

**Cerritos College - Guided Pathways Work Plan - Phase 2 Report Plan (2022-26)** CERTIFIED

**Details**

**Plan Title \***

Cerritos College - Guided Pathways Work Plan - Phase 2 Report Plan (2022-26)

**Plan Description**

Not Entered

**Lead Institution**

**Lead Institution**

Cerritos College

**Address**

N/A

**Community College District**

Cerritos CCD

**Website**

N/A

**Timeline**



**The start year for this plan**

2022-23

**The start quarter for this plan**

Q1

**The funding year for this plan**

2022-23

**The number of fiscal years this plan will span**

4 year(s)

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**Guided Pathways Work Plan**

## 1. Successful Enrollment and Entering Students \*

### 1.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful in the enrollment process. \*

Using data available in Launchboard and related local data, consider what 'successful enrollment' means for entering students at your college and the definition provided with Launchboard data.

Successful Enrollment is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in a selected year.\

Use this definition and your college's local goals and ideas about Successful Enrollment to determine an accurate percentage.

50% to 75% complete

#### 1.1.1 (50% to 75% complete) What is your local goal? \*

**Overall Goal:** Increase the percentage of students who apply and enroll to 53% in 2025-2026 (10% annual increase from 40.5% in 2020-2021 according to IERPG Student Equity Plan dashboard).

**Equity Goal (3rd-year outcome):** Of the Asian students who apply, increase the percentage of those who enroll to 40%.

#### 1.1.2 (50% to 75% complete) What are the major barriers for your college to reach this goal? \*

Cerritos College has experienced several barriers that adversely impact student enrollment:

- The CCCApply application does is difficult for students to complete on their own. Many students do not complete the application. It also does not allow students to select a meta-major (aka Learning and Career Pathway or LCP), making it difficult for LCP Success Teams to conduct targeted outreach.
- Students complete the application but do not complete all of the steps to enrollment including orientation and meeting with a counselor.
- The "Apply Now" button on the main header of the website does not go directly to the application but goes to an intermediary page with no context or information that then forwards to the CCCApply site after a lag of several seconds.
- Student onboarding activities do not align with the registration period.
- Fraudulent applicants continue to require additional reviews before providing student information.
- Low number of Asian/Asian American students enrolling.
- Program Mapper, which is a great marketing tool for our college's academic and career programs, is not easy to find on the college website.

#### 1.1.3 (50% to 75% complete) What actions has your college taken that has led to noticeable advancement towards your goal? \*

Cerritos College has taken a variety of actions to advance our goals:

- Conducted multiple calling campaigns to reach out to students who completed the application, but did not enroll.
- Provided assistance to students needing help with completing the application.
- Increased in-person and remote new student orientations, including multiple "Super Saturdays" with two back-to-back sessions on those days.
- Offered enrollment labs at key points in each semester (e.g., May for fall enrollment).
- Moved the registration date for fall to May to help capture students before they graduate high school or leave for summer break.
- Developed program maps for the majority of our programs of study and posted them to the college website.
- Actively promoted our Learning and Career Pathways to feeder high schools to make students, families, and high school counselors aware of our programs.

#### 1.1.4 (50% to 75% complete) What actions will your college prioritize on going forward? \*

Cerritos College is prioritizing a variety of efforts going forward:

- Since we have moved the fall registration date up, we will look at the agenda and goals of our Super Saturdays, as there may be a way to include support for students to enroll in classes on the same day (if the day is set in May after enrollment opens).
- Continue to build out EAB Navigate and make the system available to more people at the college to support students.
- Make Learning and Career Pathways and program maps more prominent on the college website, so students can easily explore our offerings and connect with their Success Coach.
- Make it easier to find the "Apply Now" link and provide a page with information--not just a link to an external page.
- Continue working towards combating fraudulent student enrollment.
- Develop multilingual marketing materials for Asian Pacific Islander Desi American (APIDA) student populations and families.

#### 1.1.5 (50% to 75% complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them? \*

In order to address student friction points and ensure that all students will benefit from efforts, Cerritos College is focusing on the following equity efforts:

- Review and update our publications (brochures, banners, and webpages) to intentionally reflect our diverse student population, where students and future students can see themselves as active members of this campus.
- Conduct targeted outreach and recruitment efforts at selected high schools with significant Asian populations.
- Coordinate efforts that ensure APIDA students can effectively complete their orientation (ORI), self-placement assessment (ASM), apply to financial aid, and enroll.
- Enrollment support is provided for all students in the way of placement, orientation, and counseling.

**1.1.6 (50% to 75% complete) What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Enrollment work remains an institutional priority moving forward? \***

Cerritos College continues to make progress towards institutionalizing Guided Pathways efforts:

- The LCP Success Teams provide structure for supporting students with enrollment from fall to spring semester and for promoting enrollment spring to fall enrollment.
- Super Saturdays provide a structure for large groups of students to complete orientation within a 3-hour (or less) block of time on a Saturday.
- We are working to build into our Navigate student success management system a way to easily identify students who have not enrolled in the next semester, which will provide a data structure needed to support timely communication to students.
- The college is committed to continuing to support and refine these structures to best support successful enrollment.
- The college has a Guided Pathways Leadership Team consisting of Dean of Academic Affairs and the Dean of Counseling and two full-time Guided Pathways faculty coordinators, each with partial release time for Guided Pathways efforts.
- The college has the Guided Pathways Advisory Committee with representation across different constituency groups in the instruction and students services areas.

**1.1.7 (50% to 75% complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them? \***

Key barriers faced by our college that impact successful enrollment include:

- Support with maintaining our data systems. We are working to train more people on using the data systems we have and building structures to track progress.
- Limited IT capacity to support maintaining our data systems and implementing new technology in a timely manner.
- Sustaining costs for the personnel and technology that supports these efforts.
- The need for additional professional development for our LCP Success Teams to help them maximize the potential of their efforts.

**1.2 With Successful Enrollment in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Successful Enrollment equitably and do not develop new barriers for students? \***

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

In Progress

**1.2.1 (In Progress) What does your college need to do to develop and implement a continuous improvement process related to this goal at your college? \***

Because of the diverse needs of our student population and local communities, Cerritos College has learned that a holistic approach to student success is essential to improving student enrollment. In addition, the college has identified key strategies to enhance the student experience, including: increasing communication and engagement with the community, students, families, and feeder schools; creating a culture of success by providing accessible and equitable services; increasing the visibility and availability of resources; and using innovative technology to improve the student enrollment process. The college's comprehensive Guided Pathways plan incorporates efforts from across campus, such as Enrollment Management, to ensure the success of all students, with emphasis on increasing student retention, completion and transfer. Finally, the college is engaging in continuous improvement processes to ensure that it is meeting the needs of its students, with an emphasis on the following:

- The Guided Pathways work is evolving and we are learning what works as we go. This process involves a continuous reflection on where we might need to improve or tweak our current practice. As we learn what works and what doesn't, we are making plans for improvement.
- The college needs to provide ongoing support and training for our Learning and Career Pathways Success Teams.
- Expand the use of Success Team data coaches to help academic areas identify targets to develop intervention plans.
- Expand use and support for early alert efforts.
- We recognize the need for student peers on our success teams.

**1.2.2 (In Progress) What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle? \***

Cerritos College needs to continue to enhance communication and engagement with students, identify the best channels of communication, create a culture of success by providing accessible and equitable services, and increase the visibility and availability of resources. Furthermore, the college should strive to improve assessment and evaluation, and implement data-driven decision-making to ensure the success of all students.

**2. Persistence: First Primary Term to Secondary Term and Entering Students \***

**2.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful persisting from their First Primary Term to Secondary Term. \***

Using data available in Launchboard and related local data, consider what 'Persistence' means for entering students at your college and the definition provided with Launchboard data.

Persistence: First Primary term to Secondary Term is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among enrollments by cohort students, the course success rate in their first year from first term.

Use this definition and your college's local goals and ideas about Persistence to determine an accurate percentage.

50% to 75% complete

#### 2.1.1 (50% to 75% complete) What is your local goal? \*

**Overall Goal:** Increase the percentage of first-time, first-year students who persist from Fall to Spring semesters to 84% in 2025-2026 (from 71.56 % for 2021-2022 according to IERPG Momentum Points dashboard)

**Equity Goal (3rd-year outcome on SEP):** Increase retention of Black students by 2% by increasing their sense of belonging using survey and focus group data.

#### 2.1.2 (50% to 75% complete) What are the major barriers for your college to reach this goal? \*

Cerritos College has several barriers that have negatively impacted student persistence:

- Overall low success rates in math and English which were compounded by the pandemic.
- While our retention rate from first primary to second primary term is generally good and outpaces our microregion, we see a significant number of students who drop off from their first fall to the following fall.
- Due to the pandemic, we have a significant demand for online classes, but these courses have traditionally lower success rates. The college lacks sufficient infrastructure to support instructors in providing high-quality online instruction, such as hiring an online course designer.
- Insufficient development of comprehensive student education plans due to a lack of capacity to serve all students.
- We have an historical practice of rolling over schedules from one semester to the next. Some departments are not reviewing past enrollment and success data on the data dashboards to understand the prior semester or year's enrollment trends and student success rates.
- The college has bottleneck courses that many students struggle to get into or get past to complete their program. If these courses were identified, the college could develop co-requisite support courses around the skills that seem to be the greatest challenge for students in completing the course.
- Not enough academic support or awareness of available resources.
- Struggles with meeting basic needs, mitigating financial constraints and the need to prioritize work, accessing child care, and attending to other family responsibilities.
- Not feeling connected to the campus community.
- Job opportunities that can't be turned down prior to completing a program (e.g., Welding, Fitness, etc.).
- African American /Black students are not persisting from primary term to secondary term.
- Despite improvements in the campus climate, some students have expressed feeling invisible and unwelcome on campus or not connected to the campus community.
- There has been minimal outreach or communication specific to African American and Black students regarding their experiences on campus and in the local community.

#### 2.1.3 (50% to 75% complete) What actions has your college taken that has led to noticeable advancement towards your goal? \*

Cerritos College has taken several steps towards advancing our goal of improving student persistence:

- Success Teams have reached out to students who have not enrolled in the next semester.
- Provided Enrollment Labs to support students during open enrollment period.
- Identified bottleneck courses as a first step in addressing scheduling and support needs.
- Moved up enrollment dates in hopes of encouraging students to enroll in the next term prior to wrapping up the previous term.
- Expanded embedded tutoring in classes across all terms.
- Some programs have tracked student progress toward an award and reached out to students to encourage completion (e.g., Business).
- Working toward a student-centered approach to schedule development.
- In Spring 2023, the Learning and Career Pathways Success Teams hosted a variety of campus events, including mixers, major showcases, to increase student awareness of programs and develop relationships with students.
- The Center for Teaching Excellence offers a wide variety of professional development opportunities for instructors to better serve students.

#### 2.1.4 (50% to 75% complete) What actions will your college prioritize on going forward? \*

In order to address persistence barriers, the college is prioritizing a variety of efforts moving forward:

- Continued development and expansion of Early Alert. We have Progress Surveys going out to all transfer-level English and math courses. In fall 2023, we will expand that to include all courses that have been identified as bottleneck courses in that they have high enrollment and low success rates.
- The Success Center will work with the Early Alert Team to hire tutors to support the subject areas of the bottleneck courses.
- The Success Teams are continuing to develop mechanisms to reach students for just-in-time support and developing community and excitement around their programs and majors.
- Implement scheduling software to make it easier for departments to plan out course offerings over the span of a year, which will allow students to plan further ahead.
- Use a student-centered scheduling framework to update when courses are typically offered and make that information publicly available.
- Procuring and implementing software that would allow us to better estimate how many sections of courses are needed based on student needs (i.e., leverage ed plan data).

#### 2.1.5 (50% to 75% complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them? \*

Our college data demonstrates that our Black students experience disproportionate impact with respect to persistence. Addressing friction points for Black students would improve persistence by increasing a sense of belonging. Actions to address friction points and ensure that all students may benefit include:

- Providing safe spaces additional to our new Equity Center to foster positive relationships between students, faculty, and staff.

- Identifying and providing enhanced engagement in clubs, services, programs or through equity-minded instructional practices.
- Identifying strategies that focus on increasing single-semester persistence by 1) decreasing students who drop or 2) increasing re-enrollment after dropping.

**2.1.6 (50% to 75% complete) What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Persistence work remains an institutional priority moving forward? \***

Cerritos College continues to make progress towards institutionalizing Guided Pathways efforts in ways that support persistence:

- College leadership is committed to efforts that make students aware of our LCPs (e.g., LCP-themed open houses, workshops, presentations, conferences, etc.).
- Counseling services have been reorganized to align the LCPs.
- Each LCP has a cross-functional Success Teams staffed by managers, counseling faculty, instructional faculty reps, data coaches, success coaches, academic success reps, and social work interns.
- Programs of study are organized into LCPs.
- Most programs of study are represented by program maps that have been publicly published through Program Mapper.

**2.1.7 (50% to 75% complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them? \***

Cerritos College routinely experiences two primary barriers to sustain the existing structure:

- Institutionalizing financial support of needed staffing levels.
- Continued support and prioritization by college leadership.

**2.2 With Persistence: First Primary Term to Secondary Term in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Persistence equitably and do not develop new barriers for students? \***

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

In Progress

**2.2.1 (In Progress) What does your college need to do to develop and implement a continuous improvement process related to this goal at your college? \***

- Provide ongoing support and training for our Learning and Career Pathways Success Teams.
- Expand the use of Success Team data coaches to help academic areas identify targets to develop intervention plans.
- Expand use and support for early alert efforts.
- Need to include student peers on our success teams.

**2.2.2 (In Progress) What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle? \***

- We are at the point where we would benefit from interaction with other Guided Pathways teams from across the state to identify additional best practices.
- The LCP Success Teams need more intensive professional development.
- We need to expand innovation and expansion of our success teams.

### 3. Completion of Transfer-Level Math & English and Entering Students \*

**3.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successfully completing Transfer-level Math & English in their first year. \***

Using data available in Launchboard and related local data, consider what 'Completion of Transfer-level Math & English' means for entering students at your college and the definition provided with Launchboard data.

Completed Transfer-level Math & English is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among students in the cohort, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment within the district.

Use this definition and your college's local goals and ideas about Transfer-level Math & English completion to determine an accurate percentage.

50% to 75% complete

**3.1.1 (50% to 75% complete) What is your local goal? \***

**Overall Goal:** Increase the percentage of transfer-seeking students who complete transfer-level math and English in their first year to 48% in 2025-2026 (from 18.9% in 2020-2021 according to IERPG Momentum Point dashboard).

**Equity Goal (3rd-year outcome on SEP):** Increase completion of both transfer-level math and English by Black students by 6%.

**3.1.2 (50% to 75% complete) What are the major barriers for your college to reach this goal? \***

Cerritos College has noted several barriers to completion of transfer-level math and English:

- Only about half of new students enroll in math and English.
- Students are passing math at a lower rate than English.
- English success rate is still low.
- Our enrollment system is set up to block students who did not successfully complete a course in the first half of the semester from re-enrolling in the same course during the second half of the semester.
- While comprehensive education plans for first-time, degree-seeking students include math and English courses, just over half of students have a CSEP on file.
- Not enough communication about why taking English and math in the first year is beneficial.
- Many incoming first-time freshmen do not take math their senior year of high school; need to work with high schools to encourage students to take math in their senior year.
- Difficulty obtaining approval for UC transferability of contextualized math courses.

**3.1.3 (50% to 75% complete) What actions has your college taken that has led to noticeable advancement towards your goal? \***

Cerritos College has taken a variety of actions to lead to advancement of our goals:

- Require our promise program (Cerritos Complete) students to take both English and math within their first year.
- Offer Dual Enrollment math and English classes in the high schools.
- Embed transfer-level English and math courses into requirements for Early College students.
- Reach out to students to encourage enrollment in noncredit courses developed to support students taking math and English courses.
- Academic Support Keys (ASK) peer mentor program, embedded tutors, and success center tutors work to support students taking math and English courses.
- Administer early alert progress campaigns in all gateway math and English courses.
- Removed all developmental education math and English courses.
- Success Teams reached out to students not enrolled in both English and math in their first year.
- Implemented second 9-week safety net courses to allow students who dropped classes an opportunity to re-enroll and complete the courses.
- The English department has formed a group to address anti-Blackness in the department and in classes.
- Pursued and have been awarded a culturally responsive teaching and learning grant to expand Equity in the Classroom training.
- Included math and English courses in first year of full-time program maps for degree programs.

**3.1.4 (50% to 75% complete) What actions will your college prioritize on going forward? \***

Cerritos College will prioritize a variety of efforts going forward:

- Support faculty in incorporating high-impact practices around IDEAA.
- Expand early alert efforts to connect to the support they need to be successful.
- Expand communication campaigns to first-year students to encourage enrollment into English and math courses.
- Explore ways to connect with families so that they are able to better support their family members on their educational journey.
- Increasing peer-to-peer support (both in-person and online) and the success squad model.

**3.1.5 (50% to 75% complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them? \***

Our college data demonstrates that our Black students experience disproportionate impact with respect to completion of transfer-level math and English. Addressing friction points for Black students would improve math and English completion by increasing a sense of belonging. Actions to address friction points and ensure that all students may benefit include:

- Identify strategies to increase the number of African American/Black who access tutoring and support services.
- The Center for Teaching Excellence will recruit math and English faculty to participate in the “Equity in the Classroom” seminar to further our efforts to create a more inclusive environment for all students.

**3.1.6 (50% to 75% complete) What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Transfer-level Math & English work remains an institutional priority moving forward? \***

The college has taken action to ensure compliance with AB 1705 by eliminating basic skills courses and prohibiting the repetition of courses completed in high school AB 1705.

**3.1.7 (50% to 75% complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them? \***

One of the barriers to sustaining current efforts is the lack of human resources needed to scale up efforts in order to adequately serve our campus population.

**3.2 With Transfer-level Math & English in mind: Is your college leaning into continuous improvement principles to ensure that efforts continue to advance ‘Transfer-level Math & English Completion’ equitably and not develop new barriers for students? \***

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

In Progress

**3.2.1 (In Progress) What does your college need to do to develop and implement a continuous improvement process related to this goal at your college? \***

- Provide ongoing professional development for math and English faculty to enhance the co-requisite support model.
- Expand training and resources for our Learning and Career Pathways Success Team members who respond to early alert cases.
- Expand the work of data coaches to help academic areas identify targets to develop intervention plans.

**3.2.2 (In Progress) What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle? \***

Cerritos College needs to continue to enhance communication and engagement with students, identify the best channels of communication, create a culture of success by providing accessible and equitable services, and increase the visibility and availability of resources. Furthermore, the college should strive to improve assessment and evaluation, and implement data-driven decision-making to ensure the success of all students.

**4. Transfer and the Student Journey \*****4.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are successful in their transfer to a four-year institution. \***

Using data available in Launchboard and related local data, consider what 'Transfer' means for entering students at your college and the definition provided with Launchboard data.

Transfer is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3 year cohort, 5 years after for 4 year cohort and 7 years after for 6 year cohort.

Use this definition and your college's local goals and ideas about Transfer to determine an accurate percentage for what Transfer means.

50% to 75% complete

**4.1.1 (50% to 75% complete) What is your local goal? \***

**Overall Goal:** Increase the number of transfer-seeking students who enroll in any four-year post-secondary institution to 20% (from 12% 2017-2018, Launchboard, cohort length: 3 years).

**Equity Goal (3rd-year outcome on SEP):** Increase the number of Latinx students obtaining an ADT by 1%.

**4.1.2 (50% to 75% complete) What are the major barriers for your college to reach this goal? \***

There are a variety of perceived barriers to reaching our goal for transfer:

- We do not have enough human resources dedicated to supporting the Transfer Center. Two counselors are given release time equivalent to roughly two-thirds of a full-time counselor's workload.
- With the exception of faculty and staff salaries, there is ongoing funding that is dedicated to supporting the resources and programming provided by the Transfer Center.
- Do not have software that allows us to quickly identify when students are at the transfer gateway, have completed math and English, have fallen off the transfer path, have dropped math/English, or have not passed math/English.
- Need to provide more support to help students reach important early milestones like passing college-level English or math, completing 24 or more college credits in the first year, or completing an associate degree for transfer.
- Students lack knowledge regarding the transfer timeline, being competitive for transfer, the application process, financial assistance, educational requirements and pathways for different careers, and where to go for help.
- Struggles with meeting basic needs may lead to students not doing well in class.
- Just over half of students have a comprehensive student education plan on file.
- Not enough counseling appointments are available.
- Program maps do not always align with transfer requirements.
- Issues of course availability:
  - Difficulty accessing core courses for STEM majors such as physics and higher levels of calculus.
  - Ensuring courses are offered in a timeline that would allow students to complete required major courses within the 2 years and providing publishing when courses are typically offered.
  - Scheduling classes during times that meet student demands.
  - The modality of the classes is also becoming problematic with some only being offered online.
  - More advanced science courses are typically not offered during the summer.

**4.1.3 (50% to 75% complete) What actions has your college taken that has led to noticeable advancement towards your goal? \***

Cerritos College has taken several steps towards advancing our goal of improving transfer rates:

- Created a Transfer Academy that focuses on the option of transfer.
- Increased the Puente program to two cohorts and connected it to the Scholars' Honors Program.
- Have made counseling appointments, drop-ins, and workshops available in both in-person and virtual modalities.

**4.1.4 (50% to 75% complete) What actions will your college prioritize on going forward? \***

In order to address barriers to transfer, the college will prioritize a variety of efforts:

- Provide easier-to-understand instructions on how to use the system to schedule a counseling appointment.
- Add CSU/UC pathways to program maps, focusing on feeder schools and top majors.
- Support CSU/UC Dual Admissions efforts and eligible students.
- Transfer Center will conduct classroom presentations to share information about transfer-related activities and resources.
- Implement software that will make it easier to identify students who are transfer-ready and/or close to completing an award—including ADTs.

**4.1.5 (50% to 75% complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them? \***

Our Student Equity Plan identifies several transfer-related action steps pertaining to inclusive outreach and engagement, unit completion, and increasing transfer awareness that we believe will help us address the disproportionate impact reflected in our data for Black and Latino males. As part of these efforts we intend to:

- Increase funding for specialized programs such as Punteo and Umoja to provide more academic and social-emotional support for students.
- Coordinate campus wide events that connect students' families and our surrounding community to the college, such as Noche de Familia/Family Night event to help students and their families with the transition to college.
- Create additional dedicated spaces for Black and Latinx students that support their academic success and help them feel connected to campus community.
- Discuss partnerships with statewide groupings; discuss fraternity connection for mentorship and other programming.
- Expand awareness of HBCUs by hosting an HBCU college fair and/or incorporate them into our programmed fairs.
- Increase the number of Black and Latinx students who participate in our Transfer Academy.
- Increase the number of Black and Latinx students who complete the Golden Four for CSU.
- Identify strategies that increase the number of Black and Latinx students who complete 30 transferable units by the end of first year at Cerritos.

These efforts will help us build a culture in which instruction and support services reflect our DEI values that will benefit all students. Students across campus will benefit from participating in events that will allow them to engage their support network.

**4.1.6 (50% to 75% complete) What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Transfer work remains an institutional priority moving forward? \***

The college has a dedicated physical space for the Transfer Center as well as counseling faculty (roughly the equivalent to two-thirds of a full-time counselor) and a full-time classified staff member who work to provide transfer-centered activities throughout the year, such as university application workshops, university fairs, campus tours, and visits with university representatives. Additionally, the Transfer Center developed and coordinate programming for a Transfer Academy.

**4.1.7 (50% to 75% complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them? \***

With the exception of salaries for the counseling faculty and classified staff who support the Transfer Center, funding for the center's programming and resources is through soft funds and has to be requested on a yearly basis.

**4.2 With Transfer in mind: Is your college leaning into continuous improvement principles to ensure that efforts continue to advance the goal of Transfer equitably and do not develop new barriers for students? \***

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

In Progress

**4.2.1 (In Progress) What does your college need to do to develop and implement a continuous improvement process related to this goal at your college? \***

Cerritos College has an excellent but understaffed Transfer Center. In order to develop and implement continuous improvement process, we need to develop a data-informed process of identifying students near the transfer gate, increase Transfer Center staffing, and expand campus transfer campaigns.

**4.2.2 (In Progress) What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle? \***

By engaging in continuous improvement, the college would benefit from learning about and improving upon:

- Expanding the role of Success Teams to partner with Transfer Campaigns.
- Gathering data through focus groups about barriers perceived by transfer eligible students who have not transferred, so we can provide tailored support.
- Using data to identify students near the transfer gate for targeted intervention.
- Expanding transfer-specific resources for LCPs in conjunction with the Transfer Center (i.e., resources that are specifically tailored to transfer students that provide detailed information on the transfer process, including how to prepare for life on a new campus).
- Expanding relationships with four-year universities through meetings, LCP workshops, and other interactions.
- Expanding engagement of campus faculty as transfer agents.

Additionally, our students may benefit from campaigns that showcase students who have successfully transferred. They may also benefit from the creation of transfer mentor positions who have a good understanding of transfer policies and procedures, are familiar with various university admissions requirements, can provide guidance on how to generate a competitive application, and are specifically dedicated to helping students throughout the transfer process.

## 5. Completion and Student Success \*

### 5.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are completing their college journeys. \*

Using data available in Launchboard and related local data, consider what 'Completion' means for entering students at your college and the definition provided with Launchboard data.

Completion is defined by the Student Success Metrics Dashboard in Launchboard as follows: EITHER among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3, 4, or 6 years.

Use this definition and your college's local goals and ideas about Completion to determine an accurate percentage.

With your Student Equity Plan in mind, your college may also select distinct areas of Completion your college would like to discuss for this metric area.

50% to 75% complete

#### 5.1.1 (50% to 75% complete) Which areas of Completion does your college identify as 50% to 75% complete? \*

Check all that apply. Additional, optional space will be provided if your college would like to distinguish between areas of completion.

- Certificate Completion
- Degree Completion

#### 5.1.2 (50% to 75% complete) What is your local goal? \*

**Overall Goal:** Increase the number of students who earn a degree or certificate to 50% (from 33%, IPEDS, Fall 2018 cohort, "normal time").

**Equity Goal:** (3rd-year outcome on SEP): Increase the number of Latinx male students who complete a certificate or degree by 5%.

#### 5.1.3 (50% to 75% complete) What are the major barriers for your college to reach this goal? \*

Cerritos College has experienced several barriers that adversely impact student completion:

- Lack software that provides on-time alerts when students may be falling off their path, nearing completion, or ready to transfer.
- Lack on-time support for student needs.
- Unable to auto-generate reports on students eligible for transfer or completion.
- Insufficient number of transfer counselors to meet student needs.
- Completion of transfer-level math remains a barrier preventing students from earning a degree.
- Bottleneck courses that do not offer sufficient numbers or sections or that students are unable to successfully complete.
- Long time to completion due to high percentage of students taking part-time course loads.
- Common course sequences not offered back-to-back.
- Lack availability of long-term scheduling for students to plan in advance.
- Our current catalog is not easy to navigate and it is difficult to find and interpret program information and requirements.

#### 5.1.4 (50% to 75% complete) What actions has your college taken that has led to noticeable advancement towards your goal? \*

Cerritos College has taken a variety of actions to advance our goals for completion:

- Enrollment Services is engaged in an auto-award effort to identify students who have completed the coursework for the Certificate of Achievement in CSU General Education Breadth.
- Implemented the Success Team model and LCP-specific counseling model.
- Expanded basic needs support through Falcon's Nest.
- Implemented Program Mapper and widespread mapping of ADTs.
- Increased the number of evaluators from 2 to 5, which decreased the time it takes to process graduation petitions from 6 months to 6 weeks.
- Been intentional about designing our academic programs to prepare students for further education and/or employment (e.g., we are maximizing available TMCs to create more transfer degrees, and labor market information is provided via Program Mapper for all programs of study).
- Developed program maps for most of our programs of study and implemented Program Mapper, providing prospective and current students with clear curricular pathways through certificate and associate degree programs.

#### 5.1.5 (50% to 75% complete) What actions will your college prioritize on going forward? \*

Cerritos College will prioritize a variety of efforts going forward:

- Implement EduNav Summit or similar auto-award program over next 2-3 years.
- Increase stackable certificates (e.g., Premed certificate).
- Create a strategy to help students better understand how to use their education plan to inform course enrollment (e.g., videos, how-to guide, workshop series)
- Develop and publish two-year scheduling cycle to allow for students to plan in advance.
- Purchase and implement a Customer Relations Tool to help with tracking and outreach.
- Acquire and implement CourseLeaf, which will make program information in the catalog easier to find and understand.

**5.1.6 (50% to 75% complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them? \***

In terms of college completion goals, analysis of our college data demonstrates a disproportionate impact for male Latinx students. In order to improve male student completion, the Student Equity Plan identifies three target outcomes: 1) Conduct a broader evaluation and assessment of our existing success data, including focused student feedback, and the development of targeted instructional and student service strategies, 2) Implementation of a "Completion Campaign" to increase student understanding of the value of a degree/certificate, and 3) 3-year outcome goal is to increase male student completion by 5%.

In order to address student friction points and ensure that all students will benefit from efforts, we need to identify strategies to increase the number of units male Latinx students complete in their first year, as well as increase the number with a comprehensive education plan. All Cerritos College students benefit from the Student Equity Plan's proposed actions such as increased efforts to use data to understand students, design meaningful interventions, and increase on-time outreach. Furthermore, launching a "Completion Campaign" will benefit all students and hopefully help to increase completion rates across all student groups.

**5.1.7 (50% to 75% complete) What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Enrollment work remains an institutional priority moving forward? \***

Cerritos College continues to make progress towards institutionalizing Guided Pathways efforts:

- Programs of study are organized into Learning and Career Pathways (meta-majors).
- Each LCP has cross-functional Success Teams staffed by managers, counseling faculty, instructional faculty reps, data coaches, success coaches, academic success reps, and social work interns.
- Most programs of study are represented by program maps that have been publicly published through Program Mapper.
- A Guided Pathways Advisory Committee serves as a think tank for Guided Pathways efforts across campus.
- Guided Pathways is integrated into a shared governance committee (Access to Completion and Equity).
- Data dashboards are available to help track students through momentum points.

**5.1.8 (50% to 75% complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them? \***

Potential barriers to sustaining the structure include:

- Lack of sufficient number of IT professionals to meet campus technology needs.
- High counselor to student ratio.
- Lack of access to timely data to provide on time support.
- Lack of researchers dedicated to Guided Pathways efforts and to support Data Coaches.
- Questions over the sustainability of some LCP Success Team positions.
- The college has a lot of one-time funds that will no longer be available to support online learning (e.g., laptops and mobile hotspots), which puts these services at risk.
- Staff to evaluate, process, and post degrees and certificates who were hired with categorical funds should be institutionalized to maintain progress.

**5.1.9 (50% to 75% complete) Please use this optional space to provide more information about any of the previous areas in relation to your selected Completion categories:**

Not Entered

**5.2 With Completion in mind: Is your college leaning into continuous improvement principles to ensure that efforts continue to advance the goal of Completion equitably and do not develop new barriers for students? \***

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

In Progress

**5.2.1 (In Progress) Which areas of Completion does your college wish to discuss for this selection? \***

Check all that apply. Additional, optional space will be provided if your college would like to distinguish between areas of completion.

- Certificate Completion
- Degree Completion

**5.2.2 (In Progress) What does your college need to do to develop and implement a continuous improvement process related to this goal at your college? \***

- The college needs to provide ongoing support and training for our Learning and Career Pathways Success Teams.
- We should conduct focus groups with completion-eligible students who have not filed to identify the personal barriers so we can provide tailored support.
- We need to continue to offer intensive professional development for faculty to help increase student persistence, retention, and completion.
- We need to develop a comprehensive "Cross the Finish Line" campaign that is grass-roots, involves all departments and LCPs, and has a strong visual component on campus.

**5.2.3 (In Progress) What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle? \***

By engaging in efforts to continuously improve, we have learned:

- We can come up with good designs but we must increase student access to information (e.g., Program Mapper).
- We have many students who have exceeded the number of units needed for transfer but do not earn a degree or transfer to a university.
- We need to over-communicate the Guided Pathways and Learning and Career Pathways vision to students, faculty, and staff.
- We need to do a better job of disseminating campus goals to all members of the campus community.
- We need to do a better job of integrating various campus plans and goals.

**5.2.4 (In Progress) Please use this optional space to provide more information about any of the previous areas in relation to your selected Completion categories:**

Not Entered

## 6. Student Equity and Achievement (SEA) Program Integration \*

### 6.1 Using the scale below, describe your college's progress integrating SEA Program with Guided Pathways to achieve KPI Metrics. \*

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here](#).

Integration In Progress

#### 6.1.1 (Integration In Progress) What are some present challenges that affect reaching full integration? \*

- The individuals supporting both Guided Pathways and SEA Program continue to discuss ways to braid our efforts more strategically and intentionally to achieve mutual goals and outcomes. This will take time and thoughtful discussions on what a comprehensive collaboration will look like.
- The different work plans for SEA Program and GP add a layer of challenge to integrating the goals of the efforts.
- We need timely and accurate disaggregated data for our Success Teams to develop just in time support and other interventions.
- We need more inclusive student involvement (e.g., peer mentors) to help with Success Team efforts to provide more opportunities for student interaction and support from representative peers. Part of the difficulty is limited resources for compensating student peer mentors.

#### 6.1.2 (Integration In Progress) What are the actions your college has taken / plans to take to overcome these challenges? \*

Both Guided Pathways and SEA Program have held day-long retreats and meet regularly to map out plans which, by design, will compliment and support one another. The Guided Pathway coordinators are involved with ongoing student equity efforts, which included the development of the 2022-2025 Equity Plan. They also participate on the Access to Completion and Equity (ACE) committee, which monitors strategies and activities designed to reduce achievement gaps in student success.

#### 6.1.3 (Integration In Progress) Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college? \*

With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response.

	Outcome Response
<b>Immediate Outcome:</b>	Identify common metrics and goals across plans, developing integrated planning.
<b>Intermediate Outcome:</b>	Integrate goals, metrics, and interventions
<b>Long-Term Outcome:</b>	Fully integrate goal alignment, planning, and interventions across SEA Program and Guided Pathways

#### 6.1.4 (Integration In Progress) How will your college evaluate these listed outcomes? \*

Relying on our existing Access to Equity and Completion (ACE), GP, and SEA Program infrastructure, our college will evaluate these outcomes using our dashboard data and plan metrics to develop and adjust ongoing action plans.

## 7. Associate Degree for Transfer (ADT) Integration \*

### 7.1 Using the scale below, describe your college's progress integrating ADT Program with Guided Pathways to achieve KPI Metrics. \*

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elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here](#).

Integration in Progress

**7.1.1 (Integration in Progress) What are some present challenges that affect reaching full integration? \***

- Some ADTs are very interdisciplinary, making it challenging to identify an academic department interested in developing the degree and then updating it on a consistent schedule.
- Some ADTs do not clearly align w/ a single LCP (e.g., Public Policy, Law, & Society).
- We have both local versions and ADT versions of associate degrees with the same titles (e.g., Business Administration, Communication Studies, Economics, etc.).
- While we have published program maps for all current ADTs, we have not built in a process to trigger an update of a program map if modifications are made to the degree program.

**7.1.2 (Integration in Progress) What are the actions your college has taken / plans to take to overcome these challenges? \***

- As new TMCs have been created, we have developed ADTs that make sense for our campus given the academic departments and coursework that we have. We currently offer 32 ADTs and have eight more in various stages of curriculum development and approval.
- All current ADTs are connected to an LCP. A checkbox has been added to the form used for program development, so as new ADTs are created, the faculty who develop the programs will be asked to align them with an LCP.
- A question has been added to the annual unit plan process prompting areas to check and update program maps.
- There is a plan in place for updating curricula on a regular basis.
- We prioritized the mapping of ADTs and all current ADTs are mapped in Program Mapper, providing clear course sequences and drawing intentional connections between degrees and labor market information. A web-based form is available for department chairs to submit to Guided Pathways Coordinators when they would like to submit changes to their program maps.

**7.1.3 (Integration in Progress) Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college? \***

With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

	Outcome Response
<b>Immediate Outcome:</b>	Build LCP identification into curriculum process. Dept. faculty will identify LCP for new programs
<b>Intermediate Outcome:</b>	Move ADTs in dvpt through curric. approval process; use ADT as default student major when possible.
<b>Long-Term Outcome:</b>	Phase out local versions of degrees th at have ADT option as appropriate.

**7.1.4 (Integration in Progress) How will your college evaluate these listed outcomes? \***

With respect to the immediate outcome, we would ensure that departments that initiate the creation of new academic programs mark the checkbox on the appropriate form to identify which LCP the program should be housed under.

As far as the intermediate outcome, the remaining ADTs that we are able to offer based on the expertise available through our current academic departments would be developed and approved. These include: Child & Adolescent Development; Environmental Science; Global Studies; Public Policy, Law, & Society; Nutrition & Dietetics; and Social Justice Studies: Chicano Studies; and Social Work & Human Services. Additionally, it is hoped that Social Justice Studies: Asian American Studies will be created as well, but we do not currently have an academic department to develop this program.

Finally, for the long-term outcome, we would expect to see a growing inverse relationship between the number of ADTs earned in a particular major compared to the local degree in that same major, leading to an inactivation of the local degree.

**8. Zero Textbook Cost to Degree (ZTC) Program Integration \***

**8.1 Using the scale below, describe your college's progress integrating ZTC Program with Guided Pathways to achieve KPI Metrics. \***

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here](#).

Starting Integration

**8.1.1 (Starting Integration) What are some present challenges that have impacted integration? \***

- Librarian capacity to support instructional faculty in identifying resources.
- Faculty engagement in ZTC efforts and interest in curating materials to teach courses using ZTC.
- Availability of quality textbooks for major GE classes.

**8.1.2 (Starting Integration) What are the actions your college has taken / plans to take to overcome these challenges? \***

- We have developed a class attribute and are working to identify classes faculty are teaching using free resources.
- We are offering faculty stipends to develop ZTC materials for their courses and identify them in the schedule.
- We are working to identify programs close to full ZTC offerings.

**8.1.3 (Starting Integration) Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college? \***

With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

	Outcome Response
<b>Immediate Outcome:</b>	Implement ZTC class attribute in the class schedule
<b>Intermediate Outcome:</b>	Increase number of faculty developing ZTC courses from 7 to 30
<b>Long-Term Outcome</b>	Develop 3-5 ZTC ADT programs

**8.1.4 (Starting Integration) How will your college evaluate these listed outcomes? \***

- ZTC course attribute is searchable in the college schedule of classes
- We will track each semester how many ZTC classes have the attribute added with the goal of increasing each semester. Success rates in these courses before ZTC implementation and after will be tracked as an indicator of success.
- ZTC program implementation will be evaluated every year to ensure the development of ZTC courses are supporting the intentional growth of new ZTC programs.

**9. California Adult Education Program (CAEP) Integration \***

**9.1 Using the scale below, describe your college's progress integrating CAEP with Guided Pathways to achieve KPI Metrics. \***

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here](#).

Starting Integration

**9.1.1 (Starting Integration) What are some present challenges that have impacted integration? \***

- The metrics that the Student Equity Plan and the Guided Pathways Work Plan focus on largely speak to credit-based efforts, which gives the appearance of noncredit programs mattering less than credit programs.
- The flexibility and continuous enrollment that is an important design of noncredit programs need additional processes and practices in place to enhance our noncredit to credit onboarding.
- There are various practices such as with application, registration, and processing fee waivers that cause barriers for noncredit students. There is not enough written or online information in other languages. Also, holds are placed on student records that are inapplicable due to not having a noncredit application, noncredit majors listed or goals that align with the programs they are transitioning from, etc.

**9.1.2 (Starting Integration) What are the actions your college has taken / plans to take to overcome these challenges? \***

- Our noncredit department works in partnership with our promise program (Cerritos Complete) to onboard students and provide two years of free tuition. An additional registration deadline for Cerritos Complete was added for these students.
- An Adult Dual Enrollment program has been built to provide students in noncredit ASE (high school equivalency programs) to take credit courses while in these programs.
- Efforts to transition students from noncredit to credit ESL, math, and English courses have been strong, as have efforts to transition students into our Retail Management program.
- We continue to fine tune the onboarding process for students who need access to credit programs mid-semester or for the next semester.

**9.1.3 (Starting Integration) Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college? \***

With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

	Outcome Response
<b>Immediate Outcome</b>	Implement CCCApply for noncredit; publish materials in multiple languages for onboarding purposes
<b>Intermediate Outcome</b>	Develop noncredit data dashboard capturing students transitioning from noncredit to credit
<b>Long-Term Outcome</b>	Pilot seamless noncredit to credit programs in two CTE program areas

**9.1.4 (Starting Integration) How will your college evaluate these listed outcomes? \***

With respect to the immediate outcome of implementing the noncredit application, we will take stock of where we are in the implementation process within a year and make necessary adjustments as needed. Will also review what onboarding materials have been translated.

For our other outcomes, we will need to collect feedback on the noncredit data dashboard to determine its utility for our noncredit division, as well as the efforts of the pilot program, and make improvements if needed.

**10. Strong Workforce Program (SWP) Integration \***

**10.1 Using the scale below, describe your college's progress integrating SWP with Guided Pathways to achieve KPI Metrics. \***

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here](#).

Integration in Progress

**10.1.1 (Integration in Progress) What are some present challenges that affect reaching full integration? \***

- The individuals supporting both Guided Pathways and SWP continue to discuss ways to braid our efforts more strategically and intentionally to achieve mutual goals and outcomes. This will take time and thoughtful discussions on what a comprehensive collaboration will look like.
- For some majors, needs of the industry don't demand completion of a degree, though there may be a demand to complete a certificate. It would benefit the system to redefine success for the students who are seeking training and employment. Success may be employment after a class or certificate, but not always a degree. Employers are approaching students with jobs before they graduate. It is better for students to complete the certificate before leaving the program.
- SWP funds do not cover technology that requires an annual subscription.
- Process for hiring FT faculty is not very responsive to programs that rely on cohort models. Part-time faculty are not able to cover the times and hours required for these programs because they work in industry most of the time and have limited availability.
- Facilities and space limitations prevent programs from growing and expanding. For example, the nursing program is at 50 per cohort. The department would like to expand the number, but the space will not accommodate it. There is also an interest in developing an EMT program, Occupational Therapy Assistant program, and others, but space limits that innovation and expansion.
- There is sometimes a mismatch between what students are looking for and what industry needs.
- Finding faculty in CTE fields that pay better in the field than in the classroom is an ongoing challenge.
- Finding clinical sites for students in programs like nursing is challenging because we are in competition with private universities that pay for the clinical spots in hospitals and clinics.
- As a college we have courses and programs that we struggle to offer because of FTES.

**10.1.2 (Integration in Progress) What are the actions your college has taken / plans to take to overcome these challenges? \***

- Communication: Create student success stories to show prospective students what it means to work in various careers.
- Marketing: Share with students wage information from early to mid-career and regional job growth information.
- SWP regional funds have supported the marketing campaigns.
- Working with legislatures to try to develop policy that would require hospitals and clinics that receive public funds to be required to hold a specific number or percentage of clinical spots for public higher education institutions.
- Increased the number of industry certifications available to students such as Solid Works and Commercial Music.
- Scheduling dual enrollment classes that allow students to complete CTE certificates such as automotive and AWS. We are working towards also offering Medical Assisting, Culinary Arts, Machining, Plastics, and Welding.
- Developing industry partnerships with hospitals where they provide a faculty-qualified nurse from their staff to teach and 10 clinical spots and we provide 10 spots in the Nursing program.

- Develop partnerships with employers to support students in completing their programs before entering the workforce and in return the college will commit to supporting ongoing training for partner employees.
- Clean up the curriculum to be focused on what is student-centered and feasible.
- SWP has allowed the college to remove many barriers by providing grants to improve equipment and facilities.

**10.1.3 (Integration in Progress) Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college? \***

With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

	Outcome Response
<b>Immediate Outcome:</b>	Map out class schedules for 2-3 years to ensure students can complete their programs.
<b>Intermediate Outcome:</b>	Move to an auto-award of certificates
<b>Long-Term Outcome:</b>	Refine faculty hiring priority model to better account for state rqmts and industry & student demand

**10.1.4 (Integration in Progress) How will your college evaluate these listed outcomes? \***

Immediate Outcome: Student-centered schedule development process implemented by fall 2024.

Intermediate Outcome: More certificates awarded. Students are provided a clear course taking plan for every degree or certificate that the institution commits.

Long-term Outcome: Be able to proactively develop training programs to meet industry demand before the need arises or becomes urgent.

## Certification

**Plan Approver**

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06/01/2023 03:57 PM PDT



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