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Guided Pathways
East LA College - Guided Pathways (2020-21)

Pillar 1. Clarify the Path
Mapping Pathways to Student End Goals

The equity considerations below can help you consider how equity intersects with specific practices in this pillar. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with Guided Pathways implementation in "Progress to Date" and "Next Steps".

Equity Considerations

- Website and program pages should be easy to navigate and understand for students and families without prior experience with higher education.
- Access to and use of this information should be equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.).
- Financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) should be made clear for prospective students. Program websites should clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment.

Practice A

Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

| | Not occurring | | Not systematic | | Planning to scale | X | Scaling in progress | | At scale |

Progress to Date

Progress to Date Implementing Practice

- We did cluster analysis based on extensive card sorts and mapped all programs into the first iteration of meta-majors. We have identified counselors for each meta-major. We named our meta-majors Career and Academic Pathways or CAPs.
- We are now planning for the next iteration that will include an 8th meta-major for exploration and preparation as well as other revisions.
- We are in the process of analyzing course-taking patterns and overlapping course requirements across programs.
- We made sure that CAPs are easily identifiable for students on our website as well as easy to navigate.
- We obtained input from the student advisory board and incorporated more input from counseling faculty in the organization of the CAPs based on their experience guiding students towards their academic goals. Counseling input was particularly valuable for our Exploratory & Preparation CAP.
- We have established a process for categorizing new programs into CAPs as part of the Curriculum approval process.
- Our CAPs are integrated into CCC MyPath for students applying to college.

Timeline for Progress to Date

If "Scaling in progress" or "At scale", please indicate which term the college first reached this point

Term and Year:
Fall 2019

Next Steps

Next Steps Toward Implementing Practice at Scale

- We will establish a process by which the efficacy of how a program is

Timeline for Next Steps

Term and Year:
Spring - 2021

categorized by meta-major can be assessed using multiple data sources, including student voice.
- We will hold CAP-wide academic and career fairs where will have alumni and other speak as a marketing and community building strategy.
- We will have inserted CAP knowledge throughout the college, including course syllabi, college websites, and in other forms, e.g., social media.

Term - Detail (optional)

Support

[X] Check this box if support is needed to advance this work

Please indicate at which level (state, regional, district, or local) you think this support is needed at along with the actual support needed under detail.

Challenge or barrier you are running into.	Support Needed - Detail

Type(s) of Support

[ ] Policy guidance   [ ] Regional training   [ ] Connections with other GP teams

[X] On campus /individual training   [X] Technology support   [X] Reporting/data   [ ] Other

Practice B

Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.

Scale of Adoption at Our College

[ ] Not occurring   [ ] Not systematic   [ ] Planning to scale   [X] Scaling in progress   [ ] At scale

Progress to Date

Progress to Date Implementing Practice
- All programs are created based on transfer needs or labor market data in a manner that ensures they are well-designed and prepare students.
- The programs are regularly evaluated through program review. Program review annual update is submitted by end of September annually. The next comprehensive program review will be completed by fall 2021.
- Relatedly, CTE programs are implementing "Strategy for CTE currency and innovation" to ensure CTE programs remain relevant to industry trends.
- CTE Advisory Committee meetings address the design of programs.
- Through industry sector meetings, we are looking at our program outcomes in collaboration with industry partners and making modifications as needed to stay innovative and updated in addressing student career and job goals.

Timeline for Progress to Date

If "Scaling in progress" or "At scale", please indicate which term the college first reached this point

Term and Year:
Fall 2019

Next Steps Toward Implementing Practice at Scale
- Industry-sector meeting goals can be shared with CAPs, or, more precisely, sub-CAPs, to help other program enhance their design as well.
- PLOs could be utilized to help ensure programs are well-designed.
- Through program review annual update and the next comprehensive program review, discipline faculty members will further their assessment of their programs to ensure they are well-designed to guide and prepare students to enter employment and/or transfer.

Term and Year:
Fall - 2021

Term - Detail (optional)

Next Steps Toward Implementing Practice at Scale

Term and Year:

• The college should support disciplines fostering external partnerships with colleges/universities to help strengthen our transfer programs.	Spring - 2022 **Term - Detail (optional)**

Support

| X | Check this box if support is needed to advance this work

Please indicate at which level (state, regional, district, or local) you think this support is needed at along with the actual support needed under detail.

Challenge or barrier you are running into.	Support Needed - Detail
It will be a budget challenge for the college to provide institutional support for transfer programs to work with external partners in a manner analogous to industry sector meetings.	

Type(s) of Support

| X | Policy guidance | | Regional training | X | Connections with other GP teams

| X | On campus /individual training | X | Technology support | | Reporting/data | | Other

Practice C

Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.

Scale of Adoption at Our College

| | Not occurring | | Not systematic | X | Planning to scale | | Scaling in progress | | At scale

Progress to Date

Progress to Date Implementing Practice

- The college has Career Coach on its website where students can learn about employment opportunities and further education targeted by each program, though the programs are not organized by the college's meta-majors and the career coach is hard to find on the website.
- With the support of Career and Job Services Center, some programs have pamphlets with employment and further education information that are added to academic department's web and in updated maps.
- Career and Job Services Center website, career.elac.edu has resources and links to employment info, job preparation, links from majors to educate students on employment, on campus/ off campus job postings, and internships.
- In addition, we are planning to scale based on the work on planning updated maps for the college website that will focus on including employment and further education opportunities targeted by each program.

Timeline for Progress to Date

If "Scaling in progress" or "At scale", please indicate which term the college first reached this point

Term and Year:

Next Steps

Next Steps Toward Implementing Practice at Scale

- The college, through the district CCC Apply, will have the career information in Career Coach aligned with its CAPs.

Timeline for Next Steps

Term and Year:
Spring - 2021
Term - Detail (optional)

Next Steps Toward Implementing Practice at Scale

- Departments will complete the new the PDF map template to add more

Term and Year:
Fall - 2021

career and transfer information during spring 2021 with the expectation all maps will be updated by fall 2021. Facilitators are currently meeting with department chairs to help them with new template.

Term - Detail (optional)

Next Steps Toward Implementing Practice at Scale

- The academic mapping team and Career and Job Services Center in collaboration with professional development will train faculty on identifying career opportunities that align with programs to enhance the academic maps. This will also include training on student support services that will be identified in the academic maps.

Term and Year:
Spring - 2022

Term - Detail (optional)

Support

[X]   Check this box if support is needed to advance this work

Please indicate at which level (state, regional, district, or local) you think this support is needed at along with the actual support needed under detail.

Challenge or barrier you are running into.	Support Needed - Detail
The biggest challenge has been interruptions due to technology and staffing slowing down our ability to do the input necessary for program mapper.	

Type(s) of Support

[ ] Policy guidance	[ ] Regional training	[X] Connections with other GP teams
[X] On campus /individual training	[X] Technology support	[X] Reporting/data [ ] Other

Practice D

Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.

Scale of Adoption at Our College

[ ] Not occurring   [ ] Not systematic   [X] Planning to scale   [ ] Scaling in progress   [ ] At scale

Progress to Date

Progress to Date Implementing Practice

- All programs are clearly mapped out, laying courses students should take over a four- semester period and when sequences need to be followed. The maps identify milestones, including key courses for program success. All pdf maps based on the initial template are posted on college's website. We did preliminary work on Program Mapper.

Timeline for Progress to Date

If "Scaling in progress" or "At scale", please indicate which term the college first reached this point

Term and Year:

Next Steps

Next Steps Toward Implementing Practice at Scale

- Post on college's website all pdf maps based on the updated template.

Timeline for Next Steps

Term and Year:
Summer - 2021
Term - Detail (optional)

Next Steps Toward Implementing Practice at Scale

- Full implementation of program mapper will be completed.
- The college needs to decide how to institutionalize the systematic updating of academic maps on the college's website on a regular basis.

Term and Year:
Spring – 2022
Term - Detail (optional)

Support

[X] Check this box if support is needed to advance this work

Please indicate at which level (state, regional, district, or local) you think this support is needed at along with the actual support needed under detail.

Challenge or barrier you are running into.	Support Needed - Detail
Courses required or advised for program success will undergo revision or may be archived from time to time. Therefore, it will be a challenge to have staff assigned for maintaining the program maps.	Additional faculty/staff hours to fully implement and maintain publicly posted academic maps—uncertain at this time as to the specific number of additional hours needed.

Type(s) of Support

[ ] Policy guidance   [ ] Regional training   [ ] Connections with other GP teams

[X] On campus /individual training   [X] Technology support   [X] Reporting/data   [ ] Other

Practice E

Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2).

Scale of Adoption at Our College

[ ] Not occurring   [ ] Not systematic   [X] Planning to scale   [ ] Scaling in progress   [ ] At scale

Progress to Date

Progress to Date Implementing Practice

- Through the curriculum process, the college ensures that math courses required for each program are appropriately aligned with student's field of study.
- In response to AB 705, all disciplines were asked to reassess the math courses required as pre-requisite, corequisite or advisories and appropriate curricular changes were made as needed. Now, with program maps, the discipline faculty consider the appropriate semester for when required math course should be taken.

Timeline for Progress to Date

If "Scaling in progress" or "At scale", please indicate which term the college first reached this point

Term and Year:

Next Steps

Next Steps Toward Implementing Practice at Scale

- Data coaches on CAP Teams can identify gaps in students taking math courses in alignment with program requirements.
- The integration/modification of ConexEd in the Student Information System will provide data on student progress towards completion of the Student Education Plan, which will further help identify gaps.

Timeline for Next Steps

Term and Year:
Spring - 2022

Term - Detail (optional)

Next Steps Toward Implementing Practice at Scale

- Assuming availability of data, disciplines can use the program review annual update process to review course-taking and success data and alignment of math courses, making modifications as needed, such as how math is contextualized within the major.

Term and Year:
Fall - 2023

Term - Detail (optional)

Support

[X] Check this box if support is needed to advance this work

Please indicate at which level (state, regional, district, or local) you think this support is needed at along with the actual support needed under detail.

Challenge or barrier you are running into.	Support Needed - Detail
This practice will involve a more student-centered program review process, data analysis examining student course taking patterns and program requirements, and new cross-functional collaborations to inform contextualizing and scheduling courses. It will be a challenge to ensure coordination of these activities. Implementation of updates to ConexEd and the desired data will be additional challenges	

Type(s) of Support

	Policy guidance		Regional training		Connections with other GP teams
X	On campus /individual training	X	Technology support	X	Reporting/data		Other

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Guided Pathways
East LA College - Guided Pathways (2020-21)

Pillar 2. Get on the Path
Helping Students Choose and Enter a Program Pathway

The equity considerations below can help you consider how equity intersects with specific practices in this pillar. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with Guided Pathways implementation in "Progress to Date" and "Next Steps".

Equity Considerations

- Assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers. Consider how to help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs.
- For critical program courses, disaggregate enrollment, pass rate, and subsequent success data by student characteristics. Employ strategies to improve overall student success in these courses.
- Proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college. Dual enrollment opportunities should be made available to high school students who are deemed "not yet college ready". Build bridges to high-opportunity college programs for students in adult basic skills programs.

Practice A

Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible.

Scale of Adoption at Our College

	Not occurring		Not systematic	X	Planning to scale		Scaling in progress		At scale

Progress to Date

Progress to Date Implementing Practice

- Through the Career and Job Services Center (CJSC), the college provides robust career counseling services to students who learn about the CJSC through the website, marketing, or referral via orientation, SIS, departments, and peers. The CJSC offers workshops, career assessments (that dives into student's interests, personality style that links to majors & occupations) that guides them to a career pathway. Career counseling is offered to explore career and academic options aligned to a possible program of study. There are follow up individual student appointments with a career counselor that assist with their career path.
- CJSC also offers job preparation services (individual appointments & workshops) to all ELAC students, i.e., resume critique, mock interviews. Students also have access to the ELAC job database (College Central Network) on the CJSC website that allows them to search for on-campus, off-campus, and internship employment opportunities. Students are also able to develop and forward their resumes & career portfolios to employers on this platform.
- Career & Job Services, in partnership with the First Year Experience Program, Counseling Department, and Transfer Center hosts an annual virtual day event to connect students to career information, ELAC majors, transfer and occupational info in the process of the career exploration process. Students were also provided with career

Timeline for Progress to Date

If "Scaling in progress" or "At scale", please indicate which term the college first reached this point

Term and Year:

- resources offered at Career & Job Services. At this year's 1st virtual event, Career Connect, 273 students were in attendance.
- The CAP Community Design Team is preparing to have career exploration be part of all students' orientation, with the intention of then connecting them to their CAP Communities.
- In addition, at the ELAC Specialized America's Job Center of California (AJCC), students have access to a job/career placement specialist that helps them explore, apply, prepare and gain an internship, job, or career.
- All first year students are welcomed and followed up with a career assessment and options, supported with educational planning tools, provided access to a counselor to choose a program of study, and offered a full-time plan. The First Year Experience (FYE) program now includes new first year students, College Promise students, and returning students with less than 15 units. This has been supported by aggressive outreach through high schools, welcome days, and family and community engagement services (FACES). Through this effort, and programs targeting underrepresented students, e.g., Veteran Resource Center, new students are provided success/case management, which emphasize career/transfer options and completing a comprehensive student ed plan (SEP) that includes selecting a major.
- The Financial Aid outreach campaign encourages students to complete a comprehensive SEP. Moreover, there is a Declare by 15 campaign to urge students to complete the comprehensive SEP to maintain priority enrollment.
- To help students at scale, ELAC and rest of district has completed planning phase and fully implemented CCC MyPath. ELAC piloted a success/case management tool with first year students to begin capability for follow-up and guiding student progress.

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- With implementation of ConexEd, college will identify student populations that are not getting contacts for career guidance and are not completing comprehensive Student Education Plan.

Term and Year:
Spring - 2021
Term - Detail (optional)

Next Steps Toward Implementing Practice at Scale

- For student populations currently not targeted, develop plans for providing guidance on career/college options, choosing a program of study, and developing a full-program plan as soon as possible.

Term and Year:
Fall - 2021
Term - Detail (optional)

Next Steps Toward Implementing Practice at Scale

- CAP Team will work with the Counseling Department to update orientation so that it includes CAPs.

Term and Year:
Spring - 2022
Term - Detail (optional)

Next Steps Toward Implementing Practice at Scale

- Counseling, in conjunction with disciplines and CAP Teams, will re-introduce career interest sessions in alignment with CAPs.

Term and Year:
Fall - 2022
Term - Detail (optional)

Support

☒ Check this box if support is needed to advance this work

Please indicate at which level (state, regional, district, or local) you think this support is needed at along with the actual support needed under detail.

Challenge or barrier you are running into.	Support Needed - Detail
The fact that comprehensive SEP is not mandatory makes it particularly challenging to achieve this practice for all students. To do so would also require additional budget to meet staffing needs.	Additional staff, counselors, and career counselors needed to plan and implement these next steps—specific additional hours not known at this time. Additional funding would be needed to provide career assessments to students. Include in student onboarding processes the SEP as it is with all College Promise students.

Type(s) of Support

☒ Policy guidance   ☐ Regional training   ☐ Connections with other GP teams

☒ On campus /individual training   ☒ Technology support   ☒ Reporting/data   ☐ Other

Practice B

Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's **major program areas**.

Scale of Adoption at Our College

☐ Not occurring   ☒ Not systematic   ☐ Planning to scale   ☐ Scaling in progress   ☐ At scale

Progress to Date

Progress to Date Implementing Practice

- The college offers many supports, such as GO East Summer Bridge-3 day and FYC Program/College Promise-2 week or summer session.
- Initial phase of case management provided to students in FYE and College Promise 1.0 and 2.0 in alignment with the academic/career direction they pursue following the collaborative orientation, which includes supports that will help academically underprepared students succeed in gateway courses. Plans for expansion are underway.
- Tutoring is also offered to the general population and for specialized groups as well specialized programs that offer cohort and tutoring services. Tutors potentially could be placed in teams that target the gateway courses in various CAPs. These teams will be advertised to students in those gateway courses so that students can put faces to tutor names. Targeted advertising is key for this approach.
- The college's draft Strategic Enrollment Management Plan has identified several objectives/activities to support student success and retention that will benefit first-year and continuing students.
- We are developing a collaborative orientation so that students are aware of different programs.

Timeline for Progress to Date

If "Scaling in progress" or "At scale", please indicate which term the college first reached this point

Term and Year:

Next Steps

Next Steps Toward Implementing Practice at Scale

- Along with collaborative dialogue, the college will develop and adopt a strategic plan for how to provide tutoring to all academically underprepared students in major program areas.

Timeline for Next Steps

Term and Year:
Spring – 2022

Term - Detail (optional)

Next Steps Toward Implementing Practice at Scale

- Success/case management provided to students in alignment with the

Term and Year:
Fall - 2022

academic/career direction they pursue following the collaborative
orientation will be <u>more fully implemented</u> with support of ConexEd.

Term - Detail (optional)

Support

| X | Check this box if support is needed to advance this work

Please indicate at which level (state, regional, district, or local) you think this support is needed at along with the actual support needed under detail.

Challenge or barrier you are running into.	Support Needed - Detail
The biggest challenge may be in areas that will require additional funding, though some can be met with existing staff.	In addition to technology, data, and training needs, the most significant support needed will be in the hiring of case management personnel.

Type(s) of Support

| | Policy guidance | | Regional training | | Connections with other GP teams |

| X | On campus /individual training | X | Technology support | X | Reporting/data | | Other |

Practice C

Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" **math** courses by the end of their first year. (Note: This practice was added to the SOAA in Februrary 2019).

Scale of Adoption at Our College

| | Not occurring | | Not systematic | X | Planning to scale | | Scaling in progress | | At scale |

Progress to Date

Progress to Date Implementing Practice

- During the summer, we provide non-credit math refresher to all incoming freshman in the College Promise.
- In addition, the Math Department has created and offered new credit math courses with additional lab hour for support and is doing likewise with non-credit math modules.
- Math and Noncredit Departments are in process of modifying/offering non-credit math curriculum to address math topics needed to support completion of gateway math courses.
- Additional support is provided with Supplemental Instruction (SI) Coaches, assigned to 10% of Math classes in regular semesters. This entails ongoing training of faculty in use of SI coaches. Plus, the Math Lab provides tutoring to students throughout the year. During the 2019-2020 and 2020-21 years, the district provided college with additional resources to offer more tutoring hours to enhance efforts at meeting student demand. The district is also covering the expense of offering NetTutor for all Math students

Timeline for Progress to Date

If "Scaling in progress" or "At scale", please indicate which term the college first reached this point

Term and Year:

Next Steps

Next Steps Toward Implementing Practice at Scale

- To prepare for 2022-2023, we will need to figure out how to replace the resources provided by the district for additional tutoring.
- Along with collaborative dialogue, the college will develop and adopt a strategic plan for how to provide tutoring to all academically underprepared students in major program areas.
- Non-credit math curriculum modified/offered to support completion of

Timeline for Next Steps

Term and Year:
Spring - 2022

Term - Detail (optional)

gateway math courses, including new modules addressing math topics needed for such courses.

Next Steps Toward Implementing Practice at Scale

- Evaluate the course taking patterns and progress of students in the noncredit and credit mathematics sequences. This includes an analysis of progress overtime, rates of the completion, and throughput.

Term and Year:
Fall – 2023
Term - Detail (optional)
Completion of data analysis and evaluation will require at least one year of course offerings.

Support

| X | Check this box if support is needed to advance this work

Please indicate at which level (state, regional, district, or local) you think this support is needed at along with the actual support needed under detail.

Challenge or barrier you are running into.	Support Needed - Detail
It will be difficult to replace district funding for additional supports such as additional tutoring and SI Coaches.	The college will need additional faculty/staff to support additional tutoring and SI Coaches currently covered by district.

Type(s) of Support

| | Policy guidance | | Regional training | | Connections with other GP teams |
| X | On campus /individual training | X | Technology support | X | Reporting/data | | Other |

Practice D

Special supports are provided to help academically underprepared students to succeed in the "gateway" **English** courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

| | Not occurring | | Not systematic | X | Planning to scale | | Scaling in progress | | At scale |

Progress to Date

Progress to Date Implementing Practice

- During the summer, we provide non-credit English refresher to all incoming freshman in the College Promise.
- In addition, the English Department has created and offered new credit English support courses.
- Additional support is provided with Supplemental Instruction (SI) Coaches, assigned to over 25% of English 101 classes in regular semesters. This entails ongoing training of faculty in use of SI coaches. Embedded tutors are placed in 28 % of all composition and grammar classes, mostly the levels below 101, 101/72, 102, and 103 classes. This entails ongoing training of faculty in use of SI coaches and embedded tutors. Plus, the Writing and Reading Center provides tutoring to students throughout the year. During the 2019-2020 and 2020-21 years, the district provided colleges with additional resources to offer more tutoring hours to enhance efforts at meeting student demand.
- The district is also covering the expense of offering NetTutor for all English (and ESL) students.

Timeline for Progress to Date

If "Scaling in progress" or "At scale", please indicate which term the college first reached this point

Term and Year:

Next Steps	Timeline for Next Steps
Next Steps Toward Implementing Practice at Scale	**Term and Year:**

Next Steps Toward Implementing Practice at Scale

- To prepare for 2022-2023, we will need to figure out how to replace the resources provided by the district for additional tutoring.
- Along with collaborative dialogue, the college will develop and adopt a strategic plan for how to provide tutoring to all academically underprepared students in major program areas, including helping students succeed in the program-relevant "gateway" English courses by the end of their first year.

Term and Year:
Spring - 2022

Term - Detail (optional)

Next Steps Toward Implementing Practice at Scale

- Evaluate the course taking patterns and progress of students in the English course sequences. This includes an analysis of progress overtime, rates of completion, and throughput.

Term and Year:
Fall – 2023
Term - Detail (optional)
Completion of data analysis and evaluation will require at least one year of course offerings.

Support

| X | Check this box if support is needed to advance this work |

Please indicate at which level (state, regional, district, or local) you think this support is needed at along with the actual support needed under detail.

Challenge or barrier you are running into.	Support Needed - Detail
It will be difficult to replace district funding for additional supports such as additional tutoring and SI Coaches.	The college will need additional faculty/staff to support additional tutoring and SI Coaches currently covered by district.

Type(s) of Support

| | Policy guidance | | Regional training | | Connections with other GP teams |
| X | On campus /individual training | X | Technology support | X | Reporting/data | | Other |

Practice E

Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.

Scale of Adoption at Our College

| | Not occurring | X | Not systematic | | Planning to scale | | Scaling in progress | | At scale |

Progress to Date	Timeline for Progress to Date
Progress to Date Implementing Practice	If "Scaling in progress" or "At scale", please indicate which term the college first reached this point

Progress to Date Implementing Practice

- With the support of the district, the college has been able to boost its tutoring services for general and specialized programs.
- In addition, specialized programs offer summer bridge programs and/or cohorts to help under-prepared students.
- The college is working local school districts to provide early exposure to math in the middle and high school
- We are using success/case management to identify, track, and refer students to help them get back.
- Moreover, the college's draft Strategic Enrollment Management Plan has identified several objectives/activities to support student success and retention that will benefit first-year and continuing students.
- We are increasingly aware that we need to overcome deficit mind-

If "Scaling in progress" or "At scale", please indicate which term the college first reached this point

Term and Year:

- set. Some faculty have participated in growth mind-set professional development.
- The CCW for students is currently embedded into FYE program.

Next Steps

Next Steps Toward Implementing Practice at Scale

- A "Hidden Curriculum" module will be embedded into the First Year Experience Canvas and live-workshops will be offered to all new and returning students that support the students' college capital.
- The college will develop and adopt a targeted plan for implementing a growth mind-set campaign for faculty, staff, & students led by Guided Pathways, Professional Development, and Student Equity. This will include a community cultural wealth model.

Next Steps Toward Implementing Practice at Scale

- When new students complete CCC MyPath, they will be recommended to receive a host of support services that they qualify for. All students will be tracked using ConexEd and/or success/case management database to log completed support services and identify potential gaps in support needed.

Next Steps Toward Implementing Practice at Scale

- The Success/Case Management Team will lead a cross-functional workgroup to explore how to intervene proactively during the first semester with students likely to be on probation. The aim will be to launch a "support" campaign to educate faculty on services for students. The campaign would include faculty making connections, identifying support students need, connecting students to services, and follow-up through case management and counseling.

Timeline for Next Steps

Term and Year:
Fall 2021
Term - Detail (optional)

Term and Year:
Fall - 2022
Term - Detail (optional)

Term and Year:
Spring 2023
Term - Detail (optional)

Support

☒ X ☐ Check this box if support is needed to advance this work
Please indicate at which level (state, regional, district, or local) you think this support is needed at along with the actual support needed under detail.

Challenge or barrier you are running into.	Support Needed - Detail
Each year we have thousands of students who face possible dismissal due to academic/progress probation. A significant challenge is that it is not until the second semester that it is learned who is ending up on probation from their first semester.

Deficit mind-set is still pervasive among faculty, staff and students. | Additional faculty/staff will be required for implementing ConexEd, expanding success/case management, and supporting campaigns to "support" students and to foster growth mind-set and student college capital—uncertain at this time as to the specific number of additional hours needed. |

Type(s) of Support

| ☐ Policy guidance | ☐ Regional training | ☐ Connections with other GP teams |
| ☒ X On campus /individual training | ☒ X Technology support | ☒ X Reporting/data | ☐ Other |

Practice F

The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

Scale of Adoption at Our College

| | Not occurring | X | Not systematic | | Planning to scale | | Scaling in progress | | At scale |

Progress to Date

Progress to Date Implementing Practice

- We currently have examples of specially funded personnel educating students in high school about CTE pathways.
- We are identifying gaps in preparation of high school students and are planning to incorporate success courses to help students transitioning to college.
- We have implemented an early college program at one school district with plans to scale at other districts. The goal of the early college program is for students to complete up to 24 units.

Timeline for Progress to Date

If "Scaling in progress" or "At scale", please indicate which term the college first reached this point

Term and Year:

Next Steps

Next Steps Toward Implementing Practice at Scale

- The college will have to prioritize redirecting resources to have more staffing and counseling at High Schools, particularly for early college programs, physically and online.

Timeline for Next Steps

Term and Year:
Fall - 2022

Term - Detail (optional)

Next Steps Toward Implementing Practice at Scale

- Help prepare students by implementing "success courses" at high schools in our dual enrollment program.
- Have CAP teams help coordinate/identify faculty to make presentations at high schools on CAP programs of study.

Term and Year:
Spring - 2023

Term - Detail (optional)
We will aim to start offering success courses at HS and have CAP teams identify faculty no later than fall 2021.

Support

| X | Check this box if support is needed to advance this work

Please indicate at which level (state, regional, district, or local) you think this support is needed at along with the actual support needed under detail.

Challenge or barrier you are running into.	Support Needed - Detail
Sufficient budget for human capital and resources	We need more staffing, technological resources, and textbooks to provide full support for dual enrollment, which can then be leveraged to help prepare students. We also need more counselors to advise students, particularly those in the early college program.

Type(s) of Support

| | Policy guidance | | Regional training | | Connections with other GP teams |
| X | On campus /individual training | X | Technology support | | Reporting/data | | Other |

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Guided Pathways

East LA College - Guided Pathways (2020-21)

Pillar 3. Stay on the Path

Keeping Students on the Path

The equity considerations below can help you consider how equity intersects with specific practices in this pillar. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with Guided Pathways implementation in "Progress to Date" and "Next Steps".

Equity Considerations

- Support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs.
- Ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs.
- Integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized.
- Ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion.

Practice A

Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

Scale of Adoption at Our College

| | Not occurring | X | Not systematic | | Planning to scale | | Scaling in progress | | At scale |

Progress to Date

Progress to Date Implementing Practice

- Currently, students who are in special programs, such as EOPS and FYE, are being tracked closely to ensure success and completion.
- Staff in the First Year Experience and Transfer Center are trained on Community Cultural Wealth Model and culturally responsive practices (CRT theory included) in order to embed culturally relevant practices into programming and student training.
- We have initiated a Peer Success Coach and Peer Navigator model to ensure the follow-up of FYE students as to their progress milestones.
- All Federal Workstudy students are now receiving peer navigator training.

Timeline for Progress to Date

If "Scaling in progress" or "At scale", please indicate which term the college first reached this point

Term and Year:

Next Steps

Next Steps Toward Implementing Practice at Scale

- The college is embarking on a success/case management system that will allow student services staff, using ConexEd or another platform, to monitor and follow up with all students and ensure that they are receiving the proper support and guidance.

Next Steps Toward Implementing Practice at Scale

- To the extent possible, faculty and staff college-wide will participate in culturally responsive training (CRT) and understanding how to

Timeline for Next Steps

Term and Year:
Fall - 2023

Term - Detail (optional)

The term and year is dependent upon the platform that will be in place.

Term and Year:
Fall - 2024
Term - Detail (optional)

> support students in building their college capital (Community Cultural Wealth Model).

Support

[X] Check this box if support is needed to advance this work

Please indicate at which level (state, regional, district, or local) you think this support is needed at along with the actual support needed under detail.

Challenge or barrier you are running into.	Support Needed - Detail
One challenge will be to identify the target populations of students (e.g., new students, returning students, veterans) and connect them with appropriate supports. Another challenge is to come up with a set group of support services that are required (i.e., high touch services) and those that are supplemental.	One challenge will be to identify the target populations of students (e.g., new students, returning students, veterans) and connect them with appropriate supports. Another challenge is to come up with a set group of support services that are required (i.e., high touch services) and those that are supplemental.

Type(s) of Support

[ ] Policy guidance   [ ] Regional training   [ ] Connections with other GP teams

[X] On campus /individual training   [X] Technology support   [ ] Reporting/data   [ ] Other

Practice B

Students can easily see how far they have come and what they need to do to complete their program.

Scale of Adoption at Our College

[ ] Not occurring   [X] Not systematic   [ ] Planning to scale   [ ] Scaling in progress   [ ] At scale

Progress to Date

Progress to Date Implementing Practice

- There are some special programs, such as Athletics, EOPS, and Transfer Completion Center, where students are regularly advised on their progress towards program completion. We have also begun case management in several student support services units and the America's Job Center of California (AJCC). Currently, all other students are being served by obtaining a Student Education Plan in SIS that enables students to learn what they need to complete and their general progress with district courses.
- In addition, academic maps for all programs are posted on the website so that they may be widely used and allow students to themselves have a clearer idea of their progress to date.
- We continue to participate in district discussions to explore whether ConexEd can be modified and ensure there is a technology platform, so that all students can easily see how far they have progressed and what remains for program completion in the Student Information System (SIS). If possible, this will also allow more consistent case management for disproportionately impacted students.

Timeline for Progress to Date

If "Scaling in progress" or "At scale", please indicate which term the college first reached this point

Term and Year:

Next Steps

Next Steps Toward Implementing Practice at Scale

- When implemented, ConexEd or an alternate technology platform will ensure students can easily check their progress on their SEP through the SIS. This new feature on the SIS will provide flags for milestones and guidance toward program completion.

Timeline for Next Steps

Term and Year:
Fall - 2023

Term - Detail (optional)

Support

| X | Check this box if support is needed to advance this work

Please indicate at which level (state, regional, district, or local) you think this support is needed at along with the actual support needed under detail.

Challenge or barrier you are running into.	Support Needed - Detail
Currently, uncertain that ConexEd will be capable of meeting the identified needs and, therefore, we are unsure about the technology platform. Following ConexEd implementation, we will need to help facilitate student use of the new features on SIS. This may be particularly challenging for students used to other systems or those with less online/technological sophistication. It will be a challenge to have sufficient professional development resources to help all faculty re-envision their role in support of students. While we plan to increase hiring of case management personnel by spring 2021, we still need to allocate funding for this task.	Additional staff needed to plan and implement ConexEd and for case management—uncertain at this time as to the specific number of additional hours needed.

Type(s) of Support

| | Policy guidance | | Regional training | | Connections with other GP teams |
| X | On campus /individual training | X | Technology support | | Reporting/data | | Other |

Practice C

Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.

Scale of Adoption at Our College

| | Not occurring | X | Not systematic | | Planning to scale | | Scaling in progress | | At scale |

Progress to Date

Progress to Date Implementing Practice

- There are some special programs, such as Athletics, EOPS, and Transfer Completion where students are regularly advised on their progress towards program completion. For example, there is a Student Athletic Support Center that provides two dedicated full-time counselors and learning support, e.g., tutoring, services.
- We have also begun case management in some student support services that will include support for at risk students.
- Nevertheless, each school year, there are thousands of students who fall into probation. Neither the college nor the students learn until the second semester who is ending up on probation from their first semester.
- We are aware that we need to help many overcome deficit mindset.

Timeline for Progress to Date

If "Scaling in progress" or "At scale", please indicate which term the college first reached this point

Term and Year:

Next Steps

Next Steps Toward Implementing Practice at Scale

Timeline for Next Steps

Term and Year:

- To be at scale, the college will need to put in place an early alert structure/process within a success/case management system in order to catch students falling off track and respond to them with the proper support in a timely manner. As a preemptive measure, we are seeking to have ConexEd or an alternative technology platform help us identify what supports students have received, and what supports they are lacking based on the disproportionately impacted group that the students belong to. Students will also receive flags in the SIS for alerts when the system is deployed, which will ensure that staff and faculty are also notified in order to achieve two-way continuous follow-up with students.
- The Success/Case Management Team will lead a cross-functional workgroup to explore how to intervene proactively during the first semester with students likely to be on probation. The aim will be to launch a "support" campaign to educate faculty on services for students. The campaign would include faculty making connections, identifying support students need, connecting students to services, and follow-up through case management and counseling.

Fall- 2023

Term - Detail (optional)

Support

$\boxed{X}$ Check this box if support is needed to advance this work

Please indicate at which level (state, regional, district, or local) you think this support is needed at along with the actual support needed under detail.

Challenge or barrier you are running into.	Support Needed - Detail
Currently, uncertain that ConexEd will be capable of meeting the identified needs and, therefore, we are unsure about the technology platform. Another challenge will be fostering among students their confidence through a growth mindset. While we plan to increase hiring of case management personnel by spring 2021, we still to allocate funding for this task.	Additional staff needed to plan and implement ConexEd and for case management. There would need to be people (e.g., case management teams) that would be responsible for identifying and responding to students' derailment.

Type(s) of Support

$\boxed{}$ Policy guidance $\boxed{}$ Regional training $\boxed{}$ Connections with other GP teams

$\boxed{X}$ On campus /individual training $\boxed{}$ Technology support $\boxed{}$ Reporting/data $\boxed{}$ Other

Practice D

Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.

Scale of Adoption at Our College

$\boxed{}$ Not occurring $\boxed{X}$ Not systematic $\boxed{}$ Planning to scale $\boxed{}$ Scaling in progress $\boxed{}$ At scale

Progress to Date

Progress to Date Implementing Practice

- Currently, we offer career guidance on a case-by-case basis to those students seeking other options at our Career and Job Services Center.
- In collaboration with academic departments, CJSC holds specialized group events to introduce and inform students on these career paths.

Timeline for Progress to Date

If "Scaling in progress" or "At scale", please indicate which term the college first reached this point

Term and Year:

- There are designated general counselor's that guide and follow up with students in specialized programs such as nursing.

Next Steps

Next Steps Toward Implementing Practice at Scale

- We need to form a cross-functional group to explore how to promote alternative pathways for students pursuing Nursing or limited access programs. The group in question may be the meta-major completion team that includes Nursing. This group should consider how to promote awareness about alternative pathways:
  o Through high schools
  o To students pursuing prerequisites for the limited access program
  o To students in the program who are not performing well
  o In collaboration with external partners

Timeline for Next Steps

Term and Year:
Spring - 2022

Term - Detail (optional)

.

Support

| X | Check this box if support is needed to advance this work

Please indicate at which level (state, regional, district, or local) you think this support is needed at along with the actual support needed under detail.

Challenge or barrier you are running into.	Support Needed - Detail
In some instances, this practice requires a careful approach so that we are respectful of students' interest and do not discourage students who are determined to pursue Nursing or any other limited access programs. Another challenge will be the cross-functional collaboration needed to make this happen.	Colleges need state support for a new Student Education Plan that provides that students who identify a limited access program as their primary goal will be required to identify a secondary goal for a program aligned with the program that is their primary goal.

Type(s) of Support

| X | Policy guidance | | Regional training | | Connections with other GP teams

| | On campus /individual training | | Technology support | | Reporting/data | | Other

Practice E

The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

Scale of Adoption at Our College

| | Not occurring | | Not systematic | X | Planning to scale | | Scaling in progress | | At scale

Progress to Date

Progress to Date Implementing Practice

The college has begun moving towards this practice. All departments created academic maps for each program. The academic maps were developed to ensure courses are planned in a manner that allows students to take all that are required for program completion over four semesters or less. The maps will serve as the basis for developing set targets for course scheduling. During Fall 2020, map-to-schedule alignment data were shared with Chairs to begin the process of scheduling alignment. This represents one of a number of enhancements in our enrollment management approach.

Timeline for Progress to Date

If "Scaling in progress" or "At scale", please indicate which term the college first reached this point

Term and Year:

Next Steps	Timeline for Next Steps
Next Steps Toward Implementing Practice at Scale	**Term and Year:**
• The college's CAP teams will analyze data on course taking patterns filtered by programs to identify whether students are not finding courses they need for completion. They will review course offerings for alignment with the academic maps and course taking patterns. CAP teams will make recommendations to department chairs/ administrators to inform scheduling for the 2022-23 academic year.	Fall – 2021 **Term - Detail (optional)** The CAP teams can be expected to analyze data beginning spring 2021 and make recommendations by fall 2021.
Next Steps Toward Implementing Practice at Scale	**Term and Year:**
• To ensure we are achieving this practice at scale, the college will complete the move to long-term scheduling, i.e., 1 to 2 year schedules. The scheduling planning and data analysis needs to capture all students, e.g., full-time, part-time, etc.	Fall – 2022 **Term - Detail (optional)**

Support

X | Check this box if support is needed to advance this work

Please indicate at which level (state, regional, district, or local) you think this support is needed at along with the actual support needed under detail.

Challenge or barrier you are running into.	Support Needed - Detail
It may be a challenge for departments to have to factor in additional variables in the scheduling process as well as additional time to allow for interdepartmental collaboration. It will be a challenge for the CAP teams to prioritize the greatest gaps in scheduling for which they will follow up with specific departments.	Additional faculty/staff will be required to establish and sustain the support of the CAP teams—uncertain at this time as to the specific number of additional hours needed.

Type(s) of Support

	Policy guidance		Regional training		Connections with other GP teams
X	On campus /individual training	X	Technology support	X	Reporting/data		Other

Guided Pathways

East LA College - Guided Pathways (2020-21)

Pillar 4. Ensuring Learning

Ensuring that Students are Learning

The equity considerations below can help you consider how equity intersects with specific practices in this pillar. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with Guided Pathways implementation in "Progress to Date" and "Next Steps".

Equity Considerations

- Ensure that underrepresented students participate in program-relevant active and experiential learning opportunities.
- As faculty make curricular changes to better align course assignments with program learning outcomes, support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching).
- Identify opportunities for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection).
- Disaggregate program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps. Ensure this data is disseminated and discussed among college staff, with students, and with the outside community.

Practice A

Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

Scale of Adoption at Our College

	Not occurring		Not systematic		Planning to scale	X	Scaling in progress		At scale

Progress to Date

Progress to Date Implementing Practice

- In the Spring of 2017, the Learning Assessment office operated within the Learning Assessment Committee Vision—Make More Connections, Simplify the Data Entry, Assess More Consistently. After one complete cycle of Institutional assessment, including analysis of Institutional and General Education Learning Outcomes (IGELOs), we are certain that our procedures for creating, maintaining, and periodically evaluating outcomes at any level are effective to meet compliance. Based on discipline faculty discussions, Student Learning Outcomes (SLOs) are placed in eLumen. Course Learning Outcomes (CLOs) are mapped to Program Learning Outcomes (PLOs) and institutional learning outcomes or general education learning outcomes, depending on the relevance of the outcome. All level of outcomes must always be developed, and mapped, by discipline specialists for relevant alignment with the field of study or to the job market. With our new CAP Teams design, these connections will increase in learner-centered focus, flexibility of achievement, and relevance of the actual outcome. To approach this task systematically, the Learning Assessment Office dedicated many hours during the entire year of 2017 to making more connections within face-to-face meetings involving several department representatives, including at least the Chair and an SLO Facilitator, from every department on campus. We have achieved 100% compliance with non-instructional departments for content in eLumen; since 2017, we have added the consistent assessment of an Action Plan with guiding questions created by the learning assessment office to all non-instructional department Annual

Timeline for Progress to Date

If "Scaling in progress" or "At scale", please indicate which term the college first reached this point

Term and Year:
Fall - 2017

update Plans.

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- We will continue to increase the number of Service and Support Programs participating in the consistent assessment of an Action Plan, with guiding questions created by the learning assessment office, which is embedded in the department Annual Update Plans in eLumen. The maintenance of all levels of SLOs in eLumen is an on-going task for Department SLO Facilitators and the learning assessment office, including connecting new courses and contexts to department assessment and mapping goals. We have planned a follow-up review of PLOs for Spring 2021, based specifically on Guided Pathways alignment.

Term and Year:
Spring - 2021

Term - Detail (optional)

Next Steps Toward Implementing Practice at Scale

- We anticipate SLO action plans targeted to address the equity gaps that are also evident in course, program, and/or department success data, which can be disaggregated from a selection of demographic data already embedded within eLumen. The proposed guidance will be informed by the CAP teams, industry and program alignment, equity, and improvements in student success ascertained by the data coaches.

Term and Year:
Fall - 2021

Term - Detail (optional)

Support

| X | Check this box if support is needed to advance this work

Please indicate at which level (state, regional, district, or local) you think this support is needed at along with the actual support needed under detail.

Challenge or barrier you are running into.	Support Needed - Detail
We have noticed that all SLOs, Mapping, and Methods of Assessment may never be at 100% due to a constant flux in curriculum and the natural delay in the manual creation and entry of information in eLumen. Since we began the development of the non-instructional department profiles in eLumen at a later time (later than Fall 2015, when instructional departments were moved from TrakDat), the highest level of compliance percentages for non-instructional departments in eLumen is in Fall 2019.	We will need continued institutional support for faculty reassignments for college Learning Assessment Coordinator and Learning Assessment Facilitators.

Type(s) of Support

| | Policy guidance | | Regional training | | Connections with other GP teams
| X | On campus /individual training | | Technology support | | Reporting/data | | Other

Practice B

Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to SOAA in February 2019).

Scale of Adoption at Our College

| | Not occurring | | Not systematic | X | Planning to scale | | Scaling in progress | | At scale

Progress to Date

Progress to Date Implementing Practice

- The college has institutionalized the New Faculty Institute, along with a year-long extensive professional development program, to address this need. The professional development program includes the establishment of a broad-based Community of Practice that offers several workshops each month on active and applied learning. Through collaboration between Professional Development, Guided Pathways, and Student Equity, the college plans more of such professional development for our adjunct faculty.
- The college is in the first year of implementing Vision Resource Center for coordinating professional development. All faculty professional development flex activity, including that offered by the Office of Distance Education, is being recorded by the Office of Professional Development through the Vision Resource Center. This should enable the college to effectively promote the professional development for all faculty on how to effectively engage students in active and applied learning, and encourage them to think critically, solve meaningful problems, and work and communicate effectively with others.
- The PD office is currently researching and familiarizing with the different data/assessment features of the Vision Resource Center to strategically promote professional development opportunities to specific groups, particularly to those who missed PD opportunities on active and applied learning techniques. The PD Office goal is to disaggregate the VRC PD participation for all ELAC employees. Currently, we can access the PD participation for all full-time faculty and staff. For Part-time faculty, we are still learning how to disaggregate their data.
- The Distance Education office provides support to faculty and students using technology whether for a traditional classroom or an online classroom. Students do not engage the same way as they do with a traditional classroom and need additional assistance to be successful in their class. Students receive assistance by emailing or calling the Distance Education office, live Zoom scheduled chat and LACCD Student Orientation Resources through Canvas. Faculty members receive assistance by emailing or calling the Distance Education office, live Zoom scheduled chat and LACCD Instructor Resources through Canvas. The Distance Education Coordinator facilitates workshops and trainings that provide professional development throughout the year. There are many components faculty augment their course content with; video's, lectures, charts, images, study guides, PowerPoint, tutorials, and technology, but they may not know the best way to develop their course to: what kind of content can faculty add to help students learn, how do faculty engage students with course content online, and what features can make it easier to manage their course. With the many tools and resources at faculty's finger tips to use, it is important that training be provided to support them.
- Shifting to online teaching and learning, requires the development of some new teaching skills and the Distance Education Coordinator and staff are there to train, guide and assist faculty with the many components within their course. The Distance Education Office provides training on teaching pedagogy for instructors of online and hybrid courses. Training opportunities are offered related to pedagogical strategies, adaptive learning strategies, web-enhance strategies, Canvas, and practical strategies for using technology for course design, development, and management of a course. The Distance Education Program offers professional development opportunities related to student-centered instruction, course design, engaging for student success, how to develop activities that address low progress rates, low persistence and

Timeline for Progress to Date

If "Scaling in progress" or "At scale", please indicate which term the college first reached this point

Term and Year:

> low completion rates, how to implement pedagogical methods strategies and using technology to enhance courses.
> - Each department has identified at least one exploratory course, a course that would enable students to get exposure to the field and get active learning opportunities. The Counseling FIG team is reviewing the list of courses. The intention is to have these courses be recommended to undecided students in the Exploration and Preparation CAP to help them decide whether to pursue these fields under other CAPs.

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Fully implement Vision Resource Center for coordinating professional development. All faculty professional development flex activity, including that offered by the Office of Distance Education, will be recorded by the Office of Professional Development through the Vision Resource Center.

Term and Year:
Spring - 2021

Term - Detail (optional)

Next Steps Toward Implementing Practice at Scale

- Complete implementation of plans to offer sufficient professional development for all full-time and adjunct faculty on how to effectively engage students in active and applied learning, and encourage them to think critically, solve meaningful problems, and work and communicate effectively with others. This will include a new workshop series, particularly targeted for adjunct faculty.
- Following each training session provided by the Distance Education Office, there will be an analysis of the data to ascertain the contribution to ensuring 'instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others."
- Using Vision Resource Center data, the college will monitor gaps among faculty who have not obtained professional development on active and applied learning techniques and strategically promote such training. Analysis of Vision Resource Center data will take place and strategic targeting of professional development will become possible. The college will disaggregate the VRC PD participation for all ELAC employees.

Term and Year:
Spring - 2022

Term - Detail (optional)

Next Steps Toward Implementing Practice at Scale

- We will complete the listing of exploratory courses in the Exploration and Preparation CAP on the college website after a process involving multiple inputs, including student input

Term and Year:
Fall – 2022

Term - Detail (optional)

Support

| X | Check this box if support is needed to advance this work

Please indicate at which level (state, regional, district, or local) you think this support is needed at along with the actual support needed under detail.

Challenge or barrier you are running into.	Support Needed - Detail
Some faculty may find it difficult to learn to use new online system for managing their professional development flex activity. One challenge for the Distance Education Program is the lack of funds to hire an instructional designer.	Sustained support for professional development activities and Distance Education activities.

Type(s) of Support

☐ Policy guidance	☐ Regional training	☐ Connections with other GP teams	
X On campus /individual training	X Technology support	☐ Reporting/data	☐ Other

Practice C

Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework.

Scale of Adoption at Our College

☐ Not occurring   X Not systematic   ☐ Planning to scale   ☐ Scaling in progress   ☐ At scale

Progress to Date

Progress to Date Implementing Practice

- This practice occurs in many instances, such as work-based learning opportunities attached to grants and service-learning/ clinical placements required for CTE program completions. However, these opportunities are not consistent throughout academic programs.
- Nevertheless, the college has established a new Center for Global Education and Engagement that will help facilitate study abroad, study away, and other exchanges.
- In addition, the college offers professional development workshops on how to incorporate project-based and experiential learning into the design of a course.
- Some departments have secured state funds for service-learning opportunities. We are currently offering a few workshops on project-based and experiential learning activities;
- The goal is to increase the number of workshops and training on project-based and experiential learning activities.
- Cooperative Education general work experience course outlines have been submitted so that experiential learning for liberal studies programs can be included.

Timeline for Progress to Date

If "Scaling in progress" or "At scale", please indicate which term the college first reached this point

Term and Year:

Next Steps

Next Steps Toward Implementing Practice at Scale

- Through the Vision Resource Center, offer professional development workshops related to this essential practice to encourage more departments to infuse experiential learning activities into their curriculum. Identify disciplines that could benefit from greater promotion of these opportunities. The college will increase the number of workshops and training on project-based and experiential learning activities to ensure all faculty members can acquire this practice.

Timeline for Next Steps

Term and Year:
Spring - 2021

Term - Detail (optional)

Support

X   Check this box if support is needed to advance this work

Please indicate at which level (state, regional, district, or local) you think this support is needed at along with the actual support needed under detail.

Challenge or barrier you are running into.	Support Needed - Detail
A current challenge is the lack resources for a service learning coordinator.	Sustained support for professional development activities

Type(s) of Support

| ☐ Policy guidance | ☐ Regional training | ☐ Connections with other GP teams |
| ☒ On campus /individual training | ☐ Technology support | ☐ Reporting/data | ☐ Other |

Practice D

Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

Scale of Adoption at Our College

| ☐ Not occurring | ☐ Not systematic | ☐ Planning to scale | ☒ Scaling in progress | ☐ At scale |

Progress to Date

Progress to Date Implementing Practice

- The Learning Assessment Committee (LAC) has an ongoing plan to maintain cycles of outcomes assessment at the course, program, and institutional levels in adherence with policies recently reaffirmed by LAC and the Academic Senate. The Learning Assessment Office (LAO) plans to continue direct, authentic assessment of course and context learning outcomes on a continuous three-year cycle maintained by each department. Data is mapped from the per-student level of assessment up through Program Learning Outcomes (PLOs) and to the Institutional or General Education Learning Outcomes (IGELOs). The College continues an annual analysis and discussion of PLOs within the Annual Update Plan (AUP), and currently each academic year concludes with an analysis and discussion of institutional/ general education learning outcomes and achievement data in a Closing Day event. We plan to incorporate equity gap analysis into our review of institutional/ general education learning outcomes and achievement data at our Closing Day event.

Timeline for Progress to Date

If "Scaling in progress" or "At scale", please indicate which term the college first reached this point

Term and Year:
Fall - 2016

Next Steps

Next Steps Toward Implementing Practice at Scale

- We continue to aim to be at scale, though we recognize the maintenance of SLOs in eLumen is an on-going task for Department SLO Facilitators. In terms of instructional outcomes, as of Fall 2019, 92% of courses have CLOs in eLumen ready to assess, 95% of those CLOs are mapped to higher level outcomes such as PLOs or ILOs, and 88% of those CLOs are connected to an assessment. Otherwise, 95% of the courses that planned to assess have produced data connected to their programs and the institution since assessments in eLumen began in Fall 2016. The Department SLO Facilitators have determined through the past three Closing Day events that a focused search for data, or a focused Institution-Level assessment in elumen would be a more productive exploration of more meaningful and authentic per-student data, which can be examined for Equity, rather than only mapping data (which can also be examined for Equity, but is not an authentic assessment technique). We decided that, if we are planning to search for data to back up an institutional claim about *Cultural Responsiveness* in the future, now is the time to **consider an Institutional assessment led by faculty in the classroom, as we consider** *incorporating race, class and equity, including anti-racism and intersectionality, where feasible, as well as explore pedagogical opportunities to enhance inclusivity in the classroom*.

Timeline for Next Steps

Term and Year:
Spring – 2021

Term - Detail (optional)

Next Steps Toward Implementing Practice at Scale

- Based on what is learned through the annual analysis of equity gaps at the

Term and Year:
Fall – 2021

Closing Day event, we will work with specific faculty on their action plans to address any gaps that emerge. In Fall 2020, the learning assessment committee approved the idea of the "Think Five" campaign for volunteer instructors to embed 1. an IGELO in classroom instruction, 2. A teaching objective of COR material aligned with the IGELO, 3. a universal Rubric aligned with the IGELO, 4. an assignment that carries weight for the grade, 5. An authentic assessment for the IGELO.

Term - Detail (optional)

Support

| X | Check this box if support is needed to advance this work

Please indicate at which level (state, regional, district, or local) you think this support is needed at along with the actual support needed under detail.

Challenge or barrier you are running into.	Support Needed - Detail
Some of the incomplete connections are reflective of the eLumen data entry process: with dozens of new courses being created each semester, there are natural lapses before a course appears in the District's curriculum system. The manual entry of CLOs into eLumen, mapping, assessment creation, and the initial assessment also delay the attainment of 100%. This can last a semester or two.	We will need continued institutional support for faculty reassignments for college Learning Assessment Coordinator and Learning Assessment Facilitators to train department SLO facilitators and faculty.

Type(s) of Support

| | Policy guidance | | Regional training | | Connections with other GP teams

| X | On campus /individual training | | Technology support | X | Reporting/data | | Other

Practice E

Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

Scale of Adoption at Our College

| | Not occurring | | Not systematic | | Planning to scale | X | Scaling in progress | | At scale

Progress to Date

Progress to Date Implementing Practice

To ensure that assessments result in the continuous improvement of teaching and learning, Department SLO Facilitators complete a predefined series of tasks:

1. Ensuring department meetings are held where there is substantial dialog on learning assessment results.
2. Assisting in the analysis of assessment data and facilitating departmental discussions around this analysis.
3. Ensuring that course narrative reports are accurately entered into eLumen
4. Creating at least one goal at the discipline level, resulting from the above analysis to improve teaching and learning.

The continuous improvement of teaching and learning is based on the assessment data and individual faculty reflections in eLumen. It is each course or context-holder's responsibility to contribute to the direction of continuous improvement for their respective course or context by completing this reflection and participating in the discussions that lead to the improvement plans ("Action

Timeline for Progress to Date

If "Scaling in progress" or "At scale", please indicate which term the college first reached this point

Term and Year:
Fall - 2016

Plans"). The facilitator, chair, director, or dean then can use the data-linked Action Plans to consider funding resource requests. Faculty use eLumen to present these action plans and resource requests in the Program Review Annual Update Plan.

Next Steps	Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- We continue to work on achieving 100% compliance, though there are challenges in documenting that the college is fully at scale. Currently, 95% of courses planned for assessment produce data that can serve as the basis for improving teaching and learning. Department SLO facilitators oversee this practice on an ongoing basis. Each year faculty analyze the results of learning outcome assessments and, based on that analysis, develop action plans to improve teaching and learning.

Term and Year:
Spring - 2021

Term - Detail (optional)

Support

[X] Check this box if support is needed to advance this work

Please indicate at which level (state, regional, district, or local) you think this support is needed at along with the actual support needed under detail.

Challenge or barrier you are running into.	Support Needed - Detail
This practice may never be documented at 100%. This is due to a constant flux in curriculum and the natural delay in the manual creation and entry of information in eLumen.	Continued institutional support for faculty reassignments for college Learning Assessment Coordinator and Learning Assessment Facilitators to train department SLO facilitators and faculty

Type(s) of Support

[ ] Policy guidance   [ ] Regional training   [ ] Connections with other GP teams

[X] On campus /individual training   [ ] Technology support   [X] Reporting/data   [ ] Other

Practice F

The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

Scale of Adoption at Our College

[ ] Not occurring   [X] Not systematic   [ ] Planning to scale   [ ] Scaling in progress   [ ] At scale

Progress to Date	Timeline for Progress to Date

Progress to Date Implementing Practice

- Currently, there are pockets where this practice may be taking place when it comes to student work. For example, students may receive help with setting up e-portfolios in certain programs, such as in the Art, as well as, individual instructors who have received professional development in these areas. We are currently planning workshops around e-portfolios.
- When it comes to employment portfolios and CVs, other efforts are currently underway. For example, the college's America's Job Center of California (AJCC) helps students prepare an application portfolio that is used by employers. Moreover, there are several faculty members who help students write their CVs and/or personal statements.

If "Scaling in progress" or "At scale", please indicate which term the college first reached this point

Term and Year:

Next Steps	Timeline for Next Steps
Next Steps Toward Implementing Practice at Scale	**Term and Year:**

- The college must broaden awareness among the college community about the opportunities available for students with e-Portfolios, particularly with respect to employment and transfer. This can be accomplished by providing more professional development to help faculty incorporate e-portfolios into their courses. Workshops and training on e-portfolios will be offered to all faculty members.

Fall - 2021

Term - Detail (optional)

Support

X Check this box if support is needed to advance this work

Please indicate at which level (state, regional, district, or local) you think this support is needed at along with the actual support needed under detail.

Challenge or barrier you are running into.	Support Needed - Detail
The college community in general is not fully aware of the value of e-Portfolios for students.	Sustained support for professional development activities.

Type(s) of Support

	Policy guidance		Regional training		Connections with other GP teams
X	On campus /individual training	X	Technology support		Reporting/data		Other

Practice G

The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

Scale of Adoption at Our College

	Not occurring	X	Not systematic		Planning to scale		Scaling in progress		At scale

Progress to Date	Timeline for Progress to Date
Progress to Date Implementing Practice	If "Scaling in progress" or "At scale", please indicate which term the college first reached this point

- In 2016, campus-wide employee-based survey data provided an assessment of educational practice and served as the basis for targeted professional development. Since then workshop assessment surveys have provided a basis for further targeting of professional development. The PD office is collaborating with OEIA to begin the planning of a campus-wide survey for all employees and one that includes student voices. Before COVID outbreak, the PD office and OEIA had initiated collaborative planning for a campus-wide survey for all employees and one that includes student voices.

Term and Year:

Next Steps	Timeline for Next Steps
Next Steps Toward Implementing Practice at Scale	**Term and Year:**

- The PD Office and OEAI will resume collaborative planning for a new campus-wide survey. The plan will involve a new campus-wide survey as well as personal interviews. The planning effort will consider to best to incorporate a student voice on educational practice. Guided Pathways led student focus groups can be used to support this effort. .

Spring - 2021

Term - Detail (optional)
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Support

X Check this box if support is needed to advance this work

Please indicate at which level (state, regional, district, or local) you think this support is needed at along with the actual support needed under detail.

Challenge or barrier you are running into.	Support Needed - Detail
We need to learn more about how to incorporate the CCSSE or SENSE survey approach to guide our professional development planning.	Sustained support for the professional development activities identified through the assessment.

Type(s) of Support

☐ Policy guidance   ☐ Regional training   ☐ Connections with other GP teams

X On campus /individual training   ☐ Technology support   ☐ Reporting/data   ☐ Other

Student Engagement & Support

Student Engagement

Guided Pathways legislation specifically asks for a report on progress in engaging students in the planning and implementation of the reforms. Your answers below will provide the Chancellor's Office a system-wide qualitative measure of this effort.

In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required) *

- ☑ Student survey(s)
- ☑ Students serve on campus GP advisory committee(s)
- ☑ Student focus groups
- ☐ Other

Engagement Efforts - Details *

There are at least four ways that ELAC is continually engaging students in the planning and implementation of Guided Pathways.

1. The Guided Pathways Steering Committee has included ASU representation since the committee was formed in fall 2017.
2. Student focus groups and campus forums with large numbers of students have been used during the initial planning since spring 2018.
3. From fall 2018 to spring 2019, 543 persons participated in card-sorting events helped cluster program into meta-majors. Over a third of the participants, 183 were ELAC student. Input was also received from 80 high school students.
4. The college has eight Guided Pathways Student Ambassadors who will form a Student Advisory Board that has conducted inquiry and made recommendations for the design and implementation of Guided Pathways.

Characters : 825/1000

Course Alignment

How is the college exploring alignment of course offerings with student education plans? (To help answer this question, consider the college's answers to the following self-assessment questions 1.D., 2.A., 3.B., and 3.E.)

Course Alignment - Details *

A team of administrators and faculty participated in the 2019 Enrollment Management Academy (EMA) sponsored by the Claremont University Graduate School. The college is now implementing lessons learned to transition towards offering courses in alignment with students' needs for program completion. This transition entails a shift from a flexible efficiency metric (based on percent of fill) to fixed base allocations for each department that account for the academic maps and different FTES targets for each program. VPIs will set precise targets based on input from deans and department chairs. With the new enrollment practices, all department chairs will be incentivized to meet their targets through student-centered scheduling. Establishing the enrollment practices from the Enrollment Management Academy will prepare the college for when live data is available on actual student progress on their Student Education Plans.

Characters : 987/1000

Success Story (Optional)

> **Optional:** Please share a success story for collaborative purposes and to help establish best practices. Other NOVA users will be able to see this information as part of your submitted self-assessment, however the Chancellor's Office will not share the information with outside parties without first obtaining your college's consent.
>
> Note: All fields are required should you choose to include a success story.

Story: Title

Title

Where Does Architecture Belong?

Follow-up Contact Persons(s)

Arpi Festekjian, GP Facilitator

＋ Add Responsible Person

Challenge

Architecture programs were placed into the STEM metamajor on the basis of card sorting exercises. Architecture faculty did not feel that it was an appropriate fit due to misalignment between Architecture emphasis and curriculum and those of the STEM programs. They believed the Arts, Media, and Design metamajor was a better fit for Architecture.

Characters : 293/1000

Success Story

The concerns raised by Architecture faculty during fall 2019 led to a long but worthwhile effort to collect data from students during spring 2020. A survey was sent to students of all majors to make the selection of which metamajor they would place Architecture. The results indicated STEM. A follow-up comparison was made between STEM and Arts students only, and although the data were again in favor of STEM placement, there appeared to be a small difference. We decided to perform focus groups with Architecture students (the specific target group whose program is in question) and they unequivocally said that Architecture is about design and therefore it'd be more appropriately placed under Arts, Media, and Design. They had a very clear understanding of their field and their responses were recorded and shared at the Guided Pathways Steering Committee. This placement is aligned with the external partnerships (industry and transfer) and clarifies the focus and career outcomes of Architecture more clearly for students. We embraced the iterative process of our redesign, engaged faculty and students in the process, and relied on the data to support the decision to move Architecture programs into the Arts, Media, and Design metamajor. We wish to use this success story as an example that future iterations can follow.

Characters : 1137/10000

Outcomes

Architecture Department follows their students throughout their academic journey at ELAC and beyond into transfer institutions and industry. The placement of Architecture under Arts, Media, and Design has made that pathway clearer for students.

Characters : 0/1000

Vision for Success Goals
Please select the goals that apply to this success story.

- [ ] Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- [x] Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU
- [ ] Decrease the average number of units accumulated by California Community College students earning associate degrees
- [x] Increase the percent of exiting CTE students who report being employed in their field of study
- [x] Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups
- [ ] Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults

＋ Add Success Story