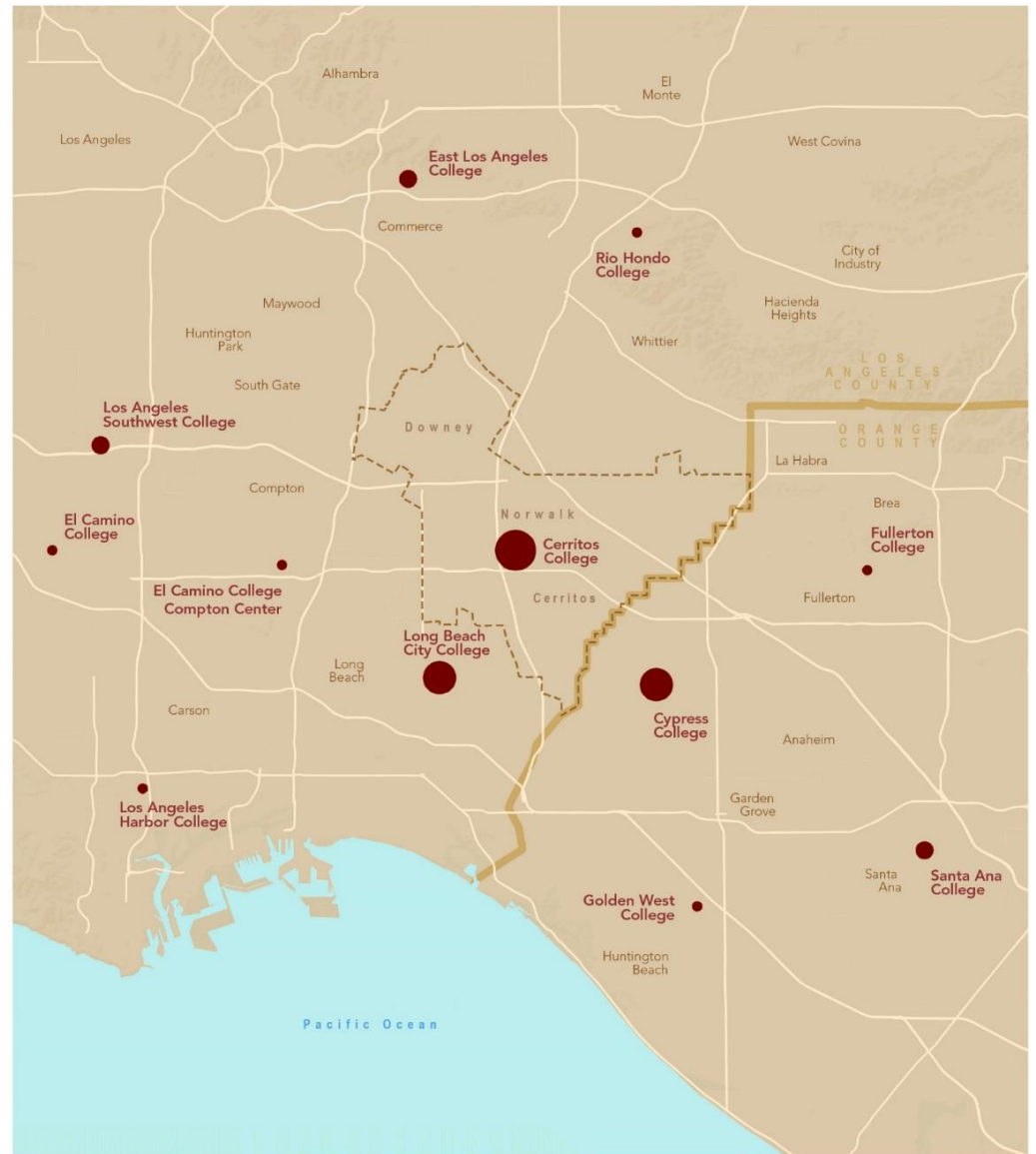
Base Map Features

- Cerritos Community College District Boundary
- County Boundary

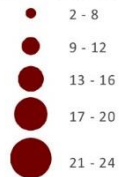
Source: California Community College's Curriculum Inventory, 2016.



Computer Programs



of Computer Programs



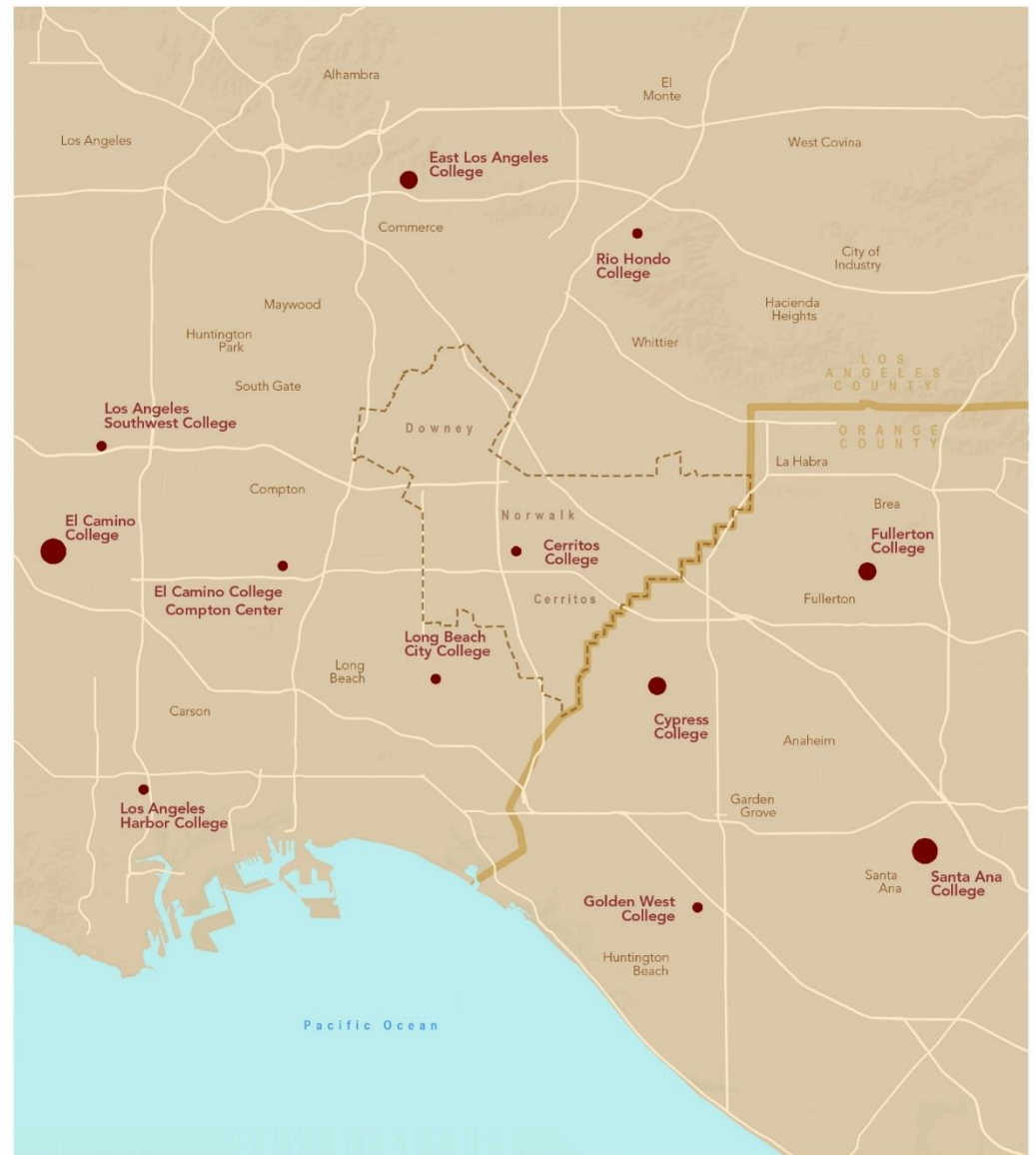
Base Map Features



Source: California Community College's Curriculum Inventory, 2016.



Education Programs



of Education Programs

- 2 - 5
- 6 - 8
- 9 - 10

Base Map Features

- Cerritos Community College District Boundary
- County Boundary

Source: California Community College's Curriculum Inventory, 2016.



Engineering Programs



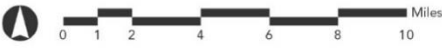
of Engineering Programs

- 0 - 2
- 3 - 7
- 8 - 10

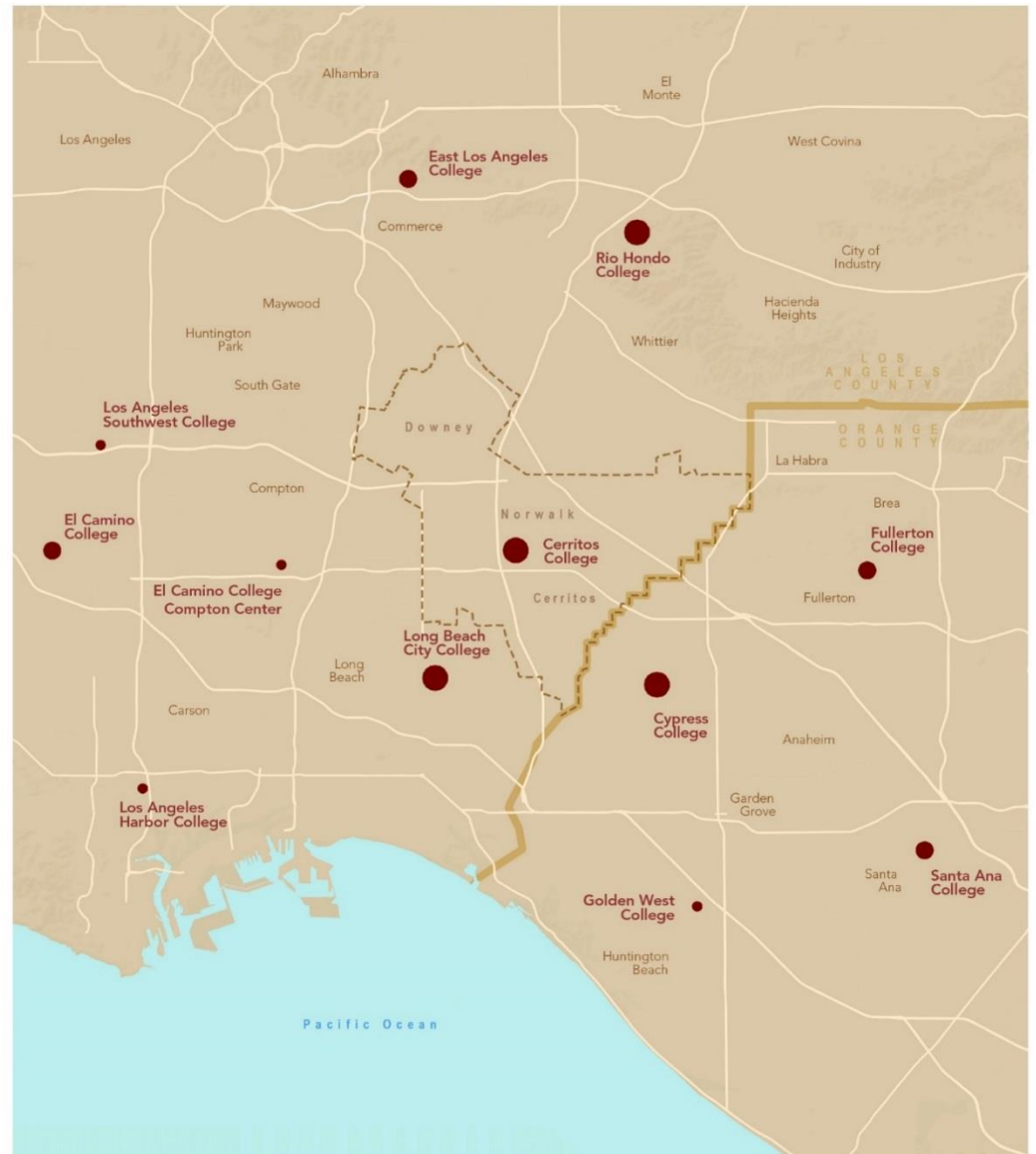
Base Map Features

- Cerritos Community College District Boundary
- County Boundary

Source: California Community College's Curriculum Inventory, 2016.



English Programs



of English and Communication Programs

- 1 - 2
- 3 - 5
- 6 - 11

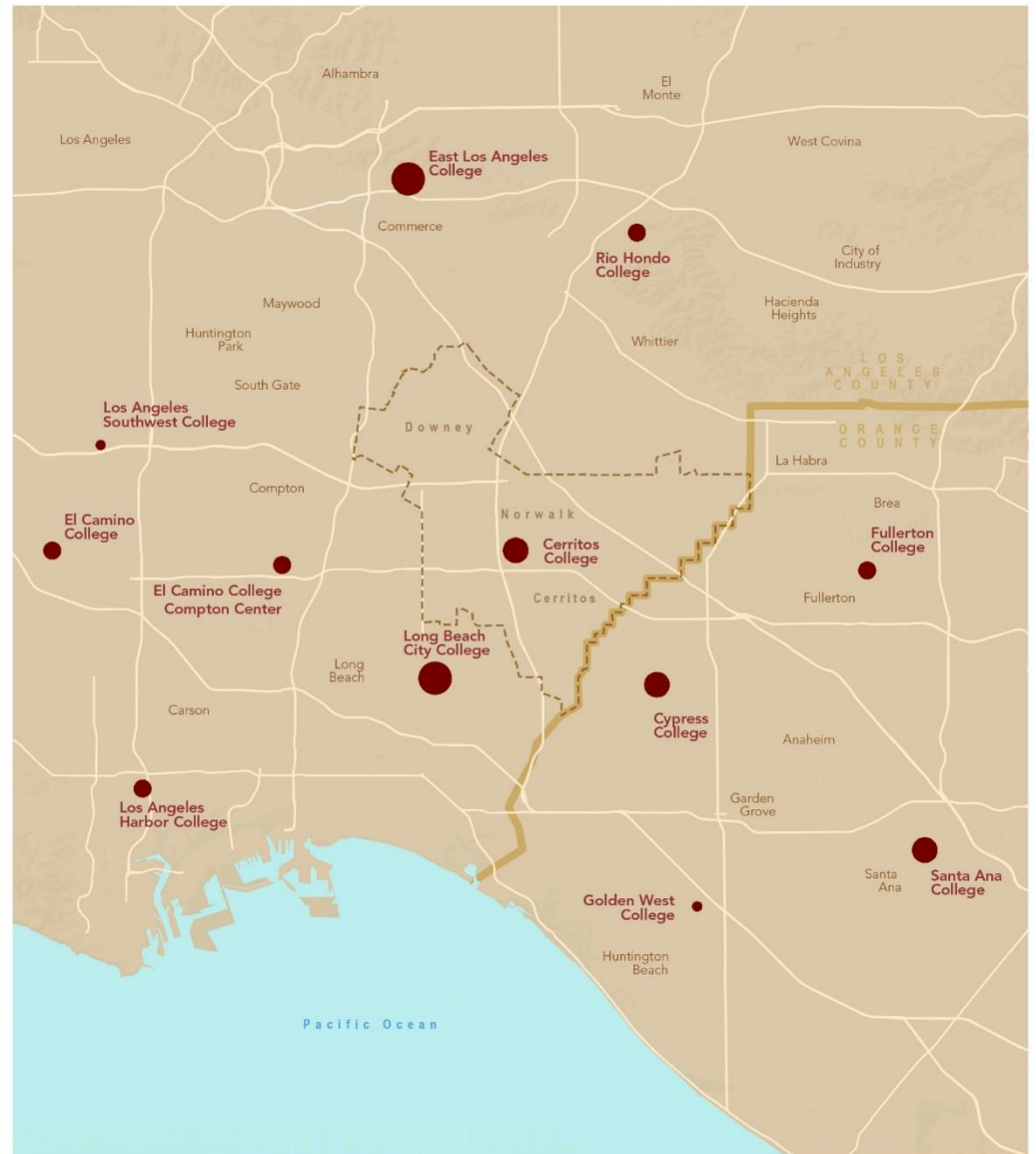
Base Map Features

- Cerritos Community College District Boundary
- County Boundary

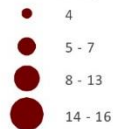
Source: California Community College's Curriculum Inventory, 2016.



Health Programs



of Health Programs



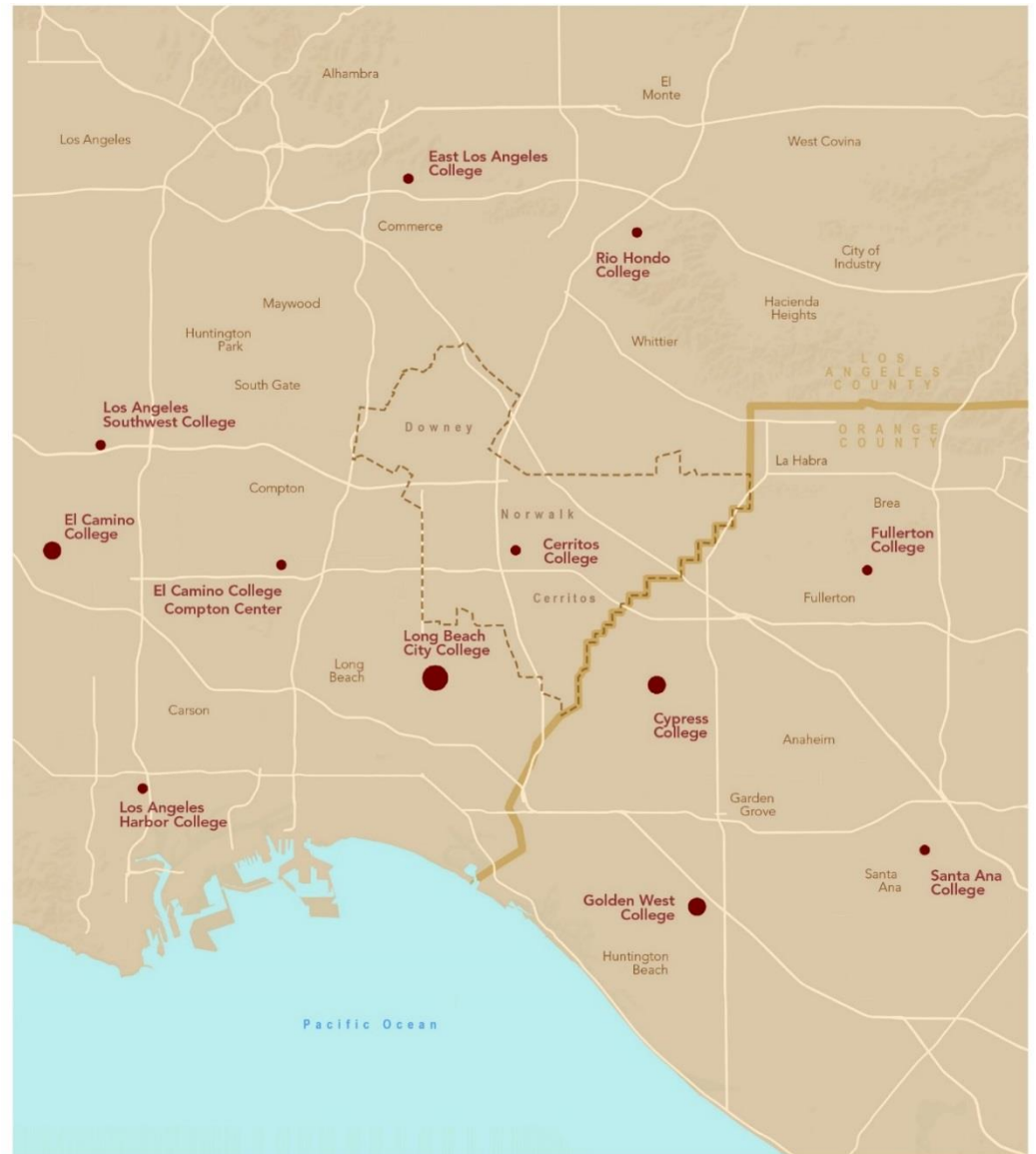
Base Map Features



Source: California Community College's Curriculum Inventory, 2016.



Language Programs



of Language Programs

- 0 - 3
- 4 - 6
- 7 - 9

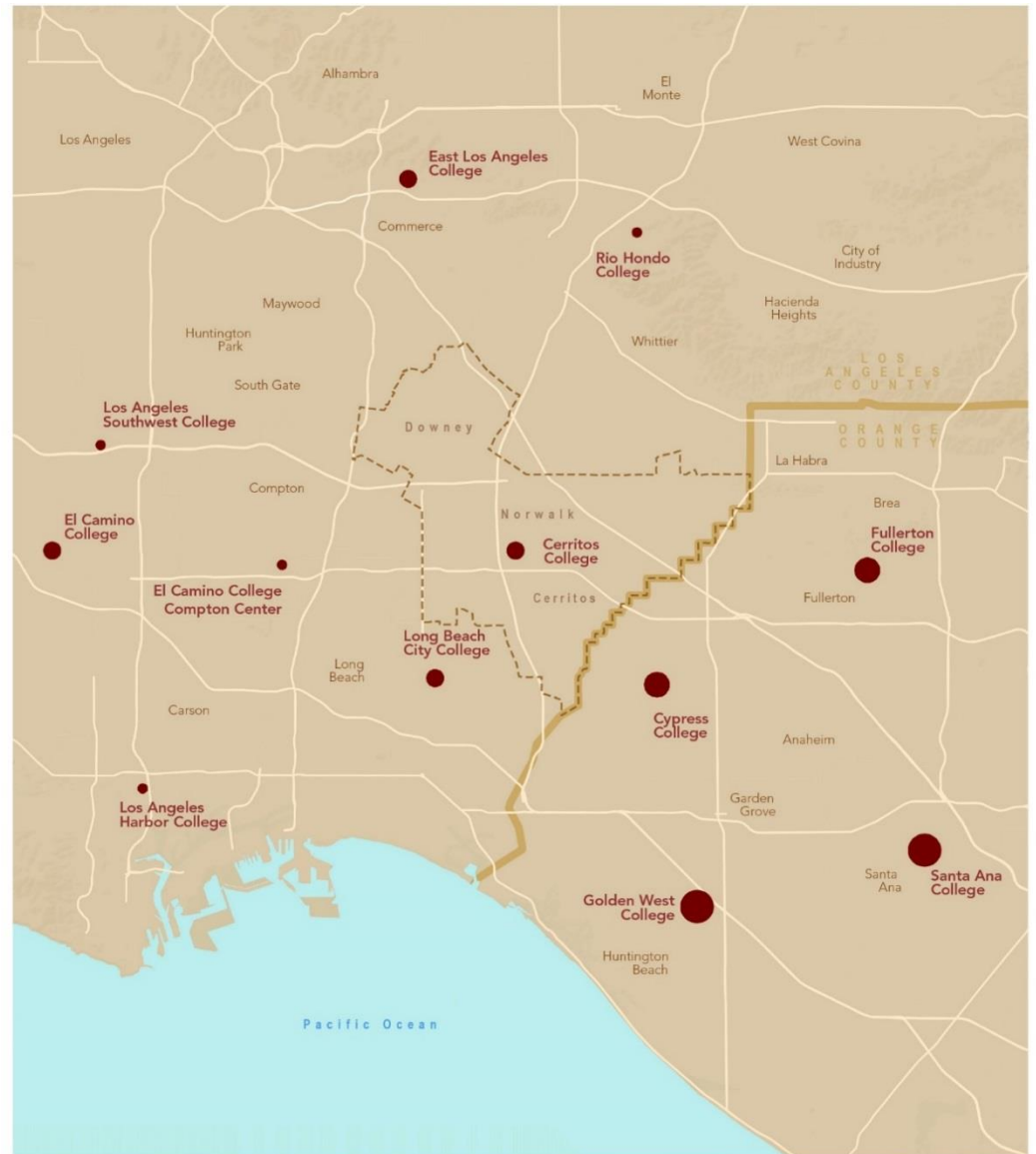
Base Map Features

- Cerritos Community College District Boundary
- Orange County Boundary

Source: California Community College's Curriculum Inventory, 2016.



Math Programs



of Math and Science Programs

- 4 - 8
- 9 - 11
- 12 - 15
- 16 - 18

Base Map Features

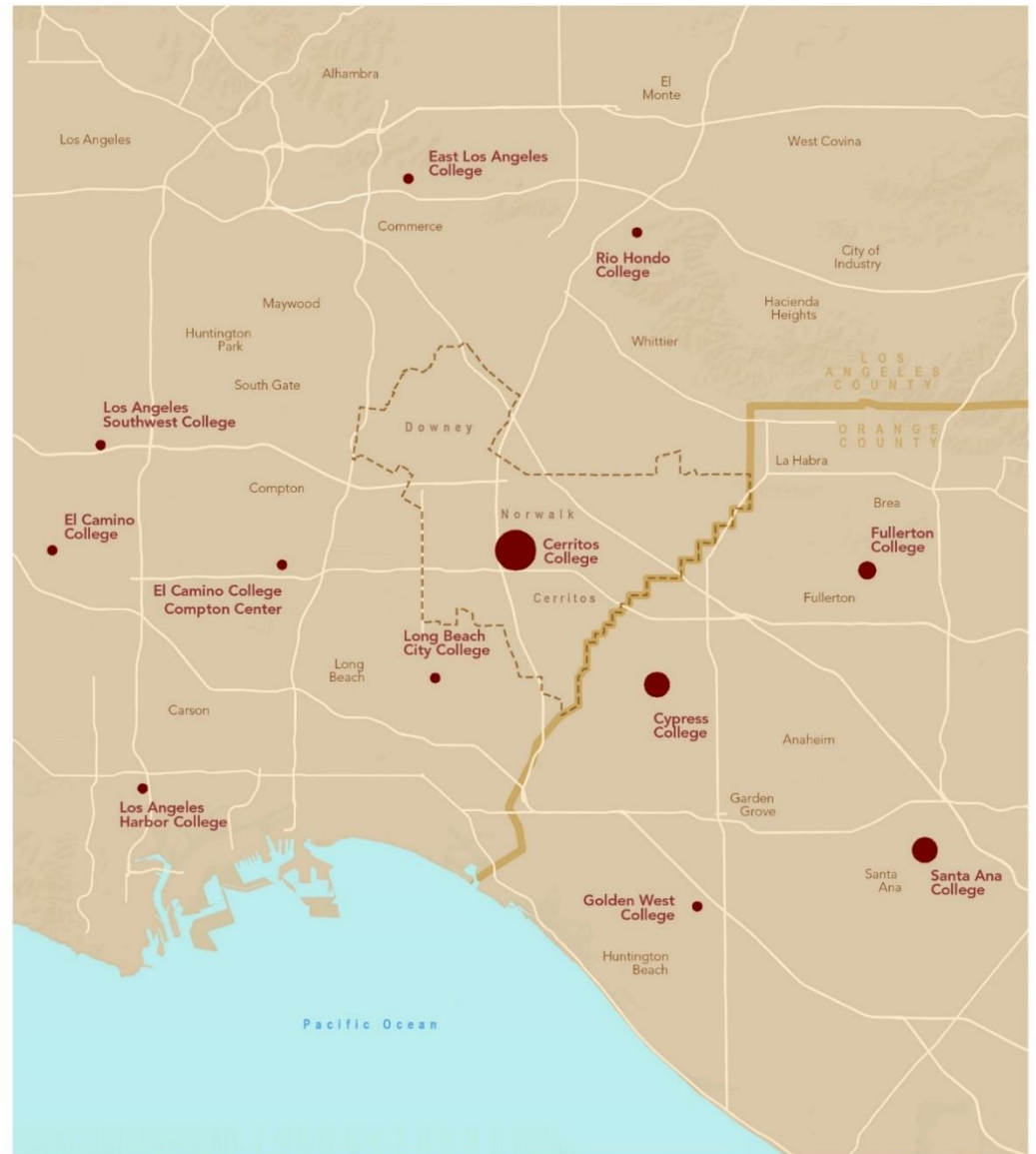
- Cerritos Community College District Boundary
- Orange County Boundary

Source: California Community College's Curriculum Inventory, 2016.

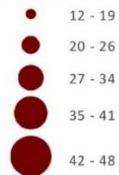


Map 17:

Social Science Programs



of Social Science Programs



Base Map Features



Source: California Community College's Curriculum Inventory, 2016.



Sports Programs



of Sports Programs

- 0 - 3
- 4 - 5

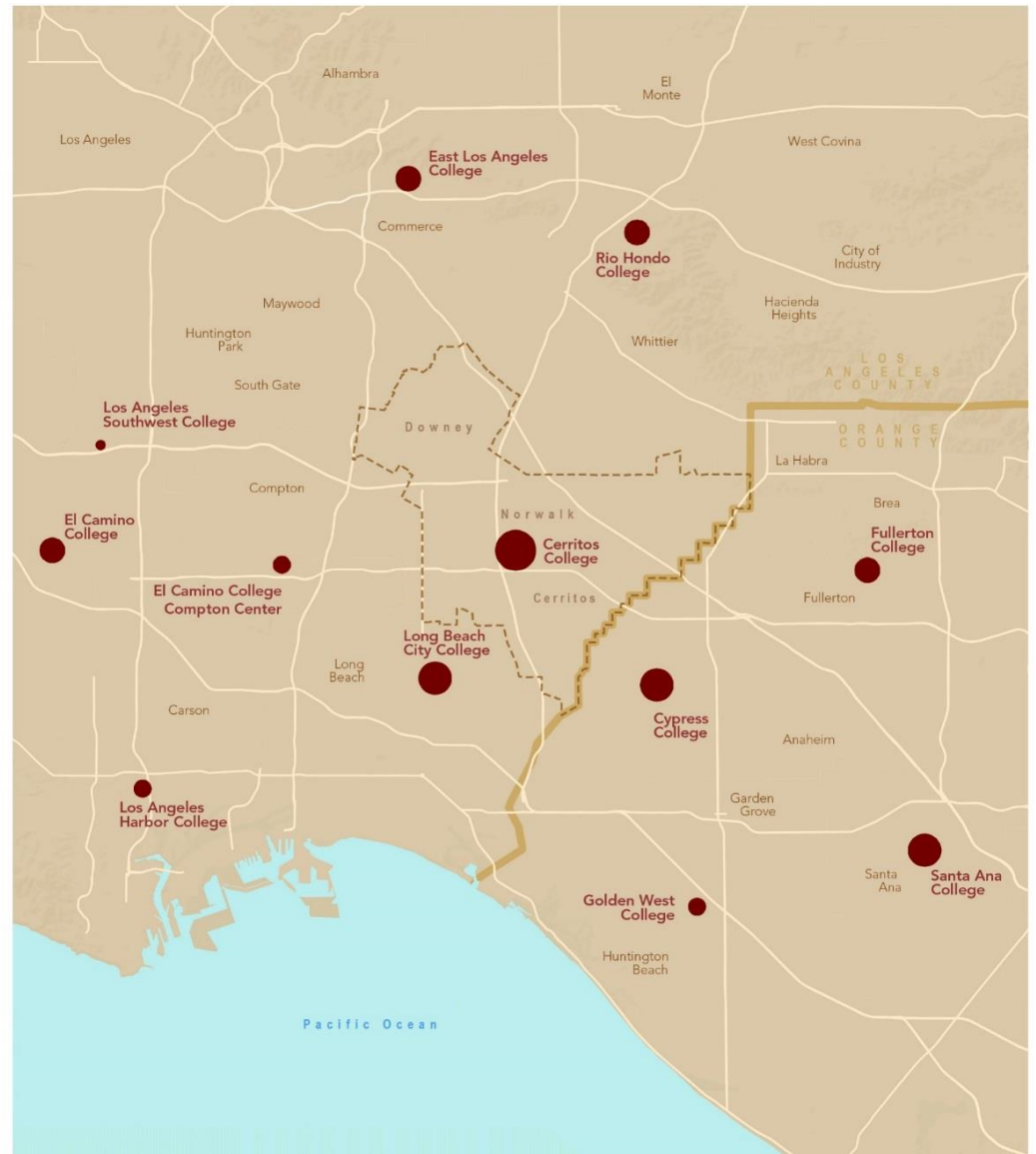
Base Map Features

- Cerritos Community College District Boundary
- County Boundary

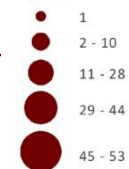
Source: California Community College's Curriculum Inventory, 2016.



Technology and Trade Programs



of Technology and Trades Programs



Base Map Features



Source: California Community College's Curriculum Inventory, 2016.



VI. Emerging Themes

Emerging Themes

- Strengthening the **culture of completion** at the College by highlighting clear educational and career pathways for ALL students and providing the programs, guidance and support they need to achieve their educational goals in a timely manner.
- Ensuring all **educational programs are aligned** with current and future industry trends and labor market needs.
- Expanding **professional development opportunities** for faculty and staff to support curriculum innovation and course relevancy.
- Enhancing and expanding **partnerships** with K-12, CSUs and UCs.

Emerging Themes

- Documenting policies and procedures and creating succession plans for key positions to **ensure administrative continuity.**
- Increasing **investment in information technology** and ensuring all hardware, software, training and support is state of the art.
- Improving **internal communication systems** to ensure timely, accurate and consistent delivery of vital information.
- Enhancing **external communication and brand identity** to call attention to the college's success in transfer rates, innovative programs, overall performance, and its new state-of-the-art facilities with the aim of increasing student enrollment.

Emerging Themes

- **Streamlining and simplifying college systems and processes** where feasible (e.g., planning, class scheduling, catalog updating, committee meetings, etc.)
- **Diversifying revenue sources** to maximize discretionary funding opportunities.

The background of the slide is a dark teal architectural rendering of a modern, multi-story building with large glass windows and a green lawn in front. The text "VII. Questions and Discussion" is overlaid in white, bold font, with a white horizontal line underneath it.

VII. Questions and Discussion

Next Steps . . .

- Continue program and facility assessments
- Prepare for District-wide Planning Charrette on February 10, 2017
- Refine the Environmental Scan



Cerritos Community College District Educational Master Plan Update Environmental Scan

Board of Trustees Meeting – January 25, 2017

