

CERRITOS COLLEGE



**CERRITOS**  
**500**  
**RACING**  
**TO**  
**COMPLETION**

CONVOCAATION

2023



California  
Community  
Colleges

**Chancellor Sonya Christian**

**VIDEO WELCOME**

# 2022-23 EMPLOYEES OF THE YEAR



Cheryl Thury  
Administrative Assistant (Confidential)

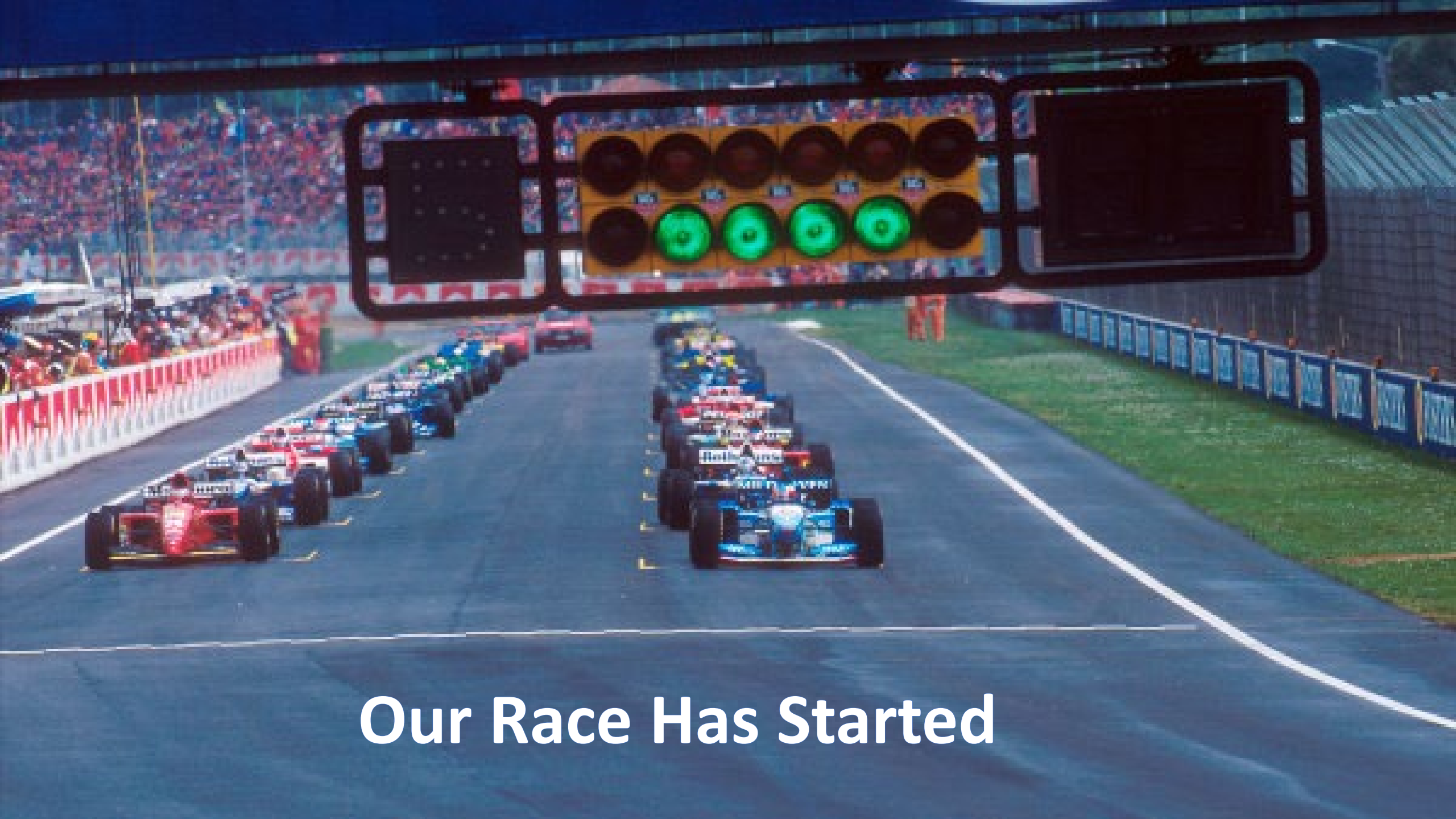


Dr. Elizabeth Riley  
Instructional Dean of Health Occupations




Pamela Sepulveda  
Basic Needs Case Manager

# 2022-2023 Accomplishments Video



**Our Race Has Started**



Our Main Goal: Graduate 50% of  
our students within no more  
than 5 years

# Stretch Goals

1

## GRADUATION RATE

The five-year disaggregated graduation rates for first-time students of each race/ethnicity will exceed 50% so that more than half of all first-time students of each race/ethnicity who first enroll at Cerritos College in the fall 2024 term will complete an award by spring 2029.

2

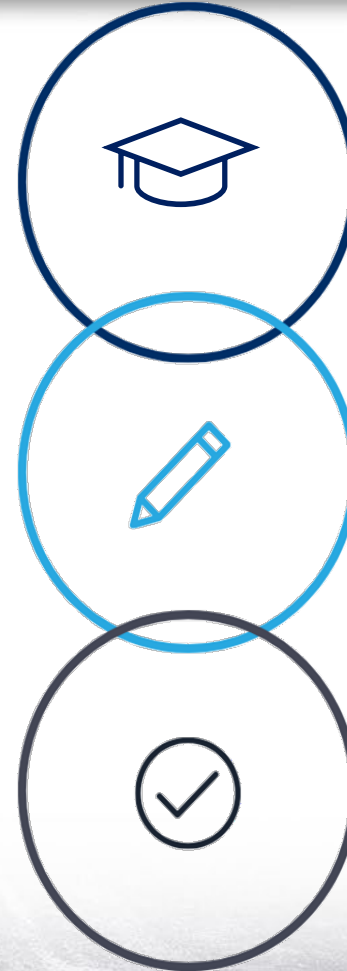
## ACADEMIC MOMENTUM

As a leading indicator of Cerritos College graduation rates, more than 75% of the first-time fall 2024 cohort will earn 15+ degree applicable units by the end of their second year.

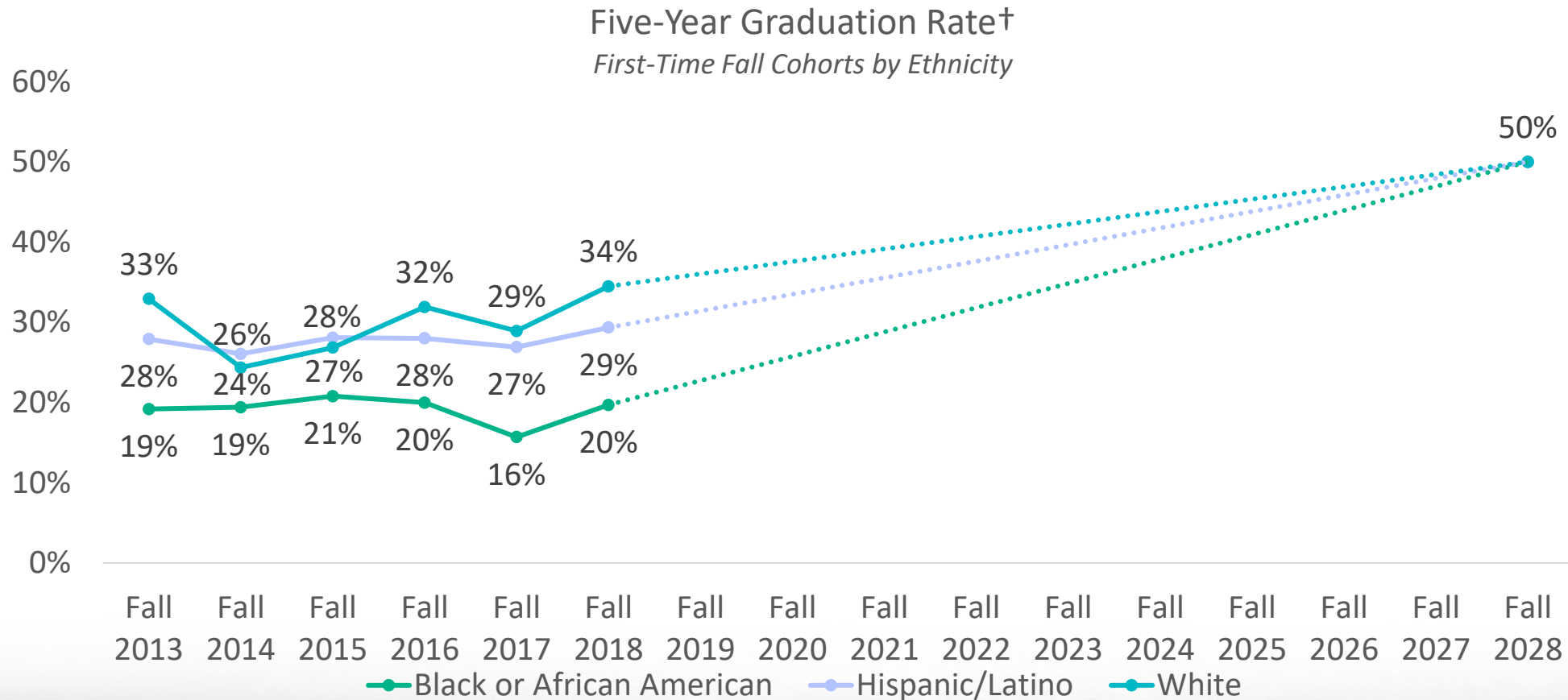
3

## EARLY COURSE SUCCESS

As a leading indicator of Cerritos College graduation rates, more than 50% of the first-time fall 2024 cohort will earn all attempted credits in their first five courses at Cerritos College by successfully completing the courses.



# Goal 1: Graduation Rate



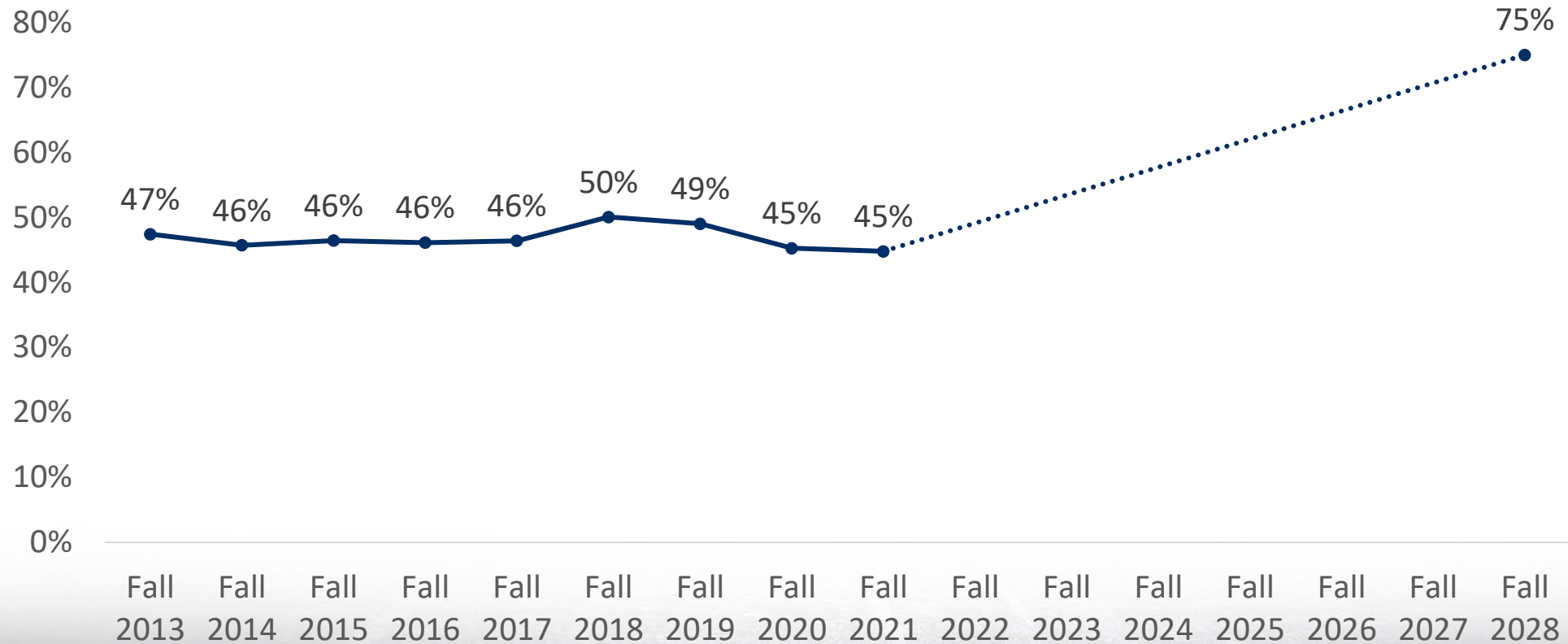
†Graduation Rate includes earning an award or completion of 60+ degree applicable units



# Goal 2: Academic Momentum

## Completion of 15+ Units by Second Year

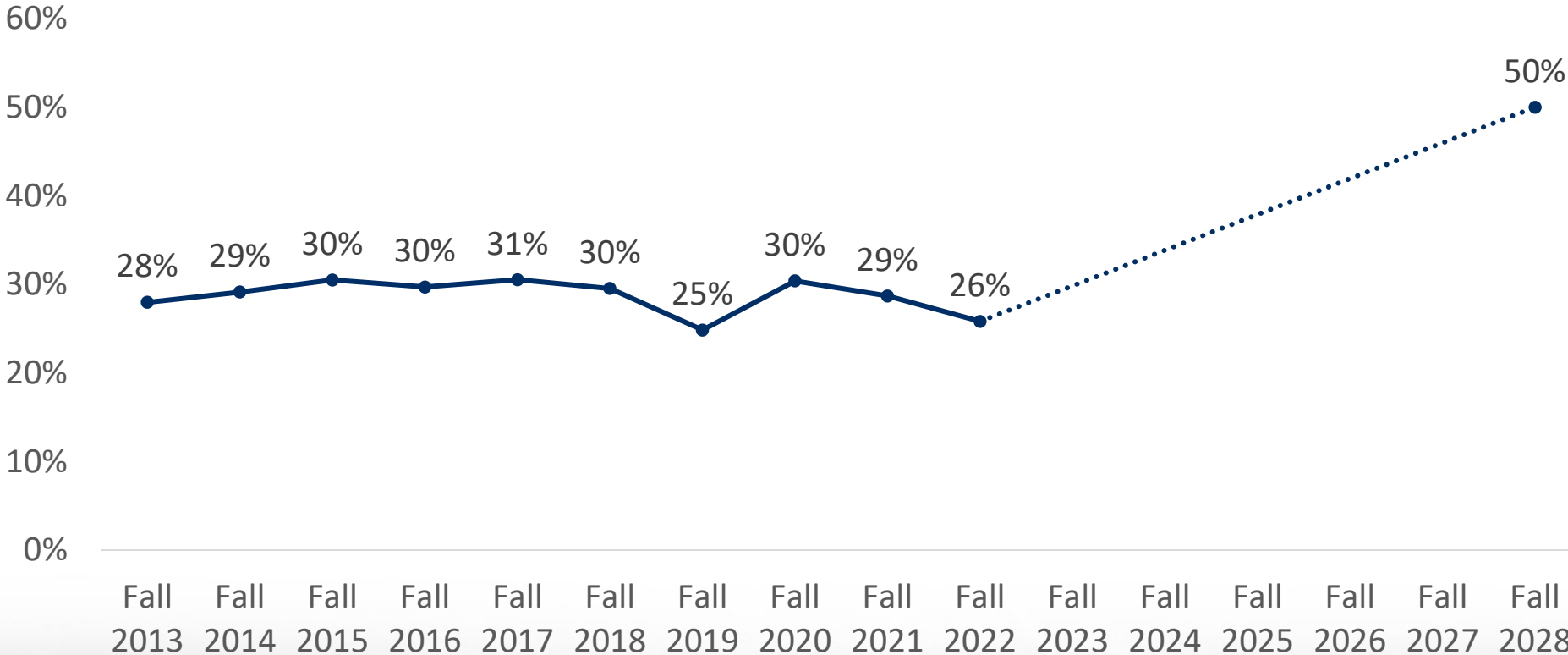
Completing 15+ Degree Applicable Units by the Second Year  
*First-Time Fall Cohorts*



# Goal 3: Early Course Success

## Passing of First 5 Courses Attempted

Passed the First Five Courses Attempted in First Year  
*First-Time Fall Cohorts\**



\* Cohort is subset to students who attempted at least 5 degree applicable courses

# Key Performance Indicators

Year 1: Pass first 5 courses

- Goal of 50% = 2,000 students

Year 2: Complete 15+ units

- Goal of 75% = 3,000 students

Year 3: Complete 30+ units

- Goal of 65% = 2,600 students

Year 4: Complete 45+ units

- Goal of 55% = 2,200 students

Year 5: Graduate in 5 years

- Goal of 50% = 2,000 students

Example: First-Time  
Fall Start Cohort =  
4,000 Students



# We Already Began the Work



Cerritos College has created the momentum to achieve this goal.

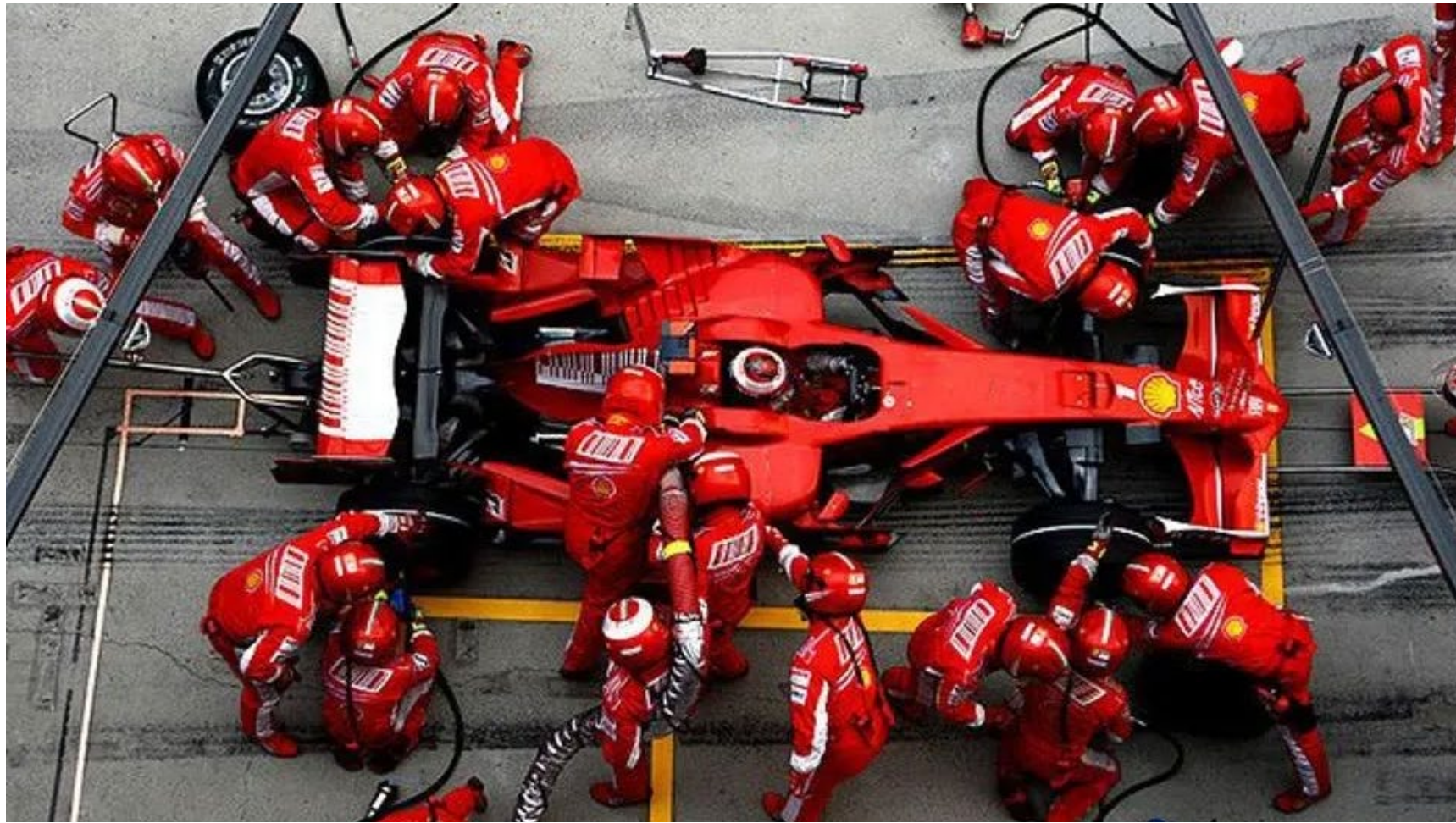
Over the last five years, we have doubled the number of Cerritos College students graduating within two years.



**Cerritos College will receive \$68 million through an Affordable Student Housing Grant to build our \$80-million student housing project.**



# Lessons From a Pit Crew



**Intentional and Coordinated**

# How Excellent Community Colleges Deliver Value

Cerritos College Convocation

**Josh Wyner**

Vice President, The Aspen Institute

Executive Director, Aspen College Excellence Program



# Who We Are & What We Do

## CEP at the Aspen Institute

### WHAT:

The Aspen Institute's College Excellence Program supports colleges and universities in their quest to achieve a higher standard of excellence, **delivering credentials that unlock life-changing careers and strengthen our economy, society, and democracy.**

### HOW:

#### **Elevating Excellence in Practice**

- The Aspen Prize

#### **Investigating Proven Practices**

- Research

#### **Equipping the Field to Replicate What Works**

- Professional Development
- Technical Assistance

#### **Developing & Supporting College Leaders**

- Presidential Fellowships

### WHO:

**33 staff** with expertise in college leadership, quantitative and qualitative research, network building, adult learning, communications, and the ever-changing world of higher ed

# Student Outcomes Framework

## Success in college.

- Students learn
- Students complete

## Success after graduating.

- Students get good jobs
- Students transfer and attain bachelor's degrees
- Equity in transfer and workforce outcomes for students of color and low-income students

## Equitable access and success.

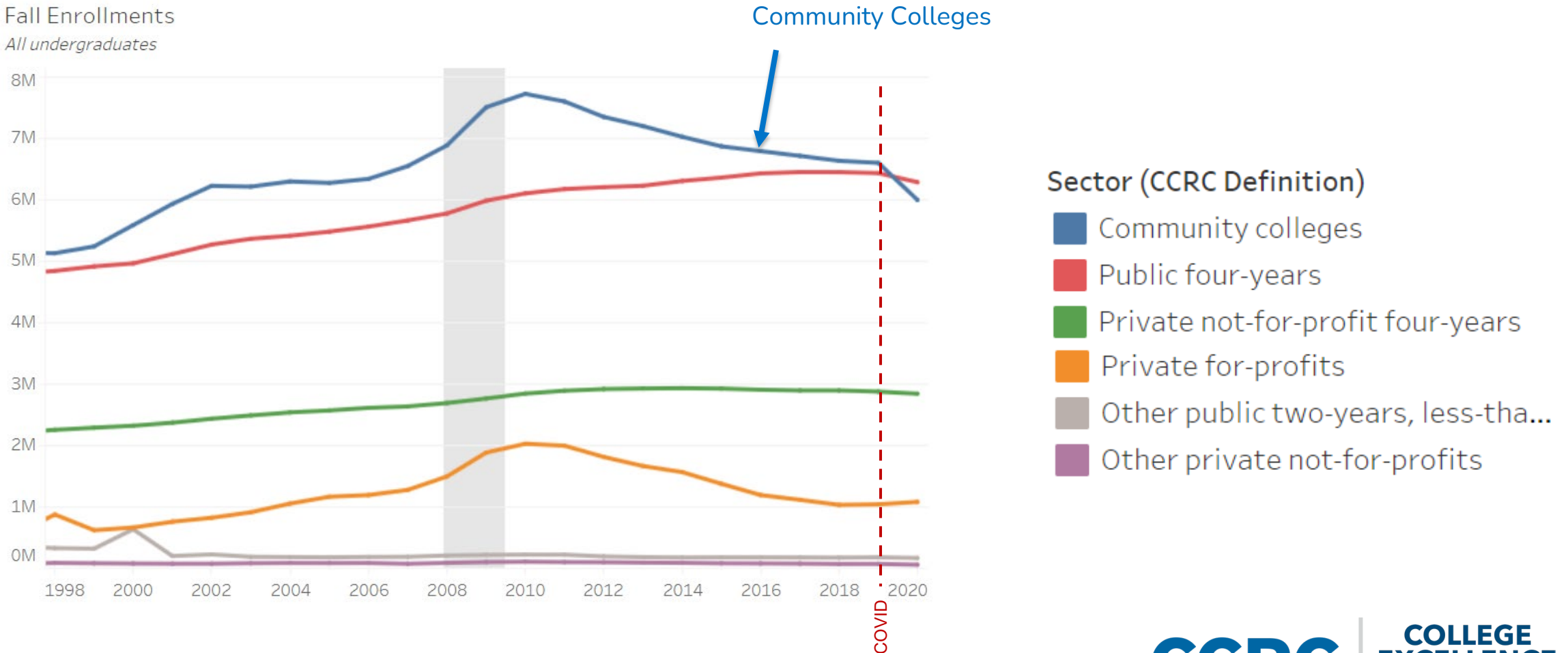
- Enrollment reflects service area
- Students have high & equitable access to programs of value

# Why Delivering Value Is So Important



# Community colleges enrollments have been declining for over a decade—COVID worsened the trend.

Fall Enrollments  
All undergraduates



Source: IPEDS. <https://public.tableau.com/profile/john.fink#!/vizhome/UndergraduateEnrollmentTrendsbySector/Summary>

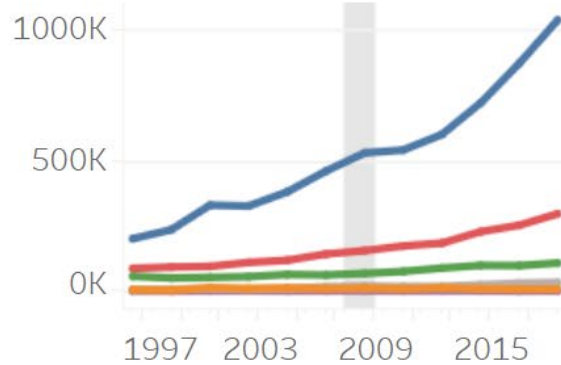
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# The lone bright spot: dual enrollment.

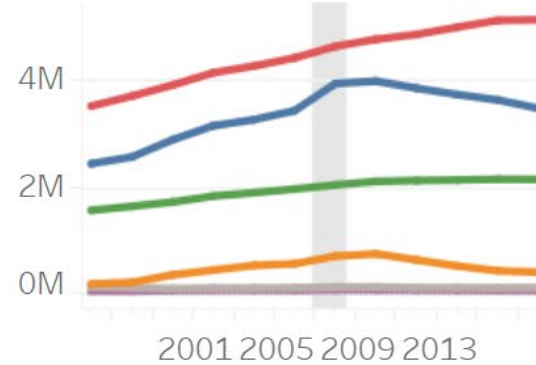
Fall Undergraduate Enrollments  
Summary for student age and race/ethnicity

Age: Under 18



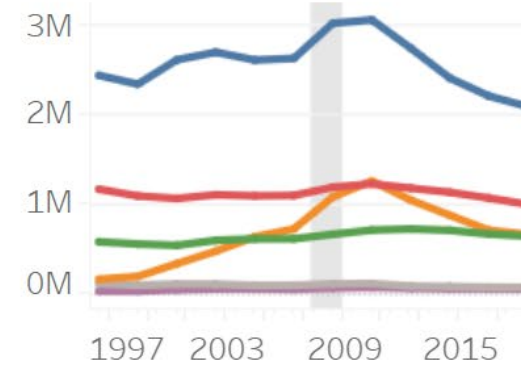
**Dual enrollment students:  
The only growing CC group.**

Age 18-24



**Traditional age: CCs are losing  
market share to public 4-years.**

Age 25+



**Older students: Enrollments  
are at historic lows**

Sector (CCRC Definition)

- Community colleges
- Private for-profits
- Public four-years
- Other public two-years, less-tha...
- Private not-for-profit four-years
- Other private not-for-profits

Source: IPEDS. <https://public.tableau.com/profile/john.fink#!/vizhome/UndergraduateEnrollmentTrendsbySector/Summary>

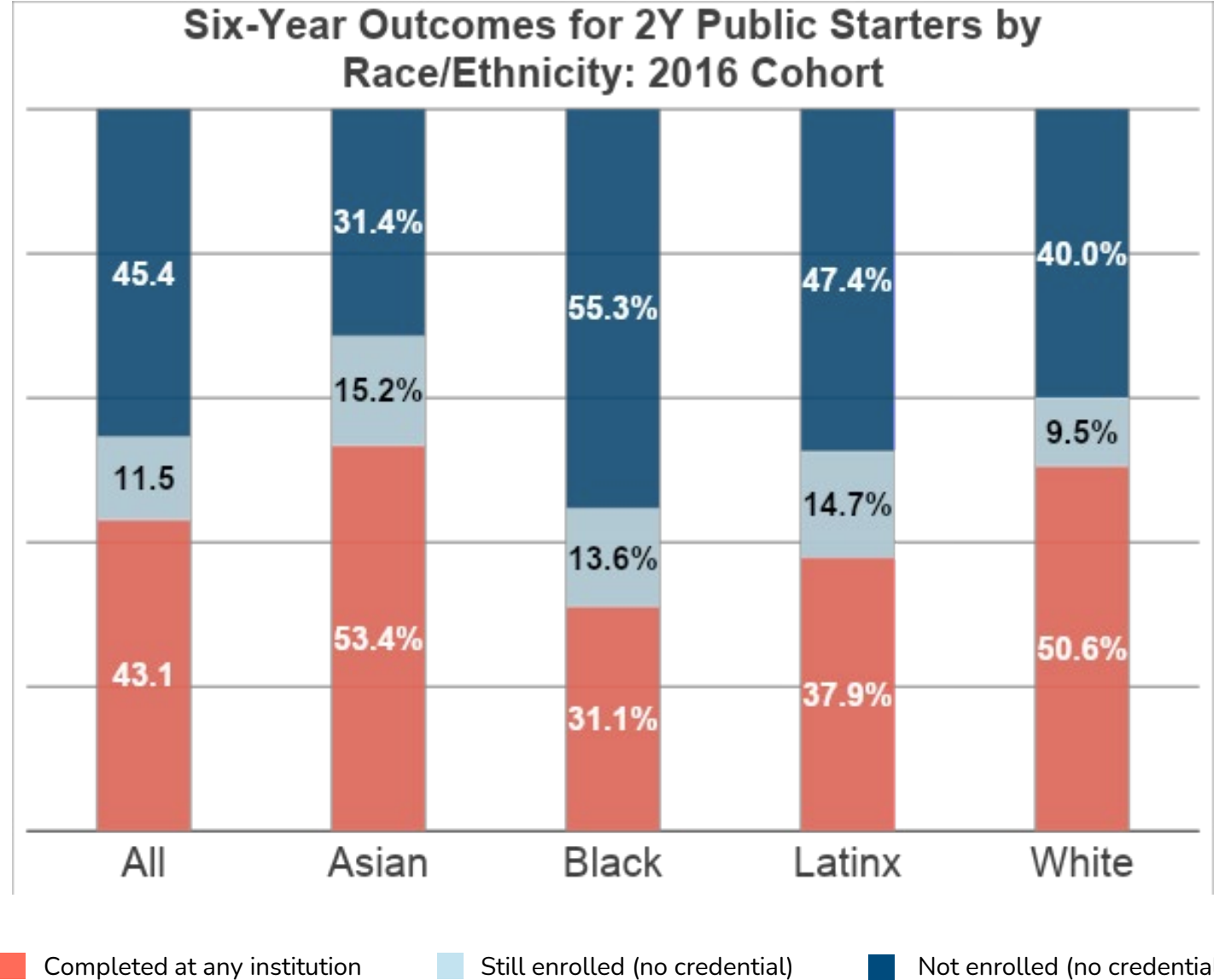
**There are many reasons  
for these declines.**

**Some beyond community  
colleges' control.**

**But community colleges  
can do more.**

**Most community college starters do not earn any credential in six years; outcomes for students of color are even worse.**

**To remain competitive for students, colleges need to ensure that more students graduate.**



Source: CCRC analysis of data from NSC Completing College 2022, which tracks the fall 2016 FTIC (includes former dual enrollment degree-seeking cohorts). [https://nscresearchcenter.org/wp-content/uploads/Completions\\_Report\\_2020.pdf](https://nscresearchcenter.org/wp-content/uploads/Completions_Report_2020.pdf)

# Progress has been made.

**27%** increase in six-year completion rate for students who start at a community college

2006: 34% → 2016: 43%

Source: <https://nscresearchcenter.org/completing-college/>



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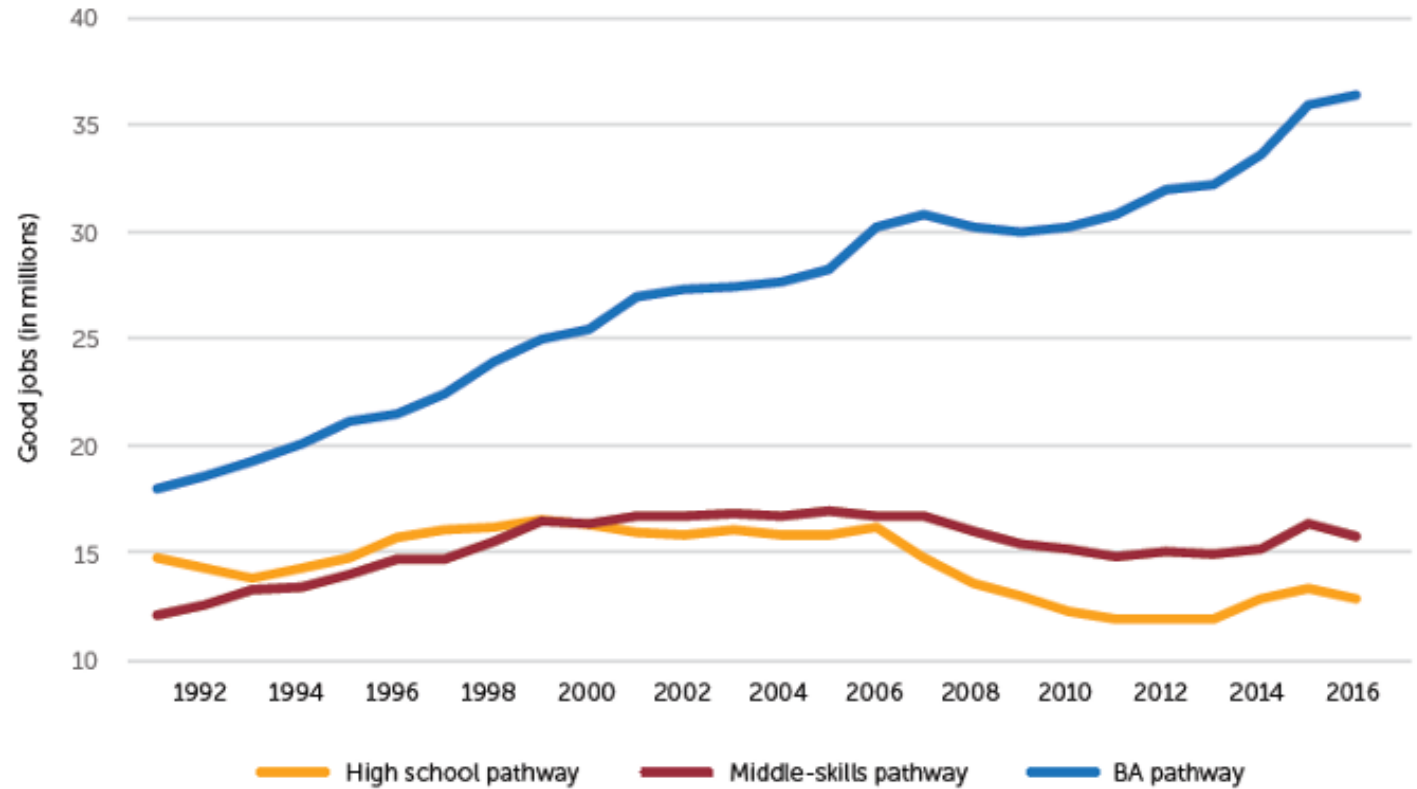
## But it's not enough.

only about  $\frac{1}{3}$  of associates degree grads *and* a little more than  $\frac{1}{4}$  of certificate holders earn >\$35,000

# Completion is important, but it's not enough.

- Students don't **aim to complete**
- All credentials don't have **equal value**
- Some degrees don't have **independent value**
- Opportunities at the program level are **inequitable**

**Figure 4.** By 2000, the middle-skills pathway surpassed the high school pathway in providing good jobs.

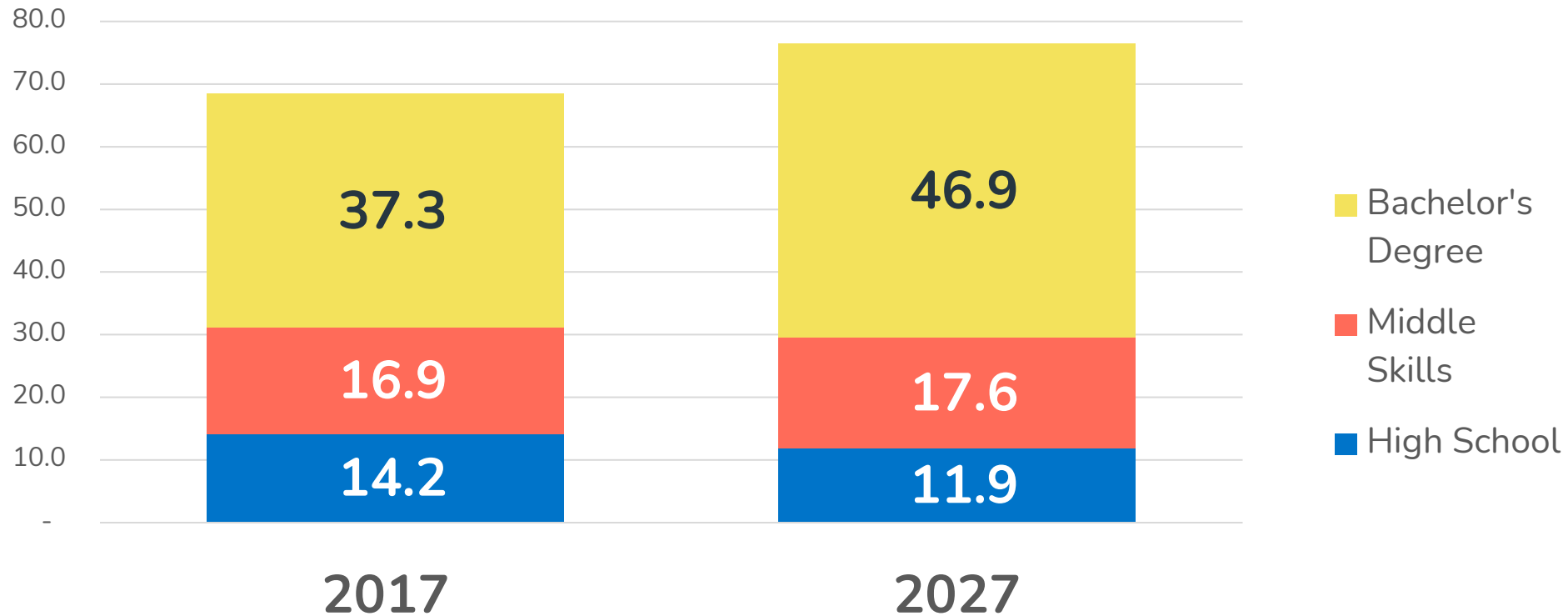


Source: Carnevale, et al., Three Educational Pathways to Good Jobs. Georgetown Center on Education and the Workforce, 2018.

\* "Good jobs" defined as those that pay a minimum of \$35,000 for workers between the ages of 25 and 44 and at least \$45,000 for workers between the ages of 45 and 64.

# Where are the good jobs?

Number of “good jobs” (in millions) by required level of education



Source: Georgetown University Center on Education and the Workforce projections based on Current Population Survey data, 2017 (projected for 2027).

# Transfer needs major reform.

of community college students  
want a bachelor's degree



of community college students  
transfer to a four-year institution



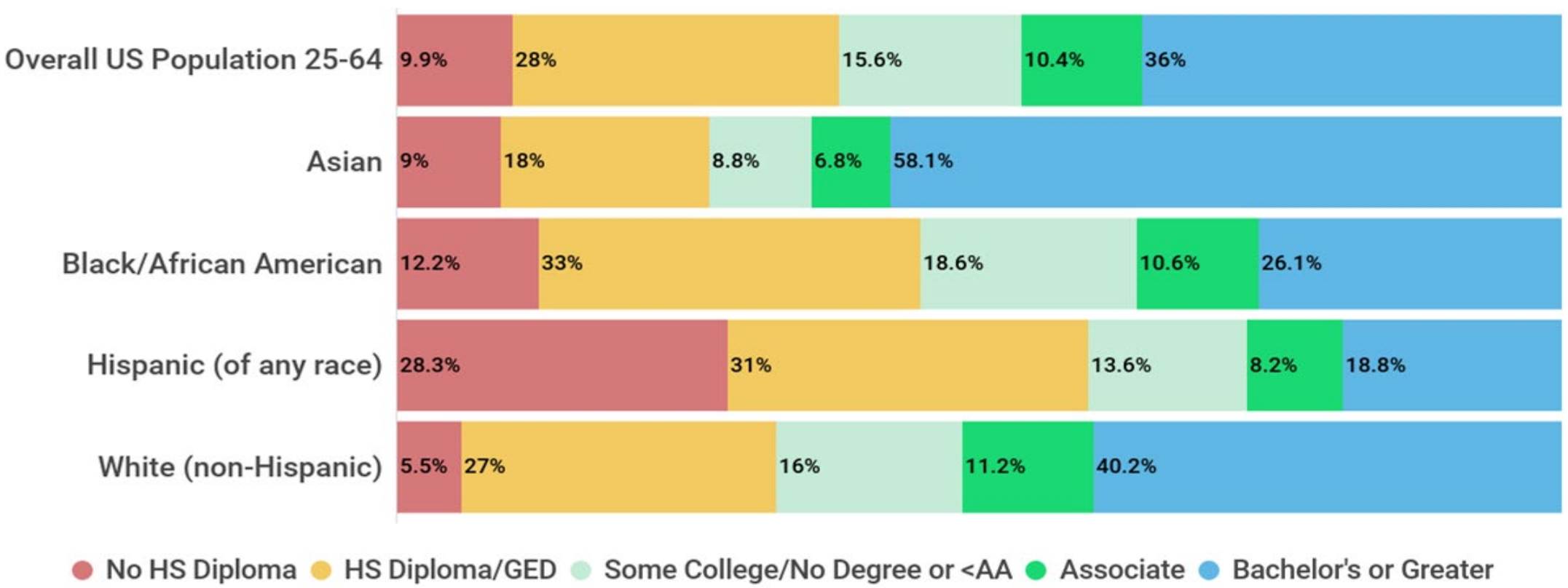
of community college students  
will graduate with a bachelor's degree  
within six years of starting college



Source: Tracking Transfer: Measures of Effectiveness in Helping Community College Students to Complete Bachelor's Degrees, 2021 data update

# But bachelor's attainment especially is inequitable.

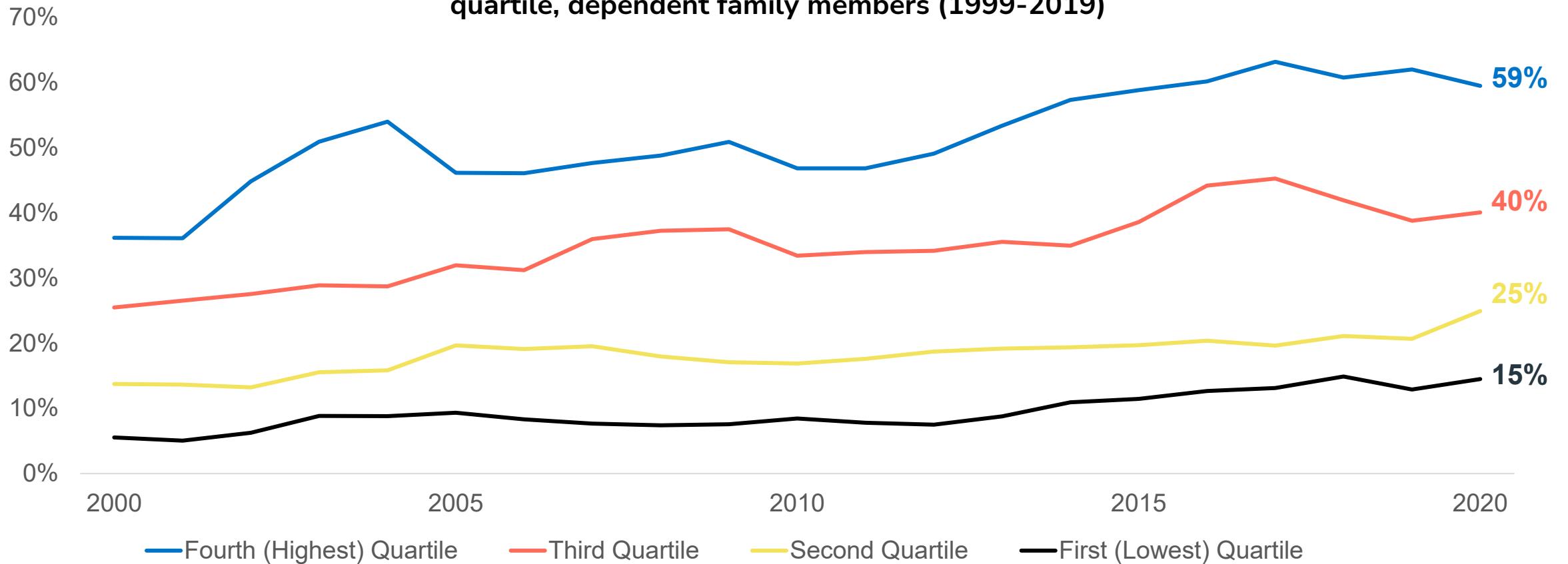
Highest level of educational attainment (ages 25-64)



Source: US Census Bureau 2019

# Meaningful change has failed to materialize for those who need it most.

Bachelor's degree attainment rate by age 24 by family income quartile, dependent family members (1999-2019)



Cahalan, Margaret W., Addison, Marisha, Brunt, Nicole, Patel, Pooja R., Vaughan III, Terry, Genao, Alysia & Perna, Laura W. (2022). Indicators of Higher Education Equity in the United States: 2022 Historical Trend Report. Washington, DC: The Pell Institute for the Study of Opportunity in Higher Education, Council for Opportunity in Education (COE), and Alliance for Higher Education and Democracy of the University of Pennsylvania (PennAHEAD).

# How Community Colleges Can Deliver Value and Thrive





To improve recruitment and retention, community colleges must ensure that they **deliver value.**

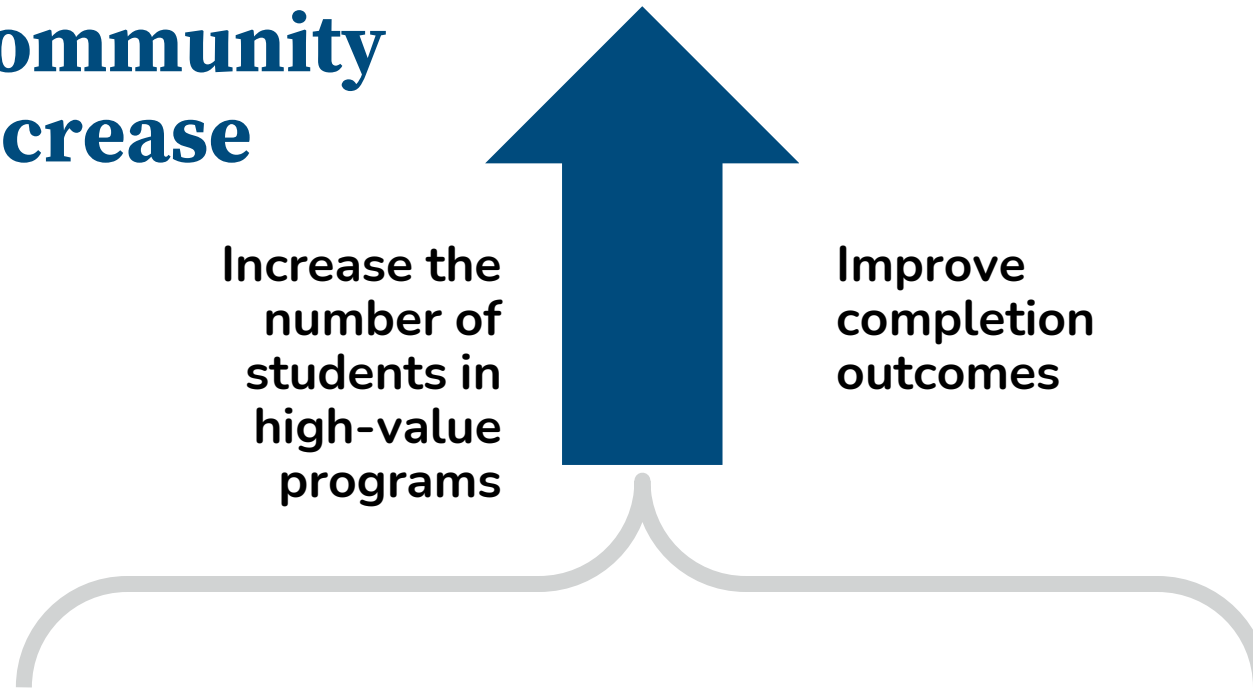
To improve recruitment and retention, community colleges must ensure that they **deliver value.**

**That means improving completion of programs with post-completion value: entering a good job or a university with junior year standing in a major.**

# Increase Value by Strengthening Programs & Transfer Supports



# How can community colleges increase value?



## Strengthen Programs



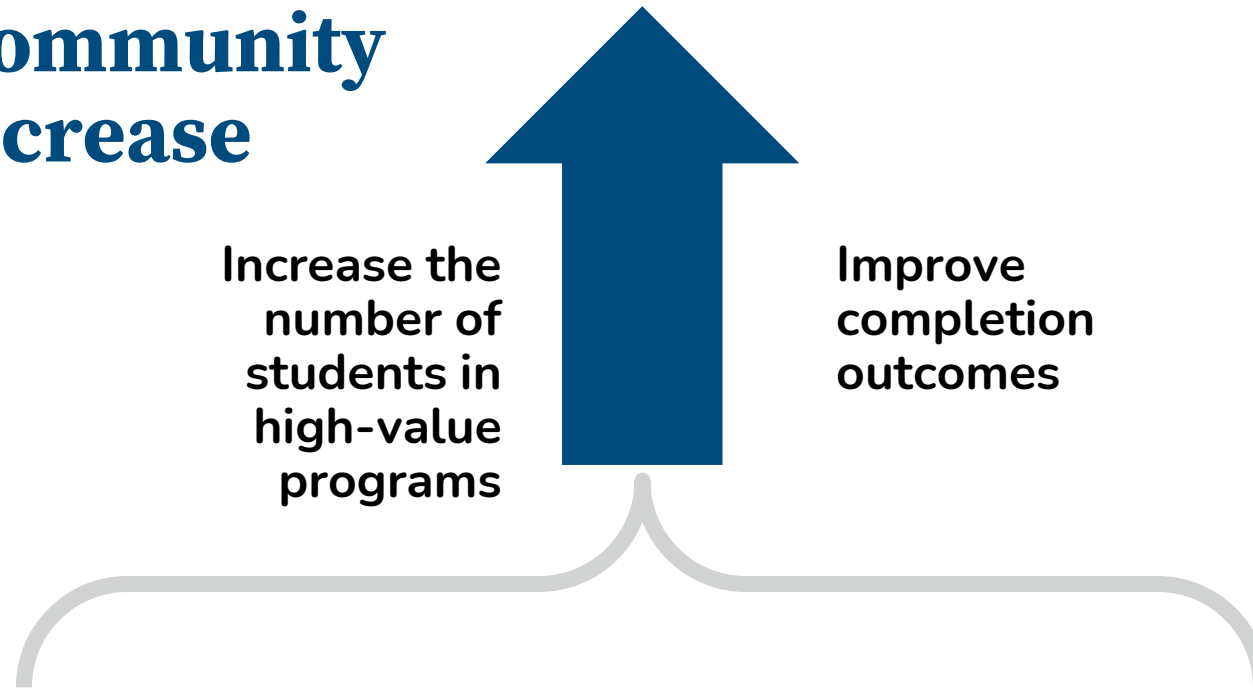
- Improve existing program quality and value
- Expand and diversify enrollment in existing high-value programs
- Launch new high-value programs
- Shrink or sunset low-value programs



## Strengthen Advising and Supports

- Expand and increase equity in recruitment into high-value programs
- Redesign onboarding to help students make informed, purposeful program choices
- Build student-centric schedules and delivery modalities
- Reform advising and student supports to keep students on high-value pathways

# How can community colleges increase value?



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# Top jobs earning ABOVE \$40K, by number of jobs: Cerritos service area

Requiring any postsecondary education

Description	Typical Entry Level Education	Median Annual Earnings	2021 Jobs	2022 Jobs	2021 - 2022 % Change
General and Operations Managers	Bachelor's degree	\$114,099.30	4,606	4,846	5%
Heavy and Tractor-Trailer Truck Drivers	Postsecondary nondegree award	\$51,510.11	4,266	4,499	5%
Postsecondary Teachers	Doctoral or professional degree	\$106,417.50	3,955	4,199	6%
Registered Nurses	Bachelor's degree	\$129,805.41	3,478	3,504	1%
Bookkeeping, Accounting, and Auditing Clerks	Some college, no degree	\$49,718.84	3,099	3,184	3%
Business Operations Specialists, All Other	Bachelor's degree	\$72,562.53	2,507	2,460	-2%
Accountants and Auditors	Bachelor's degree	\$81,533.14	2,185	2,294	5%
Sales Managers	Bachelor's degree	\$123,997.39	1,707	2,001	17%
Market Research Analysts and Marketing Specialists	Bachelor's degree	\$70,594.50	1,465	1,570	7%
Software Developers	Bachelor's degree	\$136,857.29	1,414	1,565	11%
Financial Managers	Bachelor's degree	\$162,394.77	1,422	1,516	7%

Source: Lightcast, August 11, 2023

# Top jobs earning BELOW \$40K, by number of jobs: Cerritos service area

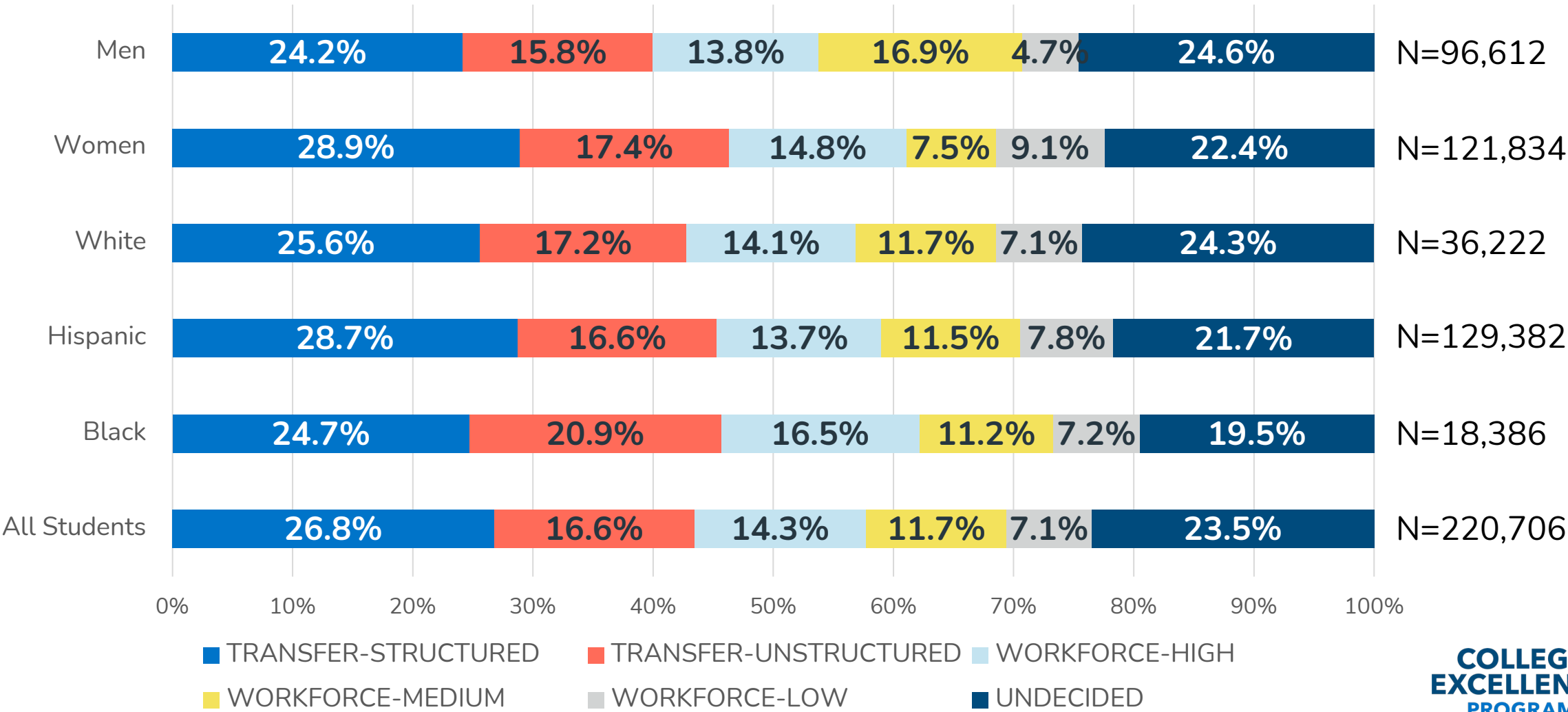
Requiring any postsecondary credential

Description	Typical Entry Level Education	Median Annual Earnings	2021 Jobs	2022 Jobs	2021 - 2022 % Change
Medical Assistants	Postsecondary nondegree award	\$39,022.00	1,276	1,402	10%
Nursing Assistants	Postsecondary nondegree award	\$38,811.05	1,344	1,370	2%
Preschool Teachers, Except Special Education	Associate's degree	\$38,201.46	825	890	8%
Tutors	Bachelor's degree	\$36,555.20	722	872	21%
Manicurists and Pedicurists	Postsecondary nondegree award	\$33,929.57	308	375	22%
Teaching Assistants, Postsecondary	Bachelor's degree	\$38,216.35	349	339	-3%
Counselors, All Other	Master's degree	\$38,842.44	206	295	43%
Hairdressers, Hairstylists, and Cosmetologists	Postsecondary nondegree award	\$37,778.33	219	235	7%
Emergency Medical Technicians	Postsecondary nondegree award	\$35,308.47	231	233	1%
Rehabilitation Counselors	Master's degree	\$35,594.31	188	173	-8%

Source: Lightcast, August 11, 2023

# Sample data: Are programs aligned to high-value jobs?

Sample College





# Sample data: Top 10 transfer programs and outcomes

Program	Overall #	3 years after starting at the community college		6 years after starting at the community college			
		Students who transferred to a four-year institution		Students who transferred to a four-year institution		Students who transferred and completed a Bachelor's degree	
		#	%	#	%	#	%
Business Administration and Management, General	582	120	21%	164	30%	69	12%
Liberal Arts and Sciences/Liberal Studies	510	111	22%	125	28%	38	7%
Medical/Clinical Assistant	1,043	91	9%	112	13%	16	2%
Nursing/Registered Nurse (RN, ASN, BSN, MSN)	78	34	44%	67	60%	28	36%
Psychology, General	158	35	22%	48	31%	16	10%
Engineering, General	211	47	22%	47	28%	14	7%
General Studies	27	19	70%	36	86%		30%
Social Work	138	16	12%	31	25%		7%
Biology/Biological Sciences, General	85	29	34%	29	41%	13	15%
Accounting	56	17	30%	29	43%	12	21%

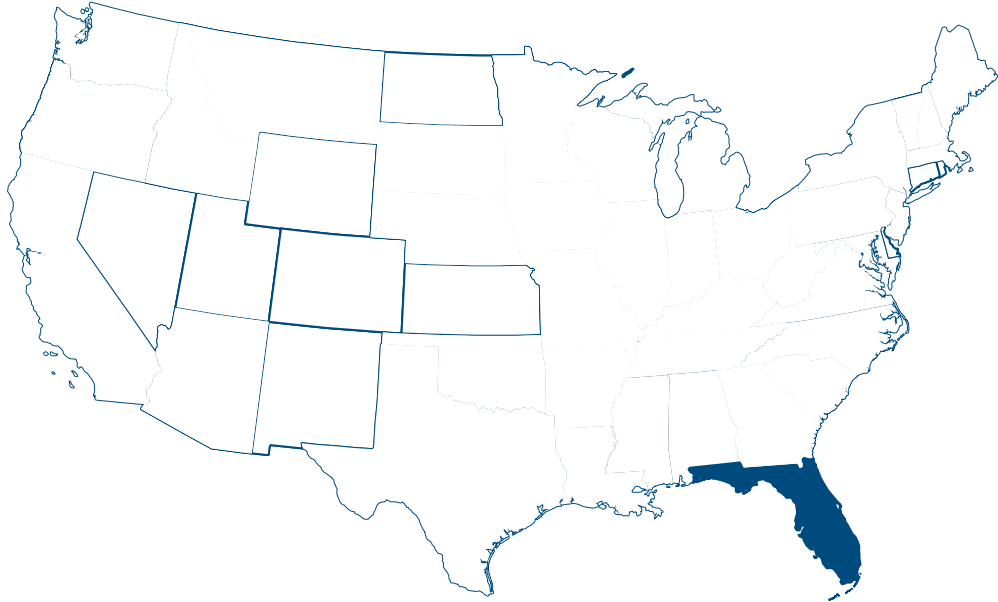
\*Top 10 transfer programs by six-year numbers

# Sample data: Top 10 transfer partnerships and outcomes

Institution Type	Students who transferred	Students who complete bachelor's six years after entering community college (grad rate in parens)
Public research university 1	167	109 (65%)
Public research university 2	49	26 (53%)
Private research university 3	47	33 (70%)
Private for-profit	38	1 (3%)
Public research university 4	37	29 (78%)
Public research university 5	25	17(68%)
Community college	20	2 (10%)
Private for-profit, online delivery	17	2 (12%)
Public research university 2 – regional campus	16	8 (50%)
Public research university	15	11 (73%)

# Case Study: Valencia College

Direct Connect: Valencia College and University of Central Florida



2011 WINNER

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American Association  
of State Colleges and  
Universities

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## Reforms:

- Leaders worked with the University of Central Florida to develop a program that **guarantees university admission** to Valencia graduates, **locate a facility on Valencia's main campus**, and ensure that **transfer is seamless** for students.
- Every year, UCF gives Valencia a report with **clear, detailed data on disaggregated student success**. The report is used internally by Valencia and with its partners to invest in what works and fix what doesn't.

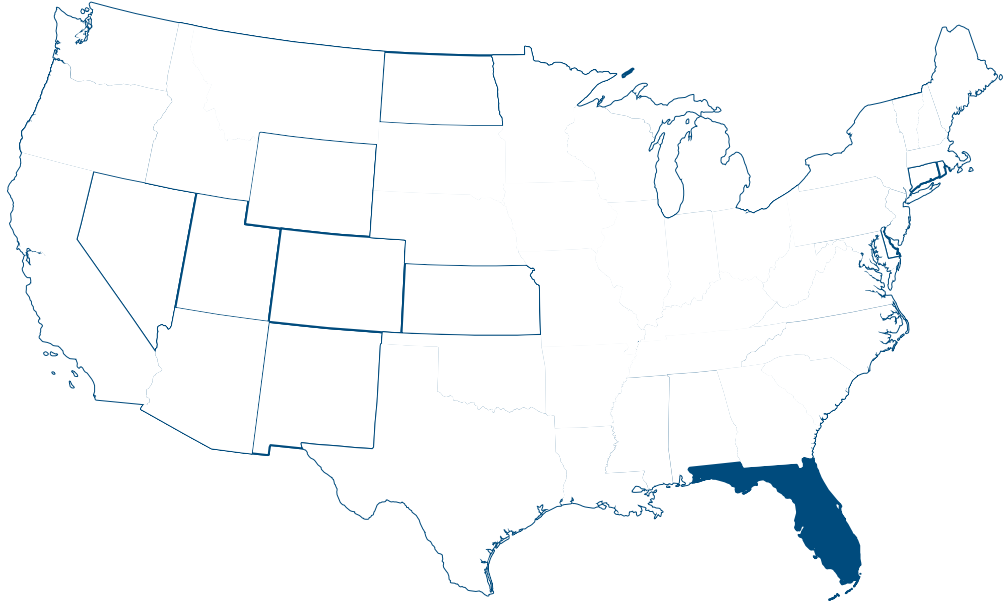
## Results:

- **54% graduation/transfer rate is among the nation's highest** for large, diverse, comprehensive community colleges.
- Are twice as likely to be Black or Hispanic as entering UCF first-year students
- Have the same outcomes as entering first-year students

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# Case Study: Valencia College

## Building Short-term Accelerated Skills Training Programs



2011 WINNER

### Context:

- In Florida, there are two job openings for every job seeker, resulting in significant employer demand for a skilled workforce

### Practice:

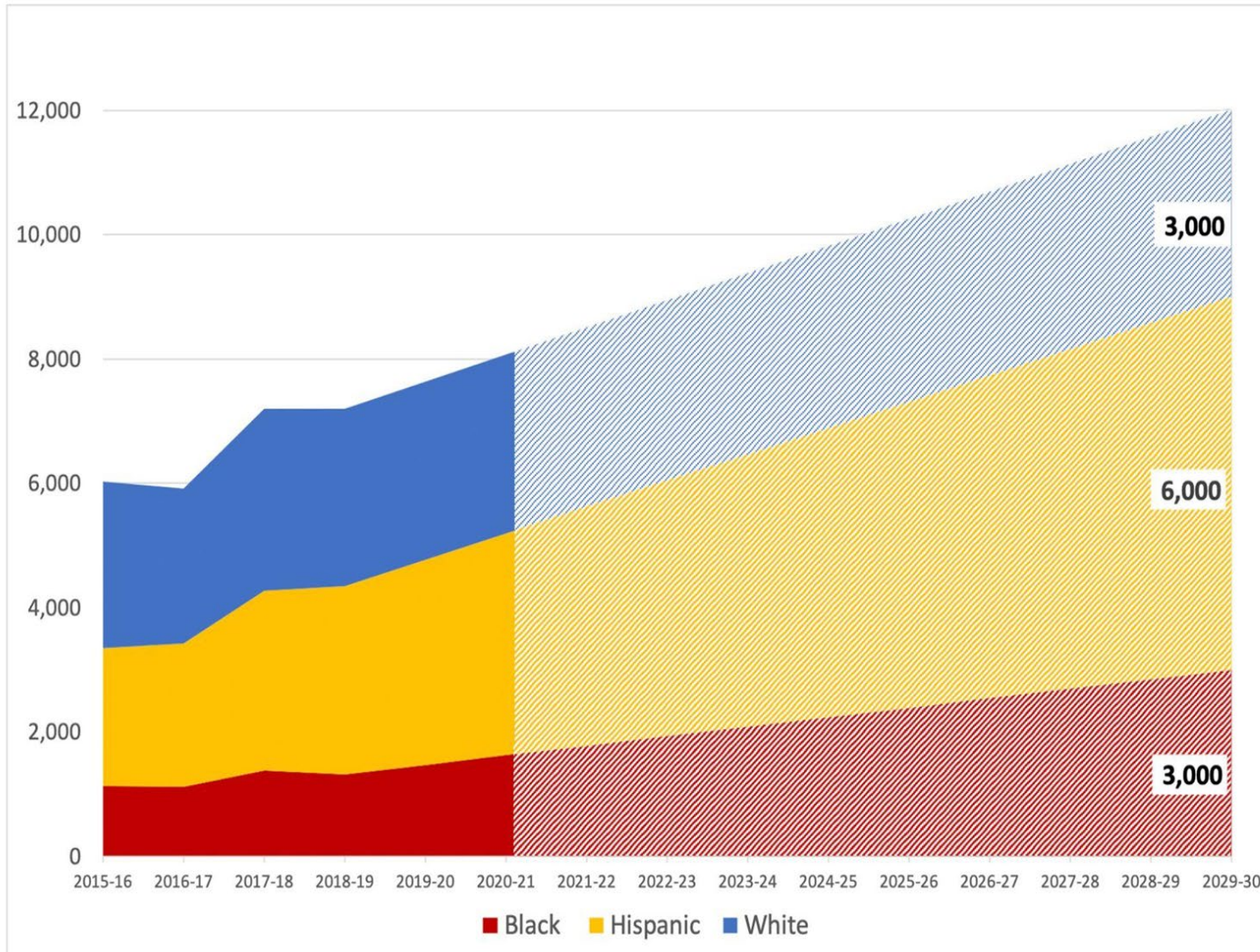
- Accelerated, hands-on training programs (2-28 weeks) developed in collaboration with employers and offered in small cohorts leading to industry certifications

### Results to date:

- 944 students / 94% completion rate /

# Case Study: Valencia College

## Building Short-term Accelerated Skills Training Programs

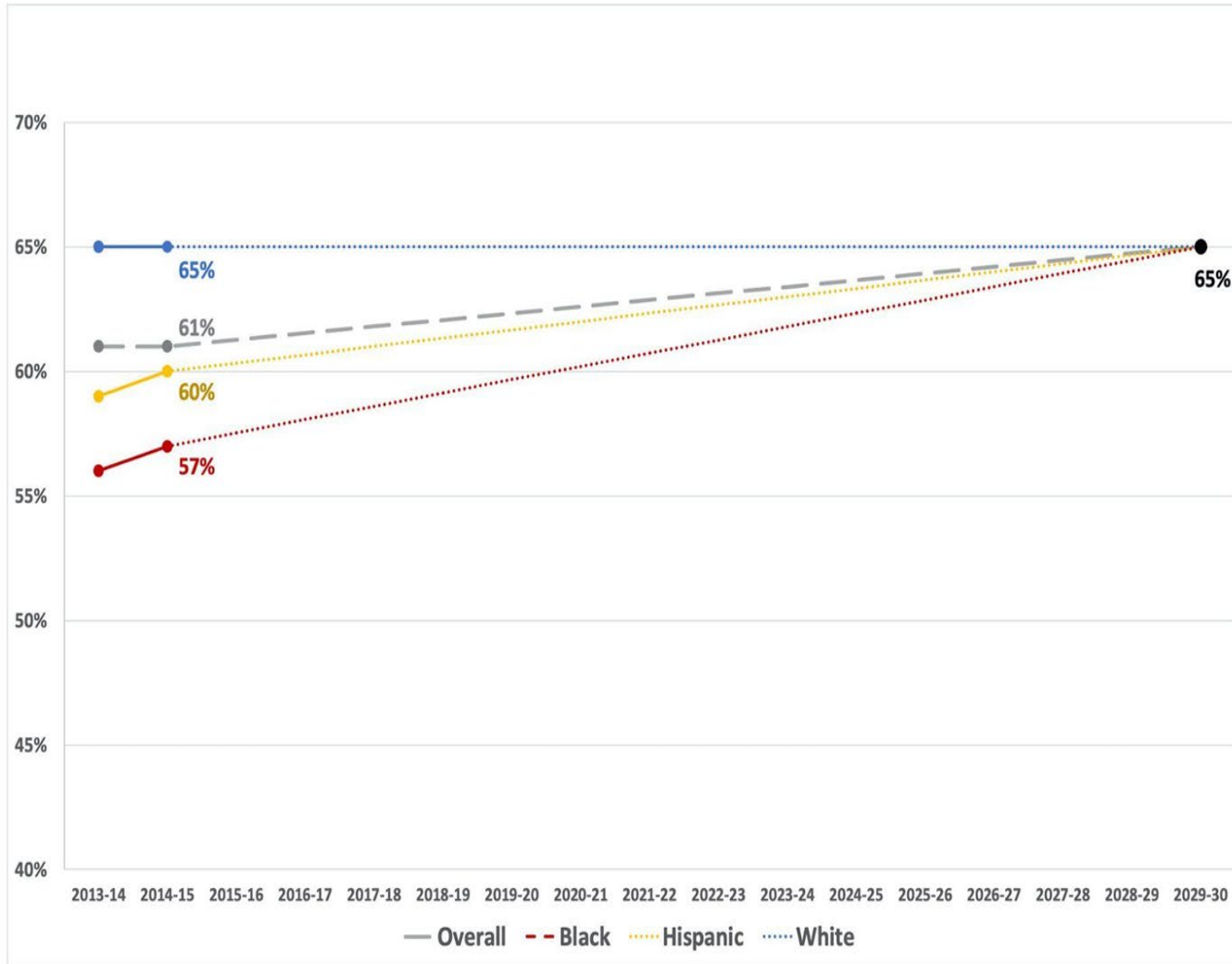


- By 2030, Valencia College students will earn 12,000 high-quality workforce credentials each year
- At least 50% of these credentials awarded to Hispanic students and at least 25% awarded to Black students



# Case Study: Valencia College

## Valencia College's Goals for Transfer & Baccalaureate Completion



By 2030, 65% of students who earn an AA or AS degree from Valencia College and enroll in a baccalaureate degree program at UCF or Valencia will earn their bachelor's degree within four years of starting.

2011 WINNER

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PRIZE**

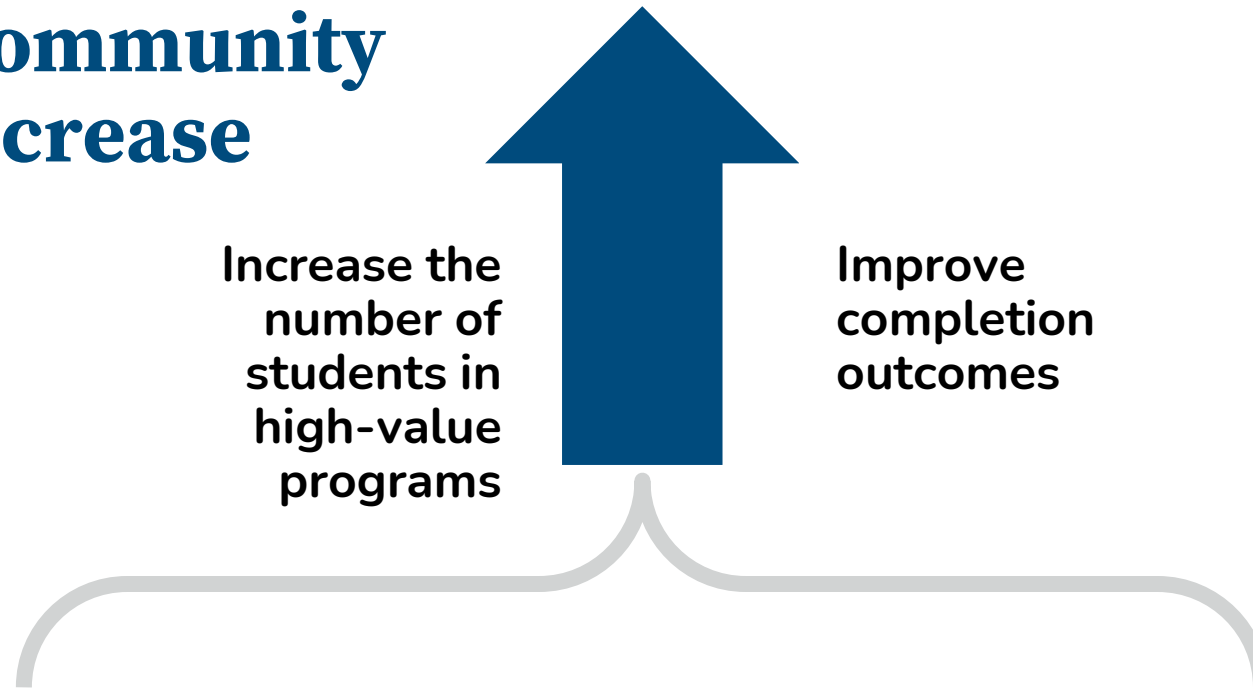
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# How Can Cerritos College Keep Students on High-Value Pathways?



# How can community colleges increase value?



## Strengthen Programs



- Improve existing program quality and value
- Expand and diversify enrollment in existing high-value programs
- Launch new high-value programs
- Shrink or sunset low-value programs

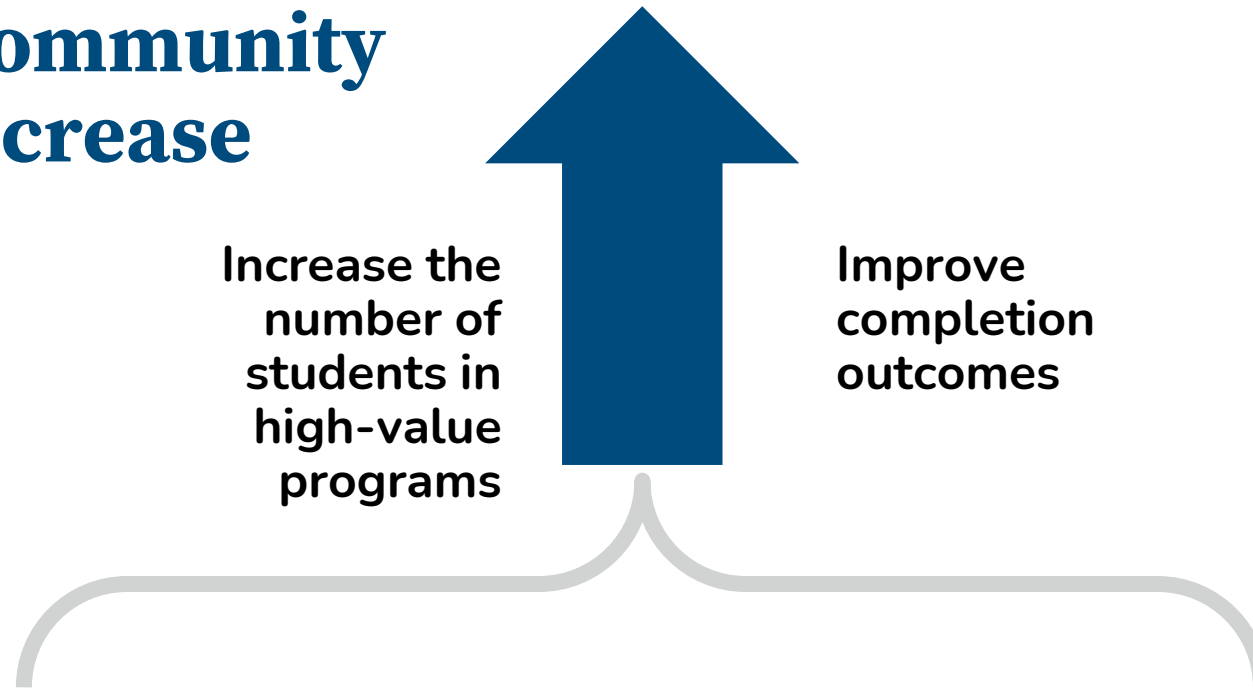


## Strengthen Advising and Supports

- Expand and increase equity in recruitment into high-value programs
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# How can community colleges increase value?



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# Strengthen Supports to Help Students Enter and Complete Pathways

Expand and increase equity in recruitment to high-value programs



## Key Strategies

- **Actively recruit** new student populations, including adult learners, through employer, K-12 and community partnerships
- **Align high school dual enrollment and career academy offerings** with high-value college programs and advise and help students develop career and education plans to pursue after high school
- **Recruit students enrolled in adult basic skills and non-credit workforce** programs to enter high-value degree programs (and support them through the program enrollment process)
- **Partner with employers and community organizations to recruit and provide short-term training for stepping-stone jobs** for low-wage employees and residents of underserved communities
- **Tailor messaging to attract historically underserved populations** and communities, including through trusted intermediaries

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# Strengthen Supports to Help Students Enter and Complete Pathways

Redesign student onboarding



## Key Strategies

- **Ask** about student interests, strengths, aspirations, etc. to help them explore aligned high-value programs and careers
- **Connect** every student with faculty, peers, alumni, and employers in fields of interest and to needed college/community resources
- **Inspire** students by ensuring that they can take at least one well-taught, college-level course on a topic that interests them in their first term
- **Plan:** help every student develop a preliminary education plan aligned to their post-graduation goals (and a good job)

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# Strengthen Supports to Help Students Enter and Complete Pathways

**Build student-centric schedules and modalities**



## Key Strategies

- Develop course and program schedules that are based on students' educational plans
- Ensure course schedules align with student needs and non-academic responsibilities
- Provide supplemental support for students in online or hybrid programs to ensure rigorous learning
- Provide training to faculty to develop online/hybrid teaching skills

# Strengthen Supports to Help Students Enter and Complete Pathways

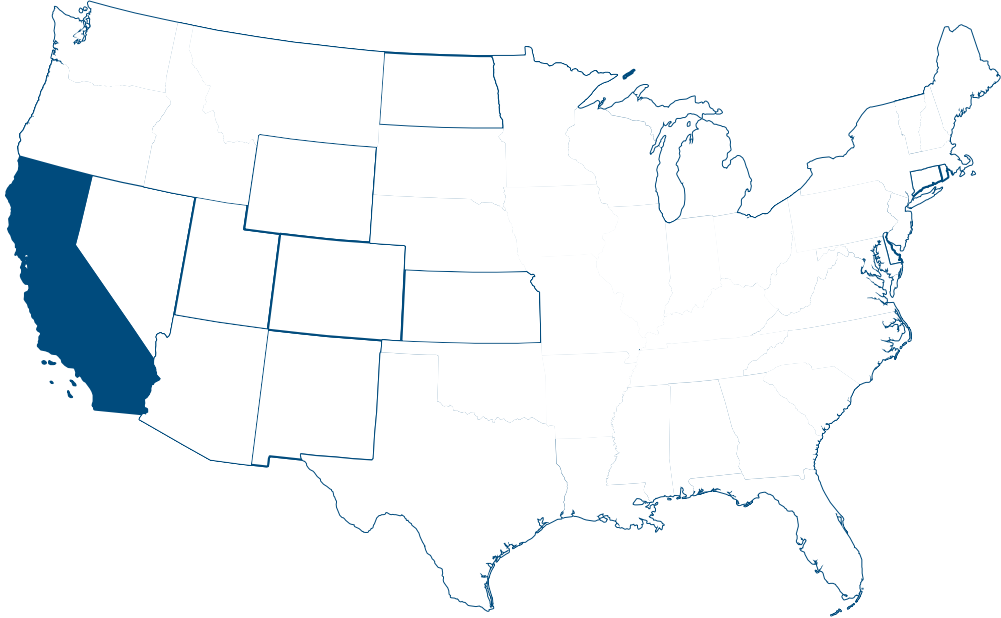
## Reform advising and student supports



## Key Strategies

- Adopt a caseload management advising model to ensure tailored academic and non-academic supports (or the equivalent that ensures personalized support)
- Determine specific milestones for student decisions and progress
- Align advisors' expectations and training to specific milestones
- Ensure that advisors help students update their educational plans as they progress
- Make engagement with high-quality career services and career placement guidance inevitable

# Case Study: Imperial Valley College



2023 CO-WINNER

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## Context:

- Small, rural community near Mexico border
- Scarce transfer destinations

## Reforms:

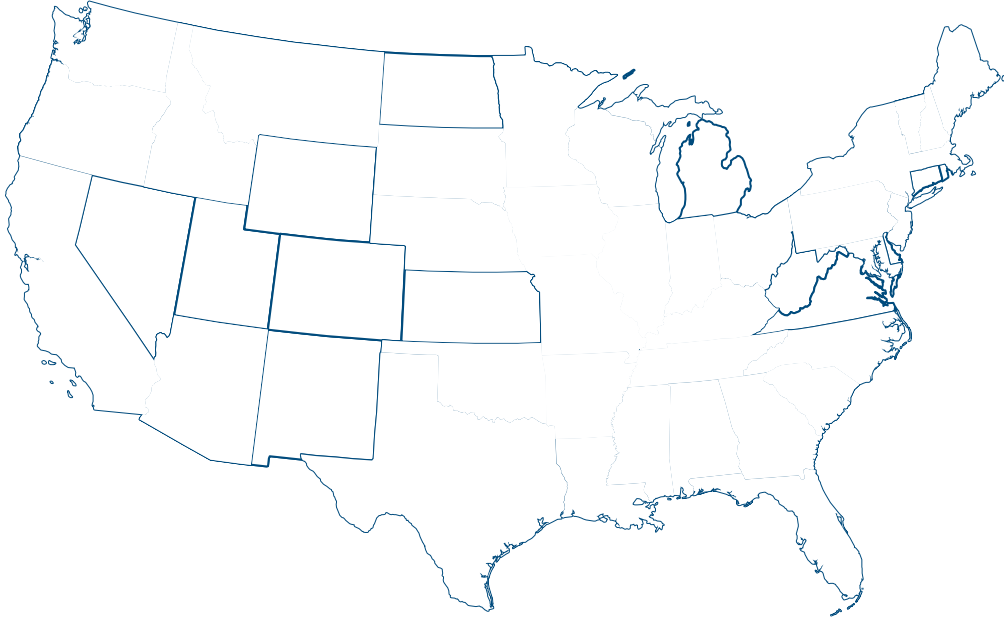
- Recruit from high schools with transfer in mind
- High school advisers help students choose a path and take the right DE courses
- Partner with several different universities to serve students in specific pathways/major programs of study
- Centralized course scheduling for most programs based on student need

## Results:

- 60% of local high school graduates enroll at IVC
- 12% increase in graduation over four years
- Strong post-transfer bachelor's completion outcomes

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# Case Study: Lorain County Community College



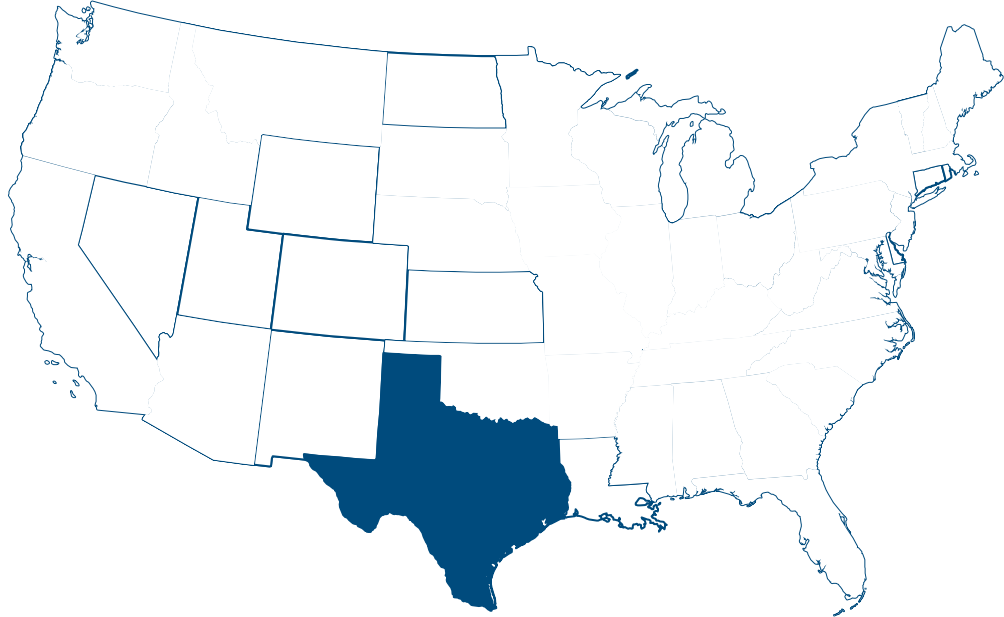
## Practice:

- Regional approach emerged as Careers by Design in collaboration with Team NEO
- Team NEO’s analysis of regional talent gaps creates urgency when it comes to boosting enrollment in key programs and disciplines
- Advisors trained on program data dashboards to learn more about programs and labor market and wage outcomes

## Results to date:

- Data-informed, uniquely prepared academic advising, outreach, and student service professionals: 72 participants | 42 “career designers” | 65 + mini session attendees (and growing!)
- Enrollment in areas spotlighted in the series has begun to increase

# Case Study: San Jacinto College



2021 FINALIST  
WITH DISTINCTION

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## Reforms:

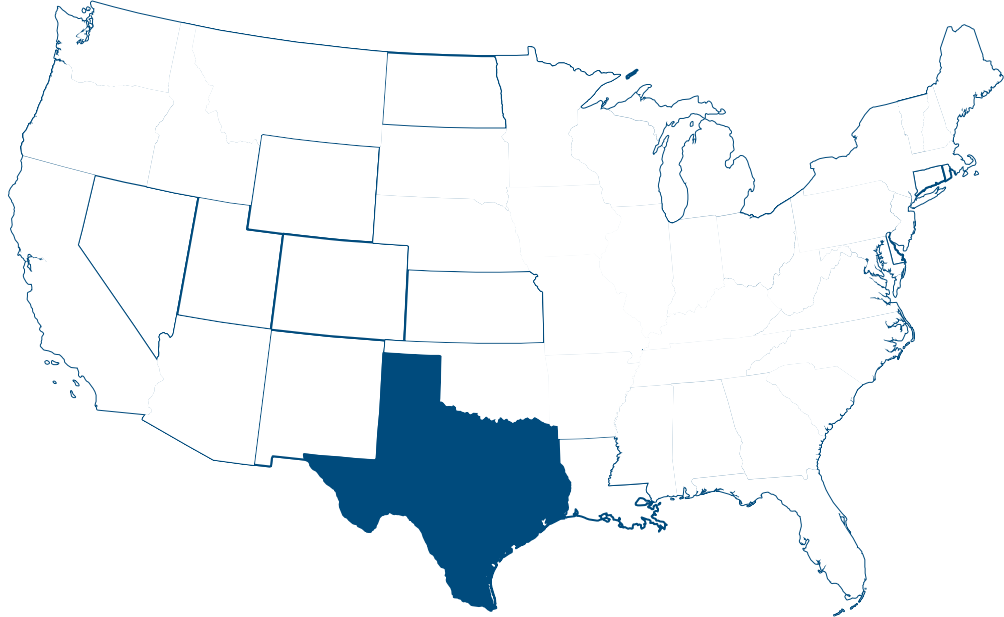
- Created clear guided pathways for all students
- Helped students make early decisions through advising—sharing the mantra that “we start with the end in mind”
- Partnered with local school districts to build on-ramps to high-value programs for students from Title 1 schools

## Results:

- Created exceptional workforce programs and facilities in their major industries: petrochemical, health care, marine technology
- Built trusting, invested relationships with employers
- Reduced students in gen ed pathways by talking to every student and solidifying goals



# Case Study: San Jacinto College



2021 FINALIST  
WITH DISTINCTION

**ASPEN  
PRIZE**

FOR COMMUNITY  
COLLEGE EXCELLENCE

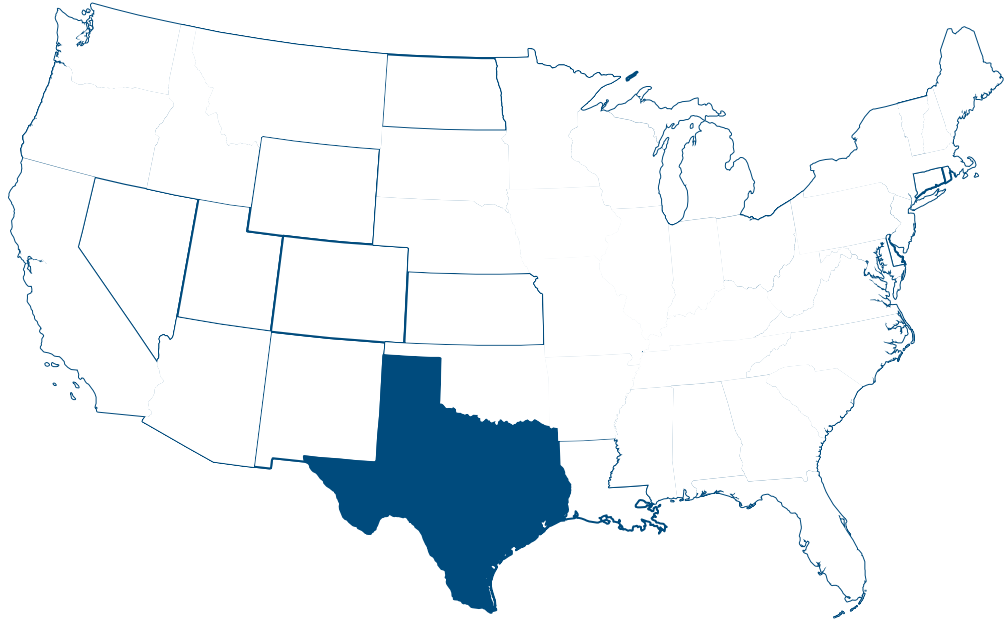
 aspen institute

## Results:

- Increased full-time enrollment from 9,010 in fall 2019 to 13,686 in fall 2020
- Reduced students in general studies associate degree programs from 57% in 2015-16 to 28% in 2019-20

Sources: San Jacinto IRDS Student Success Dashboard data and data reported by SJC as part of the Aspen Prize process.

# Case Study: San Jacinto College



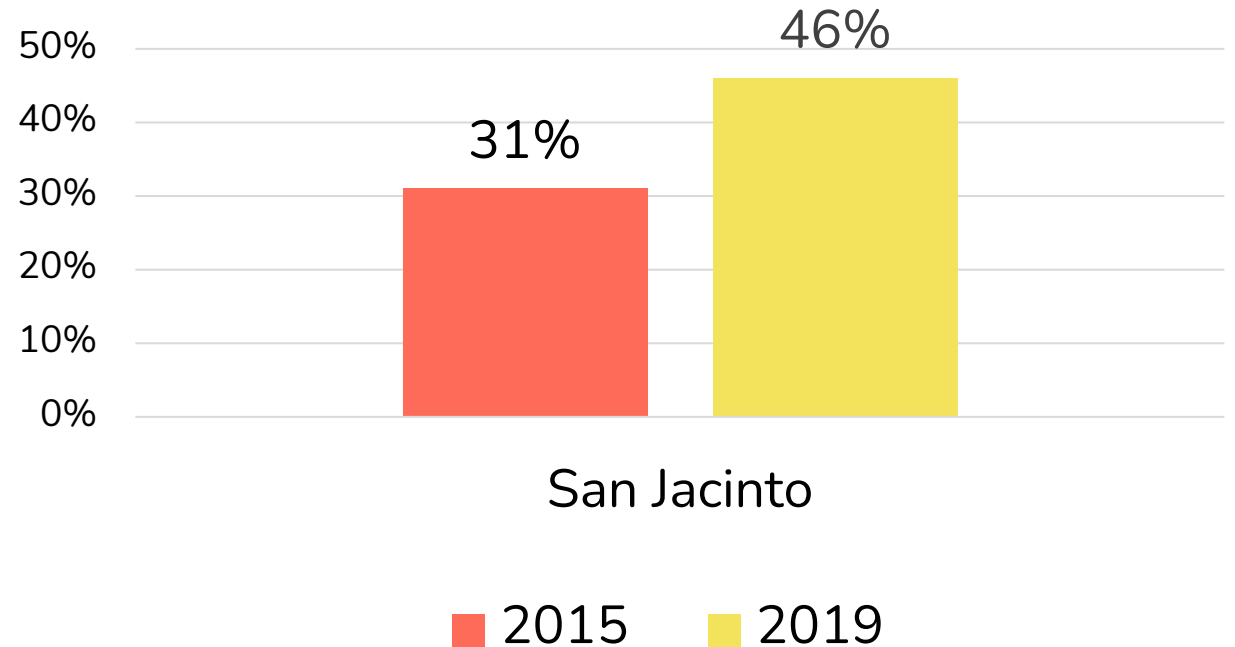
2021 FINALIST  
WITH DISTINCTION

**ASPEN  
PRIZE**

FOR COMMUNITY  
COLLEGE EXCELLENCE

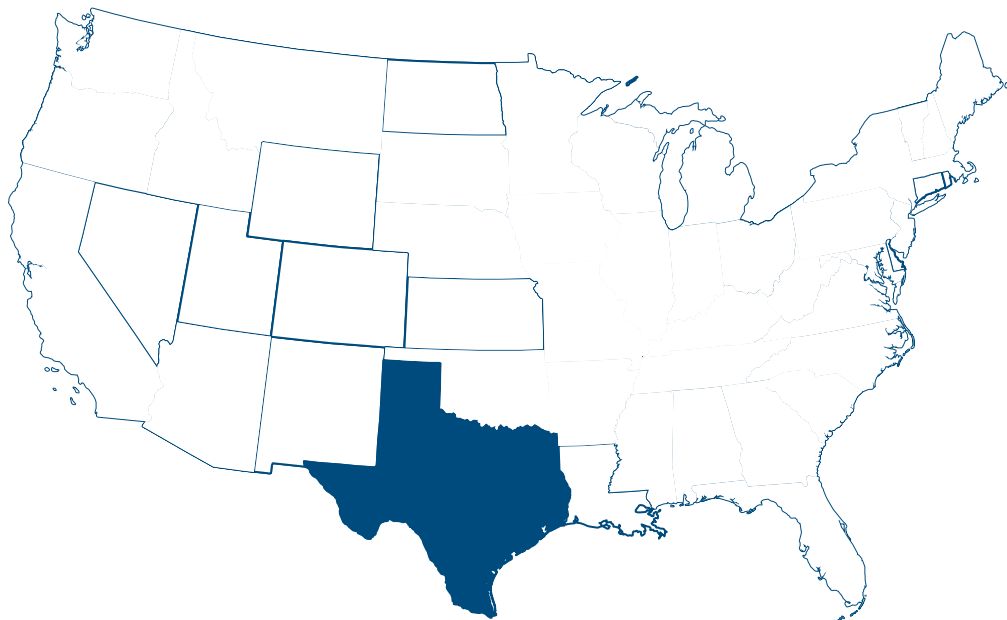
 aspen institute

Graduation and Transfer Rate within  
150% of Normal Program Time



**COLLEGE  
EXCELLENCE  
PROGRAM**  
 aspen institute

# Case Study: Alamo Colleges



ALAMO  
COLLEGES  
DISTRICT

## Context:

- Identified the need for meaningful, required interaction with students in order for them to successfully enter and stay on pathways

## Practice:

- Mandatory advising touchpoints for students
- 15/30/45, Mission Statement, Individual Success Plan, Transfer Intent
- Caseloads by Institute at 300:1
- Advised on TAGs and AAS + Certificates

## Results to date:

**19.1%** ▼

Semester Credit  
Hours to Degree  
80.5 → 65.1

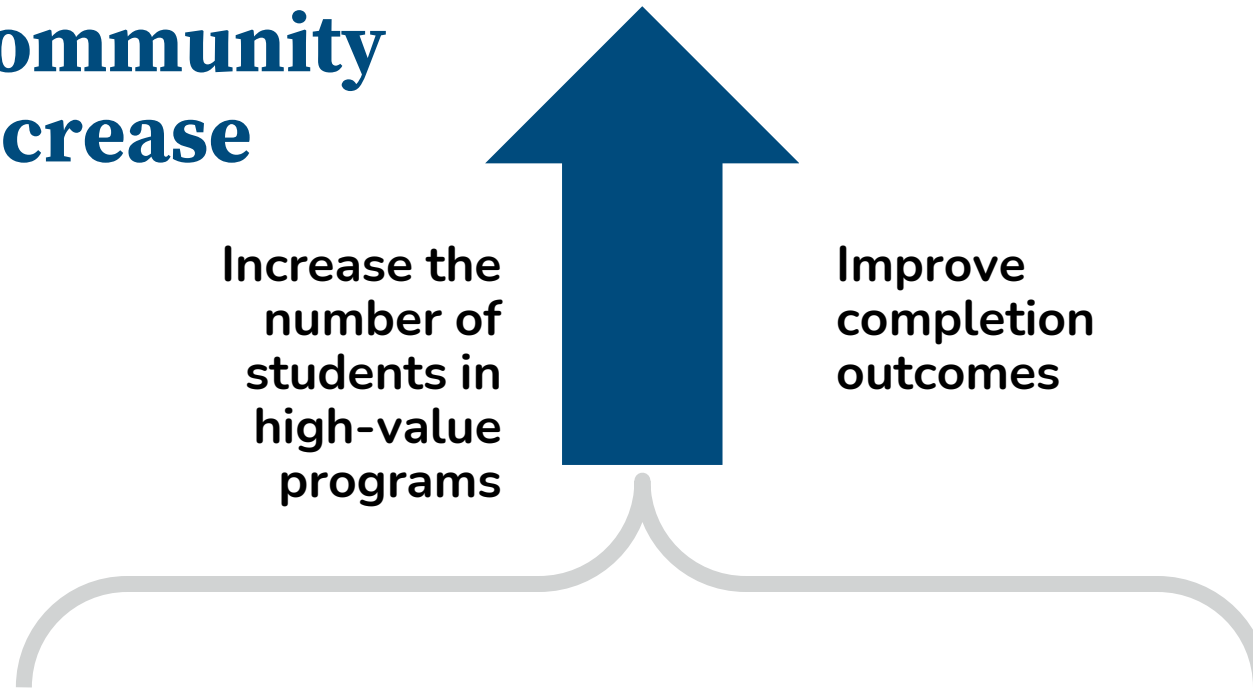
**13.8%** ▼

Time to  
Degree  
4.36 → 3.76

**52.8%** ▲

3-Year  
Graduation Rate  
19.9 → 30.4

# How can community colleges increase value?



## Strengthen Programs



- Improve existing program quality and value
- Expand and diversify enrollment in existing high-value programs
- Launch new high-value programs
- Shrink or sunset low-value programs



## Strengthen Advising and Supports

- Expand and increase equity in recruitment into high-value programs
- Redesign onboarding to help students make informed, purposeful program choices
- Build student-centric schedules and delivery modalities
- Reform advising and student supports to keep students on high-value pathways

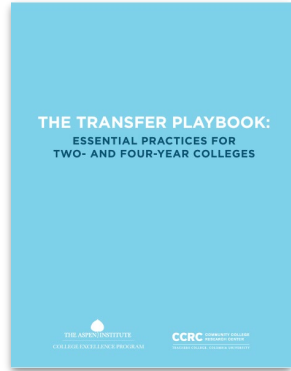
# Q&A and Group Discussion



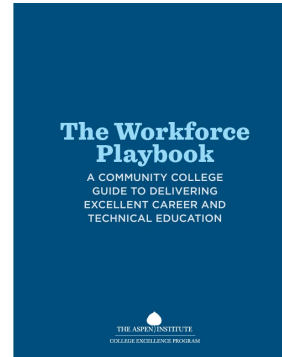
Questions about or responses to what  
you heard?

# Additional Resources

## The Transfer Playbook ([Link](#))



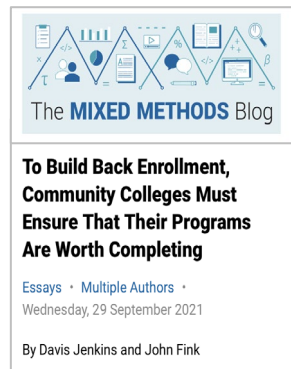
## The Workforce Playbook ([Link](#))



## Unlocking Opportunity ([Link](#))



## CCRC Framework ([Link](#))



# Thank You



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