

# GUIDED PATHWAYS SELF-ASSESSMENT TOOL

## Self-Assessment Outline

Key Element		Scale of Adoption			
		Pre-Adoption	Early Adoption	In Progress	Full Scale
Inquiry	1. Cross-Functional Inquiry		X		
	2. Shared Metrics		X		
	3. Integrated Planning		X		
Design	4. Inclusive Decision-Making Structures		X		
	5. Intersegmental Alignment			X	
	6. Guided Major and Career Exploration Opportunities		X		
	7. Improved Basic Skills		X		
	8. Clear Program Requirements		X		
Implementation	9. Proactive and Integrated Academic and Student Supports		X		
	10. Integrated Technology Infrastructure		X		
	11. Strategic Professional Development			X	
	12. Aligned Learning Outcomes				X
	13. Assessing and Documenting Learning			X	
	14. Applied Learning Opportunities			X	
<b>Overall Self-Assessment</b>					

Self-Assessment Items

<b>INQUIRY (1-3)</b>				
Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.				
<b>KEY ELEMENT</b>	<b>SCALE OF ADOPTION</b>			
	<b>Pre-Adoption</b>	<b>Early Adoption</b>	<b>Scaling in Progress</b>	<b>Full Scale</b>
<p><b>1. CROSS-FUNCTIONAL INQUIRY</b></p> <p>College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.</p> <p>College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</p>	<p><input type="radio"/> College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.</p>	<p><input checked="" type="radio"/> Inquiry around guided pathways and/or student outcomes is happening in areas of the college (e.g., by department, division, learning community, special project, initiative), but it is in siloes.</p> <p>Some programs have examined local data, agreed that improvement is necessary, and are engaged in actionable research but action is limited to solutions within programs.</p>	<p><input type="radio"/> Inquiry is happening in cross- functional teams that include faculty, staff and administrators.</p> <p>Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s).</p> <p>Guided pathways are consistently a topic of discussion.</p>	<p><input type="radio"/> Inquiry is happening in cross-functional teams that include faculty, staff and administrators.</p> <p>Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings.</p> <p>Research on student success and equity are systematically included and focused on closing the equity gap(s).</p> <p>Guided Pathways are consistently a topic of discussion.</p>
Please respond to the following items (500 word maximum per item)				
<b>1. Please briefly explain why you selected this rating.</b>				

College constituents examine research and local data on student success and discuss overarching strategies to improve student success. These discussions and examinations of research and data take place through such mechanisms as the Institution-Set Standards (ISS) task force and vetting process, departmental/unit program reviews, and through the development and implementation of the College's integrated student success plan that encompasses the Student Success and Support Program (3SP), Student Equity (SE), and Basic Skills Initiative (BSI). The ISS task force looks at data related to the College's institution-set standards. Along with the staff from the Office of Institutional Effectiveness, the team examines the various measures of how well students are performing in terms of successful course completion, course retention, persistence, degree and certificate completion, transfer, and job placement. With the data, the task force draws conclusions about the College's performance on the measures and makes recommendations for improvement, which are shared with, and modified based on feedback from, the Educational Planning Committee, Council of Instruction, Academic Senate, and College Council. The final set of conclusions and recommendations is then posted on the College website. In addition, each academic program receives data annually as part of the program review process on student enrollment, success, retention, completion, etc. The data are analyzed by each discipline, and objectives and resource requests may be developed to improve student success. While research on student success and equity are systematically reviewed at least annually and actionable plans are developed based on these examinations, student voice could play a larger part in these discussions.

Currently, some areas of LAMC have begun some inquiry around guided pathways. Specifically, inquiry and dialogue within divisions such as Student Services and Academic Affairs have taken place. Although the topic of guided pathways is being researched and discussed at the College, the conversations and inquiry are still somewhat siloed within the areas of the College. The Office of Institutional Effectiveness is used as a source of data by all divisions of the College, but the inquiry on guided pathways is not yet integrated into one cohesive college-wide task. Action based on discussions about guided pathways is also specific to services provided within particular divisions of the College. However, recently the Academic Senate and executive level administrators are in progress of supporting cross-functional teams and information sharing in order to have transparent and inclusive college-wide discussions about guided pathways.

**2. Describe one or two accomplishments the college has achieved to date on this key element.**

To date, Academic Affairs has identified a group of cross-discipline faculty to research meta-majors, which is an element of guided pathways. The meta-majors working group met during summer 2017 and developed a presentation on guided pathways and meta-majors, for the College faculty and administrators at the fall 2017 professional development day (e.g. – Flex Day). As part of the presentation, the meta-major group introduced the College to a sample of “interest areas” or “career clusters” using the College degrees and certificates in the 2017-2018 Catalog. In addition, a faculty work session took place as part of the presentation, to

collect initial feedback from faculty and administrators present at Flex Day, about the suggested meta-majors for the College. The feedback was compiled, some corrections or modifications were made to the meta-majors matrix based on initial feedback; additional discussions, information sharing on ideas to finalize interest areas, and suggest the creation of academic road maps (e.g. – sequenced coursework for meta-majors) with multiple college stakeholders will take place in the future. Meta-major working group members will continue to serve as liaisons on the meta-major project. Because the majority of our students enter the College undeclared, it is hoped that the new meta-majors will help students hone in on their area of interest and complete their programs in a timelier manner than in the past.

A second accomplishment includes the Academic Senate's appointment of two faculty to serve as the Guided Pathways coaches for the College; these faculty will serve as representatives on guided pathways for the College at the state level.

Another recent accomplishment of the College is the Academic Senate's designation of a 20 person guided pathways steering committee. The Academic Senate identified various stakeholders of the College that represent a cross-functional team, including the faculty driven meta-major work group.

Another accomplishment with regard to the use of research and data to improve student success includes the coming together of faculty and administrators in Academic Affairs and Student Services to develop the College's integrated student success plan (that encompasses 3SP, SE, BSI), which includes mutually agreed upon, cross-divisional strategies/activities to increase student success and close achievement gaps identified in the College's data.

**3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

One challenge the College faces is ongoing conversations about the clarity of roles for all participating stakeholders within and across College divisions. The College does not want to duplicate similar efforts across divisions; rather a streamlined process of functions of each guided pathways stakeholder should be clarified. Initial conversations on clarifying roles and responsibilities of specific constituents within the guided pathways steering committee took place at the IEPI workshop on October 16<sup>th</sup>, 2017. Ongoing conversations on this challenge are forthcoming.

An additional challenge the College faces is developing a campus-wide culture of inclusive discussions and decisions based on institutional data. Additionally, more stakeholders beyond Student Services and Academic Affairs need to be included in the dialogue on guided pathways, and the student voice could be included more systematically.

**4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**

Indicating a rating for this item was challenging because the College meets some of the criteria listed in the level chosen and some of the criteria in the “Scaling in Progress” level.

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**INQUIRY (1-3)**

Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p><b>2. SHARED METRICS</b></p> <p>College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes.</p> <p>Those benchmarks are shared across key initiatives.</p>	<p>○ College is currently not conducting or planning to conduct research on shared metrics that could be used by cross-functional teams to come to consensus on key issues.</p>	<p><input checked="" type="radio"/> Key benchmarks and progress on student data are used.</p> <p>They are beginning to be aligned across initiatives.</p>	<p>○ College has defined metrics that are shared across its different initiatives.</p> <p>But, student data are not systematically or regularly tracked to inform progress across initiatives.</p> <p>Data for all metrics are not disaggregated and are not systematically and consistently examined with a focus on promoting equitable outcomes for students.</p>	<p>○ College uses shared metrics across the different initiatives to understand how student success has improved.</p> <p>College regularly revises and revisits college plans in response to those findings.</p> <p>Data for all metrics are disaggregated.</p> <p>Data for all metrics are disaggregated and systematically and consistently examined with a focus on promoting equitable outcomes for students.</p> <p>Campus stakeholders meet regularly to examine progress on benchmarks, discuss strategies for improvement, and revise plans as needed.</p>

Please respond to the following items (500 word maximum per item)

**1. Please briefly explain why you selected this rating.**

The College uses clearly identified benchmarks and student data to track student academic and employment outcomes. Examples of metrics include the College's Institution-Set Standards (i.e., successful course completion, course retention, persistence, degree and certificate completion, transfer, and job placement), Student Equity metrics, and performance measures included in the College's Strategic Master Plan. Data for some metrics are disaggregated by gender, ethnicity, age, entering status, educational goal, disability status, and income status. The College annually revises and revisits college plans in response to those findings and is in the process of integrating plans from different funding streams [i.e., Student Success and Support Program (3SP), Student Equity (SE), and Basic Skills Initiative (BSI)] according to new statewide integrated planning mandates. Data for all metrics are reviewed at least once a year with a focus on promoting equitable outcomes for students, and campus stakeholders meet regularly to examine progress on benchmarks and discuss strategies and recommendations for improvement as needed. In addition, each academic program receives disaggregated data annually as part of the program review process on student enrollment, success, retention, and completion. The data are analyzed by each discipline, and objectives and resource requests may be developed based on gaps.

While the College uses key metrics and benchmarks at the institutional and programmatic levels, it does not yet have a defined set of metrics that are shared across its different initiatives. The College's various programs and initiatives (e.g., LA College Promise, METAS, DSP&S, EOP&S, etc.) have their own objectives and measures to inform their progress, and we are in the early stages of aligning these across initiatives. Over the past year the College has been taking a more integrated approach to initiatives/activities by getting input from various campus constituencies when devising College plans, for example through the work of the College's new Integrated Planning Committee (IPC) and its new Student Equity, Access, and Success (SEAS) committee. At its next meeting in November 2017, the SEAS committee will be discussing a common set of metrics that will be regularly tracked to inform progress across the campus's various initiatives.

**2. Describe one or two accomplishments the college has achieved to date on this key element.**

The College has made an enormous amount of progress integrating plans from multiple funding streams by working across disciplines and between Student Services and Academic Affairs (e.g., through the initiation of the IPC and through the development of our integrated plan for student success that brings together 3SP, SE, and BSI). The campus is also a leader in innovative learning outcomes assessment methods, particularly at the institutional level, and has been using disaggregated data in learning outcomes assessment for many years. Faculty are actively involved in the outcomes assessment processes,

and the College's student and program learning outcomes assessment summits are well-attended each year. In addition, data and progress are thoroughly and regularly assessed at the program and college levels through institutionalized processes, and the College has established benchmarks that are vetted at several levels across the institution. Finally, the College's CTE programs have active advisory committees that are invaluable in providing relevant and timely information about industry standards, which helps us to design our programs and curriculum to make our students most employable.

**3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

The District recently (fall 2017) transitioned to a new student information system (PeopleSoft) from an older homegrown system that was in place for decades. The transition has not gone smoothly and we are continuing to identify and correct migration errors, as well as learn how to operate, and retrieve relevant and reliable information from, the new system. Furthermore, tracking employment outcomes has been difficult due to outdated student contact information and lack of a consistent, reliable source of employment outcome information (especially when it comes to determining employment in the students' fields of study).

Additionally, the various initiatives on campus have their own foci, requirements (e.g., in terms of types of students served), reporting timelines/systems, and restrictions (e.g., in terms of how funding may be spent), and thus it may be difficult to find common measures and/or benchmarks between them. Currently, due to a lack of systematic cross-talk amongst initiatives, a lot of the programs/initiatives on campus are unaware of what the other programs/initiatives are doing.

**4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**

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<b>INQUIRY (1-3)</b> Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.				
<b>KEY ELEMENT</b>	<b>SCALE OF ADOPTION</b>			
	<b>Pre-Adoption</b>	<b>Early Adoption</b>	<b>Scaling in Progress</b>	<b>Full Scale</b>

<p><b>3. INTEGRATED PLANNING</b></p> <p>College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college’s main planning and resource allocation processes, leveraging existing initiatives and programs such as (but not limited to):</p> <ul style="list-style-type: none"> <li>• Student Success and Support Program (SSSP)</li> <li>• Basic Skills Initiative/Basic Skills Student Outcomes and Transformation Program (BSI/BSSOT)</li> <li>• Equity Planning (Student Equity/SE)</li> <li>• Strong Workforce Program (SWF)</li> </ul>	<p>○ College is currently not integrating or planning to integrate planning in the next few months.</p>	<p>● Initial conversations have taken place, mostly among stakeholder leadership including administrators, faculty, and staff.</p> <p>There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes.</p> <p>College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning.</p>	<p>○ Some conversations have taken place, with all of the key constituency groups at the table.</p> <p>Consensus is building on main issues. Exploration of broad solutions to align different planning processes is still in progress.</p> <p>College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning, and with the help of internal partners (i.e. Classified Senate and Academic Senate) are beginning to routinely inform and engage their constituents around integrated planning.</p>	<p>○ College-wide conversations have taken place with all key constituency groups including:</p> <p>Instructional, counseling, and student support faculty and staff, administrators, and students.</p> <p>All stakeholders reach consensus or agree to move forward on main issues and have identified possible broad solutions.</p> <p>Research, evidence, student data and a Guided Pathways framework inform ongoing planning. Regular joint planning meetings revisit and revise existing plans and strategize about key overarching strategies across the main college initiatives.</p> <p>Integrated plans and overarching strategic goals drive program improvement, resource allocation, as well as professional development</p>
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				<p>using a Guided Pathways framework.</p> <p>College governance structures are regularly used to discuss issues, vet solutions, and communicate efforts.</p>
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Please respond to the following items (500 word maximum per item)

**1. Please briefly explain why you selected this rating.**

Integrated planning is beginning on our campus. The Integrated Planning Committee is working on integrating the District Strategic Master Plan, the LAMC Strategic Master Plan, the LAMC Education Plan, the Technology Master Plan, the Student Services Master Plan, the Distance Education Master Plan, and the Integrated SSSP, Equity & BSI Plan. College-wide discussions are happening with most stakeholders, but it has not been focused on Guided Pathways Framework.

**2. Describe one or two accomplishments the college has achieved to date on this key element.**

1. In Spring 2017, the College combined the Student Equity Committee, the College Readiness Committee and the SSSP Committees into one committee: the Student Equity, Access and Success “SEAS” committee, which oversees the management

of the SSSP, Student Equity and BSI funds and student success efforts on campus. This group is comprised of 21 voting members representing all sectors of the campus including Academic Affairs, Student Services, administrators, faculty, staff and students with Senate and Union representation as well. This group is a standing committee that reports to the College Council. A subcommittee of SEAS developed the “2017-19 Integrated Plan: Basic Skills Initiative, Student Equity and Student Success and Support Program” for the campus.

2. The college sent a team of twelve people including administrators, faculty, and the ASO student body president to attend the IEPI Guided Pathways workshop in Los Angeles. This team represented many areas across campus and demonstrated the commitment of the college to include all stakeholders in planning and implementation of the guided pathways framework on our campus.

**3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

1. There is an overwhelming amount of details involved in creating and integrating plans based on a guided pathways framework. It requires input from stakeholders across the campus since it will impact every area. It can also be difficult to get all the necessary representatives together to work on planning due to scheduling, and to identify all the stakeholders who need to be involved. Another challenge is that with limited funds, it is necessary to prioritize what can be included in the planning and what we cannot afford.

2. We need to develop a communication plan so everyone on campus can be made aware of the integrated plans that are being developed as well as what the Guided Pathways framework is. We need to have campus-wide support of a guided pathways framework to be able to successfully integrate our planning.

**4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**

DESIGN (4-8)				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale

<p><b>4. INCLUSIVE DECISION-MAKING STRUCTURES</b></p> <p>College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.</p> <p>Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input.</p> <p>In addition, this plan strategically engages college governance bodies college-wide.</p>	<p>○ College currently has not organized or is planning to organize cross-functional teams or share governance committees that will inform and guide the Guided Pathways effort.</p>	<p><input checked="" type="radio"/> Workgroups or teams have been created, but they are <i>not</i> yet inclusive of some key campus constituents: instructional, counseling, and student support faculty and staff, and administrators. The college plans to expand the teams through engaging governance structures and hosting broad, inclusive discussions and forums.</p>	<p>○ Cross-functional workgroups or teams (representing campus constituents) exist but there are no mechanisms yet identified for gathering and infusing college-wide input (including student voice) into the workgroup decision making policies and processes.</p>	<p>○ Cross-functional workgroups or teams who steer the Guided Pathways design process utilize explicit and agreed upon processes for gathering college-wide input (including student voice).</p> <p>Cross-functional teams are in communication and collaboration with college governance bodies.</p>
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Please respond to the following items (500 word maximum per item)

**1. Please briefly explain why you selected this rating.**

We are in the *Early Adoption* stage of this process. A workgroup (called the MM Team) was formed over the summer to explore the concept of Guided Pathways and Meta Majors. Once the fall semester began, the Academic Senate took on the

initiative and is in the process of building a larger coalition of constituents so that all stakeholders are represented. More input is needed from the counseling department as well as from the various academic disciplines on campus.

**2. Describe one or two accomplishments the college has achieved to date on this key element.**

The MM Team workgroup presented the concept of Guided Pathways and Meta Majors to the entire faculty at the college's Flex Day for the fall semester. A great deal of feedback was collected during the presentation, and this led to the Academic Senate taking on the initiative in an official capacity. A Guided Pathways Steering Committee was formed and includes members from all aspects of LAMC academic life. The Senate voted to officially enact this committee, and meeting dates are being scheduled presently.

**3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

Having a large steering committee may make it difficult for all members to meet at once. Further, it is important that all voices are heard, so if members of the steering committee cannot attend scheduled meetings, there must be some mechanism to include feedback (either electronically or by other means), and meeting minutes must be clear and transparent for all to see.

**4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**

Generally speaking, there is support among faculty members and administrators to implement this initiative. Because it is an institutional effort, it is important that each step in the process be taken deliberately and carefully so that all voices are heard and no one is left out.

**DESIGN (4-8)**

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p><b>5. INTERSEGMENTAL ALIGNMENT</b> (Clarify the Path)</p> <p>College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.</p>	<p><input type="radio"/> College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.</p>	<p><input type="radio"/> Coordination between high school feeder district(s), four-year institutions, and industry partners have been established, but the partnerships are not strong and/or inconsistent across the college.</p>	<p><input checked="" type="radio"/> Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, and some partnerships are stronger than others, with some pipeline alignment from each partner established.</p>	<p><input type="radio"/> Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, with strong partnerships and pipeline alignments across the various partners.</p>

Please respond to the following items (500 word maximum per item)

**1. Please briefly explain why you selected this rating.**

We have strong K-12 connections with the Los Angeles Unified School District and a commitment to dual enrollment. The number of courses we offer on our feeder high school campuses continue to grow and we have a Dean who oversees this area. Additionally, we have articulation agreements with all the surrounding CSU and UC campuses as well as many private institutions. Advisory Board participation provide feedback on curricular and programmatic needs in the industry.

**2. Describe one or two accomplishments the college has achieved to date on this key element.**

- We have adopted many of the Associate Degrees for Transfer (ADTs) and continue to adopt any that align with our curriculum and benefit our students.
- We have partnered with Industry through a job board (*Jobspeaker*) that connects our students with internships and employment opportunities.

**3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

- Breaking the stigma with industry that community college students are not adequately prepared for employment.

**4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**

<b>DESIGN (4-8)</b>				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
<b>KEY ELEMENT</b>	<b>SCALE OF ADOPTION</b>			
	<b>Pre-Adoption</b>	<b>Early Adoption</b>	<b>Scaling in Progress</b>	<b>Full Scale</b>
<p><b>6. GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES</b></p> <p><i>(Help Students Choose and Enter a Pathway)</i></p> <p>College has structures in place to scale major and career exploration early on in a student's college experience.</p>	<p><input type="radio"/> College is currently not implementing or planning to implement structures to scale students' early major and career exploration.</p>	<p><input checked="" type="radio"/> Discussions are happening about ways to cluster programs of study into broad interest areas.</p>	<p><input type="radio"/> Programs of study have been clustered into broad interest areas (such as meta-majors or interest areas) that share competencies.</p> <p>College has not yet implemented meta-majors/interest areas.</p> <p>College has not yet created foundation courses,</p>	<p><input type="radio"/> Programs of study have been clustered into broad interest areas (meta-majors) that share competencies.</p> <p>Foundation and/or gateway courses, career exploration courses, workshops and other scalable structures are designed to help</p>

			<p>gateway courses or other scalable mechanisms for major and career exploration.</p>	<p>students choose a major early on.</p> <p>Cross-functional teams including instructional, counseling, and student support faculty and staff from different departments and divisions collaborate on clustering programs. Student input is systematically included into the process.</p>
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Please respond to the following items (500 word maximum per item)

**1. Please briefly explain why you selected this rating.**

Currently, the college has structures in place, through the Career Center, to assist students with major and career exploration. The college is planning to make the Career Center the “hub” for Meta Majors exploration and selection. Students will take a career assessment to determine career interests and select a Meta Major that will place students on a pathway that aligns with their educational and career goals.

**2. Describe one or two accomplishments the college has achieved to date on this key element.**

A workgroup called the “Meta Majors Team” was formed in the summer of 2017 to explore and research the concept of Guided Pathways and Meta Majors. The team created a matrix of eight “Meta Majors” (using the 2017-2018 catalog) clustering programs of study into broad interest areas that share competencies. The team presented to faculty and administrators on Flex Day (Fall 2017) the concepts of Meta Majors and Guided Pathways. The presentation included a group activity where faculty came together in their respective disciplines and gave feedback about the suggested Meta Major

groupings for the college. The feedback was collected and some corrections were made based on the feedback received that day.

In addition to creating a Meta Majors matrix, two “course maps” were created by the Allied Health and Child Development departments along with a chart consisting of the eight Meta Majors with related career titles.

The start of the Meta Majors Team and its’ presentation at Flex Day led to the Academic Senate taking on the initiative in an official capacity. A Guided Pathways Steering Committee was formed consisting of a cross functional group. The Senate officially enacted this committee and meeting dates are being scheduled.

Structures have been implemented through the Career Center to help students’ explore majors and careers such as career assessments, exploration workshops, and career and major events. For example: The “Discover My Major” workshop consists of students taking a career assessment test and exploring various careers and majors that lead to deciding or declaring a major and creating a student education plan. The “Be Job Ready” workshop includes interview skills, resume assistance, and mock interviews to prepare students for the job market and workforce. The “Major Fair” event is an event where students explore the various majors, certificates, degrees, and transfer options that LAMC has to offer and receive information about related career paths and career options through the expertise of faculty and counselors. The Career Center’s online job board (Eagle Jobs) provides students with internships, jobs, and volunteer opportunities that help students identify career interests and paths while at the same time gaining work experience. The Job Fair provides students with important job skills like networking and interviewing. At the same time, it helps students to identify career interests and paths which also help them to identify related majors. Although these structures are currently in place, they have not yet been implemented to scale students’ early major and career exploration.

**3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

Some faculty have expressed concerns about the idea of Meta Majors because they feel that students in community colleges should explore different careers by taking various classes. Faculty have also shared concerns that some students may not fall under one of the eight Meta Majors. Another barrier is financial challenges as there may be limited funds available to pay for coaches and to offer faculty and counselors release time to design course maps. Implementing a process that makes sure that students complete the career assessment test and receive appropriate advising may also be a challenge. Course offerings and scheduling may also hinder progress. In addition, having a large steering committee may make it difficult for all members to meet. Further, to make this a true institutional effort, the college must assure that the process is inclusive and collaborative. Thus, more input is needed from the counseling department, various academic disciplines and students.

**4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**

The development of Meta Majors is in the preliminary stages as it has not yet been vetted by faculty, (including counselors), staff and students. Although feedback was gained at the Flex Day presentation of Guided Pathways and Meta Majors, more meetings and discussions need to take place with counseling department and individual departments/disciplines to get additional input and finalize the Meta Majors as well as create course mappings. Furthermore, student input and feedback is needed and will be instrumental in finalizing the Meta Majors. Currently, the Meta Majors Team is in the planning stages to include other members of the steering committee and plan an activity for student input and feedback on the names and organization of the Meta Majors.

Although the college has not yet established career assessment early on as a required step for students as they prepare to enter an educational/career pathway, steps have been taken to look at ways to do so. A plan to expand the Career Center has been initiated, but more resources will be needed to assure that career assessment, meta major exploration/selection, and career-focused academic planning can be achieved at scale.

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**DESIGN (4-8)**

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p><b>7. IMPROVED BASIC SKILLS</b></p> <p><i>(Help Students Choose and Enter a Pathway; Ensure Students are Learning)</i></p> <p>College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• The use of high school performance for placement (i.e. cumulative GPA, course grades, non-cognitive measures) for placement</li> <li>• Co-requisite remediation or shortening of developmental</li> </ul>	<p>○ College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework.</p>	<p><input checked="" type="radio"/> College is currently piloting one or more of the evidence-based strategies listed in the “key element” description to increase access to and success in college and/or transfer-level English and math courses.</p>	<p>○ College has scaled one or more instance of the evidence-based strategies listed under “key element,” but others are still in the pilot stage.</p>	<p>○ College has scaled relevant evidence-based strategies and has attained large improvements in the number of students that pass college and/or transfer-level English and math courses within a year of enrollment regardless of initial placement level.</p>

sequence <ul style="list-style-type: none"> <li>Curricular innovations including creation of math pathways to align with students' field of study.</li> </ul>				
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Please respond to the following items (500 word maximum per item)

**1. Please briefly explain why you selected this rating.**

A number of evidence-based initiatives have been started at the college to improve access and success in in college level and/or math and English. While some of them are up and running, it will be some time before evidence of their effectiveness with our students is ascertained.

Developmental Communication selected “Scaling in Progress” The Dev Com disciplines has piloted and/or begun to scale-up curricula modifications to increase access to and success in transfer-level English courses.

ESL selected “Early Adoption.” The Credit ESL discipline is currently exploring viable options for using multiple measures to place students into the sequence of courses.

**2. Describe one or two accomplishments the college has achieved to date on this key element.**

- Math 134, Accelerated Elementary and Intermediate Algebra has been developed to shorten the sequence to Math 227 Statistics
- Co-requisite curriculum has been developed for student who want to bypass prerequisite requirement for Math 227
- Math 235, Finite Math, has been reinstated to provide another choice for transfer level math
- The following eight week, accelerated (back to back) courses have been scheduled: Dev Comm 1/English 101, Eng 21/28, Eng 28/101—Some space reserved for LA Promise Students who have completed summer bridge program.

Dev Com has partnered with the English Department to offer an Accelerated Dev Com 1/English 21 sequence that can be completed in one academic semester. Successful students then have the option to take an Accelerated English 28/English 101 sequence. Students who are properly counseled and supported in these courses have the ability to move from three levels below transfer to transfer-level English in one academic year. This satisfies the mandate in AB 705 that students complete transfer-level English in one year.

ESL: the use of high school transcripts has limited potential positive impact since only a very small percentage of our ESL students have a transcript from an accredited secondary school in the U.S.

Alternative multiple measures being considered are an expanded student survey (Irvine College model), reinstatement of the writing sample as part of assessment, and student self-placement.

In addition, to support student success, The ESL discipline has begun to develop partnerships with other content area courses. ESL 100: ESL for Child Development 1 has been approved locally. This course has been approved locally and is on track to be offered beginning in Fall 2018. Other new pairings are in development with the Culinary Department and the Social Sciences.

Another new course that has been approved with an anticipated start of Fall 2018 is ESL 7B: Advanced ESL Reading and Vocabulary. This course has been designed to support the developmental language needs of ESL students one level below transfer.

At the lower levels, Credit ESL and Non-Credit ESL have partnered to align curriculum and create a pathway for students to move from Non-Credit to Credit ESL

**3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

- Regarding Math 134, due to the concern that students will not enroll in an 8-hour class, the department is in the process of changing it to a hybrid format to a 4 hour on campus requirement.
- Students cannot register for second half of the accelerated English courses because of issues with the Student Information System.

**4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**

New streamlined English courses being contemplated in response to AB 705 (i.e. combination of English 28/101 that is fewer than 6 units).

**DESIGN (4-8)**

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p><b>8. CLEAR PROGRAM REQUIREMENTS</b> <i>(Clarify the Path)</i></p> <p>College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to</p>	<p><input type="radio"/> College is currently not providing or planning to provide clear program requirements for students.</p>	<p><input checked="" type="radio"/> Some programs have worked to clarify course sequences, but teams do not represent cross-disciplinary teams of faculty.</p> <p>A few course offerings and schedules are designed to meet student demand.</p>	<p><input type="radio"/> Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have been convened and are mapping out course sequences.</p> <p>Some course offerings and schedules are designed to meet student demand and offered at times and in</p>	<p><input type="radio"/> Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have mapped course sequences.</p> <p>Key educational and career competencies (including transfer and major requirements and labor market information) are used to develop course sequences.</p> <p>Teams create default program maps and milestones for program completion/transfer, so that</p>

<p>completion. College offers courses to meet student demand.</p> <p>In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).</p>		<p>Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.</p>	<p>a manner that enable students to complete their programs of study in a timely fashion.</p>	<p>students can easily see how close they are to completion.</p> <p>Course offerings and schedules are designed to meet student demand and are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.</p>
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Please respond to the following items (500 word maximum per item)

- 1. Please briefly explain why you selected this rating.**

We are in the early adoption stage, but moving toward scaling. While some CTE programs have mapped out their programs of study, we are unaware of this work being done with cross-disciplinary teams. However, this is the direction that would benefit students most.
- 2. Describe one or two accomplishments the college has achieved to date on this key element.**

The College has establish a Meta Majors work group that consists of faculty from Counseling, Life Sciences, ESL, Child Development to address the implementation of guided pathways. To meet student demand, some programs have offered the complete program online/hybrid. Several departments cycle their course offering to facilitate completion. Several CTE disciplines have mapped out their Programs Of Study (POS) and designed sequenced offerings to move students through the programs effectively such as Paralegal Studies and Biotechnology.
- 3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

a) This will take faculty buy-in, and faculty viewing all of LAMC's programs as interdependent; b) Scheduling conflicts of individual faculty members that may hinder/delay college-wide meetings to plan guided pathways.

**4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**

In developing guided pathways, clear information on prerequisites need to be included in the program's required coursework.

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**IMPLEMENTATION (9-14)**

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p><b>9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS</b></p> <p><i>(Help Students Stay on the Path)</i></p> <p>College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.</p>	<p>○ College is currently not implementing or planning to implement proactive and integrated student supports.</p>	<p><input checked="" type="radio"/> The college has begun conversations about increased coordination and collaboration between student supports, instruction, and counseling.</p> <p>Processes and tools are in place to monitor student progress and provide timely support; but are only used by a few staff and/or departments and are not used consistently.</p> <p>There are few and/or irregular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and</p>	<p>○ Collaboration between the instructional and support services occurs in specific programs.</p> <p>Processes and tools are in place to monitor student progress and provide timely support; and are used by most staff and/or departments, but may not be used consistently.</p> <p>There are some structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.</p>	<p>○ The college has been able to scale ways in which proactive supports are provided to most students. The college is able to track in which program each student is, and how far away students are to completion.</p> <p>Student progress is monitored; mechanisms are in place to intervene when needed to ensure students stay on track and complete their programs of study.</p> <p>There are several regular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.</p>

		<p>discuss ideas, the challenges students face, and ways to improve coordination and support services.</p>		
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**1. Please briefly explain why you selected this rating.**

We are probably between “Early Adoption” and “Scaling in Progress”. The college began conversations in earnest about improved coordination and collaboration between divisions and departments since January, 2017. These conversations have led to improved collaboration and communication between the Academic Affairs and Student Services Divisions and among departments across campus. However, more needs to be done to improve communication throughout the campus. Processes and tools are in place to monitor student progress, yet more can be identified and more will need to be done to enable campus faculty and staff to utilize these tools. There are current structures in place to enable faculty, staff, and students to within their own respective departments and/or divisions, and a new structure has been formed to enable these discussions that focus on student success to occur campus-wide (see below).

**2. Describe one or two accomplishments the college has achieved to date on this key element.**

We created an informal student success committee that has been meeting since January, 2017 that has included representation from all campus constituent groups. The group is now referred to as the Student Equity and Access Committee (SEAS) and is in the process of completing its charter and becoming a formal recognized member of the College Council, the main constituent-based committee of the College. We anticipate that SEAS will be focal in moving student success initiatives forward in conjunction with other key constituent groups including the Academic Senate, Associated Student Organization (ASO), and Classified Staff (AFT-1521a)

**3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

As we move forward in organizing our student success efforts, the development and implementation of our Guided Pathways Initiative will be prominent in determining which student success initiatives will be prioritized. One of our challenges will be to ensure that SEAS work effectively with the Academic Senate, ASO, and Classified Staff to maintain (1) clear and transparent communication (2) a clear understanding of the parameters relative to the implementation of student success initiatives (e.g. Meta-Majors) between groups and (3) a high degree of collaboration and collegiality in moving our efforts forward.

**4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**

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**IMPLEMENTATION (9-14)**

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p><b>10. INTEGRATED TECHNOLOGY INFRASTRUCTURE</b></p> <p><i>(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)</i></p> <p>College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways including:</p> <ul style="list-style-type: none"> <li>• Link student demand to scheduling</li> <li>• Ability for students to monitor schedule and progress (e.g., Degree Audit)</li> <li>• System for counselors and faculty to monitor students' progress</li> </ul>	<p>○ College currently does not have or plan to build an integrated technology infrastructure.</p>	<p>○ The college has in place technology tools to support academic planning and counseling, but these tools are not used consistently and/or do not provide timely planning, support, and tracking capabilities.</p>	<p>○ The college has in place technology tools that enable students, counselors, and faculty to track student progress through a defined pathway and provide some timely planning, support, and tracking capabilities.</p>	<p>○ The college has in place technology tools to support planning, implementation and ongoing assessment of guided pathways, including: academic planning; placement; advising; tracking; completion outcomes: career counseling, including employment and salary information; and transfer and bachelor's degree attainment data.</p> <p>College has the capacity to manage and connect course scheduling with student needs and default schedules. The technology infrastructure supports integrated reporting, auditing, and planning processes.</p>

(e.g., Starfish, early alert system, etc.) <ul style="list-style-type: none"> <li>• Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other)</li> <li>• Others</li> </ul>				
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Please respond to the following items (500 word maximum per item)

**1. Please briefly explain why you selected this rating.**

All nine colleges of the Los Angeles Community College District (LACCD) adopted a new Student Information System, PeopleSoft, in Fall 2017. This comprehensive system includes the following components; Student Educational Plan, Degree Audit, Student Portal, scheduling, etc and will allow the college and the students to track progress toward educational goal completion, set up early alerts, link scheduling to demand, etc. Additionally, the LACCD is investigating the possible adoption of Starfish and/or ELumen, to allow us to gather data on student milestones.

**2. Describe one or two accomplishments the college has achieved to date on this key element.**

- Launching of a new Student Information System, PeopleSoft, in Fall 2017

**3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

- It is unclear how much support the district office will be able to provide the colleges to maintain the accuracy of the program information in the new SIS system. If the program information is not maintained and accurate, our students degree audits will potentially be inaccurate.
- We are still investigating how to link all the elements of Pathways and need to be strategic as a district to ensure that all nine colleges are planning together so that our students have similar Pathway experiences at the colleges from a technology, systems perspective.

**4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**

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**IMPLEMENTATION (9-14)**

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p><b>11. STRATEGIC PROFESSIONAL DEVELOPMENT</b></p> <p><i>(Help Students Stay on the Path; Ensure Students are Learning)</i></p> <p>Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college’s strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.</p>	<p>○ College is currently not offering or planning to offer professional development (PD) opportunities aligned with needs and priorities identified in integrated plans, program review, and other intentional processes.</p>	<p>○ Professional development is provided to faculty, staff and administrators but the development and offerings of PD is not aligned with the college’s strategic goals identified in an integrated planning process, or there are gaps in systematically identifying and meeting those goals.</p>	<p><input checked="" type="radio"/> Some but not all PD opportunities are developed to intentionally support the college’s strategic goals identified as part of an integrated planning process.</p> <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> <li>• Using learning outcomes assessment results to support/improve teaching and learning.</li> <li>• Providing updated information across the college to enable faculty and</li> </ul>	<p>○ PD opportunities are available for staff, faculty and administrators and are strategically developed to meet the college’s overarching goals, shared across initiatives. Assessment of learning outcomes and other data driven processes are continuously used to identify the areas of greatest need for PD to help the college meet its overarching strategic goals.</p> <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> <li>• Using learning outcomes assessment results to</li> </ul>

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			<p>staff to refer students to academic and non-academic supports and services as necessary.</p> <ul style="list-style-type: none"><li>• Improvements in those college processes directly serving students.</li><li>• Leadership capacity and stability for all areas on campus and the college as a whole.</li><li>• Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need.</li></ul>	<p>support/improve teaching and learning</p> <ul style="list-style-type: none"><li>• Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary.</li><li>• Improvements in those college processes directly serving students.</li><li>• Leadership capacity and stability for all areas on campus and the college as a whole.</li><li>• Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need.</li><li>• Continued broad engagement in cross-functional decision-making.</li><li>• Regular and consistent training on the use of technology to support</li></ul>
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				academic programs and student services.
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Please respond to the following items (500 word maximum per item)

**1. Please briefly explain why you selected this rating.**

Even though most professional development activities planned are aligned with the strategic goals of the college, these goals are not always the driving force for the planned activities. Some professional development activities are planned by departments and programs outside of the professional development committee and are not necessarily coordinated by the committee.

**2. Describe one or two accomplishments the college has achieved to date on this key element.**

The faculty professional development hub is very active in continuously offering training for technology and pedagogy. Faculty are surveyed during all major professional development events on campus, The collected data is used to address the professional development needs of faculty and improve the quality of the workshops. Classified staff are also surveyed annually and the professional development committee works closely with the classified unions to address those needs.

Each year, the faculty gather on a designated SLO summit day to discuss the SLO results and how to improve the outcomes.

**3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

Better coordination among all the campus entities that provide or are interested in providing training and professional development.

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**IMPLEMENTATION (9-14)**

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p><b>12. ALIGNED LEARNING OUTCOMES</b></p> <p><i>(Ensure Students are Learning)</i></p> <p>Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.</p>	<p>○ College is currently not aligning or planning to align learning outcomes.</p>	<p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) have been developed, but they are not systematically reviewed to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessments are not linked with professional development or changes to the course or program content.</p>	<p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are reviewed and revised for some outcomes to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessment are not consistently linked with professional development or changes to the course or program content.</p>	<p><input checked="" type="radio"/> Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are regularly reviewed and revised to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessments are used to inform professional development, and are linked to changes to course and program content.</p>

Please respond to the following items (500 word maximum per item)

**1. Please briefly explain why you selected this rating.**

At Los Angeles Mission College, Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and Institutional Learning Outcomes (ILOs) are regularly reviewed and revised to ensure alignment, academic rigor, integrity, relevance, and currency. The development of critical thinking and lifelong learning is monitored through a rigorous curriculum process and the development, appraisal, and review of Student Learning Outcomes (SLOs) in a variety of courses across multiple disciplines. Furthermore, learning outcomes at the course and program levels are directly tied to ILOs which, in turn, are based on the College's mission.

The College ensures that its instructional programs remain appropriate to higher education by means of its course outlines, exit standards, and ILOs. For example, Course Outlines of Record (CORs) in all programs are reviewed and approved by the State Chancellor's Office, and the College Curriculum Committee ensures that all course and program offerings align with the stated mission of the College and are reviewed on a regular basis. In addition, the curriculum and COR processes ascertain the alignment of SLOs with course descriptions, objectives, and expected minimum competencies. ILOs address and measure the attributes and skill sets expected in higher education. ILOs are embedded in the College's various programs and ensure the preparation of students for transfer or the work force.

All instructional programs culminate in student attainment of identified SLOs, and all active SLOs for courses currently being offered have been evaluated. Regular and rigorous assessment cycles lead to continuous improvement in student learning at the course, program, and institutional levels. Semi-annual department SLO/PLO reports on assessment, implementation, and modification of SLOs provide an opportunity for expert faculty to monitor student development and realign, revise, or modify the curriculum with the desired outcomes through the form of follow-up reports. Instructional programs lead to the achievement of degrees, certificates, employment, or transfer to other higher education programs. Some means of measuring such achievement are data on successful course completion and retention, fall-to-fall retention, degree and certificate attainment, facilitating transfer through various alliances with the CSU and UC systems, Transfer Model Curricula, and close monitoring of CTE certificates according to Institution-Set Standards.

The results of learning outcomes assessments are used to inform professional development and are linked to changes to course and program content. In cases where improvement recommendations are implemented, faculty are required to report the outcomes resulting from such revisions. Faculty are encouraged to be self-reflective in their assessments, and numerous professional development activities are provided throughout the College and District for faculty to enhance their teaching and

programs. For example, an annual SLO Summit is held for all faculty to share knowledge and engage in enriching discussion on pedagogy, assessment, and best practices.

**2. Describe one or two accomplishments the college has achieved to date on this key element.**

The College has a home-grown online system for managing and tracking learning assessments. This system is accessible via the internet and allows faculty and administrators direct access to all assessments completed since the implementation of the online system. The online SLO system lists every course SLO and provides ways to link each course/SLO to PLO(s) and ILO(s). Due to these linkages in the system, “roll up” assessments of PLOs and ILOs can be generated as one method of assessment.

The campus is also a leader in innovative learning assessment methods, particularly at the institutional (ILO) level, and colleges from other districts have participated in our summits to learn from our best practices. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness.

The Learning Outcomes Assessment Committee (LOAC) is heavily involved with a comprehensive review of ILO, PLO, SLO, and SAO assessments. Presentations are given by each department/unit and feedback is provided by committee members. This committee monitors the overall process to ensure alignment, academic rigor, relevance, integrity, and currency.

**3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

As the College’s needs change, evolve, and grow in the area of learning outcomes assessment, this can present programming challenges for our online SLO system, and making refinements, improvements, and modifications to the system in a timely manner can be challenging given the numerous projects and duties for which our IT department is also responsible.

Additionally, due to faculty turnover, the hiring of a large number of new faculty in recent years, the high proportion of part-time instructors on our campus, and varying knowledge levels of faculty regarding quantitative evaluation, not all faculty are equally trained in conducting and evaluating learning assessments.

**4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**

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## **IMPLEMENTATION (9-14)**

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

<b>KEY ELEMENT</b>	<b>SCALE OF ADOPTION</b>			
	<b>Pre-Adoption</b>	<b>Early Adoption</b>	<b>Scaling in Progress</b>	<b>Full Scale</b>

<p><b>13. ASSESSING AND DOCUMENTING LEARNING</b></p> <p><i>(Ensure Students are Learning)</i></p> <p>The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty.</p> <p>Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.</p>	<ul style="list-style-type: none"> <li>○ College is currently not assessing and documenting or planning to assess and document individual student's learning.</li> </ul>	<ul style="list-style-type: none"> <li>○ Attainment of learning outcomes are not consistently tracked or made available to students and faculty.</li> </ul> <p>Only a few programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>	<ul style="list-style-type: none"> <li>● Attainment of learning outcomes tracked or made available to students and faculty for most programs.</li> </ul> <p>Most programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>	<ul style="list-style-type: none"> <li>○ Attainment of learning outcomes tracked or made available to students and faculty for most programs.</li> </ul> <p>All programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>
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**1. Please briefly explain why you selected this rating.**

The attainment of learning outcomes is tracked for programs and is made available to all faculty and is made available to all faculty and students.

**2. Describe one or two accomplishments the college has achieved to date on this key element.**

The college has had tremendous growth in the area of learning outcomes assessment, with a vast majority of programs, and courses assessing regularly, and utilizing results to improve effectiveness. Although with respect to the latter practice, the institution still needs some improvement in terms of faculty following-through with their own recommendations.

**3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

Students could be made more aware of the learning outcome results the occur in classrooms, programs and the institution.

**4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**

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**IMPLEMENTATION (9-14)**

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

**SCALE OF ADOPTION**

KEY ELEMENT	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p><b>14. APPLIED LEARNING OPPORTUNITIES</b></p> <p><i>(Ensure Students are Learning)</i></p> <p>Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.</p>	<p>○ College is currently not offering or planning to offer applied learning opportunities.</p>	<p>○ Few courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, cooperative education (co-op), clinical placements, service learning, study abroad, etc.</p>	<p><input checked="" type="radio"/> Some courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, co-ops, clinical placements, service learning, study abroad, etc. Opportunities have been coordinated strategically within and/or amongst programs.</p>	<p>○ Students across most or all disciplines and degree areas have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, service learning, study abroad, and other active learning activities that program faculty intentionally embed into courses and programs.</p>

Please respond to the following items (500 word maximum per item)

**1. Please briefly explain why you selected this rating.**

Multiple courses and programs systematically include applied/contextualized learning opportunities such as group projects, hands on learning, classroom observations, and practicum experience.

Our Culinary Arts Department supports a strong demand to train students for entering the job market. Hospitality industry sectors for pathways include: local restaurants, local bakeries, schools, hotels, and assisted living facilities looking for trained students. Our CAI program offers program based learning, internships, externships along with interdisciplinary studies. Also, using multiple methods that includes outreach to high school presentations and career fairs which align a pathway for students as early as 11<sup>th</sup> grade. Another area would be to strengthen our relationship with Careers for Culinary Arts Program C-CAP. An organization that is recognized Nationwide and works closely with under privileged students from the San Fernando and Los Angeles area.

Our Child and Family Studies Department provides opportunities in academic and professional preparation for a variety of careers related to children and families. Our comprehensive department provides coursework in child development, elementary education, family studies, and gerontology, as well as a state of the art Child Development Center/Lab School, where theory is translated into best practices. Each of our courses of study prepares students for satisfying and lucrative careers in an expanding workforce, as well as transfer to four-year baccalaureate programs. Our highly qualified and experienced faculty provide current, informed, and enriching classes that lead to certificates and degrees in all four disciplines.

Our Child Development Program offers students academic programs and career preparation in the child development field. Our child development courses provide students opportunities to gain experience in observations, hands-on learning and practicum experiences.

The program in Elementary Education leads to an Associate of Arts in Elementary Teacher Education, and includes coursework that is transferable to CSU/UC. This AA-T degree consists of a three-pronged interdisciplinary approach to prepare students who have a goal of becoming a teacher, from transitional kindergarten (TK) through sixth grade. Students gain knowledge from coursework in the following disciplines: Child development, education, and general education. Students gain first-hand experience of the teaching profession early in their undergraduate careers.

The Family Studies and Gerontology Programs provide a path to earning a Certificate of Achievement so students can begin working while they continue to pursue their Associate Degree, and transfer to a four-year university.

**2. Describe one or two accomplishments the college has achieved to date on this key element.**

- Los Angeles Mission College has had an increase in the number of degrees, certificates and transfers to four-year institutions.

- To expand the learning experience, many CTE certificates require interdisciplinary study, which enables students to apply the knowledge gained in one discipline to another different discipline.

#### *Degrees Awarded*

	2012-13	2013-14	2014-15	2015-16	2016-17*
AA	595	741	627	689	759
AS	55	95	81	74	88
AA-T	1	0	3	24	118
AS-T	3	1	7	25	90
<b>Total</b>	<b>654</b>	<b>837</b>	<b>718</b>	<b>812</b>	<b>1,055</b>

#### *Certificates Awarded*

	2012-13	2013-14	2014-15	2015-16	2016-17
<b>TOTAL CERTIFICATES</b>	<b>354</b>	<b>441</b>	<b>409</b>	<b>450</b>	<b>881</b>
<b>Total Vocational Certificates</b>	<b>130</b>	<b>135</b>	<b>117</b>	<b>116</b>	<b>484</b>
Certificates of Achievement (State-Approved)	130	135	117	116	135
Skill Certificates (Not State-Approved)	N/A	N/A	N/A	N/A	349
<b>Total GE-Related Certificates</b>	<b>224</b>	<b>306</b>	<b>292</b>	<b>334</b>	<b>397</b>
CSU General Education	197	273	256	291	351
IGETC	27	33	36	43	46

#### *Transfers*

Year	CSU	UC	Total
2012-13	180	33	<b>213</b>
2013-14	298	34	<b>332</b>

2014-15	368	39	<b>407</b>
2015-16	389	31	<b>420</b>
2016-17*	371	40	<b>411</b>

\* UC data includes fall 2016 only and may increase when spring 2017 data is reported.

- For the academic year 2017-2018, the Culinary Arts Institute will provide training for approximately 37 local high schools coordinated by the C-CAP program director and its board. This mutual collaboration can become fruitful with opportunities to promote Culinary Arts programs Nationwide.
- The Culinary Arts Institute provides pivotal support to the LAMC Mission statement. The program is CTE based and offers short term stackable certificates that can lead to a degree for incoming students looking to receive training within the Hospitality Industry. The stackable certificates offer a continuous educational path that can lead students to an Associate's Degree (AA) in Culinary Arts and Restaurant Management which aligns students to transfer to CSUN and Cal Poly Pomona.
- The CAI program is also supporting the Los Angeles County Office of Education (LACOE) with courses to a population transitioning from government assistance, which includes offering courses at incarcerated youth facilities as part of ongoing rehabilitation for young adults. The CAI is offering classes on campus and providing services to facilities in various locations of the greater Los Angeles area.

#### *Degrees Awarded*

	2012-13	2013-14	2014-15	2015-16	2016-17*
Culinary Arts AA	0	0	0	0	11
Food Mgmt. Prod Services & Related Techniques	15	20	19	15	9
<b>Total</b>	<b>15</b>	<b>20</b>	<b>19</b>	<b>15</b>	<b>20</b>

#### *Certificates Awarded*

	2012-13	2013-14	2014-15	2015-16	2016-17
Certificates of Achievement (State-Approved)					
Culinary Arts	10	20	14	5	19
Skill Certificates (Not State-Approved)					
Baking Skill Award					1
Baking Specialist I					30
Baking Specialist II					6
Culinary Specialist I					43
Culinary Specialist II					27
Food Service Management Skill Award					23
Total	10	20	14	5	149

The Child and Family Studies Department offers students academic programs, career and technical education program to prepare students for employment. The Program meets the diverse needs of students:

- Employment Preparation
- Certificates
- Associate of Arts
- Transfer (AS-T) Degree (transfer to 4-year university)
- Child Development Permits issued by California Teacher Credentialing
- Associate of Arts for Transfer (AA-T)
- Day, Evening, and Saturday courses available
- Bilingual (English/Spanish) courses available

**Degrees Awarded, 2012-13 to 2016-17**

	2012-13	2013-14	2014-15	2015-16	2016-17
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Child Development	39	44	31	28	18
Early Childhood Education for Transfer	0	0	4	7	17
<b>Total Degrees Awarded</b>	<b>39</b>	<b>44</b>	<b>35</b>	<b>35</b>	<b>35</b>

**Vocational Certificates of Achievement (State-Approved), 2012-13 to 2016-17**

	2012-13	2013-14	2014-15	2015-16	2016-17
Child Development	0	0	14	15	18
Child Development: Bilingual/Bicultural Preschool	4	8	4	2	2
Child Development: Infant & Toddler	3	5	3	1	5
Child Development: Preschool	26	28	23	22	19
Child Development: School-Age Child Care	0	1	0	0	1
Child Development: Special Needs	0	0	9	9	5
Family Child Care Provider	0	0	0	1	1
Teacher's Assistant	0	0	1	0	0
Teacher's Assistant - Bilingual/Bicultural	1	0	0	0	0
Teacher's Assistant - Exceptional Children	4	2	0	0	1
<b>Total Certificates of Achievement</b>	<b>38</b>	<b>44</b>	<b>54</b>	<b>50</b>	<b>52</b>

**Skill Certificates (not State-Approved), 2016-17**

	2016-17
Child Development	90
Child Development Administration	3
Family Child Care	3
<b>Total Skill Certificates</b>	<b>96</b>

**3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

**Challenges that student face are:**

- Debt – The rising costs of tuition, textbooks, and transportation are making students reconsider pursuing a college degree.
- Flexibility – Students would like courses offered when they need them. Los Angeles Mission College may need to consider increasing the number of online, hybrid, accelerated or weekend courses to meet scheduling needs and to remain competitive.
- In order to open up the evening sections of culinary classes, more faculty is needed at this time. Many of the students that attend the CAI work full time jobs and would benefit greatly from expanding their options for completion of the program. Students have continually requested we offer more sections of classes at various times throughout the day so they can finish their certification and graduation requirements more quickly. In doing this it will improve our completion and success rates – and will be an attractive feature to potential students.
- Currently we are offering two sections that support one another, unfortunately, we do not offer the next level courses for students to be able to continue their degree in the “afternoon”.
- Retention –Family obligations and issues, entering workforce and transportation are making our students drop the classes
- Tutoring services during winter and summer intersessions - We find a need to offer tutoring services during the intersessions of winter and summer, which will provide much needed support during these sessions.

**4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**

The Culinary Arts Institute is designed to support a diverse student population considering a new field of work, or simply continuing education to move up the ranks and strengthen their culinary pathway to a supervisory and management position(s). In addition, the CAI program presents an excellent pathway to high school students interested in the Culinary Art, Restaurant Management and Baking & Patisserie. The program offers students ample hands-on practicum and the opportunity to be a student worker when set criteria is met. A process that continues to prove successful as students become versatile in the kitchen and transition to restaurants looking for prepared students who quickly ascend to leaders, supervisors and managers.

The CAI program is in a current path to update some of its current courses to align the Culinary Art and Science majors by offering a pre-requisite that will benefit the students within the two areas. Currently students need to select a class in a science with a lab to meet the AA requirements thus aligning the Nutrition 21, which is an advantage for the student.

The CAI is currently considering expanding the Green Technology course to integrate Gray Water recyclability and Solar Power renewable energy and resources. The students currently have an organic garden for use as a laboratory where they learn the process of Farm to Table using sustainable methods. The CAI is continuing the search for the opportunity to be able to use gray waster waste into a medium to produce comestibles by using aquaponics, aquaculture and hydroponics. Methods that can be supported by current waste products and convert them into potable water and organic fertilizers.

In addition, faculty are working towards the completion of three additional classes that will complete the AA degree in Baking & Patisserie. A specialized area that is in high demand with local bakeries and restaurants offering clients with specialized cakes along with assortments of individual pastries/cupcakes.

Child and Family Studies Department offers students comprehensive tutoring and support services in the Child Development Student Resource Center:

- Specialized academic support for students
- Including three experienced tutors, lending library, iPad and laptop computers
- On-going workshops
- Group work
- Assignment and project support

We recognize that students benefit from the additional access to information and professionals in the field to prepare them for the workforce.

We offer a department wide conference for students in Child Development where issues of professionalism, career preparation, curriculum enhancement, and professional resources were explored and strengthened. We are looking for ways to develop mini-conferences/workshops throughout the academic year to meet this need.

ADDITIONAL QUESTIONS (500 word maximum per item)

1. Based on the Self-Assessment above, what do you think best describes your college's guided pathways work overall?

- Pre-Adoption
- Early Adoption
- Scaling in Progress
- Full Scale

Please briefly explain why you selected this rating:

DRAFT

2. What kinds of support would be most helpful to you as your campus begins or continues its work on guided pathways? Are there resources or supports that would most help your college progress on any particular element? Please describe:

3. Comment (optional): Please share any guided pathways practices or processes that were particularly successful for your college.

4. Comment (optional): Are there any questions, comments and/or concerns or additional information that you want to provide that has not been addressed sufficiently in this tool?

## Guided Pathways Award Program Self-Assessment Signature Page

In submitting this document to the Chancellor's Office, and by our signatures, we the undersigned certify the information outlined in our Guided Pathways Award Program Self-Assessment was informed by input and agreement among a cross-functional team that spans the constituencies of the college. With submission of this document, we indicate our commitment to adopt a guided pathways framework.

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Name of college

### Self-Assessment Signatories

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Signature, President of the Governing Board

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Printed Name

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Date signed

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Signature, Chief Executive Officer/President

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Printed Name

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Date signed

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Signature, Academic Senate President

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Printed Name

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Date signed

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Signature, Chief Instructional Officer

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Printed Name

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Date signed

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Signature, Chief Student Services Officer

---

Printed Name

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Date signed

**Please print, complete and mail this page to:**  
California Community Colleges Chancellor's Office  
Attention: Mia Keeley  
1102 Q Street  
Sacramento, CA 95811

**In lieu of mailing, a scanned copy may be emailed to:** [COGuidedPathways@cccco.edu](mailto:COGuidedPathways@cccco.edu)