GUIDED PATHWAYS SELF-ASSESSMENT
Laney College

Self-Assessment Outline

Key Element		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

INQUIRY (1-3)				
Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.				

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
1. CROSS-FUNCTIONAL INQUIRY College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success. College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.	○ College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.	**X** Inquiry around guided pathways and/or student outcomes is happening in areas of the college (e.g., by department, division, learning community, special project, initiative), but it is in siloes. Some programs have examined local data, agreed that improvement is necessary, and are engaged in actionable research but action is limited to solutions within programs.	○ Inquiry is happening in cross- functional teams that include faculty, staff and administrators. Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s). Guided pathways are consistently a topic of discussion.	○ Inquiry is happening in cross-functional teams that include faculty, staff and administrators. Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings. Research on student success and equity are systematically included and focused on closing the equity gap(s). Guided Pathways are consistently a topic of discussion.

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

1. **Please briefly explain why you selected this rating.**
   The college has just embarked on coordinating a cross-constituency group to discuss and develop a framework for engaging the larger community in discussions regarding defining and adopting a Guided Pathways approach. While the larger institution-wide discussion and engagement has not occurred, there are a number of individual departments and programs that have been discussing research and begun implementing specific-improvements to align with the principles of Guided Pathways. Moreover department, program, and college governance committees regularly examine data to improve student success.   Through program review and 3SP, Equity, BSI, Strong Workforce and other specific initiatives key data is reviewed on an ongoing basis. However, action is generally limited to specific programs or services.

2. **Describe one or two accomplishments the college has achieved to date on this key element.**
   A team of 11 individuals attended the November IEPI Guided Pathways workshop which launched the initial inquiry and college-wide discussion on the Guided Pathways methodology The team consisted of a broad representation of constituencies from across the college:

   - 1 Student (Associated Student President)
   - 1 Classified Professional (Classified Senate President)
   - 6 Faculty (Anthropology, Biotechnology, English, English for Speakers of Other Languages, Library—including the Faculty Senate President and Vice President)
   - 2 Deans of Instruction (Liberal Arts; Math & Science)
   - 1 College President

   After a robust discussion at the workshop, the team agreed to work collaboratively to complete the Guided Pathways Self-Assessment and develop a plan for engaging the entire college community in the spring 2018 semester. The group met following the workshop and has begun the task. In addition to the IEPI Guided Pathways workshop, other administrators have attended additional conferences, including AACC, related to Guided Pathways including the dean of student services, associate dean of student success, dean of social sciences and a number of faculty.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
   The college team recognizes there are several concerns related to the definition and impact of adopting a Guided Pathways framework. One of the challenges we anticipate is creating the right type of engagement plan and "incentive" for individuals to actively participate in the work. A second challenge is the need for greater research support at the college for more consistent and readily accessible data to help inform the inquiry. The college is currently in the process of hiring a research analyst position as this is a critical need.

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.	**X** 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.**
   The college has consistently used data to help inform student outcomes and assist the institution in setting benchmarks for improvements. From data to inform the Educational Master Plan, strategic planning, program review and program goals for areas such as Student Success & Support Programs, Student Equity, Basic Skills Initiative, Strong Workforce and long-standing benchmarks related to grants. In the last several years, the college has made significant strides in using defined metrics and benchmarks across programs and services and ensuring alignment to the overarching goals for the college. However, the consistency of student data tracking and the disaggregation of data metrics has not been an ongoing issue due to inconsistent staffing in institutional research at the college and district.

2. **Describe one or two accomplishments the college has achieved to date on this key element.**
   The collaborative work across programs in developing the Integrated Plan across Student Equity, Student Success & Support Programs and the Basic Skills Initiative has significantly helped embed the practice of cross program/initiative work on strategies to meet the defined metrics and share resources. Furthermore, the college is embarking on an updated strategic plan and is revising the program review process to create more opportunities for integration, alignment and discussion. The work of communities of practices, galvanized by the Basic Skills Transformation Grant has been successful in supporting discipline discussions and professional development, as well as the implementation of multiple measures and accelerated pathways in English, ESOL, and mathematics.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
   One of the key challenges is access to disaggregated data aligned to the specific goals outlined in college plans. Student level data based on support interventions or changes to pathways is not easily accessible in a timely fashion to support dialogue and decision-making. The college has been relying on limited support from the district and contracting with people for support, while recruiting for the research analyst position.

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.				
	SCALE OF ADOPTION			
KEY ELEMENT	**Pre-Adoption**	**Early Adoption**	**Scaling in Progress**	**Full Scale**
3. INTEGRATED PLANNING College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs such as (but not limited to): • Student Success and Support Program (SSSP) • Basic Skills Initiative/Basic Skills Student Outcomes and Transformation	○ College is currently not integrating or planning to integrate planning in the next few months.	**X** 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	○ 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

| | | | | beginning to routinely inform and engage their constituents around integrated planning. | 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. |
|---|---|---|---|---|---|
| Program (BSI/BSSOT)
• Equity Planning (Student Equity/SE)
• Strong Workforce Program (SWF) | | | | | |

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

1. **Please briefly explain why you selected this rating.**
   As evidenced by the Guided Pathways college team, there is support and commitment from stakeholder leadership to investigate, develop and adopt a Guided Pathways framework that is specific for the college. Furthermore, the college's key shared governance committees have been actively engaged in integrated and strategic planning and discussion on the intersection between different projects and student-focused initiatives.

2. **Describe one or two accomplishments the college has achieved to date on this key element.**
   The college's development of the Integrated Plan across different shared governance committees, including aligning budgets and metrics has engaged a larger group of college stakeholders. Additionally, the work of the CTE committee to share and integrate metrics from the Strong Workforce Program is beginning. There has also been good engagement in the college's strategic planning effort, which will help unify all of the different plans and initiatives for more integrated planning and alignment at the department, program and service level of the institution.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
   The college is currently engaged in strategic planning and actively assessing the current planning and resource allocation model. Changes to college process and procedures, while often for improvement, can still be difficult to implement and effectively communicate across the institution. Moreover, change cannot effectively occur without active engagement across the college. Ensuring there is robust and clear communication, adequate time, and strong support for this work is critical.

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**
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.	**X** Workgroups or teams have been created, but they are *not* yet inclusive of some key campus constituents: instructional, counseling, and student support faculty and staff, and administrators. The college plans to expand the teams through engaging governance structures and hosting broad, inclusive discussions and forums.	○ Cross-functional workgroups or teams (representing campus constituents) exist but there are no mechanisms yet identified for gathering and infusing college-wide input (including student voice) into the workgroup decision making policies and processes.	○ Cross-functional workgroups or teams who steer the Guided Pathways design process utilize explicit and agreed upon processes for gathering college-wide input (including student voice). Cross-functional teams are in communication and collaboration with college governance bodies.

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

1. **Please briefly explain why you selected this rating.**
   The college recently embarked on the learning and planning related to Guided Pathways, as evidenced by the cross-functional group that formed the initial team. While the initial team was identified, further augmentation must be done to represent key stakeholder voices, including counseling and key student support positions.

2. **Describe one or two accomplishments the college has achieved to date on this key element**.
   The structure for the initial inquiry and discussions about Guided Pathways has intentionally included representation from across constituency groups. The Faculty Senate is also actively engaged in discussions about this process and is working to identify additional leaders to support this effort. Conversations are taking place in specific disciplines, including kinesiology, biology, chemistry, math, counseling and ESOL.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
   The initial challenge will be understanding the principles of Guided Pathways and creating a framework for engagement and eventual adoption of an approach that works best for our student demographic. There are many steps to consider, but one of the most crucial will be making sure the associated students have steady representation that will enable us to incorporate student voices and feedback into all of the discussions and planning efforts. Other challenges include incorporating our Guided Pathways efforts into the set of multiple initiatives that the college is currently managing without compromising our timeline for completion, and identifying leads for the work.

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.	**X** 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.**
   The college has robust partnerships with K-12, four-year institutions, and industry partners to inform our program requirements. Career education programs have strong advisory boards and links to industry partners that enhance their progress. Participation in the Career Pathways Trust grant helped strengthen and create stronger engagement and alignment with our feeder unified school district. Significant work is also being done to strengthen relationships and jointly supported programs with adult education providers and community-based organizations.

2. **Describe one or two accomplishments the college has achieved to date on this key element.**
   Significant progress has been made over the past couple of years in strengthening intersegmental alignment. Increased offerings of dual and concurrent enrollment opportunities for local high school students, conversations and curriculum mapping with adult education and college faculty, and coordination of events to bridge segments. The Counseling Department hosted a one-day conference "Building the Bridge" to bring together counselors and advisors from local schools and community-based organizations to discuss student transitions and support. Summer programs and field trips created to expose high school students to educational opportunities in pathways have garnered great participation and support. One example of a consistently impactful program is Upgrade, a computer science education program that is focused on preparing high school and college students from diverse backgrounds for careers in technology while providing a structured introduction to college, and workplace exposure and training. The program has been hugely successful for the last three summers with high rates of participation and student performance.

   The college has also been active in intersegmental conversations and initiatives related to improved curriculum alignment and student success in mathematics with CSU East Bay and partner unified school districts. The college has also just begun a partnership with Mills College to develop 2+2+1 joint enrollment programs to support student pathways to a bachelor's and master's degree in business and will be exploring other disciplines.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
   One of the challenges is that this work must be ongoing and consistent. However, funding and capacity from partner institutions to engage in this work is sometimes cyclical and dependent on certain individuals or resources being available. We need to develop effective ways of consistently embedding intersegmental reviews of data, best practices, and partnering on initiatives to better support student success between systems.

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.				
	SCALE OF ADOPTION			
KEY ELEMENT	**Pre-Adoption**	**Early Adoption**	**Scaling in Progress**	**Full Scale**
6. GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES *(Help Students Choose and Enter a Pathway)* College has structures in place to scale major and career exploration early on in a student's college experience.	○ College is currently not implementing or planning to implement structures to scale students' early major and career exploration.	**X** 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.**
   Initial discussions are happening regarding how to create a framework for guided pathways to be implemented at the college. Mechanisms are in place for career exploration, but they are siloed to specific disciplines or programs. The career education programs have robust open houses in the summer specifically designed to help students select pathways, but this needs to be more carefully and thoughtfully put in place across the college.

2. **Describe one or two accomplishments the college has achieved to date on this key element.**
   A great deal of progress on the development of non-credit career exploration has been made which will help provide one vehicle for supporting and helping students select clusters and explore career options.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
   Scaling career and major exploration requires fundamentally shifting the culture of the college. Although this should not be the responsibility of a single department, historically this has been the practice and approach to many things. Clustering is also a problem given our current department structure and the modus operandi for collaboration across disciplines and areas. This requires thinking not just conceptually, but operationally about how to better support students so they are adequately prepared to make informed choices related to pathways.

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.				
	SCALE OF ADOPTION			
KEY ELEMENT	**Pre-Adoption**	**Early Adoption**	**Scaling in Progress**	**Full Scale**
7. IMPROVED BASIC SKILLS *(Help Students Choose and Enter a Pathway; Ensure Students are Learning)* College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English, including, but not limited to: ● The use of high school performance for placement (i.e. cumulative GPA, course grades, non- cognitive measures) for placement ● Co-requisite remediation or shortening of developmental sequence ● Curricular innovations including creation of math pathways to align with students' field of study.	○ 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.	**X** 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.

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

1. **Please briefly explain why you selected this rating.**
   The Basic Skills Committee has been very active in establishing a process for funding requests that connect to our college's Basic Skills Plan. Funded projects must been required to have an assessment plan so that we can see direct impact on student success. For the years of 2012-17, the Basic Skills Committee has funded communities of practice, tutoring, both in Writing Workshop classes and embedded tutoring, tutor training, and curriculum development. The college, primarily with the help of the Basic Skills Transformation Grant, has successfully assessed and improved the basic skills areas of Math and English. The ESOL department has refined their assessment placement tool and activated curricular cohesion via creating communities of practice to examine student success in their department.

2. **Describe one or two accomplishments the college has achieved to date on this key element.**
   In English, there has been a renewed look at student success through the lens of CAP's Acceleration data and effort has been put into creating a pre-transfer co-requisite as well as a total redesign of the lowest level English course, which is now paired with a mandatory workshop support course. Creating the co-requisite support model is meant to accelerate students to complete transfer-level English faster. Additionally, noncredit "spritzer" courses help support underprepared students as they enter the English course sequences that are being developed along with a district-wide English assessment tool. This work is supported by several communities of practice to keep the conversations going.

   In math, new courses have been created for accelerated algebra. The math department has created math camps, and math faculty have also been undergoing rigorous professional development, both in communities of practice and with site visits.

   Most importantly, we have created "embedded counseling" for math and English courses. A designated counselor holds workshops over the course of the semester in these aforementioned classes, and serves as a friendly, familiar face to assist with SEPs and answer general questions. As a direct result of this intervention, we have seen an uptick in retention as well as success -- not to mention a marked increase in completed SEPs.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
   The college does not anticipate any significant barriers to continuing the successful redesign of our basic skills programs as a whole, but there is still plenty of skepticism on campus in regards to acceleration concepts. Many faculty, several of whom are not familiar with the data, insist that Laney's basic skills population is unique and would not succeed in accelerated coursework. Also, because of the number of DSPS students on our campus, there is concern that DSPS students could be left behind in this process of acceleration and shortening of sequences.

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.	**X** 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.**
   Traditionally the college's career education programs have had clearly delineated program requirements matched to industry standards. The college's participation in the Career Pathways Trust grant helped seed different levels of pathway development by creating interlocking regional and local communities of practice that were intended to:

   1. build and strengthen career pathways;
   2. develop sequences of work-based learning experiences and engage a larger number of employer partners, and
   3. foster more seamless transitions from the K-12 to college and college to work.

   While this work has been fruitful, it was focused on some discipline specific areas in high wage, high demand areas.

2. **Describe one or two accomplishments the college has achieved to date on this key element.**
   Significant work has been done to strengthen intersegmental collaboration and alignment of pathways in Information Communication Technology (ICT) and Digital Media, Bioscience, Advanced Manufacturing & Engineering at the college through participation in the Career Pathways Trust. The college has also adopted block scheduling which should help aid in creating more efficient course scheduling.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
   One of the barriers will be shifting the culture of the college to receive and assess data regarding student demand and student need related to course offerings at convenient times. Schedule development has largely been a roll-over and there has not been a real analysis of student need versus faculty preference for teaching. Maximizing classroom space and figuring out which models to scale may be challenging due to limitations of funding and capacity for analysis.

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

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

1. **Please briefly explain why you selected this rating.**
   Coordination efforts and conversations are happening between instruction and student services to reimagine the way we offer proactive and aligned support directly to students. This fall the college initiated two pilot programs focused on integrated counseling and embedded tutoring. These pilots are based on the collaboration between basic skills math and English faculty, as well as counseling and tutoring faculty coordinators. Evaluation methods are currently being developed.

2. **Describe one or two accomplishments the college has achieved to date on this key element.**
   Integrated Counseling in 8 sections: Targeted classes in math and English basic skills are given a counselor for the semester. The counselor visits the class 3-4 times very briefly the first two weeks of the semester to make contact, address enrollment issues, and identify key student services on campus for new students. During the semester the counselor delivers 3 one-hour workshops to the class on issues relevant to the class. Topics might be time managements, student services, goal setting, study skills and so on. Each student in the class meets with the counselor outside of class time to get a comprehensive education plan before the enrollment date for the next semester.

   Embedded tutoring in 8 sections: We placed 1-3 tutors in accelerated or basic classes with co-requisites. Tutors are there to help students with the increased group work and hands on work that these classes require. Tutors are also available for additional work with the students outside of class.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
   The college faces the challenge of identifying funding for these sorts of pilots and must find ways to implement them. Supporting embedded tutors in all our basic skills classes is expensive. The college currently does not have a general fund budget for tutoring, outside of the faculty release for coordination. Finding the funds for expanded tutoring poses a large challenge. The same concerns exist for funding scaled integrated counseling and getting buy-in from other counselors to shift the traditional service model of how students have been seen. Another challenge is the fact that the college does not currently have a research analyst. This limits our capacity to track individual student outcomes that would inform our intervention strategies and assist us with providing data for review and discussion about the pilots.

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 (e.g., Starfish, early	○ College currently does not have or plan to build an integrated technology infrastructure.	**X** 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.

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.**
   This is an area of improvement for the college and the district, but initial discussions are taking place to implement early alert, degree audit, and more comprehensive tools for communicating with students.

2. **Describe one or two accomplishments the college has achieved to date on this key element.**
   The district is initiating a large-scale modernization of our PeopleSoft administrative and student enterprise systems to help advance course services. This modernization will help enable seamless interaction for students with the college and create a more end user-friendly experience. The project will also help provide the technology foundation that can better integrate with other tools to support schedule development and tracking of student pathways.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
   While the anticipated timeline for modernization initially looks like it will only take one semester to design and implement, overhauling the district's financial, human resources, and student systems is a significant endeavor. Changes in timeline and any issues with implementation may extend the adoption of other technology support systems.

4. **Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**
   The College is also discussing the use of a smartphone App(s) for students to give them easy access to their class schedules and help them monitor their progress in completing pathways. A faculty member in computer information systems suggested that students could possibly develop a Guided Pathways smartphone app as part of a class project. This could be an additional avenue to engage more students in discussions around Guided Pathways.

IMPLEMENTATION (9-14)				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
	SCALE OF ADOPTION			
KEY ELEMENT	**Pre-Adoption**	**Early Adoption**	**Scaling in Progress**	**Full Scale**
11. STRATEGIC PROFESSIONAL DEVELOPMENT *(Help Students Stay on the Path; Ensure Students are Learning)* Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.	○ College is currently not offering or planning to offer professional development (PD) opportunities aligned with needs and priorities identified in integrated plans, program review, and other intentional processes.	**X** 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	○ 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

			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.	teaching and learning • Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary. • Improvements in those college processes. directly 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.**
Professional development is mostly departmentally based at this time. For example, English and ESOL host a variety of department-wide professional development opportunities and departments have to leverage grant funds to create communities of practice for teaching and for sending instructors to state-wide conferences. There is little systematic professional development happening, outside of individualized requests, college-wide Flex Week, and specialized training for departments. There is also currently no plane in place for the development and offering of professional development opportunities for classified professionals, especially as it relates to Guided Pathways. There are positive discussions happening to initiate changes and the Guided Pathways college team hopes to begin college-wide professional development during the spring.

2. **Describe one or two accomplishments the college has achieved to date on this key element.**
Our college is beginning to make some progress and has strategically leveraged grant and categorical funding to do more extensive and targeted professional development for faculty. For instance, the Basic Skills Transformation grant has supported the creation of communities of practice for students performing below college level in English and math. In addition, ESOL has worked very hard to improve the teaching of our new accelerated curriculum by using grants to sponsor communities of practice. Part-time faculty are provided stipends to participate and these groups meet for an entire semester. We created a Basic Skills retreat last spring to place all the stakeholders in one room to see what we are offering students and how we can increase our integrated planning to serve students better. Although the retreat was informative, the planned working group did not have a chance to commence due to the loss of both Vice Presidents in June 2017. Our mid-semester Flex Week also offered a great opportunity for all college constituencies to rally around Equity, as a college-wide professional development opportunity that yielded some 100 plus participants. With the help of opportunities like these, our college community can come together to understand how different departments can collaborate across disciplines to improve and enhance student success.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
One challenge is ensuring adequate time, resources and buy-in from key stakeholders needed to successfully define and implement a Guided Pathways framework at the college. This includes how to ensure classified professionals receive comprehensive development training to aid them in their roles of communicating information and implementing new practices. Engagement from counseling faculty and other student services professionals will also be critical. Additionally, another challenge is getting part-time faculty participation in the discussions and design sessions. The majority of faculty teaching at the college are part-time and are not required to participate and often have competing obligations at other colleges. As we plan for the future, we believe it is critical that our program reviews better document the expansive needs for professional development, both departmental and college-wide.

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.	**X** 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 college has made incredible strides in the development, review, assessment of SLOs to ensure alignment, academic rigor, integrity, currency and relevance in academic programs, courses and institutional outcomes. Currently the college does not have systematic review and assessment of SLOs for all student service and administrative areas, but this is currently being addressed through the revision of the College's program review process.

2. **Describe one or two accomplishments the college has achieved to date on this key element.**
   The college assessment co-coordinators have done an incredible and thorough job providing department and college-wide trainings related to student and program learning outcome development and assessment. The co-coordinators also spearheaded the district-wide committee to adopt the assessment module in CurricUNET META so that SLO assessments can be linked directly to curriculum review of courses and programs.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
   One of the challenges is transitioning to a new system for SLO assessment and ensuring all faculty and staff are adequately trained and held accountable for entering the information. Another challenge is determining how to align aggregate outcomes assessments to inform areas for enhanced or additional professional development.

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 in their programs.	○ 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.	**X** 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.

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

1. **Please briefly explain why you selected this rating.**
   The college is consistently assessing and tracking student learning outcomes at course, program and institutional levels. While the college is implementing a new process for collecting assessment results that will be integrated with the curriculum management system, assessment results are readily available to faculty and administrators. More work needs to be done to provide students with access to student learning outcomes and to ensure that other areas, such as student services and administration, are assessing student outcomes consistently.

2. **Describe one or two accomplishments the college has achieved to date on this key element.**
   There has been a great deal of professional development and hands-on training/office hours around student learning outcomes development and assessment by the assessment co-coordinators. Additionally, the transition to the fall pilot for the course and program-level assessment in the new CurricUNET Meta module will facilitate making outcome data readily accessible to students.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
   There has been quite a culture shift at the college and so do not anticipate many challenges with scaling up the use of assessment outcomes to improve instruction and services. One of the barriers is building capacity in student services and administrative areas for ongoing assessment and tracking improvements.

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.	**X** 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.**
   The college has strong career education programs in which project-based learning is central to the curriculum. The Library and some of the discipline-specific support labs provide contextualized learning opportunities and constructivist learning. However, this is not systematically available across the curriculum or coordinated strategically. The Dance and Cosmetology Departments provide study abroad opportunities. There are limited options for student internships at the college at this time.

2. **Describe one or two accomplishments the college has achieved to date on this key element.**
   The college showcases hands-on application of the curriculum featured through student work on projects such as the development of Tiny Homes and design team assignments in architecture and machine technology. An I-Design program was developed and offered this summer to give high school students hands-on exposure to four skilled trades (welding, wood technology, carpentry and machining) as "taster" opportunities.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
   One challenge is providing students with access to and support for internships in their field of study. There is currently no systematic process to help cultivate these opportunities for students.

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
   X Early Adoption
   ○ Scaling in Progress
   ○ Full Scale

   Please briefly explain why you selected this rating:

   The college is in the early stages of understanding and facilitating discussions across the disciplines regarding the principles of Guided Pathways. Much of the current good work has happened in silos and is not necessarily easily scaled or supported based on the lack of fiscal and human capital. At the same time, the areas that have begun the work have created a sound foundation for the College to build upon.

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:**

   Greater support for professional development and information from other colleges on their progress with guided pathways would be helpful. The college is taking a mindful approach to these conversations, so help with the inquiry and design elements would be very useful at this time.

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**

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Guided Pathways Award Program Self-Assessment Signature Page

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

Laney College
Name of college

Self-Assessment Signatories

Signature, President of the Governing Board	Julina Bonilla Printed Name	12/12/17 Date signed
Signature, Chief Executive Officer/President	Tammeil Y. Gilkerson, Ed.D. Printed Name	12/12/17 Date signed
Signature, Academic Senate President	Donald S. Moore, Ph.D. Printed Name	12/12/17 Date signed
Signature, Chief Instructional Officer	Tammeil Y. Gilkerson, Ed.D. Printed Name	12/12/17 Date signed
Signature, Chief Student Services Officer	Tammeil Y. Gilkerson, Ed.D. Printed Name	12/12/17 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

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