



**CERRITOS  
COLLEGE**

# Enrollment Management Plan 2023-2025

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## Introduction

### What is Enrollment Management?

Enrollment management refers to a subset of topics within institutional planning, such as managing new and existing academic programs, admissions and registration processes, and policies related to student retention, persistence, and completion. In addition, enrollment management involves tracking student data to adjust class scheduling to meet enrollment targets. By improving these aspects of institutional planning, enrollment management maintains the balance between institutional goals, fiscal constraints, and the needs of the student community. Creating an enrollment management plan coordinates these various moving parts to encourage collaboration between scheduling, marketing, admissions, tracking, and student success.

This plan creates a responsive, flexible, educationally, and financially sound, research-based approach to enrollment management. This approach will safeguard the college and its educational programs not only during periods when state funding mechanisms are supporting enrollment growth but also during periods when they are flat growth.

### Enrollment Management's Relationship to Cerritos College's Strategic Plan, Mission, Vision, and Goals

The Cerritos College Enrollment Management Plan is an integral part of the Educational Master Plan and is thus consistent with the goals outlined in the Educational Master Plan (see Appendix: Educational Master Plan Framework). This plan works in conjunction with the College Strategic Plan, Facilities Master Plan, Information Technology Master Plan, and other plans and processes for providing a student-centered education. The enrollment management strategies of Cerritos College should ensure that the district is effective as it can be, within the scope of its resources, in meeting the educational needs of the community and serving all its diverse populations.

### Enrollment Management's Correlation to the California Community Colleges Chancellor's Office (CCCCO) Initiatives

The Cerritos College Enrollment Management Plan works alongside the California Community Colleges Chancellor's Office (CCCCO) Initiatives to meet expectations for student enrollment and success. Recent public attention has been focused on implementing Guided Pathways and introducing Assembly Bills 705 and 1705. This Enrollment Management Plan addresses the issues and expectations outlined in these initiatives.

### *Guided Pathways*

The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. Guided Pathways is an equity-focused framework that provides all students with clear enrollment avenues, course-taking patterns, and support services in a specialized path specific to their academic field. The Cerritos College

Enrollment Management Plan will promote engagement in Learning and Career Pathways (LCPs) to ensure that students are provided with a clear roadmap from entry to completion and potential transfer.

In addition, the California Community College Vision for Success aims to increase job placement for all graduates, increase transfer rates, decrease total accumulated units by graduation, and reduce equity gaps and regional achievement gaps. All these goals can be achieved in tandem with the enrollment management strategies introduced in this report.

### *Assembly Bill 705 and 1705*

Evidence suggests that community colleges have been placing too many students into remediation math and English courses. Assembly Bill (AB) 705 and AB 1705 address this issue by requiring that a community college district or college maximize the probability that a student will enter and complete transfer-level English and mathematics within their first year at a community college. This assembly bill signals a shift from placement tests as a measure of future success in favor of high school coursework, grades, and grade-point average. The impact of AB 705 and AB 1705 must be taken into consideration in enrollment and student success planning, as there will be higher student enrollment in transfer-level English and mathematics courses. To meet this demand, the Cerritos College Enrollment Management Plan recognizes the need for expanded course offerings, which include evenings and weekends, as well as online and hybrid models. In addition, AB 1705 emphasizes the need for co-curricular mechanisms to support students in transfer-level English and math. Thus, the need for an increase in embedded student academic support functions like tutoring, library research support, and counseling support is also underscored in this plan.

## Enrollment Goals

The Enrollment Management Goals have been developed to support the Vision for Success Goals, maximize Cerritos College's Student-Centered Funding Formula allocation, and align to the college's vision, mission, and goals (see Appendix: Educational Master Plan Framework).

### A. Enrollment:

1. Increase to 16,000 FTES in primary terms over a 3-year period.
2. Increase the number of students who apply and then enroll at Cerritos College by 10 percentage points (from 29.5% in Fall, 2022 to 39.5% in Fall, 2024).
3. Increase enrollment in non-credit CTE (Career Technical Education) courses by 10% (from 630 in Fall, 2022 to 693 in Fall 2024).
4. Increase the percentage of first-time, first-year students enrolling (and successfully completing) math and English by 7 percentage points (for math from 23.79% in 2021 to 30.79% in 2024; and for English from 41.35% in 2021 to 48.35% in 2024).

### B. Persistence

1. Increase the percentage of first-time, first-year students who persist from Fall to Spring semesters by 12 percentage points (from 72.31% in 2021 to 84.31% in 2024).
2. Increase the percentage of students who persist from their first Fall to their second Fall semesters by 10 percentage points (from 52.49% in 2021 to 62.49% in 2024).

### C. Completion

1. Increase the number of students who complete an Associate Degree for Transfer (ADT) by 12% (from 637 in 2021 to 714 in 2024).
  2. Increase the total number of degrees or certificates earned by 30% (from 5,182 in 2022 to 6,737 in 2024)
  3. Increase the number of students who earn a CTE-related degree or certificate and report employment in their related field of study by 10% (from 1,368 in 2021 to 1,505 in 2024)
- D. Transfer
1. Increase the number of students who transfer to a CSU by 5% annually (from 1,173 in 2022 to 1,293 in 2024)
  2. Increase the number of students who transfer to a UC by 5% annually (from 125 in 2022 to 138 in 2024)
  3. Begin tracking the number of students who transfer to out-of-State and private universities.
- E. Meet the accreditation goals for Student Learning Outcomes (SLOs).
1. Assess the college mission by using student learning outcomes and program review data. Disaggregate and analyze these data and evaluate the efficacy of strategies to mitigate gaps. (I.B.5, I.B.6).
  2. Identify and regularly assess learning outcomes for courses, programs, certificates, and degrees. In every class section, the course syllabus must include learning outcomes from the officially approved course outline of record. (II.A.3, I.B.2).

## Focus Area Strategies

### Focus Area A: Enrollment

1. Increase to 16,000 FTES in primary terms over a 3-year period (Lead: Vice President of Academic Affairs).
  - a. Created a 2-year schedule, by major, where all required classes (including general education options) may be completed by modality (i.e., online or on campus) and time of day (e.g., morning, afternoon, evening, or weekend) (Lead: Dean of Academic Affairs and Strategic Initiatives).
  - b. Provide an annual schedule of course offerings (i.e., year ahead scheduling) (Lead: Dean of Academic Affairs and Strategic Initiatives).
  - c. Provide a longer enrollment period for students to select and enroll in classes and have this enrollment period begin during the semester preceding the semester in which they are enrolling. (Lead: Dean of Academic Affairs and Strategic Initiatives).
  - d. Ensure campus-wide FTES/FTEF average is 15 per semester (Lead: Vice President of Academic Affairs).
2. Increase the number of students who apply and then enroll at Cerritos College by 10 percentage points (Lead: Dean of Enrollment Services)
  - a. Complete implementation of SuperGlue, which will allow us to offer courses via the California Virtual Campus (CVC Exchange) as a teaching college.
  - b. Realign CCCApply to show a single degree and certificate per major (Lead: A&R Assistant Director).
  - c. Revise Welcome Letter (email) to include LCP information and support services available (Lead: Dean of Counseling and Dean of Enrollment Services).

- d. Increase the number of students attending Senior Preview Day to 500. Building a strong, lasting relationship with the local community will further establish Cerritos College's position as a center of learning across the district. These partnerships with schools and community organizations will also establish a clearly communicated path to enrollment for high school students and adults seeking additional education. (Lead: School Relations Coordinator).
  - e. Decrease the number of students with holds for placement and orientation, which prevents them from enrolling into courses. Currently, over 96,000 students are barred from registration for not completing their orientation. The target goal by the end June 2025, is 20,000 or less (Lead: Dean of Counseling).
  - f. Increase by 5 percentage points the number of enrolled students who apply for financial aid via FAFSA or CADAA. Benchmark for 2021-2022 is 71% and the goal is to increase to 76% by the end of 2024-2025 (Source: College enrollment and number of financial aid applications). (Lead: Financial Aid Assistant Director).
  - g. Increase by 5 percentage points the number of students who receive financial aid (e.g., California College Promise Grant (CCPG), grants, loans, scholarships, and work study) at Cerritos College. Benchmark for 2021-2022 is 53% and the goal is to increase to 58% by the end of 2024-2025. (Source: Cerritos College Data Snippet) (Lead: Financial Aid Assistant Director).
  - h. Build LCP (Learning & Career Pathways) information into the college website and catalog. This includes making the Program Maps seamlessly connected to major information (Lead: Guided Pathways Leadership Team).
  - i. Build LCP cohorts into new student onboarding activities. Link the new student orientation, Welcome Day, and other workshops/events to Learning and Career Pathways to better promote cohorted identities (Lead: Dean of Counseling).
  - j. Create optimal practices around course modality. Reach course success rate of 73% campus wide (currently 68%). (Lead: Vice President of Academic Affairs).
  - k. Move to Standardized Class Sessions and Meeting Times (Lead: Dean of Academic Affairs and Strategic Initiatives).
    - i. Develop a 2-year schedule plan for each department.
    - ii. Establish standardized meeting times.
    - iii. Establish data dashboard to establish an effective schedule. This would include fill rates, FTES/FTEF, and courses in Comprehensive Student Education Plans.
  - l. Increase the number of students who enroll in College and Career Access Pathways (CCAP) courses by 20% (from 745 in Fall, 2022 to 894 in Fall, 2024). (Lead: Director of Educational Partnerships and Programs).
3. Increase the number of international students annually by 100% (currently at 53; goal is 106 for 2024). International students currently represent less than 1% of the student body at Cerritos College. (Lead: Assistant Director of International Student Services).
- a. Close enrollment Disproportionate Impact (DI) gap for Asian students. The Cerritos College Student Equity Plan has identified that the most significant DI for enrollment was among Asian students, followed by female students. (Lead: Dean of Student Equity and Success).
4. Increase enrollment in non-credit CTE courses by 10%.

- a. Create a Non-Credit Application: Implementation of a non-credit California Community College (CCC) application process will simplify the path for non-credit students to participate in educational opportunities at Cerritos College (Lead: Dean of Continuing Education).
  - b. Improve non-credit to credit pathways (Lead: Dean of Continuing Education).
    - i. Establish student support for non-credit students who are interested in concurrently enrolling in for-credit courses (Currently 10; goal 20).
    - ii. Develop a non-credit to credit bridge program.
5. Increase the percentage of first-time, first-year students enrolling and successfully completing math and English by 7 percentage points (for math from 23.79% in 2021 to 30.79% in 2024; for English from 41.35% in 2021 to 48.35% in 2024). (Leads: Dean of Counseling, Dean of Science, Engineering, and Mathematics, Dean of Liberal Arts).
- a. Ensure all first-year Student Education Plans include both math and English classes when required by the program of study.
  - b. Increase the course success of students in first-level math classes by 3.5% annually (Lead: Dean of Science, Engineering, and Math)
  - c. Increase the course success of students in first-level English classes by 3.5% annually (Lead: Dean of Liberal Arts)
  - d. Increase the course success rate of Black and African American students in transfer-level math and English from 10.2% to 20% by increasing the number attempting math and English from 39.8% (78 out of 196) to 50% (122 out of 244). (Leads: Deans of Science, Engineering, and Mathematics, and Dean of Liberal Arts)

## Focus Area B: Persistence

1. Increase the number of first-time, first-year students who persist from Fall to Spring semesters by 12 percentage points (from 72.31% in 2021 to 84.31% in 2024).
  - a. Ensure at least 80% of first-year, first-time students have completed student education plans by the end of their first year (currently 51%) (Dean of Counseling).
  - b. Begin using Cidi Labs (Lead: Lead Distance Education Coordinator).
  - c. Create 20 Peer Online Course Review (POCR) classes per year. As of May 2023, we did not have any approved classes. Four faculty and courses are in development (Lead: Lead Distance Education Coordinator).
  - d. Have at least 20 faculty per year move their courses into the course designed templates.
  - e. Improve Success in the top 10 most popular classes to 70%
    - i. Expand early alert beyond math and English to the top eight bottleneck classes. (Lead: Dean of Academic Affairs and Strategic Initiatives).
    - ii. Increase the number of in-person and online discipline-specific tutors in the Success Center from nine subjects tutored to 21 subjects tutored. (Dean of Academic Success and Library).
2. Increase the number of students who persist from their first Fall to their second Fall semesters by 10 percentage points (from 52.49% in 2021 to 62.49% in 2024).
  - a. LCP Success Teams can reach out to 80% of current students identified in the progress surveys to understand their specific needs and connect them to resources.



These LCP success teams consist of division dean(s), counseling faculty, instructional faculty, success coaches, academic support representatives, data coaches, and social work interns, operating as a cross-functional network to equitably address key student needs. (Lead: Guided Pathways Leadership Team ).

- b. Develop a Drop Course Survey. Once identified, the referral system for students to receive support can be built through collaboration across campus units (Lead: Assistant Director of Admissions and Records).

### Focus Area C: Completion

1. Increase the number of students who complete an Associate Degree for Transfer (ADT) by 12% (from 637 in 2021 to 714 in 2024).
  - a. Increase the number of online ADTs (Associate Degree for Transfer). As of January 2022, 10 of 33 ADTs were being offered online. By 2025, the goal is to have 50% of ADTs offered online (Lead: Vice President of Academic Affairs).
  - b. Purchase and implement an auto-award program that will utilize our People Soft database to identify students who have completed any degree or certificate, regardless of their stated intention (Lead: Dean of Enrollment Services).
  - c. Outreach to students who need less than 3 classes to finish a degree or certificates (Lead: Dean of Counseling).
2. Increase the total number of degrees or certificates earned by 30% (from 5,182 in 2022 to 6,737 in 2024)
  - a. Increase the number of online degrees and certificates by 22%. As of January 2021, the campus offered 264 online certificate and degree programs. By 2025, the goal is to have over 300 degrees and certificates offered online (Lead: Vice President of Academic Affairs).
  - b. Begin nudging 100% of students close to completion to finish (Lead: Dean of Counseling).
  - c. Increase the number of students who earn a CTE-related degree or certificate and report employment in their related field of study by 10% (from 1,368 in 2021 to 1,505 in 2024) (Lead: Dean and Lead Counselor for the Applied Technology and Skilled Trades).
  - d. Increase the number of Black and Latinx graduates in Science, Technology, Engineering, and Mathematics (STEM) from 175 to 200. (Lead: Dean of Equity and Student Success).

### Focus Area D: Transfer

1. Increase the number of students who transfer to a CSU by 5% annually (from 1,173 in 2022 to 1,293 in 2024) (Lead: Director of Career and Transfer Services)
  - a. Hire a Director of Career and Transfer Services to oversee transfer programs (Lead: Dean of Counseling).
  - b. Increase the number of students in the Transfer Academy to 400 (Current number is 250) (Lead: Director of Career and Transfer Services).
  - c. Begin tracking the number of out-of-State and private transfer students.

- d. Enroll at least 200 students in the UC and CSU Dual Admissions programs (Lead: Director of Career and Transfer Services).
  - e. Outreach to students who do not pass transfer Math/English and encourage reinstatement and reenrollment (Lead: Dean of Counseling)
  - f. Outreach to students who stopped out to encourage reenrollment. (Lead: Dean of Counseling)
  - g. Identify students who are taking classes outside of their major or transfer goals and nudge them back to the recommended classes. (Lead: Dean of Counseling)
  - h. Expand ADT options to include as many available majors as possible <https://cid.net/tmc#finalized> (Lead: Dean of Academic Affairs and Student Initiatives)
  - i. Provide transfer workshops and transfer academy through the transfer center. (Lead: Director of Career and Transfer Services).
  - j. Improve the relationship between the Transfer Center and Eng 100 faculty to promote pathways and services. (Lead: Director of Career and Transfer Services).
  - k. Develop new “support” classes for Math. (Lead: Dean of Academic Affairs and Student Initiatives)
  - l. Create recommended language for syllabi and course outline of records which emphasizes the importance of transfer pathways/CSEPs. (Lead: Dean of Academic Affairs and Student Initiatives)
  - m. Improve the language in the financial aid award letter, as students are often confused about what the award is. (Lead: Assistant Director of Financial Aid)
2. Increase the number of students who transfer to a UC by 5% annually (from 125 in 2022 to 138 in 2024) (Lead: Director of Career and Transfer Services)
    - a. Explore UC-aligned ADTs to in multiple disciplines. (Lead: Dean of Academic Affairs and Student Initiatives)
    - b. Host workshops for Personal Insights/Statement for UC bound students. (Lead: Director of Career and Transfer Services).
    - c. Fully implement (including a comprehensive outreach plan) for the CSU and UC Dual Admissions Programs. (Lead: Director of Career and Transfer Services).

### Focus Area E: Meet the accreditation goals for SLOs

1. Assess the college mission by using student learning outcomes and program review data. Disaggregate and analyze these data and evaluate the efficacy of strategies to mitigate gaps. (I.B.5, I.B.6).
  - a. Incorporate analysis of disaggregated SLO data into the annual plan and program review process (Lead: Dean of Institutional Effectiveness, Research, Planning, and Grants)
  - b. Develop college-wide process for examining disaggregated institutional learning outcomes and related action plans to address disproportionately impacted groups (Lead: ACE).
2. Identify and regularly assess learning outcomes for courses, programs, certificates, and degrees. In every class section, the course syllabus must include learning outcomes from the officially approved course outline of record. (II.A.3, I.B.2).

- a. Purchase Simple Syllabus, which will pull the SLOs from our curriculum software and copy them into the syllabus template (Dean of Academic Affairs and Strategic Initiatives).
- b. Develop a syllabus template with required and suggested elements and reach 80% faculty compliance (Lead: Dean of Academic Affairs and Strategic Initiatives).

Persistence Scorecard			
	High-Impact Activities (1-2)	Leading Indicators and Measurement	Ownership
Goal B.1. (Persistence) Increase the percentage of first-time, first-year students who persist from Fall to Spring semesters by 12 percentage points (from 72.31% in 2021 to 84.31% in 2024).	Develop and implement a comprehensive communication plan to make students aware of and encourage enrollment in the next term, including announcements on college homepage and Canvas (dashboard banner); email messages; social media posts; Cerritos app messages; and faculty and/or success coach announcements in classes. The announcements should flow from VPAA to instructional deans to department chairs and division faculty just prior to enrollment appointments will be posted to MyCerritos, and again at the time the enrollment period begins.	Increase the percentage of Fall-enrolled students who enrolled in Spring courses prior to the Winter Break (Fall 22 students versus Fall 23 students).	Enrollment Management Committee
Goal B.2. Increase the percentage of students who persist from their first Fall to their second Fall semesters by 10 percentage points (from 52.49% in 2021 to 62.49% in 2024).	1. LCP Success Teams reach out to current students to understand their specific needs and connect them to resources. 2. Develop and implement a multi-pronged strategy to mitigate drops, including administering a drop survey, expanding early alert efforts, and	The percentage of Spring-enrolled students who enroll in Summer and Fall courses prior to the end of the Spring semester.	Enrollment Management Committee

	alerting faculty when a student drops their class.		
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Completion Scorecard			
	High-Impact Activities (1-2)	Leading Indicators and Measurement	Ownership
Goal C.1. (Completion) Increase the number of students who complete an Associate Degree for Transfer (ADT) by 12 percentage points (from 637 in 2021 to 714 in 2024).	Start a series of campaigns to encourage exploration of ADTs. This would include a Welcome Letter that provides information with AD-T, launching Program Mapper.	Increase the number of first-semester students with ADT who complete 12 or more units in their first semester by 15%.	Dean of Enrollment Services
Goal C.2. (Completion) Increase the total number of degrees or certificates earned by 30 percentage points (from 5,182 in 2022 to 6,737 in 2024)	Purchase and implement an auto-award program that will utilize our People Soft database to identify students who have completed any degree or certificate, regardless of their stated intention.	Track the number of students who completed 80% of the units within their program of study.	Dean of Enrollment Services
Goal C.3 (Completion) Increase the number of students who earn a CTE-related degree or certificate and report employment in their related field of study by 10 percentage points (from 1,368 in 2021 to 1,505 in 2024)	Encourage all faculty to make announcements in their classes and on Canvas about CTE related opportunities.  Post information about CTE-related degrees in Instagram and the Cerritos App.	Track the number of students who read the canvas and social media messages.  Track the number of students who completed 80% of the units within their program of study.	Daniel Gardner & Joy Senf

Transfer Scorecard			
	High-Impact Activities (1-2)	Leading Indicators and Measurement	Ownership
Goal D. Transfer Increase the number of students who transfer to a CSU by 5 percentage points annually (from 1,173 in 2022 to 1,293 in 2024)	Update/revise ENGL 103 curriculum to include assignments on transfer and academic goals.  Mass text campaign (with incentives) who have completed 30 CSU transferrable units and invite them to attend CSU application workshop.	Number of counseling appointments attended.  Percentage of ENGL 103 students with Comprehensive Student Education Plans.  Number of students who attend the CSU application workshops. Number of CSU applications submitted.	English faculty who opt-in and counselors who are assigned to those classes.  Student Services & Transfer Center
Goal D. Transfer Increase the number of students who transfer to a UC by 5 percentage points annually (from 125 in 2022 to 138 in 2024)	Increase the number of faculty/staff/management as transfer allies who assist with Personal Insight Questions (PIQ) support during the for transfer drop-in times and November bootcamps  Use ENGL 100 as a gateway course to provide “extended orientation,” which will include writing assignments around the topics of academic goals and transfer (including the PIQ)	Number of UC applications application submitted, compared to past data.  Number of PIQ statements completed. Percentage of ENGL 100 students with completed CSEPs.	Daniel Gardner & other transfer ally  Other ENGL 100 faculty who opt-in & counselors who are assigned to these classes.

Recommend adding a third goal of transferring to private/Out of state, as long as it’s showing up on national student clearing house. Rationale- nursing and paralegal. Ex. Increase the number of students who transfer to private/out of state by 5% annually.

## Appendix: Educational Master Plan Framework

### Mission

Cerritos College values its diverse student population and is committed to providing these students with high quality, comprehensive instructional programs and support services that improve student success and offer clear pathways to achieve personal, educational, and career goals. In doing so, the college develops in students the knowledge, skills, and values that prepare them to be productive participants in the global community.

### Vision

Driven by the pursuit of unparalleled student success, Cerritos College will provide access to innovative learning opportunities that promote the power of learning.

### Goals

- GOAL A: Highlight clear educational and career pathways for ALL students and provide the programs, guidance and support they need to achieve their educational goals in a timely manner.
- GOAL B: Ensure all educational programs are aligned with industry trends and labor market needs. Strengthen partnerships with high schools, universities and strategic business and industry to build a complete pathway to completion.
- GOAL C: Develop an organizational culture that supports professional growth for all employees, collaboration, institutional memory, and leadership continuity.
- GOAL D: Raise awareness about who we are and convey that message effectively, both internally and externally. Improve information transfer between all our on-campus constituent groups as well as with our community.
- GOAL E: Continue with the ongoing modernization of campus buildings and information technology to ensure that all facilities and IT systems on campus meet the industry standard.
- GOAL F: Enhance organizational effectiveness by streamlining and simplifying College systems and processes. Diversify revenue sources to maximize discretionary funding opportunities which will support programs of excellence.