

Name	Responsibility	Institution	Email Address	Phone Number
Heather Ostash	Project Lead Contact	n/a	hostash@cerrocoso.edu	(760) 384-6249
Tyson Huffman	Alternate Project Lead Contact	n/a	tyson.huffman@cerrocoso.edu	
Mike Giacomini	Fiscal Report Approver	n/a	mike.giacomini@kccd.edu	(661) 336-5124
Tanner Barnett	Contact - View Only	Cerro Coso Community College	tanner.barnett@cerrocoso.edu	(760) 384-6249
Corey Marvin	Plan Approver	n/a	cmarvin@cerrocoso.edu	(760) 384-6201

Guided Pathways Work Plan

1. Successful Enrollment and Entering Students *

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

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

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

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

More than 75% complete

1.1.1 (More than 75% complete) What is your local goal? *

Our local goal for improvement on this metric is to achieve a 52% successful enrollment rate over the four years of this planning document. This is based on a review of the 5 year averages on this metric and a continued improvement rate of approximately 3% per year.

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

1. Reaching populations effectively, particularly our female potential students
2. Effectively communicating the value proposition of the college
3. Providing clear early information on financial supports and proactive support in accessing them
4. Providing clear program information connected to length, cost, earning potential and job/career connection for decision-making

5. Primary friction points are similar for a number of the metrics. In terms of successful enrollment, the primary friction points start with
- a. Reaching effectively potential student populations, specifically females
 - b. Once connected, communicating effectively the value of attending college
 - c. Providing early, clear information that is specific to the student on financial supports and other resources like childcare
 - d. Proactive, just in time hand-offs to the steps in the enrollment process
 - e. Clear pathway information with course sequences and connection to earning potential and career opportunities to help with decision-making about programs
 - f. Early connection to an assigned counselor/advisor and other success team members
 - g. Inescapable connection to all programs and resources the student qualifies for
 - h. Proactive connection for and assistance with applying for all forms of appropriate aid
 - i. Just in-time strategic communications and connections leading up to the start of the term

1.1.3 (More than 75% complete) What actions has your college taken that has led to significant advancement towards your goal? *

The college has been engaged in using data for proactive outreach and nudges to connect with students along the intake process.

Improve applicant conversion rate of target populations

- Targeted reports for proactive outreach by population
- Call campaigns for applied, but not registered students
- Proactive, systematic communication targeted for specific populations at key points of the enrollment process
- Student communication preferences in strategies
- Acceptance letter sent via email and mail with a Cerro Coso sticker
- Comprehensive, coordinated student communication plan with strands for particular populations of students

1.1.4 (More than 75% complete) What actions will your college continue to prioritize on going forward? *

- Student Success Teams- Scale care units for coordinated care
- Representation of major prep
- Add an additional communication strands that are highly coordinated among units
- Use personal email address and text as a follow up if the student does not register
- Implement EAB's prospect management system
- Continued expansion of Navigate for engagement, communication and intervention
- Implementation of clear pathway representation available before application completion
- Ensure that FAFSA completion is ubiquitous with the college application process
- Increase early awareness of and connection to support and resources

1. Directors of Counseling, Admissions and Records and Outreach collaborate on implementing the strategies in the application, intake and registration process
2. Expand disaggregation categories in Navigate to further refine targeted communications
3. Look at class offerings and relevance of courses to each population, such as modality and or 8-week courses, night and weekend classes. Focus on accelerated adult education, particularly implementing REACH strategies.
4. Conduct student inquiry specific to the needs of our female student population and the types of barriers and supports needed to meet particular challenges.

5. Create student surveys and/or student focus groups to help design the “need to know” information prior to applying.

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

Primary friction points are similar for a number of the metrics. In terms of successful enrollment, the primary friction points start with:

1. Reaching effectively potential student populations, specifically first generation, low-income and Black and African American
2. Once connected, communicating effectively the value of attending college
3. Providing early, clear information that is specific to the student on financial supports and other resources like childcare
4. Proactive, just in time hand-offs to the steps in the enrollment process
5. Clear pathway information with course sequences and connection to earning potential and career opportunities to help with decision-making about programs
6. Early connection to an assigned counselor/advisor and other success team members
7. Inescapable connection to all programs and resources the student qualifies for
8. Proactive connection for and assistance with applying for all forms of appropriate aid
9. Just in-time strategic communications and connections leading up to the start of the term

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

The college has a series of structures, committees and planning processes in place to continue to support this work and move the institution forward:

- Student Equity and Achievement Committee - our participatory governance committee focused on Guided Pathways and Equity Plans
- Institutional Effectiveness Committee - participatory governance committee focused on continuous quality improvement
- A variety of student demand and performance dashboards and reports
- SCFF-based dashboards and reports
- Strategic Plan - goals annually assessed
- Educational Master Plan - goals
- College and District Prioritization- "Targets and Tactics for Student Success with Equity" goals
- Accreditation standards
- Departments of Admissions and Records, Outreach, Counseling, and Financial Aid
- Annual integrated planning process
- Evaluation processes for faculty and staff
- Administrative support at the highest district and college levels

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

- Positions hired on categorical funding that we would not be able to sustain without the funding source
- One time funds that do not allow for continuity or momentum
- Planning exhaustion
- The exclusions in the 50% law
- Cerro Coso’s geography over 18,000 square miles
- The closing and down-sizing of the prisons we serve (which we support philosophically)
- Being a small college with many of the same people/positions involved in this work across numerous programs

Generally, particularly at a small college, it is challenging to constantly be in a state of responding to a reporting requirement or evaluating and developing a plan across numerous programs without sufficient time to do this thoughtfully and inclusively. In particular our SEAC committee is losing momentum to get the actual work done when constantly working on some form or plan or report. This is one of the bigger threats to our progress. At a small college, in order to highly coordinate and integrate this work, it means that many of the same people and positions are involved in these processes across programs. This report alone has cost over 100 hours of work--not inconsiderable for a small school--that could have been more profitably spent elsewhere.

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

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

Yes

1.2.1 (Yes) Please describe the continuous improvement process at your college towards advancing this goal. *

The college recently completed its Educational Master Plan for the next 5 years and will now be updating the Strategic Plan, which is already reflective of the college's Guided Pathways work, metrics and goals.

While the college's integrated annual planning processes and program review processes have incorporated reflection, data and planning related to the college's Guided Pathways and Equity planning and metrics, there is room to continue to expand and strengthen this integration. There is a tighter connection in student services units and programs to Guided Pathways work and planning than in some other areas of the college.

Twice a year, the college is engaging in a evaluation, planning and target setting process related to the Student Centered Funding Formula (SCFF), which is tightly aligned with the Guided Pathways framework and metrics. In this process, the college engages in evaluating lead and lag measures related to the college's progress and updates goals and strategies accordingly to continue to make progress on the enrollment, supplemental and success metrics of the SCFF.

The District IR has developed a real time data dashboard for tracking disaggregated enrollments for different student populations and modes of delivery to allow for ongoing tracking and intervention when the college is not on track for meeting targets. Along with this, the college has a series of actionable data reports run on an ongoing basis for consistent proactive student contact along the intake experience.

1.2.2 (Yes) What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process? *

The college's integrated annual planning processes and program review processes have incorporated reflection, data and planning related to the college's Guided Pathways and Equity work.

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

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

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

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

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

More than 75% complete

2.1.1 (More than 75% complete) What is your local goal? *

Our local goal for improvement on this metric is to achieve a 58% Persistence rate from First Primary Term to Secondary Term over the four years of this planning document. This is based on a review of the 5 year averages on this metric, an evaluation of recent gains on this metric and the strategies and structures in place for continued improvement.

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

- Lack of awareness of financial resources and programs specifically available to support economically disadvantaged who are disproportionately represented in our first generation student population
- Reduced attention and support in navigating, planning and registering for subsequent terms (compared to first semester)
- Lack of inescapable connection and support for problem-solving barriers that have come up for the student
- Comparatively small percentages of students with completed long-term education plans
- Insufficient connection to our over 75% part-time population who are also disproportionately our first generation and economically disadvantaged students
- Incomplete communication plan development of touch points over the life cycle of the student
- Challenges with consistently developing a sense of belonging, particularly for students who do not have higher education in their background

2.1.3 (More than 75% complete) What actions has your college taken that has led to significant advancement towards your goal? *

- Increased just in time, proactive and more specific communications to students at critical points across the lifecycle of the student
- Increased FAFSA completions/awards
- Large scale expansion of Basic Needs supports
- Access to services, communication and support at the convenience of the student
- Increased imbedded tutoring and library
- Increased zero text cost class options

2.1.4 (More than 75% complete) What actions will your college continue to prioritize on going forward? *

- Implement coordinated communications plan with focus on student preferences for modes of receiving different types of information
- Complete process from spring 2023 for developing front facing student pathways with long term schedules embedded- possible Pathway Mapper
- Case-management Counseling and Advising/Student Success Teams
 - Identify critical points to proactively connect with student
 - Make awareness of and connection to resources inescapable
 - Increase care units and care unit integration
- Faculty Integration
 - Faculty PD around students - who are they? What do they need?
 - More process mapping and PD by student services for faculty

- Define terms like “culturally responsive” and “process mapping” for faculty
- Continue to conduct student inquiry to better understand student barriers to attending full-time and to identify strategies for addressing
- Implement Navigate's Academic Planner

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

Ideally, every student has inescapable points of connection throughout the student experience to help students, particularly First-generation students, overcome barriers and navigate higher education. Proactive case-management at least in counseling and advising includes proactive outreach and connection points to students to help nudge and prompt at various potential loss and momentum points. Additionally, this helps to ensure that students are inescapably aware of and connected to processes, resources, college knowledge and support to persist from term to term.

Instructionally, first-generation students are ideally taught how to be students of higher education: how to successfully complete homework, anticipate questions on papers and exams, carry out effective research, connect lectures and class exercise to outcomes, see the bigger picture. Students naturally do this once they have one or two semesters under their belts. Getting them jump-started on this in the first semester is key, especially for historically under-represented students.

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

The college has a series of structures, committees and planning processes in place to continue to support this work and move the institution forward:

- Student Equity and Achievement Committee - our participatory governance committee focused on Guided Pathways and Equity Plans
- Institutional Effectiveness Committee - participatory governance committee focused on continuous quality improvement
- A variety of student demand and performance dashboards and reports
- SCFF-based dashboards and reports
- Strategic Plan - goals annually assessed
- Educational Master Plan - goals
- College and District Prioritization- "Targets and Tactics for Student Success with Equity" goals
- Accreditation standards
- Departments of Admissions and Records, Outreach, Counseling, and Financial Aid
- Annual integrated planning process
- Evaluation processes for faculty and staff
- Administrative support at the highest district and college levels

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

- Positions hired on categorical funding that we would not be able to sustain without the funding source
- One time funds that do not allow for continuity or momentum
- Planning exhaustion
- The exclusions in the 50% law
- Cerro Coso's geography over 18,000 square miles
- The closing and down-sizing of the prisons we serve (which we support philosophically)
- Being a small college with many of the same people/positions involved in this work across numerous programs

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

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

Yes

2.2.1 (Yes) Please describe the continuous improvement process at your college towards advancing this goal. *

The college recently completed its Educational Master Plan for the next 5 years and will now be updating the Strategic Plan, which is already reflective of the college's Guided Pathways work, metrics and goals.

While the college's integrated annual planning processes and program review processes have incorporated reflection, data and planning related to the college's Guided Pathways and Equity planning and metrics, there is room to continue to expand and strengthen this integration. There is a tighter connection in student services units and programs to Guided Pathways work and planning than in some other areas of the college.

Twice a year, the college is engaging in a evaluation, planning and target setting process related to the Student Centered Funding Formula (SCFF), which is tightly aligned with the Guided Pathways framework and metrics. In this process, the college engages in evaluating lead and lag measures related to the college's progress and updates goals and strategies accordingly to continue to make progress on the enrollment, supplemental and success metrics of the SCFF.

The college is proactively tracking data related to persistence at the student contact level so that the college can reach out to students

2.2.2 (Yes) What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process? *

The college has hired for the first time a Dean of Enrollment and Retention. This position is responsible for:

- Facilitate and support students' educational success through the provision of student-centered educational services as listed below. Plan, implement and evaluate short and long-range strategies, goals and objectives that contribute to continuous quality improvement in the following areas:
- Enrollment management with a focus on optimizing the use of technology as a student guidance and success tool;
- Maximizing the college performance on the Student Centered Funding Formula;
- Admissions and Records, including registration, maximizing enrollment, outreach and enhancing the student intake experience
- Veteran Service, including resource development, outreach, engagement and maximization of capacity as a Veteran Serving Institution
- Financial Aids: with focus on efficiency, proactive approaches and maximizing students receiving all relevant awards;
- Promise and Finish Line Programs: continuing to administer with a wrap-around cohort approach;

- Coordinated communication plan throughout the recruitment and enrollment processes and strategically to support retention and persistence using a variety of communication streams;
- Recruitment and Outreach, outreach activities, and open houses, in collaboration with on campus programs;
- Student Ambassadors, including supervision and engagement in outreach and inreach activities
- Basic Needs: Coyote Cupboard/food resources, CalFresh Outreach, Mental Health, housing support, transportation resources;
- Student activities: working with various offices on campus help to provide a baseline of student life/engagement activities;
- Online student services and technological solutions that enhance communications with students, boost student recruitment and retention and support enrollment and student achievement outcomes;
- Other enrollment, retention services and student success initiatives, particularly targeted for equity populations. These include high impact practices that are data informed.

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

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

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

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

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

50% to 75% complete

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

Our local goal for improvement on this metric is to achieve 16% of entering students successfully completing transfer-level math & English in their first year over the four years of this planning document. This is based on a review of the 5 year averages on this metric, an evaluation of recent gains on this metric and the strategies and structures in place for continued improvement.

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

- Insufficient direction to and clarification of value for students to enroll in English and math in the first year.
- Unstable learning supports post Covid.
- Departments still adjusting post AB705 curriculum for best outcomes.
- Some inconsistency among instructors.
- Insufficient strategies for a disproportionately large population of part-time students.
- Dual enrollment successes working against us: the large number of service-area students completing transfer-level English and math in high schools are not being counted and also not completing these classes at the college.

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

5. Completion and Student Success *

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

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

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

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

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

50% to 75% complete

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

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

- Certificate Completion
- Degree Completion

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

Our local goal for improvement on this metric is to achieve 16% rate of completion over the four years of this planning document. This is based on a review of the 5 year averages on this metric, an evaluation of recent gains on this metric and the strategies and structures in place for continued improvement.

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

- Geography
- Cost
- Through Transfer Gate Study
- Not having a primary transfer partnership or close connection to a transfer institution
- Transportation
- Tight transfer partnership with an online institution
- Lack of clear pathways and connection to jobs/careers/earning potential
- Effectively making the value proposition of community college that connects effectively with our Black and African American Communities
- Insufficient representation and mentorship by Black or African American faculty/employees
- Intersectional compounded barriers like first generation and/or economically disadvantaged status
- Lack of inescapable, proactive connection and support throughout program unless in a special group like athletics or Umoja
- A sense of belonging and connection

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

A big task and primary goal for the next two years is to work with District IR to develop research reports necessary for identifying students close to completion for proactive outreach and completion campaigns. Part of this work is the completion of program maps, including the implementation of a tool like Program Mapper, so that a student can be identified when “off path.”

This includes developing a strategy for all indicators, completing the creation of just-in-time communication through the lifecycle of the student, and engaging faculty in crucial messaging, such as prompting registration for the next term, referring to just in time supports when necessary, and assisting students with applying for graduation. A new strategy is the development of a series of Canvas “Pop Up” messages a faculty member can adopt associated with things like registration, FAFSA resubmission and other critical steps for students.

The college is in the process of working towards a case management/student success team approach to counseling and advising in an effort to make resources, interventions and critical program information inescapable for students.

We will also identify students that already have, or are very close to completing, their general education requirements for both CSU and UC systems. We have developed a GE Certificate that will assist with certificate awards, capture transfer students, and subsequent degree achievement. The certificates are awaiting approval at the Chancellor’s Office and are targeted to be in the 2023-24 catalog.

Together with that, we are adjusting ed plans to allow the student to finish a certificate before their degree where possible and appropriate. This is more easily done with special population students such as Finish Line scholarship program students and ISEP students.

We are in the process of implementing the use the Cognos report developed to support “auto-awards” and are focusing on our most popular degrees, as well as using Navigate in this capacity. We also have a series of campaigns currently going for increasing SEP completion, particularly for ISEP and Dual Enrollment students.

The college is engaged with BC and PC working on the implementation of a common transcript. CC is in the process of implementing transfer articulation of courses and will be at scale in Fall 2023.

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

- Develop a tracking report for students to know where they are at any given time--degree path, number of units taken, courses still required for degree or certificate, having taken English or math, financial aid awarded, part of a special services population, etc.
- Implement case-management for students, including individualized counseling sessions, individualized connection-making, and support from a student success team comprised of counseling, teaching faculty, and current and former students.
- Identify mentors, especially in CTE programs, who have been successful in the area--possibly even doubling as a conduit for eventual employment.
- Develop a systematic and intentional plan for improving affinity--such as increasing opportunities for student employment, creating a better sense of community for out-of-town athletes, and create, schedule, and run courses of interest to Black students, especially for general education options.
- Identify courses students want, especially for general education options.
- Continue to research critical factors that help smaller populations of students succeed at small rural colleges. Look back at Student Success Factors study, evaluate whether adjustments need to be made as a result of the impacts of Covid, and re-focus on these strategies.
- Expand dual enrollment for all students starting in 9th grade
- Increase students completing English and math in the first year
- Increase long term education plans
- Expand and scale Basic Needs support, particularly mental health support
- Implement academic planner module in Navigate
- Increase OERs
- Develop First Gen experience wrap-around supports
- Promote 30 unit completion in first year

- Implement CFIT on barriers to student timely completion

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

- Implementing case-management in counseling/advising as a first step to the development of student success team (Student success team comprised of counseling, teaching faculty, current and former students (peer mentors).
- Identify who those students are, geographically and in terms of their program pathways.
- High touch wrap around and individualized supports for students who need it the most
- Increase in non-traditional (for us) hours for support services
- Re-engage with Student Success Factors
- Expand Safe Space training and campus identification
- Continue to develop and expand Umoja program
- Expand inclusive event and activity programming at all campuses 24/7
- Continue to engage in student inquiry with a particular focus on equity populations
- Continue to expand student centered approaches to providing support services- at the student's convenience over the institution
- Continue to focus on high touch student support services in our incarcerated/Rising Scholars program
- Continue focus on expanding Dual Enrollment to an "every student" model
- Increase opportunities for student employment: front office, ISEP, library. Not only \$\$ in pockets but also better connection to the institution. Develop affinity.
- Identify courses Black students want, especially for general education options.
- Continue to expand and prioritize equity in the college's Finish Line program
- Continue to expand identification of student population in Navigate for tailored touch points and messaging

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

The college has a series of structures, committees and planning processes in place to continue to support this work and move the institution forward:

- Student Equity and Achievement Committee - our participatory governance committee focused on Guided Pathways and Equity Plans
- Institutional Effectiveness Committee - participatory governance committee focused on continuous quality improvement
- A variety of student demand and performance dashboards and reports
- SCFF-based dashboards and reports
- Strategic Plan - goals annually assessed
- Educational Master Plan - goals
- College and District Prioritization- "Targets and Tactics for Student Success with Equity" goals
- Accreditation standards
- Departments of Admissions and Records, Outreach, Counseling, and Financial Aid
- Annual integrated planning process
- Evaluation processes for faculty and staff
- Administrative support at the highest district and college levels

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

- Positions hired on categorical funding that we would not be able to sustain without the funding source
- One time funds that do not allow for continuity or momentum
- Planning exhaustion
- The exclusions in the 50% law

- Cerro Coso's geography over 18,000 square miles
- The closing and down-sizing of the prisons we serve (which we support philosophically)
- Being a small college with many of the same people/positions involved in this work across numerous programs

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

Not Entered

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

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

Yes

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

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

- Certificate Completion
- Degree Completion

5.2.2 (Yes) Please describe the continuous improvement process at your college towards advancing this goal. *

The college has long had a long-term schedule showing which classes are offered at which campuses in which semesters. The challenge has been rendering this in terms of visual pathways since not all classes are taught at the same campuses in the same semester. Recently, the college bit the bullet and generated visual pathways for where the degrees and certificates are most commonly achieved (usually online), with the understanding that any one visualization is not *the* pathway but a sample pathway to inform conversations with counselors and development of an ed plan. Not ideal. But functional. These will be completed in the fall semester, after being vetted by department faculty and counselors, and posted to the website.

5.2.3 (Yes) What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process? *

We will be setting up a feedback loop to find out how extensively the visual pathways are used and how effective they are in informing conversations with counselors and development of ed plans.

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

Not Entered

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

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

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your