GUIDED PATHWAYS SELF-ASSESSMENT TOOL

Self-Assessment Outline

		Scale of Adoption			
Key Element		**Pre-Adoption**	**Early Adoption**	**In Progress**	**Full Scale**
Inqui	1. Cross-Functional Inquiry			X	
	2. Shared Metrics			X	
	3. Integrated Planning		X		
D	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	X		
	11. Strategic Professional Development		X		
	12. Aligned Learning Outcomes			X	
	13. Assessing and Documenting Learning			X	
	14. Applied Learning Opportunities			X	
Overall Self-Assessment			X		

Self-Assessment Items

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**
1. CROSS-FUNCTIONAL INQUIRY 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. College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.	○ College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.	○ 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. 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.	○ Inquiry is happening in cross- functional teams that include faculty, staff and administrators. Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s). Guided pathways are consistently a topic of discussion.	○ Inquiry is happening in cross-functional teams that include faculty, staff and administrators. Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings. Research on student success and equity are systematically included and focused on closing the equity gap(s). Guided Pathways are consistently a topic of discussion.

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

1. Please briefly explain why you selected this rating. **SCALING IN PROGRESS**

Despite the increases in data availability and accessibility, strategies implemented by Los Angeles Valley College (LAVC) to improve student success often appear disconnected from the data available. The degree to which individual constituents utilize the data is not always

clear or explicit. Departments and programs are given data in program review to analyze student success for their instructional areas and special populations. The level to which the data is referenced varies greatly across areas. The degree to which students examine research and local data on student success is likely limited to their participation in some of the shared governance committees. We do not have a structured mechanism in place to facilitate a discussion around research and student success data. The Integrated Planning Workgroup used data from the Equity Data Summit to develop objectives. This summit collected several data points with the assistance of the RP group to better understand our campus climate as it relates to issues around equity. Although this event was well attended by the campus community, and focused on student voices and experiences, ownership and reference to the data is often absent in other venues. Early discussions about Guided Pathways, although inclusive, have not been systematic across groups. Opening Day included a keynote and a breakout workshop. This was not as successful as anticipated, and the college needs to explore additional methods to have a dialogue.

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

The college has increased its data capacity and usage of data, both quantitative and qualitative. A variety of methods such as surveys, focus groups, and quantitative analyses have been used. This issue is an area of emphasis in the college's accreditation Quality Focus Essay as an Action Project: To expand the capacity and the use of data in all levels of decision-making to develop a culture of innovation. The Office of Institutional Effectiveness has created multiple mechanisms and hosted a number of events, such as a Data Summit and office hours, to review data and use it for planning.

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

The college needs to develop a systematic approach to facilitate the discussions around Guided Pathways to include instructional departments and campus support areas. Additional efforts need to be made to guide discussions based on data and including that data in recommendations for action and integration across plans. Additionally, although students are members of shared governance committees, the college still needs to develop more formal mechanisms for students to engage in the dialogue and data.

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

   None.

INQUIRY (1-3) Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.				
	SCALE OF ADOPTION			
KEY ELEMENT	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
2. SHARED METRICS College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.	○ 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.	○ Key benchmarks and progress on student data are used. They are beginning to be aligned across initiatives.	○ College has defined metrics that are shared across its different initiatives. But, student data are not systematically or regularly tracked to inform progress across initiatives. Data for all metrics are not disaggregated and are not systematically and consistently examined with a focus on promoting equitable outcomes for students.	○ College uses shared metrics across the different initiatives to understand how student success has improved. College regularly revises and revisits college plans in response to those findings. Data for all metrics are disaggregated. Data for all metrics are disaggregated and systematically and consistently examined with a focus on promoting equitable outcomes for students. Campus stakeholders meet regularly to examine progress on benchmarks, discuss strategies for improvement, and revise plans as needed.

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

1. Please briefly explain why you selected this rating. **SCALING IN PROGRESS**

The College is using data to track progress on student achievement across instructional and service areas. Data usage to track student

success has increased to most of the special populations and service areas in addition to the instructional areas, including noncredit. The institution has institution-set standards for success, retention, licensure and employment. The College does not disaggregate all metrics. It does disaggregate for success, retention, completion, transfer and learning outcomes. The institutional goals exist in the Educational Master Plan for some indicators. This is not shared across plans.

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

The college has expanded the types of data available. The college disaggregates data for key metrics and learning outcomes. The institution-set standards for success, retention, licensure and employment are incorporated into program review. For key indicators such as success, retention and completion, the standards are visibly incorporated in order for users to review and develop action plans and goals for improvement.

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

Benchmarks are not established and shared across key initiatives. The planning calendar must be aligned again to facilitate shared metrics and benchmarks.

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

   None.

INQUIRY (1-3) Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.				
	SCALE OF ADOPTION			
KEY ELEMENT	**Pre-Adoption**	**Early Adoption**	**Scaling in Progress**	**Full Scale**
3. INTEGRATED PLANNING 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): • Student Success and Support Program (SSSP) • Basic Skills Initiative/Basic Skills Student Outcomes and Transformation Program (BSI/BSSOT) **4.** Equity Planning (Student Equity/SE) • Strong Workforce	○ College is currently not integrating or planning to integrate planning in the next few months.	○ Initial conversations have taken place, mostly among stakeholder leadership including administrators, faculty, and staff. There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes. College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning.	○ Some conversations have taken place, with all of the key constituency groups at the table. Consensus is building on main issues. Exploration of broad solutions to align different planning processes is still in progress. 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.	○ College-wide conversations have taken place with all key constituency groups including: Instructional, counseling, and student support faculty and staff, administrators, and students. All stakeholders reach consensus or agree to move forward on main issues and have identified possible broad solutions. 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. Integrated plans and over-arching strategic goals drive program improvement,

Program (SWF)				resource allocation, as well as professional development using a Guided Pathways framework. College governance structures are regularly used to discuss issues, vet solutions, and communicate efforts.

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

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

Los Angeles Valley College (LAVC) has taken systematic steps to introduce, explore, and move forward with the Guided Pathways framework. In January of 2017, LAVC sent sixteen participants inclusive of faculty, staff, and administrators to the IEPI conference on guided pathways. This team returned from the conference energized and excited by the possibilities for LAVC. Presentations were made throughout shared governance including the Institutional Effectiveness Council, the Academic Senate, and the Student Success Committee to share the findings from the conference. A small planning group was developed in the spring with the charge of bringing more people into the conversation. Copies of the *Redesigning America's Community colleges* were purchased and given out to key people on campus. At this time, an opportunity arose to apply for a Title V grant, and the writing team focused the application on Guided Pathways. Although we were not awarded this grant, the research and planning documents continued to inform our understanding of how guided pathways can work at LAVC. Next, through the coordination of the Academic Senate, we hosted a workshop facilitated by Mt. SAC, one of three California colleges at the time, participating in the national pathways program, to share their experience and best practices with our college. All of this work during the spring laid an initial foundation and provided an opportunity for more people ask questions and become familiar with the framework. Then, with the idea of reaching a wider audience, the planning group coordinated to bring the Research Planning (RP) team to Opening Day to provide the keynote presentation, which was primarily focused on Guided Pathways. The presenters also provided a breakout session that allowed faculty an opportunity to ask more questions. However, currently college initiatives are not directly linked to the Guided Pathways framework, and the College would benefit from additional consensus building with key stake holders.

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

In addition to the context provided above, LAVC has been heavily engaged with integrated planning bringing together goals, objectives, and activities across Equity, 3SP, and Foundational Skills. With sixteen meetings having taken place over spring, summer, and fall 2017, and attended by roughly 15-20 key stakeholders, the College's progress with integrated planning includes the following

highlights:

- Collaboration and teamwork across Academic Affairs, Student and Administrative Services.
- The Office of Institutional Effectiveness routinely engages with outside consultants (e.g. Research and Planning Group) to provide the campus with varied perspectives on student success.
- Faculty and staff routinely engage in attending conferences and workshops (e.g. 3CSN) and then bring best practices back to campus such as multiple measures using the MMAP model. The campus culture is responsive to data and open to piloting innovative best practices.
- Academic Affairs and Student Services collaborated on redesigning the matriculation and onboarding process to better support students become acclimated to the campus and college culture.
- Faculty were awarded stipends for curricular development and summer participation in the Integrated Planning Phase.
- The increased tracking of students with the assistance of Student Services in the high schools and with changes to the online orientation has contributed to the increased service of the 3SP goals.

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

One challenge that we anticipate, and have experienced thus far, is that Guided Pathways is sometimes perceived as a challenge to the core philosophy of a liberal arts education, which includes the opportunity to explore different pathways. To date, we've referenced Rob Johnstone's "Guided Pathways" demystified as clear explanation of how Guided Pathways still allows for exploration, but it's done in more systematic way that limits the likelihood of students taking excess units and not completing coursework. Nonetheless, this will most likely continue to be a point of resistance. Presenting additional models that have built in a semester or two of exploration for undecided majors will also help to explain how a Guided Pathways approach can still include exploration. Another challenge that we anticipate is the fear that departments or classes will lose FTE as meta-majors/programs of study is used to reorganize existing programs.

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

   None.

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**
4. INCLUSIVE DECISION-MAKING STRUCTURES College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework. 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. In addition, this plan strategically engages college governance bodies college-wide.	○ 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.	○ Workgroups or teams have been created, but they are *not* 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.	○ 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.	○ 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). Cross-functional teams are in communication and collaboration with college governance bodies.

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

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

We had conversations about Guided Pathways in small groups, at the Senate and with the Institutional Effectiveness Council (whose members reviewed the Self-Assessment Tool,) but we have yet to establish official teams to focus on Guided Pathways.

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

Sixteen Los Angeles Valley College representatives attended the IEPI pathways Training conference in January 2017. We were energized after the training and brought what we learned to the Academic Senate and our college council. We had Jeff Archibald, then Academic Senate President of Mount San Antonio College, present on the Mt. SAC pathways experience. We had about 30 attendees at the presentation and the response was mostly positive.

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

The time frame for putting together workgroups and developing the Multi-Year Guided Pathways Work Plan is short. Getting broad participation will be an issue. As happens on many campuses, we have the same people doing a majority of the work. We will need to engage more, and new, people if Guided Pathways is to work effectively. Initiatives and the people who are working on them need to be aligned to the Work Plan, including the Basic Skills, 3SP and Equity committees which have recently been combined into one mega-group to work on plan integration and alignment. Before the Guided Pathways workgroups even get started, the college will need to look at current memberships and initiatives to ensure placing the right people in each workgroup to not only work on Guided Pathways, but to also link to other existing campus plans and state expectations.

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

None.

DESIGN (4-8) Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
	SCALE OF ADOPTION			
KEY ELEMENT	**Pre-Adoption**	**Early Adoption**	**Scaling in Progress**	**Full Scale**
5. INTERSEGMENTAL ALIGNMENT *(Clarify the Path)* College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.	○ College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.	○ 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.	○ 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.	○ 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.

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

1. Please briefly explain why you selected this rating. **SCALING IN PROGRESS**

LAVC has strong coordination of specific programs and related K-12, four-year institutions, and industry partners. Curriculum alignment occurs throughout the college as part of the articulation process, transfer degrees provide seamless transition into the CSU, reverse articulation processes are being cemented, and dual enrollment in area high schools provides an entry point for students into LAVC's programs. However, systematic coordination does not take place evenly across all areas.

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

The college has a number of activities regarding coordination with K-12, 4-year institutions, and industry partners to inform program requirements. Our most strategic initiative is our annual advisory board meetings with Career Technical Education (CTE) departments. In these meetings representatives from our partner high schools, four-year institutions, and industry experts review our programs to determine where we are, where we want to be, and how to get there. Our second initiative is the LA HI-TECH grant in which LAVC partners with Birmingham Charter High School and Cleveland High School in the DVMA pathway. During the last year, we had obtained the following results:

- 991 community college students and 467 high school students are in the DVMA pathway

- 520 students participated in work-based learning activities
- 39 high school students received college credit for articulated classes
- 16 community college students completed the DVMA pathway with either an AA or AT degree
- 20 community college students received CTE approved certificates

In the third initiative, we partner with Birmingham, Monroe, and Van Nuys High Schools on the Advanced Manufacturing grant. Last year, 232 high school students participated in work-based learning and career exploration activities; now they have a better understanding of industry trends that influence their academic interest in Advanced Manufacturing; In addition, six LAVC students attained apprenticeships with three companies: Prompt Machine Products, Vanderhorst Bros. Inc., and Superior Thread Rolling. Also, 23 LAVC students received CTE certificates and 12 LAVC students received AS degrees. Our fourth initiative was a partnership between LAVC and Project GRAD LA that provides Math and Literacy tutoring to low-income middle and high school students. The tutors are being recruited by LAVC and trained by Project GRAD. The goal of this partnership is to increase the number of students who are better prepared to enter and succeed in post-secondary education. In particular, it establishes a pipeline for possible student enrollment at LAVC.

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

Managing the changing landscape and ability to keep up with decisions made by four-year institutions, partner high schools, and industry partners. Decisions are sometimes implemented without appropriate consultation by their community college partners (example, changes in basic skills education, and mid-stream changes at the state level of how initiatives will be funded.)

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

None.

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

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

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

A cross-disciplinary team of faculty, administrators, and staff has embarked in the initial stages of discussing how to begin development of meta-majors among the Career Technical Education (CTE) fields. CTE at Los Angeles Valley College (LAVC) has numerous initiatives that provide programs of studies that offer clusters of broad interest areas that share competencies. These include: (1) Gateway courses, (2) career explorations courses (3) CTE workshops. However, there is no current conversation about clustering in academic disciplines, and there is no current structure or framework that exists to initiate the dialogue required to be at full scale in this category.

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

The college introduced the concept of clustering to the Academic Senate and Institutional Effectiveness Council. In addition, the Academic Senate President of Mt San Antonio College come to LAVC to talk about Mt. SAC's experience with clustering. Meanwhile, extensive work in this area has been performed in CTE areas:

(1) Gateway courses - came about as a requirement of two CCPT grants. We identified two pathway areas: Advanced Manufacturing and Design Visual & Media Arts. Faculty and staff from both LAVC and the partner high schools sat down and examined classes to establish realistic pathways starting at which classes to take at the secondary level then moving into postsecondary level. Once we have established these gateway courses, LAVC and partners also looked at high school classes which were articulated with LAVC classes to enable high school students to obtain college credit. Last year, we had three articulated courses for the LA High Tech students and three for Advanced Manufacturing. Fifty students received college credit upon completion of these courses. In addition, we identified several dual enrollment classes that were put in place at the high school. (2) Career explorations courses - There is a one unit "Introduction to Careers in Child Development" course (CD 172) that introduces students to the variety of career options available to students with the Child Development major. Exploration of career opportunities, required qualifications, resources available, as well as academic and professional support systems are being discussed during this course. New courses were developed for Media Arts as well as Computer Science Information and Information Technology disciplines. These classes will provide our students with technical training in order to increase their employability (3) CTE workshops give students the opportunity to explore industry areas that provide high skill/high wage career possibilities. A very successful program, developed by the Business Department, was the "Entrepreneurial Spirit to Destiny". The main focus of the program was on career exploration workshops that included job hunting as well as career coaching. In addition, a series of workshops was developed as part of the First Entrepreneurship Conference. It provided an opportunity to our students to network with professional experts in order to learn about careers they are considering. Working one on one, a specifically designated CTE counselor provided guidance on CTE programs and educational career planning through the classroom presentations for college students. In addition, there has been a series of career exploration workshops

for high school students in various areas. A “CTE Awareness Campaign” was implemented to ensure that our special population students are better informed about different employment opportunities. It included the CTE workshops such as Mock Interviews, Developing Interviewing Skills, Resume Writing, and Industry Panels. During the Career Week, LAVC staff and faculty were able to network with businesses to stay current with industry trends. CTE focused workshops were conducted. Additionally, 85 students participated in the Job Shadow program.

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

The major challenge is that some faculty see clustering as limiting choice and the ability of students to discover their major or career path randomly or organically. In one meeting, a faculty member said that she chose her major after loving a specific class and that having students choose a path upon college entry may force them into paths they don’t understand or aren’t ready for.

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

None.

DESIGN (4-8) Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
	SCALE OF ADOPTION			
KEY ELEMENT	**Pre-Adoption**	**Early Adoption**	**Scaling in Progress**	**Full Scale**
7. IMPROVED BASIC SKILLS *(Help Students Choose and Enter a Pathway; Ensure Students are Learning)* 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: • The use of high school performance for placement (i.e. cumulative GPA, course grades, non-cognitive measures) for placement • Co-requisite remediation or shortening of developmental sequence • Curricular	○ College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework.	○ 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.	○ College has scaled one or more instance of the evidence-based strategies listed under "key element," but others are still in the pilot stage.	○ 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.

innovations including creation of math pathways to align with students' field of study.				

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

1. Please briefly explain why you selected this rating. **SCALING IN PROGRESS**

Expanding and scaling up successful programs requires making data-driven decisions within a shared governance framework that fosters collaboration, innovation, and an institutional commitment to student success. Los Angeles Valley College (LAVC), one of the pilot schools for the State's initial Basic Skills Initiative (BSI) self-assessment inventory in 2006, has used BSI planning and funding to build the framework for many of the campus's student success initiatives. Using extensive data and with the spirit of piloting innovative programs, the College launched a number of initiatives and evaluated their effectiveness. As the College received additional funds through grants and categorical programs, these BSI projects were integrated into the plans of these new initiatives with the focus of scaling up and institutionalization. For example, with cross-committee collaboration between BSI and 3SP, LAVC joined the Multiple Measures Assessment Project (MMAP) in 2015 and brought to scale full implementation of using student high school grades for placement in January of 2016. Additionally, with BSI planning and funds, the College piloted an accelerated math pathway (including curriculum redesign). This initiative was then integrated into the College's Title V STEM grant, and an accelerated math pathway was institutionalized at the college. To complement these efforts, LAVC's English Department has worked through two iterations of developing accelerated pathways; the most recent resulted in the archiving of a course three levels below transfer, and the creation of a new course (English 300) that accelerates two levels and one level below into one course. To better address the needs of the College's ESL student population, faculty spearheaded the creation of new ESL department (components of which were previously integrated with English), that has diligently worked to adopt and develop all new curriculum. This has resulted in another shortening of the developmental sequence reducing what was previously an eight-course sequence down to five. Although these efforts reflect significant progress for the LAVC's basic skills sequence, not all key elements are at scale yet.

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

In addition to the full-scale implementation of using high school grades for assessment, our most exciting key element that reflects curricular innovation to align with students' field of study is the completion and launching of our new statistics

pathway. This program focuses on the high percentage of students majoring in the Social Sciences, who need to pass Statistics 101 for their CSU requirement for Mathematical Concepts and Quantitative Reasoning requirement. Students in the social sciences and other disciplines can benefit from this alternative pathway that incorporates computation, but also emphasizes critical thinking and analysis that is indicative of a multidisciplinary, liberal arts education. We want to promote completion of a sequence of courses that are in line with students' programs or degrees of choice. Through this Statistics Pathway, in two semesters, students on the non-STEM pathway can complete transfer-level math requirements as opposed to the four-semester traditional math sequence. The new Statistics 100 course provides a foundation for Statistics 101 and can be taken in place of Math 125 as a prerequisite to Statistics 101 for non-physical science majors and non-math majors. We are offering two sections of Statistics 100 in fall 2016, and we plan to expand offerings each semester for three to four semesters until we have reached saturation, which we anticipate to be 8-12 sections per semester. LAVC's homegrown program complements the California Community Colleges Student Success Taskforce recommendation for colleges to offer an array of opportunities to develop basic skills which can include embedded contextualized instruction and course (re)development (see Recommendation 3.4). It further recommends that innovation and flexibility in basic skills instruction be encouraged and supported (Recommendation 8.3). The American Mathematical Association of Two-year Colleges (AMATYC, 2014) notes that, "Prerequisite courses other than intermediate algebra can adequately prepare students for courses of study that do not lead to calculus." Crucially, LAVC's model was created and will be maintained at substantially lower overall costs than other models, and greatly increase equity and accessibility with open source development that will allow other colleges to contribute to best practices related to the Statistics 100 curriculum.

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

Challenges or barriers that may hinder progress in bringing key elements to scale include the reallocations of how the math and English departments distribute FTE across courses to provide substantially more sections of accelerated pathways while reducing the number of sections on the longer traditional basic skills sequence. This also includes professional development for faculty previously teaching courses three and four levels below college now adopting best practices and using curriculum for accelerated courses.

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

   None.

DESIGN (4-8) Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
	SCALE OF ADOPTION			
KEY ELEMENT	**Pre-Adoption**	**Early Adoption**	**Scaling in Progress**	**Full Scale**
8. CLEAR PROGRAM REQUIREMENTS *(Clarify the Path)* 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 completion. College offers courses to meet student demand. 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).	○ College is currently not providing or planning to provide clear program requirements for students.	○ Some programs have worked to clarify course sequences, but teams do not represent cross-disciplinary teams of faculty. A few course offerings and schedules are designed to meet student demand. Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.	○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have been convened and are mapping out course sequences. Some course offerings and schedules are designed to meet student demand and offered at times and in a manner that enable students to complete their programs of study in a timely fashion.	○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have mapped course sequences. Key educational and career competencies (including transfer and major requirements and labor market information) are used to develop course sequences. Teams create default program maps and milestones for program completion/transfer, so that students can easily see how close they are to completion. 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.

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

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

"Some programs have worked to clarify course sequences, but teams do not represent cross-disciplinary teams of faculty." – While clear course sequences are in place for a few programs (e.g., the health sciences), no cross-disciplinary teams are in place. One of the first steps will be to have faculty from different disciplines come together to identify pathway areas for our campus.

"A few course offerings and schedules are designed to meet student demand." – Our campus offers a wide range of developmental, general education, and majors courses. Courses are adopted because they fill a demonstrated need, respond to industry feedback, and/or articulate to CSU and IGETC. The Curriculum Committee reviews justifications for all new course proposals. More detailed data is needed to evaluate how well current offerings meet student demand. Deans and department chairs work together to design a schedule that meets student demands, based on detailed tracking of enrollment rates. Additional sections are added as needed to meet demand. While individual departments have two-year planning matrices for their offerings, this is at a department level and not cross-disciplinary and also has not been communicated to students. Having pathways and additional data about the sequence of courses needed for specific programs would improve the effectiveness of our scheduling.

"Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion." 18% of sections are offered in a distance education format (online or hybrid; 11% fully online). Departments work to schedule day and evening offerings to meet student demand. We are building our eight-week offerings in both the first and second half of regular semesters as well as our five-week intersession offerings. These need to be institutionalized, coordinated and taken into consideration as we advise students.

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

The Health Sciences programs at Los Angeles Valley College (LAVC) are a model of clear pathways. They lead to a profession and have clearly sequenced courses with clear prerequisites for enrolling in the program. Students are enrolled in a cohort and their progress is monitored on a semester-by-semester basis. If needed, students are offered remediation opportunities. For example, the Respiratory Therapy program typically graduates 85 % of its cohort (22/26). A third of those graduates have a job in the field within three months and 65-75% have a job in the field within a year. As a step towards clear pathways in other areas, LAVC has adopted 27 ADTs and 140 courses approved for C-ID with another 20 in process. Both of these facilitate clear program steps and allow students to efficiently gather units across different community college campuses and transfer to the CSU system. The first-year experience program at LAVC, which is now part of the Los Angeles (LA) Promise program, provides one year of free enrollment and priority registration to all full-time students graduating from LAUSD schools in 2017. LA Promise students must enroll in math and English courses during their first year, apply for financial aid, complete assessment, complete orientation, and attend a first-semester counseling session. Students who graduated from a non-LAUSD school may also participate in the program. Promise students also participate in one of the following

summer activities: Guiding Your Path to Success, Summer Bridge, or Welcome Week. They are required to meet with a counselor and attend two workshops/events every semester. They are assigned a counselor and success coach (Counseling CGCA) and have access to tutors and workshops/events.

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

The largest challenge we face is one of infrastructure. Many aspects of clear pathways are only possible with the help of technology that we currently do not have. Once pathways are created, we need to communicate this information to students in an easily accessible, understandable, interactive format. Currently, information is available on the website but is hard to find, often out of date, and not easy to comprehend. Once students are on a path, we have no way of monitoring their progress and giving them feedback. It's unclear who will be responsible to various pieces of this undertaking and who will be coordinating and leading the effort. If this is to be a faculty member, will resources, such as reassigned time, be allocated? Campus culture will also be a challenge. The ethos has long been that offering students as many choices as possible is in their best interest and campus identity has valued diverse offerings and unique programs over more foundational needs. We need to help faculty appreciate the value of focusing student choices in helping achieve their goals.

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

None.

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**
9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS *(Help Students Stay on the Path)* 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.	○ College is currently not implementing or planning to implement proactive and integrated student supports.	○ The college has begun conversations about increased coordination and collaboration between student supports, instruction, and counseling. 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. There are few and/or irregular 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 support services.	○ Collaboration between the instructional and support services occurs in specific programs. 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. 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.	○ 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. Student progress is monitored; mechanisms are in place to intervene when needed to ensure students stay on track and complete their programs of study. 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.

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

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

Los Angeles Valley College (LAVC) is in the beginning stages of institutionalizing and standardizing the onboarding of new students. In previous semesters, students were placed in cohorts based on assessment scores and received registration assistance. For Fall 2017, the college launched the Valley Promise. LAVC has achieved various aspects of each criterion. Although there are some processes and tools in place to monitor students' progress and provide timely support, they are only used by few staff and departments and are not used consistently, such as early alert system and PeopleSoft. We also have the collaboration between instructional and support services in specific programs, such as Puente, Black Scholars, and La Comnidad. In addition, LAVC has 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, such as the Committee for Academic Resources and Tutoring Services (CARTS), Valley Promise and the Integrated Planning Committee. Furthermore, LAVC is in the beginning stages of institutionalizing and standardizing the onboarding of new students. In previous semesters, students were placed in cohorts based on assessment scores and received registration assistance.

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

The Valley Promise was launched in Summer 2017 for new students. The Valley Promise offered new students comprehensive academic support services and activities to help them acquire the skills and tools to ease their successful transition to and through college. The activities included a summer bridge and a GPS (Guiding Your Path to Success) program. The Summer Bridge was a two-week program designed to give students an opportunity to accelerate their progression to college-level mathematics and English courses. The GPS program was a three-day event where students learned new study skills, visited the campus support services, explored career and transfer options, met with LAVC counselors, professors and staff, and enjoyed fun activities designed to make new friends. In addition to the Valley Promise, the college utilizes multiple measures to determine placement and has embedded tutoring in self-identified gate-keeper courses. LAVC provides academic support services in a way that is proactive and aligned with instruction where the students are explicitly engaged in these services. LAVC's continuous effort in proactive and integrated student supports is evident in embedded tutoring (STEP), Satellite tutoring (Writers Club, Veterans tutoring that is located in the new Mosaic Center), Centralized tutoring (Writing Center, Math Lab, and General Tutoring), online tutoring, robust tutor tracking (TutorTrac), and Student Success Workshops. In addition, over the past two years, the Academic Resource Center (ARC) staff has benefited from attending the College Reading Learning Association (CRLA) tutor training and being certified. CRLA is the accrediting agency that our tutor training program is based upon and the Association for the Tutoring Profession (ATP). Moreover, student support services are coordinated through the Foundational Skills Committee, Committee for Academic Resources and Tutoring Services (CARTS), Student Success Committee, Academic Senate, and the monthly Chairs/Directors meetings. Interaction includes collaborating with departments to coordinate tutoring efforts across campus and to advertise resources to students and staff. To further support mentioned services, LAVC routinely partners with the California Community College Success Network (3CSN) for professional development and infusion of best practices into the program. For example, the ARC has recently joined the Learning Assistance Project through 3CSN, which is intended to bring together California Community College's learning support centers for training, research, and ongoing sharing of resources to build a collaborative and active network of professionals and paraprofessionals to enhance student success through tutoring.

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

Change is difficult for many people and institutions. It may be challenging to move past deep-rooted practices that are no longer effective. There will need to be a shift in understanding that because something has always been done a certain way; it does not guarantee that it results in success. The college also is hindered by the misunderstanding of the fundamental difference between equity and equality by many. There continues to be outreach to illustrate the difference and the importance of the difference. Special interests also present barriers. One of the challenges that prevent LAVC from being at full scale is the lack of tools to monitor student progress and provide timely support. Another challenge is to encourage the students who need tutoring the most to actually use the tutoring services. In addition, our embedded tutoring program (STEP) faces obstacles when it comes to scheduling the workshops after classes, which is supported by embedded tutors since the college does not have block scheduling. It is challenging to have students come to the workshops in another time that is not after the class since they usually have other commitment such as work, family, etc. Another barrier that LAVC has in scaling up the tutoring is the capacity challenge. Not only is it hard to find qualified tutors, it is very challenging to hire them because of the new hiring regulations at LACCD, which can take between four to eight weeks and in some cases, more than that. So by the time the tutors are hired and trained, either the semester is over or the tutors lose interest and quit.

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

   None.

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**
10. INTEGRATED TECHNOLOGY INFRASTRUCTURE *(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)* 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: • Link student demand to scheduling • Ability for students to monitor schedule and progress (e.g., Degree Audit) System for counselors and faculty to monitor students' progress (e.g., Starfish, early alert system, etc.) • Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other)	○ College currently does not have or plan to build an integrated technology infrastructure.	○ 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.	○ 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.	○ 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. 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.

• Others				

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

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

Los Angeles Valley College (LAVC) does not currently have a systemic approach to linking student demand to scheduling, and monitoring scheduling progress. There is not currently a system for students, faculty and counselors to effectively monitor student progress. This, including students being provided with more dynamic Student Educational Plans, is expected to change dramatically through the college's implementation of PeopleSoft this year. LAVC has been at least a decade behind most other institutions in utilizing a current Student Information System. However, with the adoption of an updated system, much work is still needed to confirm that data is accurate and that users are adequately trained. Although the college posts required information regarding employment (e.g Salary Surfer, Wage Tracker and Gainful employment), there is no systematic or technological infrastructure to support student-inquiry related to these topics and potential employment opportunities.

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

The 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:

- Linking student demand to scheduling
  - Ability for students to monitor schedule and progress (e.g., Degree Audit)
  - System for counselors and faculty to monitor students' progress (e.g., Starfish, early alert system, etc.)
  - Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other)
  - Career Technical Education (CTE) programs post the Gainful Employment templates on their program pages and other appropriate venues.

The Office of Institutional Effectiveness has worked with the Career Development Committee and CTE areas to increase awareness of these sources of information.

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

Although we have some resources available, the college needs an infrastructure to collect and provide this information more widely to students, especially those in non-CTE majors. We do not have the technology infrastructure or integrated plan to address the four areas: linking student demand to scheduling, ability for student to monitor schedule and progress, counselors and faculty to monitor students' progress, data on career and employment opportunities. We post the required disclosures regarding Gainful Employment, Salary Surfer and Wage Tracker for the college and promote these resources for CTE, but systematic employment data for non-CTE areas is not as readily available and accessible for students, faculty and staff. Career information is provided, but is not to scale to support Guided

Pathways. The college will need to support staffing in Information Technology, Web Design, and Institutional Effectiveness to facilitate efficient collection and distribution of this information at the appropriate scale and scope. 4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above? None.

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**
11. STRATEGIC PROFESSIONAL DEVELOPMENT *(Help Students Stay on the Path; Ensure Students are Learning)* 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.	○ 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.	○ 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.	○ Some but not all PD opportunities are developed to intentionally support the college's strategic goals identified as part of an integrated planning process. Strategic professional development includes systematic, frequent and strategic attention to: • Using learning outcomes assessment results to support/improve teaching and learning. Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary. • Improvements in those college processes directly	○ 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. Strategic professional development includes systematic, frequent and strategic attention to: Using learning outcomes assessment results to support/improve teaching and learning • Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary.

			serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need.	• Improvements in those college processes. directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. • Continued broad engagement in cross-functional decision-making. • Regular and consistent training on the use of technology to support academic programs and student services.

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

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

We have a number of professional development efforts on campus and in the district, but they are not coordinated or integrated. For example, in the past, the professional development office has mostly offered just workshops to faculty but the workshops are not necessarily integrated with the college's strategic goals. Another example is that we have a Teaching Innovations grant set up to identify key strategies to increase retention and success, but the strategies learned by faculty participating in the grant are not widely being disseminated.

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

We have identified Professional Development as an issue and made it one of our Action Projects in the accreditation Quality Focus Essay (QFE). The goal of the QFE is to create a more robust professional development program on campus. We have high quality professional development efforts: Through last year's Equity initiatives, we offered a 'Teaching Men of Color' certificate program and a mentoring

class. We also had the creators of the Teaching Men of Color program come to our campus on Opening Day to talk about how to best approach educating men of color. The mentoring program was an online course focused on how to better connect with students. Our Teaching Innovations grant focused on practices to increase success and retention in courses that have low success rates.

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

Coordinating all the professional development efforts into a cohesive effort will prove challenging. We are currently looking to hire a full-time professional development coordinator. This person will need to interface with the faculty professional development coordinator, the plan integration coordinator, the grant coordinator, and the Academic Senate to develop a comprehensive integrated professional development plan.

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

None.

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**
12. ALIGNED LEARNING OUTCOMES *(Ensure Students are Learning)* 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.	○ College is currently not aligning or planning to align learning outcomes.	○ 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. Results of learning outcomes assessments are not linked with	○ 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. Results of learning outcomes assessment are not consistently linked	○ 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. Results of learning outcomes assessments are used to inform professional development, and are linked to changes to course and program content.

		professional development or changes to the course or program content.	with professional development or changes to the course or program content.	

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

1. Please briefly explain why you selected this rating. **SCALING IN PROGRESS**

Los Angeles Valley College (LAVC) has defined an instructional program as a major educational pathway that a student takes through the institution. We have three such pathways:

- **Foundational Program**
- **Career-Technical Education (CTE) Program**
- **General Education (GE)/Transfer Program**

The goals of these pathways serve as the Program Student Learning Outcomes (PSLOs). All three pathways share "Communication Skills" and "Reasoning Skills" as outcomes, and include other outcomes that are unique to the program (e.g., Technical Skills for the CTE Program and Global Awareness for the GE/Transfer Program). Complete descriptions of these pathways can be found on the Outcomes Assessment Committee (OAC) website (http://www.lavc.edu/Committees-Workgroups/outcomes/programassessment.aspx). With the adoption of eLumen in Fall 2015, all course outcomes (SLOs) are aligned to the appropriate pathway (PSLO) by department chairs. This allowed for regular data collection, more frequent reporting, and disaggregation of data. LAVC completed its second cycle of assessing SLOs on June 30, 2017. Our third cycle will now run from Fall 2017 until Spring 2019. Although the data is evaluated by departments during the program review process, results are not consistently linked with professional development or changes to courses and programs. Additionally, discussion on strategies to improve General Education/Transfer program outcomes is limited.

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

The Curriculum Committee reviews SLOs by requiring regular updates for every course outline of record, thereby ensuring academic rigor, integrity, relevance, and currency of outcomes. The campus reached 100% of alignment in Fall 2016. Some departments, such as Music, have courses that fall under two different pathways – CTE and GE. These were subsequently correctly aligned in eLumen to ensure accuracy and relevance in the analysis of data. Results of learning outcomes have been used to inform professional development in a variety of ways, including the following examples:

- In Sociology, assessment results (and the assessment process) led to a realization for a need to further discuss, coordinate and analyze results among the faculty;
- In Anthropology, faculty participated in the Teaching Innovations Academy (TIA), a summer seminar designed to research new instructional methodologies;

- And in Biological Sciences, results led the department to invite industry experts to speak to Biotechnology students.

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

LAVC has presented many professional development opportunities on SLOs and PSLOs, including faculty trainings and workshops. However, as a large campus, there is substantial faculty and department chair turnover. In spite of this, the campus culture strongly encourages faculty to consistently link assessment results to changes in course or program content.

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

None.

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**
13. ASSESSING AND DOCUMENTING LEARNING *(Ensure Students are Learning)*	○ College is currently not assessing and documenting or planning to assess and	○ Attainment of learning outcomes are not consistently tracked or made available to students and faculty.	○ Attainment of learning outcomes tracked or made available to students and faculty for most programs.	○ Attainment of learning outcomes tracked or made available to students and faculty for most programs. All programs examine and use

The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. 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.	document individual student's learning.	Only a few programs examine and use learning outcomes results to improve the effectiveness of instruction.	Most programs examine and use learning outcomes results to improve the effectiveness of instruction.	learning outcomes results to improve the effectiveness of instruction.

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

1. Please briefly explain why you selected this rating. **SCALING IN PROGRESS**

All departments at Los Angeles Valley College (LAVC) are required to participate in regular assessment of Student Learning Outcomes (SLOs). The faculty enter data for every section of each course, and also complete three essential questions to reflect on the results of the assessment. All of this information is housed in eLumen, and comparisons of assessment results can be made from one term to another, thereby effectively improving instruction and programs. SLO Coordinators are responsible for tracking completion of assessment at the end of every term. Tracking results are shared in Chairs and Directors meetings, as well as posted on the Outcomes Committee website. This information is also organized by department and readily accessible to students, faculty, and staff.

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

LAVC concluded its second cycle of assessment on June 30, 2017, and reached 90% completion of all courses. Our third cycle will now run from Fall 2017 until Spring 2019. All departments are required to submit a Departmental Assessment Plan (DAP) to the SLO course coordinator, to ensure that a plan is in place to assess every class over the two-year cycle. The DAPs are then posted in SharePoint. Most departments discuss the results of assessment regularly, and are comprehensive in their program review evaluations. Completion of assessments has also been tied to resource requests, such as hiring, to encourage all departments to achieve 100%.

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

While almost all programs at LAVC use learning outcomes to improve instruction, there are a few departments who have not been organized in this effort. Some of these cases included departments that had difficulty in filling the Department Chair position. The SLO Coordinators and Deans are working with these departments to ensure that they make adequate progress.

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

None.

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**
14. APPLIED LEARNING OPPORTUNITIES *(Ensure Students are Learning)* Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.	○ College is currently not offering or planning to offer applied learning opportunities.	○ 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.	○ 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.	○ 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.

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

1. Please briefly explain why you selected this rating. **SCALING IN PROGRESS**

Los Angeles Valley College (LAVC) has many concrete examples of applied/contextualized learning opportunities through various courses and program. Although there are a significant amount of opportunities for LAVC students to apply and practice what they learned (including opportunities for service learning, study abroad, and applications supported through regional Strong Workforce projects) the college would still benefit in creating a stronger framework to coordinate and implement more broadly these opportunities across the college, and support disciplines and degree areas ability to embrace these opportunities as part of their curriculum.

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

The Biology, Chemistry, and Earth Sciences departments systematically utilize contextualized learning opportunities. For example, the Earth Sciences department has students do geomapping projects in some Geography courses. Both Biology and Chemistry classes

include lab sessions where students engage in applied experiments and projects. The CSUN Build Poder grant, which LAVC participates in, creates research opportunities for students as they work closely alongside a faculty member. Three other areas we focus on include: (1) the CCPT pathway grants. (2) the cooperative education program, and (3) the clinical placement programs for health science. The first area consists of two pathway grants in which we partner with four local high schools. LA HI-TECH concentrates on the Design Visual & Media Arts (DVMA) pathway, and the second grant concentrates on Advanced Manufacturing. The deliverables for both grants ask for internships. In the DVMA pathway last year our LAVC students held internships at CRC Entertainment, Genesis Entertainment, Media Artists Group, Dan Jacobsen Productions, KMEX, and West Coast Writers Conference. Our high school students held internships at Revelations Entertainment, Flores and Friends Talk Show, American Film Institute, International Youth Media Summit in Nepal, LA Summit, and as Cleveland High School Summer Bridge Leaders. We have also developed a series of Broadcasting classes as a vehicle for internships. This series provides students with hands-on experience working on a specific approved topic or in an approved internship within the entertainment industry. In Advanced Manufacturing, six LAVC students attained apprenticeships last year with three companies: Prompt Machine Products, Vanderhorst Bros. Inc., and Superior Thread Rolling. The second area consists of LAVC's "Cooperative Education" program which establishes a three-way relationship between the student, the college, and area employers. Cooperative Education provides a practical learning model for students and helps them prepare for their future careers through the integration of the on-the-job learning experiences and academic classroom lessons. The program seeks to serve 125 students in fall and spring semesters and 25-50 students during summer session. In 2015, the LAVC program was recognized as the College Program of the Year in California by the California Internship and Work Experience Association and in 2017 was selected by the California Career Pathways Trust Technical Assistance Project to be highlighted as a best practices program. The third area is the clinical placements for Nursing and Respiratory Therapy students. For students in both programs, we partner with public and private agencies that provide a variety of appropriate learning and practice opportunities for students. These include: Health Maintenance Organization (HMO), Dignity Medical Group, Gateways Hospital and Mental Health Center, Valley Presbyterian Medical Center, Sherman Oaks Hospital, Providence St. Joseph Medical center, Glendale Adventist, Barlow Respiratory Hospital, Cedar Sinai, UCLA Hospital, Children Hospital of LA and Hollywood Presbyterian. The vast experience in clinical facilities enable the students from LAVC to work in a wide variety of healthcare settings once they graduate.

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

Support is needed for faculty to help them build these and other opportunities into their curriculum, provide continual advisement to students, and provide general oversight to the activities their students participate in.

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

   None.

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: **PRE-ADOPTION/SCALING IN PROGRESS**

In the Self-Assessment Tool, the college identified two Key Elements at "Pre-Adoption", six Key Elements at "Early Adoption", seven Key Elements at "In Progress", and zero Key Elements at Full Scale. Although the College has implemented and institutionalized some required components toward Guided Pathways, we recognize that we have much more work ahead of us to be at Full Scale.

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:

We ask that the State Chancellor's Office provides concrete examples from those colleges in which Guided Pathways related initiatives have been successful. Perhaps tools, such as a checklist of steps each college should be taking or a step-by-step description of implementation, could be provided. Also, lesson plans on how to facilitate discussions on campus leading to the creation of meta-majors or providing a coaching model to help lead colleges through the steps generally required would be appreciated.

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

See above for references to GPS, Valley Promise, and Career Technical clustering and partnerships with high schools.

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?

We need a more in-depth understanding of how successful strategies implemented at other campuses have been implemented. Also, examples of non-successful initiatives could be useful as well. We request more guidance on the actual practice of creating Guided Pathways on a campus rather than a focus on the theoretical benefits of Guided Pathways.

STATE OF CALIFORNIA **ELOY ORTIZ OAKLEY, CHANCELLOR**

CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE
1102 Q STREET, SUITE 4400
SACRAMENTO, CA 95811-6549
(916) 322-4005
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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.

_____

Name of college

Self-Assessment Signatories

Signature, President of the Governing Board	Printed Name	Date signed
Signature, Chief Executive Officer/President	Printed Name	Date signed
Signature, Academic Senate President	Printed Name	Date signed
Signature, Chief Instructional Officer	Printed Name	Date signed
Signature, Chief Student Services Officer	Printed Name	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