EAST LOS ANGELES COLLEGE

GUIDED PATHWAYS SELF-ASSESSMENT TOOL
Self-Assessment Outline
December 11, 2017

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

Self-Assessment Items

<table>
<tr>
<td colspan="5" align="center">INQUIRY (1-3)
Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.</td>
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<tr>
<td rowspan="2">KEY ELEMENT</td>
<td colspan="4" align="center">SCALE OF ADOPTION</td>
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<tr>
<td>Pre-Adoption</td>
<td>Early Adoption</td>
<td>Scaling in Progress</td>
<td>Full Scale</td>
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<td>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.</td>
<td>📍 College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.</td>
<td>○ 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.</td>
<td>○ 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.</td>
<td>○ 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.</td>
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<td colspan="5">Please respond to the following items (500 word maximum per item)</td>
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1. Please briefly explain why you selected this rating.
   The college is currently in its data collection and its fact-finding stage of implementation.

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

   a. Although ELAC has a thriving culture of inquiry that engages faculty, staff, administrators and students across a variety of topics, programs, and structures, we are still in the early phases of our implementation. ELAC has a strong shared governance process and has improved to include systematic review and discussion of data, but there is a need for stronger campus and community involvement. We have begun discussions around Guided Pathways through a steering committee and campus forums.
   b. Student Services Branch has engaged in "Guided Paths and Services" discussion and planning throughout the past year, identifying barriers and redesigning programs for onboarding of students and enhanced services offered in holistic approach.
   c. As part of our cross-functional inquiry, we are working with the Center for Urban Education (CUE). CUE is comprised of change agents seeking to impact institutional student success rates and close equity gaps.
   d. Researcher was hired for student equity and SSSP to further facilitate cross-functional inquiry.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
   a. Research capacity: While the research office is making great strides in producing research related to guided pathways, this undertaking will entail greater demand on the research office.
   b. Shifting culture from one of inquiry and curiosity alone to one where inquiry and curiosity drive evaluation, experimentation and change.

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

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**
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.
    a. The college is considering application of shared metrics across initiatives.

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

   a. Office of Institutional Effectiveness and Advancement presented Institutional Set Standards to the various shared governance committees to determine college success rates. Academic disciplines evaluated discipline/program set standards that followed the same metric.
   b. Staff and faculty in Student Services are aware of integrated planning and have been working as a group to support integration of Student Success and Support Program, Student Equity, and Basic Skills by submission of an Integrated Plan. ELAC has implemented several activities and efforts to support integration. The Integrated Plan (SSSP/Equity/BSI) received input and approval from various campus stakeholders. During development of the Integrated Plan, a shared metric was considered.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
   a. Disciplines that students no longer are interested need redesign and interconnectedness with other disciplines.
   b. There is a need to develop a student tracking system.

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

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
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) • Equity Planning (Student Equity/SE) • Strong Workforce Program (SWF)	○ 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, 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.

   Through college governance bodies, key stake holders engage in institution-wide dialogue to improve student success and align different planning processes.

2. Describe one or two accomplishments the college has achieved to date on this key element.
   a. Staff and faculty in Student Services and instructional services are aware of integrated planning and have been working as a group to support integration of Student Success and Support Program, Student Equity, and Basic Skills by submission of an Integrated Plan. ELAC has implemented several activities and efforts to support integration. The Integrated Plan (SSSP/Equity/BSI) is received input and approval from various campus stakeholders. The completed report was presented at President's Cabinet, and sent to the CCCCO in November.

   b. Draft of Universal Student Service Application, New Student Checklist, development of Faculty Success Advocates, and Great Outcomes (GO ELA) Summer Academy and LA College Promise onboarding practices.

   c. Integration has opened dialogue among the three initiatives, especially concerning the services provided to students. We are planning around student milestones referring to the College Completion Agenda Framework. Integration has also been an opportunity to highlight for the campus the work done by the initiatives, both separately and together.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
   a. Instruction and Student Services need to work collaboratively on instructional design and enrollment management.

   b. There is a need to develop a student tracking system.

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.

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

1. Please briefly explain why you selected this rating.

   A steering committee has been established comprised of all campus constituents and meets regularly.

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

   As models for Guided Pathways efforts, there are strong groups working on BSI – Student Equity - SSSP integration. There is still a need to align various cross-"silo" collaboration. Student Services has begun examining its student path and services. More cross functional work is needed to align efforts. Guided Pathways will be a framework and lens for inquiry which we will integrate into our existing inquiry frameworks, workgroups, and decision-making processes. There are no mechanisms yet identified for gathering and infusing college-wide input (including student voice)into the workgroup decision-making policies and processes.

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

   Time needed to invest in change and college-wide inclusion processes.

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

DESIGN (4-8)

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

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
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.

    We have strong partnerships with both local high schools and universities but more work needs to be done in strengthen industry partners.

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

    The college is currently offering courses in over 70 off-site locations.

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

   Identifying industry partners for internship and employment placement.

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

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

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

1. Please briefly explain why you selected this rating.

   The college is currently expanding its onboarding process for students, which includes career assessment inventory. This will assist the college in identifying guided majors and career exploration.

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

   a. The extended orientation includes a focus in career identification.
   b. The college is investing in *Career Coach* to assist students with career major exploration.

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

   Developing a sustainable onboarding system that will accommodate over 4,000 students per semester.

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

DESIGN (4-8)

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

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
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	○ 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.

sequence • Curricular 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.

   The college is currently using self-reported high school GPAs to place students into English courses one level above what they were assessed into. English and Math are currently in discussion and planning mode around the implementation of the mandates of AB-705.

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

   a. English is already using high school GPAs to place student's one level above where they were assessed, and our research team is tracking the data to measure success. So far, the students placed using high school GPAs are doing just as well as those placed through the existing assessment processes. This result bodes well for the upcoming AB-705 mandated changes.
   b. The Math department has already designed accelerated courses that will help in the creation of the co-requisite courses that AB-705 indicates will help incoming students complete transfer level Math (& English) within the first year of college.

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

   a. No clear direction or timeline coming from the Legislature on the implementation of the new AB-705 mandates.
   b. No direct access to LAUSD's high school GPA records means that we must rely on self-reported GPAs.

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

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

   College is in early stages of redesigning its student onboarding process.

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

   The college has held several planning meetings to brainstorm effective onboarding strategies that identify key momentum points.

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

   The coordination of the many statewide initiatives such as multiple measures, will affect our course sequencing.

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

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**
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	○ 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.

		discuss ideas, the challenges students face, and ways to improve coordination and support services.		

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

1. Please briefly explain why you selected this rating.

   Although we have an early alert tool and the Student Success Advocates program in place to address Student Services and Academic Instruction collaboration, alignment and serve to students, participation needs to grow.

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

   a. Out campus Basic Skills Initiative committee along with Ed Plan committee have placed on their agendas alignment of Tutoring Support Center workshops and services with semester timing of course curriculum.
   b. Leaders of our campus labs have been actively participating in these committees.
   c. Student Success Advocates Program is growing. Counseling faculty have worked more closely with multiple disciplines to collaborate and offer Student Services for specific students by discipline. Ex; Discipline Open House, Mini-Conference offering sessions on Certificate, Degrees, Transfer pathways for specific majors along with Career sessions for specific major.

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

   a. Campus community is unfamiliar with early alert tool.
   b. Promptly creating alignment of course offerings and tutoring support center services on a mass scale.

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

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**
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	○ 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.

(e.g., Starfish, early alert system, etc.) • Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other) • Others			

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

1. Please briefly explain why you selected this rating.

   The college is in its early stages of Guided Pathways planning and implementation.

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

   The college has recently invested in the Career Coach Platform that examines programming in each of our areas.

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

   East Los Angeles College is one of the largest colleges in the country. We onboard approximately 4,000 first time freshman each year. Developing an infrastructure that can sustain this capacity will be a challenge.

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

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**
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	○ 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

			- students to academic and non-academic supports and services as necessary. - 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.	- 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 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.

   The Professional Development Office provides some trainings available to faculty, staff, and administration. However, the offerings are based on the availability of facilitators and grants rather than systematically aligned with the college strategic plan and integrated planning.

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

   The Professional Development hosts a campus-wide Opening Day event with over 40 professional development sessions focused on Teaching and Learning, Support & Service, Effective Leadership, and Community Building.

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

   Offering trainings for non-teaching staff that accommodate their work schedules and office workloads.

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

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

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

1. Please briefly explain why you selected this rating.

   The Learning Assessment Office (LAO) is working on developing Assessment Cycles for the Students Services, and continually working with the Academic Departments to ensure ongoing quality assessment. Additionally, the college is still adapting to the implementation of our new eLumen learning assessment software. While the LAO systematically reviews SLOs, it has not reviewed the other learning outcomes (PLOs, GELOs and ILOs) yet. Those outcomes will be reviewed during the 2017-2018 academic year. Results of assessments are linked to changes to course or program content, but not with professional development.

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

   All Academic Departments are implementing a three-year learning assessment cycle where they will Assess Student Learning Outcomes, Analyze Data, Implement a Plan, and Assess the Implementation of the Plan.

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

   Linking learning assessment outcomes to Professional Development and/or changes in course or program content across all areas of instruction and service.

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

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)* 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	○ College is currently not assessing and documenting or planning to assess and document individual student's learning.	○ Attainment of learning outcomes are not consistently tracked or made available to students and faculty. Only a few programs examine, and use learning outcomes results to improve the effectiveness of instruction.	⚲ Attainment of learning outcomes tracked or made available to students and faculty for most programs. Most programs examine, and use learning outcomes results to improve the effectiveness of instruction.	○ Attainment of learning outcomes tracked or made available to students and faculty for most programs. All programs examine and use learning outcomes results to improve the effectiveness of instruction.

in their programs.				

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

1. Please briefly explain why you selected this rating.

   Although the college does consistently track outcomes assessment through a three-year assessment cycle, it does not currently make outcome attainment available to students. Additionally, the college has not yet completed its three-year assessment to determine whether programs have used learning outcomes to improve the effectiveness of instruction.

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

   The College has a cadre of trained learning assessment facilitators who provide technical learning outcome assistance and subject matter expertise to their respective departments.

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

   Make learning outcome results from eLumen easily accessible to students and faculty.

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

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.

   While there are examples of applied learning opportunities at East Los Angeles College, we do not have an institutional plan or process for ensuring that these learning opportunities are coordinated strategically.

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

   Recently, there has been an expansion of study abroad projects pursued by several departments with the intent of broadening the context for student learning. In addition, we have exciting examples of internships through our work with external partners, such as several ELAC students interning in Washington DC through the Hilda Solis Internship program.

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

   Funding is the most significant challenge hindering our progress expanding these opportunities. After five years of a reduced allocation from our district under a new allocation formula, ELAC must now adopt cost cutting measures to forestall a deficit. This fiscal situation has been worsened by declining enrollment.

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

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:

   The college is currently in the initial phase of planning towards Guided Pathways. We are in the process of gathering data and formulating our problem statement.

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:

   The college submitted a proposal to IEPI to have a team assist the college with supporting the college through the planning/implementation phase of Guided Pathways. Support to the college from IEIP, the RP Group, or equivalent would be extremely helpful to the college.

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

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

Guided Pathways Award Program Self-Assessment Signature Page

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

East Los Angeles College
Name of college

Self-Assessment Signatories

	Sydney K. Kamlager	12/12/2017
Signature, President of the Governing Board	Printed Name	Date signed

	Marvin Martinez	12/12/2017
Signature, Chief Executive Officer/President	Printed Name	Date signed

	Jeffrey Hernandez	12/12/2017
Signature, Academic Senate President	Printed Name	Date signed

	Armida Ornelas	12/12/2017
Signature, Chief Instructional Officer	Printed Name	Date signed

	Julie Benavides	12/12/2017
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