

Program Review Approval Form

Program Name: Cerritos Complete Promise Program **Program Review Cycle:** 2025-2026
Department Name: Educational Programs & Partnerships **Review Period:** 2022-2023, 2023-2024, 2024-2025
Division Name: Academic Affairs **Review Date:** June 25, 2026

Department/Program Manager: Sasha Leonardo
Division Dean: Sasha Leonardo

Program Review Committee:

Name:	<u>Kevin Castillo</u>	Title/Role:	<u>Counselor</u>
Name:	<u>Dylan Grkinich</u>	Title/Role:	<u>Research Analyst</u>
Name:	<u>Elizabeth Riley</u>	Title/Role:	<u>Dean, Health Occupations</u>

Final Decision:



Approved



Revisions Required



Not Approved

Recommendations/Explanation if not approved:

Approved by:

Name: Frank Mixson Title/Role: VP Academic Affairs

Signature:  Date: 8/11/26



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Goals						
Area	Division	Dept	Goals	Administrative Unit Outcomes (AUOs)	Objectives	Goal Target Year of Achievement
Academic Affairs	Educational Partnerships and Programs	Cerritos Complete	#1 Increase Cerritos Complete Promise Program enrollment by 7 percentage points over the next three years.	#1 Students interested in the Cerritos Complete Promise Program will experience a streamlined matriculation process compared to general students.	1. Increase student access to Senior Steps through coordinated point-counselor support, targeted student events, and improved marketing efforts. 2. Increase program awareness across partner school districts through bi-weekly Site Bridging Liaison (SBL) visits at high school sites. 3. Collaborate with Public Affairs to develop cohesive and consistent marketing that increases community awareness of the program.	Year 3
				#2 Students participating in the Cerritos Complete Promise Program will receive high-quality customer service, in person or virtually, that promotes student and staff satisfaction.		

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				#3 Students, staff, faculty, and community members will receive timely and accurate information from the Cerritos Complete Promise Program to promote programs, events, and student success.		
Academic Affairs	Educational Partnerships and Programs	Cerritos Complete	#2 Increase year-1 to year-2 retention for Cerritos Complete students by 5 percentage points over the next three years.	#1 Students in Cerritos Complete will understand program requirements and expectations to successfully complete their two years in the program while achieving their academic goals at higher rates than the general student population.	1. Increase semester-to-semester retention for Cerritos Complete students at rates higher than the general campus population. 2. Increase the percentage of students converting from part-time to full-time enrollment in their second year. 3. Increase the number of students who successfully complete English and math by the end of their first spring semester.	Year 3

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				#2 Cerritos Complete staff will provide high-touch services throughout the academic year to support student persistence and retention, ultimately leading to completion and/or graduation/transfer.		
				#3 Students participating in the Cerritos Complete Promise Program will learn about campus resources that increase retention and strengthen their self-advocacy skills.		

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Academic Affairs	Educational Partnerships and Programs	Cerritos Complete	3. Increase the percentage of Cerritos Complete students completing 30 degree-applicable units within their first academic year by 3 percentage points over the next three years in order to strengthen early academic momentum and accelerate degree completion.	#1 Students in Cerritos Complete will receive structured academic planning, course sequencing guidance, and progress monitoring to support timely completion of degree-applicable units.	1. Increase the percentage of Cerritos Complete students completing 15 units in fall and 30 degree-applicable units by the end of the first academic year. 2. Ensure that first-year course schedules are aligned with ADT and transfer-ready pathways to support clear and efficient course selection. 3. Expand early access to foundational courses (English and math), high-demand GE offerings, summer bridge, and bootcamps to reduce common first-year bottlenecks.	Year 3
				#2 Students in Cerritos Complete will understand program requirements and expectations necessary to successfully complete their two years in the program while making timely academic progress.		

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Cerritos Complete Promise Grant

				#3 Cerritos Complete staff will provide high-touch services throughout the academic school year to support student persistence, early academic momentum, and progress toward completion and/or graduation/transfer.		
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Action Plan				College Alignment	
Responsible Party	AUO Assessment Year	Method of Assessment	Action Steps	Student First Framework Lever	Student First Framework Lever Strategy
CCPP Staff	Year 1	1. Enrollment data dashboard and data requests from IERPG	Year 1: 2025-2026 1. In collabortation with IERPG, finalize and publish Cerritos Complete data dashboard. 2. Create student survey to assess student experience/program participation and customer service. 3. Create workshop database to track attendance. 4. Educate staff to actively document all student contacts. 5. Create database to collect information session participation. 6. Request and obtain annual senior and parent/guardian mailing addresses from six partner school districts 7. Provide comprehensive matriculation student lists to all partner schools and SBLs to allow for enrollment campaigns to increase growth	Equitable Access	A.5. Refine our onboarding process so that our incoming students enroll in program applicable classes – including math and English in the first year – to enable them to complete in a timely manner.
	Year 2	1. Student surveys 2. Track workshop attendance 3. Track phone calls, walk-ins and Zoom drop-ins	Year 2. 2026-2027 1.Implement an annual districtwide Senior Steps Outreach Toolkit for counselors, teachers, and families. 2. Expand multilingual parent workshops, early FAFSA/CADAA campaigns, and Senior Steps “completion nights. 3. Strengthen communication through automated reminders, mobile-friendly guides, and step-tracking dashboards. 4.Train EPP liaisons and ambassadors to support enrollment activities at high-need campuses.		

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	Year 3	1. Information Night attendance 2. Cerritos Complete application totals 3. Track phone calls, walk-ins and Zoom drop-ins	Year 3 2027-2028 1. Analyze three-year trends from dashboards, surveys, and contact logs to refine outreach and onboarding strategies. 2. Expand partnerships with K–12 districts to align first-year college course-taking with program milestones. 3. Host districtwide Cerritos Complete Counselor Summits to strengthen communication and streamline matriculation processes. 4. Implement continuous improvement updates to marketing materials and outreach campaigns based on assessment data. 5. Provide annual training refreshers for EPP staff, SBLs, and ambassadors focused on customer service and effective student engagement.		
CCPP Staff	Year 1	1. Monitor semester-to-semester retention, two-year completion, and transfer rates using the Cerritos Complete data dashboard. 2. Develop an evaluative tool to assess qualitative student experience data.	Year 1: 2025–2026 1. Implement a proactive counseling model that includes academic plans tied to ADTs and high-demand CTE pathways. 2. Create a Cerritos Complete First-Year Playbook outlining academic, financial, and engagement milestones. 3. Launch automated alerts for GPA risk, missing milestones, enrollment threats, and early signs of academic difficulty. 4. Expand high-impact practices such as tutoring, embedded support, learning communities, and peer mentoring.	Completion	B.5. Improve the processes that help our students succeed in their current courses and ensure they enroll in the subsequent term.

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	Year 2	1. Monitor semester-to-semester retention, two-year completion, and transfer rates using the Cerritos Complete data dashboard. 2. Implement the evaluative tool to collect qualitative student data.	Year 2: 2026–2027 1. Strengthen proactive counseling by integrating milestone check-ins at key progression points each semester. 2. Use First-Year Playbook data to refine academic milestones and expand early-term interventions for at-risk students. 3. Expand partnerships with tutoring and academic support programs to ensure Cerritos Complete students receive priority access. 4. Review automated alert outcomes and refine criteria to better detect academic disengagement or enrollment risk.		
	Year 3	1. Monitor semester-to-semester retention, two-year completion, and transfer rates using the Cerritos Complete data dashboard. 2. Assess and reflect on quantitative and qualitative data collected through evaluative tools to identify improvement areas.	Year 3: 2027–2028 1. Evaluate the effectiveness of proactive counseling, milestone check-ins, and alert systems using three years of data trends. 2. Update and institutionalize the First-Year Playbook based on assessment findings and student feedback. 3. Scale successful high-impact practices and embed them into the standard Cerritos Complete support model. 4. Provide annual professional development for staff focused on student retention strategies, data-informed interventions, and high-touch service delivery.		

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CCPP Staff	Year 1	1. Track the percentage of Cerritos Complete students completing 15 units in fall and 30 units by the end of the academic year. 2. Track completion of English and math within the first year.	Year 1: 2025–2026 1. Expand summer and intersession offerings to help students complete English and math early. 2. Integrate pathway maps into onboarding and counseling with clear course-sequence progress check-ins. 3. Monitor enrollment patterns using dashboards to ensure availability of required first-year courses. 4. Implement pathway-aligned first-year schedules for high-enrollment majors. 5. Provide early milestone alerts and advising touchpoints for students falling off pace to complete 30 units.	Career and Transfer Success	B.5. Improve the processes that help our students succeed in their current courses and ensure they enroll in the subsequent term.
	Year 2	1. Track the percentage of Cerritos Complete students completing 15 units in fall and 30 units by the end of the academic year. 2. Track completion of English and math within the first year. 3. Analyze dashboard completion and transfer data to measure academic momentum.	Year 2: 2026–2027 1. Collaborate with academic departments to increase seat availability in high-demand first-year GE and major courses. 2. Strengthen alignment between pathway maps and term-by-term counseling to ensure students remain on sequence. 3. Expand targeted interventions for students who did not complete math/English in Year 1. 4. Use dashboard data to refine course scheduling and remove barriers to 15-unit term loads.		

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	Year 3	1. Track the percentage of Cerritos Complete students completing 15 units in fall and 30 units by the end of the academic year. 2. Track completion of English and math within the first year. 3. Analyze dashboard completion and transfer data to evaluate three-year progress and identify improvement areas.	Year 3: 2027–2028 1. Analyze three-year data trends to refine ADT-aligned first-year schedules and course-taking patterns. 2. Institutionalize pathway-aligned schedules and milestone monitoring into standard Cerritos Complete onboarding. 3. Provide annual training for counselors and staff on academic momentum strategies and guided course sequencing. 4. Implement continuous improvements to summer bridge, bootcamps, and GE availability based on student outcomes.		
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Resource Requests								
Area	Division	Dept	Resource Request	Estimated Cost	Occurrence	Resource Type	Justification/Expected Outcome	Dept Priority Rank
Academic Affairs	Educational Partnerships and Programs	Cerritos Complete	Senior Steps, Marketing: Post Cards, Point Contact Meetings, Info Night - Virtual and In-person	\$30,000.00	Ongoing expense	Professional Development, Other	Funding for hosting Information Nights and postcard distribution is essential to drive awareness and increase Cerritos Complete Program (CCPP) applications, aligning with the program’s mission to serve students and foster educational success. These initiatives enable prospective students, their families, and high school counselors to directly engage with the program, learn about its benefits, and understand how it can support their educational goals.Hosting Information Nights offers a unique opportunity for personalized outreach, allowing students to ask questions and gain clarity on the program's offerings, thereby increasing the likelihood of student interest and application. Similarly, postcard distribution serves as an effective and tangible way to remind students about critical deadlines, application instructions, and the benefits of the program, keeping them on track during their decision-making process.The program’s success in reaching students is limited without comprehensive marketing tools, which is why funding for postcards, senior step materials, high school counselor meetings, and informational events is crucial. These resources will ensure that key program details are effectively communicated, fostering strong relationships with counselors who are instrumental in guiding students toward higher education opportunities. Additionally, these marketing efforts will directly impact prospective students, building awareness in local communities and encouraging them to apply. By investing in these targeted marketing initiatives, the program can amplify its outreach, raise visibility, and ultimately engage a broader audience of students. This increased visibility, coupled with streamlined processes through Senior Steps, will drive higher attendance at events, greater application numbers, and stronger student enrollment. In turn, this will support the program’s broader mission of providing accessible, high-quality education to a diverse and growing student population, ultimately benefiting the entire community.	
Academic Affairs	Educational Partnerships and Programs	Cerritos Complete	Programer/applications analyst	\$0.00	Ongoing expense	Other Staffing	The program has made significant strides, but to continue growing and improving, it must invest in key resources to further enhance its success. Specifically, funding is needed to hire a programmer/application analyst to streamline and optimize the matriculation process and tracking of program requirements, making it more efficient and less error-prone. The current system, although functional, is time-consuming and susceptible to human error, which hampers the ability to serve students efficiently and meet important deadlines. By bringing a dedicated programmer on board, many manual tasks can be automated, allowing the program to better handle increased student volumes and reduce operational bottlenecks. This will not only improve the matriculation process but also enhance retention rates by providing students with a smoother, more supportive experience from enrollment to graduation. The application analyst will play a key role in identifying inefficiencies and implementing data-driven solutions that optimize workflows and improve staff productivity. With this position in place, the program will be able to streamline its processes, improve its queries, and ensure that its systems are running at peak performance, benefiting both staff and students alike. Moreover, this role will support marketing efforts by utilizing annual address/contact lists to target potential students through email and mail campaigns, ensuring that outreach is more effective. Refining the onboarding process to be less manual will also help increase enrollment, boost student engagement, and improve overall student contact. Investing in this position will enable the program to better serve the community and fulfill its mission of providing accessible, high-quality education, while staying ahead of the curve and maintaining a reliable, responsive program that meets the needs of today's students. Another key area where the programmer will make a substantial impact is in tracking the progress of first- and second-year students, ensuring that their journey toward graduation is closely monitored. By developing systems that track academic milestones, completion rates, and early indicators of success or challenges, the program will be able to identify students who may need additional support before it's too late. This will contribute to higher retention rates and ultimately help ensure that students are on track to graduate within two years.	

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Academic Affairs	Educational Partnerships and Programs	Cerritos Complete	2-Way Texting Platform	\$15,000.00	Ongoing expense	Technology and Software	Utilizing digital tools (e.g., asynchronous content, LinkTree, Instagram, Remind, etc.) directly engages prospective students. The interactive platform provides flexible, informative content, while digital analytics enable the program to track engagement and refine outreach strategies. By tracking views and interactions across platforms, the program can assess the effectiveness of its digital marketing campaigns. Combining digital and in-person tools increases program visibility and engagement with school districts, ultimately attracting more students to Cerritos Complete. Additionally, the interactive platform for enrollment and matriculation simplifies the application process, encouraging prospective students to take the next step. If the program does not continue investing in technology and software, it will lose its relevance and competitive edge compared to other community colleges. As a result, its reach will be hindered, affecting outreach and limiting access to prospective students in surrounding communities. Increasing access through technology allows for the efficient dissemination of information, which can positively impact enrollment growth and contribute to resources for social and economic mobility.	
Academic Affairs	Educational Partnerships and Programs	Cerritos Complete	FT Faculty Counselor	\$173,925.00	Ongoing expense	Other Staffing, Professional Development	Funding for a full-time academic counselor is essential for the success and sustainability of the Cerritos Complete Promise Program. With a dedicated counselor, students will receive personalized, consistent academic guidance and support, which is crucial for improving retention and completion rates. This counselor would serve as a reliable point of contact from enrollment to graduation or transfer, helping students navigate academic challenges, select appropriate courses, and access necessary resources. Additionally, a full-time counselor would be able to address the unique needs of the Cerritos Complete cohort, including first-generation college students, those at risk of falling behind, and students requiring more intensive support. By offering tailored counseling services, this position would not only enhance the student experience but would also ensure that students stay on track to meet their academic goals, ultimately contributing to the program’s success and the achievement of higher graduation and transfer rates. Currently, the Cerritos Complete Promise Program does not have a dedicated academic counselor, creating a significant gap in providing personalized, consistent support to students. The program only has a counselor on release time for 6 hours a week, which is insufficient to meet the needs of the student population. As a result, students are referred to general counseling services, which often leads to delays due to the limited availability of appointments, hindering students’ access to the support they need in a timely manner. Other community colleges with promise programs have dedicated full-time counseling faculty to ensure consistent and personalized support for their students, which directly contributes to improved student success, retention, and completion rates. To remain competitive and ensure the continued success of Cerritos Complete, it is essential to secure a full-time academic counselor for the program.	

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Academic Affairs	Educational Partnerships and Programs	Cerritos Complete	4 FT Success Coaches/Specialists	\$124,280.68x4= \$497,122.72	Ongoing expense	Other Staffing	To improve student retention and program completion, funding is requested to hire four (or more) academic specialists. These specialists will serve as the primary connection between students and program support, offering consistent guidance from enrollment to degree or certificate completion. The need for personalized support has grown, and a team of specialists is essential to meet this demand. Each specialist will provide proactive, tailored assistance to help students navigate challenges, access resources, and stay on track with their studies. With a team in place, students will have consistent, reliable support throughout their academic journey, increasing their connection to the program and improving their chances of success. By hiring multiple specialists, the program will ensure every student receives the focused, individualized support they need. A team of specialists can work with smaller groups, allowing for deeper, more meaningful interactions that encourage engagement, motivation, and progress. This approach will directly lead to higher retention and completion rates. Adding more advisors will also ensure that all students receive the necessary attention at every stage of their academic path, improving outreach and tracking of their progress. This will result in more efficient interventions and better overall outcomes. The requested funding for this expanded advisory team will significantly enhance the student experience, provide essential support, and help increase retention and program completion. This investment in staff resources will support long-term student success and strengthen the program's overall impact and reputation.	
Academic Affairs	Educational Partnerships and Programs	Cerritos Complete	CCPP Student Fees (AB 19 and Vintage)	\$700,000 = AB19 \$500,000 = Vintage \$150,000 = Cerritos Complete Student Activities and ASCC Fees Total: \$1,350,000	Ongoing expense	Other	AB19 funds have historically supported full-time students in the Cerritos Complete Promise Program, while Vintage funds have provided assistance for part-time participants. This funding request is based on projected program growth and historical enrollment data, ensuring continued access and support for eligible students.	

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Academic Affairs	Educational Partnerships and Programs	Cerritos Complete	FT Faculty Counselor	\$173,925.00	Ongoing expense	Other Staffing, Professional Development	Funding for a full-time academic counselor is essential for the success and sustainability of the Cerritos Complete Promise Program. With a dedicated counselor, students will receive personalized, consistent academic guidance and support, which is crucial for improving retention and completion rates. This counselor would serve as a reliable point of contact from enrollment to graduation or transfer, helping students navigate academic challenges, select appropriate courses, and access necessary resources. Additionally, a full-time counselor would be able to address the unique needs of the Cerritos Complete cohort, including first-generation college students, those at risk of falling behind, and students requiring more intensive support. By offering tailored counseling services, this position would not only enhance the student experience but would also ensure that students stay on track to meet their academic goals, ultimately contributing to the program’s success and the achievement of higher graduation and transfer rates. Currently, the Cerritos Complete Promise Program does not have a dedicated academic counselor, creating a significant gap in providing personalized, consistent support to students. The program only has a counselor on release time for 6 hours a week, which is insufficient to meet the needs of the student population. As a result, students are referred to general counseling services, which often leads to delays due to the limited availability of appointments, hindering students’ access to the support they need in a timely manner. Other community colleges with promise programs have dedicated full-time counseling faculty to ensure consistent and personalized support for their students, which directly contributes to improved student success, retention, and completion rates. To remain competitive and ensure the continued success of Cerritos Complete, it is essential to secure a full-time academic counselor for the program.	
Academic Affairs	Educational Partnerships and Programs	Cerritos Complete	4 FT Success Coaches/Specialists	\$124,280.68x4=\$497,122.72	Ongoing expense	Other Staffing	To improve student retention and program completion, funding is requested to hire four (or more) academic specialists. These specialists will serve as the primary connection between students and program support, offering consistent guidance from enrollment to degree or certificate completion. The need for personalized support has grown, and a team of specialists is essential to meet this demand. Each specialist will provide proactive, tailored assistance to help students navigate challenges, access resources, and stay on track with their studies. With a team in place, students will have consistent, reliable support throughout their academic journey, increasing their connection to the program and improving their chances of success. By hiring multiple specialists, the program will ensure every student receives the focused, individualized support they need. A team of specialists can work with smaller groups, allowing for deeper, more meaningful interactions that encourage engagement, motivation, and progress. This approach will directly lead to higher retention and completion rates. Adding more advisors will also ensure that all students receive the necessary attention at every stage of their academic path, improving outreach and tracking of their progress. This will result in more efficient interventions and better overall outcomes. The requested funding for this expanded advisory team will significantly enhance the student experience, provide essential support, and help increase retention and program completion. This investment in staff resources will support long-term student success and strengthen the program’s overall impact and reputation.	

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Academic Affairs	Educational Partnerships and Programs	Cerritos Complete	CCPP Student Fees (AB 19 and Vintage)	\$700,000 = AB19 \$500,000 = Vintage \$150,000 = Cerritos Complete Student Activities and ASCC Fees Total: \$1,350,000	Ongoing expense	Other	AB19 funds have historically supported full-time students in the Cerritos Complete Promise Program, while Vintage funds have provided assistance for part-time participants. This funding request is based on projected program growth and historical enrollment data, ensuring continued access and support for eligible students. Improving first-year academic momentum significantly increases long-term completion and transfer outcomes, reduces unit accumulation, supports equity, and strengthens the college’s ability to meet its Five-Year 50% Completion Goal.	
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2025-2026 Non-Instructional Program Review - Cerritos Complete Latest Version

Self-study template for Non-Instructional Program Review process. Visitation year: 2025-2026. Review period: 2022-2023, 2023-2024, and 2024-2025.

Non-Instructional Area Program Review Overview

Non-Instructional Program Review Purpose

Section 1: Non-Instructional Area Overview

A. Non-Instructional Area Mission and Alignment : Version by Filatoff, Alexa on 01/21/2026 22:12

1. Briefly describe how your mission and purpose aligns with the Cerritos College mission and Students First Framework (<https://www.cerritos.edu/students-first-framework/default.htm>).

The Cerritos Complete Promise Program mission aligns well with the Cerritos College Students First Framework in several key areas:

1. **Equitable Access (Lever A)**
- Cerritos Complete focuses on providing academic, financial, and personal support, which aligns with A.6 ("Maximize financial aid opportunities") by making college more affordable for first-year students.
 - The program ensures a clear pathway for students from high school to college, supporting A.3 ("Increase dual enrollment courses and programs") and A.2 ("Strengthen our pipeline with the K-12 system").
 - Cerritos Complete streamlines onboarding and enrollment for students, aligning with A.4 ("Streamline the application process") and A.5 ("Refine the onboarding process so that students enroll in program-applicable classes").
2. **Completion (Lever B)**
- Cerritos Complete is a structured support system that helps students stay on track and complete their programs on time, aligning with B.2 ("Reduce the time it takes for our students to complete their educational goals").
 - The program ensures students enroll in the right courses to minimize excess units, supporting B.3 ("Ensure students enroll in courses that are applicable to their program").
 - Cerritos Complete encourages students to complete their first-year momentum points, such as enrolling full-time and completing transfer-level math and English, which ties into B.1 and B.6 ("Incentivize students to complete momentum points").
 - It also provides academic support and guidance, which aligns with B.4 and B.5 ("Expand support for students in gateway courses" and "Ensure students persist and re-enroll").
3. **Career and Transfer Success (Lever C)**
- While Cerritos Complete primarily focuses on first-year success and completion, its role in ensuring students stay on track contributes to C.2 and C.3 ("Increase opportunities for students to attain baccalaureate degrees" and "Align programs and services with transfer institutions").
 - The program's early academic planning and counseling help set students up for long-term career and transfer success.
4. **Institutional Health (Lever D)**
- Cerritos Complete serves as a model for student-centered institutional planning, aligning with D.1 ("Develop systems and processes to monitor and ensure accountability for institutional health").
 - The program strengthens financial sustainability through increased enrollment and retention, supporting D.5 ("Increase innovative opportunities to generate additional revenue streams").
 - The Cerritos Complete program's focus on equity and student success reflects the college's commitment to fostering institutional excellence.

The Cerritos Complete Promise Program is a direct student success initiative that embodies the goals of the Students First Framework, particularly in the areas of Equitable Access (Lever A) and Completion (Lever B). It serves as a foundational program that supports student retention, timely completion, and financial accessibility, all of which contribute to Cerritos College's mission of graduating 50% of students within five years by 2029.

B. Non-Instructional Area Description : Version by Filatoff, Alexa on 11/26/2025 19:15

Service	Description
High School Outreach and Guidance	Provide clear, comprehensive guidance to high school students and their families on program eligibility, benefits, and enrollment steps. Provide Cerritos Complete information sessions online and in-person. Spanish and English offered.
Streamlined Onboarding and Enrollment	Assist eligible students and/or K-12 partners through a simplified process for application, orientation, financial aid, advising, and course registration.
Financial Assistance	Offer two years of tuition-free education to reduce financial barriers and increase college access during summer, fall and spring sessions.
FAFSA & CADAA Assistance	Cerritos Complete connects students with dedicated Financial Aid Liaison who provide one-on-one guidance for completing the FAFSA or CA Dream Act Application (CADAA). The liaison assist students in understanding eligibility requirements, completing forms accurately, submitting required documentation, and navigating financial aid processes. Collaborate with the Financial Aid Liaison to run comprehensive financial aid queries to identify students who have not yet completed critical financial aid steps, such as submitting the FAFSA or CADAA. This approach allows staff to proactively reach out to students, provide personalized guidance, and ensure timely completion of financial aid requirements by March 2nd priority deadline.

Service	Description
Early Enrollment	Support students with Tier II enrollment each semester to ensure timely progression toward degree or certificate completion during summer, fall and spring sessions.
Academic and Support Services	Provide access to counseling, tutoring, and other academic support to enhance student success. Connect students with student services when appropriate. Cerritos Collaborates with the ASK (Academic Support and Knowledge) Program to support students who failed English or math in the fall semester. Students are paired with a mento/tutor to ensure they retake and successfully complete the course in spring semester.
Career Exploration Opportunities and Student Belonging and Engagement	Engage students with on-campus activities that help define academic and professional goals.
First-Year Retention and Progress Monitoring	Track students' academic progress, provide targeted interventions, and encourage persistence during the critical first year to build momentum toward completion via internal queries.
Degree Completion and Transfer Support	Support students in achieving their educational outcomes whether earning a degree or certificate or transferring successfully by providing resources, workshops and connecting to appropriate staff or faculty on campus.
Phone Call Campaigns	Cerritos Complete conducts targeted phone call campaigns to reach students directly and provide personalized support. These campaigns help students understand program benefits, confirm eligibility, guide them through enrollment steps, and remind them of important deadlines such as orientation, financial aid, and course registration. Phone campaigns also serve as a proactive check-in tool to monitor student progress, answer questions, and connect students with additional academic or support resources.
Text Message Campaigns	Send targeted text reminders about deadlines, orientation, financial aid, course registration, and academic milestones, along with motivational messages and links to resources to keep students informed.
Zoom Drop-Ins	Cerritos Complete offers virtual Zoom drop-in sessions where students can access real-time support from program staff. During these sessions, students can ask questions about program eligibility, enrollment, financial aid, academic planning, tutoring, career guidance, and other resources. Zoom drop-ins provide flexible, immediate support for students who may not be able to attend in-person meetings.
Counseling Zoom Drop-Ins (Peak Registration Season)	During peak registration periods, Cerritos Complete provides dedicated Zoom drop-in sessions with counselors to support students in completing critical steps for enrollment. These sessions allow students to receive personalized guidance on course selection, educational planning, degree progress, and navigating registration or financial aid issues.
Assistance with Student Forms	Cerritos Complete provides support to help students complete a variety of college-related forms, enrollment forms, add/drop forms, petitions, and other required documentation. Staff guide students through each step if needed, ensuring forms are completed accurately and submitted on time.
Walk-In Services	Cerritos Complete provides walk-in support for students, allowing them to access real-time assistance without a prior appointment. Students can receive help with enrollment, academic planning, financial aid questions, tutoring, career guidance, and general program information. Walk-in services provide flexible, immediate support to meet students' needs as they arise.
Canvas Hub (New)	Cerritos Complete maintains a Canvas Hub, a centralized online platform where students can access program information, resources, and services at any time. The Hub includes announcements, instructional guides, workshop materials, academic planning tools, links to financial aid resources, tutoring information, etc..
Workshops and Field Trips	Cerritos Complete offers workshops and field trips designed to support students' academic, career, and personal development. Workshops may cover topics such as academic success strategies, financial literacy, transfer planning, career exploration, and college navigation skills. Field trips provide experiential learning opportunities, including campus visits, transfer institution tours, and career site visits, helping students connect classroom learning to real-world experiences.
Email Campaigns	Cerritos Complete uses mail merge campaigns to send personalized, bulk communications to students. These communications may include reminders about enrollment, financial aid, academic planning, deadlines, workshops, and other program opportunities. Mail merge allows for customized messaging that addresses each student's specific needs while efficiently reaching large groups.

Service	Description
Newsletter (January 2026)	Beginning in January 2026, the monthly newsletter will be sent to students to provide updates on program news, upcoming workshops, important deadlines, student success stories, transfer and career opportunities, and other relevant resources. Each issue will feature a Counseling Corner, offering tips on academic planning, course selection, financial aid guidance, and other counseling support. The newsletter will serve as an ongoing communication tool to keep students informed, engaged, and connected with the Cerritos Complete program.
English and Spanish Cerritos Complete Presentations	Cerritos Complete provides presentations in both English and Spanish for prospective students and their families at K–12 and community events, as well as for on-campus requests. These presentations cover program eligibility, benefits, enrollment steps, financial aid guidance, academic planning, and support services, ensuring that all audiences clearly understand how the program supports student success.
Tabling at Resource Fairs	Cerritos Complete participates in on-campus and community resource fairs to provide students and families with information about the program. Staff share details on program eligibility, benefits, enrollment steps, financial aid, academic support services, and career resources. These events offer an interactive opportunity for prospective and current students to ask questions and receive guidance in person.
Social Media	Cerritos Complete utilizes Instagram to engage students, families, and the community. Posts share program updates, important deadlines, upcoming workshops, success stories, transfer and career opportunities, and resources. Social media provides an accessible, real-time channel to inform, motivate, and connect with students outside traditional communication methods.
K-12 Partner Meetings	Cerritos Complete holds two annual K–12 partner meetings, one in the fall and one in the spring with high schools and district representatives. These meetings coordinate outreach efforts, provide updates on the program, and ensure that prospective students and their families receive guidance on eligibility, enrollment, financial aid, academic pathways, and program benefits.
Recognition Ceremony	Cerritos Complete hosts an annual Recognition Ceremony to honor students' achievements, including degree or certificate completion and transfer milestones. Graduating students receive a Cerritos Complete medallion to wear at commencement and a certificate of completion, symbolizing their academic accomplishments and participation in the program. Families, staff, and community members are invited to celebrate students' success.
Flyers and How Tos	Cerritos Complete develops and distributes printed and digital flyers, guides, and “how-to” resources to assist students and K-12 partners with program information, enrollment steps, financial aid, academic planning, workshops, and other services. These materials provide step-by-step instructions and clear explanations to help students navigate program requirements and college processes independently.
Swag	Provide branded promotional items (“swag”) such as pens, pins, tote bags, and apparel to students during orientations, workshops, resource fairs, and other program events. These items serve as both practical tools and reminders of program participation, helping students feel connected and recognized as part of the Cerritos Complete community.
Cerritos Complete Postcard	Cerritos Complete designs and distributes postcards to prospective students and their parents/guardians, highlighting program benefits, important reminders, and information about Cerritos Complete sessions. The postcards are sent to local K–12 districts, DUSD, BUSD, ABCUSD, and NLMUSD each fall semester, serving as a tangible communication tool that complements digital outreach.

C. Non-Instructional Area Organizational Resources : Version by **Filatoff, Alexa** on **01/22/2026 18:46**

1. Please describe your non-instructional area's organizational and personnel structure. Discuss:

a. Positions (e.g., managers, classified, part-time, etc.).

b. Collaboration (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.)

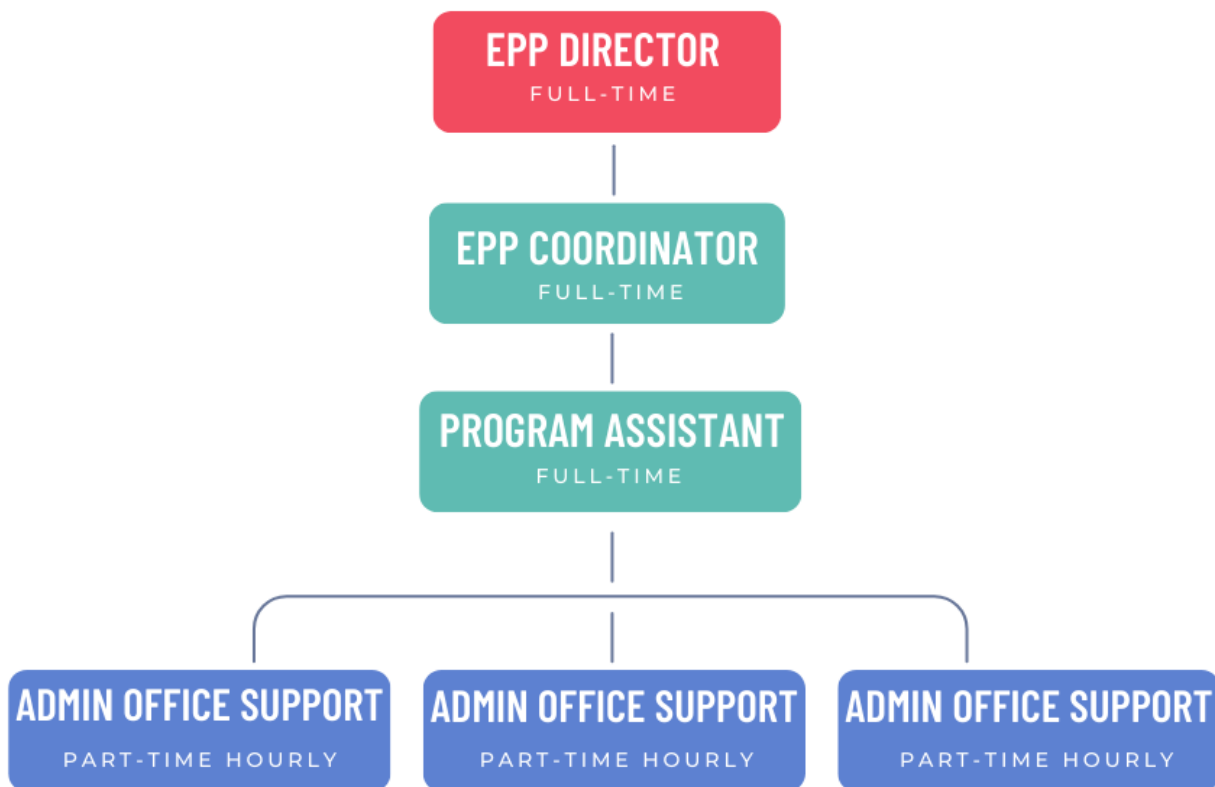
c. Organizational chart (optional).

a. The Cerritos Complete team currently consists of one EPP Director, one EPP Coordinator, one Program Assistant II, and three recently hired part-time short-term hourly staff (includes two student workers). Our team also has a Cerritos Complete point Counselor who provides 6 hours of dedicated support each week and four Site Bridging Liaisons that are funded by the K12 District partners who split Cerritos Complete and Dual Enrollment support for 20 high school sites.

- **EPP Director Role:** The EPP Director provides overall leadership, strategic direction, and oversight for Cerritos Complete, Dual Enrollment, Teacher Trac and Learning Communities. This role is responsible for program planning, implementation, compliance, and continuous improvement. The Director manages staff, oversees budgets, ensures alignment with organizational goals, and serves as the primary liaison with internal and external stakeholders. The Director is accountable for program outcomes, reporting, and ensuring high-quality service delivery.

- **EPP Coordinator Role:** The EPP Coordinator supports day-to-day program operations and ensures effective coordination of services and activities. This role works closely with the Director and staff to implement program initiatives, monitor progress, and maintain accurate documentation. The Coordinator serves as a key point of contact for campus and community partners.
 - **Program Assistant II Role:** The Program Assistant II provides administrative and operational support to the CCPP team. This role handles complex clerical tasks, supports data management, and assists with program logistics. The Program Assistant II plays a key role in maintaining efficient workflows and ensuring accurate records.
 - **Part-Time Hourly Role:** The Part-Time Hourly staff member provides flexible, task-based support to the CCPP program as needed. This role assists with program activities, student support, and general inquiries under the supervision of program leadership. Hours may vary based on program needs.
 - **CCPP Counseling Liaison:** The Cerritos Complete Counselor Liaison provides comprehensive academic, career, and personal guidance to students during onboarding and throughout their first and second year of enrollment. This role emphasizes the development of abbreviated and comprehensive student educational plans within the COUN 101B course, supporting students in identifying academic pathways, career goals, and necessary support services to promote persistence and completion.
 - **Site Bridging Liaisons:** The Site Bridging Liaison supports students in their transition from K–12 education to college by serving as a connector between school sites, college programs, students, and families. This role focuses on improving college access, readiness, and persistence by providing hands-on services, facilitating communication, and ensuring students receive timely guidance and support throughout the transition process.
- b. The EPP Director, EPP Coordinator, and Program Assistant meet weekly. The full EPP department, including all staff, meets twice a month.
- c. Please see the organizational chart below.

CERRITOS COMPLETE ORGANIZATIONAL CHART



2. What significant projects, tasks, workgroups, and committee work are the staff of your non-instructional area engaged in?

a. How does this participation reflect on your non-instructional area's plans and integration with the college.

Projects and Tasks:

- **Student Outreach and Enrollment Initiatives:** Staff manage outreach campaigns (phone, text, email, mail merge, social media, tabling, and presentations) to increase program participation and support timely enrollment.
- **Financial Aid Support:** Staff assist students with FAFSA/CADAA completion, run targeted financial aid queries, and collaborate with Financial Aid Liaisons to ensure students access available funding.
- **Academic Support Coordination:** Staff work with counselors, student support hourly, and the ASK Program to support first-year students, particularly those retaking critical courses in English or math.
- **Workshops and Student Engagement Events:** Staff organize workshops, field trips, information sessions, and recognition ceremonies to enhance student success and engagement.
- **Program Communication:** Staff maintain the Canvas Hub, disseminate timely information, and develop program materials in English and Spanish. These efforts ensure consistent, accessible support for students, families, and staff, enhancing engagement and understanding of Cerritos Complete resources and services.

Workgroups and Committees:

- **K–12 and EPP Collaborative Meetings:** Staff participate in biannual K–12 partner meetings to deliver programmatic updates to high schools, districts, and partner organizations. Additionally, staff attend bi-monthly department meetings and receive training on the distinctive programs and services offered by Cerritos College.

- **Cerritos Complete Leadership Team Meetings:** Staff collaborate with campus departments (Counseling, Financial Aid, Admissions & Records, SAS, AED, Athletics, School Relations) to align services and ensure students receive holistic support.
- **Program Evaluation and IREPG:** Staff actively contribute to data collection and collaborate with the research analyst to develop a new Cerritos Complete data dashboard. This dashboard will enhance the program's ability to track student outcomes, monitor progress toward goals, and support data-informed decision-making.
- **K-12 District Advisory Committees:** The EPP Director sits on multiple committees with local K-12 partners. Participation on K-12 Advisory Committees strengthens the relationships that Cerritos Complete relies on to support smooth student transitions. These meetings provide direct insight into district priorities and emerging needs.

Integration with College Plans:

- Participation in these projects, workgroups, and committees ensures that Cerritos Complete aligns with the **Students First Framework**, particularly the levers of Equitable Access, Completion, Career and Transfer Success, and Institutional Health.
- Staff collaboration with K-12 partners and internal departments strengthens the collegewide approach to student success, reinforces strategic goals, and promotes a culture of data-informed, student-centered decision-making.
- These efforts integrate non-instructional services into broader college initiatives, enhancing institutional effectiveness and supporting timely completion, transfer, and workforce readiness.

Section 2: Non-Instructional Area Trends

A. Non-Instructional Area User Demographics and Service Trends : Version by Filatoff, Alexa on 01/21/2026 22:12

1. Whom do you serve?

a. Describe your primary and secondary user groups that the non-instructional area attracts and serves.

b. Describe the usage trend for your non-instructional area in the last three years.

i. Has it remained steady, increased, or decreased?

ii. Describe any factors that contributed to any change.

c. If serving students directly, describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status).

i. How do the demographics of your users compare with the college as a whole?

ii. Are the trends within your program in alignment with the broader, collegewide trends?

iii. Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status)? Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.

Whom We Serve

a. Primary and Secondary User Groups

- **Primary Users:**
 - **Prospective high school seniors/graduating seniors** from local K-12 districts (DUSD, BUSD, ABCUSD, NLMUSD, PUSD, LUSD, CUSD) exploring college enrollment.
 - **First- and second-year college students** eligible for Cerritos Complete, including those receiving financial aid, first-generation students, and students from underserved populations.
 - **Adult learners** returning to college to complete a degree or certificate or to transfer, who benefit from ESL courses
- **Secondary Users:** Parents and guardians, K-12 partners, and community organizations supporting prospective and current students. They benefit from outreach presentations, postcards, workshops, and informational materials designed to increase awareness and guide students toward college success. General Cerritos College students or students from non-partner schools asking general questions.

b. Usage Trends (Last Three Years)

- **Trend:** Engagement with Cerritos Complete has **increased steadily** over the past three years.
- **Factors Contributing to Change:**
 - Expanded outreach to K-12 districts and community partners
 - Extended Cerritos Complete deadlines
 - Added Transfer Success Pathway subset
 - Reorganized eligibility steps to streamline the enrollment process
 - Created a clear, step-by-step checklist for students to easily follow the eligibility steps
 - Bilingual materials and presentations to increase accessibility
 - Enhance the program's branding to create a modern, visually appealing look that resonates with students and gives the program a competitive edge
 - Flyers
 - Postcards
 - Website
 - Social Media
 - Swag
 - Strong proactive follow-up services via phone calls, text campaigns, and email campaigns to engage students and increase participation
 - Virtual formats (Zoom drop-ins, workshops, counseling sessions) improving access for adult learners and non-traditional students
 - New Hourly Support
 - Hired student hourly to assist with the ongoing efforts of the Cerritos Complete program, providing additional capacity for outreach, events, and student support services.

c. Student Demographics and Representativeness

- **Demographics:** Cerritos Complete serves a diverse population, including:
 - **Race/Ethnicity:** *In Progress** see data dashboard information below.*
 - **Gender:** *In Progress***
 - **Age Range:** High school seniors (17-18), traditional college-aged students (18-24), and adult learners (25+).
 - **Special Populations:** First-generation students, adult learners, SAS students, dual enrollment students, EOPS students and student athletes
- **Comparison to Collegewide Demographics:** *In Progress***
- **Trends and Alignment:** A continued challenge for the program review process is the limited availability of comprehensive data, which constrains our ability to fully analyze trends and make data-informed decisions. This limitation is why we are currently in the process of developing a new, comprehensive data dashboard that will centralize key metrics, improve data accessibility, and strengthen our capacity for meaningful analysis and continuous improvement.

**Data Dashboard Initiative:

Cerritos Complete is working with the IERPG data analyst to develop a **data dashboard** that enables data-informed decision-making. This dashboard will track program engagement, outcomes, and student progress, allowing staff to compare Cerritos Complete students' performance with the general college student population since the start of the program.

Equity Focus:

Cerritos Complete will actively monitor engagement and outcomes to ensure equitable access. Insights from the dashboard will guide targeted interventions to support underserved students and adult learners, helping close opportunity and completion gaps.

Section 3: Non-Instructional Area Performance and Effectiveness

A. Non-Instructional Area Outcomes Assessment Process : Version by Filatoff, Alexa on 01/21/2026 22:12

1. What methods are used to assess your non-instructional area outcomes (AUOs)? If these are not in place, what do you plan to do in the future to collect this evidence?

As we are in Year 1 of the program review cycle, prior AUO assessment data is not yet available. This year is focused on developing clear AUOs and establishing the assessment tools and processes that will guide future evaluation and improvement. To ensure consistent and meaningful evidence collection moving forward, we will use multiple methods to assess our non-instructional outcomes, including:

- **Participation and Engagement Metrics:** Tracking student attendance and participation in Cerritos Complete events, workshops, and required milestones.
- **Service Utilization Data:** Monitoring use of program services and touchpoints to understand student access patterns and identify areas for improvement.
- **Feedback Mechanisms:** Collecting student satisfaction data, K–12 partner input, and internal stakeholder feedback to evaluate program effectiveness and identify emerging needs.
- **Institutional Data Review:** Utilizing retention, persistence, and course-taking trends to assess progress toward AUO targets.
- **Data Dashboard Initiative:** Implementing a new dashboard, developed with the IERPG data analyst, that will track program engagement, outcomes, and student progress, offering comparative views between Cerritos Complete participants and the general student population.

Together, these tools will establish a comprehensive and data-informed assessment approach for future cycles, ensuring continuous improvement and alignment with collegewide goals.

2. How are user needs assessed and considered in the development and delivery of programs and services?

a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences?

b. What are the sources of information your non-instructional area uses to understand current needs?

c. How have the needs changed over time?

a. Methods to Understand User Needs, Interests, and Experiences

Cerritos Complete actively employs multiple strategies to assess and respond to student and stakeholder needs:

- **Direct Engagement:** Outreach presentations, workshops, Canvas Hub resources, and Zoom drop-ins provide opportunities for real-time feedback from students, parents, and K–12 partners. Feedback from current and former Cerritos Complete student workers.
- **Collaborative Meetings:** Biannual K–12 partner meetings, EPP collaborative meetings, and internal department meetings allow staff to understand broader systemic and community needs.

b. Sources of Information

Cerritos Complete draws on a combination of internal and external data sources to stay current with user needs:

- **Institutional Data:** IERPG Students First Framework Stretch Goals & Key Performance Indicators
- **Program Data:** Internal tracking of student participation from K-12 districts each recruitment cycle
- **Community and K–12 Input:** Feedback from district partners (DUSD, BUSD, ABCUSD, NLMUSD, PUSD, LUSD), students, parents, and community organizations.

c. Changes in Needs Over Time

- **Increased Demand for Virtual Services:** The COVID-19 pandemic accelerated the need for remote options such as Zoom drop-ins, virtual workshops, and Canvas Hub resources to support students unable to attend in person.
- **Financial Support Needs:** Growing awareness of tuition and cost barriers has increased the demand for FAFSA/CADAA assistance, early financial aid guidance, and tuition-free programming.
- **Bilingual and Accessible Materials:** Expanding outreach to Spanish-speaking families and students has necessitated bilingual presentations, materials, and communications.
- **Data-Informed Decision-Making:** A need for more systematic assessment has led to the development of the Cerritos Complete data dashboard and incorporation of surveys to capture student experiences and inform program improvements.

3. How does the non-instructional area track service usage patterns and determine users' satisfaction and dissatisfaction with the non-instructional area's performance? If these are not in place, what do you plan to do in the future to collect this data?

As we are in Year 1 of the program review cycle, prior AUO assessments are not yet available. Our focus this year is on finalizing AUOs and building the assessment infrastructure needed for meaningful evaluation. Moving forward, we will use a combination of quantitative and qualitative methods to assess our non-instructional outcomes, including:

- **Participation and Engagement Metrics:** Tracking attendance and milestone completion for Cerritos Complete activities.
- **Service Utilization Data:** Monitoring student use of program services and support touchpoints.
- **Institutional Data Review:** Examining retention, persistence, and course-taking patterns to measure progress toward AUO targets.
- **Data Dashboard Initiative:** Using a new dashboard developed with IERPG to track engagement, outcomes, and student progress, and to compare Cerritos Complete students with the general student population.
- **Qualitative Evidence:** Incorporating student and partner surveys, focus groups, and empathy interviews to understand lived experiences, identify barriers, and capture the effectiveness of services from the user perspective.

These methods will create a comprehensive assessment framework that supports continuous improvement and aligns future planning with the Students First Framework and collegewide goals.

B. Non-Instructional Area Outcomes Assessment : Version by Filatoff, Alexa on 01/21/2026 22:12

1. What does the data say about the success of your non-instructional area with respect to the achievement of your non-instructional area outcomes? Identify and describe the data sources.

Data from the IERPG Students First Framework Stretch Goals & Key Performance Indicators demonstrate that **Cerritos Complete students consistently outperform the general Cerritos College student population** in several key areas of student success. The data shows Cerritos Complete is in alignment with the Equitable Access and Completion levers.

Data Sources Used

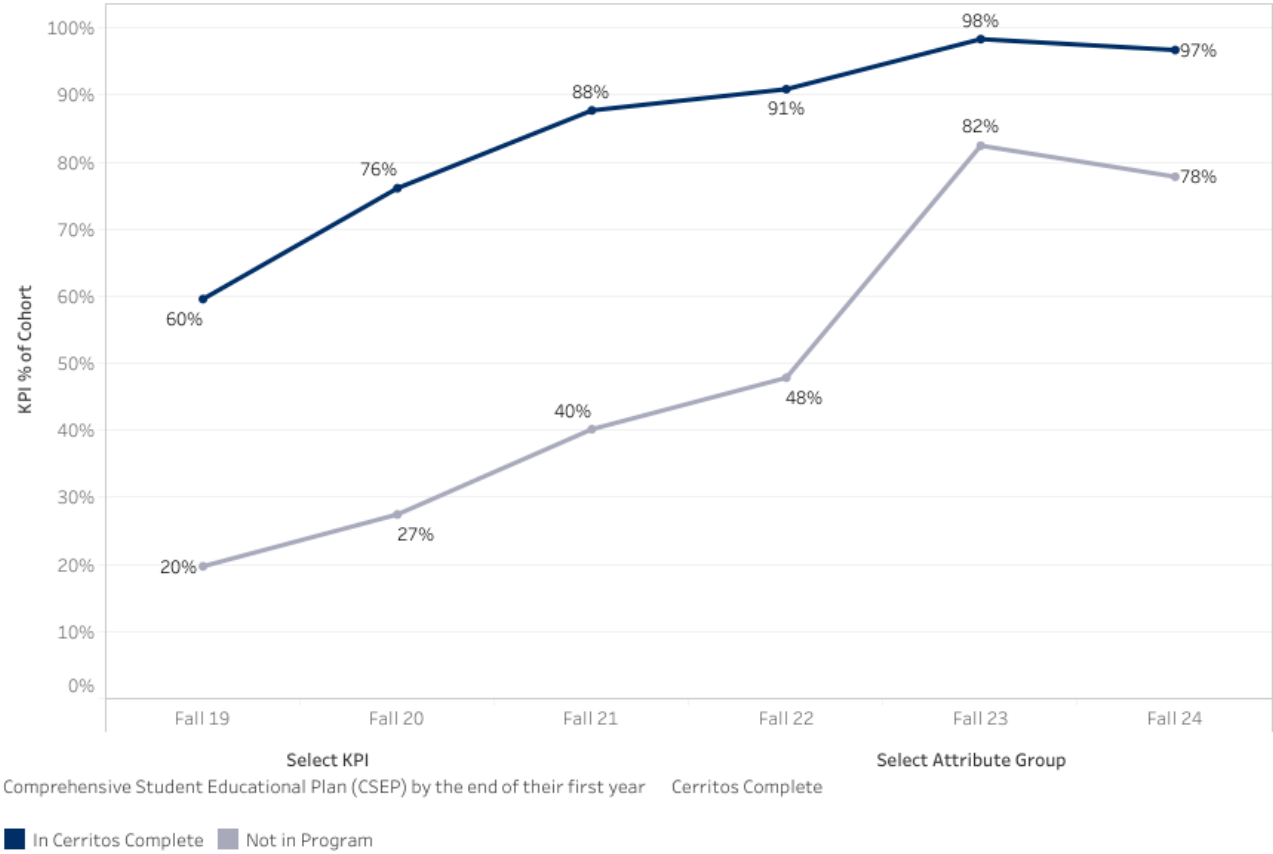
Cerritos Complete uses the following source of data to evaluate program outcomes and drive continuous improvement:

- **Institutional Data Reports (IERPG):** Stretch Goals & Key Performance Indicators Dashboard
- **Cerritos Complete Data Dashboard (in development):** Built in collaboration with the IERPG research analyst to allow staff to regularly monitor program-specific outcomes and compare Cerritos Complete students' performance with the general college population.

Comprehensive Student Educational Plan (CSEP) by the end of their first year.

Comprehensive Student Educational Plan (CSEP) by the end of their first year by Cerritos Complete

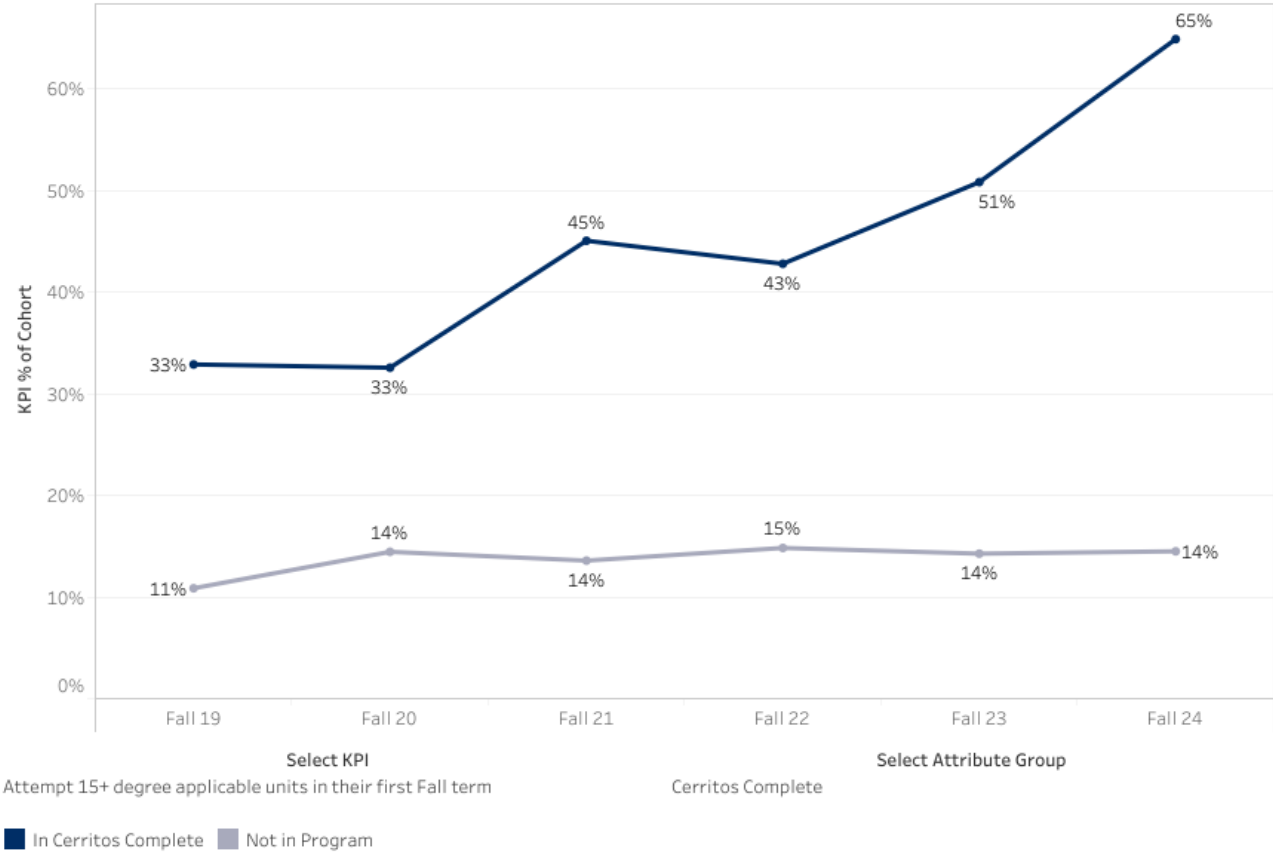
	Fall 19	Fall 20	Fall 21	Fall 22	Fall 23	Fall 24
Cohort Size	3,991	3,491	3,252	3,861	3,678	3,647
# completed KPI	1,380	1,637	1,701	2,319	3,234	3,109
KPI % of Cohort	34.6%	46.9%	52.3%	60.1%	87.9%	85.2%



Attempt 15+ degree applicable units in their first fall term.

Attempt 15+ degree applicable units in their first Fall term by Cerritos Complete

	Fall 19	Fall 20	Fall 21	Fall 22	Fall 23	Fall 24
Cohort Size	3,991	3,491	3,252	3,861	3,678	3,647
# completed KPI	761	757	703	879	988	1,251
KPI % of Cohort	19.1%	21.7%	21.6%	22.8%	26.9%	34.3%



Attempt 15+ degree applicable units in their first Fall term

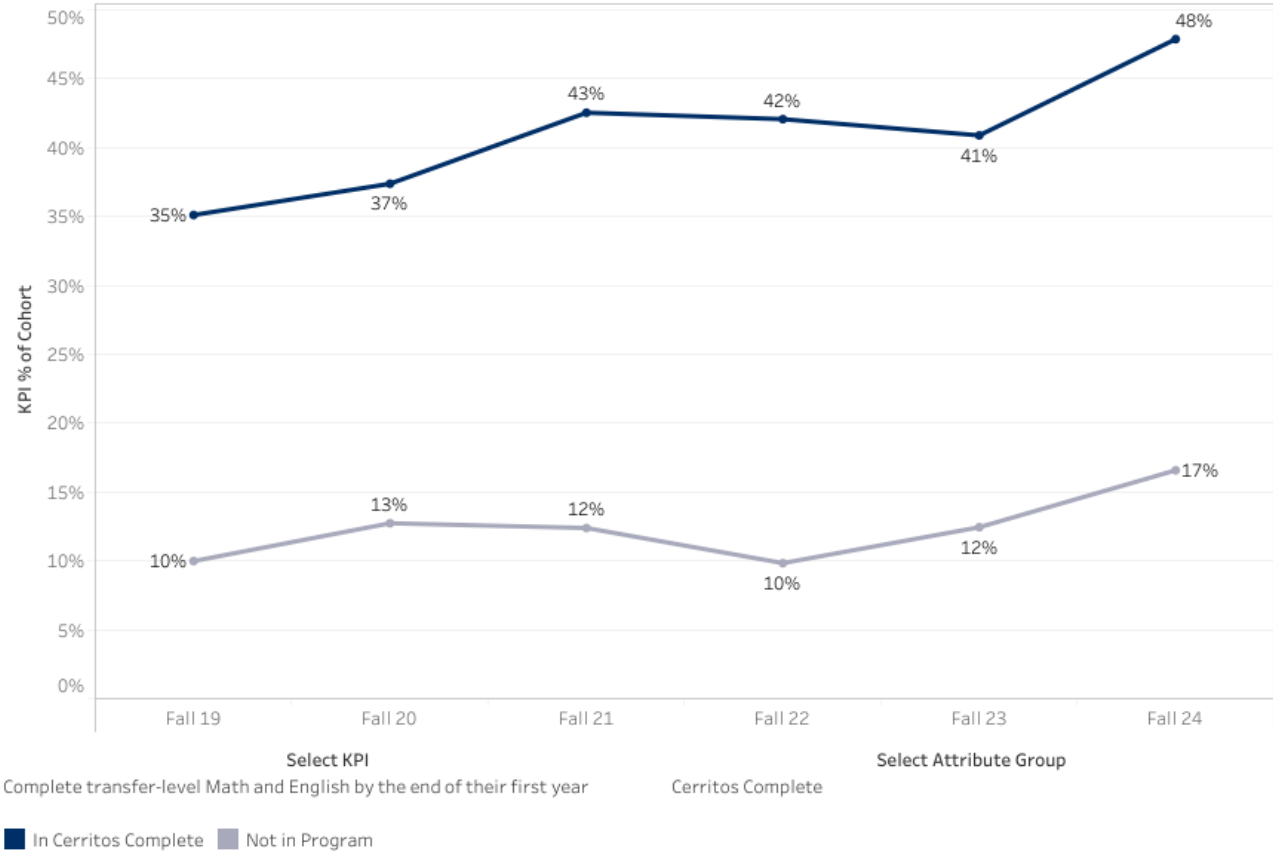
Cerritos Complete

■ In Cerritos Complete ■ Not in Program

Complete transfer-level math and English by the end of their first year.

Complete transfer-level Math and English by the end of their first year by Cerritos Complete

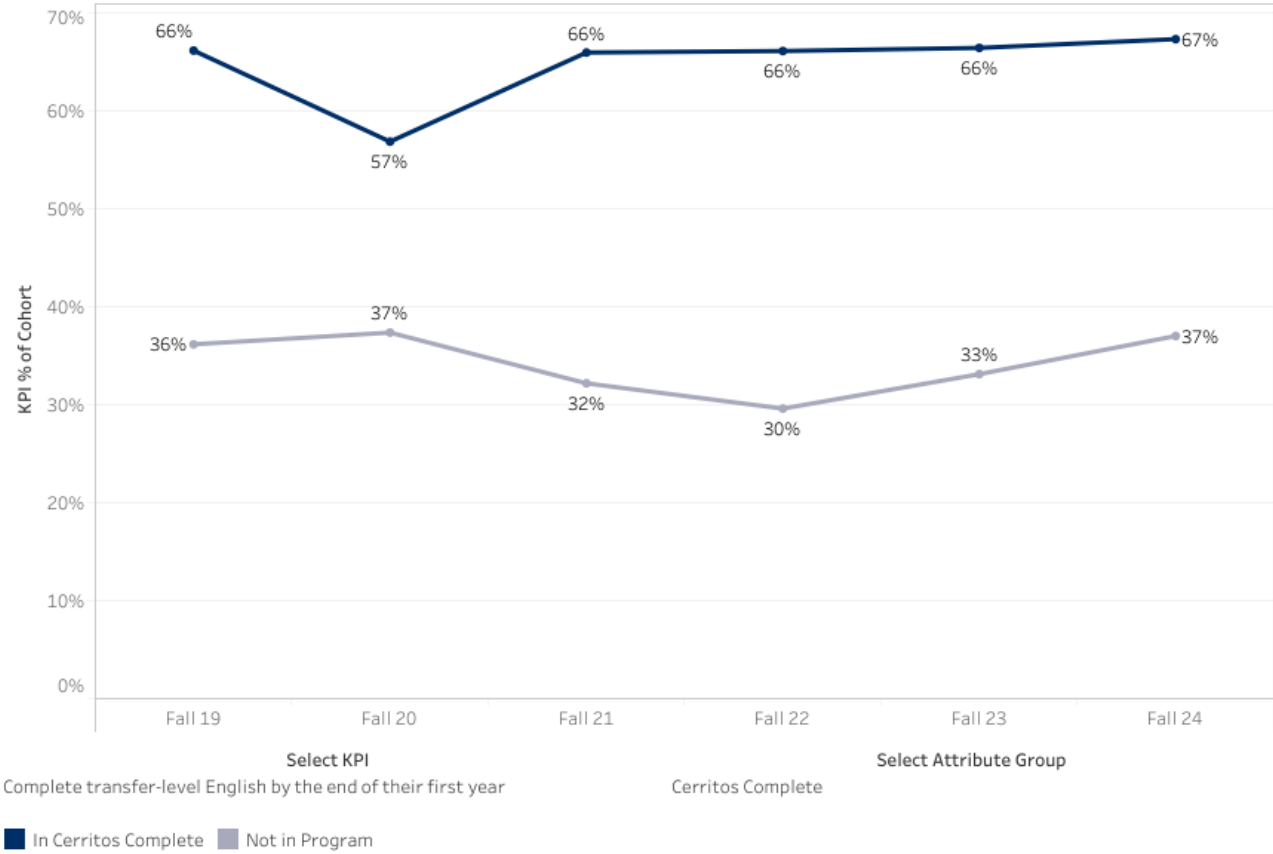
	Fall 19	Fall 20	Fall 21	Fall 22	Fall 23	Fall 24
Cohort Size	3,991	3,491	3,252	3,861	3,678	3,647
# completed KPI	772	788	653	733	818	1,053
KPI % of Cohort	19.3%	22.6%	20.1%	19.0%	22.2%	28.9%



Complete transfer-level English by the end of their first year.

Complete transfer-level English by the end of their first year by Cerritos Complete

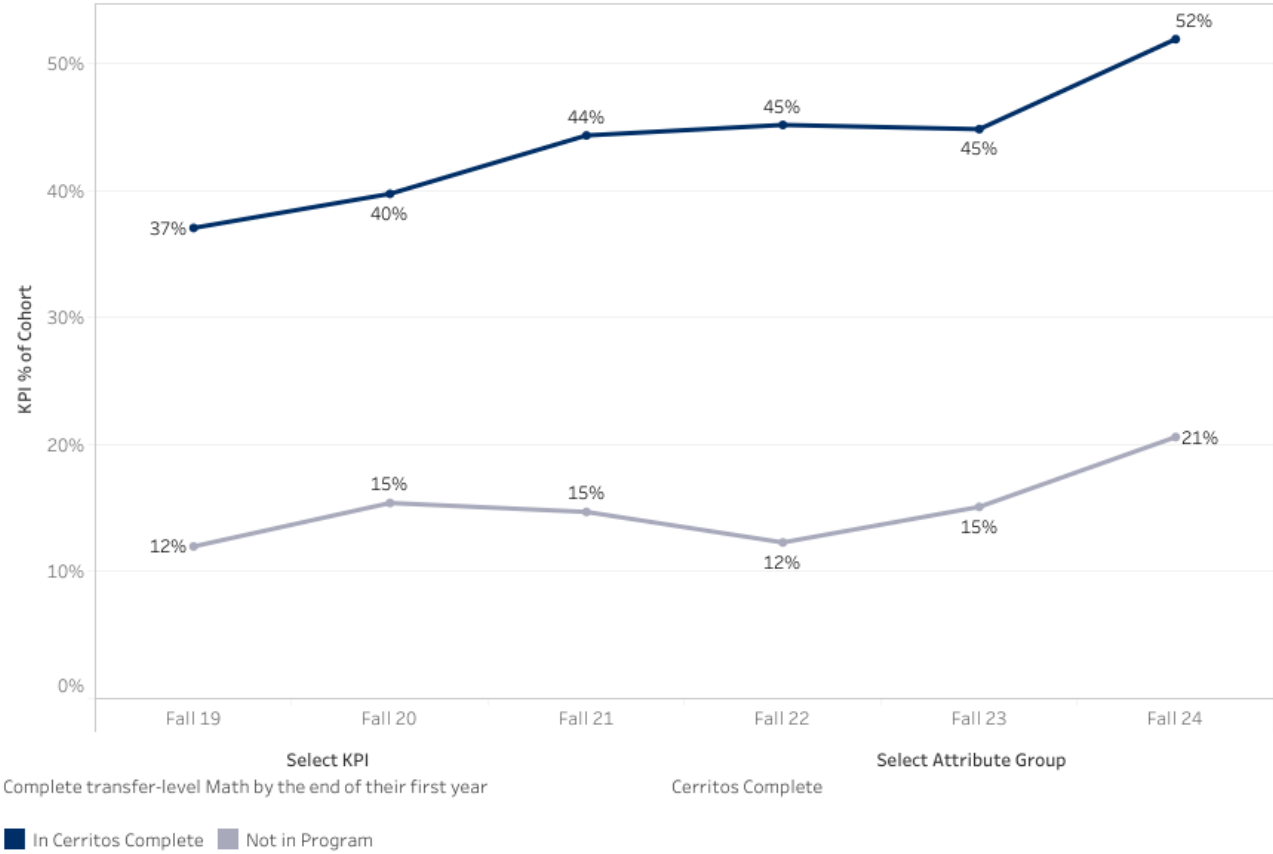
	Fall 19	Fall 20	Fall 21	Fall 22	Fall 23	Fall 24
Cohort Size	3,991	3,491	3,252	3,861	3,678	3,647
# completed KPI	1,888	1,575	1,326	1,542	1,639	1,783
KPI % of Cohort	47.3%	45.1%	40.8%	39.9%	44.6%	48.9%



Complete transfer-level math by the end of their first year.

Complete transfer-level Math by the end of their first year by Cerritos Complete

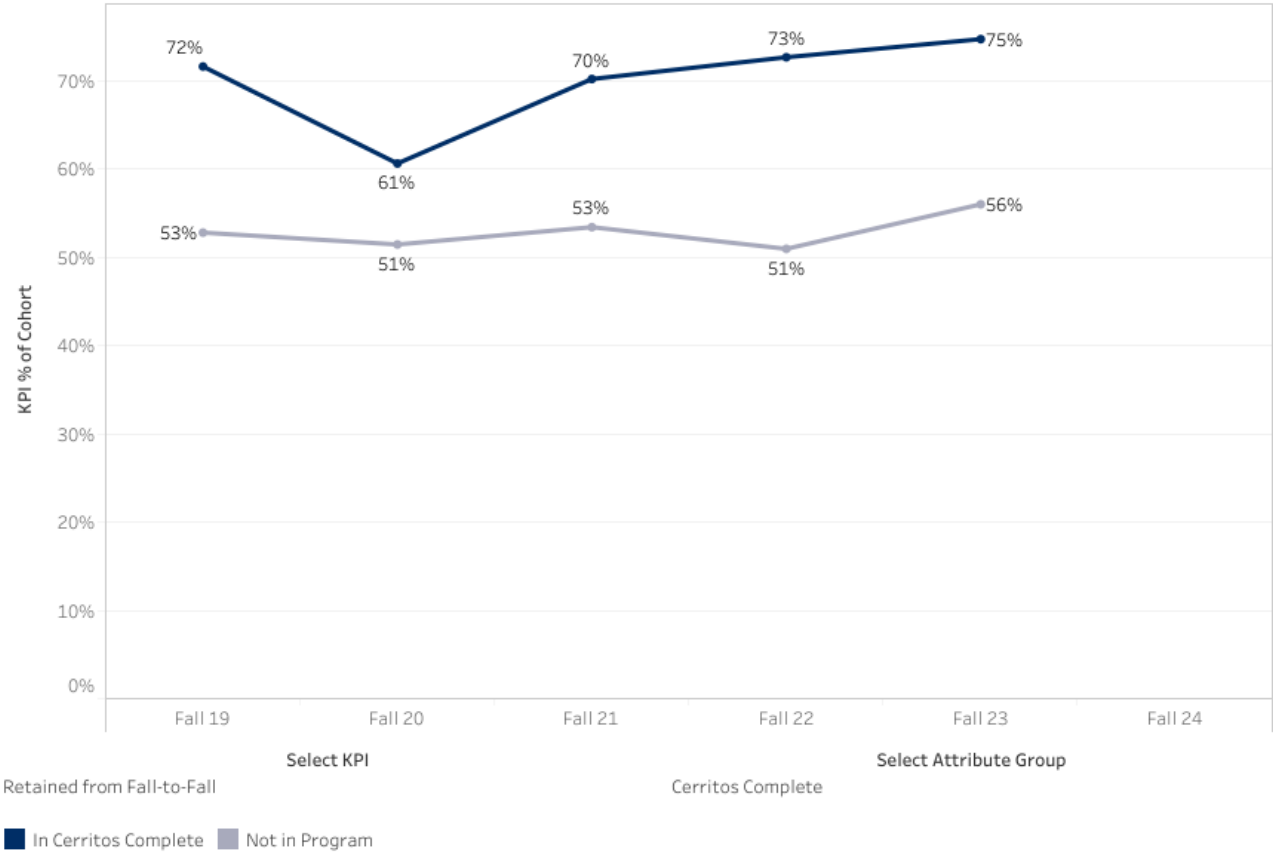
	Fall 19	Fall 20	Fall 21	Fall 22	Fall 23	Fall 24
Cohort Size	3,991	3,491	3,252	3,861	3,678	3,647
# completed KPI	851	877	724	835	932	1,200
KPI % of Cohort	21.3%	25.1%	22.3%	21.6%	25.3%	32.9%



Retained from fall to fall semester.

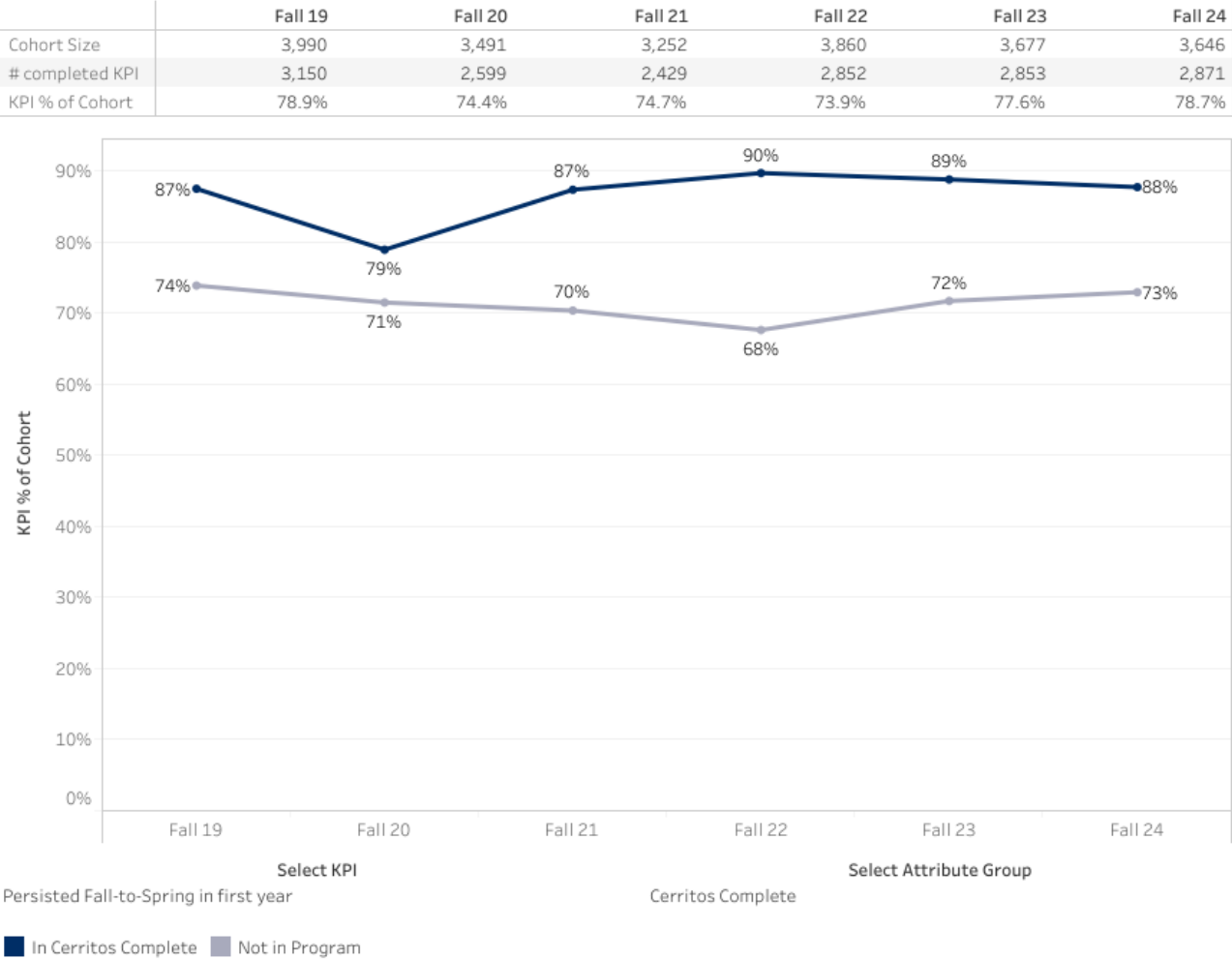
Retained from Fall-to-Fall by Cerritos Complete

	Fall 19	Fall 20	Fall 21	Fall 22	Fall 23	Fall 24
Cohort Size	3,987	3,485	3,242	3,847	3,662	3,636
# completed KPI	2,385	1,921	1,871	2,198	2,288	
KPI % of Cohort	59.8%	55.1%	57.7%	57.1%	62.5%	



Persisted fall to spring in the first year.

Persisted Fall-to-Spring in first year by Cerritos Complete



2. What areas for improvement are suggested by the data?

The data indicates that although Cerritos Complete continues to outperform the general student population in first-fall to second-fall retention, there is still a significant drop-off from the initial cohort size to the end of the second year. This trend highlights a critical area for improvement in supporting students' sustained retention and persistence through the full two-year program.

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?

a. How has the assessment of the non-instructional area outcomes contributed to your non-instructional area's improvements?

Assessment of non-instructional outcomes has directly informed continuous improvement efforts in several meaningful ways. First, identifying the steep attrition within the Cerritos Complete cohort prompted a closer examination of onboarding, follow-up, and year-two support structures. As a result, the program has enhanced early engagement strategies, increased proactive communication, and strengthened first-year and second-year check-in processes.

Additionally, assessment findings have guided changes to service delivery, including more targeted outreach to students at risk of disengagement, improved collaboration with counseling and academic support units, and clearer communication about program milestones. One example is the collaboration with the Dean of SEM to promote Math Bootcamps for students enrolled in Statistics or Pre-Calculus. This initiative aims to increase students' math preparedness for the spring semester, ultimately improving their likelihood of successfully completing their transfer-level math course. This effort aligns with the Students First Framework by supporting students' academic readiness and helping them progress toward timely completion of their educational goals.

These improvements ensure that services are more responsive to student needs, better aligned to the Students First Framework levers and intentionally designed to support retention through the full two-year program.

4. How does the non-instructional area make needed data and information available to area stakeholders?

Cerritos Complete ensures that needed data and information are accessible to stakeholders through regular, structured updates and on-demand requests. Onboarding and participation data are shared annually at the K–12 Superintendents' Breakfast to inform district leaders of trends and program impact. Internally, timely updates are provided during Cerritos Complete Leadership Team meetings, which include key campus and partner representatives. Program metrics are also incorporated into Board reports and presentations to support transparency and alignment with collegewide goals. Additionally, data is shared with K–12 partners and campus departments as needed throughout the year to support planning, coordination, and student success.

Section 4: Previous Three-Year Non-Instructional Area Program Plan Reflection

A. Non-Instructional Area Three-Year Reflection : Version by Filatoff, Alexa on 01/21/2026 22:12

1. What are the primary strengths of the non-instructional area?

a. How have these changed over time?**b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to “best practices” in the field?**

Cerritos Complete's primary strengths lie in its strong **student-centered support model**, proactive outreach and in-reach, collaborative partnerships, and targeted efforts that guide students from high school through their second year of college. These strengths have positioned the program as a leader in access, onboarding, and persistence in comparison to the general student population.

a. Over time, Cerritos Complete has expanded and refined its strengths in several key areas:

- **Enhanced Communication and Outreach:**
 - The program has grown from traditional outreach to a robust, multi-channel communication strategy that includes phone campaigns, text campaigns, email campaigns, social media, mail merge messaging, newsletters, and bilingual presentations.
- **Focus on Retention and Persistence:**
 - Hired new part-time hourly support to assist with programmatic efforts and improve student follow-up. Developed new programming (workshops, check-ins and potential field trips) designed to increase students' sense of belonging and build Falcon pride, to focus on stronger retention and persistence outcomes.
- **Increased Virtual and Flexible Support:**
 - The addition of Zoom drop-ins, virtual counseling support during peak registration, and a comprehensive Canvas Hub has increased access points for high school seniors, newly enrolled college students, and adult learners.
- **More Structured Data Use:**
 - The program has evolved to incorporate stronger data practices, including the development of a Cerritos Complete data dashboard with IERPG and expansion of data-driven decision-making and survey integration.

b. Cerritos Complete has implemented several best practices in the field:

- **Seamless K–16 Pipeline Support**
 - Comprehensive, simplified eligibility steps and an easy-to-follow eligibility checklist.
 - Year-round support for prospective seniors, graduating seniors, college freshmen, second-year students, and adult learners.
 - Coordination with K–12 districts and community partners.
- **Student Communication System**
 - Aggressive, targeted outreach through phone calls, texts, email campaigns, newsletters, and social media.
 - Bilingual communication ensuring accessibility for students and families.
- **High-Touch Virtual and In-Person Support**
 - Walk-in services to meet immediate student needs.
 - Canvas Hub with centralized resources, guides, and program updates.
- **Recognition and Community Building**
 - Annual Recognition Ceremony where students receive a medallion for commencement and a certificate.
 - Incentives, swag, and promotional materials that strengthen student pride and program identity.
- **Data-Driven Program Improvement**
 - Development of the Cerritos Complete data dashboard with IERPG in progress.
 - Goal to incorporate qualitative surveys to capture student experiences.
 - Use of onboarding, financial aid, and course success data to refine practices.\
- **College Bound Buccaneers Program**
 - Now in its second year, this program expanded Cerritos Complete services to Bellflower High School. For the first time, all seniors were required to complete the onboarding process, and Cerritos College staff and faculty provided on-site assistance to support them through each step. This ensured timely eligibility and preparation for college and represents additional support beyond the services Cerritos Complete already provides.

2. What major challenges face the non-instructional area?**a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?**

Cerritos Complete continues to make strong progress, yet several ongoing challenges impact the program's ability to fully support students through the onboarding and first-year experience process:

- **Increasing Student Volume and Demand for Services**
 - Rising numbers of high school seniors, adult learners, and continuing Cerritos Complete students create higher demand for outreach, onboarding support, financial aid assistance, and follow-up services.
 - Service about 3,000 prospective students during last year's onboarding cycle
 - Service about 1,800 first year students and roughly 700 second year students
- **Program Expansion**
 - Cerritos Complete is not an open program; it is designed specifically to serve students from partner K–12 districts only. While there has been increasing interest in expanding the program to include all first-time college students, current staffing levels and resource capacity do not support such growth. Expanding beyond partner schools would require significant additional personnel, counseling support, and infrastructure to maintain the quality of services and ensure students receive the high-touch support the program is known for.
- **Counseling Need**
 - Cerritos Complete does not have a dedicated part-time or full-time counselor available to support students consistently throughout each academic term via scheduled appointments and interventions. This limitation impacts the program's ability to provide timely academic advising, proactive follow-up, and personalized guidance for students. The lack of dedicated counseling support disproportionately affects first-generation, low-income, and academically vulnerable students who rely most on consistent advising to stay on track, address barriers early, and persist toward completion.
- **Complex Eligibility and Enrollment Processes**
 - Students continue to face challenges navigating multiple steps, including application, orientation, financial aid, advising, and course registration. The goal is to simplify and/or automate the onboarding process as much as possible to reduce barriers and ensure a smoother, more timely enrollment experience.
 - Singular Summer/Fall application
 - IDV agreement for Cerritos Complete Peoplesoft Student Groups and intentional A&R support
- **Need for Consistent Data and Reporting Tools**
 - While the new data dashboard is in development, limited access to real-time data has made it challenging to quickly identify at-risk students or track onboarding and retention progress. Also, queries must be updated to ensure staff can run accurate and efficient reports.

a. To address these challenges using current resources, Cerritos Complete can:

- **Strengthen Cross-Department Collaboration**
 - Continue partnering with Financial Aid, Counseling, and Enrollment Services to streamline processes and reduce duplication
 - Collaborated with the Student Services VPSS office to implement OCELOT texting platform
 - In search for new texting software that will cater to the needs of the program.
- **Optimize Use of Hourly Staff**
 - Provide ongoing training so hourly support can assist with outreach, form assistance, data entry, and student follow-up.

- Utilize hourly staff to support front-line services during peak periods.
- **Expand Use of Technology and Automation**
 - Aim for an opt-out model vs an opt-in
 - All students from partner school districts are considered Cerritos Complete
 - Increase use of Canvas Hub for centralized resources and student self-service.
 - Continue development of the Cerritos Complete data dashboard to guide interventions.
- **Improve Eligibility Step Clarity**
 - Maintain updated checklists, "how-to" guides, and bilingual materials.
 - Increase short-form communication tools (quick videos, infographics, step-by-step visuals).
- **Enhance Cerritos Complete Branding and Community Reputation**
 - Continue refining Cerritos Complete branding and messaging to ensure the program stands out among other community colleges.
 - Incorporate Cerritos College accolades and achievements into marketing materials to highlight the college's strengths and attract prospective students.
- **Build More Peer to Peer Support**
 - Leverage hourly student staff to provide relatable, high-touch support and mentorship to incoming and current students.

3. Comment on the progress toward achieving your previous non-instructional area goals and AUOs. Discuss what has/is/will happen and the status of each goal and AUO.

Cerritos Complete is in Year 1 of the new three-year program review cycle. As this is the first year, there are no prior-year Administrative Unit Outcomes (AUOs) or assessment results to review. AUOs will be developed and assessed in subsequent years of the cycle to support continuous improvement and alignment with institutional goals.

4. Where would you like your non-instructional area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.). Consider the following in your response:

a. Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.

b. What long-term impact would you like your non-instructional area to have on the College and the community?

c. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?

In three years, our vision is to position Cerritos Complete as the starting point for all first-time college students at Cerritos College.

(a) Colleagues and Partners

In this ideal future, our work will be deeply integrated with colleagues across the institution including but not limited to Admissions & Records, Counseling, Financial Aid, Success Center, Transfer Center to deliver a unified onboarding and support ecosystem. We also envision stronger partnerships with local K–12 districts, community-based organizations, workforce agency partners, and local city governments to streamline early outreach, parent engagement, and transition-to-college programming. Collaboration with Institutional Effectiveness and IT will allow us to enhance data-informed decision-making and create user-friendly tools that make the Cerritos Complete experience more accessible and efficient for students.

(b) Long-Term Impact

The long-term impact we seek is a campus culture where proactive support, early engagement, and clear educational pathways become standard practice for all new students. By making Cerritos Complete the universal starting point for first-time students, we aim to increase college access, narrow equity gaps, and boost persistence, certificate/degree completion, and transfer outcomes. At a community level, this work will strengthen college-going culture, foster socioeconomic mobility, and reinforce Cerritos College's role as a trusted partner in educational attainment.

(c) Strengths, Opportunities, and New Directions

Several existing strengths will allow us to realize this vision within the next three years. Cerritos Complete is already a nationally recognized program with strong partnerships in local high schools and a proven model of student success. Upcoming opportunities such as moving to the new building, expansion of the College Bound Buccaneers Program, improved internal reporting and queries create ideal conditions to scale the program. Additionally, the college's commitment to equity and student-centered practices positions us to innovate, integrate new support strategies, and expand Cerritos Complete into a more holistic, college-wide entry point for academic and career success down the line.

Section 5: Non-Instructional Three-Year Action Plan (Goals, AUOs, Objectives, Action Plans, and Resource Requests)

A. Non-Instructional Area Goals, AUOs, Objectives, Action Plans, and Resource Requests



OFFICE OF INSTITUTIONAL EFFECTIVENESS, RESEARCH, PLANNING, AND GRANTS

Non-Instructional Program Review

Program Review: Cerritos Complete

Reviewer Name: Elizabeth Riley

Section 1: Non-Instructional Area Overview

A. Non-Instructional Area Mission and Alignment

1. Briefly describe how your mission and purpose aligns with the Cerritos College mission and Students First Framework.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a concise, well-articulated explanation of how the mission aligns with the College mission and Students First Framework. Clearly identifies connections to four levers. Demonstrates strong understanding of institutional purpose and goal.	Provides a clear explanation of alignment with the College mission and Students First Framework. Mentions specific levers or strategies but may lack full integration or depth.	Provides a generally accurate description but alignment is broad or superficial. Mentions the College mission or Students First Framework but not both.	Provides minimal mission alignment. Response is vague, unclear, or missing explicit connections to Students First Framework.	Mission alignment is missing, inaccurate, off-topic, or unrelated to institutional goals.
Comments: The mission alignment is exceptionally clear, explicit, and well-integrated. The narrative directly maps Cerritos Complete activities to all four Students First Framework levers (A–D) and connects them to concrete practices (onboarding, financial aid, momentum points, retention, institutional health). The response demonstrates a sophisticated understanding of institutional priorities and clearly situates Cerritos Complete as a cornerstone equity and completion strategy for the College.				Score: 5

B. Non-Instructional Area Description

1. Provide a list and a brief description of the services you provide.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a comprehensive, clear, and well-organized list of services with specific descriptions and functions. Demonstrates strong understanding of service scope.	Provides clear services and descriptions with minor omissions or room for elaboration.	Lists services but descriptions lack depth or clarity.	Provides incomplete list or unclear descriptions.	Fails to identify services or provides irrelevant/inaccurate information.
Comments: The service list is comprehensive, clearly organized, and detailed. The breadth of services—outreach, onboarding, financial aid assistance, academic support, communications campaigns, workshops, Canvas Hub, counseling drop-ins, and recognition—demonstrates a strong grasp of service scope and delivery modes. The inclusion of bilingual services, high-touch strategies, and both in-person and virtual supports strengthens this section considerably.				Score: 5

C. Non-Instructional Area Organizational Resources

1. Please describe your non-instructional area's organizational and personnel structure. Discuss: a. Positions (e.g., managers, classified, part-time, etc.) b. Collaboration (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.) c. Organizational chart (optional).				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough description of staffing structure, roles, communication practices, collaboration, and workflow. Includes clarity on full-time/part-time positions, internal coordination, and optional organizational chart.	Clear description with moderate detail; collaboration or staffing information may be less complete.	Basic description provided but lacks detail or structure.	Limited information, unclear staffing roles, or missing key structural elements.	No meaningful description of personnel or structure.
Comments: This section provides a thorough description of staffing roles, reporting structure, collaboration practices, and communication rhythms. The inclusion of full-time, part-time, counselor support, and K–12-funded liaisons, along with a clearly presented organizational chart, meets and exceeds rubric expectations. The narrative clearly explains how the team functions operationally.				Score: 5

2. What significant projects, tasks, workgroups, and committee work are the staff of your non-instructional area engaged in? a. How does this participation reflect on your non-instructional area's plans and integration with the college.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thoroughly describes projects, committees, and workgroups. Clearly links participation to institutional initiatives, area outcomes, and SFF alignment.	Provides good detail on projects and committees but includes limited discussion of area alignment.	Lists projects but lacks explanation of impact or area alignment.	Minimal description of staff involvement.	Response missing or unrelated.
Comments: The response thoroughly documents staff engagement in projects, committees, and partnerships and explicitly links this work to Students First Framework alignment, institutional integration, and data-informed planning. The discussion of dashboard development with IERPG and cross-departmental leadership teams reflects strong institutional embeddedness.				Score: 5

Section 2: Non-Instructional Area Trends

A. Non-Instructional Area User Demographics and Service Trends

1. Whom do you serve?

a. Describe your primary and secondary user groups that the non-instructional area attracts and serves

b. Describe the usage trend for your non-instructional area in the last three years

i. Has it remained steady, increased, or decreased?

ii. Describe any factors that contributed to any change.

c. If serving students directly, describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status).

i. How do the demographics of your users compare with the college as a whole?

ii. Are the trends within your program in alignment with the broader, collegewide trends?

iii. Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status)? Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Detailed analysis of primary/secondary users, multi-year usage trends, demographic patterns, and equity gaps (if serving students). Makes clear comparisons to institutional data and identifies meaningful equity insights (if serving students).	Good analysis of users and trends with basic equity considerations (if serving students) and some comparisons.	Provides general user information and basic trend description; equity components superficial (if serving students).	Limited user description and little trend or demographic analysis.	Missing user information or does not address trends.
Comments: Primary and secondary user groups are clearly identified, and usage trends over the last three years are well explained with thoughtful contributing factors (expanded outreach, virtual services, streamlined processes). Equity intent is evident; however, demographic analyses are noted as “in progress”. Once the dashboard is complete and demographic comparisons are fully integrated, this section would reach exemplary.				Score: 4

Section 3: Non-Instructional Area Performance and Effectiveness

A. Non-Instructional Area Outcomes Assessment Process

1. What methods are used to assess your non-instructional area outcomes (AUOs)? If these are not in place, what do you plan to do in the future to collect this evidence?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies multiple, appropriate assessment tools (surveys, usage data, service logs, focus groups, KPIs). Provides clear rationale and future plans.	Describes assessment methods with some detail; future plans mentioned.	Basic methods identified but limited explanation.	Minimal mention of assessment methods.	No assessment process described.
Comments: The response clearly acknowledges Year 1 status in the Program Review cycle and outlines multiple appropriate future assessment tools (participation metrics, service utilization, institutional KPIs, dashboards, surveys). While implementation evidence is understandably limited, the assessment plan is coherent and well-designed. Including timelines or pilot measures would strengthen this further.				Score: 4

2. How are user needs assessed and considered in the development and delivery of programs and services?				
a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences? b. What are the sources of information your non-instructional area uses to understand current needs? c. How have the needs changed over time?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly identifies data sources (surveys, IR data, feedback, campus partners). Tracks changes over time and shows deep understanding of evolving needs.	Good description of needs and data sources with moderate depth.	Some sources listed but limited reflection.	Minimal detail on methods or data sources.	Missing or off-topic.
Comments: This section clearly identifies multiple data sources (direct engagement, partner feedback, institutional data), explains how needs have evolved (virtual access, financial aid complexity, bilingual services), and demonstrates a strong understanding of changing student populations. The narrative shows responsiveness and equity-minded service design.				Score: 5

3. <i>How does the non-instructional area track service usage patterns and determine users' satisfaction and dissatisfaction with the non-instructional area's performance? If these are not in place, what do you plan to do in the future to collect this data?</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Strong description of data collection tools (EAB/PS queries/reports, surveys, analytics, service counts). Clear future plans if gaps exist.	Good description but lacking depth.	Some tools identified but incomplete.	Limited or unclear.	Missing.
Comments: The planned use of dashboards, participation metrics, institutional data, and qualitative feedback is well articulated. While much of this is forward-looking, the framework is robust. Adding specific survey instruments or satisfaction benchmarks would elevate this to exemplary.				Score: 4

B. Non-Instructional Area Outcomes Assessment

1. <i>What does the data say about the success of your non-instructional area with respect to the achievement of your non-instructional area outcomes? Identify and describe the data sources.</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses multiple data sources and provides specific, meaningful interpretation of AUO success results.	Interprets data with reasonable clarity but less depth.	General interpretations without detail.	Minimal interpretation.	No meaningful data discussion.
Comments: The program effectively uses IERPG KPI data to demonstrate that Cerritos Complete students outperform the general population in CSEP completion, unit accumulation, math/English completion, and retention. Interpretation is clear and supported by visuals. Explicit linkage to specific AUOs (once finalized) would strengthen alignment.				Score: 4

2. What areas for improvement are suggested by the data?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies strategic, data-informed opportunities for improvement tied to AUOs.	Lists areas for improvement with some analysis.	Basic identification but limited justification.	Minimal detail.	Missing or superficial.
Comments: The identification of second-year attrition as a key challenge is data-informed and strategically focused. The discussion shows understanding of where momentum drops and why additional year-two supports are needed. More disaggregation by subgroup would enhance equity analysis.				Score: 4

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?				
a. How has the assessment of the non-instructional contributed to your non-instructional area's improvements?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides detailed examples connecting assessment data to operational changes, resource allocation, workflows, and service improvements.	Clear examples but fewer connections.	General statements without clear examples.	Minimal connection between data and decisions.	No evidence of data-informed decisions.
Comments: This section provides concrete examples of how data prompted operational changes (enhanced follow-ups, collaboration with SEM, math bootcamps, improved communications). The narrative clearly connects assessment results to service redesign and cross-departmental action, meeting exemplary criteria.				Score: 5

4. How does the non-instructional area make needed data and information available to area stakeholders?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes how data is shared (reports, dashboards, meetings) and how stakeholders use it.	Describes data sharing practices.	Basic description of communication.	Vague or incomplete.	No description.
Comments: Data dissemination practices are clearly described and include K–12 leadership events, internal leadership teams, board reporting, and ad-hoc partner sharing. The response demonstrates transparency, accountability, and strategic use of data for planning and advocacy.				Score: 5

Section 4: Previous Three-Year Non-Instructional Program Plan Reflection

A. Non-Instructional Area Three-Year Reflection

1. What are the primary strengths of the non-instructional area? a. How have these changed over time? b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to “best practices” in the field?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, evidence-based strengths tied to outcomes, innovations, staffing, and service excellence. Shows evolution over time.	Describes strengths with some reflection.	General strengths with minimal depth.	Limited or generic strengths.	Missing.
Comments: Strengths are clearly articulated, evidence-based, and show evolution over time. Innovations such as multi-channel outreach, Canvas Hub, recognition ceremonies, and the College Bound Buccaneers Program position Cerritos Complete as a best-practice model in access and onboarding.				Score: 5

2. What major challenges face the non-instructional area?				
a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough, realistic challenges aligned with resources, staffing, facilities, or technology. Provides actionable strategies within existing resources.	Lists challenges with some solutions.	Basic challenges listed but limited solutions.	Minimal challenges listed.	None provided.
Comments: Challenges are realistic, clearly connected to staffing, counseling capacity, scale, and data infrastructure. Importantly, the response offers actionable strategies within current resources, demonstrating fiscal and operational awareness.				Score: 5

3. Comment on the progress toward achieving your previous non-instructional area goals and AUOs. Discuss what has/is/will happen and the status of each goal and AUO.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Detailed status updates for each goal/AUO with evidence of progress, partial completion, or obstacles.	Good progress updates but limited detail.	General updates without evidence.	Limited or incomplete updates.	Missing.
Comments: The explanation that this is Year 1 of a new cycle is appropriate and transparent. While prior AUOs are not available, the response clearly states future plans. This meets rubric expectations for a new cycle but naturally limits evidence depth.				Score: 4

- 4. Where would you like your non-instructional area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.). Consider the following in your response:**
- a. Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.**
 - b. What long-term impact would you like your non-instructional area to have on the College and the community?**
 - c. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?**

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, ambitious, and strategic vision with alignment to future institutional priorities, partnerships, and community impact.	Strong vision with some alignment.	General aspirations but lacks detail.	Minimal or vague.	Missing.
Comments: The vision is ambitious, strategic, and well aligned with institutional priorities. Positioning Cerritos Complete as the universal entry point for first-time students is compelling and clearly grounded in existing strengths, partnerships, and upcoming opportunities.				Score: 5

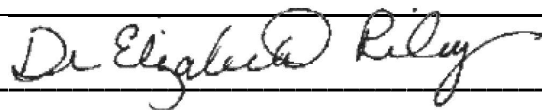
Section 5: Non-Instructional Area Three-Year Action Plan (Goals, AUOs, Objectives, Action Plans, and Resource Requests)

A. Non-Instructional Area Goals, AUOs, Objectives, Action Plans, and Resource Requests

<i>Please review the goals and resources request worksheet. Comment on area goals, AUOs, objectives, action plans, and resource requests.</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Goals are strategic, overarching, aligned with the Students First Framework, includes measurable AUOs, objectives, steps, responsible parties, timelines, and assessments. Resource requests tied to goals and SFF.	Clear goals and AUOs with moderate specificity and alignment.	Goals and AUOs listed but lack measurable objectives or alignment.	Minimal goals or unclear action plans.	Missing or incomplete.
Comments: Goals are clearly aligned with the Students First Framework and reflect strategic priorities (onboarding, retention, equity, infrastructure). AUOs and action steps are present, though some measures and timelines would benefit from tighter specificity. Resource requests are logically connected to goals and demonstrated needs.				Score: 4

<i>Provide your overall program review comments and total score.</i>	
Overall comments: This is a high-quality, equity-centered, and strategically aligned Non-Instructional Program Review. Cerritos Complete is clearly positioned as a flagship student success initiative with strong evidence of impact, thoughtful reflection, and forward-looking planning. The primary opportunity for enhancement lies in fully operationalizing demographic disaggregation and AUO-specific assessment, which is already underway through the data dashboard initiative.	Total Score: 78

Reviewer Signature: _____



Date: 12/18/25



OFFICE OF INSTITUTIONAL EFFECTIVENESS, RESEARCH, PLANNING, AND GRANTS

Non-Instructional Program Review

Program Review: Cerritos Complete

Reviewer Name: Dylan Grkinich

Section 1: Non-Instructional Area Overview

A. Non-Instructional Area Mission and Alignment

1. Briefly describe how your mission and purpose aligns with the Cerritos College mission and Students First Framework.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a concise, well-articulated explanation of how the mission aligns with the College mission and Students First Framework. Clearly identifies connections to four levers. Demonstrates strong understanding of institutional purpose and goal.	Provides a clear explanation of alignment with the College mission and Students First Framework. Mentions specific levers or strategies but may lack full integration or depth.	Provides a generally accurate description but alignment is broad or superficial. Mentions the College mission or Students First Framework but not both.	Provides minimal mission alignment. Response is vague, unclear, or missing explicit connections to Students First Framework.	Mission alignment is missing, inaccurate, off-topic, or unrelated to institutional goals.
Comments: Very strong explanation, includes multiple mentions of specific levers.				Score: 5

B. Non-Instructional Area Description

1. Provide a list and a brief description of the services you provide.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a comprehensive, clear, and well-organized list of services with specific descriptions and functions. Demonstrates strong understanding of service scope.	Provides clear services and descriptions with minor omissions or room for elaboration.	Lists services but descriptions lack depth or clarity.	Provides incomplete list or unclear descriptions.	Fails to identify services or provides irrelevant/inaccurate information.
Comments: The list provided is very extensive list of what Cerritos Complete performs. Very small comment, sometimes the description will say "Cerritos Complete conducts" or "Cerritos Complete offers" and other times it will say just say "Engage students" or "Send targeted text reminders". Not sure if this is intended.				Score: 5

C. Non-Instructional Area Organizational Resources

1. Please describe your non-instructional area's organizational and personnel structure. Discuss: a. Positions (e.g., managers, classified, part-time, etc.) b. Collaboration (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.) c. Organizational chart (optional).				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough description of staffing structure, roles, communication practices, collaboration, and workflow. Includes clarity on full-time/part-time positions, internal coordination, and optional organizational chart.	Clear description with moderate detail; collaboration or staffing information may be less complete.	Basic description provided but lacks detail or structure.	Limited information, unclear staffing roles, or missing key structural elements.	No meaningful description of personnel or structure.
Comments: I feel section B can be a little stronger, do the office admins collaborate with just each other or also the program assistant? Also in part a. it says program assistant 2 but in part b. it says program assistant.				Score: 4

2. What significant projects, tasks, workgroups, and committee work are the staff of your non-instructional area engaged in? a. How does this participation reflect on your non-instructional area's plans and integration with the college.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thoroughly describes projects, committees, and workgroups. Clearly links participation to institutional initiatives, area outcomes, and SFF alignment.	Provides good detail on projects and committees but includes limited discussion of area alignment.	Lists projects but lacks explanation of impact or area alignment.	Minimal description of staff involvement.	Response missing or unrelated.
Comments: This thoroughly described the projects and committees the non-instructional staff are engaged in				Score: 5

Section 2: Non-Instructional Area Trends

A. Non-Instructional Area User Demographics and Service Trends

1. Whom do you serve?

a. Describe your primary and secondary user groups that the non-instructional area attracts and serves

b. Describe the usage trend for your non-instructional area in the last three years

i. Has it remained steady, increased, or decreased?

ii. Describe any factors that contributed to any change.

c. If serving students directly, describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status).

i. How do the demographics of your users compare with the college as a whole?

ii. Are the trends within your program in alignment with the broader, collegewide trends?

iii. Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status)? Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Detailed analysis of primary/secondary users, multi-year usage trends, demographic patterns, and equity gaps (if serving students). Makes clear comparisons to institutional data and identifies meaningful equity insights (if serving students).	Good analysis of users and trends with basic equity considerations (if serving students) and some comparisons.	Provides general user information and basic trend description; equity components superficial (if serving students).	Limited user description and little trend or demographic analysis.	Missing user information or does not address trends.
Comments: All questions answered thoroughly. The data dashboard will answer the demographic questions.				Score: 5

Section 3: Non-Instructional Area Performance and Effectiveness

A. Non-Instructional Area Outcomes Assessment Process

1. What methods are used to assess your non-instructional area outcomes (AUOs)? If these are not in place, what do you plan to do in the future to collect this evidence?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies multiple, appropriate assessment tools (surveys, usage data, service logs, focus groups, KPIs). Provides clear rationale and future plans.	Describes assessment methods with some detail; future plans mentioned.	Basic methods identified but limited explanation.	Minimal mention of assessment methods.	No assessment process described.
Comments: Identified the tools that will be used to assess the AUO's and the sources of information tremendously.				Score: 5

2. How are user needs assessed and considered in the development and delivery of programs and services?				
a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences? b. What are the sources of information your non-instructional area uses to understand current needs? c. How have the needs changed over time?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly identifies data sources (surveys, IR data, feedback, campus partners). Tracks changes over time and shows deep understanding of evolving needs.	Good description of needs and data sources with moderate depth.	Some sources listed but limited reflection.	Minimal detail on methods or data sources.	Missing or off-topic.
Comments: A. Listed multiple different methods on how to understand user needs, interests, and experiences. B. Good sources of information to understand the feedback, maybe IERPG can help create a survey? C. Shows how adaptive the program is.				Score: 5

3. How does the non-instructional area track service usage patterns and determine users' satisfaction and dissatisfaction with the non-instructional area's performance? If these are not in place, what do you plan to do in the future to collect this data?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Strong description of data collection tools (EAB/PS queries/reports, surveys, analytics, service counts). Clear future plans if gaps exist.	Good description but lacking depth.	Some tools identified but incomplete.	Limited or unclear.	Missing.
Comments: Since in year one and no assessments are available, the proper infrastructure seems to be built and multiple different ways have been listed on how this will be completed.				Score: 5

B. Non-Instructional Area Outcomes Assessment

1. What does the data say about the success of your non-instructional area with respect to the achievement of your non-instructional area outcomes? Identify and describe the data sources.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses multiple data sources and provides specific, meaningful interpretation of AUO success results.	Interprets data with reasonable clarity but less depth.	General interpretations without detail.	Minimal interpretation.	No meaningful data discussion.
Comments: Plenty of screenshots showing exactly how the Cerritos Complete students compare to the general population for the KPI Measures (persistence, retention, CSEPS and more).				Score: 5

2. What areas for improvement are suggested by the data?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies strategic, data-informed opportunities for improvement tied to AUOs.	Lists areas for improvement with some analysis.	Basic identification but limited justification.	Minimal detail.	Missing or superficial.
Comments: Showed a good understanding of what needs to be improved in the program. In later segments shows the action plan to improve this issue.				Score: 5

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?				
a. How has the assessment of the non-instructional contributed to your non-instructional area's improvements?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides detailed examples connecting assessment data to operational changes, resource allocation, workflows, and service improvements.	Clear examples but fewer connections.	General statements without clear examples.	Minimal connection between data and decisions.	No evidence of data-informed decisions.
Comments: Gave good examples of how the data was assessed and then actions taken to improve any issues such as the math boot camp.				Score: 5

4. How does the non-instructional area make needed data and information available to area stakeholders?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes how data is shared (reports, dashboards, meetings) and how stakeholders use it.	Describes data sharing practices.	Basic description of communication.	Vague or incomplete.	No description.
Comments: I would also mention through what media the information is shared like excel sheets, PowerPoint presentations, packets of data for the high schools.				Score: 4

Section 4: Previous Three-Year Non-Instructional Program Plan Reflection

A. Non-Instructional Area Three-Year Reflection

1. What are the primary strengths of the non-instructional area? a. How have these changed over time? b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to “best practices” in the field?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, evidence-based strengths tied to outcomes, innovations, staffing, and service excellence. Shows evolution over time.	Describes strengths with some reflection.	General strengths with minimal depth.	Limited or generic strengths.	Missing.
Comments: A. These are examples of how the program has improved overtime. B. These best practices ensure the student experience will be seamless and shows in the data.				Score: 5

2. What major challenges face the non-instructional area?				
a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough, realistic challenges aligned with resources, staffing, facilities, or technology. Provides actionable strategies within existing resources.	Lists challenges with some solutions.	Basic challenges listed but limited solutions.	Minimal challenges listed.	None provided.
Comments: This section lays out the challenges the program is facing and lays out a clear path that can be taken with existing resources. It shows how with more resources/support the department can expand and can help more students in the future.				Score: 5

3. Comment on the progress toward achieving your previous non-instructional area goals and AUOs. Discuss what has/is/will happen and the status of each goal and AUO.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Detailed status updates for each goal/AUO with evidence of progress, partial completion, or obstacles.	Good progress updates but limited detail.	General updates without evidence.	Limited or incomplete updates.	Missing.
Comments: The program is in year 1 so there is not much that can be said here.				Score: 3

4. Where would you like your non-instructional area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.). Consider the following in your response:

- a. Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.**
- b. What long-term impact would you like your non-instructional area to have on the College and the community?**
- c. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?**

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, ambitious, and strategic vision with alignment to future institutional priorities, partnerships, and community impact.	Strong vision with some alignment.	General aspirations but lacks detail.	Minimal or vague.	Missing.
Comments: A) A well thought out list on who to work with and who to develop stronger bonds with. B) This is a very big dream to have every student start as a Cerritos Complete student but I love it. This has proven to help many students and if we can support all our students to this degree it would significantly change a lot of lives. C) Very good strengths and opportunities which can be used to leverage more partnerships and achieve additional funding for the program. New support strategies will help launch Cerritos Complete to new heights.				Score: 5

Section 5: Non-Instructional Area Three-Year Action Plan (Goals, AUOs, Objectives, Action Plans, and Resource Requests)

A. Non-Instructional Area Goals, AUOs, Objectives, Action Plans, and Resource Requests

Please review the goals and resources request worksheet. Comment on area goals, AUOs, objectives, action plans, and resource requests.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Goals are strategic, overarching, aligned with the Students First Framework, includes measurable AUOs, objectives, steps, responsible parties, timelines, and assessments. Resource requests tied to goals and SFF.	Clear goals and AUOs with moderate specificity and alignment.	Goals and AUOs listed but lack measurable objectives or alignment.	Minimal goals or unclear action plans.	Missing or incomplete.
Comments: Goal #1 I'm not sure how this number came but it seems like a fair goal given the trajectory of Cerritos Complete. For Method of Assessment the EPP Dashboard would also be a good resource to put on there/ data requests from IERPG. Goal #2 5% seems like a reasonable goal and if the extra staffing budget were to be approved I think this would make this easily attainable. Goal #3 Even though this goal is only to increase by 5% I think this goal can be very difficult. My initial questions is: is it 30 units earned in that academic year or can prior enrollment like from Early college/ Dual enrollment count towards this goal? If prior enrollment counts I think this is definitely doable otherwise without proper funding this will be very difficult to achieve. But if you do achieve it, it will be a tremendous feat. Are we also going to count all students who started Cerritos Complete or just those who continued through the program? If Cerritos complete is expanding the amount of students in the program and trying to get the amount of units at the end of the first academic year to 30, this will be a very hard task without additional help. I'm not sure if the priority rank is supposed to be filled out.				Score: 5

Provide your overall program review comments and total score.	
Overall comments: Overall I this is a very polished program review. A lot of thought has been put into creating this and although some of the goals will be challenging I think the plans set forth to achieve these goals is well thought out.	Total Score: 81

Reviewer Signature: Dylan Grkinich

Digitally signed by Dylan Grkinich
Date: 2025.12.18 14:48:26 -08'00'

Date: 12/18/25

OFFICE OF INSTITUTIONAL EFFECTIVENESS, RESEARCH, PLANNING, AND GRANTS

Non-Instructional Program Review

Program Review: Cerritos Complete

Reviewer Name: Kevin Castillo

Section 1: Non-Instructional Area Overview

A. Non-Instructional Area Mission and Alignment

1. Briefly describe how your mission and purpose aligns with the Cerritos College mission and Students First Framework.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a concise, well-articulated explanation of how the mission aligns with the College mission and Students First Framework. Clearly identifies connections to four levers. Demonstrates strong understanding of institutional purpose and goal.	Provides a clear explanation of alignment with the College mission and Students First Framework. Mentions specific levers or strategies but may lack full integration or depth.	Provides a generally accurate description but alignment is broad or superficial. Mentions the College mission or Students First Framework but not both.	Provides minimal mission alignment. Response is vague, unclear, or missing explicit connections to Students First Framework.	Mission alignment is missing, inaccurate, off-topic, or unrelated to institutional goals.
Comments: Recommend to be more specific in how the program makes college affordable to students (Ex: Covers tuition and student fees). Recommend to add how students get a clear pathway from HS to College (Ex: Taking partnering with Counseling for students to take Educational Planning COUN 101B or ACLR 101 to complete Educational Planning Process.) Overall, would add examples. Given later in report but would add here.				Score: 4

B. Non-Instructional Area Description

1. Provide a list and a brief description of the services you provide.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a comprehensive, clear, and well-organized list of services with specific descriptions and functions. Demonstrates strong understanding of service scope.	Provides clear services and descriptions with minor omissions or room for elaboration.	Lists services but descriptions lack depth or clarity.	Provides incomplete list or unclear descriptions.	Fails to identify services or provides irrelevant/inaccurate information.
Comments: In Career Exploration, rec to add example of an office such as Career Services and Counseling. Overall, detail of services and comprehensive ways students are supported and clear with detail. Very clear look into day to day of Cerritos Complete.				Score: 5

C. Non-Instructional Area Organizational Resources

1. Please describe your non-instructional area's organizational and personnel structure. Discuss: a. Positions (e.g., managers, classified, part-time, etc.) b. Collaboration (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.) c. Organizational chart (optional).				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough description of staffing structure, roles, communication practices, collaboration, and workflow. Includes clarity on full-time/part-time positions, internal coordination, and optional organizational chart.	Clear description with moderate detail; collaboration or staffing information may be less complete.	Basic description provided but lacks detail or structure.	Limited information, unclear staffing roles, or missing key structural elements.	No meaningful description of personnel or structure.
Comments: Recommendation to add description of the roles of each person from the EPP Director to the Admin Office Support as it is unclear what these roles entail. Good visual to get an overall picture of the department but needs detail.				Score: 3

2. What significant projects, tasks, workgroups, and committee work are the staff of your non-instructional area engaged in? a. How does this participation reflect on your non-instructional area's plans and integration with the college.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thoroughly describes projects, committees, and workgroups. Clearly links participation to institutional initiatives, area outcomes, and SFF alignment.	Provides good detail on projects and committees but includes limited discussion of area alignment.	Lists projects but lacks explanation of impact or area alignment.	Minimal description of staff involvement.	Response missing or unrelated.
Comments: None. Clear of collaboration work being done with other departments.				Score: 5

Section 2: Non-Instructional Area Trends

A. Non-Instructional Area User Demographics and Service Trends

1. Whom do you serve?

a. Describe your primary and secondary user groups that the non-instructional area attracts and serves

b. Describe the usage trend for your non-instructional area in the last three years

i. Has it remained steady, increased, or decreased?

ii. Describe any factors that contributed to any change.

c. If serving students directly, describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status).

i. How do the demographics of your users compare with the college as a whole?

ii. Are the trends within your program in alignment with the broader, collegewide trends?

iii. Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status)? Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Detailed analysis of primary/secondary users, multi-year usage trends, demographic patterns, and equity gaps (if serving students). Makes clear comparisons to institutional data and identifies meaningful equity insights (if serving students).	Good analysis of users and trends with basic equity considerations (if serving students) and some comparisons.	Provides general user information and basic trend description; equity components superficial (if serving students).	Limited user description and little trend or demographic analysis.	Missing user information or does not address trends.
Comments: Recommendation. Adding percentage of increase. Recommendation to provide update to demographic and gender information when available. This information can help guide or inform equity gaps for certain groups.				Score: 3

Section 3: Non-Instructional Area Performance and Effectiveness

A. Non-Instructional Area Outcomes Assessment Process

1. What methods are used to assess your non-instructional area outcomes (AUOs)? If these are not in place, what do you plan to do in the future to collect this evidence?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies multiple, appropriate assessment tools (surveys, usage data, service logs, focus groups, KPIs). Provides clear rationale and future plans.	Describes assessment methods with some detail; future plans mentioned.	Basic methods identified but limited explanation.	Minimal mention of assessment methods.	No assessment process described.
Comments: Great examples such as attendance, participation, event attendance and satisfaction that are vital to guiding the department's future programming.				Score: 5

2. How are user needs assessed and considered in the development and delivery of programs and services?				
a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences? b. What are the sources of information your non-instructional area uses to understand current needs? c. How have the needs changed over time?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly identifies data sources (surveys, IR data, feedback, campus partners). Tracks changes over time and shows deep understanding of evolving needs.	Good description of needs and data sources with moderate depth.	Some sources listed but limited reflection.	Minimal detail on methods or data sources.	Missing or off-topic.
Comments: Great view of both traditional in person and online and hybrid support for students.				Score: 5

3. <i>How does the non-instructional area track service usage patterns and determine users' satisfaction and dissatisfaction with the non-instructional area's performance? If these are not in place, what do you plan to do in the future to collect this data?</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Strong description of data collection tools (EAB/PS queries/reports, surveys, analytics, service counts). Clear future plans if gaps exist.	Good description but lacking depth.	Some tools identified but incomplete.	Limited or unclear.	Missing.
Comments: Report indicates AUO assessment will be created for future assessment.				Score: 4

B. Non-Instructional Area Outcomes Assessment

1. <i>What does the data say about the success of your non-instructional area with respect to the achievement of your non-instructional area outcomes? Identify and describe the data sources.</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses multiple data sources and provides specific, meaningful interpretation of AUO success results.	Interprets data with reasonable clarity but less depth.	General interpretations without detail.	Minimal interpretation.	No meaningful data discussion.
Comments: Great job adding IERPG data information to show an example of how Cerritos Complete students outperform general CC student population to add breadth to area.				Score: 5

2. What areas for improvement are suggested by the data?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies strategic, data-informed opportunities for improvement tied to AUOs.	Lists areas for improvement with some analysis.	Basic identification but limited justification.	Minimal detail.	Missing or superficial.
Comments: Great identification of persistence drop off from 1st to 2nd year in Cerritos Complete Program. This could highlight the need in areas of career and academic counseling.				Score: 5

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?				
a. How has the assessment of the non-instructional contributed to your non-instructional area's improvements?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides detailed examples connecting assessment data to operational changes, resource allocation, workflows, and service improvements.	Clear examples but fewer connections.	General statements without clear examples.	Minimal connection between data and decisions.	No evidence of data-informed decisions.
Comments: Great example of "How" improvement such as collaboration with SEM Faculty to develop Bootcamps for Math. Recommendation to add specifics on items such as resource allocation if applicable, workflow and process of developing collaborative relationship. Great examples of various ways of collecting data from both a qualitative and quantitative aspect.				Score: 4

4. How does the non-instructional area make needed data and information available to area stakeholders?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes how data is shared (reports, dashboards, meetings) and how stakeholders use it.	Describes data sharing practices.	Basic description of communication.	Vague or incomplete.	No description.
Comments: Provided examples of key stakeholders such as K-12 partners, CC Board and Leadership teams. Would provide example of those leadership teams. Great examples of various ways of collecting data from both a qualitative and quantitative aspect.				Score: 5

Section 4: Previous Three-Year Non-Instructional Program Plan Reflection

A. Non-Instructional Area Three-Year Reflection

1. What are the primary strengths of the non-instructional area? a. How have these changed over time? b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to "best practices" in the field?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, evidence-based strengths tied to outcomes, innovations, staffing, and service excellence. Shows evolution over time.	Describes strengths with some reflection.	General strengths with minimal depth.	Limited or generic strengths.	Missing.
Comments: Great breakdown of the various services and practices from pipeline support to Data Driven Program improvements. Would recommend to add who supports those intended practices and how it has changed over the last few years.				Score: 4

2. What major challenges face the non-instructional area?				
a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough, realistic challenges aligned with resources, staffing, facilities, or technology. Provides actionable strategies within existing resources.	Lists challenges with some solutions.	Basic challenges listed but limited solutions.	Minimal challenges listed.	None provided.
Comments: Provided details of resources needed and how it can help facilitate program goals and outcomes.				Score: 5

3. Comment on the progress toward achieving your previous non-instructional area goals and AUOs. Discuss what has/is/will happen and the status of each goal and AUO.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Detailed status updates for each goal/AUO with evidence of progress, partial completion, or obstacles.	Good progress updates but limited detail.	General updates without evidence.	Limited or incomplete updates.	Missing.
Comments: 1st year of 3 Year Program Review. AUOs will be developed and reviewed in subsequent years. Currently has limited updates.				Score: 2

- 4. Where would you like your non-instructional area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.). Consider the following in your response:**
- a. Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.**
 - b. What long-term impact would you like your non-instructional area to have on the College and the community?**
 - c. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?**

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, ambitious, and strategic vision with alignment to future institutional priorities, partnerships, and community impact.	Strong vision with some alignment.	General aspirations but lacks detail.	Minimal or vague.	Missing.
Comments: Great goal of wanting to include all students in Cerritos Complete program. Great goal of wanting to collaborate with academic departments across campus. Would also emphasize Career Services as many students are Undecided in program despite being forced to choose a major.				Score: 5

Section 5: Non-Instructional Area Three-Year Action Plan (Goals, AUOs, Objectives, Action Plans, and Resource Requests)

A. Non-Instructional Area Goals, AUOs, Objectives, Action Plans, and Resource Requests

Please review the goals and resources request worksheet. Comment on area goals, AUOs, objectives, action plans, and resource requests.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Goals are strategic, overarching, aligned with the Students First Framework, includes measurable AUOs, objectives, steps, responsible parties, timelines, and assessments. Resource requests tied to goals and SFF.	Clear goals and AUOs with moderate specificity and alignment.	Goals and AUOs listed but lack measurable objectives or alignment.	Minimal goals or unclear action plans.	Missing or incomplete.
Comments: Exemplary notes and detail here. Goals are connected to Student First Framework and Cerritos College mission. Clearly shows a need for counseling and other resources through Action Steps needed to achieve those goals. In area 3, would add a goal of increasing certificate and non transfer pathways as well.				Score: 5

Provide your overall program review comments and total score.	
Overall comments: All information presented. Clearly shows a need for Counseling Support in area of Cerritos Complete and Dual Enrollment. Biggest areas of improvement/suggestions are in the area of 1) Cerritos Complete Organizational Chart - Providing more detail of job descriptions and overall staff duties, number of staff, similar and different responsibilities and 2) % of Cohort Size increase as KPI Figures given show decrease in the cohort size from previous cohorts. Would recommend to be intentional with forthcoming data collection to show those increases outside of the KPU/IERPG Data. All information needed presented, recommend to highlight examples across multiples areas if needed to add dept to sub 5 categories.	Total Score: 74

Reviewer Signature: _____ KC

Date: _____ 12/15/25

Program Review Planning Form

Program/Department Name: Cerritos Complete

Division Name: Educational Partnerships and Programs

Program Review Cycle: 2025-2026

Review Period: 2022-2023, 2023-2024

This form serves as formal acknowledgment that the above-named program/department/division is undergoing a Program Review in accordance with institutional policies and timelines. Program Review is a collaborative process aimed at continuous improvement, accountability, and strategic development.

Program Review Team Members

Please list the names and titles of all individuals actively participating in the Program Review process (e.g., staff, coordinators, or other contributors):

Division Dean Information

Name: Sasha Leonardo

Email: sleonardo@cerritos.edu

Department/Program Manager Information

Name: Sasha Leonardo

Email: sleonardo@cerritos.edu

Program Review Collaborators:

<u>Name</u>	<u>Title/Role</u>	<u>Email Address</u>
<u>Alexa Filatoff</u>	<u>Educational Partnerships & Programs Coordinator</u>	<u>afilatoff@cerritos.edu</u>
<u>Janet Yanez</u>	<u>Program Assistant II</u>	<u>jyanez@cerritos.edu</u>
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Important Due Dates

Planning Form: 09/12/2025

Review Committee Form: 10/01/2025

Program Review Draft: 11/21/2025

Reviewer Feedback: 12/12/2025

Final Plan: 01/09/2026



Acknowledgement

By signing below, I acknowledge the following:

- I am aware that the program/department/division is currently undergoing Program Review as scheduled for the 2025-2026 cycle.
- I understand the expectations and responsibilities of the program/department/division throughout the review process, including submission of the self-study and timely communication with the review committee and IERPG.
- I have received and reviewed the guidelines, timelines, and required documentation for the Program Review process as provided by Office of Institutional Effectiveness, Research, Planning, and Grants.
- I agree to work collaboratively with faculty, staff, and administrators to ensure a thorough and reflective review process.

Program/Department Manager:

Name: Sasha Leonardo Signature: 
Sasha Leonardo (Sep 10, 2025 15:11:03 PDT) Date: 9/10/25

Division Dean:

Name: Sasha Leonardo Signature: 
Sasha Leonardo (Sep 10, 2025 15:30:36 PDT) Date: 9/10/25

Dean, Institutional Effectiveness, Research, Planning, and Grants:

Name: Amber Hroch Signature: 
Amber Hroch (Sep 10, 2025 15:46:37 PDT) Date: _____

Signature: 
Sasha Leonardo (Sep 10, 2025 15:30:36 PDT)

Email: sleonardo@cerritos.edu

Signature: 
Amber Hroch (Sep 10, 2025 15:46:37 PDT)

Email: ahroch@cerritos.edu

2026-2029 - Cerritos Complete Promise Program Program Review

Final Audit Report

2026-08-11

Created:	2026-08-11
By:	Esthela Chavez (eschavez@cerritos.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAWKzInZhjT8tefmfE2VQV0bsDIPi9N4nn

"2026-2029 - Cerritos Complete Promise Program Program Review" History

-  Document created by Esthela Chavez (eschavez@cerritos.edu)
2026-08-11 - 9:51:03 PM GMT- IP address: 198.188.96.4
-  Document emailed to Frank Mixson (fmixson@cerritos.edu) for signature
2026-08-11 - 9:51:50 PM GMT
-  Email viewed by Frank Mixson (fmixson@cerritos.edu)
2026-08-11 - 9:51:58 PM GMT- IP address: 13.220.11.159
-  Document e-signed by Frank Mixson (fmixson@cerritos.edu)
Signature Date: 2026-08-11 - 11:00:09 PM GMT - Time Source: server- IP address: 172.58.119.139 - Signature Appearance Selected: MOBILE_IMAGE
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