



**Start review at page 7**

## **GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT** **CALIFORNIA COMMUNITY COLLEGES' ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS**

Revised February 2019, November 2019

**Institution Name:**

**Date:**

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC's book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). ***This document is for planning purposes only, as the official SOAA will be completed in the Chancellor's Office NOVA system by your project leads.***

We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of fall/winter 2020. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

| Scale of Adoption          | Definition   |
|----------------------------|--|
| <i>Not occurring</i>       | College is currently not following, or planning to follow, this practice                                   |
| <i>Not systematic</i>      | Practice is incomplete, inconsistent, informal, and/or optional  |
| <i>Planning to scale</i>   | College is has made plans to implement the practice at scale and has started to put these plans into place |
| <i>Scaling in progress</i> | Implementation of the practice is in progress for all students   |
| <i>At scale</i>            | Practice is implemented at scale—that is, <u>for all students in all programs of study</u>                 |

In column three, describe the progress your college has made toward implementing each practice at scale. For practices that are *scaling* or *at scale*, note that we are also asking you to indicate which semester a practice first reached this point. Finally, in column four, indicate the next steps your college plans to take toward implementing the given practice at scale and the college's timeline for implementing these steps. *Don't be concerned if your college has made minimal progress implementing any given practice.* This assessment will help your college develop and refine a plan for implementing guided pathways at scale at your college. Project partners and the Chancellor's Office will also use this information to follow the system's progress in implementing guided pathways over time.

# DRAFT

## **Equity Considerations**

A fundamental goal of guided pathways is to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with disabilities, and other groups with inequitable outcomes. As colleges seek to strengthen supports for all students to explore options for careers and college and choose and complete a program of study suited to their interests and aspirations, we encourage colleges to critically examine each practice to think about how the college is serving students who have been historically underrepresented and/or underserved in higher education.

In fall 2018 the SOAA was updated to include “Equity Considerations” in each practice area so that your pathways team can discuss and articulate connections between the college’s pathways reforms and equity goals. Your team does not need to answer all of these questions as part of the SOAA process and they are not intended to be used as “assessments.” Also, don’t be concerned if your college has had minimal discussion and/or efforts related to any given question. We hope the questions help initiate or advance conversations about whether and how institutional practices are having differential impact on historically underserved groups and how your college can leverage your pathways work to close equity gaps by identifying and addressing causes of inequity, removing systemic barriers, and focusing design decisions and resource allocation in ways that more effectively address needs of underserved groups. In doing so, you may want to include details about how the college is addressing these concerns in the “progress to date” and/or “next steps/timeline” column.

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college’s pathways and equity efforts. **Please submit the certified SOAA within the NOVA system by March 1 2020.** For more information about the SOAA, please email [guidedpathwaysinfo@cccco.edu](mailto:guidedpathwaysinfo@cccco.edu).

For assistance in obtaining access to the NOVA system, please email [nova-support@productops.com](mailto:nova-support@productops.com).

| Guided Pathways Essential Practices   | Scale of Adoption at Our College   | Progress to Date Implementing Practice<br><i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>  | Next Steps Toward Implementing Practice at Scale & Timeline  |
|---|--|---|--|
| <p>We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in "Progress to Date" and "Next Steps".</p>   |  |   |  |
| <p><b>Equity Considerations in Area 1:</b></p> <ul style="list-style-type: none"> <li>Are the college's website and program pages easy to navigate and understand for students and families without prior experience with higher education?</li> <li>How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)?</li> <li>How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment?</li> </ul> |  |   |  |
| <p><b>1. MAPPING PATHWAYS TO STUDENT END GOALS</b></p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. (Note: This practice was added to the SOAA in February 2019)</p>  | <p>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p><b>X Planning to scale</b></p> <p>Scaling in progress</p> <p>At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>Cerritos College has organized 7 broad learning and career pathways. Different pathways are at different stages of marketing.</p> <ul style="list-style-type: none"> <li>A cross-functional task force conducted initial research and proposed 7 possible meta-majors.</li> <li>A student survey was administered to obtain student input on the proposed meta-majors.</li> <li>Students, community members and employees had an opportunity to participate in an electronic majors sort and provide feedback on the proposed meta-majors.</li> <li>A narrowed majors sort was sent to all faculty and classified staff for additional feedback on meta-majors, associated majors, and how to refer to the meta-majors.</li> </ul> | <p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> <li>Develop branding and marketing themes for LCPs</li> <li><b>Hold campus wide student design competition for LCP icons</b></li> <li>Work with School Relations/Outreach to begin incorporation of LCP language</li> <li>Explore possibility of including LCP selection in admissions application</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Develop branding and marketing themes for LCPs: through Fall 2021</li> <li><b>Student competition: Spring 2021</b></li> <li>Work with School Relations re: LCP language: Summer 2021</li> <li>Explore inclusion of LCPs in application: Summer 2021</li> </ul> |

| Guided Pathways Essential Practices   | Scale of Adoption at Our College | Progress to Date Implementing Practice<br><i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>   | Next Steps Toward Implementing Practice at Scale & Timeline |
|---|----------------------------------|--|---|
| <b>DRAFT</b>  | <b>DRAFT</b>                     | <ul style="list-style-type: none"> <li>After reviewing survey results, the Guided Pathways Advisory Committee selected “Learning &amp; Career Pathways” as the overall title for the meta-majors and approved initial titles of the 7 LCPs</li> <li>A website has been developed that provides information about all 7 LCPs including programs of study, links to available programs maps, sample occupations, etc.</li> <li>A task force has been working on efforts to pilot the Arts, Humanities, and Communication LCP including outreach to students who submitted an application under an AHC major to offer enrollment assistance, a communication campaign to encourage AHC students to meet with a counselor, and an AHC “mixer” in which 100+ students, faculty, and administrators participated.</li> </ul> <p>Term, if <i>at scale or scaling</i>:</p> | <b>DRAFT</b>  |
| <b>1. a. Support Needed?</b> Type of Support - place an X next to one or more:<br>Policy guidance                      Connections with other GP teams<br>Regional training                    On campus /individual training<br>Technology                         Reporting/data<br>Other |                                  | Challenge or barrier: (1,000 character)  | Support Needed – Detail: (1,000 character)                  |

| Guided Pathways Essential Practices   | Scale of Adoption at Our College   | Progress to Date Implementing Practice<br><i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>   | Next Steps Toward Implementing Practice at Scale & Timeline   |
|---|--|--|---|
| <p>b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.</p> | <p>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p><b>X At scale</b></p> | <p><i>Progress to date: (2,500 character)</i></p> <p>Cerritos College has established well designed programs, degrees, and certificates to lead to employment and transfer.</p> <ul style="list-style-type: none"> <li>Our curriculum process ensures that programs of study are developed with employment and/or further education in mind.</li> <li>CTE programs must include workforce development and labor market data to show viable employment options. They have advisory committees that help shape their curricula to align with industry employment expectations and are more structured in preparing students to enter an associated field of employment. Programs integrate pertinent industry certifications where appropriate.</li> <li>Our associate degrees for transfer align with bachelor's degree programs deemed similar within the CSU system. We offer 27 of the 40 TMCs available for local consideration.</li> <li>Other associate degree programs have to demonstrate that at least 51% of its units transfer to at least one CSU program. Most of the coursework articulates to local CSU and UC campuses.</li> <li>Three new AD-Ts developed: Film, Television, and Electronic Media; Hospitality Management; and Social Justice: Africana Studies</li> </ul> | <p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> <li>Explore development of remaining AD-Ts for which we offer coursework aligned with the TMC: Child &amp; Adolescent Studies; Law, Public Policy, and Society; and Social Work and Human Services</li> <li>Pursue additional partnerships with 4-year institutions and industry partners.</li> <li>Formalize process by which employment and educational partnerships are developed across LCPs to ensure equity of experiences among students in different LCPs</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Reach out to relevant departments and offer to partner on creation of remaining AD-Ts for which we offer coursework: Fall 2021</li> <li>Explore possibility of moving remaining AD-Ts through the curriculum approval process: Spring 2022</li> <li>Formalize process ... : Spring 2022</li> </ul> |

| Guided Pathways Essential Practices  | Scale of Adoption at Our College  | Progress to Date Implementing Practice<br><i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>  | Next Steps Toward Implementing Practice at Scale & Timeline  |
|--|---|---|--|
|  |   | <ul style="list-style-type: none"> <li>• Career Services Student Employment Specialist has been hired to cultivate employment and internship opportunities</li> <li>• LCP webpages include links to career-related resources</li> </ul> <p>Term, if <i>at scale or scaling</i>:<br/>Has been ongoing as part of our curriculum approval process</p>   |  |
| <b>1. b. Support Needed?</b> Type of Support - place an X next to one or more:<br>Policy guidance      Connections with other GP teams<br>Regional training      On campus /individual training<br>Technology      Reporting/data<br>Other |   | <i>Challenge or barrier:</i> (1,000 character)  | <i>Support Needed - Detail:</i> (1,000 character)  |
| c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.   | <i>Place an X next to one:</i><br>Not occurring<br>Not systematic<br><input checked="" type="checkbox"/> Planning to scale<br>Scaling in progress<br>At scale | <i>Progress to date:</i> (2,500 character)<br>Cerritos College is in the process of providing employment and educational opportunities for each program.<br><ul style="list-style-type: none"> <li>• We provide information about employment and further educational opportunities on our website, but not for every program. Some programs provide information on job listings; some provide general information about future career opportunities (e.g., how a particular major can be connected to certain occupations); some provide information on how the program relates to future education (e.g., AD-Ts).</li> </ul> | <i>Next steps:</i> (1,000 character) <ul style="list-style-type: none"> <li>• <b>Implement Program Mapper</b>, which could provide information on employment opportunities related to programs of study.</li> </ul><br><i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> <li>• <b>Implement Program Mapper:</b> Fall 2021</li> </ul> |

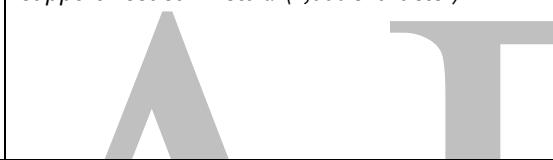
| Guided Pathways Essential Practices  | Scale of Adoption at Our College   | Progress to Date Implementing Practice<br><i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>  | Next Steps Toward Implementing Practice at Scale & Timeline  |
|--|--|---|--|
|  |  | <ul style="list-style-type: none"> <li>• Most CTE programs provide information about local industries.</li> <li>• Career Coach was implemented along with CCC MyPath</li> <li>• Secured contract with Concentric Sky to implement Program Mapper, which could provide information on employment opportunities related to programs of study</li> </ul> <p>Term, if <i>at scale or scaling</i>:</p>   |  |
| <b>1. c. Support Needed?</b> Type of Support - place an X next to one or more:<br><input type="checkbox"/> Policy guidance<br><input type="checkbox"/> Regional training<br><input type="checkbox"/> Technology<br><input type="checkbox"/> Other  | Connections with other GP teams<br><input type="checkbox"/> On campus /individual training<br><input type="checkbox"/> Reporting/data  | Challenge or barrier: (1,000 character)   | Support Needed - Detail: (1,000 character)   |
| d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website. | Place an X next to one:<br><input type="checkbox"/> Not occurring<br><input type="checkbox"/> Not systematic<br><input type="checkbox"/> Planning to scale<br><input checked="" type="checkbox"/> X Scaling in progress<br><input type="checkbox"/> At scale | Progress to date: (2,500 character)<br>Most programs at Cerritos College have established clear course lists for certificates, degrees and transfers and are moving towards establishing course sequences. <ul style="list-style-type: none"> <li>• Course requirements for all programs are delineated in the general catalog.</li> <li>• A majority of CTE programs have recommended course sequences for their certificates mapped out and available on their webpages.</li> </ul> | Next steps: (1,000 character) <ul style="list-style-type: none"> <li>• Work with CTE programs on development of program maps for full associate degrees.</li> <li>• Complete maps for remaining degree programs.</li> <li>• Implement Navigate's academic planner function.</li> <li>• Link LCPs to specific programs of study and career options.</li> <li>• Implement Program Mapper.</li> </ul> |

| Guided Pathways Essential Practices | Scale of Adoption at Our College | Progress to Date Implementing Practice<br><i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>   | Next Steps Toward Implementing Practice at Scale & Timeline   |
|-------------------------------------|----------------------------------|--|---|
|                                     |                                  | <ul style="list-style-type: none"> <li>• Program Mapping Days have been held for faculty in <b>six</b> instructional divisions, resulting in the creation of default maps for <b>28</b> of our <b>30</b> AD-Ts. Draft maps of the remaining AD-Ts have been developed.</li> <li>• New and newly revised programs submitted through the curriculum approval process provide recommended sequences of the courses for the major.</li> <li>• Counselors work with students to create comprehensive education plans that detail all courses needed to reach their specific educational goals and are available to view on the student portal.</li> <li>• A contract with EAB has been approved and we are in the initial stages of implementation of their Student Success Management system called <b>Navigate</b>, which will make it easier for students to access program maps through the academic planner function.</li> <li>• Secured contract with Concentric Sky to implement Program Mapper, which could provide current and prospective students with interactive program maps.</li> </ul> <p>Term, if <i>at scale or scaling:</i><br/><b>Fall 2020</b></p> | <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• Work with CTE programs on degree maps: Fall 2021</li> <li>• Complete maps for remaining degree programs: Fall 2021</li> <li>• <b>Implement Program Mapper: Fall 2021</b></li> <li>• <b>Implement Navigate Academic Planner: Spring 2022</b></li> <li>• Provide training for Navigate academic planner function: Spring 2022</li> </ul> |

| Guided Pathways Essential Practices   | Scale of Adoption at Our College   | Progress to Date Implementing Practice<br><i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>  | Next Steps Toward Implementing Practice at Scale & Timeline   |
|---|--|---|---|
| <b>1. d. Support Needed?</b> Type of Support - place an X next to one or more:<br>Policy guidance<br>Regional training<br>Technology<br>Other | Connections with other GP teams<br>On campus /individual training<br>Reporting/data  | <i>Challenge or barrier: (1,000 character)</i>  | <i>Support Needed – Detail: (1,000 character)</i>   |
| e. Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2)    | <i>Place an X next to one:</i><br>Not occurring<br>Not systematic<br>Planning to scale<br><b>X Scaling in progress</b><br>At scale | <i>Progress to date: (2,500 character)</i><br><ul style="list-style-type: none"> <li>Appropriately aligned math courses are identified as part of the program mapping process.</li> </ul><br><i>Term, if at scale or scaling:</i><br><b>Fall 2020</b> | <i>Next steps: (1,000 character)</i><br><ul style="list-style-type: none"> <li>Continue to build appropriate math sequences into program maps.</li> </ul><br><i>Timeline for implementing next steps:</i><br><ul style="list-style-type: none"> <li>Continue to build appropriate math sequences into program maps: <b>Fall 2021</b></li> </ul> |
| <b>1. e. Support Needed?</b> Type of Support - place an X next to one or more:<br>Policy guidance<br>Regional training<br>Technology<br>Other | Connections with other GP teams<br>On campus /individual training<br>Reporting/data  | <i>Challenge or barrier: (1,000 character)</i>  | <i>Support Needed – Detail: (1,000 character)</i>   |

| Guided Pathways Essential Practices  | Scale of Adoption at Our College  | Progress to Date Implementing Practice<br><i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>  | Next Steps Toward Implementing Practice at Scale & Timeline   |
|--|---|---|---|
| <b>Equity Considerations in Area 2:</b> <ul style="list-style-type: none"> <li>Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs?</li> <li>For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses?</li> <li>Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs?</li> </ul> |   |   |   |
| <b>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</b> <p>a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p>   | <i>Place an X next to one:</i><br><input type="checkbox"/> Not occurring<br><input type="checkbox"/> Not systematic<br><input checked="" type="checkbox"/> Planning to scale<br><input checked="" type="checkbox"/> <b>X Scaling in progress</b><br><input type="checkbox"/> At scale | <i>Progress to date: (2,500 character)</i><br><p>Cerritos College has a variety of initiatives in place to help students choose a program of study in addition to implanting new tools to support student career exploration.</p> <ul style="list-style-type: none"> <li>The Cerritos Complete promise program expanded to approximately 40% of the incoming student population for Fall 2019 and will continue to expand. Cerritos Complete students have the opportunity to identify a program of study at multiple points, beginning with their senior year of high school. Within their first year at the college, they are provided with career exploration resources and decision-making information. They meet with counselors to develop ASEPs prior to fall enrollment and CSEPs within their first year. <b>They are also required to take COUN 101B or 200 by end of first fall semester.</b> These classes include elements of career and major awareness and exploration, as well as creation of full-program plan.</li> </ul> | <i>Next steps: (1,000 character)</i> <ul style="list-style-type: none"> <li>Scale up promise program onboarding efforts for other incoming students.</li> <li>Work with EAB team to implement Navigate.</li> <li>Integrate components of career decision-making process and career exploration resources into orientation efforts for all students.</li> <li>Link LCPs to specific programs of study and career options.</li> <li>Explore viability of requiring COUN 101A, 101B, <b>101C</b>, 200 and/or career exploration or education planning workshops to be completed by the time students reach 15 degree-applicable units.</li> <li><b>Embed LCP information into COUN 10, 101A, 101B, 101C, and 200.</b></li> <li>Provide career exploration and support to prospective Cerritos Complete students while in high school.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> |

| Guided Pathways Essential Practices | Scale of Adoption at Our College | Progress to Date Implementing Practice<br><i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>  | Next Steps Toward Implementing Practice at Scale & Timeline   |
|-------------------------------------|----------------------------------|---|---|
|                                     |                                  | <ul style="list-style-type: none"> <li>• Career Services reaches out to all undecided students to encourage their participation in choosing a major workshops and/or career counseling appointments.</li> <li>• Career Services offers annual and semester events that support exploration of LCPs including <b>What Can I Do with a Major In</b> workshops, majors fair, biannual job fairs, and annual employers panel to support students' exploration of major and career options.</li> <li>• The Transfer Center offers biannual university fairs that allow students to explore program offerings at the university level.</li> <li>• The Counseling Dept. reaches out to students who have completed 20 units to encourage them to attend educational planning workshops or counseling appointments.</li> <li>• Technological tools have been explored and vetted, resulting in the approval of EAB Navigate, which will provide support for onboarding/on ramping to programs, <b>career exploration</b>, as well as developing program plans.</li> <li>• <b>CCC MyPath and Career Coach have been implemented</b>, which will provide students an opportunity to match their interests to our related programs of study</li> <li>• <b>Sections of COUN 10 and 200—which incorporate units on career exploration</b></li> </ul> | <ul style="list-style-type: none"> <li>• Implement EAB Navigate <b>Major Explorer function</b>: Spring 2021</li> <li>• <b>Implement EAB Navigate</b> intake/profile function, which connects students to recommended occupations and programs: Spring 2021</li> <li>• Scale up promise program onboarding efforts for other incoming students: Summer 2021</li> <li>• Integrate components of career decision-making process and career exploration resources into orientation efforts for all students: Summer 2021</li> </ul> |

| Guided Pathways Essential Practices   | Scale of Adoption at Our College   | Progress to Date Implementing Practice<br><i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>   | Next Steps Toward Implementing Practice at Scale & Timeline  |
|---|--|--|--|
|   |  | <p>and decision-making—are available to all students.</p> <p>Term, if <i>at scale or scaling</i>:</p>  |  |
| <b>2. a. Support Needed?</b> Type of Support - place an X next to one or more:<br><input type="checkbox"/> Policy guidance<br><input type="checkbox"/> Regional training<br><input type="checkbox"/> Technology<br><input type="checkbox"/> Other | <input type="checkbox"/> Connections with other GP teams<br><input type="checkbox"/> On campus /individual training<br><input type="checkbox"/> Reporting/data | <i>Support Needed – Detail: (1,000 character)</i><br>  | <i>Challenge or barrier: (1,000 character)</i><br>  |
| <p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s <b>major program areas</b>.</p>   | <p>Place an X next to one:</p> <p>Not occurring</p> <p><b>X Not systematic</b></p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>         | <p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> <li>Program-specific gateway courses aside from math and English are being identified as part of program mapping efforts.</li> <li>The Psychology Dept. has built in support for their discipline-related statistics courses.</li> <li><b>Academic Support Keys (ASK) provides support for PSYC 210.</b></li> <li>The Chemistry Dept. provides tutoring for students taking their classes.</li> <li>For other courses, faculty may request embedded tutors to support underprepared students in their classes as funds allow.</li> <li>The Reading Dept. has developed new courses to provide discipline-specific reading comprehension support.</li> <li><b>EOPS and Project HOPE provide tutoring support to their students.</b></li> </ul> | <p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> <li><b>Continue to identify program-specific gateway courses outside of math and English while building program maps.</b></li> <li>Inventory discipline-specific special supports.</li> <li><b>Explore expansion of ASK to include support for non-math and English gateway courses.</b></li> <li><b>Expand alignment of Learning Communities and First Year Experience with LCPs.</b></li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Continue to identify program-specific gateway courses while building maps: Fall <b>2021</b></li> <li>Inventory discipline-specific special supports: Fall <b>2021</b></li> <li><b>Explore expansion of ASK: Fall 2021</b></li> </ul> |

| Guided Pathways Essential Practices  | Scale of Adoption at Our College   | Progress to Date Implementing Practice<br><i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>  | Next Steps Toward Implementing Practice at Scale & Timeline  |
|--|--|---|--|
|  |  | <ul style="list-style-type: none"> <li>● Embedded tutoring offerings have been expanded to more classes.</li> </ul> <p>Term, if <i>at scale or scaling</i>:</p>   |  |
| <b>2. b. Support Needed?</b> Type of Support - place an X next to one or more:<br>Policy guidance      Connections with other GP teams<br>Regional training      On campus /individual training<br>Technology      Reporting/data<br>Other |  | <i>Support Needed – Detail: (1,000 character)</i>   | <i>Challenge or barrier: (1,000 character)</i>   |
| c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” <b>math</b> courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019) | Place an X next to one:<br>Not occurring<br>Not systematic<br>X Planning to scale<br>X Scaling in progress<br>At scale | <i>Progress to date: (2,500 character)</i><br>Cerritos College participates in ongoing improvements to help academically unprepared students succeed in gateway math courses. <ul style="list-style-type: none"> <li>● The Psychology Dept. has integrated support for their discipline-related statistics course.</li> <li>● The Math Dept. offers a co-requisite math course (MATH 5) and continues to expand their offerings of co-requisite class attached to sections of statistics and college algebra.</li> <li>● The Adult Education Dept. offers non-credit classes that provide support for developmental and transfer math courses. It offers math modules that allow students to identify and address content areas for improvement.</li> <li>● <b>ASK</b> provides tutoring support for students taking all levels of math.</li> </ul> | <i>Next steps: (1,000 character)</i> <ul style="list-style-type: none"> <li>● Math Dept. will develop support versions of their gateway math courses.</li> <li>● Math Dept. will seek professional development opportunities to help faculty who have been teaching algebra-based courses to teaching statistics.</li> <li>● Math Dept. will consider revival of MATH 100 as an option for students pursuing liberal arts-based majors</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>● Develop versions of MATH 112 and MATH 114 with built-in support: Fall 2021.</li> <li>● Create version of MATH 140 with built-in support: Fall 2021</li> </ul> |

| Guided Pathways Essential Practices  | Scale of Adoption at Our College   | Progress to Date Implementing Practice<br><i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>   | Next Steps Toward Implementing Practice at Scale & Timeline   |
|--|--|--|---|
|  |  | <ul style="list-style-type: none"> <li>The Success Center provides workshops to help students study for math classes, reduce math anxiety, use graphing calculators, etc.</li> <li>The Reading Dept. offers reading comprehension courses meant to support statistics courses and use statistics textbooks.</li> </ul> <p>Term, if <i>at scale or scaling</i>:<br/>Fall 2020</p>   | <ul style="list-style-type: none"> <li>Continue professional development for teaching statistics through <b>Spring 2021</b> and beyond as needed.</li> </ul>  |
| <b>2. c. Support Needed?</b> Type of Support - place an X next to one or more:<br>Policy guidance      Connections with other GP teams<br>Regional training      On campus /individual training<br>Technology      Reporting/data<br>Other |  | <i>Support Needed – Detail: (1,000 character)</i>  | <i>Challenge or barrier: (1,000 character)</i>  |
| d. Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year.<br><i>(Note: This practice was added to the SOAA in February 2019)</i>            | <i>Place an X next to one:</i><br>Not occurring<br>Not systematic<br>Planning to scale<br>Scaling in progress<br><b>X At scale</b> | <i>Progress to date: (2,500 character)</i><br>Cerritos College participates in ongoing innovations to help academically unprepared students succeed in gateway English courses. <ul style="list-style-type: none"> <li>Engl. Dept. offers paired/co-requisite support course for composition (ENGL 100S). Early results show similar success rates to stand-alone composition courses.</li> <li>Professional development provided for instructors teaching paired/co-requisite support classes.</li> <li>ASK provides tutoring support for students taking composition courses.</li> </ul> | <i>Next steps: (1,000 character)</i> <ul style="list-style-type: none"> <li>Offer contextualized sections of ENGL 100 and ENGL 103 per LCP.</li> <li><b>Expand embedded librarian effort.</b></li> </ul> <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> <li>Offer contextualized sections of ENGL 100 and ENGL 103 per LCP: <b>Spring 2022</b></li> <li><b>Expand embedded librarian effort:</b> <b>Spring 2021</b></li> </ul> |

| Guided Pathways Essential Practices   | Scale of Adoption at Our College  | Progress to Date Implementing Practice<br><i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>  | Next Steps Toward Implementing Practice at Scale & Timeline   |
|---|---|---|---|
|   |   | <ul style="list-style-type: none"> <li>Adult Education Dept. offers a non-credit class to support students taking composition courses.</li> <li>The Success Center provides workshops to help students taking composition courses.</li> <li><b>The Library piloted embedded librarians in English courses.</b></li> </ul> <p>Term, if <i>at scale or scaling</i>:<br/>Fall 2019</p>   |   |
| <b>2. d. Support Needed?</b> Type of Support - place an X next to one or more:<br>Policy guidance<br>Regional training<br>Technology<br>Other | Connections with other GP teams<br>On campus /individual training<br>Reporting/data   | <i>Support Needed – Detail: (1,000 character)</i>   | <i>Challenge or barrier: (1,000 character)</i>  |
| e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.               | Place an X next to one:<br>Not occurring<br>Not systematic<br><b>X Planning to scale</b><br>Scaling in progress<br>At scale | <i>Progress to date: (2,500 character)</i> <ul style="list-style-type: none"> <li>The Success Center provides tutoring across a variety of subjects.</li> <li>Additional tutoring resources are provided through EOPS, the SEM Division and Athletics for their students.</li> <li><b>The ASK program supports students in English and math courses.</b></li> <li><b>The college is examining data to identify students who are most in need of intensive support.</b></li> <li><b>The Library piloted embedded librarians in courses across campus.</b></li> </ul> | <i>Next steps: (1,000 character)</i> <ul style="list-style-type: none"> <li>Explore ways to identify students who are most likely to need intensive support and incentivize enrolling in student success courses</li> <li><b>Provide intentional support for disproportionately impacted students.</b></li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Summer 2021</li> </ul> |

| Guided Pathways Essential Practices  | Scale of Adoption at Our College   | Progress to Date Implementing Practice<br><i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>  | Next Steps Toward Implementing Practice at Scale & Timeline  |
|--|--|---|--|
|  |  | <ul style="list-style-type: none"> <li>• Embedded tutoring offerings have been expanded to more classes.</li> </ul> <p>Term, if <i>at scale or scaling</i>:</p>   |  |
| <b>2. e. Support Needed?</b> Type of Support - place an X next to one or more:<br><input type="checkbox"/> Policy guidance <input type="checkbox"/> Connections with other GP teams<br><input type="checkbox"/> Regional training <input type="checkbox"/> On campus /individual training<br><input type="checkbox"/> Technology <input type="checkbox"/> Reporting/data<br><input type="checkbox"/> Other |  | <i>Support Needed – Detail: (1,000 character)</i><br>   | <i>Challenge or barrier: (1,000 character)</i><br>  |
| <p>f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.</p>  | <p>Place an X next to one:</p> <p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><b>X Scaling in progress</b></p> <p><input type="checkbox"/> At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>Cerritos College has established excellent working relationships with feeder schools to help prepare students to enter college-level coursework.</p> <ul style="list-style-type: none"> <li>• Cerritos Complete provides matriculation assistance to seniors at partner high schools and now serves close to half of incoming new students.</li> <li>• With regard to dual enrollment efforts, CCAP agreements have been finalized with all service area school districts and dual enrollment courses are offered in each of these districts.</li> <li>• <b>High school students have the opportunity to earn college credit through hundreds of articulation agreements.</b></li> <li>• School Relations trains and deploys ambassadors to conduct presentations about the college including programs available and benefits of attending.</li> </ul> | <p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> <li>• Expand Cerritos Complete partnership to additional districts.</li> <li>• Expand course articulation agreements with area high schools <b>through collaboration with Career Pathways Specialists and K-12 Pathways Coordinators.</b></li> <li>• Expand dual enrollment at area high schools <b>and develop robust pathways that lead to a college award.</b></li> <li>• Increase time in schools for site bridging liaison and add additional partner districts.</li> <li>• Increase visits to local high schools</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• Expand Cerritos Complete partnership to additional districts for Fall <b>2021</b> entering class.</li> </ul> |

| Guided Pathways Essential Practices  | Scale of Adoption at Our College | Progress to Date Implementing Practice<br><i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>   | Next Steps Toward Implementing Practice at Scale & Timeline   |
|--|----------------------------------|--|---|
|  |                                  | <ul style="list-style-type: none"> <li>• Senior Preview Day offers an opportunity for local high school students to connect to the college.</li> <li>• Annual high school counselor conference provides opportunity for area high school counselors to learn about Cerritos College programs and services.</li> <li>• Implementation of Site Bridging Liaison at 8 high schools.</li> <li>• High school counselors shadowed COUN 101A summer classes to be better positioned to inform their students of college expectations and help prepare them for their transition to college</li> </ul> <p>Term, if <i>at scale or scaling</i>:</p> | <ul style="list-style-type: none"> <li>• Expand articulation with area high schools throughout <b>2020-2021</b> academic year and beyond.</li> <li>• Expand dual enrollment at area high schools: Fall <b>2021</b> and beyond.</li> <li>• Increase time for site bridging liaisons: Fall <b>2021</b> and beyond.</li> </ul> |
| <b>2. f. Support Needed?</b> Type of Support - place an X next to one or more:<br>Policy guidance                  Connections with other GP teams<br>Regional training                On campus /individual training<br>Technology                      Reporting/data<br>Other |                                  | <i>Support Needed – Detail: (1,000 character)</i>  | <i>Challenge or barrier: (1,000 character)</i>  |

| GUIDED PATHWAYS ESSENTIAL PRACTICES   | Scale of Adoption at Our College  | Progress to Date Implementing Practice<br><i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>   | Next Steps Toward Implementing Practice at Scale & Timeline   |
|---|---|--|---|
| <b>Equity Considerations in Area 3:</b> <ul style="list-style-type: none"> <li>How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs?</li> <li>How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs?</li> <li>How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized?</li> <li>How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion?</li> </ul> |   |  |   |
| <b>3. KEEPING STUDENTS ON PATH</b> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p>  | <i>Place an X next to one:</i><br><input type="checkbox"/> Not occurring<br><input type="checkbox"/> Not systematic<br><input checked="" type="checkbox"/> Planning to scale<br><input type="checkbox"/> Scaling in progress<br><input type="checkbox"/> At scale | <i>Progress to date:</i> (2,500 character)<br>Cerritos College has a variety of existing structures in-place to help advise and monitor students. <ul style="list-style-type: none"> <li>Cerritos Complete, EOPS, CalWORKs, LINC, Athletics, International Students and Veterans monitor which programs their students are in and require CSEPs.</li> <li>Students not affiliated with one of the above programs are welcome to go to the counseling office to meet with a counselor and determine where they are in their program and what is needed for completion.</li> <li>There are sub-populations of students served by the Counseling Services Division that are provided ongoing counseling to monitor certificate and/or degree progress including Court to College, Dental Hygiene, Nursing, Scholars Honors, Teacher TRAC, PACT, and Technology.</li> <li>Technological tools have been explored and vetted, resulting in the approval of EAB Navigate, which will support systematic monitoring of student progress in their programs.</li> </ul> | <i>Next steps:</i> (1,000 character) <ul style="list-style-type: none"> <li>Implement Navigate <b>analytics functionality including</b> degree completion forecasting.</li> <li>To support correct identification of major in student records system, develop campus wide campaign to encourage students to declare their major (e.g., Major Declaration Day).</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Assess pilot of LCP success team: Summer 2021</li> <li>Work with EAB team to implement Navigate: Spring 2021</li> <li>Roll out <b>analytics with</b> degree completion forecasting functionality of Navigate: Spring 2022</li> <li>To support correct identification of major in student records system, develop campus wide campaign to encourage students to <b>update</b> their major: Fall 2021</li> </ul> |

|   |   |  |   |
|---|---|--|---|
|   |   | <ul style="list-style-type: none"> <li>A pilot success team including counselors, program assistant (will provide students with assistance for completing financial aid application and referrals to tutoring and basic needs), faculty mentors, and data specialists to help support students in programs under the Arts, Humanities, and Communication LCP is underway.</li> <li>Cerritos Cares provides additional supports to students from a holistic approach, including laptops, hot spots, webcams, food cards, and emergency aid. Overall shift to be more student centered and provide better customer service.</li> </ul> <p>Term, if <i>at scale or scaling</i>:</p> |   |
| <b>3. a. Support Needed?</b>  | <i>Type of Support - place an X next to one or more:</i><br>Policy guidance<br>Regional training<br>Technology<br>Other     | <i>Support Needed – Detail: (1,000 character)</i>  | <i>Challenge or barrier: (1,000 character)</i>  |
| b. Students can easily see how far they have come and what they need to do to complete their program. | <i>Place an X next to one:</i><br>Not occurring<br>Not systematic<br>Planning to scale<br>X Scaling in progress<br>At scale | <i>Progress to date: (2,500 character)</i><br>Cerritos College has existing structures in place to help students monitor completion of their program. <ul style="list-style-type: none"> <li>“What-if” functionality to identify requirements students need to meet for a particular program of study is available through the student portal. (Navigation</li> </ul>  | <i>Next steps: (1,000 character)</i> <ul style="list-style-type: none"> <li>Complete program mapping for certificates of achievement and remaining associate degrees</li> <li>Explore possibility of auto-awarding associate degrees</li> <li>Explore more user-friendly options that provide “What-if” or degree audit-type functionality</li> </ul> |

|   |   |  |  |                                |                     |                |  |  |  |  |   |
|---|---|--|--|--------------------------------|---------------------|----------------|--|--|--|--|---|
|   |   | <p>of and access to the above functions are not particularly user-friendly.)</p> <ul style="list-style-type: none"> <li>• Students who have a CSEP can view it in the student portal.</li> <li>• Technological tools have been explored and vetted, resulting in the approval of EAB Navigate, which will support systematic monitoring of student progress in their programs in a more user-friendly manner.</li> </ul> <p>Term, if <i>at scale or scaling</i>:<br/>Summer 2016</p> | <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• Complete program mapping for certificates of achievement and remaining associate degrees: Fall 2021</li> <li>• Explore auto-award: Spring 2021 and beyond</li> <li>• Explore user-friendly options for “What-If”/degree audit functionality: Spring 2022</li> </ul>  |                                |                     |                |  |  |  |  |   |
| <b>3. b. Support Needed?</b> Type of Support - place an X next to one or more: <table> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table> | Policy guidance   | Connections with other GP teams  | Regional training  | On campus /individual training | Technology          | Reporting/data | Other  |  |  | <p><i>Support Needed – Detail: (1,000 character)</i></p> | <p><i>Challenge or barrier: (1,000 character)</i></p> |
| Policy guidance   | Connections with other GP teams   |  |  |                                |                     |                |  |  |  |  |   |
| Regional training   | On campus /individual training  |  |  |                                |                     |                |  |  |  |  |   |
| Technology  | Reporting/data  |  |  |                                |                     |                |  |  |  |  |   |
| Other   |   |  |  |                                |                     |                |  |  |  |  |   |
| c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.  | <p>Place an X next to one:</p> <table> <tr> <td>Not occurring</td> </tr> <tr> <td>X Not systematic</td> </tr> <tr> <td>Planning to scale</td> </tr> <tr> <td>Scaling in progress</td> </tr> <tr> <td>At scale</td> </tr> </table> | Not occurring  | X Not systematic   | Planning to scale              | Scaling in progress | At scale       | <p><i>Progress to date: (2,500 character)</i></p> <p>Cerritos College has some basic structures in place to alert students and is working towards identifying new technology tools.</p> <ul style="list-style-type: none"> <li>• Financial Aid Course Audit has been implemented, which identifies for students receiving financial aid if they are taking a course that is not approved for financial aid.</li> <li>• Faculty may use <a href="#">Canvas/Rosters+</a> to send early alert messages to students.</li> <li>• Cerritos Complete, EOPS/CARE, LINC, <a href="#">CalWORKs</a> and Court to College require mid-term progress reports for instructors</li> </ul> | <p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> <li>• Implement Navigate early alert functionality <a href="#">starting with a small pilot group of faculty</a>.</li> <li>• Develop a list and timeline to guide students to the necessary services at the appropriate time.</li> <li>• Continue to assess, improve and expand support services based on outcomes data and student needs.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• Pilot early alert functionality: Fall 2021</li> </ul> |  |  |   |
| Not occurring   |   |  |  |                                |                     |                |  |  |  |  |   |
| X Not systematic  |   |  |  |                                |                     |                |  |  |  |  |   |
| Planning to scale   |   |  |  |                                |                     |                |  |  |  |  |   |
| Scaling in progress   |   |  |  |                                |                     |                |  |  |  |  |   |
| At scale  |   |  |  |                                |                     |                |  |  |  |  |   |

|  |   |   |   |
|--|---|---|---|
|  |   | <p>to provide students with an update of their status.</p> <p>Technological tools have been explored and vetted, resulting in the approval of EAB Navigate, which will provide early alert functionality, predictive analytics to identify at-risk students, <b>and will allow for employees to flag a student who may need support in meeting basic needs.</b></p> <p>Term, if <i>at scale or scaling</i>:</p>   | <ul style="list-style-type: none"> <li>• Develop a list and timeline to guide students to the necessary services at the appropriate times: Spring 2021</li> </ul>   |
| <b>3. c. Support Needed?</b>   | Type of Support - place an X next to one or more:   | <p><i>Support Needed – Detail: (1,000 character)</i></p>  | <p><i>Challenge or barrier: (1,000 character)</i></p>   |
| Policy guidance<br>Regional training<br>Technology<br>Other  | Connections with other GP teams<br>On campus /individual training<br>Reporting/data   |   |   |
| d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career | <p>Place an X next to one:</p> <p>Not occurring<br/> <input checked="" type="checkbox"/> Not systematic<br/> Planning to scale<br/> Scaling in progress<br/> At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>Cerritos College provides basic support to students who are unlikely to be accepted into limited-access programs.</p> <ul style="list-style-type: none"> <li>• Career counseling is available to help students explore other career options related to interests.</li> <li>• Counselors work with students who seek their services to help them assess educational and career options.</li> <li>• While working with students during individual appointments and at information sessions, pre-nursing students are informed about the limited-access nature of nursing programs and are encouraged to apply to multiple programs.</li> </ul> | <p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> <li>• Identify limited-access programs <b>including those at the university level (e.g., Nursing).</b></li> <li>• Establish guiding parameters for when students may need to be redirected.</li> <li>• Provide in reach/outreach/intervention to redirect students.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• Identify limited-access programs and guiding parameters for possible redirection: Fall <b>2021</b></li> <li>• Develop approach for in reach/outreach/intervention and redirection: Spring <b>2022</b></li> </ul> |

|   |  |   |   |
|---|--|---|---|
|   |  | Term, if <i>at scale or scaling</i> :   |   |
| <b>3. d. Support Needed?</b> Type of Support - place an X next to one or more:  |  |   |   |
| Policy guidance<br>Regional training<br>Technology<br>Other   | Connections with other GP teams<br>On campus /individual training<br>Reporting/data  | <i>Support Needed – Detail: (1,000 character)</i>   | <i>Challenge or barrier: (1,000 character)</i>  |
| e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible. | <p><i>Place an X next to one:</i></p> <p>Not occurring<br/> <input checked="" type="checkbox"/> Not systematic<br/>           Planning to scale<br/>           Scaling in progress<br/>           At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>Cerritos College provides a robust course offering to help student complete program requirements, but scheduling practices can vary from division to division.</p> <ul style="list-style-type: none"> <li>• Deans, department chairs, and faculty actively participate in schedule creation and clarification.</li> <li>• Information about when courses are typically offered has been compiled.</li> <li>• Technological tools have been explored and vetted, resulting in the approval of EAB Navigate, which will provide an opportunity to leverage academic plan data to inform departments about expected demands for particular courses.</li> <li>• Piloting Tableau Public for Unit Planning to make data more accessible to department chairs and to help with scheduling decisions.</li> </ul> <p><i>Term, if <i>at scale or scaling</i>:</i></p> | <p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> <li>• Explore scheduling courses multiple terms at a time.</li> <li>• Determine method to make typically-offered course information readily available to counselors and students for education planning purposes.</li> <li>• Implement Navigate course forecasting functionality to inform decisions about courses to offer in future terms based on anticipated student need.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• Explore scheduling 2+ years in advance: <b>Fall 2021</b></li> <li>• Make typically-offered course information available: <b>Spring 2021</b></li> <li>• Work with EAB team to implement Navigate course forecasting functionality to inform decisions about courses to offer in future terms based on anticipated student need: <b>Summer 2022</b></li> <li>• Roll out course forecasting functionality to dept. chairs: <b>Fall 2022</b></li> </ul> |
| <b>3. e. Support Needed?</b> Type of Support - place an X next to one or more:  |  | <i>Support Needed – Detail: (1,000 character)</i>   | <i>Challenge or barrier: (1,000 character)</i>  |
| Policy guidance<br>Regional training  | Connections with other GP teams<br>On campus /individual training  |   |   |

|                     |                |  |  |
|---------------------|----------------|--|--|
| Technology<br>Other | Reporting/data |  |  |
|---------------------|----------------|--|--|

# DRAFT

| Guided Pathways Essential Practices   | Scale of Adoption at Our College  | Progress to Date Implementing Practice<br><i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>  | Next Steps Toward Implementing Practice at Scale & Timeline   |
|---|---|---|---|
| <b>Equity Considerations in Area 4:</b>   |   |   |   |
| <ul style="list-style-type: none"> <li>How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities?</li> <li>As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)?</li> <li>What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)?</li> <li>Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community?</li> </ul> |   |   |   |
| <b>4. ENSURING THAT STUDENTS ARE LEARNING</b> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p>  | <i>Place an X next to one:</i><br><input type="checkbox"/> Not occurring<br><input type="checkbox"/> Not systematic<br><input checked="" type="checkbox"/> X Planning to scale<br><input type="checkbox"/> Scaling in progress<br><input type="checkbox"/> At scale | <p><i>Progress to date: (2,500 character)</i></p> <p>All programs at Cerritos College have developed PSLOs and mapped specific CSLOs to them.</p> <ul style="list-style-type: none"> <li>CSLOs are regularly assessed; results are included as part of Instructional Program Review and are used to develop improvement plans at the course level.</li> <li><b>All new courses must establish CSLOs through Curriculum.</b></li> <li><b>All new or revised programs must establish PSLOs through Curriculum.</b></li> </ul> <p><i>Term, if at scale or scaling:</i></p> | <p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> <li>Review mappings of CSLOs to confirm appropriateness of each to PSLOs.</li> <li><b>Encourage departments to post and update SLOs in Elumen, on department websites and course syllabi.</b></li> <li>Prepare reports of PSLO assessment results and develop improvement plans to improve program success rates.</li> <li>Integrate disaggregation of data to examine equity gaps into the process of evaluating program level outcomes.</li> <li>Provide departments with access to raw data in a timely manner in order to make these evaluations.</li> <li><b>Identify a common place to house PSLOs for the whole campus.</b></li> <li><b>Link CSLOs to PSLOs and Institutional SLOs.</b></li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li><b>Spring 2022</b></li> </ul> |
| <b>4. a. Support Needed?</b> Type of Support - place an X next to one or more:  |   |   |   |

| Guided Pathways Essential Practices  | Scale of Adoption at Our College   | Progress to Date Implementing Practice<br><i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>   | Next Steps Toward Implementing Practice at Scale & Timeline  |
|--|--|--|--|
| Policy guidance<br>Regional training<br>Technology<br>Other  | Connections with other GP teams<br>On campus /individual training<br>Reporting/data  | <p><i>Support Needed – Detail: (1,000 character)</i></p> <p><b>Financial support (release time or stipends) to encourage participation in process for linking CSLOs to PSLOS and ISLOs.</b></p> <p><b>Training for faculty on Elumen functionality.</b></p> <p><b>Need disaggregated data and to assess whether interventions are working.</b></p>   | <p><i>Challenge or barrier: (1,000 character)</i></p>  |
| <p>b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. <i>(Note: This practice was added to the SOAA in February 2019)</i></p> | <p><i>Place an X next to one:</i></p> <p>Not occurring<br/> Not systematic<br/> Planning to scale<br/> X Scaling in progress<br/> At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> <li>• Updated and consolidated our “Institutional Student Learning Outcomes” (ISLOs) into five general categories: 1) Personal Knowledge and Responsibility, 2) Communication and Expression, 3) Information Literacy, 4) Critical Thinking and Quantitative Reasoning, and 5) Civic Engagement.</li> <li>• ISLOs are assessed by mapping individual Course Student Learning Outcomes (CSLOs), which department faculty have determined to be appropriate assessments for the outcome.</li> <li>• Assessments are gathered, summarized and reported by individual departments, divisions and the college as a whole.</li> <li>• Reported results are prepared each year and include data for the previous three academic years.</li> <li>• Based on the results, the faculty and administration can identify trends and develop improvement plans as deemed necessary.</li> </ul> | <p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> <li>• Encourage department faculty to review their mappings of CSLOs to ISLOs to validate their continued appropriateness.</li> <li>• Encourage department faculty to review their mappings of Program Student Learning Outcomes (PSLOs) to validate their appropriateness.</li> <li>• Investigate the possibility of developing a reporting mechanism that correlates PSLOs to ISLOs.</li> <li>• Continue to encourage departments, divisions and Academic Affairs to review results, engage in meaningful dialogue about trends, and develop appropriate improvement plans</li> </ul> <p><i>Timeline for implementing next steps:</i><br/> <b>Spring 2022</b></p> |

| Guided Pathways Essential Practices  | Scale of Adoption at Our College  | Progress to Date Implementing Practice<br><i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>   | Next Steps Toward Implementing Practice at Scale & Timeline   |
|--|---|--|---|
|  |   | Term, if at scale or scaling:<br>Fall 2018   |   |
| <b>4. b. Support Needed?</b> Type of Support - place an X next to one or more:<br>Policy guidance      Connections with other GP teams<br>Regional training    On campus /individual training<br>Technology           Reporting/data<br>Other  |   | <i>Support Needed – Detail:</i> (1,000 character)<br><b>Training for faculty on mapping CSLOs to PSLOs to ILSOS.</b>   | <i>Challenge or barrier:</i> (1,000 character)  |
| c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework. | <i>Place an X next to one:</i><br>Not occurring      X Not systematic<br>Planning to scale      Scaling in progress<br>At scale | <i>Progress to date:</i> (2,500 character)<br>Cerritos College offers students a wide variety of opportunities to develop knowledge through unique programs and activities. <ul style="list-style-type: none"> <li>• Varies by program: Some programs include work experience or practicum courses (e.g., Business Administration, various CTE programs), which provide opportunities for students to apply what is learned in the classroom to real world environments.</li> <li>• Clinical experiences are integrated into allied health programs such as nursing and dental hygiene.</li> <li>• Work study opportunities are available for students who qualify through financial aid or CalWORKs.</li> <li>• Study abroad program is being revived.</li> <li>• Apprenticeship programs are offered through Adult Education.</li> <li>• SEM offers comprehensive list of internship opportunities.</li> <li>• Career Services provides information on internships and volunteer opportunities.</li> </ul> | <i>Next steps:</i> (1,000 character) <ul style="list-style-type: none"> <li>• Inventory practices/opportunities across campus that support active and experiential learning opportunities.</li> <li>• Pursue institutional funding for programs that are currently funded through student government (e.g., Forensics). Develop web-accessible database of internship opportunities.</li> <li>• Explore possibility of a community-based service learning task force to propose infrastructure; determine support needed; and identify activities, sites, and opportunities.</li> <li>• Explore co-curricular programming that aligns with LCPs</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• Inventory practices: Fall <b>2021</b></li> <li>• Develop internship database: <b>Fall 2021</b></li> <li>• Explore CBSL task force: Spring 2021</li> <li>• Explore co-curricular programming aligned with LCPs: Spring 2021</li> </ul> |

| Guided Pathways Essential Practices   | Scale of Adoption at Our College  | Progress to Date Implementing Practice<br><i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>  | Next Steps Toward Implementing Practice at Scale & Timeline   |
|---|---|---|---|
|   |   | <ul style="list-style-type: none"> <li>• Accounting students have an opportunity to participate in IRS training to offer free tax preparation assistance</li> <li>• Project HOPE students volunteer at health fairs</li> <li>• The EOPS leadership course embeds service learning focusing on different themes each year (e.g., environment, basic needs, etc.)</li> </ul> <p>Term, if <i>at scale or scaling</i>:</p>  |   |
| <b>4. c. Support Needed?</b> Type of Support - place an X next to one or more:<br>Policy guidance<br>Regional training<br>Technology<br>Other                                 | Connections with other GP teams<br>On campus /individual training<br>Reporting/data   | <i>Support Needed – Detail: (1,000 character)</i>   | <i>Challenge or barrier: (1,000 character)</i>  |
| d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs. | <i>Place an X next to one:</i><br>Not occurring<br>Not systematic<br>Planning to scale<br><input checked="" type="checkbox"/> Scaling in progress<br>At scale | <i>Progress to date: (2,500 character)</i><br>Cerritos College has a well-developed student learning outcome assessment and reporting process that it managed by the SLO Committee. <ul style="list-style-type: none"> <li>• All departments participate in the SLO assessment process.</li> <li>• Departments participate in program review cycle and participate annually in developing unit plans.</li> <li>• SLOs are assessed regularly and on an ongoing basis.</li> <li>• Reports are prepared annually for faculty to evaluate results and prepare improvement plans and utilize</li> </ul> | <i>Next steps: (1,000 character)</i> <ul style="list-style-type: none"> <li>• Provide ongoing opportunities for faculty to collaborate on learning outcomes assessment methods and techniques to improve consistency and sustainability.</li> </ul> <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> <li>• Spring 2021 and beyond</li> </ul> |

| Guided Pathways Essential Practices   | Scale of Adoption at Our College   | Progress to Date Implementing Practice<br><i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>  | Next Steps Toward Implementing Practice at Scale & Timeline   |                                |            |                |       |  |  |   |  |
|---|--|---|---|--------------------------------|------------|----------------|-------|--|--|---|--|
|   |  | <p>information in the instructional program review process.</p> <p>Term, if <i>at scale or scaling</i>:<br/>Fall 2018</p>   |   |                                |            |                |       |  |  |   |  |
| <b>4. d. Support Needed?</b> Type of Support - place an X next to one or more: <table> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table> | Policy guidance  | Connections with other GP teams   | Regional training   | On campus /individual training | Technology | Reporting/data | Other |  |  | <i>Support Needed – Detail: (1,000 character)</i> | <i>Challenge or barrier: (1,000 character)</i> |
| Policy guidance   | Connections with other GP teams  |   |   |                                |            |                |       |  |  |   |  |
| Regional training   | On campus /individual training   |   |   |                                |            |                |       |  |  |   |  |
| Technology  | Reporting/data   |   |   |                                |            |                |       |  |  |   |  |
| Other   |  |   |   |                                |            |                |       |  |  |   |  |
| e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.   | <i>Place an X next to one:</i><br>Not occurring<br>Not systematic<br>Planning to scale<br><b>X Scaling in progress</b><br>At scale | <i>Progress to date: (2,500 character)</i><br>Cerritos College widely uses learning outcome assessments to make program improvements. Assessments results and improvements are reported in annual unit planning and 6-year program review cycles. <ul style="list-style-type: none"> <li>Efforts to assess and document learning is led primarily by the SLO Committee, supported by the CTX, IPR and Program Review Plus (the tool used by programs to submit annual unit plans).</li> <li>Using SLO assessment results, faculty are encouraged to prepare improvement plans, which are used in the instructional program review process and provide a basis for resource allocation as necessary.</li> <li>CSLOs, PSLOs and ISLOs are assessed on a consistent and ongoing basis.</li> </ul> PR+ was upgraded to include a place to report on all SLOs/SAOs so that the | <i>Next steps: (1,000 character)</i> <ul style="list-style-type: none"> <li>Continue to work with eLumen vendor to increase ease of use and make findings accessible to faculty.</li> <li>Continue revisions to training manuals.</li> <li>Develop communication link between SLO assessment process and IPR process to confirm that improvement plans are prepared and used.</li> <li>Further encourage disaggregation of SLO data to identify achievement gaps.</li> <li>Identify and offer professional development to improve teaching and learning processes as related to learning outcomes.</li> <li>Encourage yearly discussions of SLO results within departments and divisions to create meaningful action plans.</li> <li>Have departments and divisions revisit and revise SLOs and targeted</li> </ul> |                                |            |                |       |  |  |   |  |

| Guided Pathways Essential Practices   | Scale of Adoption at Our College   | Progress to Date Implementing Practice<br><i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>  | Next Steps Toward Implementing Practice at Scale & Timeline  |
|---|--|---|--|
|   |  | <p>culture of assessment is communicated broadly by all campus programs</p> <ul style="list-style-type: none"> <li>• SLO coordinator meets with eLumen on a regular basis.</li> <li>• Faculty participate in ongoing professional development to support department and campus efforts.</li> <li>• Currently redesigning PSLOs and mapping to CSLOs.</li> </ul> <p>Term, if <i>at scale or scaling</i>:<br/>Fall 2018</p>   | <p>assignments every three years to maintain currency in discipline.</p> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• Spring 2021</li> </ul>   |
| <b>4. e. Support Needed?</b> Type of Support - place an X next to one or more:<br><input type="checkbox"/> Policy guidance<br><input type="checkbox"/> Regional training<br><input type="checkbox"/> Technology<br><input type="checkbox"/> Other | Connections with other GP teams<br><input type="checkbox"/> On campus /individual training<br><input type="checkbox"/> Reporting/data  | <i>Support Needed – Detail: (1,000 character)</i>   | <i>Challenge or barrier: (1,000 character)</i>   |
| f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.   | <i>Place an X next to one:</i><br><input type="checkbox"/> Not occurring<br><b>X Not systematic</b><br><input type="checkbox"/> Planning to scale<br><input type="checkbox"/> Scaling in progress<br><input type="checkbox"/> At scale | <i>Progress to date: (2,500 character)</i> <ul style="list-style-type: none"> <li>• Students can create accounts in Jobspeaker, which allows them to create online profiles through which they can promote their skill set to employers.</li> <li>• Some programs use portfolios to document student learning and accomplishments (e.g., Art).</li> <li>• The college course management has a portfolio feature.</li> <li>• Widespread use of campus certificates.</li> </ul> <p>Term, if <i>at scale or scaling</i>:</p> | <i>Next steps: (1,000 character)</i> <ul style="list-style-type: none"> <li>• Inventory other practices across campus of documenting learning beyond transcripts.</li> <li>• Explore best practices of other colleges of documenting learning beyond transcripts.</li> <li>• Explore institutionalization of products such as Jobspeaker.</li> <li>• Develop process for documenting the acquisition of student soft skills, such as leadership.</li> <li>• Offer professional development opportunities to identify means to</li> </ul> |

| Guided Pathways Essential Practices  | Scale of Adoption at Our College   | Progress to Date Implementing Practice<br><i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>                                    | Next Steps Toward Implementing Practice at Scale & Timeline   |                                |            |                |       |  |  |   |  |
|--|--|---|---|--------------------------------|------------|----------------|-------|--|--|---|--|
|  |  |   | <p>document student learning beyond transcripts (e.g., portfolio)</p> <ul style="list-style-type: none"> <li>● Examine co-curricular transcripts to track projects like service learning, civic engagement, clubs, Scholar's Honors Program involvement, research presentations, etc.</li> <li>● Explore including co-curricular efforts as part of the student mentorship programs.</li> <li>● Examine using platforms such as LinkedIn and Canvas to provide students a means to showcase co-curricular transcripts.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>● Fall 2021</li> </ul> |                                |            |                |       |  |  |   |  |
| <b>4. f. Support Needed?</b> Type of Support - place an X next to one or more: <table border="0" data-bbox="149 1078 840 1248"> <tr> <td data-bbox="149 1078 340 1111">Policy guidance</td> <td data-bbox="340 1078 840 1111">Connections with other GP teams</td> </tr> <tr> <td data-bbox="149 1111 340 1144">Regional training</td> <td data-bbox="340 1111 840 1144">On campus /individual training</td> </tr> <tr> <td data-bbox="149 1144 340 1176">Technology</td> <td data-bbox="340 1144 840 1176">Reporting/data</td> </tr> <tr> <td data-bbox="149 1176 340 1209">Other</td> <td data-bbox="340 1176 840 1209"></td> </tr> </table> | Policy guidance  | Connections with other GP teams   | Regional training   | On campus /individual training | Technology | Reporting/data | Other |  |  | <i>Support Needed – Detail: (1,000 character)</i> | <i>Challenge or barrier: (1,000 character)</i> |
| Policy guidance  | Connections with other GP teams  |   |   |                                |            |                |       |  |  |   |  |
| Regional training  | On campus /individual training   |   |   |                                |            |                |       |  |  |   |  |
| Technology   | Reporting/data   |   |   |                                |            |                |       |  |  |   |  |
| Other  |  |   |   |                                |            |                |       |  |  |   |  |
| g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.  | <i>Place an X next to one:</i><br>Not occurring<br><b>X Not systematic</b><br>Planning to scale<br>Scaling in progress | <i>Progress to date: (2,500 character)</i><br>Cerritos College has used a variety of institutional effectiveness assessment to learn about our institution and develop meaningful professional development. | <i>Next steps: (1,000 character)</i> <ul style="list-style-type: none"> <li>● Use CSSEE and other available data to inform creation of meaningful professional development opportunities.</li> </ul>  |                                |            |                |       |  |  |   |  |

| Guided Pathways Essential Practices | Scale of Adoption at Our College | Progress to Date Implementing Practice<br><i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>  | Next Steps Toward Implementing Practice at Scale & Timeline   |
|-------------------------------------|----------------------------------|---|---|
|                                     | At scale                         | <ul style="list-style-type: none"> <li>• Administered the CCSSE in 2016 and plans to participate again in near future.</li> <li>• Administered CCEAL instruments (Community College Success Measure; Community College Student Success Inventory), shared results during Fall 2018 Convocation, and more closely examined results during Spring 2019 Equity Retreat to better understand challenges facing underserved students.</li> <li>• To address some of the areas of concern from the CCEAL, implemented various activities/efforts such as EmpowerMENT, Queer Coffee, and the Tomate un Te event for Latinx Awareness Month.</li> <li>• The Liberal Arts Division has pulled together a team of faculty to identify ways in which to respond to areas of concern from the CCEAL, including professional development opportunities.</li> <li>• Administered National Assessment of Collegiate Campus Climates survey in partnership with USC</li> <li>• In response to COVID-19, college conducted a survey of faculty preparation to teach online and created professional development opportunities and DE teaching certification.</li> <li>• Faculty participated in 3CSN Equity programs, Civic Dialogues, USC Equity training, Accessibility training.</li> </ul> | <ul style="list-style-type: none"> <li>• Start dialogue about using CSSEE and SENSE on a regular cycle.</li> <li>• Help faculty better understand results and translate CSSEE into meaningful instructional applications (e.g., potential strategies, best practices, implementation of strategies).</li> <li>• Continue to provide support for faculty to hone educational practices in equity, accessibility, online teaching and learning.</li> <li>• Support efforts to evaluate intervention strategies and campus best practices.</li> <li>• Concerted effort to mentor part-faculty in campus initiatives and educational trends.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• Use CSSEE and other available data to inform creation of meaningful professional development opportunities: Fall 2021</li> <li>• Start dialogue about using CSSEE and SENSE on a regular cycle: Fall 2021</li> <li>• Help faculty better understand results and translate CSSEE and CCEAL data into meaningful instructional applications (e.g., potential strategies, best practices, implementation of strategies): Fall 2021</li> </ul> |

| Guided Pathways Essential Practices   | Scale of Adoption at Our College   | Progress to Date Implementing Practice<br><i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>            | Next Steps Toward Implementing Practice at Scale & Timeline |
|---|--|---|---|
|   |  | <ul style="list-style-type: none"> <li>• College has made efforts to disaggregate student data to create meaningful response plans.</li> </ul> <p>Term, if at scale or scaling:</p> |   |
| <b>4. g. Support Needed?</b> Type of Support - place an X next to one or more:<br><input type="checkbox"/> Policy guidance<br><input type="checkbox"/> Regional training<br><input type="checkbox"/> Technology<br><input type="checkbox"/> Other | <input type="checkbox"/> Connections with other GP teams<br><input type="checkbox"/> On campus /individual training<br><input type="checkbox"/> Reporting/data | <i>Support Needed – Detail: (1,000 character)</i>   | <i>Challenge or barrier: (1,000 character)</i>              |

**Additional REQUIRED questions:**

| Student Engagement and Support   |   |
|--|---|
| <b>STUDENT ENGAGEMENT</b>  | <p><i>Guided Pathways legislation specifically asks for a report on progress in engaging students in the planning and implementation of the reforms. Your answers below will provide the Chancellor's Office a system-wide qualitative measure of this effort.</i></p>  |
| In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required) | <p><i>Place an X next to one or more:</i></p> <p>Student survey(s)<br/> <b>X Students serve on campus GP advisory committee(s)</b><br/>           Student focus groups<br/> <b>X Other:</b> Student surveys; presentations to student government bodies (Cabinet, Senate)</p> <p><i>Engagement Efforts - Details: (1,000 character)</i></p> |

|                         |   |
|-------------------------|---|
|                         | GP Faculty Coordinators have met with student government officers to discuss guided pathways efforts. Presentations to Student Senate on different GP efforts have taken place each year, and presentations to other student government bodies such as Cabinet have also taken place. A student joined the Guided Pathways Advisory Committee last fall. During Spring 2019, two "walk-up" events were held in which students, staff, and community members were asked to provide input on meta-majors and participate in an electronic majors sorting activity. Of the 336 people who participated, 283 were students. A student survey geared toward obtaining input on the categorization of majors under meta-majors, possible names for the meta-majors, and what students believe to be challenges to meeting their educational goals was administered during Spring 2019. Over 500 students participated. Students also participated in Program Mapping Days to share their experiences as faculty developed default program maps  |
| <b>COURSE ALIGNMENT</b> | <p><i>How is the college exploring alignment of course offerings with student education plans? (To help answer this question, consider the college's answers to the following self-assessment questions 1.D., 2.A., 3.B., and 3.E.)</i></p> <p><i>Course Alignment - Details: (1,000 character)</i></p> <p>Academic departments make concerted efforts to provide course offerings across a variety of days/times, terms, and modalities, so as to provide students with options as they pursue their educational goals in as short a time as possible. To help with this process in the future, default program maps are being developed across campus, which may serve as initial education plans. The program maps will be uploaded into EAB Navigate once that portion of the platform is developed. The implementation of Navigate along with ongoing efforts to complete CSEPs for students will allow for departments to leverage academic planner information in order to make more informed decisions about courses to offer in future terms. The degree completion forecasting functionality of EAB Navigate will also help academic departments and divisions have a better handle on anticipated need for particular classes.</p> |

#### **Additional OPTIONAL questions:**

#### Success Story

|  |  |
|--|--|
| <b>SUCCESS STORY</b>                                 | <p><b>Optional:</b> Please share a success story for collaborative purposes and to help establish best practices. Other NOVA users will be able to see this information as part of your submitted self-assessment, however the Chancellor's Office will not share the information with outside parties without first obtaining your college's consent. Note: All fields are required should you choose to include a success story.</p>   |
| <i>Title:</i> Study Abroad Program                   |  |
| <i>Follow-up Contact Person(s):</i> Stephen Clifford |  |
| <i>Challenge:</i> (1,000 character)                  | <p>Cerritos College did not have a centralized study abroad program. Many years ago, there had been individual faculty who took students on their own in silo-ed programs with little or no college oversight. Few knew about the details or the academic value of those programs, and some had little more focus than cultural experience and were not always attached to Cerritos classes. An attempt was made approximately 10 years ago to build a program; however, it was not successful in engaging any students or faculty to participate.</p>   |
| <i>Success Story:</i> (10,000 character)             | <p>Last summer, Dr. Steve Clifford and Dr. Lisa Boutin-Vitela accompanied 26 students to study abroad in Florence, Italy. The students attended art history, literature, and composition courses in the heart of the Renaissance city, and had the opportunity to apply their art and literature studies while visiting some of the great museums and churches of Italy.</p> <p>Florence site visits included the Cathedral of Santa Maria del Fiore--or the Duomo at the heart of the city--and the Uffizi, Bargello, and Accademia Galleries for the art of Botticelli, Michelangelo, and Donatello. Students also enjoyed a hike to the 1,000-year-old San Miniato al Monte church overlooking the city. Despite a European heat wave sending temperatures into the high 90s and low 100s, students engaged in Florence's rich culture, gaining real-world experience. Students also attended opera and classical music performances during their stay. Additionally, faculty and students spent a weekend in Rome, touring the Vatican museum and St. Peter's Basilica, the Borghese Gallery, visiting the Spanish Steps, the Trevi Fountain, and the Pantheon.</p> <p>The College continues to plan study abroad opportunities for students. In summer 2020, students will have an opportunity to study in London, England, enrolling in theater and music appreciation courses.</p> <p>The program was built on best practices--particularly community college best practices--which Dr. Clifford studied as a sabbatical project. The goal was to create an interdisciplinary experience, beginning with short-term study abroad (rather than a full semester, which can present more expensive and difficult commitments of time for both students and faculty). Most importantly,</p> |

we wanted to ensure that these were not small, major-centric programs, but programs that allowed students from across the curriculum to travel and study, and to know the classes they were enrolled in were fulfilling general education requirements for transfer. Creating a centralized program out of the office of the Vice President of Academic Affairs allows the college to engage faculty from all disciplines and to invite students from all backgrounds and majors to engage in global study while completing their transfer requirements, and to ensure program support and student safety in the host country.

*Outcomes: (1,000 character)*

The students were immersed in a rich cultural experience in which they could apply and deepen their knowledge and understanding of art and literature through an unforgettable experiential learning opportunity.

*Vision for Success Goals - Please select the goals that apply to this success story. Place an X next to one or more:*

Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU

Decrease the average number of units accumulated by California Community College students earning associate degrees

Increase the percent of exiting CTE students who report being employed in their field of study

Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups

Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults